



Guilford College Catalog

2018-19

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.

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, 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 Academic Program: An Overview and Introduction	11
III	Graduation Requirements: Degrees and Cooperative or Dual-Degree Programs Offered	17
IV	Academic Departments and Majors	20
V	Minors	137
VI	Graduate Program	168
VII	Study Abroad	172
VIII	Other Special Study Opportunities	173
IX	Continuing Education (CE)	176
X	Academic Resources	182
XI	Admission and Fees for Traditional-Age Students	189
XII	Financial Aid	195
XIII	Academic Regulations	201
XIV	Student Affairs	212
XV	Scholarships and Other Awards	217
XVI	Board of Trustees	227
XVII	Faculty	228

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 14 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 a six-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 ACADEMIC PROGRAM: AN OVERVIEW AND INTRODUCTION

Guilford stresses breadth and rigor in its academic program. As a Quaker-founded College, it offers an educational experience that emphasizes the study of human values and the inter-relatedness of the world's knowledge and cultures.

The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and completion of at least one major and one minor.

Guilford also supports students in creating individualized programs and in selecting studies which will best contribute to their own development and interests. Faculty advisors readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study.

The College encourages off-campus learning and study abroad, and advisors help students design internships in the community as a way of relating study and work experiences.

THE FIVE ACADEMIC PRINCIPLES

These principles govern all courses and other educational experiences at the College.

Innovative, student-centered learning

Guilford embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty.

The College places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of Guilford's intentionally diverse community.

Challenge to engage in creative and critical thinking

Guilford emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination and the aesthetic sense with reasoning, quantitative analyses and factual knowledge.

Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, the College emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford especially values courses that connect different ways of knowing, hence the College's interdisciplinary emphasis.

Cultural and global perspectives

Guilford strives to prepare students to be citizens of the world. Thus the curriculum is designed to encourage students and faculty to respect and learn from people of other cultures and to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultures and gaining sensitivity to other ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

Values and the ethical dimension of knowledge

The Quaker ethos deeply influences the academic program as it does all other aspects of College life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life, and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance.

Guilford's courses explore the ethical dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice and socioeconomics in historical and contemporary contexts.

Focus on practical application: vocation and service to the larger community

Noting the call of George Fox, a founder of Quakerism, for schools to teach "things civil and useful," Guilford's teachers help their students choose majors and sequences of supporting courses that fit their interests and aptitudes and lead to work and service possibilities that will bring personal fulfillment and challenge. The College also upholds each individual's obligation to the larger community, hence its commitment to personal responsibility, social justice, world peace, service and ethical behavior. Rooted in the Society of Friends' social testimonies, the College aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

THE CURRICULUM

The curriculum consists of five tiers:

1. Foundations

2. Explorations (Breadth and Critical Perspectives)
3. Major
4. Minor
5. Capstone

Students must complete requirements in each of these five tiers. The general education requirements consist of the Foundations, Explorations and Capstone tiers.

Students need a minimum of 128 credits for graduation, so the remaining courses a student takes may either count as electives or establish a second major and/or minor.

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.

A single course may fulfill multiple requirements between the general education program and a student's major and minor fields. Each major must consist of at least 32 discrete credits and each minor must consist of at least 16 discrete credits. For example, a student completing one major and one minor must complete at least 48 discrete credits, and one major and two minors requires at least 64 discrete credits.

I. FOUNDATIONS

Throughout their time at Guilford, students will develop skill competencies in the following specific areas:

- Writing
- Oral Communication
- Research
- Information Technology
- Quantitative Reasoning

The platform for these competencies occurs generally in the Foundations courses; students then continue to develop these competencies during their course of studies. The IDS 400 course represents the completion of this development at Guilford.

Students must satisfy all Foundations requirements within the first 40 credits they complete at Guilford. The four required Foundations courses plus an additional quantitative requirement, which provide solid grounding in Guilford's five academic principles, are:

1. The First Year Seminar (FYS 101, FYE 100). The First Year Seminar is for traditional-age students. Continuing Education and Early College at Guilford students are exempt from this requirement. FYS aids in the academic and social transition to College life.

This requirement includes a 4-credit seminar and a 1-credit college transitions course. The four-credit seminar engages students in significant interactive and values-based inquiry. With a focus on speaking, listening and experiential learning, each FYS course explores an interdisciplinary content area. The instructor for FYS 101 serves as the student's academic advisor until the student declares a major. The First Year Experience class (FYE 100) helps introduce students to Guilford and includes such topics as time management, Quakerism, student engagement, the honor code and academic integrity.

Students who fail or withdraw from FYS 101 may not retake this course but instead must take and pass (D- or better) an additional Historical Perspectives course, or take and pass (D- or better) an additional 400-level IDS (interdisciplinary) course. FYS 101 cannot double-count in the major or minor.

Students who fail FYE 100 in the fall must repeat the course during the following spring semester.

If a traditional-age transfer student enters with 12 or more transfer credits, he or she is exempt from this requirement. Traditional-age transfer students entering in the spring semester with fewer than 12 credits must take FYS 101 and FYE 100, if offered, to satisfy the requirement. If FYS 101 and FYE 100 are not offered, the student must satisfy the requirement by taking FYS 101 and FYE 100 in the following semester.

Minimum grade to satisfy this requirement: D-.

Adult Transitions (GST 101). This course, an equivalent of FYS 101, is limited to students 23 or older in their first term of courses at the College. Its curriculum is geared to first-time college students and students who performed less than optimally in their prior college experience. The course acclimates students to the rigor of academics at Guilford, orients students to the College, and emphasizes critical thinking and analytical, critical reading and critical writing skills at the college level. The instructor of the course serves as the student's academic advisor for the first semester, after which the student is assigned an advisor in his or her major.

Minimum grade to satisfy this requirement: D-.

2. College Reading and Writing: Many Voices (ENGL 102). This course provides a main site for identifying and working on the reading and writing skills that students need as members of the Guilford community. Course emphases include invention, arrangement, style, revision and editing, as well as college-level reading strategies.

Embracing the value of multicultural issues and perspectives in our society, the theme of the course is "Many Voices." Readings celebrate a range of diverse populations, including Native Americans and Americans of African, Asian, Hispanic, Jewish and Arab descent, that collectively define the American landscape.

Enrollment in ENGL 102 requires a prerequisite of either a C- or better in ENGL 101, or placement by the writing director. The Department of English reviews student essays before the semester begins to confirm correct placement. Students with scores of four or five on an English AP exam are exempt from ENGL 102.

All traditional-aged students whose native language is not English are screened by either SAT or ACT scores or by an English placement

essay, and their placement in English 101 or 102 is determined by scores on these tests.

Minimum grade to satisfy this requirement: D-.

3. Historical Perspectives (HP). (Offered by departments throughout the College). This course 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.

Students who enter with appropriate credit for a second semester of first-year composition 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-.

4. Foreign Language. Guilford College has a one-semester language requirement.

A student can satisfy the Guilford College foreign language requirement by passing language 101* at Guilford College with a D- or better. (*CCE students may also satisfy this requirement by passing FREN or SPAN 111. Traditional-age students are not eligible for language 111.) 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 one semester 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 102 or higher on one of Guilford’s language placement tests. We will not accept placement scores from exams taken at other universities.
- 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 foreign language course. Students who place out of the foreign language requirement are encouraged to continue their studies of language by enrolling in 102, 201, 202/220 or 301, according to placement. Students who score below the minimum (see below) must satisfy the foreign language requirement by taking a 101-level course. Such courses are offered in French, German, Japanese and Spanish.

For the foreign language requirement to be waived, a student must qualify for a learning disability as defined by the state of North Carolina. If the foreign 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 Disability Resources to process the waiver. The coordinator of Disability Resources maintains the list of approved substitute courses. Substitute courses cannot double-count.

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 foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced-level course.

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.

Minimum grade to satisfy this requirement: D-.

<i>Spanish Placement Exam</i>		<i>German Placement Exam</i>		<i>French Placement Exam</i>	
SCORE	SUGGESTED PLACEMENT	SCORE	SUGGESTED PLACEMENT	SCORE	SUGGESTED PLACEMENT
below 286	Spanish 101	below 328	German 101	below 280	French 101
286-374	Spanish 102	328-416	German 102	280-357	French 102
375-440	Spanish 201	417-548	German 201	358-392	French 201
above 440	Spanish 202	above 548	German 202	above 392	French 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 to satisfy the foreign language requirement.

102 – A student placing in 102 has satisfied the requirement, but needs to complete this course before taking 200-level courses, which count towards the language major or minor.

201 & 202/220 – A student placing at these levels has satisfied the requirement, but is strongly advised to enroll in the appropriate course to continue studying the language.

Note that students are strongly urged to begin and continue their language study in their first year at Guilford.

5. Quantitative Literacy. Guilford also has a Quantitative Literacy requirement. Students may satisfy it in several ways:

- Earning a Math SAT score of 650 or higher
- Receiving a score of 15 or below on the Guilford Quantitative Literacy test
- Successfully completing GST 110, a 2-credit course that focuses on quantitative literacy or
- Passing (D- or above) any mathematics course offered at Guilford or a transfer course equivalent
- Earning a Math ACT score of 28 or higher

II. EXPLORATIONS

A. Breadth

To gain educational experiences in each of the five disciplinary divisions, students are required to take one Breadth course in of these divisions. The following list identifies these disciplinary divisions, as well as the academic departments belonging to each (interdisciplinary programs like African and African American studies and environmental studies span the areas of study but are not primarily located in any one of them).

Not all courses taught in each of these divisions will satisfy this requirement. Those courses that do satisfy one of the Breadth requirements are so identified in individual course descriptions.

- **Arts:** art, music, theatre studies
- **Business and Policy Studies:** accounting, business, computing technology and information systems, justice and policy studies, sport studies
- **Humanities:** English, modern language studies, history, philosophy, religious studies
- **Natural Sciences and Mathematics:** biology, chemistry, geology and earth sciences, physics
- **Social Sciences:** economics, education studies, political science, psychology, sociology and anthropology

Minimum grade to satisfy the Breadth requirement: D- in each of the courses taken to satisfy this requirement.

B. Critical Perspectives

Additionally, each student must complete three specially designated Critical Perspectives courses. These three courses can double-count with Breadth courses, a Historical Perspectives course, major and minor courses, or a capstone course. Those courses that will satisfy the Critical Perspectives requirement are so identified in individual course descriptions. Only courses so designated may be used to satisfy this requirement. The three categories are:

- **Intercultural:** an approved course that focuses on Africa, Asia, Latin America or the Middle East.
- **Social Justice/Environmental Responsibility:** an approved course that focuses on race, class, gender, sexual orientation or the environment.
- **Diversity in the U.S.:** an approved course that explores subcultures within the United States.

Minimum grade to satisfy the Critical Perspectives requirement: D- in each of the courses taken to satisfy one of the three requirements.

III. THE MAJOR

Each student must choose a major field of specialization. It is expected that students should declare a major online in the College's BannerWeb system by the time they have earned 32 credit hours.

Students may pursue options outlined below, including disciplinary majors, double majors or interdisciplinary majors.

All majors require a minimum of 32 credit hours. Certain majors require a larger number of credit hours. 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 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* and must represent credits above and beyond the minimum 32 credits required for a major.

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.

Accounting, African and African American studies, business administration, community and justice studies, computing technology and information systems, criminal justice, education (K-6), education (9-12), forensic accounting, history, political science and psychology may be completed through either daytime or evening classes. Forensic biology is an evening major.

Disciplinary Majors

A disciplinary major is a major in a traditional academic discipline. A student selecting a disciplinary major completes a minimum of 32 credit hours (eight courses) in that field as specified by the program. At least half of the 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 a minimum of 32 credit hours (eight courses) as specified by the program. With the exception of integrative studies and peace and conflict studies, all interdisciplinary majors must also complete a second disciplinary major, which replaces the minor requirement. At least half of each major must be completed at Guilford.

Double Majors

A double major consist of two distinct majors, one of which must be a disciplinary major. To earn a double major, a student must complete all requirements for each of the two majors. With a double major, no minor is required for graduation. If these two majors offer different degrees (A.B., B.S., B.M., B.F.A.), only one degree will be awarded to the student. The student will choose which degree is awarded. Both majors, however, will be listed on the student's permanent academic transcript.

Students wishing to have more than one major must complete a minimum of 32 discrete credit hours in each major. The 32 credit hours for each major must not overlap with the other major.

At least half of each major must be earned at Guilford.

IV. THE MINOR

In addition to the major coursework, each student who is not pursuing a double major, triple major, B.F.A. degree or integrative studies major must choose a minor. A minor is a focused collection of a minimum of 16 credit hours that either provide a second, mini-depth area or involve study related to the major. The student must complete at least half of the minor credit requirements at Guilford. Students are free to select any minor so long as it does not have the same name as the major; an English major, for instance, is not allowed to complete an English minor.

Minors may be either disciplinary or interdisciplinary.

Minimum grade to satisfy the minor: D- in each of the courses required for the minor.

V. CAPSTONE INTERDISCIPLINARY STUDIES (IDS)

Each student who has senior status (a minimum of 88 credits completed) must take an interdisciplinary studies (IDS) course at the 400 level (e.g., IDS 402 Business Ethics). Students may take an IDS 400-level class before they have earned 88 credit hours; however, under no circumstances will the course satisfy the IDS general education requirement if the student has not already completed 88 credit hours prior to the beginning of the course. Also, students must complete their Historical Perspectives requirement before taking an IDS course.

The IDS course will allow students to draw upon the knowledge and skills gained from previous work and explore issues that cross traditional disciplinary lines. Cross-disciplinary writing will be a principal focus.

The IDS may only double-count with Critical Perspectives, major or minor.

Minimum grade to satisfy this requirement: D-, unless counting in major, then minimum grade is C-.

ELECTIVES

Sufficient electives are needed to fill out the minimum of 128 credits needed for graduation. Electives may be taken in any department or field to supplement the student's interests.

There are some limitations on the number of credit hours a student may earn in independent studies, internships and physical education classes. For detailed restrictions please refer to the sections on independent studies, internships and physical education classes.

HONORARY DEGREES

The Guilford College Bylaws state that "This authority [of the Board of Trustees], upon the recommendation of the president, shall include but not be limited to the following illustrative functions: ... Approve all earned and honorary degrees as the faculty shall recommend." (Section 2.2) This information establishes the criteria for honorary degrees and the process by which awardees would be recommended by the faculty and president.

Objective. The honorary degree is one of the highest recognitions any college can bestow and therefore is not granted lightly. It is intended to honor an individual who has a sustained record of achievements of lasting significance. Associating these honorees more closely with Guilford would raise the profile of the College, thereby benefitting admissions, overall engagement and philanthropy.

The Doctor of Letters, Doctor of Humane Letters or Doctor of Science would be awarded to individuals who meet the stated criteria. No more than one honorary degree would be awarded in any academic year.

Criteria. Persons nominated for consideration for honorary degrees should have made distinguished and broad contributions to society. These may be in the traditional areas of scholarship and creative arts, research and development, the learned professions, public service, philanthropy, or business and industry. It would be desirable for these contributions to reflect all or most of the Core Values (community, diversity, equality, excellence, integrity, justice and stewardship) with an emphasis on excellence and integrity. Contributions to society that reflect principled problem solving are also desirable.

It is desirable, but not required, that the people selected have had some connection with Guilford College and its mission. It is also desirable, but not required, that recipients of honorary degrees be widely known by the general public.

Persons currently serving on the faculty or staff of the College ordinarily would not be eligible.

ACCREDITATION AND AFFILIATION

Guilford is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <http://www.sacscoc.org> to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education.

Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is

accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

The Bachelor of Science Degree in Business Administration is accredited by the Accreditation Council for Business Schools and Programs. Although the following business-related programs at Guilford College are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, they are not included in the accreditation by the Accreditation Council for Business Schools and Programs: computing technology & information systems, accounting, forensic accounting, economics and sport management.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities, the American Council on Education, the Council of Independent Colleges, the North Carolina Adult Education Association, the National Association of Independent Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the North Carolina Honors Association, the National Collegiate Honors Council, the Friends Association for Higher Education, The College Board, and the North Carolina Independent Colleges and Universities.

Guilford is listed in the baccalaureate colleges — liberal arts category by the Carnegie Foundation for the Advancement of Teaching.

REQUIRED GENERAL EDUCATION COURSES

FOUNDATIONS

First-Year Seminar/Experience (FYS 101, FYE 100) — two courses (CE students, graduates of The Early College at Guilford and traditional-age transfer students with 12 or more transferred credits are exempted from this requirement)

College Reading and Writing: Many Voices (ENGL 102) — one course

Historical Perspectives — one approved course; may double-count with major or minor

Foreign Language 101 — one approved course or test placement (CE students may also use SPAN 111 to satisfy this requirement)

Quantitative Literacy — test placement, GST 120 Quantitative Literacy, or any Guilford math course or equivalent

EXPLORATIONS — BREADTH

(courses may double-count with major or minor)

Arts — one approved course

Business & Policy Studies — one approved course

Humanities — one approved course

Natural Science & Mathematics — one approved lab science course

Social Science — one approved course

EXPLORATIONS — CRITICAL PERSPECTIVES

(courses may double-count with Breadth, Historical Perspectives, major, minor or IDS 400)

Intercultural — one approved course

Social Justice/Environmental Responsibility — one approved course

Diversity in the U.S. — one approved course

CAPSTONE

(may only double-count with Critical Perspectives, major or minor)

Interdisciplinary Studies (IDS 400) — one approved course

III. GRADUATION REQUIREMENTS: DEGREES AND COOPERATIVE OR DUAL-DEGREE PROGRAMS OFFERED

GRADUATION REQUIREMENTS

Guilford College uses semester hours for units of credit.

For the baccalaureate degree, students must:

- earn a minimum of 128 semester hours of credit;
- earn a minimum cumulative grade-point average of C (2.0);
- complete all general education requirements;
- complete a minimum of 32 semester hours of credit at Guilford;
- complete half their major(s) while enrolled at Guilford, with grades of C- or above;
- complete half their minor(s) while enrolled at Guilford;
- spend their last semester of study at Guilford;
- file their application for degree candidacy online at least one semester before their anticipated date of graduation.

Commencement is held once per year, in May. July and December graduates may participate in the next May ceremony.

A student who is within 8 credits of completing all degree requirements may petition the Provost's Office to participate in the commencement ceremony if they have (a) already met the minimum cumulative grade point average, and (b) registered to complete all requirements for graduation. Students who participate in the commencement ceremony without having completed all degree requirements will not be able to wear honor cords or be listed as receiving graduating honors. Students may only participate in one commencement ceremony.

To receive a diploma 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 with unresolved judicial charges.

DEGREES OFFERED

Guilford offers four baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts and Bachelor of Music.

A student majoring in biology, chemistry or geology is awarded a Bachelor of Arts unless extra work is done to earn a Bachelor of Science. An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts; a music major may pursue either a Bachelor of Arts or a Bachelor of Music.

COOPERATIVE OR DUAL-DEGREE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at a cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs that interest them, and their admission is the prerogative of those schools.

Engineering

Do you want to be an engineer with a solid foundation in the liberal arts and excellent oral and written communication skills? The Guilford physics program may be just the right one for you. At Guilford, students learn how to attack and solve complicated problems by getting to the root causes and analyzing connections between the pieces. In addition, Guilford physics students become excellent communicators to both technical and non-technical audiences. These are critical skills for a successful engineer. More than 30 percent of Guilford physics graduates have careers in engineering or engineering-related fields. At Guilford, these students concentrated on applied physics while also benefiting from our strong writing program and broad liberal arts education. Guilford-trained engineers are not only excellent in finding technical solutions to problems, they understand the relationship between technology and humankind and can communicate effectively with people of diverse cultural backgrounds and technical knowledge. The training in alternate perspectives that a liberal arts education provides will be a critical asset for 21st-century engineers who will need to navigate through complicated problems and find creative solutions.

There are three ways in which Guilford students can prepare for an engineering career:

1. Students may follow the pre-engineering track of the physics major (and chemistry major for chemical engineering). Graduates may go to graduate school in engineering or enter the workforce directly.
2. Students may obtain a dual degree by completing a 3-2 program in pre-engineering physics. Students in this program complete three years at Guilford satisfying all the requirements for a B.S. in pre-engineering physics except for thesis and IDS 401 before transferring to an engineering program at an accredited university. After completing the program, the student receives a B.S. in physics from Guilford as well as an engineering degree from the cooperating school. In addition to the advantages of small classes, individualized instruction, and broad background enjoyed by Guilford students, graduates also gain the advantage of standing out from the crowd to potential

employers because of their two degrees.

3. Following two years at Guilford, students may transfer to an engineering school to obtain a bachelor's degree in engineering. Two years at Guilford would provide students with a basic foundation in science and mathematics as well as experience in writing and exposure to the liberal arts. These classes at Guilford are much smaller and more personalized than at a university, so they provide an excellent way to begin one's college career. This option is attractive for those students with a weak scientific background or, paradoxically, a desire to pursue physics and math in greater depth than is customary in engineering education.

All three paths for pursuing an engineering career at Guilford require careful planning. Interested students should meet with an advisor from the Department of Physics as soon as possible so that the student and an advisor can develop the best plan of action.

Law

The College offers an accelerated degree program with Elon University Law School ("Elon Law"), leading to the Doctor of Jurisprudence degree from Elon Law in addition to the bachelor's degree from Guilford College, completed in five and a half years.

With appropriate guidance, over three years, highly qualified students can complete a minimum of 92 hours, including all major, minor and general education requirements. At the end of two full semesters of law school at Elon Law, students will have completed the undergraduate degree at Guilford College, and a degree will be awarded by Guilford. After an additional three semesters at Elon Law, students who have completed all requirements for the law degree will receive their J.D. degrees from Elon Law. This accelerated program enables qualified students to earn a bachelors degree and a law degree over five and one-half years, compared to seven years to pursue both degrees separately and six years for most dual degree programs.

This program at Guilford College does not guarantee admission to Elon Law. Students must submit an application to Elon Law by February of their junior year. Students also must have taken the LSAT (the law school admission exam) during their junior year. In order to be admitted, students must demonstrate superior academic ability and potential for leadership. LSAT scores and grade point averages must meet Elon Law's rigorous standards for admission. There are no prescribed majors or minors for law school. Students should demonstrate mastery of their chosen fields of study, as well as excellent oral and written communication skills and critical thinking skills. In their first or second years, Interested students should seek advice from, and work with, pre-law advisors in order to be able to pursue this accelerated degree program. Advisor: Betty T. Kane, Department of Business Administration.

PREPROFESSIONAL OPTIONS

Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy or optometry must fulfill the prerequisites at Guilford for professional school admission. Health professions advisors provide detailed information on various careers, as well as on professional school admission requirements, application procedures and special programs for minority students. Also available are application materials, financial aid information and study materials for entrance examinations (such as the Medical College Admission Test and the Dental Admission Test).

A health professions advisor assists students in planning an individualized program of study that, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Advisor: Anne G. Glenn, Department of Chemistry.

Pre-Veterinary Medicine

Students receive solid preparation at Guilford for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal nutrition, which Guilford students can take at North Carolina A&T State University through consortium arrangements, or students can take an approved online course. Advisor: Michele Malotky, Department of Biology.

Pre-Law

Students planning to attend law school are urged to contact Guilford's pre-law advisor and to participate fully in the activities of the Pre-Law Club. Students are encouraged to contact the advisor early in their undergraduate studies for both academic and law school admission advice.

There is no prescribed or preferred major for pre-law students, but law schools seek students who have demonstrated mastery of their chosen fields of study and have completed a balanced liberal arts education. Pre-law students are urged to include foreign languages, political theory, logic (formal or informal), economics, analytical writing and critical thinking among their undergraduate courses, as well as various law courses offered across the curriculum (e.g., business law, criminal law and criminal procedure). Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.0 or higher grade-point average.

The Pre-Law Club provides practice LSATs, regular meetings, guest speakers and visits to nearby law schools. Advisor: Catherine Bonventre, Department of Justice and Policy Studies.

Pre-Ministerial

The Department of Religious Studies offers preparation which may lead to a career in the ministry or religious education. A broad range of courses preparing the student to enter theological school directly upon graduation includes History of Christianity, Old Testament and New Testament, Contemporary Theology, Quakerism, and various explorations in modern religious problems. Studies in comparative

religions are offered regularly. Advisor: Eric Mortensen, Department of Religious Studies.

NOTE: As a Quaker-founded College, Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural and Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.

IV. 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.	E	
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.	E	
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 Accounting	Accounting	ACCT	B.S.	E	
Forensic Biology	Biology	BIOL	A.B.; B.S.	E	
French	Modern Language Studies	FREN	A.B.		
Geology	Geology & Earth Sciences	GEOL	A.B.; B.S.		
German	Modern Language Studies	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
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	A.B.	E	
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	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 and forensic accounting.

Students who double-major in accounting and forensic accounting are required to have a minor outside the Department of 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 Guilford accounting 128 semester hour 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 (8) 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 a minimum of 52 credit hours (13 courses): eight accounting courses and five Common Body of Knowledge courses.

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

Total credits required for B.S. degree in accounting is 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

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.

Major Requirements for B.S. degree in forensic accounting. The term “forensic” means “used in legal proceedings.” The two components of forensic accounting are litigation support and investigative accounting. The forensic accountant is the bloodhound of the accounting profession, sniffing out complex fraud shenanigans that other types of accountants often fail to detect. The preparation of students at Guilford is designed to broaden one’s critical thinking skills through exposure to a solid liberal arts education as well as technical training. Graduates of this program can seek a career in public accounting, internal auditing, corporate accounting, the FBI, the IRS or many other types of businesses that have established forensic accounting departments.

A forensic accounting major will provide students with the skills necessary to determine techniques to prevent and detect fraud, apply analytical techniques and computer digital techniques to detect fraud, provide expert interviewing skills of possible fraud perpetrators, and know the legal environment so one will be able to gather evidence legally and be capable of testifying as an expert witness in the prosecution of a fraud case.

A forensic accountant must develop a wide array of skills. One must be capable of analyzing potential fraud indicators, sniffing out evidence to support a fraud hypothesis, understanding human behavior that might lead to fraud, and displaying excellent oral and written communication skills. Guilford provides a liberal arts education that will develop all of these skills for a forensic accounting graduate.

The major requires a minimum of eight major courses and four Common Body of Knowledge courses; 48 credit hours (12 courses). These courses will not only prepare a graduate for entry into the marketplace but will also prepare the graduate to take the Certified Fraud Examiners (CFE) exam as a recognized certification for this field of study.

The eight required accounting courses are:

1. ACCT 200 Introduction to Fraud Examinations – 4 credits
2. ACCT 201 Introduction to Accounting – 4 credits
3. ACCT 300 Advanced Fraud Examinations – 4 credits
4. ACCT 301 Intermediate Accounting I – 4 credits
5. ACCT 302 Intermediate Accounting II – 4 credits
6. ACCT 320 Criminology and Legal Issues for Forensic Accountants – 4 credits
7. ACCT 330 Computer Forensics or ACCT 411 Auditing– 4 credits
8. ACCT 412 Advanced Forensic Investigations – 4 credits

The four Common Body of Knowledge courses are:

9. BUS 215 Business Law and Environment – 4 credits
10. BUS/CTIS 243 Management Information Systems – 4 credits
11. JPS/PSY 270 Interpersonal Communications – 4 credits
12. One course from: 4 credits
 - JPS 200 Criminal Procedure
 - PSY 232 Introduction to Personality
 - SOAN 100 Introduction to Sociology
 - SOAN 103 Cultural Anthropology

Total credits required for B.S. degree in forensic accounting is 48 credits

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

ACCT 200. Introduction to Fraud Examinations. 4. This course will introduce students to financial statement fraud, asset theft and corruption. The course discusses the opportunity for individuals to commit fraud, their motivation or pressure, and their rationalizations. Students will learn simple techniques for fraud prevention and detection as well as the profile of individuals who commit fraud. This course does not require any accounting background.

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.

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 300. Advanced Fraud Examinations. 4. The advanced class builds upon the foundation from the introductory class. Students will learn more advanced techniques for fraud as well as examining fraud methodology in 12 major industries. This course will cover advanced fraud prevention and detection techniques. The course involves more detailed techniques for financial reporting fraud detection as well as corruption. The course applies real world fraud cases to the material to provide students with the ability to solve more complex fraud cases.

Prerequisites: ACCT 200 and ACCT 201.

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 320. Criminology and Legal Issues for Forensic Accountants. 4. This course will help students understand human behavior related to fraud. Students will examine theories of why individuals commit fraud, legal issues related to fraud, evidence-gathering, and the code of ethics for forensic accountants. 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 330. Computer Forensics. 4. This course teaches students how individuals use the computer to perpetrate fraud as well as how to utilize the computer to detect it in financial statements and control systems. Students will also learn evidence-gathering and the legal elements of computer evidence.

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 412. Advanced Forensic Investigation. 4. This course examines the techniques for properly executing a forensic investigation for the purpose of prosecution. Students will learn interviewing theories and skills as well as data analysis, the proper tracing of illicit transactions and report writing. Prerequisites: ACCT 310 and ACCT 320.

ACCT 470. Senior Thesis. 4.

ACCT 490. Departmental Honors. 4.

AFRICAN AND AFRICAN AMERICAN STUDIES (AFAM)

Adrienne Israel, *Professor of History, 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, health care, human relations, management, marketing, sports management and social work. It also lays a foundation for graduate studies in the field.

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.

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.

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*

Roland Antoine Williams, *Assistant Professor*

Charles Tefft, *Half-time Instructor*

Terry N. Hammond, *Adjunct*

The Department of Art seeks to develop a studio program of high quality for its majors as well as 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 learners of multiple philosophical and art historical perspectives. It provides for an in-depth experience in making images and formulating and crafting ideas through a variety of means. Emphasis is on training in observation, technical application of skills demanded of each medium and the resolution of imagery for presentation to an audience. Focus areas for the art major include painting, drawing, sculpture, printmaking, ceramics and photography. Minors are available in art history as well as in all the studio areas (see Visual Arts).

NOTE: A major in art history can be achieved through the integrative studies major.

Degrees Offered. Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

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 Two-dimensional Design – 4 credits
2. ART 104 Drawing I – 4 credits
3. ART 106 Three-dimensional Design – 4 credits

Three studio courses in focus area: 12 credits

	Ceramics	Drawing	Painting	Photo	Printmaking	Sculpture
4. ART	140	204	211	130	221	251
5. ART	240	205	212	231	322 or 323	353
6. ART	306	221 or 323	311	308	422	453

7-8. Two approved art history courses from: 8 credits

ART 100 Introduction to Visual Arts

ART 172 Arts of Africa, Asia and the Americas

ART 235 Renaissance in Florence

ART 250 Special Topics in Art History

ART 271 Art History Survey

ART 272 Portraiture and Self-portraiture

ART 275 Modern Art

ART 276 Contemporary Art

ART 278 History of Photography

ART 279 Identity, Race and Gender of Art

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. ART 479 Professional Practices for Art – 2 credits
10. ART 480 Senior Thesis I – 4 credits
- 11-12. Two art elective courses different from focus – 8 credits

Total credit hours for A.B. degree in art with senior thesis is 46 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 G.P.A. in art is required to continue to pursue the B.F.A. beyond the second semester of the junior year. The B.F.A. degree does not require a minor.

1. ART 102 Two-dimensional Design – 4 credits
2. ART 104 Drawing I – 4 credits
3. ART 106 Three-dimensional Design – 4 credits
4. ART 205 Drawing II – 4 credits

Seven studio courses in focus area – 28 credits

	Ceramics	Drawing	Painting	Photo	Printmaking	Sculpture
5. ART 140	140	204	211	130	221	251
6. ART 240	240	211	212	231	322	353
7. ART 306	306	221	311	308	323	403
8. ART 406	406	305	411	408	405	404
9. ART 407	407	323	400	409	422	453
10. ART 480	480	480	480	480	480	480
11. ART 481	481	481	481	481	481	481

12. ART 479 Professional Practices for Art – 2 credits

13-15. Three approved art history courses from: 12 credits

- ART 100 Introduction to Visual Arts
- ART 172 Arts of Africa, Asia and the Americas
- ART 235 Renaissance in Florence
- ART 250 Special Topics in Art History
- ART 271 Art History Survey
- ART 272 Portraiture and Self-portraiture
- ART 275 Modern Art
- ART 276 Contemporary Art
- ART 278 History of Photography

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

Total credit hours for the B.F.A. degree in art is 82 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.

ART 102. Two-dimensional Design. 4. Fundamentals of design in two-dimensional media in black and white and in color. Fulfills arts requirement.

ART 104. Drawing I. 4. Basic principles of drawing in various media stressing the relationship of observation, materials and methods to form. Fulfills arts requirement.

ART 106. Three-dimensional Design. 4. Materials, techniques and concepts of three-dimensional design with a color consideration. Fulfills arts requirement.

ART 120. Introduction to Color Photography. 4. Comprehensive introduction to the theory, history, materials and practice of color photography. All student work is done on color slide film although the course 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. Fulfills arts requirement.

ART 130. Photography I. 4. Materials, equipment and techniques in black and white photography. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. Introduction to digital imaging. Prerequisite: Instructor permission. Fulfills arts requirement.

ART 140. Ceramics I. 4. Introduction to ceramic processes: hand-building, throwing, sculptural forms, glazing and firing. Fulfills arts requirement.

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

ART 172. 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. Fulfills arts and intercultural requirements.

ART 204. Life Drawing I. 4. Figure drawing: stress on integration of formal, expressive and structural aspects of anatomy. Prerequisite: ART 104 or instructor permission.

ART 205. Drawing II. 4. Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: ART 104 or instructor permission. Fulfills diversity in the U.S. requirement.

ART 211. Painting I. 4. Fundamentals of painting: color theory, relationship of materials, techniques and ideas to visual expression. Oil and/or water-based media explored. Prerequisite: ART 102 or ART 104 or instructor permission.

ART 212. Painting II. 4. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including still life, landscape and the figure. Prerequisite: ART 211 or instructor permission.

ART 220. The American Landscape (ENVS 220). 6. A two-part exploration. First, students undertake traditional academic inquiry, reading and discussion. The second, experiential component consists of 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.

ART 221. Woodcut. 4. Printmaking processes of relief printing, including linoleum, wood block, monotype. Prerequisite: ART 104 or instructor permission.

ART 231. Photography II. 4. Advanced photography. Developing a cohesive body of work in the fine arts or documentary tradition. Presentation and exhibition skills along with non-silver processes: toning, hand coloring and digital imaging. Prerequisite: ART 130 or instructor permission. Fulfills social justice/environmental responsibility requirement.

ART 235. 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. Fulfills arts requirement.

ART 240. Ceramics II. 4. Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: ART 140 or instructor permission.

ART 245. Digital Darkroom. 4. Introductory class working with Adobe Photoshop to manipulate and create images. Design principles emphasized. Fulfills arts requirement.

ART 251. Sculpture I. 4. Introduction of tools and techniques of subtractive sculpture in plaster, wood, mixed media and welding. Prerequisite: ART 106 or instructor permission.

ART 254. Sculpture and the Environment. 4. Sculpture with an emphasis on ecology. Construction processes include wood, metal and natural materials in outdoor and indoor projects. Readings on Eco Art. Prerequisite: ART 106 or instructor permission. Fulfills arts and social justice/environmental responsibility requirements.

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

ART 271. Art History Survey. 4. The history of art from the Renaissance in Europe to global art of the present day.

ART 272. Portraiture and Self-portraiture. 4. Rather than studying a specific time period or geographic region, this course focuses thematically on the genres of portraiture and self-portraiture. 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.

ART 275. Modern Art. 4. Major artists and art movements from late 19th to mid-20th century. Fulfills arts requirement.

ART 276. Contemporary Art. 4. Major artists and art movements from 1945 to the present. Fulfills arts requirement.

ART 278. 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.

ART 279. Identity, Race and Gender of 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. Fulfills diversity in the U.S. requirement.

ART 290. Internship. 1-4. Majors with advanced standing 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 305. Life Drawing II. 4. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: ART 204.

ART 306. Advanced Ceramics I. 4.

ART 308. Advanced Photography I. 4. Self-determined study of at least two contemporary or historical photographic processes. Students will produce one or two cohesive sets of images and locate their work in the current cultural context. Prerequisite: Instructor permission.

ART 311. Painting III. 4. Exploration of media in relation to form and personal expression. Content issues in contemporary art will be explored. Prerequisite: ART 212 or instructor permission.

ART 322. Color Printmaking. 4. Color monotype, collagraph, embossing. Prerequisite: ART 221.

ART 323. Etching. 4. Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint and drypoint. Prerequisite: ART 221.

ART 345. Approaches to Firing. 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.

ART 353. Sculpture II. 4. Continuation of Sculpture I, with emphasis on developing a more personal sculptural voice, refining fabrication skills and learning about recent sculptural practices and concepts. Includes advanced metal and wood techniques, casting and mixed media installation. Prerequisite: ART 251 or instructor permission.

ART 400. Advanced Painting I. 4. Continued exploration of media and approaches in relation to personal direction. Prerequisite: ART 311.

ART 403. Advanced Sculpture I. 4. A continuation of Sculpture II, with an increased emphasis on the development of a more personal sculptural voice and a continued engagement in new sculptural materials and processes.

ART 404. Advanced Sculpture II. 4.

ART 405. Advanced Printmaking I. 4. Exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisites: ART 221, ART 323, ART 422.

ART 406. Advanced Ceramics II. 4.

ART 407. Advanced Ceramics III. 4.

ART 408. Advanced Photography II. 4. Students develop technical expertise in either digital or traditional photographic printmaking. Builds directly on skills developed in Art 308.

ART 409. Advanced Photography III. 4. Students will complete an interdisciplinary, camera-based project exploring an issue of personal and cultural relevance. Exhibition, presentation and/or effective visual communication are emphasized.

ART 411. Painting IV. 4. Formal, philosophical and content issues of painting; emphasis on individual direction. Prerequisite: ART 311.

ART 422. Advanced Printmaking. 4. Advanced color intaglio printmaking with emphasis on the creation of a complex color image.

Multi-plate printing, relief stencil and viscosity color techniques introduced and explored. Prerequisite: ART 323.

ART 453. Sculpture III. 4. Exploration of media in relation to form and personal expression. Prerequisite: ART 352 or instructor permission.

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. Professional Practices for Art. 2. Introduction to the practical skills needed for managing a career as an artist with primary focus on preparing for thesis exhibition.

ART 480. Senior Thesis I. 4. Each student must apply with a portfolio during spring semester of junior year and a first draft of a senior thesis proposal to the art faculty in the semester before their final semester at Guilford. Students who are selected are expected to work independently and complete projects that demonstrate technical proficiency and originality of concept. Prerequisites: advanced standing, a 3.25 G.P.A. in art courses and permission of department chair.

ART 481. Senior Thesis II. 4. Each student must apply with a portfolio during spring semester of junior year and a first draft of a senior thesis proposal to the art faculty in the semester before their final semester at Guilford. Students who are selected are expected to work independently and complete projects that demonstrate technical proficiency and originality of concept. Prerequisites: advanced standing, a 3.25 G.P.A. in art courses and permission of department chair, B.F.A. candidate.

ART 490. Departmental Honors. 4. Specific requirements may be obtained from department chair.

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 Two-dimensional Design OR THEA/CTIS 274 Digital Graphic Design - 4 credits

ENG 382 Technical & Professional Comm- 4 credits

CTIS 331 Information Design - 4 credits

ART 106 Three Dimensional Design 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 Digital Darkroom - 4 credits

ART 251 Sculpture 1 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 General 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.

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 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 or forensic sciences. Using 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.

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

Major Requirements for A.B. degree in biology. The A.B. degree 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 111 Integrative Biology: Molecules and Cells – 4 credits
2. BIOL 112 Integrative Biology: Organisms, Ecology & Evolution – 4 credits
3. BIOL 291 Introduction to Scientific Inquiry – 4 credits
(Will not be accepted as transfer credit and may not be taken at a consortium school. BIOL 291 should be taken no later than the fourth biology course. As a part of the writing sequence at Guilford, it should be taken after completion of Historical Perspectives and before enrolling in IDS.)
4. One BIOL elective course at any level – 4 credits
- 5-6. Two BIOL elective courses at the 200 level or above – 8 credits
- 7-8. Two BIOL elective courses at the 300 or 400 level – 8 credits
9. CHEM 111 Chemical Principles I – 4 credits
10. CHEM 112 Chemical Principles II – 4 credits

Total credit hours required for A.B. degree in biology is 40 credits

Major Requirements for A.B. degree in forensic biology. This major will be 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 will be able to double-major and thus acquire the knowledge needed to complement their other field of specialization.

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

1. BIOL 111 Integrative Biology: Molecules and Cells – 4 credits
2. BIOL 115 General Botany – 4 credits
3. BIOL 245 Introduction to Forensic Science – 4 credits
4. BIOL/CHEM 246 Forensic Chemistry – 4 credits
5. BIOL 313 Molecular Cell Biology – 4 credits
6. BIOL 341 Human Anatomy and Physiology I – 4 credits
7. BIOL 342 Human Anatomy and Physiology II – 4 credits
8. BIOL 349 Forensic Anthropology – 4 credits

Total credit hours required for A.B. degree in forensic biology is 32 credits

Major Requirements for B.S. degree in biology. The biology B.S. major is recommended for students planning to pursue graduate study in any area of biology, or in the medical, dental, veterinary or allied health professions. The major requires a minimum of 56 credit hours (14 courses).

1. BIOL 111 Integrative Biology: Molecules and Cells – 4 credits
2. BIOL 112 Integrative Biology: Organisms, Ecology and Evolution – 4 credits
3. BIOL 291 Introduction to Scientific Inquiry Introduction to Scientific Inquiry – 4 credits
(Will not be accepted as transfer credit and may not be taken at a consortium school. BIOL 291 should be taken no later than the fourth biology course. As a part of the writing sequence at Guilford, it should be taken after completion of Historical Perspectives and before enrolling in IDS.)
4. One BIOL elective course at any level – 4 credits
- 5-6. Two BIOL elective courses at the 200 level or above – 8 credits
- 7-8. Two BIOL elective courses at the 300 or 400 level – 8 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 or
PHYS 117 Physics I – 4 credits
12. PHYS 112 Introduction to Physics for the Life Sciences II or
PHYS 118 Physics II – 4 credits
- 13-14. Two courses from: 8 credits
MATH 112 Elementary Statistics
MATH 115 Elementary Functions
MATH 121 Calculus I
MATH 122 Calculus II
or one MATH course – 4 credits
MATH 123 Accelerated Calculus

Total credit hours required for B.S. degree in biology is 52 or 56 credits

All biology courses involve fieldwork and 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 the environmental studies major. Summer field courses offer students the opportunity to study in various places around the world.

Biology (B.S.) 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 work in a public or private forensics laboratory. The major also prepares students intending to seek 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 111 Integrative Biology: Molecules and Cells – 4 credits
2. BIOL 245 Introduction to Forensic Science – 4 credits
3. BIOL/CHEM 246 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: 8 credits
 - BIOL 115 General Botany
 - BIOL 342 Human Anatomy and Physiology II
 - BIOL/CHEM 434 Biochemistry
 - BIOL 443 Genetics
8. BIOL 349 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 121 Calculus I
 - MATH 122 Calculus II
 - MATH 123 Accelerated Calculus

Total credit hours required for B.S. degree in forensic biology is 56 credits

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).

BIOL 111. Integrative Biology: Molecules and Cells. 4. Focuses on biology's molecular and cellular aspects, including the molecular building blocks of life, genetics and DNA, cellular structure/function, reproduction, and the energy pathways of photosynthesis and respiration. Laboratory study applies the scientific method and classroom concepts through inquiry-based exercises. Fulfills natural science and mathematics requirement.

BIOL 112. Integrative Biology: Organisms, Ecology and Evolution. 4. Introduces the principles and concepts of the animal and plant kingdoms, including protists and fungi. Emphases include evolution, taxonomy, ecosystems, communities, population and population changes, development, anatomy, physiology, genetics, organs, and organ systems. Fulfills natural science and mathematics requirement.

BIOL 115. 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 natural science and mathematics requirement.

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.

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.

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 natural science and mathematics requirement.

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.

BIOL 224. Field Botany. 4. Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisite: BIOL 112 or instructor permission. Alternate years. Spring.

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. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

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. Prerequisite: BIOL 112. Alternate years. Fall.

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, 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 the natural science and mathematics and social justice/environmental responsibility requirements.

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. Fulfills natural science and mathematics requirement.

BIOL 246. Forensic Chemistry (CHEM 246). 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 245 or instructor permission. Alternate years. Spring.

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. Introduction to 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 111, BIOL 112 and Historical Perspectives.

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 111, CHEM 112 or BIOL 246.

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 111 and BIOL 291. Fall.

BIOL 332. Invertebrate Zoology. 4. Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisite: BIOL 112. 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. Prerequisite: BIOL 112. 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 112 and 291 or instructor permission. Alternate years. Fall.

BIOL 336. Ornithology. 4. In-depth study of evolution, anatomy, physiology, ecology and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: BIOL 112. Spring.

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. Alternate years. Fall.

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 111. 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 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 349. 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 tales 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 245 and BIOL 341 or instructor permission.

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 112. 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 111. 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 111 and CHEM 232. Spring.

BIOL 438. General Ecology. 4. Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisites: BIOL 111 and BIOL 112. Alternate years. Spring. Fulfills social justice/environmental responsibility requirement.

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 291 (for biology majors) and CHEM 231; recommended BIOL 313 or BIOL 315 or instructor permission. Spring.

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.

Bachelor of Science Degree in business administration:

Students may choose to emphasize a particular area of study within the department by choosing a business-related minor such as, including human resource management or money & finance.

Major Requirements for B.S. degree in business administration. The major requires a minimum of 56 credit hours (14 courses).

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. BUS 215 Business Law and Environment – 4 credits
5. BUS/CTIS 243 Management Information Systems – 4 credits
6. BUS 246 International Business – 4 credits
7. BUS 249 Principles of Management – 4 credits
8. BUS 324 Marketing Management – 4 credits
9. BUS 332 Financial Management – 4 credits
10. BUS 347 Production and Decision Sciences – 4 credits
11. BUS 449 Business Policy and Strategy – 4 credits
12. IDS 402 Business Ethics or IDS 417 Ethics of Capitalism – 4 credits
- 13-14. Two courses from: 8 credits
 - ACCT 311 Cost Accounting
 - BUS 120 Introduction to Business
 - BUS 281 Personal Finance
 - BUS 290 Internship
 - BUS 310 Professional Communications
 - BUS 321 Human Resource Law and Management
 - BUS/ECON 333 Money and Capital Markets
 - ECON 221 Macroeconomic Principles: "Global Vision: the U.S. in World Economics"

Total credit hours required for B.S. degree in business administration is 56 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 110. Math and Algebra for Business. 2. Topics in the areas of arithmetic, algebra, geometry and word problems which are generally deemed to be essential in an undergraduate business administration program. CR/NC. Fulfills quantitative literacy requirement.

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.

BUS 141. Introduction to Computers. 4. Assumes no prior knowledge of or experience with computers. Word processing, databases, spreadsheets and online services are reviewed.

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 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.

BUS 241. Computers and Management. 4. Applications of computers in management. Use of spreadsheets, databases and online services; introduction to programming in spreadsheets with other programming as time allows. Prerequisites: BUS 141 or demonstrate equivalent knowledge. Request a self-evaluation checklist from the department chair to assist in deciding between BUS 141 and BUS 241. Fulfills business and policy studies requirement.

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.

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.

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.

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 272. Financial Planning. 4. Introduction to financial planning and the principles of retirement and estate planning. Emphasis on constructing and analyzing personal financial statements, investments, risk management and the economic environment. Fulfills business and policy studies requirement.

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.

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.

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.

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 be covered in the class will help students, regardless of future profession, better understand organizational treatment of employees and provide rationale 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.

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 371. Nonprofit Management. 4. Examines the role of the nonprofit sector in the United States economy. Students learn about specific business applications in the context of nonprofit organizations, with specific emphasis on management, accounting, marketing, law and planning. Students also examine the function of the mission within these organizations, as well as fundraising options and practices.

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 change, chemistry is the discipline at the base 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 will develop chemical reasoning and experimental skills, as well as an understanding of chemistry's interdisciplinary nature.

Students with a major in chemistry will be 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 different careers outside of chemical or biochemical research. These 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 341 Instrumental Analysis – 4 credits
8. CHEM 400 Chemistry Seminar – 2 credits
9. One upper level course, such as CHEM 425 or CHEM 434- 4 credits
- 10-11. PHYS 111 and 112 or PHYS 117 and 118 or PHYS 121 and 122 - 8 or 10 credits

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

- 12-13. CHEM 239 and 339, Integrated Research Lab I and II - 2 credits
14. CHEM 337 Elements of Physical Chemistry- 4 credits
15. One semester of calculus, MATH 121 - 4 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:

- 12-14. CHEM 239, 339 and 439 Integrated Research Lab I, II and III- 3 credits
15. CHEM 337 and 338, Elements of Physical Chemistry and Applications of Physical Chemistry- 8 credits
- 16-17. Two semesters of calculus, MATH 121 and MATH 122 - 8 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 121 and MATH 122 or MATH 123. Must be completed with a grade of C- or better before taking CHEM 331 or CHEM 332.
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 331 or CHEM 332.

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 Glaxo-Wellcome 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: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

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: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics and social justice/environmental responsibility requirements.

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: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics requirement.

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 and mathematics requirement.

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: satisfaction of quantitative literacy requirement. Fulfills natural science and mathematics requirement.

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.

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. Corequisite: CHEM 239.

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 121.

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 246. Forensic Chemistry (BIOL 246). 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 245 or instructor permission. Alternate years. Spring.

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 121, 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 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 121.

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 111 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)

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.

Major Requirements for B.S. degree in computing technology and information systems: The major requires a minimum of 36 credits (nine courses).

1. CTIS 210 Introduction to Computer Programming
2. CTIS 243 Management Information Systems
3. CTIS 310 Advanced Computer Programming
4. CTIS 321 Operating Systems
5. CTIS 322 Networking Computers
6. CTIS 342 Database Systems
7. CTIS 345 Systems Analysis & Design
8. CTIS 440 CTIS Capstone
9. 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

Total credit hours required for B.S. degree in computing technology and information systems is 36 credits

Major Requirements for B.S. degree in cyber and network security. Students pursuing the CNS major will take seven core courses and three electives. The major requires a minimum of 38 credits (10 courses).

Common Core Requirements

1. CTIS/JPS 221 Fundamentals of Cyber and Network Security – 4 credits
2. CTIS 320 Cyber and Network Security Seminar – 2 credits
3. CTIS 321 Operating Systems – 4 credits
4. CTIS 322 Networking Computers – 4 credits
5. CTIS 370 Network and Cyber Security – 4 credits
6. CTIS 371 Computer Forensics – 4 credits
7. CTIS 471 Advanced Network & Cybersecurity – 4 credits
8. Three Electives (from at least two different departments): 12 credits
 - ACCT 200 Introduction to Fraud Examinations – 4 credits
 - CTIS 421 Computer Security and Information Assurance – 4 credits
 - JPS 200 Criminal Procedure – 4 credits
 - JPS 233 Deviance and Society – 4 credits
 - JPS 290 Internship – 4 credits
 - JPS 330 Criminal Investigation – 4 credits
 - PHIL 241 Ethics in a Digital World – 4 credits
 - PSCI 265 Terrorism in America – 4 credits
 - PSCI 266 Global Terrorism – 4 credits
 - PSCI 389 Homeland Security – 4 credits

Total credit hours required for B.S. degree in cyber and network security is 38 credits

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 and mathematics requirement. 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.

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 cyber crime and the tools available to them to be able to appropriately investigate cyber crime. 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 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: An Introduction to Computers course or equivalent computer knowledge. Fulfills business and policy studies requirement.

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.

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.

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. The Project Management Institute's PMBOK Guide recommendations will be followed. 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. Voelbringer 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 (eight courses).

1. ECON 221 Macroeconomic Principles: "Global Vision: the U.S. in the World Economy" – 4 credits
2. ECON 222 Microeconomic Principles: Public Policy – 4 credits
3. ECON 301 Research Methods – 4 credits
- 4-8. Five 300- or 400-level ECON courses – 20 credits

Total credit hours required for A.B. degree in economics is 32 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 studying economics, one can gain an understanding of how the government implements fiscal policy to ameliorate threatening conditions, such as rising unemployment or inflation, and of how our tax money is used. Economics is not an elusive study of far-away theories and equations. In fact, economics helps many industries decide how to use scarce resources, how to finance programs, and what salaries or wages to pay their employees. Economics is also intertwined with political and social issues throughout society.

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.

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.

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 302. Economic History of the United States (HIST 302). 4. Examines key issues in economic history in the United States, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism, and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research. Prerequisite: ECON 222 or instructor permission. Alternate years.

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. 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. 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 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*

The Education Studies Department strives to help individuals become thoughtful, critical and student-centered educators. 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 the program is to develop educators who are grounded in the liberal arts, self-confident, inquisitive, ethical and reflective in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes 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 the program, 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.

Other central components of the program include the cross-cultural internship and inquiry, often in another country, through which students develop insight into their own and others’ cultural lens. The capstone experience, which occurs after student teaching, is another

central component of the program. In the capstone experience, teaching candidates reflect on their student teaching experiences, grounding their theoretical, philosophical and practical insights and exploring the possible leadership roles that they may take in the future. Close faculty and student relationships are sustained through peer group learning, field supervision and our personalized advising system.

The three major curricular components of the program are:

- a strong interdisciplinary liberal arts core required of all students
- a cross-cultural education internship (study abroad is highly recommended, but not necessary)
- early, intentionally focused and continuous field work in schools and other educational sites

There are six licensure tracks in the education studies major:

- 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

Degrees Offered. The Bachelor of Arts degree is offered in education studies; the Bachelor of Science degree is offered in comprehensive secondary science education.

Major Requirements. Education studies requires a minimum of a second disciplinary major for all licensure tracks except for elementary education and secondary science which are stand-alone majors. All education studies majors will experience a variety of intentionally focused field experiences. 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 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 "highly effective" teacher license in four years.

Students must apply to their chosen licensure program (at a minimum of) the semester prior to enrollment in EDUC 312, 313 (secondary and comprehensive programs) or 307, 308, 309 (elementary education program).

In order to be accepted into a teacher licensure program, students must meet the following requirements:

- have three recommendations mailed directly to the education studies administrative assistant: one from an education studies professor, one from a professor in their second major (or a science department for students majoring in secondary science education) and one from someone – not a friend or family member – who can, ideally, speak to their potential as an educator
- pass PRAXIS I prior to being formally admitted to the education program, unless they meet one of the following exemptions: SAT scores above 1100 or ACT score above 24; licensure only candidates are exempt from PRAXIS I if their cumulative G.P.A. from their first bachelor's degree is 2.5 or above
- achieve a grade of C or above in each of at least six 4-credit courses in their education major
- for secondary English and social studies and comprehensive French and Spanish licenses, earn a C or above in at least 24 hours in their second major
- clear a criminal background check
- have a cumulative G.P.A. of 2.75 or greater
- "Licensure only" candidates must have a Guilford cumulative G.P.A. of 2.75 or greater

Enrollment in the College does not guarantee acceptance into the program.

There are other licensure requirements specified by the North Carolina Department of Public Instruction (NCDPI) prior to the final granting of a "highly effective" North Carolina teaching license (which is reciprocal in most states). These requirements do change. The Department of Education Studies intentionally keeps students informed on state and national policies that affect their eligibility for licensure and makes the appropriate accommodations in the program.

All licensure candidates must take PRAXIS II in their content area (elementary education, social studies, English, comprehensive science) or the equivalent test in Spanish or French in order to achieve licensure. Candidates in each of these programs who do not pass PRAXIS II will have to retake the test. All candidates must have a G.P.A. of 2.50 or greater upon completion of their licensure coursework to earn a "highly effective" license in North Carolina. These are state rules.

We must receive a candidate's passing scores from PRAXIS II before licensure paperwork is submitted to the state. Students may graduate from Guilford with a major in education studies, but paperwork for licensure will not be sent until PRAXIS II is passed and the final G.P.A. is 2.50 or above. All candidates in each licensure area will need to be proficient in every element of each standard on the 21st Century Professional Teaching Standards rubric before they will be recommended for licensure by Guilford College.

Required courses for all education studies majors, 36 credit hours (seven 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
6. EDUC 410 or 420 Student Teaching Seminar – 4 credits
7. EDUC 440 Student Teaching – 12 credits

NOTE: EDUC 410, EDUC 420 and EDUC 440 are offered only in the fall.

Additional requirements for elementary licensure:

8. MATH 103 Math for Elementary School Teachers – 4 credits
9. An HP course with an HIST prefix – 4 credits
10. EDUC 306 Processes in Teaching Elementary School Science – 4 credits
11. EDUC 307 Literacies Across the Curriculum – 4 credits
12. EDUC 308 Internship in Leadership, Collaboration and Community – 4 credits
13. EDUC 309 Planning for Teaching and Learning – 4 credits

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.

Total credit hours required for A.B. degree with elementary licensure is 60 credits

Additional requirements for secondary licensure in English:

(A double major in education studies and English is required.)

8. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in spring semester only) – 4 credits
9. EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching Theory into Practice (offered in spring semester only) – 4 credits
10. ENGL 380 Rhetoric and Composition (offered every other spring) – 4 credits

NOTE: It is critical that you discuss this course requirement with both your English and education studies major advisor.

Total credit hours required for A.B. degree with secondary licensure in English is 48 credits

Additional requirements for K-12 licensure in French or Spanish:

(A double major in education studies and French or Spanish is required.)

8. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in spring semester only) – 4 credits
9. EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice (offered in spring semester only) – 4 credits

Total credit hours required for A.B. degree with K-12 licensure in French or Spanish is 44 credits

Additional requirements for secondary licensure in social studies:

(A double major in education studies and history is required)

8. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in spring semester only) – 4 credits
9. EDUC 313 Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice (offered in spring semester only) – 4 credits
10. PSCI 101 The American Political System – 4 credits
11. PSCI 103 International Relations or PSCI 105 Comparative Politics – 4 credits
12. ECON 221 Macroeconomic Principles: “Global Vision: the U.S. in the World Economy” – 4 credits

Total credit hours required for A.B. degree with secondary licensure in social studies is 56 credits

Major Requirements for B.S. degree in comprehensive secondary science education

1. PSY 224 Developmental Psychology – 4 credits
2. EDUC 201 Philosophical and 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
6. EDUC 312 Seminar in the Processes of Secondary and K-12 Teaching (offered in spring semester only) – 4 credits
7. EDUC 313 Seminar in the Processes of Sec. and K-12 Teaching: Theory into Practice (offered in spring semester only) – 4 credits
8. EDUC 420 Student Teaching Seminar – 4 credits
9. EDUC 440 Student Teaching – 12 credits

NOTE: EDUC 420 and EDUC 440 are offered only in the fall.

Focus Content:

Biology	Chemistry	Physics	Earth Science
10. BIOL 111	BIOL 111	BIOL 111	BIOL 111

11. BIOL 112	BIOL 112	BIOL 112	BIOL 112
12. CHEM 111	CHEM 111	CHEM 111	CHEM 111
13. CHEM 112	CHEM 112	CHEM 112	CHEM 112
14. PHYS 111 or 117 or 121	PHYS 111 or 117 or 121	PHYS 117 or 121 & approved 2 credits	PHYS 117 or 121
15. PHYS 112 or 118 or 122	PHYS 112 or 118 or 122	PHYS 118 or 122	PHYS 118 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		

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. Individuals who hold a bachelor’s degree from a four-year, regionally accredited college or university may complete teaching licenses in each of the six licensure tracks. Licensure only students typically complete just the courses listed for an education student’s major; however, additional coursework may be required. For licensure only in secondary or K-12 licensure areas, if the first degree is not in English, history, Spanish, French or one of the required science content areas, the additional coursework may be extensive. Decisions about which courses are required are decided at the departmental level for each subject area. These decisions are individualized based on each candidate’s academic transcript and North Carolina state licensure requirements.

Licensure only secondary social studies students may need to take HIST 400 at Guilford College in order to meet state standards. Other courses may be required depending on the transcript. Each student’s requirements are considered individually by the Department of History in relation to state licensure requirements.

Licensure only secondary English students may need to take ENGL 300 or above at Guilford College in order to meet state standards. If the previous degree is more than five years old, the Department of English strongly recommends ENGL 200: Introduction to Literary Studies in addition to the ENGL 300 or above requirement. Finally, students are required to take ENGL 380 or have the equivalent. Each student’s requirements are considered individually by the Department of English in relation to state licensure requirements.

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

Licensure only students are exempt from PRAXIS I if their cumulative G.P.A. for their first bachelor’s degree is 2.50 or greater.

Add-on Licenses. Students who complete an approved teacher licensure program can then have their licenses endorsed to teach in additional content areas. Requirements for endorsements are having 1) earned a “highly effective” teaching license, and 2) a minimum of 24 credit hours in a content area which is taught in the schools with a grade in each course of at least a C (no C-s). The endorsement may be added to the initial license at the time of application for the initial license. Endorsements are for teaching at all grade levels, K-12, in the specific endorsement area.

For instance, if an individual was obtaining a “highly effective” elementary licensure and had completed 24 credit hours in history with the grade of C or above, they would qualify for a K-12 history endorsement. This type of endorsement would allow them to teach history content courses in middle and high school.

“Highly effective” licensure can be transferred to another state. However, endorsements do not transfer out of North Carolina.

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

EDUC 201. Philosophical and Ethical Reflection in Education. 4. Discovery of questions and issues which concern educators, inquiry into how these questions and issues have been and are being approached by others and search for one’s own reflective understanding. Focuses on the self, the educational community and the literature research methodologies as spheres of inquiry.

EDUC 202. Educational Psychology in Classrooms. 4. An interdisciplinary introduction to learning and teaching. Theories of knowledge, development and learning provide a context for experiences with individual students in the schools, interviews with Guilford faculty and observation and analysis of learning processes. 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. Analysis of contemporary social, cultural and political issues in education within an historical context. Action research based on 20 hours of fieldwork is required. Fulfills social science requirement.

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

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

EDUC 302. Field Study in Cross-Cultural Education. 4. Combines coursework with a 50-hour cross-cultural internship to deepen students' understanding of both their own and others' cultures. Students may choose to travel abroad or to work locally to complete the cross-cultural fieldwork requirement. Students who choose to travel abroad may complete the coursework (e.g., readings, papers, etc.) for EDUC 302 either from their overseas location or upon their return to the United States the following semester. With prior approval from the department, students who do their field work locally may also complete their field work prior to or simultaneously with enrollment in the course. Prerequisite: 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. 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 equivalent lab science.

NOTE: The three courses EDUC 307, EDUC 308 and EDUC 309 must be taken together and provide systematic study of integrating methods of teaching reading, language arts, science, social studies, mathematics and the arts. Lesson design and social curriculum are included in an interdisciplinary elementary classroom environment prepared for adult teacher preparation. Students are required to attend preparatory meetings the semester before they enroll in this sequence of courses.

EDUC 307. Literacies Across the Curriculum. 4. This course includes the study of how teachers facilitate the development of literacy skills in the language arts with elementary school-aged children. Corequisites: EDUC 308 and EDUC 309 or instructor permission.

EDUC 308. Internship in Leadership, Collaboration and Community. 4. This course includes an internship that involves working two days a week in a public school classroom for 15 weeks. Unless the candidate is a full-time employee of the public school system, Guilford faculty will make placements for the internship in one of the College's partner schools. Corequisites: EDUC 307 and EDUC 309 or instructor permission.

EDUC 309. Planning for Teaching and Learning. 4. Develops candidates' professional skills, knowledge and dispositions in instructional planning, assessment and classroom management. Corequisites: EDUC 307 and EDUC 308 or instructor permission.

NOTE: The two courses EDUC 312 and EDUC 313 must be taken together and are only offered in the spring semester.

EDUC 312. Seminar in the Processes of Secondary and K-12 Teaching. 4. Study of school structures and curricula; study and practice of methodologies appropriate to specialty areas and to integrated curricula. A focus on lesson planning, development and classroom presentation is emphasized. Corequisite: EDUC 313 or instructor permission.

EDUC 313. Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4. Students begin to combine their understanding of lesson planning on the secondary level with lesson planning and teaching while focusing on the integration of pedagogical content knowledge. Students also become immersed in the public schools during an internship of 50-60 hours where they have opportunities to learn about the secondary school culture and begin to interact with and teach students in the secondary schools and re-examine themselves as educators. Corequisite: EDUC 312. Prerequisite: Instructor permission. 40 hours of fieldwork required.

EDUC 410. Elementary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440), this course provides reflection on the student-teaching experience and help with individual needs. Emphasis on appropriate materials and methods for the elementary level. In addition, student teachers complete certain assignments related to state requirements. Corequisite: EDUC 440.

EDUC 420. Secondary Student Teaching Seminar. 4. Integrated with student teaching (EDUC 440), this course provides reflection on the student-teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary and K-12 school levels. In addition, student teachers complete certain assignments related to state requirements. Corequisite: EDUC 440. This course is only offered in the fall.

EDUC 440. Student Teaching. 12. Observation and directed teaching in area of licensure, supervised by the school's cooperating teacher and College personnel. There is a final two-week capstone experience at the conclusion of student teaching. During the capstone, students reflect on their student teaching experience in relationship to their theoretical and philosophical grounding. They also explore leadership roles that they may take in the future. Prerequisites: senior standing and completion of major courses. Corequisite: EDUC 410 or EDUC 420. NOTE: for secondary education majors, this course is only offered in the fall. CR/NC. NOTE: Student teachers may not take

additional credits, participate in a varsity sport in season or work without written permission from the department.

EDUC 470. Senior Thesis. 4.

EDUC 490. Departmental Honors. 4-8.

ENGLISH AND MEDIA STUDIES (ENMS)

Cynthia M. Nearman, *Assistant Professor, Chair*

James Hood, *Professor*

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, “Charlie Rose” show assistant producer, novelist, CNN staff, minister, speechwriter, U.S. 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 36 credit hours (nine courses).

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/REL 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/REL 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/REL 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., *Style* magazine, *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 36 credits

*requires ENGL 206 or instructor permission as prerequisite

** requires ENGL 207 or instructor permission 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 36 credit hours (nine courses).

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/REL 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., *Style* magazine, *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 36 credits

*requires ENGL 206 or instructor permission as prerequisite

** requires ENGL 207 or 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.

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. Workshop format; writing as process of discovery and exploration of possibility (invention, drafting, revision, peer editing); focus on writerly voice. Students must earn a grade of at least C- to move on to ENGL 102.

ENGL 102. College Reading and Writing: Many Voices. 4. Discussion of and practice in composition with analysis of related readings that are chosen to celebrate a range of diverse populations that collectively define the American landscape. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required in first year. Fulfills College reading and writing requirement.

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.

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.

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.

ENGL 207. Introduction to Fiction. 4. Study of narrative conventions in the short story and novel. Prerequisite: ENGL 102. Fulfills arts requirement.

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.

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.

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.

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.

ENGL 223. Shakespeare. 4. General introduction to the comedies, histories and/or tragedies. Prerequisite: ENGL 102. Fulfills humanities requirement.

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.

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.

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." Fulfills humanities and social justice/environmental responsibility requirements. Prerequisite: ENGL 102.

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.

ENGL 234. Native American Literature. 4. Explores the themes, genres and techniques used in American Indian writing and examines the connections between the works of Indian authors and the history of Indian-white relations, particularly regarding class. Prerequisite: ENGL 102. Fulfills humanities and diversity in the U.S. requirements.

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.

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.

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.

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.

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.

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.

- 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.
- 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.
- 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.
- 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.
- 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 requirements.
- 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 378. Caribbean Literature. 4.** Focus on the Post-Colonial novel – writing that is sophisticated, often experimental and poised on the cutting edge of contemporary literature. Prerequisites: ENGL 102 and Historical Perspectives. Fulfills humanities and intercultural requirements.
- 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. Technical and Professional Communication. 4.** Introduction to the practice of the profession of technical communications; includes work at off-site non-profits. Designed for students from many disciplines. 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.

ENVIRONMENTAL AND SUSTAINABILITY STUDIES (ENSS)

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*

Browyn 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 an interdisciplinary major that requires a second disciplinary major and an advisor in each. Students majoring in environmental studies may choose sustainable food systems as their second major. The major requires a minimum of 32 credit hours (eight courses).

1. ENVS 101 Introduction to Environmental Studies – 4 credits
2. PSCI 319 Modern Environmental Problems – 4 credits
3. IDS 472 Environmental Planning – 4 credits
- 4-6. Science support courses (one course from each of three levels): 12 credits

Level 1

BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
CHEM 105 Chemistry of Recycling
CHEM 110 Real World Chemistry
CHEM 111 Chemical Principles I
CHEM 115 Chemistry of Food and Cooking
GEOL 121 Geology and Environment
GEOL 141 Oceanography

Level 2

BIOL 212 Environmental Science
BIOL 224 Field Botany
BIOL 233 N.C. Freshwater Fishes
BIOL 235 Vertebrate Field Zoology
CHEM 341 Instrumental Analysis
GEOL 230 Environmental Pollution
MATH 112 Elementary Statistics*

Level 3

BIOL 332 Invertebrate Zoology
BIOL 334 Animal Behavior
BIOL 336 Ornithology
BIOL 438 General Ecology
GEOL 223 Hydrology
GEOL 230 Environmental Pollution
GEOL 340 Images of the Earth
GEOL 416 Sedimentology and Stratigraphy

7. One course from non-science support courses: 4 credits

ART 254 Sculpture and the Environment
ECON 222 Micro: Public Policy
ECON 301 Research Methods
ECON 344 Environment Resource Economics
ENGL 225 American Literature Survey I
ENGL 228/REL 120 American Nature Writing
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
PPS 211 Change, Innovation and Impact
PSCI 318 Environmentalism in Early America
PSY 344 Environmental Psychology
SOAN 322 Environmental Anthropology

8. One course from either science or non-science support courses listed above, or from the list below: 4 credits

ENVS 350 Special Topics
IDS 437 Barrier Islands: Ecology and Development
IDS 482 Ecofeminism and Environmental Justice
SFS 110 Practicum in Sustainable Agriculture
SFS 310 Advanced Practicum in Sustainable Agriculture

Total credits hours required for A.B. degree in environmental studies is 32 credits

**ECON 301 may be substituted by petition for MATH 112. Appropriate internships or independent studies can be substituted for both science and non-science electives by petition and approval of the program coordinator.*

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 requirement.

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.

ENVS 240. The Cape Fear River Basin Planning Seminar I (PPS 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 inside 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 and 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.

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 340. The Cape Fear River Basin Planning Seminar II (PPS 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. Prerequisite: ENVS/PPS 240 with approved research proposal or instructor permission.

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 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 45 credit hours. (12 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 310 Advanced Practicum in Sustainable Food Systems - 4 credits
6. Required off-campus internship or study abroad at approved program - 4 credits
7. Skills courses or additional skills-based internship - 4 credits
- 8 - 12. Electives chosen in consultation with advisor - 20 credits

Total credits hours required for A.B. degree in sustainable food systems is 45 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 112 Integrative Biology
 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
 ENVS 240 Cape Fear River Basin Seminar
 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
 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. 1. This course develops skills and knowledge in sustainable agriculture through practical experience on the Guilford College Farm or partner sites abroad. 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 can be taken multiple times for up to 4 credits total, and it is a prerequisite for the upper level SFS 310 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 310. Advanced Practicum in Sustainable Agriculture. 2 or 4. This course builds on SFS 110 to further develop skills and knowledge through practical experience on the Guilford College Farm and advanced readings in sustainable agriculture. Students will work independently on projects determined by their interests and the needs of the farm. For instance, students might be responsible for marketing, harvesting, maintenance, crop weather protection, conducting specific experiments, or developing new markets or crops. Requires experience, commitment, and attention to detail. Repeatable. Prerequisite: SFS 110 and instructor permission.

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.

FIRST YEAR EXPERIENCE (FYE)

Kathryn Shields, *Associate Academic Dean*

FYE 100. First Year Experience. 1. The FYE 100 First Year Experience helps introduce students to Guilford and includes such topics as time management, Quakerism, student engagement, diversity, wellness, career development, and the honor code and academic integrity.

FIRST YEAR SEMINAR (FYS)

Kathryn Shields, *Associate Academic Dean*

FYS 101. First Year Seminar. 4. The First Year Seminar is for traditional-age students. Adult Program students and students enrolled through The Early College at Guilford are exempt from this requirement. The seminar engages students in significant interactive and values-based inquiry. With a focus on speaking, listening and experiential learning, each FYS explores an interdisciplinary content area.

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

MODERN LANGUAGE STUDIES

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 a foreign language.

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 foreign language. *NOTE:* Students interested in pursuing a teaching career in German may do so by completing the requirements for the language and literature track in German 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.

Degrees Offered. The Bachelor of Arts degree is offered in French, German and Spanish.

Major Requirements. Each major requires a minimum of 32 credit hours (eight courses) numbered 200 or above and including at least one 400-level course. All majors are expected to study abroad with an appropriate Guilford program before graduating. Approval of the department is necessary to either waive this requirement or to participate in another program abroad. 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 eight courses, but will not replace the required 400-level course. Students planning to attend graduate school are urged to choose the senior thesis. All majors must meet proficiency requirements. Modern language majors should choose 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: Courses in English translation cannot count for the French, Spanish or German language and literature majors.

French:

1-5. Five French courses at the 200 level or above – 20 credits

FREN 260, FREN 290, FREN 360, FREN 390, FREN 460, FREN 470, FREN 490 with departmental permission

6. FREN 220 Introduction to Literary and Cultural Analysis – 4 credits

7. Any FREN 300-level course – 4 credits

FREN 360 or FREN 390 with departmental permission

8. FREN 400 Senior Seminar – 4 credits

NOTE: French majors must study abroad in an approved Francophone country. Courses taken abroad can count toward the minimum 32 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 is 32 credits

German:

Students choose one of two tracks: German language and literature, or German studies. Each track consists of a five-course core taught in

German.

German Language and Literature Track:

1-5. Five German courses at the 200 level or above – 20 credits

GERM 260, GERM 290, GERM 360, GERM 390, GERM 460, GERM 470, GERM 490 with departmental permission

6. GERM 202 Intermediate German II – 4 credits

7. Any GERM 300-level course – 4 credits

GERM 360 or 390 with departmental permission

8. Any GERM 400-level course – 4 credits

GERM 460 with departmental permission

NOTE: German language and literature majors must study abroad in an approved Germanophone country. Courses taken abroad can count toward the minimum 32 credits.

Total credits required for A.B. degree in German language and literature track is 32 credits

German Studies Track:

1-3. Three German courses at the 200 level or above – 12 credits

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

6-8. Three courses in Munich – 12 credits

NOTE: German studies track majors must participate in Guilford's Munich semester abroad program. Students can count up to three courses taught in English toward this track.

Total credits required for A.B. degree in German studies track is 32 credits

Spanish:

1-4. Four Spanish courses at the 200 level or above – 16 credits

SPAN 260, SPAN 290, SPAN 360, SPAN 390, SPAN 460 with departmental permission

5. SPAN 301 Advanced Grammar and Phonetics – 4 credits (must be taken at Guilford College)

6. One course from: 4 credits

SPAN 310 Contemporary Latin America

SPAN 320 Culture and Society: Mexico, Central America and the Caribbean

SPAN 322 Culture and Society: South America

SPAN 340 Film, Life and Literature of Latin America

SPAN 402 Senior Seminar: Latin America

7. 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

SPAN 403 Senior Seminar: Spain

8. SPAN 390 Internship – 2 credits

9. Any SPAN 400-level course taken senior year – 4 credits

SPAN 460 with departmental permission

NOTE: Spanish majors must study abroad in an approved Hispanophone country. Courses taken abroad can count toward the minimum 34 credits. Students must complete their internship requirement after studying abroad.

Total credits required for A.B. degree in Spanish is 34 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.

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.

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 201. Intermediate French. 4. Introduction of more advanced aspects of French grammar, vocabulary and culture in addition to continued speaking and comprehension, as well as increased emphasis on reading and writing in French. Prerequisite: FREN 102 or placement. Fall.

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 201 or placement. Spring.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 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.

JAPN 470. Senior Thesis. 4.

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.

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.

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 foreign 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 or instructor permission.

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. 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: SPAN

301 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.

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 humanities requirement.

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.

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.

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 intercultural requirement.

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: Women Writers of Latin America, The Latin American Novel. Prerequisites: SPAN 301 and another SPAN 300-level course and Historical Perspectives. Fulfills humanities and intercultural requirements.

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.

SPAN 470. Senior Thesis. 4.

SPAN 490. Departmental Honors. 4-8.

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 FYE 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
Guilford College Catalog 2018-19

requirement. CR/NC. Fulfills quantitative literacy requirement.

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 – 4 credits

- 10-12. Three courses from: 12 credits

CHEM 111, CHEM 112, MATH 112, MATH 115, MATH 121, MATH 122, 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 121 Calculus I – 4 credits

13. MATH 122 Calculus II – 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 112, MATH 115, MATH 121, MATH 122, 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 121 Calculus I – 4 credits
13. MATH 122 Calculus II – 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 and mathematics and social justice/environmental responsibility requirements. 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 and mathematics requirement. 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 and mathematics and social justice/environmental responsibility requirements.

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.

GEOL 160. Gems and Minerals. 4. Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry, physical and optical properties of minerals, gemstone identification, consumer gemology. Fulfills natural science and mathematics requirement.

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 and mathematics requirement.

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.

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 and mathematics and social justice/environmental responsibility requirements. 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 the natural science and mathematics and social justice/environmental responsibility requirements.

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 412. Geochemistry (CHEM 412). 4. Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets; crystal chemistry and mineral structures; isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: CHEM 111, three semesters of laboratory courses in geology or instructor permission.

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 in the health professions, which include medicine, dentistry or veterinary medicine, or one of the allied health professions, such as physician assistant, pharmacy, 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 program in the health field of their choice. Faculty meet with each student to design the most appropriate course of study for the graduate program in which the student is interested.

Degree Offered. The Bachelor of Science degree is offered in health sciences.

Major Requirements. Health sciences is an interdisciplinary major that requires a second disciplinary major and an advisor in each major.

Specific Course Requirements

Courses for the program will be selected in close consultation with faculty advisors. 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 program, students in the program 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 a health science advisor to make sure they select the necessary courses to prepare for the graduate program they desire, as well as courses that complement their disciplinary major.

Biology

- BIOL 111 Integrative Biology: Molecules and Cells
- BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
- 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 121 Calculus I
MATH 122 Calculus II

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

Psychology

PSY 100 General Psychology
PSY 224 Developmental Psychology
PSY/BIO 340 Psychobiology
PSY 342 Abnormal Psychology
PSY/BIO 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.

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 (eight courses). No more than two of these courses may be at the 100 level, while one must be at the 300 level, and one must be the HIST 400 Seminar. 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 course for the major is HIST 400 Research Seminar, recommended to be taken in the junior year, particularly for students planning to complete a two-semester thesis. It is required of all students majoring in history and is generally taught in the evening every semester. As preparation for this research, students must take at least two courses at the 200 level prior to taking the seminar. It is strongly advised to take a history course at the 300 level prior to taking the seminar 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 (e.g., ECON 302 Economic History of the U.S.).

1-2. Any two 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 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/ENGL 336 The Elizabethan Age
HIST 383 Imperial China
HIST 385 Medieval Japan
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 221 North Carolina: Demographic History
HIST 222 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 302 Economic History of the United States
HIST 303 U.S. Social History and Social Memory
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

HIST 101 The Medieval Web
HIST 102 The Web of Europe since 1400
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 319 Europe Between the Wars
- HIST/ENGL 336 The Elizabethan Age
- IDS 452 Ancient Greece from Homer to Socrates
- 6. One non-Western history course from: 4 credits
 - HIST 241 Africa before 1800
 - HIST 242 Africa since 1800
 - HIST 264 The Asian Pacific in Modern Times
 - HIST 266 Contemporary Chinese Society in Film
 - HIST 268 History of Chinese Women
 - HIST 271 Colonial Latin America
 - HIST 272 Modern Latin America
 - HIST 343 Women in Modern Africa
 - HIST 383 Imperial China
 - HIST 384 China in Revolution
 - HIST 385 Medieval Japan
 - HIST 386 Japan: The Road to War
- 7. Any HIST 300-level course – 4 credits
- 8. HIST 400 Seminar in History – 4 credits

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. 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.

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.

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.

HIST 118. 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.

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 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.

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.

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.

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.

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.

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.

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.

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. Cross-listed as REL 236.

HIST 237. Europe in Revolution, 1789-1918. 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.

HIST 238. 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. Fulfills humanities requirement; when “HP” precedes title, fulfills historical perspectives requirement.

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.

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.

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.

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

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 264. The Asian Pacific in Modern Times. 4. Introduces the themes necessary to understand Asian 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, Cambodia, Philippines, Indonesia, Malaysia, Burma and Thailand. Fulfills intercultural requirement.

HIST 266. Contemporary Chinese Society 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 in the 1980s and 1990s, 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.

HIST 268. History of Chinese Women. 4. Traces the lives of Chinese women 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 women's experiences and the various ways women created a place for themselves. Fulfills intercultural requirement.

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.

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 guerrillas, men and women – in making their own history. Fulfills intercultural requirement.

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.

HIST 288. 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 requirements.

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.

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

HIST 302. Economic History of the United States (ECON 302). 4. Examines key issues in U.S. economic history, including the emergence and spread of market institutions, the changing nature and conditions of work through different periods, the rise of big business and impact of industrial capitalism and the methods and outcomes of those who resisted these changes. Short research projects and a semester-long paper provide opportunities to engage in historical research.

HIST 303. U.S. Social History and Social Memory. 4. Study of the methods, subjects of research and critiques of U.S. social history and its public presentation in museums, historical sites and popular culture constitutes an introductory unit and frames the fundamental questions raised in this course. The central focus in course readings and student research is the historical evolution of social diversity in the United States. Fulfills humanities requirement.

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.

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.

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.

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.

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.

HIST 319. Europe Between the Wars. 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 humanities requirement.

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.

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.

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.

HIST 383. 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.

HIST 384. 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). Fulfills intercultural requirement.

HIST 385. Medieval Japan. 4. Analyzes the politics, society, economy and culture of Japan from 1550 to 1850. Issues include the evolution of the samurai ethic (bushido), the warriors’ relationship to the arts, the rise of cities and a lively urban culture, and changes in rural life. Fulfills humanities and intercultural requirements.

HIST 386. 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.

HIST 400. Research Seminar. 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 two history courses at or above the 200 level at Guilford. Prerequisite: Historical Perspectives.

HIST 470. Senior Thesis. 2-4. Research and writing of a scholarly monograph.

HIST 490. Departmental Honors. 2-4. Honors and credit with grade of B or above; credit only for grade less than B.

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.

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.

ENGL 151. HP: Title Varies. 4. Prerequisite: ENGL 102. Fulfills Historical Perspectives requirement.

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.

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. Fulfills humanities and social justice/environmental responsibility requirements; when “HP” precedes title, only fulfills historical perspectives and social justice/environmental responsibility requirements. HP Prerequisite: ENGL 102.

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.

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.

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.

HIST 118. 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. Prerequisite: ENGL 102. Fulfills Historical Perspectives requirement.

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.

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.

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.

HIST 223. 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.

HIST 237. HP: Europe in Revolution, 1789-1918. 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 agents of their own education, and also as vital co-contributors to our academic community. Through seminars, extracurricular activities, and one-on-one collaboration with faculty members on coursework and 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 1-credit seminars for each yearly cohort, interwoven with particular academic milestones: a contracted course (scholarly research) in the second year, study abroad in the third year, and participation in research culminating in a public presentation (and perhaps also a professional conference) in the fourth year. Under the individual supervision of a faculty advisor, each student completes a senior thesis or project. Monthly 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. A student advisory council works 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 travel support to students who present papers, research or creative projects. 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.

In keeping with the College's Quaker heritage, honors students at Guilford participate fully in the larger campus community. They live in residence halls and take courses with the full student body. 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, faculty members and administrators from the College attend the conferences of all three organizations.

Admission Process: Most students are admitted to the Honors Program as entering first-year students. Based on standardized test scores, high school achievement, writing samples and recommendations, students are invited to apply to the program.

In addition, currently matriculated students who have earned a cumulative G.P.A. of 3.5 or higher are invited to join the program.

HON 100.1. 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 300.1. 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 400.1. 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 470.1. Senior Thesis. 2-4.

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
Guilford College Catalog 2018-19

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 48 credit hours (usually 12 courses, equivalent to a major and a minor) in courses that constitute a coherent field of study outside traditional departmental lines. If a proposed integrative studies program can be accomplished using existing majors and minors, it will not be accepted.

At least 24 of the credits must be advanced courses (at the 300-400 level), including a two-semester culminating project during the final year that counts for 8 credits. 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 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 (48 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 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.

INTERDISCIPLINARY STUDIES (IDS)

Nancy Daukas, *Professor of Philosophy, Interdisciplinary Division Chair*

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.

IDS 403. Culture/Travel/Writing. 4. Students examine and compare literary, anthropological and political theories of culture and travel, as well as explore the critical, creative and journalistic practices of late 20th/early 21st century travel writers. Two central questions the course engages are: What is travel writing, and can it be seen as a distinctive genre? How are definitions of travel and travel writing inflected by gender and influenced by particulars of cultural history and social class? Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 405. Quakers, Community and Commitment. 4. Draws on the disciplines of Quaker studies, religious studies, history, anthropology, sociology and economics to explore a core Quaker testimony of community. The course introduces historical intentional communities as a preliminary to exploring contemporary religious, political and socio-economic intentional communities. Field trips, with occasional extra fees for participation, are included. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 408. Chinese & Japanese Arts, Religion and Philosophy. 4. Study of traditional theatre of China and Japan. Examines the literary styles and theatrical conventions of Beijing opera, Bunraku, Kabuki and Noh as living metaphors of Eastern culture. Grounded in study of Buddhism, Confucianism, Taoism and Shinto. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and intercultural requirements.

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.

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.

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.

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.

IDS 415. Understanding Eating Disorder. 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.

IDS 416. Biotechnology and Society. 4. Examines a wide range of innovations in the area of biotechnology including immortal cell lines, transgenic organisms, gene therapy and cloning. Students will consider current and future applications of these technologies and their impact on human health, the environment and society. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 417. Ethics of Capitalism. 4. Explores the historical business, economic, political and ethical foundations of capitalism, considered by some to be the "engine" for prosperity. Capitalism is both an economic and social system, in which the individual and the government assume specific responsibilities and roles. In "pure" capitalism, production and distribution are private operations; individuals exchange goods and services through markets; and they do so in order to achieve profits. Capitalism raises ethical questions about wealth and poverty, globalization, allocation of resources, utility, freedom, equality, fairness, individualism and social justice. This course provides an interdisciplinary overview of capitalism as a system and presents opportunities for students to think critically about related ethical issues. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 418. Science, Sex and Nature. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/environmental responsibility requirements.

IDS 420. Athletics in Higher Education. 4. A comprehensive and interdisciplinary study of how intercollegiate athletics operate at American colleges and universities. The course examines the impact sport has on the higher education experience for students, faculty, administrators, alumni and external constituents. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

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.

IDS 422. The Harlem Renaissance. 4. This critical thinking-based discussion course introduces students to the "Jazz Age" from an Afro-centric perspective and explores the significance of the era to the development of the African American literary and historical traditions. We consider issues of race, gender and class and question notions of aesthetic standards. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and diversity in the U.S. requirements.

IDS 423. Ethical Issues Biology and Medicine. 4. Explores the ethical implications of a number of recent advances in the fields of biology and medicine. The course is designed to be thought provoking, argument provoking and mentally stimulating. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice/environmental responsibility requirements.

IDS 424. Genesis. 4. This interdisciplinary course will explore the biblical book of Genesis, an ancient multigeneric work regarded as scripture by Jews and Christians, and as a foundational cultural text by champions of the idea of Western Civilization. Employing a variety of approaches to find meaning in Genesis, the course will also consider the way in which the book figures in contemporary discussions about the origins of the universe, morality and ethics, interfaith dialogue, ecology, gender, sexuality, and race. Prerequisite: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 426. Legal Decisions. 4. Provides an upper-division introduction to the interdisciplinary study of legal decision-making and explores the nature and scope of our rights as citizens and some of the legal principles and procedures that limit and guide interactions in the American legal system. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 427. Murder, Most Foul. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement.

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.

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.

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. Fulfills interdisciplinary studies (IDS 400) and social justice & environmental studies requirements.

IDS 437. Barrier Islands: Ecology & Development. 4. Focuses on coastal processes (the science of wind and waves, tides and currents), coastal habitats (from the high-energy beach to the salt marsh) and coastal problems (caused when humans attempt to control natural coastal processes in order to live on a fragile island) as seen on the barrier islands of North Carolina. The course includes a required field trip to the North Carolina coast. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) and social justice & environmental studies requirements.

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.

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.

IDS 443. Leadership: East and West. 4. Analyzes and compares Eastern and Western perspectives of leadership. By using cross-cultural approaches, it examines how culture, religion, philosophy and political ideology cause different understandings of power, legitimacy and justice and therefore shape different leadership styles. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 446. Blue Mind, Creative Work, Critical Play. 4. This course provides participants with an introduction to the growing body of interdisciplinary research, art, and education broadly categorized as “Blue Mind.” This movement engages the connections created for us by the very basic substance of water, the benefits of being in and around it, and the obligations to sustain it. Our journey together will encourage the discernment of personal passion and development of ways to integrate scholarly rigor and ethical community engagement while embracing pleasure and, indeed, fun as ways to make our work more creative and incorporate critical mindsets within the realm of play.

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.

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.

IDS 461. Nothin' But Disasters. 4. Looks at how the natural world operates, how natural processes such as volcanos, earthquakes, hurricanes, floods, tsunamis, landslides, meteorite impacts and mass extinctions can harm humans and their works, and how we can avoid these disasters. We will use course elements including science, myth, religion, literature, film, economics and public policy. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 463. Explorations of Consciousness. 4. Course participants will peer into individual experience, grapple with philosophical insights about the nature of consciousness and probe experimental observations about consciousness, the brain and behavior, using scholarly inquiry, research, argument and introspection. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 469. Leadership. 4. Provides students with a leadership practicum in which to assess their leadership skills and then work on developing and improving these skills. Focuses include leadership theories, leadership traits, ethics, personal/work habits, problem solving and interpersonal skills. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

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.

IDS 474. Creativity, Vocation and Success. 4. Focuses on concepts of creativity and success as they apply to a variety of disciplines and professions. Substantial academic and reflective writing are required. Additionally, all classes are held outside, in the Guilford woods, regardless of weather. Preparation for life beyond the classroom is a metaphorical and literal class goal. There are two mandatory backpacking trips with appropriate clothing required. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 475. Perceptions of Mental Illness. 4. Develops an integrated understanding of how sociology, biopsychiatry, psychology, the general public and people with mental illness view mental illness and how these approaches can be utilized to comprehend the subject in a broad, social context. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 476. Beethoven and the Age of Revolution. 4. The life and work of Ludwig van Beethoven (1770-1827) bridges the classical and the romantic periods. This course will compare and seek connections between the philosophical, the artistic (both musical and visual) and the historical aspects of this era. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 477. Magic, Science and Religion. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 478. Aging and Economics. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

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.

IDS 482. Ecofeminism and Environmental Justice. 4. Examines the contributions of religion to the environmental movement and the way in which the current environmental crisis and the movement responding to this crisis are reshaping religion. Prerequisites: senior status, minimum 88 semester credits earned, completion of Historical Perspectives requirement, and at least one course in women's studies, religious studies, environmental studies, or African American, Native American, Pacific Islander/Asian-American or Latino/a studies.

Exceptions only by arrangement with instructor. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 483. The Politics of Difference. 4. Examines the production, negotiation and valuation of difference within postcolonial and liberal multicultural societies. How do societies that claim to accommodate diversity treat cultural, ethnic, racial, religious and sexual difference? Students should have some familiarity with critiques of colonialism and with social theory (ideally including post-structuralism). Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

IDS 484. Democratic Law. 4. Prerequisites: Minimum 88 semester credits earned and completion of Historical Perspectives requirement. Fulfills interdisciplinary studies (IDS 400) requirement.

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 requirements.

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 264 The Asian Pacific in Modern Times
HIST 266 Contemporary Chinese Society in Film
HIST 268 History of Chinese Women
HIST 288 History of East Asia to 1800
HIST 383 Imperial China
HIST 384 China in Revolution
HIST 385 Medieval Japan
HIST 386 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, Chair*

William C. Pizio, *Professor, Criminal Justice Graduate Program Director*

Barbara Lawrence, *Associate Professor*

Catherine L. Bonventre, *Assistant Professor, Coordinator, Criminal Justice Program*

Krista Craven, *Assistant Professor, Coordinator, Community and Justice Studies*

Christopher Parrish, *Adjunct Assistant Professor*

Christian Matheis, *Visiting Assistant Professor*

Guilford College Catalog 2018-19

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 requires a minimum of 40 credit hours (10 courses).

1. JPS 103 Community Problem Solving – 4 credits
2. JPS 240 Group Dynamics and Leadership – 4 credits
3. JPS 262 Restorative Justice – 4 credits
4. JPS 310 Public Management and Organizational Theory – 4 credits
5. JPS 338 Research Methods - Community and Justice Studies
- 6-8. Three courses (one must be at the 200 level, and one must be at the 300 or 400 level) from: 12 credits
 - JPS 220 Community Building Fundamentals
 - JPS 236 Conflict Transformation for Peacebuilding and Justice
 - JPS 290 Internship for CMJS
 - JPS 301 Criminal Justice Policy and Practice
 - JPS 313 Law and Society
 - JPS 335 Reclaiming Democracy
 - JPS 336 Oppressive Systems
 - JPS 365 Race, Society and Criminal Justice
 - JPS 405 Juvenile Justice and Delinquency
 - JPS 424 Trust and Violence
 - JPS 425 Family Violence
 - JPS 440 Counseling
9. JPS 448 CMJS Capstone Seminar I – 4 credits
10. JPS 449 CMJS Capstone Seminar II – 4 credits

Total credit hours required for B.S. degree in community and justice studies is 40 credits

Major Requirements for the B.S. in criminal justice. The major requires a minimum of 40 credit hours (10 courses).

1. JPS 100 Inquiry into Criminal Justice – 4 credits
2. JPS 200 Criminal Procedure – 4 credits
3. JPS 233 Deviance and Society – 4 credits
4. JPS 337 Research Methods - Criminal Justice
5. JPS 480 Capstone Seminar – 4 credits
6. One course from: 4 credits
 - JPS 202 Law Enforcement and Police Roles
 - JPS 203 Punishment and Corrections
 - JPS 204 Courts: Prosecution and Trials
7. One course from: 4 credits
 - JPS 201 Criminal Law
 - JPS 202 Law Enforcement and Police Roles
 - JPS 203 Punishment and Corrections
 - JPS 204 Courts: Prosecution and Trials
 - JPS 236 Conflict Transformation for Peacebuilding and Justice
 - JPS 250 Special Topic for CJ
 - JPS 260 Independent Study
 - JPS 262 Restorative Justice
 - JPS/PSY 270 Interpersonal Communications
 - JPS 290 Internship for CJ

- 8-9. Two JPS 300- or 400-level courses from: 8 credits
- JPS 301 Criminal Justice Policy and Practice
 - JPS 310 Public Management and Organizational Theory
 - JPS 313 Law and Society
 - JPS 330 Criminal Investigation
 - JPS 333 Criminological Theory
 - JPS 336 Understanding Oppressive Systems
 - JPS 361 Philosophy of Law Enforcement
 - JPS 365 Race, Society and Criminal Justice
 - JPS 366 Justice
 - JPS 380 Victimology
 - JPS 400 Advanced Problems
 - JPS 405 Juvenile Justice and Delinquency
 - JPS 425 Family Violence
 - JPS 440 Counseling
 - JPS 445 Police Brutality and Culture
10. One JPS course at the 400 level from: 4 credits
- JPS 400 Advanced Problems
 - JPS 405 Juvenile Justice and Delinquency
 - JPS 425 Family Violence
 - JPS 440 Counseling
 - JPS 445 Police Brutality and Culture

Total credit hours required for B.S. degree in criminal justice is 40 credits

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?” Must be taken at Guilford College. Fulfills business and policies studies requirement.

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 policies studies and social justice/environmental responsibility requirements.

JPS 150. Special Topics. 4. Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250, 350 and 450 levels with examination of current public policy topics, issues and problems at a sophisticated introductory level.

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.

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.

JPS 204. Courts: Prosecution and Trial. 4. The adjudication process and trial courts as social institutional law and the legal mentality, structure and processes of federal, state and local court systems, and traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms and sentencing practices. Fulfills business and policy studies requirement.

JPS 220. Community Building Fundamentals. 4. An examination of community building as a foundation for peaceful coexistence and responsive leadership. Students learn about the nature of group process as they engage in the experience of building community.

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 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.

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 “real world.”

JPS 260. Research Problems/Independent Study. 1-4. Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 360 and 460 levels.

JPS 262. Restorative Justice. 4. Fulfills business and policy studies and social justice/environmental responsibility requirements.

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 271. Organizational Communication and Teamwork. 4. Focuses on communication among individuals and teams in schools, businesses, government offices and other complex organizations. Students’ current setting in one such organization and their current experiences in others, provide material for examination and reflection. Perspectives from other cultures and the subcultures of class, race and gender within American society are included as appropriate.

JPS 290. Internship. 4-8. Supervised internship with a criminal justice, public service or volunteer agency. Required for justice and policy studies majors with no prior full-time work experience or current employment in the criminal justice system or in other public service agencies. May be repeated once with a different agency. May also be offered at the 390 level.

JPS 310. Public Management and Organizational Theory. 4. Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, applying organizational theory, decision-making, planning, staffing, evaluation, internal communication and organizational change as applied in public service agencies. Prerequisites: Students must have taken at least 12 credits at Guilford and at least one lower-level JPS course. Fulfills business and policy studies requirement.

JPS 313. Law and Society. 4. Introduction to sociological jurisprudence, the legal system, legal institutions as instruments of stability and social change. Also includes law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Prerequisites: Students must have sophomore standing (at least 24 credits) and at least one lower-level JPS course. Fulfills social justice/environmental responsibility requirement.

JPS 320. Ethics in Justice and Policy Studies. 4. Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government. Fulfills business and policy studies requirement.

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.

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.

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.

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.

JPS 366. Justice. 4. This course will consist of a study of classical philosophical thought and its relation to justice from the early Greeks to modern theorists. These classical views will be used to analyze current events and policies of the criminal justice system.

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 400. Advanced Problems. 4. Selected problem areas in the fields of criminal justice, public policy and public administration examined in depth. Problems examined vary with each offering, and have included issues involving police administration, court administration, jails and prisons, security and crime prevention, death penalty policy, coercion and justice.

JPS 405. 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.

JPS 424. 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.

JPS 425. 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.

JPS 437. 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 nationality, ethnicity, gender, age and non-dominant versus dominant social affiliation, shapes their values, identity and social interactions.

JPS 440. Counseling. 4. This course will consist of discussion and application of various counseling models. Specific models discussed will include psychoanalysis, person-centered therapy, transactional analysis, existentialism and rational emotive therapy.

JPS 445. Police Brutality and Culture. 4. It has been clearly established through research that the lives of police officers 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 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 339 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.

MATHEMATICS (MATH)

Benjamin Marlin, *Associate Professor, Chair*

Danielle Moran, *Assistant Professor*

Jeong Sep Sihm, *Visiting Instructor*

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.

Major Requirements. The major requires a minimum of 32 credit hours (eight courses) in mathematics courses or seminars numbered above 120.

1. MATH 225 Multivariable Calculus – 4 credits
2. MATH 231 Foundations of Mathematics – 4 credits
3. MATH 325 Linear Algebra or MATH/PHYS 320 Mathematical Physics – 4 credits
4. One course from: 4 credits
 - MATH 335 Topology
 - MATH 430 Algebraic Structures
 - MATH 435 Real Analysis
 - MATH 475 Seminar in Mathematics
5. One course from: 4 credits
 - MATH 310 Probability and Statistics
 - MATH 412 Discrete Mathematics II
 - MATH 415 Numerical Analysis

MATH 475 Seminar in Mathematics
6-8. Three MATH courses above 120 – 12 credits

Total credit hours required for B.S. degree in mathematics is 32 credits

Many majors emphasize a particular area of mathematics in their coursework. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities; majors who wish to prepare for graduate school should take MATH 335, MATH 430 and MATH 435.

Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include MATH 310 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 235, MATH 310 and MATH 430.

The most frequent double major with mathematics is physics; students pursuing this option should take MATH/PHYS 320 and an advanced seminar (MATH 475) on further topics in mathematical physics.

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.

MATH 103. Mathematics for Elementary School Teachers. 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, or another math course approved by the Department of Education Studies. Fulfills quantitative literacy requirement.

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.

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.

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.

MATH 121. Calculus I. 4. Calculus of single-variable algebraic, exponential and logarithmic functions, emphasizing the concepts, techniques and applications of limits, differentiation and integration in both physical and geometric settings. Fulfills quantitative literacy requirement.

MATH 122. Calculus II. 4. Calculus of single-variable trigonometric and inverse trigonometric functions, with emphases as in MATH 121, but especially on integration and its applications. Numerical series. Prerequisite: MATH 121.

MATH 123. Accelerated Calculus. 4. Special course in calculus covering the content of MATH 121 and MATH 122 in one semester for students having studied calculus previously.

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

MATH 212. Discrete Mathematics I. 4. Algorithms, recursion, induction, sequences and series, combinatorics, counting techniques, particularly as related to the mathematics of computing. Fulfills quantitative literacy requirement.

MATH 225. Multivariable Calculus. 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration and vector analysis. Prerequisite: MATH 122 or MATH 123.

MATH 231. Foundations of Mathematics. 4. Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Fulfills quantitative literacy requirement.

MATH 232. Infinity, Undecidability, Non-computability (PHIL 293). 4. Algorithms, mathematical logic, axiomatization, completeness, consistency, constructing the number systems, Turing machines, Hilbert's programme, the halting problem, infinities, the continuum hypothesis, Godel's theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement.

MATH 235. 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 or instructor permission.

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. 1-4. 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 225.

MATH 320. Mathematical Physics (PHYS 320). 4. Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied. Prerequisite: MATH 225 or instructor permission; PHYS 122 strongly recommended.

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 225.

MATH 335. 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.

MATH 412. Discrete Mathematics II. 4. Relations, graphs, trees, Boolean algebra, languages and grammars, finite-state machines and automata, and Turing machines.

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.

MATH 430. Algebraic Structures. 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. Prerequisites: MATH 231 and MATH 325.

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 225 and MATH 231.

MATH 470. Senior Thesis. 4-8.

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. 4-8.

MUSIC (MUS)

Kami Rowan, *Associate Professor, Chair*

Drew Hays, *Associate Professor*

Wendy Looker, *Associate Professor*

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 repertory classes, monthly Midday Musicales and junior and senior recitals. Merit scholarships are awarded to music majors who participate in and contribute to the department community. 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 auditioned 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." In recent years, the College Choir, along with the Chamber Singers and Guitar Ensemble, has 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 Chamber Singers is a select choir of 20 singers who perform primarily a cappella literature spanning a variety of musical periods. The choir performs in a number of venues around the Guilford campus and Greensboro community in addition to the semester concerts. Auditions for both choral ensembles are held at the beginning of each semester.

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 and Maryland.

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. In the past, the Guitar Ensemble has participated in the Mid-Atlantic (Virginia) and Mid-America (Illinois) Ensemble Festivals.

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. Other scholarships are used to recognize outstanding musical academic achievement as well as reward students for service in the department.

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 submitting taped auditions.

The major requires a minimum of 41 credit hours:

Major Requirements for the A.B. degree in music:

1. MUS 101 Music Theory I – 4 credits
2. MUS 102 Music Theory II – 4 credits
3. MUS 201 Music Theory III – 4 credits
4. MUS 202 Music Theory IV – 4 credits
5. MUS 310 Music History I – 4 credits
6. MUS 311 Music History II – 4 credits
7. 2 credits of Class Piano: MUS 141 and 142 or A.B. piano proficiency exam – 0-2 credits

8. 8 credits in private lessons: MUS 270s and MUS 280s* – 8 credits
9. 8 credits in appropriate ensemble: MUS 120, 121, 122, 123, 124, 127, 129* – 8 credits
10. MUS 302 Junior Recital – 1 credit

**Enrollment required every semester the student is on campus*

Total credit hours required for A.B. degree in music is 41-43 credits

Major Requirements for the B.M. degree in music:

1. MUS 101 Music Theory I – 4 credits
2. MUS 102 Music Theory II – 4 credits
3. MUS 201 Music Theory III – 4 credits
4. MUS 202 Music Theory IV – 4 credits
5. MUS 310 Music History I – 4 credits
6. MUS 311 Music History II – 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
9. MUS 302 Junior Recital – 1 credit
10. MUS 402 Senior Recital – 1 credit
11. MUS 210 Conducting – 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* – 8 credits

**Enrollment required every semester the student is on campus*

Total credit hours required for B.M. degree in music general track is 56-60 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 60-64 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 58-62 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. Fulfills arts requirement.

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.

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.

MUS 111. Music Appreciation. 4. Introductory course designed to train students in perceptive, intelligent listening. Selected representative works from plainsong through contemporary music. Fulfills arts requirement.

MUS 112. The History of Rock: From Rock and Roll to Blues, Soul and Beyond. 4. This course covers half a century of popular music, beginning with the birth of rock and roll out of rhythm and blues. We examine diverse genres, including rockabilly, blues, soul, the British Invasion, folk and folk-rock, psychedelia, funk, singer-songwriters, classic rock, progressive rock, punk rock, New Wave, rap and indie. The evolution of popular music is linked to historical events and social trends. Fulfills arts and diversity in the U.S. requirements.

MUS 113. Music and Contemporary Culture: Reflections On the Ways Music Affects and Is Affected By Humanity. 4. Explores specific facets of music that affect and are relevant to contemporary culture. Students will be asked to question the significance of music within social structure, religion, politics, economics, education and issues of gender and race. Fulfills arts and diversity in the U.S. requirements.

MUS 120. Guilford College Choir. 1-2. 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. A smaller, auditioned ensemble called The Guilford College Chamber Singers will be selected from the College Choir in order to fulfill the needs of advanced singers who desire the challenge of singing in a chamber ensemble with a focus on a cappella singing. Chamber Singers may elect to take MUS 120 for 2 credits. Chamber Singers will rehearse during portions of the class time allotted for College Choir. Prerequisite for Chamber Singers only: all students must pass an audition each semester.

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 133. Jazz Improvisation Fundamentals. 1. This course is designed for instrumental musicians seeking to develop a basic understanding of the fundamentals of jazz improvisation. Students will meet in small groups led by the instructor to practice basic jazz concepts (scales, chords, arpeggios, form, melodic paraphrase, etc.). Students will learn how to create an improvisation over a set of basic chord changes using these concepts. Topics covered will be reinforced by listening to classic jazz recordings. Students will also study basics of jazz style and history

as it pertains to the material covered. Students enrolled in this course must be able to read music.

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 140. Opera Workshop. 1-4. Students study, prepare and perform selected solo and ensemble literature taken from opera and musical theater. Roles are assigned on the basis of audition.

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. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. 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. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. 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. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. 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. Successful completion of the four-semester series, or permission of the instructor, is a prerequisite for MUS 270. 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 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.

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.

MUS 202. Music Theory IV. 4. Traditional formal structures are explored and analyzed. Great works from the Western repertoire are studied both intellectually and aurally. Ear training and sight singing are involved with chromaticism. Prerequisite: MUS 201 or instructor permission.

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 210. Conducting. 2. A beginning course that introduces students to the basic skills of conducting. Emphasis is placed on the mastery of conducting patterns, techniques of expressive conducting and an interpretative knowledge of musical terms. Prerequisite: must have taken or be enrolled in MUS 102.

MUS 215. Music of the World. 4. This survey studies and documents traditional music cultures from around the world including Africa, India, Japan, South America and Indonesia. Student presentations focus on other cultures of the world. Fulfills intercultural requirement.

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).

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).

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.

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).

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).

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).

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).

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).

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).

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).

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).

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).

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).

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). Prerequisite: MUS 133 or instructor permission.

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).

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. Repeatable.

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 310. Music History I. 4. Explores Western art music from ancient times through 1750. Music from the Middle Ages, Renaissance and Baroque periods is examined with an emphasis on the place of art music in society. Ability to read music is helpful. Prerequisite: MUS 101 and Historical Perspectives.

MUS 311. Music History II. 4. Explores Western art music from the classical period through the contemporary period. Music from the Classical, Romantic, Impressionist and 20th-century stylistic periods is examined with an emphasis on the place of art music in society. Ability to read music is helpful. Prerequisite: MUS 101 and Historical Perspectives.

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 courses, which are offered by other departments and contribute to the global, social or personal/interpersonal levels of peace and conflict analysis – 8 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 Fundamentals

Personal/Interpersonal

JPS 424 Trust and Violence
 JPS 425 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.

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 justice/environmental responsibility requirement.

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.

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.

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.

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.

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.

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 aims to articulate and examine our most fundamental assumptions, raising questions and encouraging reflection about generally unnoticed aspects of our everyday lives. 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 requires, and enables students to develop, a wide range of skills, including reasoning, interpretative and critical reading, clarity in written and spoken expression, synthesis and analysis of information, problem-solving, and appreciation of different perspectives. These skills, along with the enhanced awareness that philosophy enables us to develop, are foundational to most forms of intellectual endeavor, practical decision-making, and moral questioning. Thus philosophical training and reflection lay groundwork for any path one may choose in life.

Given the nature of philosophy, combining a philosophy major with a second major in the humanities, the natural or social sciences, the arts, or business and policy, is an exciting and natural option, with benefit to both the breadth and the depth of a student's studies.

Degree Offered. The Bachelor of Arts degree is offered in philosophy.

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

1. PHIL 111 Ethics – 4 credits
2. PHIL 200 Informal Logic or 292 Formal Logic – 4 credits
3. PHIL 310 Ancient Western Philosophy – 4 credits
4. PHIL 320 Modern Western Philosophy – 4 credits
5. PHIL 401 Topics in Contemporary Analytic Philosophy – 4 credits
- 6-8. Three additional PHIL courses, at least one of which is a 300-level course – 12 credits

Total credit hours required for A.B. degree in philosophy is 32 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.

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.

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.

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 requirement.

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.

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.

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.

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.

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.

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, Godel's theorems, formalism, intuitionism, logicism, connections with artificial intelligence. Fulfills quantitative literacy requirement.

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.

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.

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.

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.

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 490. Departmental Honors. 4-8.

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 Science degree is 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

NOTE: PHYS 101, 104, 106, 107, 108, 109 and 461 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.

1. PHYS 231 Experimental Physics I – 2 credits

2. PHYS 232 Experimental Physics II – 2 credits

3. PHYS 370 Physics Research – 1-4 credits

Research or an internship in engineering required for the pre-engineering track

4. PHYS 470 Senior Thesis or PHYS 490 Departmental Honors Thesis – 4 credits

5-9. 24 credits of additional PHYS courses including: 24 credits

The technical track requires one 400-level theory course – 4 credits

The graduate study track requires three 400-level theory courses – 12 credits

The astrophysics track requires PHYS 210, PHYS 443, and two additional 400-level theory courses – 16 credits

The pre-engineering track requires one 400-level theory course and at least two of PHYS 202, PHYS 226 and PHYS 324 – 12 credits

Total credit hours required for B.S. degree in physics is 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
Guilford College Catalog 2018-19

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 and mathematics requirement.

PHYS 106. Surveying the Sky. 4. This course, which is intended for non-science majors with limited mathematical background, will cover topics selected from naked-eye astronomy, stellar astronomy, galactic astronomy and cosmology. Fulfills natural science and mathematics requirement.

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 and mathematics requirement. 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 and mathematics requirement.

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 and mathematics requirement.

PHYS 109. Beyond the Stars. 4. Concentrates on the study of extra-galactic astronomy. Topics include nebulae, galaxies and cosmology. Fulfills natural science and mathematics requirement.

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 117. Physics I. 4. For science majors and other interested students whose mathematics background includes algebra, trigonometry, and calculus. This survey of physics includes mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion and modern physics. Prerequisite: MATH 121. Fall.

PHYS 118. Physics II. 4. For science majors and other interested students whose mathematics background includes algebra, trigonometry, and calculus. This survey of physics includes mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion and modern physics. Prerequisites: PHYS 117, MATH 121 or instructor permission. Spring.

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 and mathematics requirement. Offered in alternate years.

PHYS 121. Classical and Modern Physics I. 5. 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. To prepare for PHYS 122, students should plan to take MATH 121 concurrently with PHYS 121. Fulfills natural science and mathematics requirement. Fall.

PHYS 122. Classical and Modern Physics II. 5. 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. Prerequisites: PHYS 121 and MATH 121. Fulfills natural science and mathematics requirement. 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 and mathematics requirement. 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 and mathematics requirement.

PHYS 223. Classical and Modern Physics III. 4. The final semester of the introductory physics sequence. Topics are chosen from modern and classical physics to complement those discussed in PHYS 121 and PHYS 122. Prerequisite: PHYS 122 or instructor permission. Fall.

PHYS 226. The Physics of Solids. 4. A theoretical analysis of the modern theories of solid materials, the course begins with the classical models of the mechanical, thermal and electrical properties of solid materials, then introduces the quantum mechanical band gap model, the Debye model and the BCS/Cooper pair model in examining solids' thermal and electrical properties.

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. 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. 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 320. Mathematical Physics (MATH 320). 4. Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied. Prerequisite: MATH 225 or instructor permission; PHYS 122 strongly recommended. Fulfills quantitative literacy requirement.

PHYS 324. Thermophysics. 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 225, PHYS 223 or instructor permission. Spring.

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, MATH/PHYS 320 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/PHYS 320 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, MATH/PHYS 320 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/PHYS 320 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/PHYS 320 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 122 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*

Kent John Chabotar, *Professor*

Kenneth E. Gilmore, *Professor*

Kyle Dell, *Associate Professor*

Maria Rosales, *Associate Professor*

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 40 credit hours (10 courses plus the capstone experience course).

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 Classics in Political Thought – 4 credits
5. PSCI 230 Politics of Problem Solving – 4 credits

Elective Courses

- 6-7. Any two PSCI courses, internships, independent studies or IDS 443 – 8 credits
8-9. Any two 300- or 400-level PSCI courses including IDS 443 and IDS 469 – 8 credits

Required Capstone Experience

10. 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 40 credits

It is recommended that majors complete PSCI 101 and PSCI 103 prior to taking PSCI 230, and that all core courses be completed before taking upper-level elective courses. PSCI 230 must be taken before or simultaneously with PSCI 465. Of the 16 elective credits, at least 8 must be from 300-level courses or above.

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 non-governmental 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.

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 will 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 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.

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.

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.

PSCI 106. Classics in Political Thought. 4. An introductory course designed to critically analyze great works that reflect the fundamental themes and assumptions of Western political thought. Fulfills social science and social justice/environmental responsibility requirements.

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 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.

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.

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.

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.

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.

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 230. Politics of Problem Solving. 4. An overview of the politics of problem solving, from problem definition to public policy. This course examines the ways that “problems” get defined in the political arena, from political psychology (why do people believe what they believe?) to institutions (what incentives encourage defining problems in certain ways?). Strategies for solving political problems are also examined.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. Senior Independent Project. 4. Serves as a departmental independent study credit/no credit capstone course. Majors must complete a major independent 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 230.

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 230 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*

Maia Dery, *Visiting Instructor Art/Experiential Learning*

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 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 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)

Sarah Estow, *Associate Professor, Chair*

Eva K. McGuire *Professor*

Karen M. Tinsley, *Professor*

Richard L. Zweigenhaft, *Charles A. Dana Professor of Psychology*

Christopher Henry, *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 Arts degree is offered in psychology.

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

1. PSY 100 General 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 History and Contemporary Issues – 4 credits
(will not be accepted as transfer credit and may not be taken at a consortium school)
- 4-5. At least two PSY courses at any level (except PSY 303) to meet the 32 credit requirement.
JPS 270, and SPST 340 can count toward this requirement – 8 credits
- 6-8. Three 300- or 400-level PSY courses (except PSY 303) – 12 credits

Total credit hours required for A.B. degree in psychology is 32 credits

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.

Of the remaining five courses, three must be at the intermediate or advanced level (300 and above). 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 are strongly encouraged. Recent majors have received credit through internships for activities such as work in the community with individuals with autism; with developmentally delayed and emotionally disturbed children; 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.

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.

PSY 100. General 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. Fulfills social science requirement.

PSY 150. Special Topics. 4. May also be offered at 250, 350 and 450 levels. Recent offerings include Prosocial Behavior and Modern Love. 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. Alternate years.

PSY 224. Developmental Psychology. 4. Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior and increasingly complex social interactions. Includes field work. Fulfills social science requirement.

PSY 232. Introduction to Personality. 4. The study of personality from a variety of perspectives; emphasis on different theories, techniques of assessment and research. Fulfills social science requirement.

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. Offered once a year.

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. Offered once a year.

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. Only up to 4 credits of 260 or 360 may be applied towards the major.

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. Field experiences which are 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, Historical Perspectives and Quantitative Literacy. PSY 303 is strongly recommended.

PSY 303. Research Methods and Analysis Practicum. 4. This practicum is designed to supplement and expand on course material covered in PSY 301. It is strongly recommended that students enrolled in PSY 301 also enroll in the practicum during that semester. The activities in the practicum should deepen students' understanding and increase their familiarity with methods and statistics used in psychological research. Ethical issues involved in research in psychology will be discussed throughout the course. Does not count toward the psychology major or minor. CR/NC. Corequisite: PSY 301.

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 PSY 232. Alternate years.

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 field work. Prerequisite: PSY 100 or PSY 232. Alternate years.

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 PSY 232.

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. Corequisite: laboratory work. Prerequisites: either two courses in biology or one course in biology and one course in psychology. Alternate years.

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. Prerequisites: PSY 100, PSY 224 or PSY 232. Alternate years.

PSY 342. Abnormal Psychology. 4. Adult psychopathology studied in the context of modern life; genetics, socio-cultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: PSY 100 or PSY 232.

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. Alternate years.

PSY 344. Environmental Psychology. 4. Study of the impact of human knowledge, attitudes and behavior on environmental problems and their solution. Prerequisite: PSY 100 or ENVS 100. Fulfills social justice/environmental responsibility requirement. Alternate years.

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 PSY 232.

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. Fulfills diversity in the U.S. requirement.

PSY 351. Psychology and Gender. 4. Variable title. Repeatable. Prerequisite: PSY 100 or PSY 232.

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. Alternate years.

PSY 445. Contemporary Issues in Psychology. 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisites: PSY 301 and senior standing.

PSY 470. Senior Thesis. 4. Major research project designed and conducted under the supervision of a faculty member.

PSY 490. Departmental Honors. 4-8.

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 real-world 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 service learning 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 28 core course credits, 4 communication course credits, 4 information literacy credits and a 16 credit 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 (28 credits)

PBH 100 Introduction to Public Health

PBH 200 Epidemiology

PBH 300 Global Health

BIOL 111: Integrative Biology: Molecules and Cells

MATH 112: Elementary Statistics

Page 116 of 233

PHIL 111: Ethics or REL 230: Comparative Religious Ethics
HSCI 390: Public Health Internship or Approved Study Abroad or Senior Thesis

Information literacy requirement - Choose one class from the following (4 credits)

Students should work closely with advisors to determine the information literacy course that best fits their background and preparation.

BIOL 291: Introduction to Scientific Inquiry
ECON 301: Research Methods
JPS 339: Research Methods
PCSI 230: Politics of Problem Solving
PSY 301: Research Methods and Analysis
SOAN 337: Social Research Methods
SPST 445: Research Methods in Sports Studies

Communication requirement - Choose one class from the following (4 credits)

BUS 310: Professional Communications
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

Specialized Tracks (each is 16 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.

- (1) Natural Science, Disease, and the Environment Track
- (2) Social Science, Health, and Behavior Track
- (3) Organizations, Business, and Health Policy Track

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.

Electives (16 credits)

BIOL 212: Environmental Science
BIOL 313: 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
GEOL 121: Geology and the Environment
GEOL 223: Hydrology
GEOL 230: Environmental Pollution
IDS 416: Biotechnology and Society
IDS 423: Ethical Issues Biology and Medicine
PHYS 111: Introduction to Physics for the Life Sciences I
PHYS 112: Introduction to Physics for the Life Sciences 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.

Electives (16 credits)

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
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 344: 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 425: 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 (16 hours)

BUS 215: Business Law and the Legal Environment
BUS 249: Principles of Management
BUS 341: Human Resource Law and Management
BUS 371: Non Profit Management
BUS 449: Policy Formulation and Strategy
ECON 222: Microeconomic Principles: Public Policy
ECON 344: Environmental and Resource Economics
ECON 348: Health Economics
HIST 223: Gender and Power in US History
HIST 314: Immigration and Multicultural Europe
JPS 103: Community Problem Solving
JPS 220: Community Building Fundamentals
JPS 240: Group Dynamics and Leadership
JPS 271: Organizational Communication and Teamwork
JPS 310: Public Management and Organizational Theory
JPS 323: Diversity at Work
JPS 335: Reclaiming Democracy
JPS 336: Understanding Oppressive Systems
PECS 236: Conflict Transformation for Peacebuilding and Justice
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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 humanities requirement.

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 humanities requirement.

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.

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 humanities requirement.

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.

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.

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 humanities requirement.

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 humanities requirement.

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 humanities requirement.

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 requirement.

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.

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 humanities and intercultural requirements.

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 humanities requirement.

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. Fulfill humanities requirement.

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.

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 humanities and intercultural requirements.

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 egolessness. 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.

REL 340. Contextual Theologies 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.

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*

Edwina 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 32 credit hours (eight courses).

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.

Total credit hours required for A.B. degree in sociology and anthropology is 32 credits

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 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 19th and 20th 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.

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.

SOAN 431. Latino/a 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.

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.

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 56 credit hours (14 courses). Students will choose one of two tracks: health and fitness (60 credit hours) or sport medicine (56 credit hours). 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.

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 111 Integrative Biology: Molecules and Cells** – 4 credits
7. BIOL 341 Human Anatomy and Physiology I** – 4 credits
8. BIOL 342 Human Anatomy and Physiology II** – 4 credits
9. Advisor approved psychological or sociocultural course – 4 credits
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 432 Legal Aspects of Sport and Exercise – 4 credits
13. SPST 455 Science of Strength and Conditioning**** – 4 credits
14. 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)
15. SPST 390 Health/Fitness Internship (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 60 credits

Additional courses required for ESS sports medicine track:

6. BIOL 111 Integrative Biology: Molecules and Cells** – 4 credits
7. BIOL 341 Human Anatomy and Physiology I** – 4 credits
8. BIOL 342 Human Anatomy and Physiology II** – 4 credits
9. SPST 245 Emergency Procedures in Sports Medicine – 4 credits
10. SPST 320 Organization and Administration of Sport Exercise and Health Programs or SPST 432 Legal Aspects of Sport and Exercise – 4 credits
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 390 Sports Medicine Internship (in field of interest) – 4 credits

Total credit hours required for B.S. degree in exercise and sport sciences, sports medicine track is 56 credits

* *Historical Perspectives is a prerequisite and the course is limited to juniors and seniors.*

** *A grade of C- or better is required in these biology courses, which are prerequisites for SPST 246 and SPST 311.*

*** SPST 211 is a prerequisite for SPST 314.

**** 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.

***** Prerequisites for this course include SPST 246 and SPST 311. A grade of C- or better is required in all prerequisite courses.

Major Requirements for the B.S. in Sport Management. The sport management major requires a minimum of 40 credit hours (10 courses).

1. SPST 234 Sport Finance – 4 credits
2. SPST 320 Organization and Administration of Sport, Exercise and Health Programs – 4 credits
3. SPST 390 Internship – 4 credits
4. SPST 431 Sport Marketing – 4 credits
5. SPST 432 Legal Aspects of Sport and Exercise – 4 credits
6. SPST 445 Research Methods in Sport Studies – 4 credits
7. ACCT 201 Introduction to Accounting – 4 credits
8. 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
9. ECON 221 Macro: U.S. in World Econ or ECON 222 Micro: Public Policy – 4 credits
10. ENGL 282 Journalism or BUS 310 Professional Communications* – 4 credits

Total credit hours required for B.S. degree in sport management is 40 credits

*SPST 335 (Sport Communication) is an approved substitute for this requirement.

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.

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.

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.

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.

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.

SPST 234. 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. Students will examine various means for financing and managing sport businesses and organizations. Prerequisite: ACCT 201.

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.

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

SPST 290. Internship. 2-4. Supervised internship in sport management, sports medicine or physical education. Prerequisite: Advisor permission. May also be offered at the 390 level.

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: Historical Perspectives and must be junior or senior to enroll.

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 web pages for sport businesses.

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.

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 corequisite 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.

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 SPST 232, SPST 247 or SPST 340.

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.

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 the four possible tracks. The major requires a minimum of 48 credit hours (13 courses).

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 studies majors

1. THEA 111 Backstage Production – 4 credits
2. THEA 125 Acting 1: Basic Tools – 4 credits
3. THEA 130 Theatre and Culture I – 4 credits
4. THEA 131 Theatre and Culture II – 4 credits
5. THEA 171 Introduction to Theatrical Design – 4 credits
6. THEA/ENGL 215 Play Analysis – 4 credits
7. THEA 295 Practicums: 8 credits (options include Stage Management, Assistant Stage Management, Scenic Art, Properties, Costuming, Lighting, Makeup, Sound, Publicity, Box Office, and House Management).
8. THEA 470 Senior Thesis – 4 credits

Total credits required for Structure and Core requirements is 36 credits

Additional courses required for students selecting a generalist track

9-10. Two additional intermediate (200-level) THEA courses or the equivalent credits – 8 credits

One course or the equivalent credits at the 300 level – 4 credits

Total credit hours required for A.B. degree in theatre studies: generalist track is 48 credits

Additional courses required for students selecting a design/tech track

9-10. Two additional intermediate (200-level) design courses from: 8 credits

THEA 272 Digital Sound Design

THEA 273 Lighting Design

THEA/CTIS 274 Digital Graphic Design

THEA 275 Costume Design

Any other design/tech course approved by department chair

11. One additional advanced (300-level) design or design-related course or 4 additional practicum credits in a specialized area chosen in consultation with the major advisor from: 4 credits
THEA 381 Play Direction
Any other design/tech course approved by department chair

Total credit hours required for A.B. degree in theatre studies: design/tech track is 48 credits

Additional courses required for students selecting a history/literature track

- 9-10. Two additional intermediate (200-level) courses in literary analysis, play analysis, playwriting or dramatic literature from: 8 credits
ENGL 200 Introduction to Literary Studies
ENGL 223 Shakespeare
ENGL 288 Shakespeare and Film
THEA 244 Playwriting Workshop
Any other history/literature course approved by department chair
11. One course from the following advanced options: 4 credits
THEA 320 Acting 3: Shakespeare
THEA 360 Independent Study as a playwright or genre
THEA 381 Play Direction
THEA 460 Independent Study as a dramaturg on a production

Total credit hours required for A.B. degree in theatre studies: history/literature track is 48 credits

Additional courses required for students selecting a Performance Track

- 9-10. Two additional intermediate (200-level) acting courses from: 8 credits
THEA 227 Acting 2: Playing the Action
THEA 228 Acting 2: Creating the World
THEA 229 Acting 2: Voice and Diction
THEA 232 Acting 2: Acting in Song
Any other acting or performance course approved by department chair
11. One additional advanced (300-level) acting or performance course from: 4 credits
THEA 320 Acting 3: Shakespeare
THEA 325 Acting 3: Modern Realism
Any other acting or performance course approved by department chair

Total credit hours required for A.B. degree in theatre studies: performance track is 48 credits

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.

THEA 101. Modern Dance I (SPST 112). 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.

THEA 103. Beginning Ballet (SPST 110). 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.

THEA 104. Jazz Dance (SPST 111). 2. This is an introduction to the art of jazz dance, designed as a continuing study of the technique introduced in 101 and 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: THEA 101/SPST 112 or THEA 103/SPST 110.

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.

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 arts requirement.

- 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 arts requirement.
- 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 arts requirement.
- 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 arts requirement.
- THEA 150. Special Topics. 4.** May also be offered at 250, 350 and 450 levels.
- 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 Europe: symbolism, futurism, dadaism, surrealism and expressionism. Links each style to social forces, music, art, important people, ideas and watershed events. Fulfills historical perspectives requirement.
- 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.
- 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 arts requirement.
- 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 arts requirement.
- 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 201. Modern Dance II (SPST 113). 2.** This course is intended for students who have already experienced dance, with a continuation of concepts and technique from 101, 102 and 103. 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. Prerequisites: THEA 101/SPST 112 and THEA 104/SPST 111 or instructor permission.
- 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 arts requirement.
- 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 arts requirement.
- 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.
- 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 arts requirement.

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.

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.

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 arts requirement. 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 arts requirement.

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 arts requirement.

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 arts requirement.

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 arts requirement.

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 arts requirement.

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.

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 and a complex system of power and oppression, and inspires creative 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. WGSS encourages experiential learning, Principled Problem Solving experiences, internship opportunities, independent studies and study abroad.

Degree Offered. The Bachelor of Arts degree is offered in women's, gender and sexuality studies.

Specific Course requirements. 32 credits. Students complete the following core courses, ideally beginning with WGSS 110, and including at least 3 courses designated as 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:

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 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 women's, gender, and sexuality studies scholars, as well as the historical, political and social contexts in which these concerns and the various answers to them have arisen. Fulfills diversity in the U.S. requirement. Fulfills diversity in the U.S. requirement.

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.

V. 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 (E)	Interpersonal Communication (E)
African and African American Studies (E)	Japanese Language & Society (E)
African Studies	Latin American Studies
Anthropology	Marketing
Biology	Mathematics for the Sciences
Business (E)	Medieval/Early Modern Studies
Chemistry	Money & Finance (E)
Communications	Music
Community Studies	Organizational Communication (E)
Computing Technology & Information Systems (E)	Peace and Conflict Studies
Creative Writing	Philosophy
Criminal Justice (E)	Physics
Earth Science	Political Science
East Asian Studies	Principled Problem Solving Experience
Economics	Psychology (E)
Education Studies (E)	Quaker Studies
English	Religious Studies (E)
Environmental Studies	Sociology
Experience Design	Spanish Language & Society
Forensic Accounting	Sport Administration
Forensic Science (E)	Sport Marketing
French Language & Society	Sustainable Food Systems
German Language & Society	Theatre Studies
History (E)	Visual Arts
Human Resource Management (E)	Women's, Gender & Sexuality Studies
Integrated Science	(E = Also offered as evening minor)
International Political Economy	

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
Guilford College Catalog 2018-19

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).

SOAN 358 African Cultures in Film – 4 credits

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

Naadiya Hasan, *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 16 credit hours (four courses).

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

Total credit hours required for anthropology minor is 16 credits

* 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 111, BIOL 112 and BIOL 115, 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 111 Integrative Biology: Molecules and Cells
BIOL 112 Integrative Biology: Organisms, Ecology and Evolution
BIOL 115 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 112 Integrative Biology: Organisms, Ecology and Evolution
BIOL 115 General Botany
- 3-4. Two or three additional field biology courses from the following: 8 or 12 credits
(at least one courses must be at the 300 level or above):
BIOL 224 Field Botany
BIOL 233 North Carolina Freshwater Fishes
BIOL 235 Vertebrate Field Zoology
BIOL 242 Natural Science Seminars
BIOL 332 Invertebrate Zoology
BIOL 333 Ichthyology
BIOL 334 Animal Behavior
BIOL 336 Ornithology
BIOL 438 General Ecology

Total credit hours required for biology minor: field biology track is 16 credits

Cell & Molecular Track

1. BIOL 111 Integrative 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 291 Introduction to Scientific Investigation
BIOL 313 Molecular Cell Biology
BIOL 315 Microbiology
BIOL/PSY 340 Psychobiology
BIOL/PSY 343 Sensory Systems
BIOL/CHEM 434 Biochemistry

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 a minimum of 16 credit hours (four courses).

1. ACCT 201 Introduction to Accounting – 4 credits
2. BUS 120 Introduction to Business or BUS 249 Principles of Management – 4 credits
3. BUS 215 Business Law and Environment – 4 credits
4. One course from: 4 credits
 - BUS 246 International Business
 - BUS 310 Professional Communications
 - BUS 321 Human Resource Law and Management

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 331 Physical Chemistry I
 - CHEM 341 Instrumental Analysis
 - CHEM 412 Geochemistry
 - CHEM 420 Polymer Chemistry
 - CHEM 430 Medicinal 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 Fundamentals-4 credits
3. JPS 336 Understanding Oppressive Systems-4 credits
4. One course from: 4 credits
 - JPS 290 Internship
 - JPS 320 Ethics in Justice and Policy Studies
 - JPS 424 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 a minimum of 16 credits (four courses).

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

Total credits required for computing technology & information systems minor is 16 credits

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 16 credit hours (four courses).

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. Students majoring in community justice may not use their major coursework toward the criminal justice minor.

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 339 Research Methods, JPS 366 Justice and JPS 437 Multicultural Communication – 8 credits

Total credits required for criminal justice minor is 16 credits

In addition to the coursework, students will be required to write a five- to 10-page paper bringing together their diverse experiences in the minor. This minor summary must be submitted to the Department of Justice and Policy Studies during the semester in which a student completes her or his final course for the minor. JPS faculty will grade the minor summary CR/NC: CR is necessary for successful completion of the minor.

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 electives 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 a minimum of 16 credits (four courses).

1. CTIS 221 Fundamentals of Cyber Security
2. CTIS 322 Networking Computers
3. CTIS 371 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 370 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

IDS 437 Barrier Islands: Ecology & Development

IDS 461 Nothin' But Disasters

IDS 472 Environmental Planning

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 264 The Asian Pacific in Modern Times

HIST 266 Contemporary Chinese Society in Film

HIST 268 History of Chinese Women

HIST 288 History of East Asia to 1800

HIST 383 Imperial China

HIST 384 China in Revolution

HIST 385 Medieval Japan

HIST 386 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*

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 majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

ENGL 200 Introduction to Literary Studies – 4 credits

1. 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

ENGL 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 credits

NOTE: The department will periodically add courses to the above lists. Please check with the minor coordinator.

Students will develop a plan of study in ENGL 200. They will then process the coherence of the English minor via a portfolio of work done in the four courses in the minor (or three courses plus internship). Students will submit this portfolio to the English minor subcommittee of the Department of English.

The portfolio should include sample copies of work done in the four courses in the minor (or three courses plus internship) and a five-page reflective paper.

In this paper, which should neither summarize the four courses/internship nor the papers included in the portfolio, minors should reflect on their experience with the minor in light of the coherence plan they developed in ENGL 200. They might, for example: define their personal goals in undertaking the minor; demonstrate how and why those goals have or have not been achieved in the four chosen courses/internship; provide clear examples of how their experience in the courses/internship has informed and challenged their ways of thinking; and discuss what that change in thinking has meant to them and how they expect to utilize the knowledge and analytical skills gained in their careers and/or lives in the future.

Minors must meet with a member of the English minor subcommittee before beginning the paper.

Portfolios are due by the Monday of the 14th week of the semester.

ENVIRONMENTAL STUDIES

Kyle Dell, Associate *Professor of Political Science*

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 112 Integrative Biology: Organisms, Ecology, 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
 - 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 344 Environmental Psychology
 - REL 120/ENGL 228 American Nature Writing
 - SOAN 322 Environmental Anthropology
5. One course from: 4 credits
 - IDS 437 Barrier Islands: Ecology & Development
 - IDS 472 Environmental Planning

Total credit hours required for environmental studies (traditional) track is 20 credits

Environmental Studies (Cape Fear River Basin) Track: Requires a minimum of 16 credit hours (four courses).

1. ENVS/PPS 240 Cape Fear River Basin Seminar I – 4 credits
2. ENVS/PPS 340 Cape Fear River Basin Seminar II – 4 credits (must be taken last for all coursework in minor)
- 3-4. Two courses from: 8 credits
 - ART 254 Sculpture and the Environment
 - BIOL 235 Vertebrate Field Zoology
 - BIOL 333 Ichthyology
 - BIOL 334 Animal Behavior
 - BIOL 336 Ornithology
 - GEOL 223 Hydrology
 - ENGL 228/REL 120 American Nature Writing
 - HIST 221 North Carolina: Demographic History
 - HIST 222 North Carolina History
 - HIST 324 American Rivers
 - JPS 220 Community Building Fundamentals
 - JPS 335 Reclaiming Democracy

Total credit hours required for environmental studies (Cape Fear River Basin) track is 16 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 General Psychology
 - PSY 344 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 ACCOUNTING

H. Garland Granger III, *Department of Accounting*

The forensic accounting minor provides students with the basic concepts and skills in fraud prevention, detection, and investigations to enhance the marketability of one's education with a strong emphasis on the liberal arts. The minor will also prepare students to face a world where fraud is commonplace. The ability to recognize the symptoms and be able to both prevent and detect fraud will serve the student well in any type of business.

The minor in forensic accounting has a basic prerequisite of Accounting 201 prior to taking the classes with the exception of the Introduction to Forensic Accounting.

The minor in forensic accounting is not available to forensic accounting majors.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses)

1. ACCT 200 Introduction to Fraud Examinations – 4 credits
2. ACCT 300 Advanced Fraud Examinations – 4 credits
3. ACCT 320 Criminology and Legal Issues for Forensic Accountants – 4 credits
4. ACCT 412 Advanced Forensic Investigations – 4 credits

Total credit hours required for forensic accounting minor is 16 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 four courses 16 credit hours (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. Four courses from: (Only one course permitted from each of the four regions: Europe, Africa, Asia and Colonial Americas.): 16 credits
- HIST 101 The Medieval Web
 - HIST 103 The US to 1877
 - 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/ENGL 336 The Elizabethan Age
 - HIST 383 Imperial China
 - HIST 385 Medieval Japan
 - 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. Four courses from: 16 credits
- HIST 101 The Medieval Web
 - HIST 102 The Web of Europe since 1400
 - 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, 1789-1918

 - HIST 238 War and Peace: 20th-century Europe
 - 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 319 Europe Between the Wars
 - 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. Four courses from: (Only one course permitted from each of the five regions:

Europe, Africa, Asia, Latin America and the United States.): 16 credits

HIST 104 The U.S. since 1877

HIST 205 American Imperialism, American Progressivism

HIST 212 American Frontiers

HIST 227 Urban Environmental History

HIST 237 Europe in Revolution

HIST 238 War and Peace: 20th-century Europe

HIST 242 Africa Since 1800

HIST 255 The Second World War

HIST 264 Asian Pacific in Modern Times

HIST 266 Contemporary Chinese Society in Film

HIST 268 History of Chinese Women

HIST 272 Modern Latin America

HIST 276 Civil War and Reconstruction

HIST/ECON 302 Economic History of the United States

HIST 311 The U.S. Since 1945

HIST 312 Indians in American History since 1800

HIST 324 American Rivers

HIST 384 China in Revolution

HIST 386 Japan: The Road to War

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. Four courses from: 16 credits

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 221 North Carolina: Demographic History

HIST 222 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 303 U.S. Social History and Memory

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

HUMAN RESOURCE MANAGEMENT

Michael A. Dutch, *Department of Business*

This minor provides a focus on human relations in organizations. Students learn how people can work effectively to achieve overall organizational goals as well as fulfill personal goals while understanding the legal parameters that surround these issues.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. BUS 215 Business Law and Environment – 4 credits

2. BUS 249 Principles of Management – 4 credits

3. BUS 321 Human Resource Law and Management – 4 credits

4. BUS 322 Human Resource Management in Practice – 4 credits

Total credit hours required for human resource management 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

Guilford College Catalog 2018-19

2. PSCI 330 International Political Economy – 4 credits
- 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 Language Studies*

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 386 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.

1-4. Four courses from: 16 credits

- 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

MARKETING MINOR

Wenling Wang, Department of Business

The marketing minor provides students with marketing concepts and tools that can be applied to enhance the application and marketability of their liberal arts education, as well as prepare them to understand and participate more effectively in the world of work. This minor provides focused knowledge and skills mastery on solving customers' problems with products and/or services in a dynamic market environment including the creation, pricing, promotion, and placement of goods and services. Students will participate in practical applications that will assist them in professional careers. Students will also gain a basic understanding of the world of business, its global aspects and ethical issues.

The minor requires a minimum of 16 credit hours (four courses).

1. BUS 324 Marketing Management - 4 credits
2. BUS 325 Consumer Behavior - 4 credits
3. BUS 326 Integrated Marketing Communications – 4 credits
4. BUS 424 Marketing Strategy (capstone) - 4 credits

Total credit hours required for a business minor – 16 credits

NOTE: It is recommended that BUS 324 be taken before BUS 325 and BUS 326. It is recommended that BUS 424 be taken last as the capstone for the minor.

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
MATH 325 Linear Algebra
MATH 475 Seminar in Mathematics

Total credit hours required for mathematics for the sciences minor is 16 credits

MEDIEVAL/EARLY MODERN STUDIES

Timothy Kircher, *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/ENGL 336 The Elizabethan Age
HIST 383 Imperial China
HIST 385 Medieval Japan
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

Daryl Samsell, *Department of Business*

Robert G. Williams, *Department of Economics*

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. Any additional MUS courses – 8 credits

Total credit hours required for music minor is 16 credits

ORGANIZATIONAL COMMUNICATIONS

Hollyce "Sherry" Giles, *Department of Justice and Policy Studies*

This minor provides substantive interdisciplinary focus on communication processes and systems that operate in organizations of all kinds and affect the performance of functional units and their employees with a vital impact on organizational outcomes, employee morale and teamwork. Research indicates that specific knowledge of internal and external communication processes is important for managers and employees at all levels. Courses in the minor draw upon theory and research from several social sciences with multiple practical applications to organizational communication and resource management.

Students choosing this minor will give sustained attention to the direct and indirect ways in which communication processes and social dynamics affect organizations and employee interaction. They will learn how to adapt communication approaches for colleagues, supervisors and interdependent work teams. This minor will have particular relevance for managers working in large and small organizations, including volunteer and non-profit groups, government agencies, law enforcement, social and health services, small businesses and large corporations. Students will gain greater understanding of organizational structures and communication processes and learn to be more effective as individuals, managers and members of work groups.

Minor Requirements. The minor requires a minimum of 16 credit hours (four courses).

1. JPS 240 Group Dynamics and Leadership – 4 credits
2. JPS 271 Organizational Communication and Teamwork – 4 credits

3. JPS 323 Diversity at Work – 4 credits
4. PSY 332 Industrial and Organizational Psychology – 4 credits

Total credit hours required for organizational communication minor is 16 credits

Students pursuing this minor must write one paper of six pages in length in each of the four courses. Each paper will fulfill a course assignment and also provide coherence by demonstrating how key constructs and processes of organizational communication apply to the content and processes of the specific course.

NOTE: This minor will be offered only in the evening schedule for CE students.

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

Maria Rosales, *Department of Political Science*

Guilford College Catalog 2018-19

The minor in political science is not available to political science majors.

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 Classics of Political Thought

PSCI 230 Politics of Problem Solving

3-4. Two PSCI course at the 300 level or above – 8 credits

Total credit hours required for political science minor is 16 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.

PRINCIPLED PROBLEM SOLVING EXPERIENCE

Mark J. Justad, *Director Center for Principled Problem Solving*

Minor Requirements. The minor requires a minimum of 16 credit hours (4 courses).

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 topics and learning communities rotate and change, so please consult with the Center for Principled Problem Solving for PPSEs currently accepting students.

PPS Experiences 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.

PSYCHOLOGY

Sarah Estow, *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 16 credit hours (four courses).

1. One course from: 4 credits

PSY 100 General Psychology

PSY 224 Developmental Psychology

PSY 232 Introduction to Personality

2-3. Two PSY courses at the 300 level or above (except PSY 303) – 8 credits

4. One PSY course at any level (except PSY 303) – 4 credits

JPS 270 and SPST 340 may count toward this requirement

Total credit hours required for psychology minor is 16 credits

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

Naadiya Hasan, *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 16 credit hours (four courses).

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 337 Social Research Methods
 - SOAN 342 Social Theory
 - SOAN 350 Special Topics*
 - SOAN 362 Popular Culture and Media Studies
 - SOAN 431 Latino/a Migration Patterns

Total credit hours required for sociology minor is 16 credits

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,
Page 164 of 233

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.F.A. 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 offers students from any major (other than WGSS) the opportunity to acquire a grounding in basic concepts and issues of WGSS while exploring focused interests in depth. All students in the minor should complete WGSS 110: Introduction to Women's, Gender & Sexuality Studies as early in their career as WGSS minors as possible.

Minor requirements. WGSS 110: Introduction to Women's, Gender & Sexuality Studies (WoC), and three designated electives, 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.

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.

VI. 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:

- a. Possess a baccalaureate degree in a social or behavioral science from an accredited college or university.
- b. Have earned a grade point average of 3.0 (on a scale of 4.0) in their most recent two years of undergraduate work.
- c. 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.

- d. Submit a statement of purpose.
- e. Submit a curriculum vitae.
- f. Submit two letters of recommendation that reflect the student's ability to complete a graduate level program successfully.
- g. 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 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, doublejeopardy 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 (evidencebased policing, for example).

JPS 541- Police Theory (cross listed with JPS 441) 4. This course analyzes of 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 598- Independent Study in Criminal Justice

JPS 599- Special Topics

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 4. Advanced Data Analysis

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 and JPS 651 4. Thesis

JPS 652 Problem Solving Practicum Preparation 4. and 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*.

VII. 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.

VIII. 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. Students wishing to complete internship hours during the summer with credit applied to fall semester must have their internship application approved prior to beginning their on-site work hours. 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

Maria Park Bobroff, *Liaison for 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). 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 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.

IX. CONTINUING EDUCATION (CE)

HISTORY AND PROGRAMS

Guilford College established the first undergraduate educational program for adult students in Greensboro in 1953. Guilford provides CE students with standard college services like admission counseling, academic advising, assistance with study skills and tutoring, and career development services.

Additional special features of Guilford's adult services include an adult student lounge and canteen in Mary Hobbs Hall and convenient campus parking in an accessible and safe location. Senior citizen discounts are available for auditing courses. CE students experience Guilford's Quaker values and heritage in a student-centered learning environment with small classes, cordial and informal relationships with faculty and staff, flexible programs and services, and an atmosphere of respect for all persons.

THE CE STUDENT BODY

Adult students select Guilford for a variety of reasons as the best choice for undergraduate education or the fulfilling of personal academic goals. Most CE students enroll because they wish to begin or complete an undergraduate degree in the liberal arts or selected applied professional areas to advance their careers, qualify for certain positions, prepare for examinations in particular fields or enrich personal knowledge and skills. Some CE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions by adding a second bachelor's degree or certification.

While the majority of adult students transfer credits from two- and four-year institutions and plan to complete degrees at Guilford, some have not yet attended college and plan to work on a degree program, earn a certificate of study, or take courses for personal enrichment.

CE students are enrolled in nearly every major offered at Guilford.

CRITERIA FOR CE STATUS

To qualify as a CE student, an individual must meet one of the following criteria: 1) be 23 years old by the last day of the first term of enrollment at Guilford; or 2) hold a baccalaureate degree from an approved accredited institution.

ADMISSION

Transfer students, applicants with some college credit but who have not earned a bachelor's degree, are required to submit an application, an official transcript and an official transcript from any other schools from which transfer credit is expected/requested. Transfers with fewer than 24 transferable credits are also required to submit an official high school transcript or equivalency. An admission statement (essay) may be requested after transcripts are reviewed.

First-time students, applicants with no previous college experience, are required to submit an application, an official high school transcript or equivalency and an admission statement (essay). This essay is now optional.

Unclassified students, applicants who have already earned a bachelor's degree or higher, are required to submit an application, an official transcript from the institution where the bachelor's degree was earned, plus official transcripts from any schools from which transfer credit is expected/requested.

Once admitted and after each census date, Oct. 1, Feb. 15 and July 8, students are not eligible to change their student type or curriculum program until the following semester.

Transcripts. Adult students who wish to be accepted to pursue a first or second baccalaureate degree program or a certificate of study must submit an official transcript from their most recent college-level school along with any other schools from which transfer credit is expected/requested. Students who have fewer than 24 transferable college credits from accredited institutions must also submit an official high school transcript or official GED scores. Students who are college graduates taking courses for personal interest or non-degree programs need only furnish an official transcript from the institution that awarded the baccalaureate degree.

For all international transcripts, a World Education Services Inc., wes.org, evaluation is required.

Associate Dean of Students Form. Transfer students must request the associate dean of students from their current or most recently attended school to review, sign and mail an official copy of Guilford's Associate Dean of Students Form to the Center for Continuing Education. Please note that we cannot accept a faxed or email copy.

Application Materials. Application materials are available at guilford.edu. Please call 336.316.2100 or email admission@guilford.edu with questions. Material may be mailed to:

Guilford College
Office of Admission
5800 West Friendly Avenue
Greensboro, NC 27410

Auditors. Adults who wish to pursue college-level work without receiving grades or college credit may enroll as auditors. These students do not complete the application form and do not furnish the credentials required of degree candidates. They may register on a space-available

basis by obtaining written permission from the instructor on a registration form on the first day of the course. Please call the Registrar's Office at 336.316.2151.

PROGRAMS OF STUDY

Degree Programs. Adult students are fully integrated into the College program and are eligible to enroll in any of the College's degree programs.

For students who can attend classes only at night, Guilford currently offers these evening majors: accounting, African and African American studies, business administration, community and justice studies, computing technology and information systems, criminal justice, cyber and network security, education (K-6), education (9-12), forensic accounting, forensic biology, history, and psychology. The evening schedule provides a full range of courses to complete a degree in one of the evening majors.

Post-Baccalaureate Programs. Adults who have already completed a bachelor's degree may complete one of our post-baccalaureate programs.

Accounting

The post-baccalaureate program in accounting provides a coherent, individualized course of study for students who already have a bachelor's degree and wish to complete the coursework necessary to sit for the Certified Public Accountant (CPA) Examination. Faculty in the Accounting Department provide one-on-one advising, based on a student's previous education, to select additional courses that will best prepare the student for the CPA exam. A student's bachelor's degree does not need to be in accounting; any major is sufficient.

Forensic Accounting

The post-baccalaureate forensic accounting program provides an individualized course of study for students who already have a bachelor's degree and wish to complete coursework necessary to earn the Certified Fraud Examiners (CFE) Credential. The CFE is granted to individuals with a four-year degree who demonstrate considerable expertise in forensic accounting. Eligibility is based on a combination of education, professional affiliations and experience. Guilford College offers a variety of courses to assist with the CFE education component.

Pre-Health

The post-baccalaureate pre-medical & pre-health studies program is designed for students who have a bachelor's degree and now wish to prepare for graduate study in the health professions such as medicine, dentistry, veterinary medicine, physician assistant, pharmacy, physical therapy or occupational therapy. The post-baccalaureate pre-medical & pre-health studies program provides a coherent, individualized course of study that allows students to complete or retake the required science and social science courses to prepare for admission to a graduate program in the health field of their choice. Faculty work with each student to design the most appropriate course of study for the graduate program in which the student is interested. Courses for the program will be selected in close consultation with faculty advisors 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 program, students in the program 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. There are also opportunities for internships in the health professions through the program.

Teacher Licensure (Licensure Only)

The licensure-only program is designed for individuals who have a bachelor's degree. In recognition of the growing number of individuals who are interested in changing professions to become teachers, we offer a program which allows adult students to complete requirements for licensure. This program is designed for people who currently hold a bachelor's degree in a field other than education. This program can be completed by attending during the day or students can complete coursework and fieldwork, except for final internships and student teaching, during evenings over five academic terms (for example, fall/spring/summer/fall/spring).

Individuals who hold a bachelor's degree from a four-year, regionally accredited college or university may complete teaching licenses in each of the five licensure tracks. Licensure-only students typically complete just the courses listed for an education student's major; however, additional coursework may be required. For licensure only in secondary or K-12 licensure areas, if the first degree is not in English, history, Spanish or French, the additional coursework may be extensive.

Certificate of Study Programs. In addition to degree-granting programs, certificates of study are available. The certificate of study program consists of four to eight courses in a clearly defined sequence. At least half the certificate must be completed at Guilford with grades of C- or above. It is designed for the person who seeks an organized and well-planned learning experience but does not wish to embark upon a complete bachelor's degree program. It also appeals to the person who has completed undergraduate studies in one area and seeks to develop and document serious study in one or more additional areas of expertise without pursuing a graduate degree. A certificate of study may not be awarded the same semester a student is receiving a degree from Guilford. Therefore, degree-seeking students must complete any desired certificate of study before the semester of graduation.

Certificates of study are offered in the following areas:

Chemistry Requirements:

CHEM 111 Chemical Principles I
CHEM 112 Chemical Principles II
CHEM 231 Organic Chemistry I
CHEM 331 Physical Chemistry I
One additional CHEM course
MATH 121 Calculus I
PHYS 117 Physics I or PHYS 121 Classical and Modern Physics I
PHYS 118 Physics II or PHYS 122 Classical and Modern Physics II

Total credit hours required for the certificate in chemistry is 28

Forensic Science Requirements:

JPS 200 Criminal Procedure
BIOL 245 Introduction to Forensic Science
BIOL/CHEM 246 Forensic Chemistry
BIOL 349 Forensic Anthropology

Total credit hours required for the certificate in forensic science is 16

Interpersonal Communication Requirements:

Introductory course:

JPS/PSY 270 Interpersonal Communications
JPS 236 Conflict Transformation for Peacebuilding and Justice
JPS 323 Diversity at Work

Capstone course:

JPS 437 Multicultural Communications

Total credit hours required for the certificate in interpersonal communication is 16

Organizational Communication Requirements:

Introductory course:

JPS 271 Organizational Communication and Teamwork

Three electives chosen from:

BUS 321 Human Resources Management
JPS 236 Conflict Transformation for Peacebuilding and Justice
JPS 323 Diversity at Work
PSY 332 Industrial and Organizational Psychology

Total credit hours required for the certificate in organizational communication is 20

Non-credit Courses and Workshops. CE also sponsors a variety of workshops and seminars for the community through its Professional Development and Training Center. These offerings develop knowledge and skills without awarding academic credit. Topics might address grant writing, financial education, standardized test preparation, workplace competencies, self-assessment and improvement, and topics of interest to older adults.

Programs leading to paralegal certification and notary public workshops are also available. There is a fee for most of the non-credit workshops. Specialized training programs are also provided by CE on an individualized basis to local businesses, industry, schools and other organizations to develop human resources and manage businesses more effectively.

THE ACADEMIC SCHEDULE

Classes are offered during the day in several formats, ranging from an hour and a quarter to three hours in length. Evening classes are available one to four nights a week between 6 p.m. and 10:10 p.m. during the fall and spring semesters and summer school.

CE STUDENT SERVICES

Adult Student Government. The CE Student Government Association (SGA) is composed of all students registered for college-credit work through CE. The association exists to serve the welfare and interests of its members and works toward the establishment of a community supportive of the continuing education of adults. Among other activities, the association sponsors social and cultural events.

The SGA operates under the direction of an elected executive board. The executive board derives its authority from the president of the College and is responsible for the allocation of CE student activity fees.

Adult Student Lounge. A study and activities lounge is provided for CE students in Mary Hobbs Hall. Study space, a kitchenette, wireless access and computers for student use are available. When classes are in session, building hours are 7:30 a.m.-11 p.m. M-F and 8 a.m.-8 p.m. on Saturdays and Sundays.

EXTRACURRICULAR ACTIVITIES

CE students may participate free of charge in academic clubs, departmental clubs and activities, intramural sports, and the campus fine arts series, as well as all events sponsored by their student government association. CE students are not eligible to be elected officers in student clubs and activities designed for traditional-age students.

Continuing Education 2018-2019 Semester Fees

	4 Credits	8 Credits	12 Credits	16 Credits
Tuition	\$1,520	\$3,040	\$4,560	\$6,080
College Fee	140	140	140	140
Student Activity Fee*	55	55	55	55
	\$1,715	\$3,235	\$4,755	\$6,275

*includes fees for Student Government Association, Learning Commons, and Career Services Center

Other Fees

Tuition per Credit	\$380
Tuition per Credit (Pre-Health Post Baccalaureate Program)	\$500
Tuition per Credit (Graduate Program)	\$600
Application Fee	\$25
Duplicate Diploma Fee	\$50
Athletic Facilities Usage Fee.....	\$30
Returned Check Charge.....	\$25
Duplicate ID Charge.....	\$25
Fee for Late Cancellation of Registration.....	\$250
Motor Vehicle Registration for one Academic Year	\$80
Audit Tuition (per credit)	\$105
Senior Citizen Audit Fee (per course)	\$50
Transcript Processing Fee.....	\$10
Transcript Processing Fee (On-Demand, Immediate Processing)	\$20

Special Course Fees

(Subject to change)

Modern Dance I.....	\$90
Modern Dance II	\$110
Education 440 (student teaching).....	\$115
Education 440 (student teaching for two teachers)	\$145
Music Fees-Guilford; one half-hour lesson per week.....	\$350
Music Fees-Guilford; one one-hour lesson per week	\$700
Piano Class.....	\$150
Computer Security Course Fee.....	\$85
Inter Networking Computer	\$50
Guitar Class	\$150
Voice Class	\$170
African Drumming Class Fee	\$150

PAYMENT OPTION PLANS

Payment in full is due by July 16 for the fall semester and Dec. 16 for the spring semester.

- **Payment:** Credit or debit card payments for tuition, fees, room and board, and other enrollment-related charges will now be accepted only through the TouchNet on-line payment portal. In the TouchNet portal, you can view your student account activity and designate authorized users to inquire about an account. On-line access to TouchNet is available via BannerWeb.
- Payments made with VISA, MasterCard, Discover or American Express cards will be assessed a non-refundable 2.85% convenience fee by the credit card financial institution. Families wishing to avoid convenience fee charges are encouraged to use ACH payments (i.e. on-line checks) through TouchNet
- The only forms of payment accepted in the Office of Registrar and Student Accounts for paying tuition and other enrollment-related charges are cash, check or money order. Office location is in the Basement of New Garden Hall. Hours are Monday to Friday from 8:00 a.m. to 5 p.m. To mail a payment, please make checks payable to Guilford College and send them to Guilford College | ATTN: Student Accounts | P.O. Box 18743 | Greensboro, NC 27419-8743.
- Payment plans are available through TouchNet beginning July 1st. You will have the option of the TouchNet Fall18 and Spring19 Payment Plan or the TouchNet Fall 2018 Payment Plan. Enrollment must take place no later than July 15th to settle your account.

An enrollment fee is assessed to all payment plans. Each installment is due on the 15th of the month.

BILLING INFORMATION.

Invoices/statements are only available electronically through TouchNet.

- Electronic statements are provided through TouchNet and up-to-date balances are available 24/7 at this secure site.
- Students and parents can now easily process electronic payments for all enrollment-related charges.
- Our on-line portal now allows families needing deferred payment options to quickly set up monthly payment plans.

Financial Aid. Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information.

ACCOUNTS RECEIVABLE HOLDS/ PAST DUE ACCOUNTS

Accounts Receivable HOLDS are placed on a student's account when the amount billed is not settled by the due date. **A student's account becomes PAST DUE after the first day of classes at the beginning of each semester.** All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become PAST DUE at the time of the next billing period where the account will be listed as PAST DUE. An Accounts Receivable HOLD will remain on the student's account until the balance is settled in full. An Accounts Receivable HOLD will prevent students with past due balances from registering for future semesters and from receiving transcripts.

IF YOU DO NOT PLAN TO ENROLL IN FALL 2018 OR SPRING 2019:

ONCE REGISTERED, YOU ARE OFFICIALLY ENROLLED AT GUILFORD AND FINANCIALLY RESPONSIBLE FOR CHARGES.

IF YOU DECIDE NOT TO ATTEND CLASSES, YOU MUST WITHDRAW FROM THE SEMESTER BY CONTACTING THE OFFICE OF ACADEMIC AND STUDENT AFFAIRS IN FOUNDERS HALL.

REFUNDS AND ADJUSTMENTS

Registration at Guilford College is considered a contract binding the student for charges for the entire semester. The College makes plans regarding teaching faculty based on student registrations. It is the policy of Guilford College to give partial refunds when students officially withdraw from the College. A "**refund**" is defined as a reduction in assessed charges. Cash reimbursements are only available to students with credit balances on their accounts.

Tuition Adjustments. Subject to the adviser's approval, a student may change registration and add courses through the end of the Drop/Add period – defined as one week and one class day after the first official day of classes. If the course load is reduced to below 12 credits during the Drop/Add period and the student is no longer eligible for financial aid requiring half-time or full-time enrollment for the term, then the financial aid will be reduced or canceled in accordance with state and/or federal requirements.

Adjustments are calculated based on the date a student makes a registration change on BannerWeb or submits a drop/add form to the registrar's office.

Withdrawal from the College. Students who officially and completely withdraw from Guilford College **BEFORE** the first official day of classes will receive a full refund of tuition and academic and student activity fees assessed. If you do not plan to enroll at Guilford College for the 2018-2019 school year, you must complete an official Withdrawal form through the Office of Academic and Student Affairs in Founders Hall (336-316-2186). However, any non-refundable deposits and/or registration fees will not be refunded. The first official day of classes each semester is defined on the academic calendar.

Once registered, you are officially enrolled at Guilford College and are financially responsible for charges on your account. A request to the registrar for a transcript of credits shall not be considered notice of withdrawal from the College. Similarly nonattendance is not a notice of withdrawal. Students must submit a Petition for Withdrawal/Leave of Absence form through Office of Academic and Student Affairs to officially withdraw from the College.

For students who officially and completely withdraw after the beginning of classes, their assessed tuition charges will be prorated according to the schedule below. All academic and student activity fees assessed are not refundable after classes begin.

- First day of class through the end of the Drop/Add period – 90% Adjustment
- One to seven days beyond the end of the Drop/Add period – 75% Adjustment
- Eight to 14 days beyond the end of the Drop/Add period – 50% Adjustment
- 15 to 21 days beyond the end of the Drop/Add period – 25% Adjustment
- 22 or more days beyond the end of the Drop/Add period – No Adjustment

Students should be aware that withdrawal from classes may result in adjustments to financial aid awards. For withdrawing students who are receiving federal financial aid through Guilford College, the aid adjustment is dictated by federal regulations.

Reimbursement of Credit Balances. Reimbursement of credit balances from overpayments will be made approximately two weeks from the day the credit is created. To the extent that funds paid to Guilford College on behalf of the student exceed the total amount of tuition, fees, and other expenses due from the student, the College will reimburse such excess payments (excluding any non-refundable financial aid) directly to the student, regardless of whether funds were paid by the student, the student's parents or any other third party. Guilford College assumes no responsibility for remitting such excess payments to any person other than the student. All reimbursements are processed through TouchNet. Students expecting a refund should set up their Refund Method Selection in their TouchNet account. Guilford College recommends the Direct Deposit option as the fastest and most efficient method to receive reimbursement funds.

The Office of Registrar and Student Accounts and the Office of Financial Aid are open for service in the basement of New Garden Hall on Monday to Friday from 8:00 a.m. to 5 p.m., exclusive of College holidays. The email address for the Office of Financial Aid is financialaid@guilford.edu. The email address for the Office of Student Accounts is studentaccounts@guilford.edu.

EXPLANATION OF FEES.

Student Activity Fee. The student activity fee is charged to all students and administered by the CE student government to cover the budget of activities, special events and publications. It also contributes to the support of the Learning Commons and Career Services Center providing access and benefits to all CE students.

Motor Vehicle Registration Fee. Parking registration is required for every vehicle on campus. Parking registration will be automatically charged to ALL students' accounts at the beginning of the school year. If parking is NOT desired, students must notify the Office of Registrar and Student Accounts Student to waive the registration fee. A parking waiver form is attached.

ID Replacement Charge. Guilford has a permanent ID card system. If your ID has been lost or damaged beyond use, there is a \$25 replacement fee.

Returned Check Charge. Returned checks will be re-deposited one time unless we are notified otherwise. A \$25 handling charge will be added to the student's account each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford College.

Veterans should see the VA service representative in the Office of Registrar and Student Accounts. Veterans who do not plan to pay in full by the due date may set up a payment plan with TouchNet. See "Payment by monthly payment plans" above.

FEDERAL TAX CREDITS FOR EDUCATION

There are two potential tax credits for education, the American Opportunity Credit and the Lifetime Learning Tax Credit. Guilford College is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any eligible tuition and fees billed, and qualified scholarships and/or grants credited during the calendar year.

Form 1098-T will be mailed by Jan. 31.

If you have any questions or concerns about the amounts reported please consult the Office of Registrar and Student Accounts 336-316-2541 or email us at studentaccounts@guilford.edu. Remember, Guilford College cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1-800-829-1040 or refer to their web page at www.irs.gov.

X. ACADEMIC RESOURCES

An array of information and technology resources, programs, services, and learning spaces enhance Guilford's unique learning experience, The Edge. Core academic support services are provided within the Hege Academic Commons, and Information Technology and Services (IT&S) provides critical campus technical and network access support. Formal and informal learning spaces further a culture of collaboration, creativity, and innovation. In addition to the Hege Academic Commons, these include spaces within classroom buildings; Founders Hall; the Ragan-Brown Field House; Frank Family Science Center; and Sternberger Auditorium, Hege-Cox Hall, and Dana Auditorium performing and fine arts spaces. Guilford's First Year Experience lays the foundation for student academic excellence and success.

HEGE ACADEMIC COMMONS

In furthering institutional values, academic principles and a distinctive student experience, Hege Academic Commons is a cornerstone for collaborative teaching, learning, research, and scholarship at Guilford College. The Hege Academic Commons leads and partners within its community to foster a student experience of scholarly exploration and experimentation, to promote creativity and innovation, and to provide rich collaborative teams and services that place Guilford at the forefront of liberal education within our global society.

The Academic Commons is envisioned as the College's cultural and intellectual center, exemplifying the College's unique experiential approach to liberal arts education through the Guilford Edge. Hege Academic Commons promotes authentic campus partnerships, fostering a sense of academic community, furthering a culture of experimentation, and serving as a catalyst for the innovative and strategic design of learning experiences. The Commons centralizes essential services and support to enable students to critically and creatively engage in directing their academic experience. The three pillars of Hege Library form the foundation for the Commons: Library and Learning Technologies, the Quaker Archives, and the Guilford College Art Gallery. Additional academic engagement areas within the Commons include:

- Professional and peer tutoring
- Writing and quantitative literacy support
- Accessibility resources
- Team-based academic advising ("Guilford Guides")
- Integrated career planning
- Study away and abroad
- Student scholarship and research advocacy and sponsorship (Research and Creative Endeavors, the Honors Program)

Library and Learning Technologies. Through a blending of library and academic technology services, Library and Learning Technologies provides seamless professional services to meet a diversity of academic information, technology, and instructional design needs. Instructional design support includes responsibilities for ensuring student and faculty proficiency within the Canvas learning management system. Library collections in both physical and electronic formats support academic excellence and engagement at Guilford College, ensuring access to the intellectual and cultural resources necessary for the enhancement of academic programs. A vital focus is ensuring the development of students' information and digital literacies and the informed use of teaching and learning technologies.

Technology lending includes computing and digital media equipment, e.g. PC and Mac laptops, iPads, digital cameras and camcorders, Swivls, and portable projectors. Accessories include tripods, adapters, clickers/presentation remotes, laptop chargers, and headphones.

Two unique and aligned learning spaces promote collaboration, creation, and innovation within the Commons:

- The Teaching, Learning, and Research Collaboratory on the second level of the Commons offers two adjoining spaces, the IDEA Incubator and the Experimental Classroom, which may be opened up to create one larger learning space. The Directors of Faculty Development, Research and Creative Endeavors, the Honors Program; and the Digital Pedagogy and Scholarship Technologist further the work of the Collaboratory as a collaborative leadership team.
- The Cube is an emerging suite of makerspaces dedicated to "critical and creative community making," enabling students, for example, to explore textiles, electronics tinkering and invention using Raspberry Pi and Arduino boards, augmented and virtual reality (AR/VR), and 3D printing. Located on the ground level of the Commons, The Cube is being developed as a collaboration between Library and Learning Technologies and the Experience Design program.

Quaker Archives. The Quaker Archives creates educational opportunities through Quaker and College documentary resources. This includes unique research experiences for both beginning and advanced researchers, as well as student internship and employment opportunities. The Archives acquires, organizes, preserves, and makes available, not only to the College but to the wider community of researchers, materials, both published and unpublished, related to both Guilford College and the history of the Religious Society of Friends. The collection has a special responsibility for comprehensiveness in documenting and for nurturing research relating to the spiritual, intellectual, and cultural heritage of Quakerism in the southeastern United States and has also received national recognition as a resources for anti-slavery research. The College's archives, representing Guilford records of enduring value, including both administrative records and campus scholarship, are preserved and made accessible. A growing number of these resources are available online with opportunities for students to curate and reinterpret historical sources that connect Guilford's historical legacy with larger events and issues remaining relevant in present day.

Guilford College Art Gallery. Incorporated into Hege Library as a distinctive aspect of the 1989 addition, the Art Gallery supports the academic endeavors of the College by enhancing critical thinking and visual acuity, promoting awareness of diverse cultures, fostering interdisciplinary studies, and cultivating social justice through rotating exhibitions, educational programming, and the stewardship of the College's permanent collection of fine art. Spanning more than 4000 years and four continents, this distinctive collection includes more than 1500 original works of art by more than 600 artists.

The collections serve as a primary source of knowledge, inquiry, and inspiration for use by students and the community at large. While 20th century American art is predominant, the collection also includes internationally renowned artists such as Rembrandt, Picasso, and Dali; works from the Renaissance and Baroque periods; an impressive selection of contemporary Polish etchings and engravings; and a small collection of Josef and Anni Albers art and archival material.

The Learning Commons. The LC provides guidance and support as students strive to learn more effectively and efficiently across the curriculum and throughout their lives. Academic professionals provide support for all Guilford students, from those who are under-prepared, with special needs, and on academic probation; to those doing advanced coursework, developing capstone projects, and writing senior theses. The LC serves these diverse learning needs through a variety of academic success services comprised of:

- Professional tutoring in writing proficiency, study and time management skills, and quantitative literacy;
- Peer tutoring supporting course-specific needs;
- Learning strategies classes;
- Group and class presentations on a variety of topics, such as writing process and time management;
- A campus reading series for creative writers.

The LC also houses the Study and the Writing Studio, where students may write and study independently or collaboratively, including working with tutors; provides books, handouts and other valuable academic success resources, such as semester-at-a-glance calendars; and provides helpful links on its web site.

Study Abroad. The Guilford College Study Abroad Office prepares students to join the international community of interconnected and interrelated peoples, nurturing global citizens capable of making a positive contribution to the world's future.

Guilford College offers over 800 study abroad options in more than 75 countries around the world. Programming takes place during short experiences with faculty leaders, as well as during semesters and summers. Semester programs carry up to 18 credits, while summers range from 4-6 credits. All programs are serious academic experiences that seek a balance between formal study and the opportunity for interaction with communities of different cultures. Students can choose from two different types of programs: faculty-led and independent affiliated programs. Each program is suited to different types of students. Some offer broad cultural enrichment while others focus specifically on the international dimension of a single discipline in action. For information and guidance on how to select the right program, students should visit the study abroad web page (<http://studyabroad.guilford.edu>) and also speak with the study abroad staff. The cost of Guilford faculty-led programs is usually only slightly higher than the cost for a full semester on the Guilford campus (due to flights, passports, etc.); some financial aid is available. Many affiliated programs may necessitate a surcharge. Information is available from the study abroad office and website. NOTE: A student must be in academic and judicial good standing to be eligible for participation in any study abroad program. Various Guilford affiliated programs have specific cumulative G.P.A. requirements.

The Guilford College Study Abroad Office is dedicated to working with students, faculty, and staff to help them experience safe, academically rigorous, and culturally engaging programs that enhance worldviews and cultural sensitivity. Through carefully designed study abroad experiences, students build critical intercultural sensitivity skills by engaging with new worldviews and perspectives. Studying and living abroad promotes a tolerance for ambiguous circumstances and the problem-solving skills necessary to function adaptively amid uncertainty. Classes and experiences in the host culture ultimately develop the skills to interact and communicate across cultural difference with a respect for new ways of living and working.

Honors Program. The Honors Program at Guilford College provides a supportive community for students who are committed to achieving academic excellence and have demonstrated their passion for learning. Through seminars, activities, and one-on-one collaboration with faculty, the program provides students with opportunities to deepen their knowledge and develop their problem-solving skills. Honors Program students come from all majors and disciplines; they are driven by intellectual curiosity and are eager to share their research with others. High-achieving students are invited to apply to this competitive program when admitted to the College and progress through the Honors curriculum across all four years. The program requires students to maintain a high GPA and to complete a senior thesis project in their major(s). Students in the program are also eligible for "senior stipends" to offset research costs or application costs for graduate or post-grad school.

INFORMATION TECHNOLOGY AND SERVICES (IT&S)

IT&S. IT&S maintains an infrastructure and capacity necessary to support the College's educational, research, and public service programs. Located in the Bauman Telecommunications Center, IT&S centralizes campus network/wireless access services, e-mail support, Quaker Card issuance, and the cable television systems through its Help Desk. The Help Desk provides technical support for addressing campus computer hardware and software issues and also supports bulk standard printing services. Help Desk assistance is available either as a walk-in service or may be requested in one of three ways:

- Via <http://webhelpdesk.guilford.edu> through network username and password login.
- Via email to webhelpdesk@guilford.edu

- Via phone call to 336-316-2020.

Public computer labs offering 24/7 access are available year round in Bauman, offering both PC and Mac options, as well as access to printer/photocopier/scanners. IT&S facilitates use of open access computer labs and technology enabled classrooms campus wide, and manages and maintains hardware and software to meet academic program-specific learning objectives. Classroom and lab spaces with a variety of technology-enabled configurations exist throughout the College's learning environment.

Computing Resources. Guilford features a fully wired and wireless networked campus with connectivity to academic and administrative buildings and residence halls. The campus has fiber-optic connectivity between all buildings within the main campus. Wireless networking is available campus wide. Each of the residence halls and most of the student houses have a data connection per resident and cable TV connection per room. Local phone service is provided and voice-mail service is available upon request. The campus has a high-speed connection to the internet. Computer labs are available to Guilford students and community. Two 24-hour computer labs and three computer classrooms are available in the Bauman Telecommunications Center. Guilford also maintains multimedia and computer classrooms across campus.

Guilford supports both Windows and Macintosh computers. The Guilford website provides up-to-date information on the computer labs and the College standard hardware and software. All computers on the Guilford network have access to network servers managed by IT&S and to high-speed networked printer/photocopier/scanners.

All members of the Guilford community are assigned personal network accounts. By providing technology and network access campus-wide, the College assures that all campus constituents are able to take advantage of the College's technology-rich environment for teaching, learning, and living. The College recognizes the necessity of providing effective technology and internet access for the educational process and provides this via a robust network system. All buildings are on the campus network, and well-maintained academic and residence hall buildings provide a technology-rich environment for teaching, living, and learning. Multiple ways also exist to access the network from off-campus.

Computer Software. Guilford College is a member of the North Carolina Independent Colleges and Universities (NCICU). ScholarBuys is NCICU's official reseller of Microsoft and Adobe products and provides Guilford students opportunities to purchase software at deeply discounted prices. IT&S provides students with a suite of software to help with efficiency, fun, and protection of computers from viruses and spyware. Sophos Antivirus is provided for free to students and is vital as a tool for securing computers that are connected to the Guilford network.

Dell and Apple Computer Purchases. Guilford has special programs with both Dell and Apple to provide students on their personal purchases.

STUDENTS WITH DISABILITIES.

It is the policy of Guilford not to discriminate against qualified individuals with disabilities and to provide reasonable accommodation(s), as required by law, to otherwise qualified applicants for admission of students with disabilities in all education programs, activities, services and practices, including application procedures, admissions, student assignment, course assignment, the awarding of degrees, discipline and dismissal. Educational opportunities will not be denied to an otherwise qualified applicant or student because of the need to make reasonable accommodation(s) or modification(s) for the physical or mental impairments of any such individual.

Although this policy and procedure is largely described in terms of accommodation(s) that may allow an applicant or student with a disability to meet the academic standards requisite to admission or participation in education programs, activities and services, the policy is also applicable to accommodation(s) involving the application process and to accommodation(s) that would enable an applicant or student with a disability to enjoy equal benefits and privileges of education as are enjoyed by other similarly situated applicants or students without disabilities.

The procedures contained herein are not exclusive of other education-related inquiries that the College, in its discretion, may make as permitted or required by local, state or federal law and in conformance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To disclose a documented disability that impacts the learning environment, such as any learning, psychological, traumatic brain injury (TBI), autism spectrum, speech, hearing, chronic, and/or other health impairments, students must first self-identify with the office and complete an interactive intake interview process. Students have the right to disclose the nature of their disability and choose not to request accommodations.

Process for Requesting Accommodations

1. Any student seeking ADA accommodation(s) due to a disability must complete an ADA Disabilities Disclosure and Accommodation(s) Request form. This form can be downloaded from the ARC website.
2. Submit the ADA Disabilities Disclosure and Accommodation(s) Request form along with the current appropriate disability related documentation to the Director of the Accessibility Resource Center (ARC), Guilford College, 5800 W. Friendly Ave., Greensboro, NC 27410. Faxes may be sent to 336-316-2946. Disability documentation, relevant email correspondence, and questions regarding accommodation and services may also be sent to accessibility@guilford.edu.
3. Once the ADA Disabilities Disclosure and Accommodation(s) Request form and the necessary disability related documentation are received by the ARC, students will need to schedule an intake interview appointment to meet with the Director or Assistant Director.

- This meeting is designed to develop their individual academic accommodation plan and needs in order to determine what are deemed a reasonable and appropriate academic accommodations and adjustments.
4. Once the intake appointment is complete and an individual academic accommodation plan is assigned by the ARC staff, students will need to see the Director or the Assistant Director to complete their individual accommodation letter request. This is not an automatic process, and therefore, students will need to request a new academic individual accommodation letter request each term they wish to receive their academic and/or classroom accommodation needs for their enrolled course(s).
 5. The Director or Assistant Director will then provide the student and their requested professor(s) an electronic copy of their individual accommodation letter request. Students are responsible for communicating and negotiating with each of his or her professors of their individual academic accommodations and/or classroom needs with those professors.
 6. The Directors also strongly recommended that student discuss their accommodations and individual needs with his or her advisor and/or other College personnel, where appropriate, so that appropriate course and campus recommendations and/or referrals may be made.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) staff works with members of the Guilford College community to aid in career preparation through self and major exploration and the coordination of internships and on-campus student employment. The CDC works to connect each individual's academic knowledge and experiential learning in ways that lead to fulfilling employment. The department employs a holistic approach to career development by teaching career-related skills through classes, workshops and individual career counseling. Special programs, career fairs and a one-credit course also assist students in their planning. An alumni network gives students access to Guilford graduates who are willing to share their expertise. The CDC houses a library of rich resources that help students plan a major, investigate graduate programs, develop a polished resumé, conduct an effective job search or find an internship (the internship program is discussed in Chapter VII). The CDC also maintains lists of students who are available for childcare and tutoring employment. These lists are distributed to Greensboro-area residents upon request. Reference materials on national and international companies and agencies in the nonprofit sector are also available. The CDC serves all students and alumni and encourages early involvement.

Student Employment Service. The Student Employment Service (SES), a part of the Career Development Center, assists students seeking part-time (on- and off-campus) and summer employment. The SES also maintains lists of students who are available for childcare and tutoring employment. These lists are distributed to Greensboro-area residents upon request.

INTERNATIONAL STUDENT SERVICES

Services are available to international students through the international student advisor, who advises them on institutional rules, government regulations, academic resources and extracurricular opportunities offered by both the College and the larger Greensboro community. Prior to the general orientation program, international students participate in an orientation program specifically tailored to their needs. Students spend two days familiarizing themselves with the school and other international students, have conversations about cultural adjustment, and spend time bonding as a group.

The international student advisor is available throughout the academic year to help students with any issues they may encounter, both academic and personal. The advisor also works with other staff, faculty and students to create a welcoming environment for international students through formal and informal activities. There is also an international student organization that promotes the understanding of international cultures at Guilford.

CULTURAL OPPORTUNITIES

Arts Programs and Lectures. Each year Guilford presents programs in music, the performing arts and public affairs for students, faculty and staff. The College presents departmental lectures such as the Sheridan Simon Lecture (physics), the James L. Fleming Lecture (peace and conflict studies) and the Rembert W. Patrick Lecture (history).

Since 1996, the Bryan Series has been creating community conversation with an annual series of lectures in the arts, humanities and public affairs. Events are held in the Greensboro Coliseum. Recent visitors have included President Bill Clinton, former British Prime Minister Tony Blair, Garry Trudeau, Yo-Yo Ma, Christiane Amanpour, Salman Rushdie and Khaled Hosseini. For more information, visit www.guilford.edu/bryanseries.

FRANK FAMILY SCIENCE CENTER

The Frank Family Science Center houses the four science departments at Guilford. In addition to providing modern laboratory facilities, the science center serves as a popular teaching facility for the entire academic community. It provides computerized multimedia classrooms, a computer visualization facility, a multi-function auditorium, an observatory, and formal and informal meeting facilities. The building was named The Frank Family Science Center to honor the late Stanley Frank – a local community leader and a trustee of the College from 1969-2006 – and his family.

The 54,000-square-foot facility was planned “from the inside out” to support Guilford’s unique vision of science education. Laboratory design consultants worked with each member of the science faculty to design laboratories that would enable hands-on learning with intense student-teacher interaction. These facilities were then combined with student work spaces, classrooms and easily accessible faculty offices to create learning communities for each discipline – biology and forensic biology, chemistry, geology and earth sciences, and physics and astronomy. The result is a building that facilitates interactions among the disciplines and so encourages the growth of interdisciplinary

programs such as environmental science and health professions.

Biology. The Department of Biology has seven large, well-equipped laboratories on the first and lower floors of the Frank Family Science Center, a greenhouse, several instrument/prep rooms and faculty research space. Two additional laboratories are designed specifically for biology majors who are conducting individual research projects. All of the teaching laboratories in the Frank Center are fully wired and equipped with computer projection facilities, audio-visual equipment and multiple computer terminals for student use. The student research lab and the teaching laboratories are furnished with modern molecular biology equipment that gives students practical experience in research methods. The forensic biology laboratory is furnished with a gas chromatograph-mass spectrograph (GC-MS) and a wide variety of new instrumentation used both in teaching and research. In addition, modern crime scene software and a collection of Bone Clone replicas are available for student use. The physiology laboratory provides equipment and computer hardware and software for studies of animal and human functions.

The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. A herbarium is available for botanical reference. An ornithological collection housed in the field biology laboratory dates back over a century to the work of Guilford alumnus T. Gilbert Pearson, one of the first presidents of the National Audubon Society. The department maintains a collection of specimens of vertebrates from North Carolina. The College woods and lake serve as a “living laboratory” with over 240 acres for research and study in forest ecology, ornithology, herpetology and limnology.

Chemistry. The Department of Chemistry occupies the third floor of the Frank Family Science Center. The laboratories and other department facilities were designed by the faculty to allow access to students in all chemistry courses, including the introductory courses, to state-of-the-art instructional and research facilities. The general chemistry lab is equipped with downdraft hoods for each student, as well as data ports at each station. The organic chemistry lab provides individual access to research-grade fume hoods that allow modern experiments to be performed safely. Both labs are equipped with computer projection systems to facilitate demonstration of laboratory techniques and concepts. The advanced chemistry lab is a flexible space that can be used by junior and senior chemistry students to perform more advanced procedures in physical, analytical inorganic and materials chemistry. A research lab permits students to pursue thesis research under the direction of a faculty member.

Instrumentation available to students in these laboratories includes a 90 MHz NMR spectrometer, double beam UV-visible spectrophotometers, an FT-IR spectrophotometer, high-performance liquid chromatographs, a fluorimeter, calorimeters for solutions and polymer analysis, a potentiostat-galvanostat, and an ion chromatograph. Student offices give chemistry students spaces within the department to study, read journals or analyze data in a comfortable setting, near faculty offices.

Geology. Geology facilities support a complete field and laboratory program and complement Guilford’s student research program in geology. The Frank Family Science Center has eight state-of-the-art geology classrooms and laboratories, including ample and comfortable student research and study space, with excellent access to faculty.

The department owns an extensive map, rock, mineral and fossil collection. The department is equipped with rock and mineral analysis capabilities, including polarizing petrographic microscopes, photomicrographic facilities, dissecting microscopes, sample preparation facilities, gem analysis equipment and basic sedimentation equipment. Field studies are enhanced by a portable magnetometer, gravimeter and a 12-channel seismograph. The department has outstanding facilities for hydrologic studies, including eight monitoring wells that have been installed on campus, dataloggers, pumps, water level tapes and other standard equipment. A small lake on campus is available for study, and a permanent weir has been installed on the College creek for surface water studies.

The department also maintains a geochemistry lab and has field equipment for environmental investigations, including a portable spectrophotometer for contaminant analysis. These are complemented by Geographic Positioning System hardware and software, and excellent computer facilities (UNIX and PC), that include image-processing capabilities (computer, software and images), computer graphics and mapping capabilities, and a digitizing pad and color plotter.

Physics. The physics curriculum helps students to learn the science of physics and become physicists. To accomplish these goals, the Department of Physics emphasizes undergraduate research – especially projects initiated and designed by students – as a critical element in the physics learning process. Beginning in the first year, students are asked to initiate and design their own investigations. More than 3,000 square feet of laboratory space within the department supports undergraduate research. Many of the experiments that students conduct here are independent projects that are not associated with any particular course. Equipment for these experiments is constructed and modified in the modern shop facilities in the basement of the Frank Family Science Center.

The department offers two endowed physics awards, the Jeglinski Physics Award, in memory of Boleslaw Jeglinski and Michael Jeglinski, and the Helen and Winslow Womack Physics Research Award. These awards are given annually to students to support their research and fund their travel to professional scientific meetings such as the National Conference on Undergraduate Research.

The department’s introductory laboratories rely on a microcomputer-based data gathering and analysis system connected to the campus network. The advanced laboratories, created with support from the National Science Foundation, focus on experimental modern physics and include cryogenics, optics, atomic and nuclear physics, electronics centers and modern astronomical observing tools in the visible, infrared and 14 MHz radio frequencies. Students learn to control the sophisticated equipment in these centers using LabVIEW™ programs running on the department’s many personal computers. For more complicated computational studies, students use Sun and Silicon Graphics Unix workstations from Guilford’s Scientific, Computation and Visualization Facility.

In addition to the laboratory space, the department houses two rooms of student office space. Each physics major is given a desk and

may use this space as a place to study or to store books. These rooms, provided by gifts from the physics alumni, are wired to the campus network and contain a personal computer and a Sun work station for student use.

OBSERVATORY

The Frank Family Science Center houses the J. Donald Cline Observatory and an astronomy lab, a photographic darkroom and an observatory support room. The principal instruments are a 16-inch Ritchey-Chretien optical telescope on a robotic mount and a seven-foot-diameter radio telescope on a fully motorized altazimuth mount. Instrumentation for the optical telescope includes CCD cameras, photometers and a spectrometer. This facility is used in the introductory astronomy and physics classes, for public viewing and for undergraduate student research. The College also shares a research-grade 32-inch telescope at the Three College Observatory that is located about 33 miles from campus.

CLASSROOM BUILDINGS

The three main classroom buildings are Duke Memorial Hall, Frank Family Science Center and King Hall. In addition to classrooms and faculty offices, Duke Memorial Hall also houses the modern languages laboratory. Film viewing and demonstration lectures for groups up to 75 people can be accommodated in Duke Memorial Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

The Frank Family Science Center houses a 135-seat domed auditorium that is a video, audio and computer multimedia facility used for lectures, films, concerts and student theater productions. In addition to classrooms and faculty offices, the Frank Family Science Center also houses the science library and laboratories in biology, chemistry, geology and physics, including a weather station and both optical and radio telescopes on the roof.

In addition to classrooms and faculty offices, King Hall also houses the Center for Principled Problem Solving, the Career Development Center, the Provost's Office and the Multicultural Education Department. Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall and the Physical Education Center.

PHYSICAL EDUCATION CENTER

All students are encouraged to participate in intercollegiate, club and intramural sports. Guilford College's Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation and athletic competition.

The center consists of:

- Alumni Gym, built in 1940, which has one basketball court as well as offices for coaches and some faculty members.
- Ragan-Brown Field House, which has a 2,500-person seating capacity, three full-size basketball courts and classrooms for physical education studies.
- Mary Ragsdale Fitness Area, which is 4,500 square feet with treadmills, elliptical machines, free weights and Hammer Strength equipment.

Adjacent outdoor athletic areas to the PE Center include:

- McBane Baseball Field and Stuart T. Maynard Batting Center, Jack Jensen Golf Center, Armfield Athletic Center for football, lacrosse and soccer.
- Four tennis courts. Outdoor lighted basketball court and outdoor sand pit volleyball court.

Adjacent outdoor athletic areas to New Garden Road include:

- Dorothy Ragsdale-McMichael Varsity Tennis Courts.
- Haworth Softball Field.
- Haworth North/South Field used for rugby and intramural sports.
- Haworth Soccer Practice Field.
- Haworth lighted field used for rugby and intramural sports.
- Haworth East Field used for ultimate and intramural sports.

FOUNDERS HALL

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for many student service departments and traditional-age student organizations. Its facilities include the College cafeteria, meeting rooms, lounges, an art gallery, a recreation room, a mailroom for traditional-age students, a snack shop, the College bookstore, the student-operated radio station, The Grill, Pizzeria and Student Organizations Center.

Housed in the basement is the Department of Theatre Studies, including faculty offices, box office, costume shop, dressing rooms and a rehearsal hall.

PRACTICING, PERFORMING AND MEETING SPACE

Charles A. Dana Auditorium, completed in 1961, is a proscenium theatre that seats 1,000 people and is used for major musical events as

well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures and monthly faculty meetings. Dana Auditorium hosts classes from a variety of disciplines and houses offices for the music and the religious studies departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

Sternberger Auditorium, adjacent to Founders Hall, is a flexible performance space that seats up to 250 people and is equipped for stage productions, concerts, lectures and dances.

STUDIOS AND GALLERIES

Hege-Cox Hall houses the Department of Art offices, outdoor kilns for firing ceramics, a darkroom, and studios for wood and mixed-media sculpture, welding, ceramics, printmaking, painting and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Library, the Guilford College Art Gallery houses a permanent teaching art collection and features exhibitions emphasizing modern and contemporary art reflecting social and cultural issues congruent with the College's Quaker tradition. Art history classes are taught in Bauman, Frank and Duke classrooms. Senior thesis students have private studio spaces in Hildebrandt House.

The Guilford College Art Gallery, housed in Hege Library, the Guilford College Art Gallery opened in 1990 with more than 3,500 square feet devoted to exhibiting the College's permanent art collection and occasional temporary exhibitions. In addition to an enclosed main gallery, there are eight atrium galleries, vitrines and an art storage area utilized by the College's art curator.

As the "scholarly crossroads" of the Guilford campus, Hege Library offers an ideal location for the gallery. The addition of visual arts to the library enriches the environment for students who may view fine works of art while pursuing their studies. The original works of art on display function as a primary source of knowledge for faculty, students and the community at large. Students analyze and study these objects in a variety of contexts; creative artists draw inspiration from them; and faculty use them to reinforce their interdisciplinary approach to teaching. The gallery's exhibitions emphasize modern and contemporary art reflecting social and cultural issues congruent with the College's Quaker tradition.

The College seeks to collect works of art representing a broad range of periods, styles and cultures. Formed in 1973, the permanent collection was significantly expanded in 1986 with generous contributions by Rachel and Allen Weller and by Ruth and Ira Julian, dedicated art collectors. The collection was further enhanced with a gift of important 19th- and 20th-century traditional African sculptures from Dr. A. Kelly Maness Jr.

Spanning more than 40 centuries and four continents, the collection now includes more than 1,100 objects by more than 450 artists, with an emphasis on 19th- and 20th-century American and European paintings, prints and drawings. The collection includes original works by Rembrandt, Picasso and Dali as well as an impressive selection of 20th-century American artists, featuring works by Grant Wood, Leon Golub, Sue Coe, Miriam Schapiro, Robert Bechtle, Josef Albers, Roger Brown, Joseph Stella and Abraham Rattner.

XI. ADMISSION AND FEES FOR TRADITIONAL-AGE STUDENTS

Guilford accepts applicants whose qualities of intellectual capability, personality and social awareness potentially enable them to benefit from both the academic program and campus life. Further, the College seeks students whose backgrounds and talents will enrich the experience of the College community and whose concerns promise constructive leadership and service in the society in which they live. The College seeks to build a community of individuals whose diverse geographic and ethnic origins and varying races, religions, ideologies, sexual orientations and socioeconomic backgrounds will enrich and enhance the educational experience at Guilford.

NOTE: For admission and fee information specific to CE students, please see Chapter VIII.

ADMISSION PROCEDURES

Criteria for Selection. The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above. Once admitted and after the first day of classes, a student is not eligible to change their admission type until the following semester.

Academic Record. The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by course selection, grades, class rank and other presented materials. There is no specific number or pattern of units required for entrance to Guilford. The College is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 14 academic units (four units in English, three in mathematics, three or four in natural sciences, two in social sciences and two to six in a foreign language). In the evaluation of applications, the Office of Admission will use the unweighted high school grade-point average using core high school courses (English, mathematics, natural and social sciences, and foreign languages). This grade-point average will be utilized for evaluation.

In addition to their coursework in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and to develop the ability to express ideas accurately.

Entrance Tests/Standardized Test Optional Plan. To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to either take the Scholastic Aptitude Test (SAT I) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the College, or submit a portfolio of written work in lieu of standardized test scores.

Guilford is an SAT/ACT-optional institution. For students who feel their standardized test scores, such as the SAT or ACT, do not provide an accurate indication of their ability to be successful in college, we provide the option to submit an essay to replace the standardized test scores. The essay prompt can be found at <https://www.guilford.edu/admissions/high-school-students/apply>.

Personal Characteristics. Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the College community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by calling the Office of Admission. Call 336.316.2100 or 800.992.7759 to arrange a campus visit.

Other Materials. Applicants should submit information concerning unusual circumstances, achievements or abilities that may be relevant to the process.

International Student Applications. To be admitted to Guilford, international students must fulfill the following requirements:

- Submit a completed application along with all supporting documentation, including records of prior academic work and recommendations.
- If records are not in English, an official translation must be included.
- Achieve a minimum TOEFL score of 213, 550 paper test, or 80 internet-based test.
- In lieu of TOEFL, students can submit a minimum IELTS score of 6.5.
- SAT or ACT scores (optional, but can be beneficial for obtaining scholarships)
- Provide a complete and true Certificate of Finances.

NOTE: Students who are Americans living abroad do not need a Certificate of Finances. They do need a TOEFL if English is not their first language. Both Americans living abroad and international students use the same application form.

Application Deadlines:

- Fall admission – Feb. 15
- Spring admission – Dec. 1
- Transfers – April 1

The goal of the Guilford admission process is to select those international applicants who will benefit most from a Guilford education and contribute significantly to the Guilford community. The Admission Committee thoroughly reviews each applicant to determine academic preparation as well as to evaluate such qualities as leadership, creativity and school and community involvement.

For first-year applicants, we consider your coursework and grades, with the expectation that you will have at least four college-preparatory courses each year and the hope that you have challenged yourself with advanced courses where available. To the extent that we can, we also consider the level of competition in your secondary school. Along with your test scores, academic record and extracurricular activities, Guilford looks at a personal essay as well as recommendations from a counselor and a teacher.

Guilford welcomes applications from international students as either first-year students or transfer students from other universities. All foreign transcripts must be evaluated by World Education Services Inc., wes.org, before any transfer credits will be awarded.

Transfer Applications. Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. To be considered for admission, a prospective transfer student needs at least a 2.0 cumulative grade point average in all college-level academic work submitted for transfer credit. Transfer applications are evaluated according to the same criteria used for first-year applications. The materials necessary to complete an application for transfer are:

- Transfer application for admission
- If the student is transferring in with at least 24 hours of college credit, a transcript from every college from which credit is requested/expected;
- If the student is transferring fewer than 24 hours of college credit, an official transcript from the high school from which the student graduated or an official copy of a GED score report; results from the ACT or SAT scores earned while in high school are acceptable or a portfolio containing an original one-page essay and a graded paper from high school or the college from which the student proposed to transfer; a transcript from each college from which transfer credit is requested or expected
- Recommendation from the associate dean of students from the last college the student has attended (this form is separate from the application for admission) or other appropriate indicator that the student is leaving in good academic and financial standing;
- 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

English and Foreign Language Evaluation. All first-year students are evaluated for proficiency in English and in the foreign language they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified. Students also will be evaluated for proficiency in mathematics.

Immunizations. North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus pertussis (DPT), polio, measles (rubeola), mumps and rubella within 30 days of enrollment. Also, students born after July 1, 1994, must submit proof of three Hepatitis B shots. Students failing to do so must be suspended.

Credit by Examination. Guilford College awards credit for Advanced Placement, International Baccalaureate, and CLEP examinations. Students may receive academic credit for up to a total of 32 credits for those examinations that correspond to courses in the Guilford curriculum.

Credit is awarded for AP scores of four or five, IB scores of four through seven on the Higher Level tests, and CLEP subject exam scores of 55 or higher. Details about assignment of credit are available on the Registrar's web page.

The required courses, First Year Seminar 101, First Year Experience 100 and IDS 400, cannot be waived by examination. The appropriate department chairperson must approve placement and credit decisions in the student's major.

The College will also award up to 16 credits for educational experiences during military service, according to the recommendations of the American Council on Education. All foreign transcripts must be evaluated by World Education Services, Inc. (www.wes.org) before any transfer credits will be awarded. For further information, the student should contact the registrar's office or the Office of Admission.

Application Procedure: Applications are processed as soon as an application form and all supporting materials are received in the Office of Admission. The materials needed are:

- Transcript of all secondary schoolwork
- Results of one of the college entrance examinations (SAT I or ACT) or a test-optional essay
- School Report Form or prefer a counselor recommendation
- Other recommendations at the discretion of the applicant

Accepted students confirm their intention to enroll by paying a non-refundable \$250 Enrollment Fee required of all students by May 1, National Candidates Reply Date.

For more information: Inquiries concerning admission to Guilford should be addressed to:

Guilford College Office of Admission
5800 West Friendly Ave.
Greensboro, NC 27410

Or call 336.316.2100/800.992.7758 or email at admission@guilford.edu.

Early Action Plan: To allow prospective Guilford students who clearly are interested in the College but have not yet determined that it is their first choice, Guilford offers an Early Action Plan. To apply to Guilford under the Early Action Plan, students should take the SAT I or ACT examination no later than December of their senior year in high school and submit their applications, with all supporting materials, by Dec. 15 of that year.

Students choosing the Early Action Plan may apply to other colleges and are under no obligation, if accepted, to notify Guilford of their college choice until May 1.

TUITION/FEES/ROOM/BOARD RATES FOR THE 2018-19 ACADEMIC YEAR

Tuition and Fees

Tuition - Students first enrolled Fall 2018.....	\$18,230	per semester
- Students first enrolled Fall 2017.....	\$17,529	per semester
- Students first enrolled Fall 2016.....	\$17,361	per semester
- Students first enrolled Fall 2015.....	\$17,192	per semester
- Students first enrolled Fall 2014, 2013, 2012.....	\$17,024	per semester
Student Activity Fee	\$190	per semester
College Fee.....	\$140	per semester

Room

Residence Hall Room, Double Occupancy (includes theme houses).....	\$2,800	per semester
Residence Hall Room, Single Occupancy (includes theme houses).....	\$4,100	per semester
Apartment Room, Single Occupancy (all apartments).....	\$4,600	per semester
Apartment Room, Double Occupancy (East Apartments only)	3,600	
5-week summer session, Single Occupancy.....	\$1,050	
10-week summer session, Double Occupancy	\$1,470	
10-week summer session, Single Occupancy.....	\$2,100	

Board

19 meals per week	\$2,800	per semester
19 meals per week plus \$100 Grill Cash.....	\$2,900	per semester
14 meals per week, plus \$175 Grill Cash.....	\$2,800	per semester
10 meals per week, plus \$175 Grill Cash.....	\$2,200	per semester
100 meals per semester.....	\$740	per semester
25 meals per semester (for approved off-campus students only).....	\$200	per semester

Standard Fees

Tuition per Credit (less than 12 credits)	\$1,075
Motor Vehicle Registration for one Academic Year	\$80
Student Health Insurance Fall 2018 to Summer 2019 (subject to change).....	\$1,862
Student Health Insurance Spring 2019 to Summer 2019 (subject to change)	\$1,245
Audit Fee per Credit (part-time students only).....	\$105

Special and/or Non-Recurring Fees

Orientation Fee (First time Students only) (Non-refundable)	\$125
Admission Deposit (First time Students only) (Non-refundable)	\$250
Duplicate Diploma Fee	\$50
Returned Check Charge.....	\$25
Duplicate ID Charge.....	\$25
Key Replacement and Recoding Charge.....	\$75

Special Course Fees (subject to change)

Modern Dance I.....	\$90
Modern Dance II	\$110
Education 440 (student teaching).....	\$115
Education 440 (student teaching for two teachers).....	\$145
Music Fees-Guilford; one half-hour lesson per week.....	\$350
Music Fees-Guilford; one one-hour lesson per week	\$700
Piano Class.....	\$150
Computer Security Course Fee.....	\$85
Inter Networking Computer	\$50
Guitar Class	\$150
Voice Class	\$170
African Drumming Class Fee.....	\$150

PAYMENT OPTION PLANS

Payment in full is due by July 16 for the fall semester and Dec. 16 for the spring semester.

- **Payment:** Credit or debit card payments for tuition, fees, room and board, and other enrollment-related charges will now be accepted only through the TouchNet on-line payment portal. In the TouchNet portal, you can view your student account activity and designate authorized users to inquire about an account. On-line access to TouchNet is available via BannerWeb.
- Payments made with VISA, MasterCard, Discover or American Express cards will be assessed a non-refundable 2.85% convenience fee by the credit card financial institution. Families wishing to avoid convenience fee charges are encouraged to use ACH payments (i.e. on-line checks) through TouchNet
- The only forms of payment accepted in the Office of Registrar and Student Accounts for paying tuition and other enrollment-related charges are cash, check or money order. Office location is in the Basement of New Garden Hall. Hours are Monday to Friday from 8:00 a.m. to 5 p.m. To mail a payment, please make checks payable to Guilford College and send them to Guilford College | ATTN: Student Accounts | P.O. Box 18743 | Greensboro, NC 27419-8743.
- Payment plans are available through TouchNet beginning July 1st. You will have the option of the TouchNet Fall18 and Spring19 Payment Plan or the TouchNet Fall 2018 Payment Plan. Enrollment must take place no later than July 15th to settle your account. An enrollment fee is assessed to all payment plans. Each installment is due on the 15th of the month.

BILLING INFORMATION.

Invoices/statements are only available electronically through TouchNet.

- Electronic statements are provided through TouchNet and up-to-date balances are available 24/7 at this secure site.
- Students and parents can now easily process electronic payments for all enrollment-related charges.
- Our on-line portal now allows families needing deferred payment options to quickly set up monthly payment plans.

Financial Aid. Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information.

FINANCIAL AID

Accounts may be settled with financial aid funds. Please contact the Office of Financial Aid at 336-316-2354 for more information.

ACCOUNTS RECEIVABLE HOLDS/ PAST DUE ACCOUNTS

Accounts Receivable HOLDS are placed on a student's account when the amount billed is not settled by the due date. A student's account becomes PAST DUE after the first day of classes at the beginning of each semester. All charges incurred subsequent to the first day of classes are expected to be paid in full immediately. If those charges are not paid immediately, they then become PAST DUE at the time of the next billing period. An Accounts Receivable HOLD will remain on the student's account until the balance is settled in full and will prevent students with past due balances from registering for future semesters and from receiving transcripts.

A \$250 Late Fee is assessed on all accounts with past due balance after the first day of classes each semester. For fall 2018, \$250 Late Fee will be assessed after Aug. 31, 2018; for spring 2019, it will be assessed after Jan. 31, 2019.

IF YOU DO NOT PLAN TO ENROLL IN FALL 2018 OR SPRING 2019:

ONCE REGISTERED, YOU ARE OFFICIALLY ENROLLED AT GUILFORD AND FINANCIALLY RESPONSIBLE FOR CHARGES.

IF YOU DECIDE NOT TO ATTEND CLASSES, YOU MUST WITHDRAW FROM THE SEMESTER BY CONTACTING THE OFFICE OF ACADEMIC AND STUDENT AFFAIRS IN FOUNDERS HALL.

WITHDRAWAL PROCEDURES

If you do not plan to enroll at Guilford College for the 2018-2019 school year, you must complete an official Withdrawal form through the Office of Academic and Student Affairs in Founders Hall (336-316-2186). Once registered, you are officially enrolled at Guilford College and are financially responsible for charges on your account.

Students who officially and completely withdraw from Guilford College **BEFORE** the first official day of classes will receive a full refund of tuition and academic and student activity fees assessed. However, any non-refundable deposits will not be refunded. The first official day of classes each semester is defined on the academic calendar.

A request to the registrar for a transcript of credits shall not be considered notice of withdrawal from the College. Similarly nonattendance is not a notice of withdrawal. Students must submit a Petition for Withdrawal/Leave of Absence form through the Office of Academic and Student Affairs to officially withdraw from the College.

For students who officially and completely withdraw after the beginning of classes, their assessed tuition charges will be prorated according to the schedule below. All academic and student activity fees assessed are not refundable after classes begin.

- First day of class through the end of the Drop/Add period – 90% Adjustment
- One to seven days beyond the end of the Drop/Add period – 75% Adjustment
- Eight to 14 days beyond the end of the Drop/Add period – 50% Adjustment
- 15 to 21 days beyond the end of the Drop/Add period – 25% Adjustment
- 22 or more days beyond the end of the Drop/Add period – No Adjustment

Adjustments are calculated based on the date the withdrawal or drop form is officially received in the Registrar's Office. Any course change must be completed in the Registrar's Office.

Students should be aware that withdrawal from classes may result in adjustments to financial aid awards. For withdrawing students who are receiving federal financial aid through Guilford College, the aid adjustment is dictated by federal regulations.

The cancellation and refund policies for on-campus housing and meal plans can be found in the current Residential Contract.

REFUNDS AND ADJUSTMENTS

Registration at Guilford College is considered a contract binding the student for charges for the entire semester. The College makes plans regarding teaching faculty based on student registrations. It is the policy of Guilford College to give partial refunds when students officially withdraw from the College. A “refund” is defined as a reduction in assessed charges.

Tuition Adjustments. Subject to the adviser’s approval, a student may change registration and add courses through the end of the Drop/Add period – defined as one week and one class day after the first official day of classes. If the course load is reduced to below 12 credits during the Drop/Add period and the student is no longer eligible for financial aid requiring half-time or full-time enrollment for the term, then the financial aid will be reduced or canceled in accordance with state and/or federal requirements.

Adjustments are calculated based on the date the withdrawal or drop form is officially received in the registrar’s office. Any course change must be completed in the registrar’s office.

Reimbursement of Credit Balances. Reimbursement of credit balances from overpayments will be made approximately two weeks from the day the credit is created. To the extent that funds paid to Guilford College on behalf of the student exceed the total amount of tuition, fees, and other expenses due from the student, the College will reimburse such excess payments (excluding any non-refundable financial aid) directly to the student, regardless of whether funds were paid by the student, the student’s parents or any other third party. Guilford College assumes no responsibility for remitting such excess payments to any person other than the student. All reimbursements are processed through TouchNet. Students expecting a refund should set up their Refund Method Selection in their TouchNet account. Guilford College recommends the Direct Deposit option as the fastest and most efficient method to receive reimbursement funds.

The Office of Registrar and Student Accounts and the Office of Financial Aid are open for service in the basement of New Garden Hall on Monday to Friday from 8:00 a.m. to 5 p.m., exclusive of College holidays. The email address for the Office of Financial Aid is financialaid@guilford.edu. The email address for the Office of Student Accounts is studentaccounts@guilford.edu.

EXPLANATION OF FEES

Student Activity Fee. The student activity fee is charged to all full-time day students and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

Admission Deposit. All first time traditional-age students must pay a \$250 admission deposit which is non-refundable and which is applied to the student’s account for the first semester charges

Orientation Fee. The orientation fee of \$125 is a one-time, mandatory charge for all entering first-year and transfer students at Guilford College, to provide funding for programming, alcohol education, meals and small group sessions. This fee will be charged to all first-year and transfer students regardless of attendance at the programs.

Injury and Sickness Insurance. Guilford College makes available a Student Injury and Sickness Insurance Plan with UnitedHealthcare Insurance Company. Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year. The premium for insurance appears as a charge for the first semester. Students or parents must complete the on-line electronic insurance waiver process with UnitedHealthcare at www.srstudentcenter.com. The online waiver petition must be completed and approved **between June 25 and Aug. 31** if the insurance coverage is not desired. If the online insurance waiver petition is denied, the charge for student health insurance remains on the student’s account. For further information please contact UnitedHealthcare Insurance Company at 800-237-0903, or fax 727-570-9128 or email SCraven@uhcsr.com.

International Student Insurance. International students attending Guilford College full time are required to carry the basic sickness and accident/major medical coverage for the academic year by a United States based insurance carrier. If not accepting the College’s insurance, proof of coverage with a United States-based insurance carrier must be provided prior to check-in day.

Athletic Insurance is required of all students participating in intercollegiate athletics. The Athletic Department will send information about this coverage.

Motor Vehicle Registration Fee. Parking registration is required for every vehicle on campus. Parking registration (\$80) will be automatically charged to all students’ accounts at the beginning of the school year. If parking is not desired, students must notify the Office of Student Accounts to waive the registration fee. A parking waiver form is attached. For more information on motor vehicle registration and regulations, please refer to the *Student Handbook*.

ID Replacement Charge. If your Guilford College-issued ID has been lost or damaged beyond use, there is a \$25 replacement fee. Replacement cards are issued in ITS office Help Desk located on the first floor of the Bauman Communication Center.

Returned Check Charge. Returned checks will be re-deposited one time unless we are notified otherwise. A \$25 handling charge will be added to the student's account each time a check is returned because of insufficient funds or other reasons. This is applicable to all checks written to Guilford College.

Late Fee. A \$250 Late Fee is assessed on all accounts with past due balance after the first day of classes each semester. For fall 2018, \$250 Late Fee will be assessed after Aug. 31, 2018; for spring 2019, it will be assessed after Jan. 31, 2019.

Room and Board. Guilford College is a residential campus, therefore, all traditional students are required to have an on-campus housing assignment and meal plan unless excluded from the Residential Contract or approved for an off-campus release. If you have not been granted an off-campus release and have not completed a housing application, you will be assigned a room and meal plan and must pay all related charges. Please go to <https://www.guilford.edu/life/living-and-eating> to review the Residential Contract, complete the application for housing and/or submit an off-campus release application. Any concerns should be directed to the Residential Education and Housing Office at 336-316-2105 or resed@guilford.edu.

FINANCIAL AID INFORMATION

Estimated Federal Pell Grants and Stafford Loans not received are shown as "Total Expected Financial Aid" on the Student Account Invoice. Any credit balances remaining on your account will be reimbursed, where applicable, within two weeks of the loan disbursement from the lender. Only refundable credit balances will be reimbursed to students. Estimated Federal Pell Grants will not be credited to your account until all required documentations are received in the Guilford College Office of Financial Aid. Failure to submit the above documents within 15 days of the start of classes MAY result in the cancellation of the Federal Pell Grant, and you will be billed the amount of the grant award at that time.

Federal Work-Study and Guilford Works: Earnings from student employment are not credited to a student's account but are paid directly to the student every two weeks based on the number of hours worked. If desired, students can have their paychecks directly deposited to a bank of their choice.

Bonner Scholar Stipends. Two checks will be issued to the student for the Bonner work. These checks will be issued to the student, when authorized by the Bonner Office, if the balance due has been cleared. If the student has a balance due, the Bonner checks may be used as payment toward that balance. Students will need to sign a release form, authorizing the College to use Bonner stipends to settle account balance due.

Outside Scholarships and Loans. A student who has been awarded any outside scholarships and loans must produce a letter of confirmation indicating the source of the money and the estimated date of payment. Please contact the Office of Financial Aid at 336.316.2541 with information about any additional scholarship or loan funds. Upon receipt of the letter, the student's account will be credited. If the payment for the scholarship/loan is not received by the end of the semester, the student's account will be debited and payment is required from the student.

Additional information regarding financial aid options at Guilford is available on the Office of Financial Aid web page at <https://www.guilford.edu/admission-and-aid/financial-aid-and-costs>.

Registration and Graduation Requirements. Please refer to the Academic Calendar for information on registration and dates for fall and spring semesters. A balance due on your account will prevent you from participating in Commencement if not paid in full prior to Commencement exercises. Personal checks to cover past due balances must be received 10 days prior to graduation to allow time to clear the bank. Students who still have outstanding debts will not be issued diplomas or have transcripts forwarded. For further information, please see the *Guilford College Catalog*.

All credit balances on accounts after graduation less and outstanding charges will be refunded approximately six weeks after graduation. This allows for residence halls to be inspected and all room-damage charges and charges for keys not returned to be processed.

FEDERAL TAX CREDITS FOR EDUCATION

There are two potential tax credits for education, the American Opportunity Credit and the Lifetime Learning Tax Credit. Guilford College is required by the Internal Revenue Service (IRS) to issue the form 1098-T to students with transactions during the calendar year. The form 1098-T will report any eligible tuition and fees billed and qualified scholarships and/or grants credited during the calendar year. Form 1098-T will be mailed by Jan. 31.

If you have any questions or concerns about the amounts reported, please call the Office of Student Accounts 336.316.2541 or email sfs@guilford.edu. Remember, Guilford College cannot offer any tax advice or assistance. Please direct any tax questions to the IRS at 1.800.829.1040 or visit irs.gov.

XII. FINANCIAL AID

Basis of Awards

Guilford College offers a comprehensive financial aid program. Students may qualify for scholarship, grant, and loan programs from institutional, state, private, and federal sources. In granting or renewing financial aid, the Office of Financial Aid takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. NOTE: Financial aid awarded on the basis of need is not automatically continued but must be applied for each year by filing the Free Application for Federal Student Aid (FAFSA) at fafsa.gov.

Application for Awards

Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA). FAFSAs may be filed online at www.fafsa.ed.gov. Guilford's Federal School Code is 002931. Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College
Office of Financial Aid
5800 West Friendly Avenue
Greensboro, NC 27410
336.316.2354
financialaid@guilford.edu

SCHOLARSHIPS

Merit Scholarships: Incoming traditional students are awarded merit scholarships by the Office of Admission based on their application for admission to Guilford College. Merit scholarship determination uses a combination of SAT/ACT, GPA, service, community involvement, leadership and essay. Merit scholarships require that you maintain good academic standing to retain your scholarship. Undergraduate students must meet the following:

- After earning 22 credits, a student must have earned a cumulative GPA of 1.6 or greater
- After earned 54 credits, a student must have earned a cumulative GPA of 1.8 or greater
- After earning 87 credits, a student must have earned a cumulative GPA of 2.0 or greater

Guilford Grant: This grant is awarded to cover a portion of the gap between financial aid available and the student's financial need based on the FAFSA. If you receive a scholarship from any source after being awarded the Guilford Grant, the grant may be reduced by the amount of the scholarship that was added to your award package. This can occur before, during, or at the conclusion of any semester and will be adjusted at the time the Office of Financial Aid is notified of this additional scholarship.

Aid for Quaker Students: To the extent that funds are available, Guilford follows the guidelines below for financial aid to Quaker students.

- **Quaker Leadership Scholarship Program:** In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends as well as leadership and academic potential. Students selected as Quaker Leadership Scholars receive financial awards renewable for four years. Selected QLSP recipients may apply for the "Sojourners" program after their first year. Sojourners undergo a more intense series of self-examinations and program requirements. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center.
- **Other Aid for Quaker Students:** Guilford matches scholarship funds provided by a student's Meeting House up to a maximum of \$500.

NOTE: All Guilford College scholarships and grants required full-time enrollment.

North Carolina Need Based Scholarship (NCNBS): The State of North Carolina provides scholarship assistance to North Carolina students who meet the N.C. residency requirements. They must be enrolled as an undergraduate student in at least 9 credit hours, demonstrate a certain level of financial need based on calculated Expected Family Contribution (EFC) from the Free Application for Federal Student Aid (FAFSA). The grant amount will vary depending on the student's FAFSA, enrollment, and appropriated funding by the N.C. General Assembly. It is recommended that you complete the FAFSA as early as possible due to funding restrictions.

Federal Financial Aid

Guilford College students must have their eligibility determined for federal aid by completing a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Students pursuing a loan for the next academic year (beginning with the summer semester) should submit the FAFSA as close as possible to, but not before, October 1. Submission of the FAFSA by February 1st is recommended for students who will be attending the following fall semester. Any United States citizen or eligible non-citizen enrolled at least half-time as a

regular degree-seeking student may apply for any of the loan programs in which Guilford College participates. Applications for loans should be submitted a minimum of two (2) months prior to your final registration payment deadline to assist in expediting the arrival of funds.

Federal Supplemental Educational Opportunity Grant

The FSEOG is a limited grant program with funds potentially available for students from low-income families with exceptional financial need who require these grants to attend college. Availability of the FSEOG is dependent on federal funding and varies annually.

Pell Grant

For the Pell Grant only regularly enrolled degree-seeking students in an undergraduate degree-seeking program may be considered for eligibility in the Federal Pell Grant Program. The amount of the Pell grant is dependent upon need as determined by the results of the FAFSA application and costs and enrollment status as determined by federal guidelines. The amount varies from year to year.

Federal Direct Stafford Loan Program

Eligibility for the Federal Direct Stafford Loan is not based on credit history, unless the student has defaulted on a previous federal student loan or owes a repayment for an over-award of an undergraduate federal grant. The student must be making satisfactory academic progress (SAP) in order to qualify for this program (see explanation below).

First-time Stafford Loan borrowers at Guilford must complete online entrance counseling and sign a Master Promissory Note online prior to disbursement of loan funds. If a student is selected for Federal Verification, additional documents may need to be completed prior to disbursement of funds.

In addition, all loan recipients must complete an exit counseling session prior to graduation, withdrawal, or otherwise cease to be enrolled on at least a half-time basis.

Disbursements of Stafford loans take place no sooner than the second week of the semester start (if timely application was made and all requirements are met). If a student withdraws from classes, a refund may be due the student, and/or a "return of federal funds" calculation completed that may require some of the loan proceeds to be returned to the lender or paid back by the student. See the Return of Title IV Funds policy for more information. Any student who receives financial aid funds, but does not attend any of the classes for which the disbursement was made is required to have the entire amount returned to the funding entity immediately. This is done by returning the payment received to Guilford College. Guilford will, in turn, refund it to the funding entity on the student's behalf. This may result in a balance due the university.

There are two types of Direct Stafford loans: subsidized and unsubsidized.

1. Federal Direct Subsidized Loans

The subsidized Stafford loan is a low-cost loan to help pay education costs. Undergraduate juniors or seniors may be eligible for up to \$5,500 per academic year. Students classified as sophomores may receive up to \$4,500 and those classified as freshman up to \$3,500. The amount is based on need. The federal government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. Each year, the interest will vary depending on financial markets, but individual loan rates will stay fixed at that annual rate for the life of that loan. New rates are released every June. Students have a six (6) month grace period after graduation or dropping below half-time status before entering the ten (10) year repayment period.

150% Direct Subsidized Loan Limit Information

Effective July 1, 2013, the Federal Government's Moving Ahead for Progress in the 21st Century Act (MAP-21, Public Law 112-141) established new Direct Loan Program regulations, which provide that a first-time borrower (on or after July 1, 2013) is no longer eligible to receive additional Direct Subsidized Loans if the period during which the borrower has received such loans meets or exceeds 150% of the published length of the program in which the borrower is currently enrolled. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the interest subsidy on their Direct Subsidized Loans. NOTE: For the purposes of this legislation, Guilford College defines its undergraduate program time limits as four (4) years for bachelor's degrees. Therefore, students in these programs will become ineligible for additional subsidized loans, and may lose interest subsidy on existing subsidized loans, after six (6) years.

2. Federal Direct Unsubsidized Loans

An independent undergraduate junior or senior may be eligible for up to \$12,500 per academic year with the Unsubsidized Direct Stafford Loan. Independent students classified as freshman may receive a combined \$9,500 while sophomores may receive up to \$10,500. If the student is eligible for the maximum subsidized loan (example: \$5,500), the maximum unsubsidized loan is \$7,000 for a junior or senior, depending on the cost of attendance less other aid and resources. Unsubsidized loans are not based on need and interest begins to accrue at disbursement. Borrowers may exercise the option of making monthly or quarterly interest payments before the principal repayment period begins, or deferring interest repayment and having the interest capitalized and added on to the principal of the loan. Otherwise, the same rates and terms apply to the unsubsidized Stafford loan as to the subsidized Stafford loan. Dependent students may receive an additional \$2,000 in unsubsidized loans in addition to their subsidized eligibility. This rate is subject to change and new rates are published every June. Students have a six (6) month grace period after graduation or dropping below half-time enrollment before entering the ten (10) year repayment period.

Note: Subsidized and unsubsidized federal Stafford loans may be consolidated once the student enters the repayment period. Consolidation

may extend the length of the repayment period and therefore, lower the monthly payments. However, the amount of interest paid over the life of the loan will increase substantially, thus consolidation may or may not be the best option for any one student. Students are invited to contact their lenders for more information.

Federal PLUS Loans

Parent PLUS loans are available to parents of dependent undergraduate students who are attending at least half time. PLUS Loans are used to help meet the cost of attendance at Guilford. Parents should apply at least four (4) weeks before the start of the semester. Dependent students whose parents are unable to qualify for PLUS become eligible for independent student federal loan limits. The interest rate varies each year and is published in June.

Withdrawals and Return of Title IV Funds Policy

This policy applies to students who withdraw or are suspended from Guilford College and is separate and distinct from the Guilford College Refund Policy. The calculated amount of the “Return of Title IV Funds” that is required for students affected by this policy is determined according to the following definitions and procedures, as prescribed by regulation, and may or may not be the same as used in other contexts at the College.

- Official Withdrawals - A student who withdraws is one who either officially goes through a “withdrawal from the College,” is administratively withdrawn, suspended, or withdraws from all of his or her courses taken for credit.
- Unofficial Withdrawals - At the end of each semester, all federal financial aid recipients who receive no passing grades will be reviewed to determine if the non-passing grade was earned while attending or due to no longer attending class. The unofficial withdrawal may negatively affect the student’s GPA and may have a direct impact on future eligibility for and receipt of financial aid.

A student’s withdrawal date is:

- the date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student’s last date of attendance at a documented academically related activity.

A student may rescind his or her official notification to withdraw by filing a written statement that he or she is continuing to participate in academically-related activities and intends to complete the semester for which payment of Title IV funds were or would be received. The request to cancel the withdrawal is negated if the student subsequently ceases to attend prior to the end of the payment period. The withdrawal date then is the student’s original date of withdrawal unless there is acceptable documentation showing a later date of attendance at an academically related activity and the College chooses to use such date. Title IV aid is earned on a prorated, per diem basis (calendar days) up to the 60% point in the semester. Title IV aid is viewed as 100% earned after that point in time.

In accordance with federal regulations, when Title IV financial aid is involved, the calculated amount of the “Return of Title IV Funds” is allocated in the following order:

- Unsubsidized Direct Stafford loans
- Subsidized Direct Stafford loans
- Federal Pell Grants
- Other Federal Grants

Guilford College is responsible for:

- providing students with the information given in this policy;
- identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
- returning any Title IV funds that the student is ineligible for and are due back to the Title IV programs.

The student’s responsibilities in regard to the return of Title IV funds include:

- Returning to the Title IV programs any funds that were disbursed to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.
- Any notification of a withdrawal should be in writing and addressed to the appropriate institutional official.
- A student may rescind his or her official notification of intent to withdraw. Submission of intent to rescind a withdrawal notice must be filed in writing.
- Either of these notifications, to withdraw or a rescission of intent to withdraw must be made to the Office of Academic and Student Affairs

Note: The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). These programs include the following: loans under the Federal Direct Loan Program that encompasses subsidized and unsubsidized Federal Stafford loans (for graduate and undergraduate students), Federal Pell Grants (for undergraduate students), and other eligible Federal Grants (for undergraduate students).

Work Opportunities

All students have the opportunity to apply for employment opportunities, both on and off campus, through Guilford College. Guilford College Catalog 2018-19 page 197 of 233

Students are either eligible for Federal Work-Study or Guilford Works student employment programs. Federal Work-Study is a need-based program funded by the U.S. Department of Education. Eligibility for Federal Work-Study is based upon the results of the student's Free Application for Federal Student Aid (FAFSA). Students who did not complete FAFSA or are otherwise not eligible for Federal Work-Study can seek employment through the Guilford Works program.

State Assistance for Students from States Other than North Carolina

We suggest students contact the Department of Education in their home state to ask about state-funded financial aid opportunities for students attending school out of state. In some states, the agency/department responsible for higher education financial aid programs may be called the State Board of Higher Education, State Council of Higher Education, State Education Assistance Agency (or Authority), Office of Student Financial Assistance, etc. Generally, the appropriate office/agency/department is located in the state's capital. If students have difficulty locating the address of their state's Department of Education, contact Student Financial Aid for assistance.

Satisfactory Academic Progress Policy for Financial Aid Recipients

Guilford College seeks to provide a high quality educational experience for all who choose to benefit from this opportunity. Guilford College is committed to extending all possible resources in pursuit of this goal. However, students have responsibilities in regard to their educational pursuits. These responsibilities include, but are not limited to, the completion of course work in a reasonable time frame and with a quality of performance that meets accepted grade point standards. These requirements are described in detail below.

In compliance with appropriate federal regulations Guilford College shall adhere to the policies stated herein for determination of Satisfactory Academic Progress compliance relative to eligibility for financial aid. This includes federal, state, and institutional funds. Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy. Students must be maintaining Satisfactory Academic Progress before financial assistance can be awarded.

Satisfactory Academic Progress Policy Defined

In accordance with federal regulations, all recipients of federal financial aid must maintain a satisfactory rate of progress toward the completion of a degree (i.e. pace) and must be in good standing based on a cumulative grade point average (GPA), regardless of whether financial aid was received previously. A Guilford College student is maintaining Satisfactory Academic Progress (SAP) towards the completion of a degree if he/she is meeting standards according to the measurements listed below. Students are evaluated annually at the end of the spring semester to determine if they are meeting these requirements.

The following definitions apply to this policy:

Financial Aid Programs: All federal programs to include loans, grants and work study, NC State grant programs, outside programs offered from other states and private organizations and institutional aid.

Earned and Attempted Credit Hours: Satisfactory Academic Progress uses credit hours to measure both the pace and maximum timeframe requirement. It is important to understand the difference between the two types of credit hours.

- Earned" credit hours are courses in which the student receives a letter grade of "D" or higher or "CR" in a Pass/Fail course
- "Attempted" credits are courses in which the student enrolls and remains enrolled after the add/drop period of each semester – even if the student later withdraws or fails the course. Courses dropped during the drop/add period defined by the College at the beginning of each term are not counted as attempted hours.

Pace requirement: Both undergraduate and graduate students must earn at least 67% (no rounding up) of the credits attempted each semester. A full-time student who attempts 16 credits in a semester must successfully complete 10.72 credits to maintain their pace requirement (16 credits x .67 = 10.72 credits).

Maximum time frame: The maximum period in which students may receive financial aid based on the degree program in which they are enrolled. Students have a maximum period of 150% of the credits required to complete the program to remain eligible.

- Bachelor degree program that requires 128 credits to graduate will have a total of 190 attempted credits allowed, not to exceed six calendar years from the beginning of the initial semester including periods of non-enrollment.
- Graduate degree program that requires 40 credits to graduate will have a total of 60 attempted credits allowed, not to exceed 4 calendar years from the beginning of the initial semester including periods of non-enrollment.
- There are limited appeals or extensions of the 150% maximum time frame rule. Students may continue to receive limited federal financial aid assistance and will also be able to apply for private loan funding or participate in a tuition payment plan for their educational expenses.

Cumulative Grade Point Average: The grade point average calculated at Guilford from all credits taken.

Undergraduate students must meet the following:

- After earning 22 credits, a student must have earned a cumulative GPA of 1.6 or greater
- After earned 54 credits, a student must have earned a cumulative GPA of 1.8 or greater
- After earning 87 credits, a student must have earned a cumulative GPA of 2.0 or greater

Graduate students must meet the following:

- A cumulative GPA of 3.0 must be maintained

Review Process

Frequency: Satisfactory Academic Progress will be evaluated at the end of the spring term regardless of whether the student received financial aid in that enrollment period. Students not meeting SAP requirements will be notified by letter and an email sent to their Guilford College account. If a student fails to meet SAP, they will immediately be placed on financial aid suspension.

Financial Aid Suspension: Suspension of financial aid eligibility occurs the semester immediately following the spring review period. Under suspension, a student is not eligible for federal and state financial aid. In addition, students will lose their eligibility for Guilford College scholarship or grant aid. Students have two options to reestablish their federal and state financial aid eligibility.

These options are:

- Pay for the next semester or session on their own and have the SAP status reevaluated after successful completion of the semester,
- or
- Submit a completed Satisfactory Academic Progress Appeal Form.

Maximum Time Frame Suspension: Any student who has exceeded the maximum time frame requirements for the appropriate degree program will be placed on a maximum time Financial Aid suspension. Students in this group will be required to appeal and provide the Office of Financial Aid with an academic plan that has been approved by their Faculty Advisor. The academic plan must be followed as prescribed and will be reviewed at the end of each semester until graduation from Guilford College. Students will not be permitted to receive institutional grants or scholarship unless approved through the Office of Financial Aid in conjunction with the institutional scholarship or grant provider's approval. In most cases, aid will be limited to federal financial aid only.

Notification: Letters explaining the SAP status along with instructions on the appeal process will be mailed to the student's permanent home address on file with Guilford College. It is recommended that students keep their permanent home address up to date with the Registrar's Office. Email notifications to the student's Guilford College email account will also be sent.

Treatment of Special Grades

Incomplete Courses: Courses for which a student receives a grade of "I" are included in the number of attempted credits but don't count as earned credits for SAP calculations. It is the responsibility of the student to notify the Office of Financial Aid of all grade changes once complete. A review of satisfactory academic progress can't be conducted until the incomplete grade is changed, therefore the student will be considered ineligible for financial aid.

Audited Courses: Courses in this category do not count as credits attempted or earned. Financial aid is not awarded for classes taken on an audit basis.

Repeating Courses: All repeated courses affect financial aid SAP calculations. Regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits. The grade earned in the repeated course is the grade that determines the student's cumulative grade point average. No additional credits will be considered as earned credits for repeated courses for which credits were earned previously. Before registering to repeat a course, a student should verify that he or she is eligible to do so according to Academic Policy. Only courses repeated at Guilford College can improve the student's cumulative grade point average.

Withdrawals: Courses for which a student receives a grade of "W", "WP", WF" are included in the number of attempted credits but do not count as earned credits for SAP determination.

Transfer Credits: Credits transferred from other institutions are included in the total number of credits attempted and completed but are not factored into the cumulative GPA.

Appeal Process

Students are permitted to appeal their financial aid suspension; however, the right to appeal must be based on extraordinary, personal circumstances that contributed to the student's inability to meet the SAP requirements. If the initial appeal is approved, appeals for future semesters must be based on a different circumstance as the student's previous appeal. Acceptable circumstances include:

- The death of an immediate family member or close relative (i.e. mother, father, grandparent, sibling or immediate family such as a related aunt or uncle)
- A serious injury or illness (physical or mental) of the student which required medical intervention
- Significant, unanticipated family obligations due to medical issue or illness
- A catastrophic loss due to fire, flood or natural disaster that affects the student's academic attendance or performance

The appeal of a financial aid suspension is a separate process from an appeal of academic suspension. The two processes are not

related and approval of an academic suspension does not automatically remove the suspension from financial aid.

Students who wish to appeal must complete and submit a Satisfactory Academic Progress Appeal Form together with all required documents. The Office of Financial Aid reserves final authority in SAP appeal decisions. If the appeal is approved, the student will be placed on financial aid probation. SAP appeal forms received without appropriate supporting documentation, or appeals that contain or reveal conflicting information, will be not be reviewed until either all documentation is received or the conflicting information is resolved.

SAP Appeals should be submitted to the Office of Financial Aid either by mail, fax, scanned and emailed or in person to:

Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
336-316-2942
financialaid@guilford.edu

SAP Appeal Notification: The student will be notified by email to their Guilford College email account.

If the Appeal is Approved: Aid is continued for one term

The student should carefully review the SAP appeal notification which will outline the unique, individualized SAP requirements that the student must meet in order to maintain eligibility for federal and state financial aid. It is possible that the student will still lose their eligibility for Guilford College scholarships or grants depending on the requirements of those programs.

If the Appeal is Denied: Aid is immediately suspended until eligibility is reestablished

The decision is final for the term of enrollment specified in the letter. A student may still be able to re-establish eligibility on their own for future enrollment periods by completing sufficient credit hours or by improving their cumulative GPA. Requests for multiple appeals must be for different circumstances.

Financial Aid Probation

This status is assigned to the student who has successfully appealed their financial aid suspension and had their eligibility for aid reinstated. The reinstatement under probation may not be for more than one term of enrollment.

If a student fails to meet the minimum SAP requirements at the end of their probation period, the student is placed back into financial aid suspension. The student is not permitted to appeal this suspension unless there is a new and different circumstance that meets the definition of the acceptable circumstances discussed earlier in the policy. Any new approved appeal will only be approved for one term of enrollment and the student would be placed back into financial aid probation.

Financial Aid Probation with Academic Plan

If it is statistically impossible for a student to meet SAP after one term of Financial Aid Probation, an academic plan will be required to span over two semesters. If a financial aid probation period is granted based on an academic plan, the student must meet the terms of their academic plan after each semester to continue their financial aid probation period. If the terms of the academic plan are not met after each review, the student will have their financial aid suspended for the proceeding term.

XIII. 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.

- Courses meeting once per week, full semester: three absences
- Courses meeting twice per week, full semester: six absences
- Courses meeting three times per week, full semester: nine absences
- Courses meeting four or five times per week, full semester: 12 absences
- Courses meeting once per week, Fast Track and half of semester: two absences
- Courses meeting twice per week, Fast Track and half of semester: four absences
- Summer school courses, five-week session: four absences
- Summer school courses, 10-week session: four 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 semester. Enrollment in 12 or more credits is considered a full-time load. 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 film showings
- 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

Students who wish to take more than 18 credits fall or spring semester, or more than 16 credits in summer school; 12 credits during the 10-weeks and 8 credits during the five weeks) must submit a petition to the registrar requesting permission to overload. The petition must include the approval signature of the student's advisor. Students who have completed fewer than 24 credits at Guilford, have a cumulative G.P.A. less than 2.5 or wish to take more than 20 credits must also receive the permission of an associate academic dean.

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) withdraws completely from the College or (b) is administratively withdrawn for poor attendance (see Attendance Policy). 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 passing the course (a) voluntarily withdraws or is administratively withdrawn completely from the College, (b) is administratively withdrawn for poor attendance (see Attendance Policy) or (c) voluntarily withdraws or is administratively withdrawn from a class 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) 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 Completed	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	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)

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
Guilford College Catalog 2018-19 page 207 of 233

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. FERPA allows schools to disclose certain limited information about students without prior consent – this information is called “directory” information, and includes the following: name, address, email address, telephone number, major, minor, anticipated date of graduation, enrollment status, date and place of birth, 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.

XIV. STUDENT AFFAIRS

The Division of Student Affairs and other campus offices provides co-curricular programs and services designed to address student development, success, and problem solving. Student Affairs staff assist the College with system-wide planning efforts as they relate to the lives of students outside the classroom and serve as advocates for student needs and concerns. The division takes the lead in setting policy for non-academic student matters in the context of student development best practices that align with the mission and Core Values of the College.

More information about Student Affairs and student life at Guilford can be found at <http://www.guilford.edu/student-life/index.aspx>. It is the responsibility of every student to be informed of College policies and regulations, specifically the *Student Handbook*, and to abide by them in good faith.

STUDENT GOVERNMENT

Guilford Student Body Association (GSBA): The foundation of student government at Guilford College is a representative Guilford Student Body Association. This organization, within the policies and regulations established by the Board of Trustees, derives authority from the associate dean of students. Its primary function is to govern and serve as the voice of the whole student body. The leadership selects students to serve on College and Board of Trustees committees to ensure student representation. GSBA is also responsible for the disbursement of student activity fees and recommendations regarding the campus student conduct system at the authorization of the associate dean of students of the College.

The GSBA executive board is elected in the Spring each year. Meetings are open to all community members. Students are encouraged to bring issues, concerns and questions regarding campus life to GSBA for discussion and action. GSBA proposals for College policy change are referred to the Director of Student Leadership and Engagement who forwards them to the appropriate campus administrator for consideration and possible implementation.

RESIDENTIAL EDUCATION AND HOUSING

Residential Education and Housing seeks to provide a safe and viable living and learning atmosphere for all residential students and to foster community and leadership. Residential Education and Housing provides a clean, comfortable, well-maintained and secure campus living environment that enhances collaboration, community, programming and scholarship between and among students, faculty and the staff, while expecting students to accept responsibility for their role in creating a positive living environment. Residential Education and

Housing is a vital part of Guilford's educational mission. Residential Education and Housing provides many points of interaction for friendship, the formulation of values and the exercising of communal and personal responsibility. Resident Advisors (RAs), Assistant Community Directors (ACDs) and Community Directors (CDs) maintain a constant presence in all residence hall areas to aid students' successful transition through life at Guilford.

RAs, ACDs, and CDs are required to hold intentional social and educational programming for residential students each semester, focusing on the student development goals outlined by the College's Core Values. The purpose of this programming is to promote positive change and provide valuable learning experiences for students. By providing programs and activities for residents, Residential Education and Housing has the opportunity to help shape the living environment into a community where students experience meaningful interaction by learning with and from each other.

Because Guilford values the community of students in a residential setting, students are required to live on campus all four years. Local students may commute from their homes (within a 30-mile radius) but must specify when they apply that they intend to live at home with their parents and commute. Traditional-age students (including commuters living at home) wishing to live off campus must acquire prior approval from Residential Education and Housing. There are no opportunities for married or CE students to live on campus.

Upon notification of admission to the College, new students should complete the housing application online through "My Housing" in BannerWeb. Housing assignment requests become effective with the signing of the contract and payment of the admission deposit. For additional information on residence halls, please refer to the Residential Education and Housing web pages or the *Student Handbook*.

STUDENT SERVICES

Orientation. The orientation of new students and their parents happens throughout the summer, with three orientation dates (Summer Segue) focusing on academics and business, and a four-day orientation just prior to the beginning of classes. New students work with trained student leaders in small groups to get acquainted with campus resources, meet with their academic advisors, participate in social events and become acquainted with campus life so that they may begin College as smoothly as possible.

Orientation includes community-building experiences designed to challenge students, help them think about themselves as learners and break down barriers by interacting in an experiential setting with several faculty members and upper-class students. Orientation is the first component in student retention and success. By giving students a strong base of knowledge about the Core Values and resources available to them, and by providing opportunities to begin to create their bonds with the Guilford community, orientation serves as a platform for following experiences to build upon.

Orientation assists in confirming for students that they made a good choice, and helps give them the tools to be successful both socially and academically. Orientation also serves to answer questions for parents and families about financing college, academics, who to contact with questions, and how they as parents, and we as a College, can help students succeed physically, mentally, socially and academically.

Student Health Service. Eagle Physicians (adjacent to campus on New Garden Road) delivers individualized medical care for full-time students. They provide assessment and referrals, comprehensive medical evaluations, and treatment for chronic and acute illness. The staff is committed to ensuring that the quality of care is evaluated regularly and in accordance with state law and Guilford's principles and the Core Values. Prior to attending classes, each new traditional student is required by North Carolina law to submit certification of immunization to the Student Health Center. The required health form and immunization form must be completed by a physician. International students are required to have a physical and TB skin test. Students who fail to comply with this state law must be withdrawn from class.

After-hours emergency care can be accessed through local walk-in clinics, hospital emergency rooms or by contacting Campus Security at 336-316-2909.

If a student does not have medical insurance that is accepted in this area, he or she must purchase the insurance policy provided through UnitedHealthcare Student Resources.

Counseling Center. The Counseling Center seeks to provide students with opportunities for personal growth and exploration in a safe and caring environment. The staff is committed to helping students navigate the transitions and challenges of college life, including relationship concerns, feelings of anxiety or depression, alcohol or drug issues, issues with food and body image, academic and social pressures, and other concerns. The center provides crisis intervention, assessment and short-term counseling, with referral into the community for longer-term or more specialized treatment. This work with students is confidential and free of charge. The center is located in the Milner Student Health and Counseling Center and is open from 9 a.m. – 5 p.m. Monday – Friday. Please call 336-316-2163 to make an appointment.

Career Development Center. The Career Development Center (CDC) works to connect student's education, values, experiences and passion in ways that lead to fulfilling careers. The center's philosophy is developmental in nature, and seeks to assist students on their journey by equipping them with developmentally appropriate tools for self-exploration, career preparation and jobs searching.

Multicultural Education Department. Many services are available to support students of diverse backgrounds. The mission of the Multicultural Education Department is to educate and celebrate diversity and multiculturalism at Guilford with an inclusive approach that also seeks to build bridges on campus and in the greater Greensboro community. Through various programming initiatives on campus and off campus, the department seeks to provide a safe space for all people. The Multicultural Resource Center, located in the Multicultural Education Department suite (King 128), is a regular meeting place for student leadership groups, brown bag lunch discussions, and conversation ranging from everyday topics to deeper discussion of the various "isms" in society. The staff of the department works diligently to make the office suite and all programming multicultural, diverse and inclusive.

CULTURAL OPPORTUNITIES

Bryan Series. Guilford College's Bryan Series enriches the educational and cultural experience for residents of Greensboro and the central North Carolina region with provocative speaker programs featuring well-known figures in the arts, humanities and public affairs. Past speakers have included President Bill Clinton, Mikhail Gorbachev, Madeleine Albright, Desmond Tutu, Sidney Poitier, Bill Bradley, Bill Moyers and Toni Morrison. Five heads of state; five Nobel Prize laureates; two former U.S. Secretaries of State; and winners of MacArthur Fellowships and Academy, Tony, Grammy and Emmy Awards have been speakers in the series.

The Bryan Series is presented at the Greensboro Coliseum. In the fall of 2010, the event featuring President Clinton was presented to a crowd of 4,200 in the Coliseum Arena.

Campus Activities Board. The Campus Activities Board (CAB) is a student organization that sponsors campus social, recreational and cultural programs. CAB committees plan recreational events, films, concerts, lectures, dances and more. CAB's purpose is to encourage community and provide a variety of co-curricular activities during which students can build social connections. Serendipity in the spring is a major campus tradition that CAB coordinates.

Campus Organizations. Guilford has over 45 student organizations funded by Community Senate and supervised by the Office of Student Leadership and Engagement. These student organizations fulfill students' co-curricular interests including engaged citizenship and awareness issues, student publications and media, diverse religious observances, social connections, and club sports teams. Student organizations are all represented on the Inter-Club Council (ICC) and greatly enhance programming, involvement and leadership opportunities at Guilford. Organizations play a crucial role in enhancing personal development and leadership for all Guilford students. Organizations may vary from year to year, depending on student interest, and our students continuously create new ones to meet expanding interests.

A few of these clubs include: Pre-Law, Fellowship of Christian Athletes, Hispanos Unidos de Guilford, Men's and Women's Rugby, Muslim Student Association, Expressions in Dance, Outdoors Club, Food Justice Club, and Film and Photography Club.

WQFS (90.9 FM). Licensed to Guilford by the Federal Communications Commission, WQFS allows students interested in broadcasting to maintain and operate a radio station. Annually recognized as one of the country's best student-run college radio stations, WQFS FM offers programming that includes music, news, lectures and a variety of offerings providing an educational service to the College community and people in the surrounding area. Student managers can earn course credit while working with a faculty member to learn about the world of broadcast journalism and entertainment.

Blacks Unifying Society (BUS). Previously the African American Culture Society (AACS), BUS was organized by the Guilford African
Guilford College Catalog 2018-19

American student community to foster unity among African American students while encouraging full participation in the academic, social and policymaking processes of the College community. BUS is open to all members of the Guilford community as it strives to sponsor projects and cultural activities that foster greater awareness of the African American experience in the United States and abroad.

Other Special Interest Groups. There are many other special interest groups on campus including Guilford Pride, Hillel, Slow Food, Ultimate and Guilford Peace Society. Information about these and other student groups is available from the Office of Student Leadership and Engagement in Founders Hall. (A full list of the current clubs and organizations can be found at <https://www.guilford.edu/life/clubs-and-organizations>.)

Intramural Sports. The Intramural Sports Program seeks to facilitate social interaction and leadership development experiences for the diverse members of the Guilford College community. This is achieved by providing competitive and coeducational athletic opportunities that support the physical and mental well-being of our community in accordance with the Guilford College mission and Core Values. This diverse array of programming strives to provide a healthy social outlet for the College community.

Departmental Clubs. Majors and other interested students in various departments such as biology, modern languages, geology, history, physics, psychology, sociology and anthropology, and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology.

STUDENT PUBLICATIONS

The Guilfordian, a newspaper produced for and by students, serves as a forum for student and faculty opinion through its editorials, columns and letters to the editor. Each issue covers campus news events and provides publicity for various activities and cultural programs. The student staff, working with a faculty advisor, gains practical journalism experience in writing, editing, layout and publishing. Course credit can be earned by working with The Guilfordian creating a truly experiential learning opportunity.

The Greenleaf Review, published by a student staff, features original poetry, prose and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents and provide opportunities for critical dialogue in the arts.

RELIGIOUS LIFE

Guilford at first might appear to be a secular institution. No chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the College's Quaker heritage. Friends seek to encourage an inward experience of religion within a community of respect for spiritual receptivity. The Religious Society of Friends (Quakers) originated in a radical 17th-century Christian movement that sought to turn from an experience of God based on external authority to an inward experience of the divine with the power to transform lives and society. Guilford remains committed to the importance of inward spiritual development. The College sustains Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making and the fostering of equality, peace, simplicity and justice. Governance of the College is by the Friends' tradition of seeking a "sense of the meeting." Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or to explore other forms of spirituality. Guilford dedicates itself to recognizing the universality of divine guidance and to fostering an awareness of the many ways in which spirituality is developed. The campus welcomes communities of many faiths.

The Office of Campus Ministry, in cooperation with a student organization, the Guilford Community of Religious Observants (GCRO), facilitates campus religious life through regular worship opportunities, small-group discussions, forums, speakers, service projects and an annual Religious Emphasis Week. The Friends Center staff are available to all in the College community for conversation and counsel. The staff of the Quaker Leadership Scholars Program also are available as a resource for spiritual discernment, counsel and conversation. Active student organizations include the Guilford Catholic Community, Unitarian Universalist Students, Hillel, Guilford Christian Fellowship, Quaker Concerns, St. Mary's House (Episcopal), Pagan Mysticism, Fellowship of Christian Athletes, Muslim Students Association and Buddhist meditation. Each weekday begins with Quaker worship and ends with Vespers. College Meeting for Worship is held weekly on campus, with occasional Taize services. Many students become active in the more than 400 churches, meetings, temples, mosques, synagogues and other congregations in the Greensboro area. New Garden Friends Meeting, First Friends Meeting and Friendship Friends Meeting, all located near the College, welcome students of all faiths.

COMMUNITY INVOLVEMENT

Guilford recognizes the educational value of participation in the larger world of which the campus is a part. The College encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. More than 300 students make a weekly commitment each semester in the wider community through internships, field work linked to an academic class or volunteer service. More than 50 agencies attend the Volunteer Fair held each fall to recruit Guilford volunteers to their programs. Guilford students have made an ongoing commitment at 10 sites where they volunteer on a weekly basis, with transportation provided. Each of these ongoing commitments operates with a student project coordinator, who works with the volunteer training coordinator to recruit, train and support Guilford student volunteers. Ongoing commitments include: Pathways Shelter for homeless families; Prison Literacy at a minimum-security prison; English as a Second Language tutoring with refugees at the Montagnard Dega Association and the Greensboro Buddhist

Center; a.i.d.s. (acquiring information, destroying stereotypes) about AIDS; Environmental Outreach at High Point Environmental Center; HOME (repairs for low-income home owners); and Shelter Outreach working with adults who are homeless. Some students gain practical experience by working with local political parties and political action groups. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the community at large.

ATHLETICS AND RECREATION

Guilford considers physical activity, growth and the wellbeing of the individual student to be important components of the educational mission. The College values participation, sportsmanship, quality competition, skill advancement, achievement and striving for excellence. The coaches take personal interest in every student on their team and strive to create positive experiences for all team members. Student-athletes are amateurs and receive financial aid based only on need and academic excellence. Guilford and the Department of Athletics share the philosophy of the NCAA Division III.

NCAA Division III Philosophy Statement

Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletic activities are conducted as an integral part of her or his educational experience, and in which coaches play a significant role as educators. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff.

To achieve this end, Division III institutions:

Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;

Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs; **Shall** not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;

Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;

Encourage participation by maximizing the number and variety of athletics opportunities for their students;

Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;

Assure that athletics participants are not treated differently from other members of the student body;

Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution's athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;

Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;

Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;

Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body;

Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;

Support ethnic and gender diversity for all constituents;

Give primary emphasis to regional in-season competition and conference championships; and

Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences." – 2015-2016 *NCAA Manual*

Guilford sponsors 20 intercollegiate teams. Men may participate in baseball, basketball, cross country, indoor and outdoor track, football, golf, lacrosse, soccer and tennis. Women may participate in basketball, cross country, indoor and outdoor track, lacrosse, soccer, softball, swimming, tennis and volleyball. The following Guilford teams have participated in national championship tournaments: baseball men's basketball, women's basketball, golf, volleyball, and men's and women's tennis. The men's basketball team and women's tennis team were National Association of Intercollegiate Athletics (NAIA) champions in 1973 and 1981, respectively.

More recently, the 2009 and 2010 men's basketball teams both finished third in the NCAA Division III Tournament. Guilford's golf team won the 1989 NAIA National Tournament and NCAA Division III titles in 2002 and 2005. The golf team also has six second-place finishes at national tournaments. Guilford is a member of the Old Dominion Athletic Conference, which includes: Bridgewater College, Eastern Mennonite University, Emory & Henry College, Ferrum College, Hampden-Sydney College, Hollins University, Lynchburg

College, Randolph College, Randolph-Macon College, Roanoke College, Shenandoah University, Sweet Briar College, Virginia Wesleyan College, and Washington and Lee University.

MOTOR VEHICLES AND PARKING

A Guilford student may operate a motor vehicle on campus provided it is properly registered with the Department of Public Safety. Students who operate motor vehicles on campus are required to pay a registration fee and park in a designated parking area. Students are required by law to comply with North Carolina state motor vehicle insurance requirements and all local and state laws and ordinances. Temporary parking permits may be obtained free of charge at the Department of Public Safety for vehicles operated by guests and visitors to the campus. The Department of Public Safety is responsible for reporting violations of College motor vehicle regulations to Guilford officials. Details of traffic and parking regulations can be found at: <https://www.guilford.edu/life/health-and-safety/public-safety>.

XV. SCHOLARSHIPS AND OTHER AWARDS

SCHOLARSHIPS

Bradford Ross Adams Endowed Scholarship Fund. The fund was begun in 2001 to provide scholarships to Guilford history majors with demonstrated financial need.

Donald W. Adams Scholarship Fund. The fund was established to provide financial assistance on the basis of need to full-time male students enrolled at Guilford College, with preference given to residents of Texas, who have maintained a minimum G.P.A. of 3.00 while enrolled or have graduated from high school with a minimum 3.0 G.P.A. Students must also have demonstrated leadership ability and have participated in extracurricular activities and/or community service. The director of student financial services will administer the fund in accordance with the College's financial assistance policies.

George I. Alden Excellence Scholarship Fund. The endowment was established in 1981 to provide scholarships to rising juniors without regard to need, with a G.P.A. greater than or equal to 3.25.

George I. Alden Endowed Scholarship Fund for CPPS. The endowed scholarship fund was established for Center for Principled Problem Solving scholars.

Albert N. Alexander Scholarship Fund for International Study and Capacity Building. The scholarship will be awarded annually with an annual gift donated by the Alexander family to a current student with demonstrated need, who is currently working off or on campus. The recipient must also major or minor in a field related to international studies or have an interest in international affairs, international relations or pursuing a career in a capacity building organization such as the U.S. State Department, Peace Corps, etc. The scholarship can be awarded in consultation with the business, political science and international studies departments. A new recipient should be chosen each year. If a student receives this award but does not return for the spring semester, a new recipient may be selected to receive the remaining portion of that year's award. This is a temporary current scholarship that will not be available after the 2019-2020 academic year.

Dr. Malcolm U. Alexander Scholarship Fund. The endowment was established in 1996 to provide scholarship assistance for female students in good academic standing majoring in education studies, with preference given to minister-of-music students.

Charles Almy Memorial Fund for Student Research. The fund was established by various former students, friends and colleagues of Charles Almy, a long-time professor at Guilford College. Earnings from the fund will provide support to students and their faculty mentors for undergraduate research projects and field work in the geosciences. Support may include supplies, field work expenses, lab expenses, travel to professional meetings, etc. Awards will be based on merit, and applications will be assessed by a committee of faculty members from the Department of Geology.

Alumni Association Scholarship Endowment Fund. The endowment was established by the Alumni Association in the names of E. Garness Purdom and Clyde A. Milner. Awards are made annually to two rising seniors.

Sherwood Anderson Foundation Endowed Scholarship Fund. The fund was established to create the Sherwood Anderson Scholarships to offer creative-writing students scholarships to pursue their final years of undergraduate study at Guilford College. The scholarship funds will be used to satisfy the unmet financial portion of the student's financial aid package, thus eliminating the need for the student to obtain loans.

The scholarship will be used to support not more than four students at any given time who have demonstrated interest and capacity in creative writing in any genre (prose, poetry or drama), with one of these scholarships reserved for a student writer from under-represented racial, ethnic, cultural and social groups in the United States and abroad. The preference of the scholarship is to support third- and/or fourth-year students that demonstrate a financial need. However, if there is a first- or second-year student who exhibits an exceeding ability and demonstrates a financial need, an exception can be made by the committee. There is no requirement for students to be English majors. A committee of three faculty members from the Department of English and Creative Writing will review the applicants and determine the qualified applicants who should be awarded the scholarship. The renewal of the scholarship from one year to the next is at the discretion of the selection committee. The scholarship recipients will be required to read *Sherwood Anderson: Collected Stories* (Modern Library 2009) during the academic year.

BAGC Boost Award. The award was established to provide financial assistance to students, with preference for students of color and with consideration of two factors: (1) urgent need and (2) merit.

All students meeting Guilford's criteria for need-based financial aid are eligible to apply for emergency funding, which will help manage unexpected hardships and challenges during the school year. Rolling applications will include a one-page written statement to the committee describing the in-semester hardship and will be accepted throughout the year.

Any student meeting the criteria listed below is eligible for the merit award, which will be distributed during the school year.

Criteria that will be considered for the merit award include: enrollment as a full-time student; a cumulative G.P.A. of at least 2.8 or a term G.P.A. of at least 3.0 for the most recent two semesters; involvement in at least two extracurricular activities, which may include varsity sports and student-run organizations or clubs; and involvement in at least one community service program on or off campus.

Please contact the director of the Multicultural Education Department for applications.

Karen Baldwin Endowed Quaker Scholarship. The fund was established in 2008 to provide one scholarship annually to a financially deserving Quaker student selected by Guilford.

The Barrow Family Endowed Scholarship Fund. The endowment was established to provide need-based scholarships to business or elementary education majors from North Carolina.

The Beaman Family Scholarship Fund. The endowment was established to provide unrestricted scholarships.
Guilford College Catalog 2018-19

B. J. Beason Scholarship Fund. The fund was established to provide scholarship grants to Quaker students enrolled at Guilford with preferential consideration given to, but not limited to, Quaker students from North Carolina.

Anthony and Barbara Blake Scholarship Fund. The fund was established in 2001 to provide scholarships to students with demonstrated financial need studying in the areas of humanities, natural sciences and mathematics, and social sciences.

Ada, Emma, Martha & Elva Blair Endowment Fund. The endowment was established to provide aid for worthy members of Springfield Meeting.

Bonner Scholars Endowment. The fund was established to provide scholarships to 60 Bonner Scholars. The Bonner Scholars Program provides four-year community service scholarships to students with high financial need and a commitment to service, with applications accepted year round and admissions decisions made on a rolling basis.

J.R. and Margaret Boyd Scholarship in Mathematics. The fund was established to provide financial aid to Guilford mathematics majors. Students eligible for awards from the fund are defined as full-time students having (1) completed at least one academic year with a minimum of 24 credits hours at Guilford prior to the semester(s) of the award; (2) declared a major in mathematics; and (3) demonstrated through academic work at Guilford exceptional promise in becoming a mathematician.

Joseph M. Bryan Sr. Scholarship Fund. The endowment was established in 1995 to provide scholarships to Guilford students.

Dr. John T. and Mary Louise Lowe Burns Scholarship Fund. The fund was established to provide scholarship assistance for Guilford students who have exhibited outstanding academic ability and who have a demonstrated financial need with preference to students exhibiting an interest in dance, particularly popular dance and musical theater.

Dr. Edward Flud Burrows Endowed Service Scholarship. The scholarship was established in 2006. Recipients shall be upper-class Guilford students (juniors and seniors) who in their first two years have demonstrated community service in the areas of peace studies, racial justice, or gay and lesbian issues.

Campbell Presidential Scholarships. The scholarship was created by Malcolm and Jeanne Campbell for new incoming students from Montclair and/or West Essex counties in New Jersey. The intent is to provide a scholarship that the same student will continue to receive for up to four years if he or she maintains a 3.0 G.P.A. and remains in good standing at the College.

Eva Campbell Fund. The fund was established to provide aid for biology majors.

M.L. Carr Scholarship Fund. The fund was established in 1986 to provide scholarships to support full-time Guilford students.

Jesse C. Carson, Jr., Endowed Scholarship Fund. The fund was established in 2004 to provide financial aid to Guilford students, with preference to students who are residents of Rowan or Stokes counties, North Carolina.

Mary Ellen Cathey Scholarship for Music. The endowment was established in 1995 to provide financial assistance to Guilford music students in good academic standing with financial need, and with preference to a minority student.

Ethel J. Chadwick Scholarship. The fund was established in 2001 to provide scholarships to students with economic need and with preference to students from Guilford County, North Carolina.

Chamberlin Family Scholarship Fund. Earnings from the fund provide scholarships to one or more students who have demonstrated financial need. The award will be determined by the director of financial aid. Awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

Dr. Robert E. Clark '49 Endowed Math Scholarship. The fund was established in 2002 to provide two scholarships per year: one for a traditional-age student majoring in math and one for an adult student of any major.

Class of 1937 Scholarship Fund. The fund provides an annual award to an outstanding member of the first-year class.

Zvi Cohen Scholarship Fund. The endowment was established in 1990 to provide a prize for a student with serious interest in environmental issues.

The Continuing Education Scholarship Fund. The fund was established to provide scholarship assistance to CE students.

Continuing Education Endowed Scholarship. The fund was established in 1992 to provide financial aid for CE students with preference given to women with experience working and/or raising families.

Elwood Cox Scholarship Fund. The fund was established in 1920 to provide scholarships to members of North Carolina Yearly Meeting who are taking Biblical courses at Guilford and who have a call of God to the ministry of Jesus Christ.

Frank L. & Ethel W. Crutchfield Scholarship Fund. The fund was established in 1988 to provide scholarships with preferential consideration given to, but not limited to, students majoring in the physical sciences.

Raymond E. and Nan B. Cummings Scholarship Fund. The fund was established to provide scholarships for Guilford students.

Sarah T. Curwood Scholarship. The scholarship was established in 1992 to provide scholarships to African American students majoring in education studies.

Charles A. Dana Scholarship Fund. The endowment was established to provide scholarships for students demonstrating academic excellence with potential for future leadership.

Carrie Perkins Davis Fund. The endowment was established to provide scholarships for Guilford students.

J. Franklin Davis Endowment Fund. The fund was established to provide unrestricted scholarships.

Mary E. M. Davis Memorial Scholarship Fund. The fund was established in 1932 to provide a scholarship to the best candidate of the three girls with the highest average grades graduating from Western Guilford High School, taking into consideration not only scholarship, but participation in extra-curricular activities and personality.

J. Gurney & Thomas C. Dixon Scholarship Fund. The fund was established in 1949 to provide scholarship assistance to a student with financial need.

Laura Kelley Dobbins Scholarship Fund. The fund was established in 1973 to award annual scholarships with preference to students especially interested in preparing for service as part- or full-time ministers of music.

Dumas Endowed Scholarship Fund. Earnings from the fund provide financial assistance on the basis of need to one or two students. This fund provides financial assistance to those admitted to the College via the Student Success Program (SSP). The award will remain with the student for up to four years, until he or she graduates or ends his or her enrollment. Recipients must remain in good academic standing. The director of financial aid will administer the fund in accordance with the College's financial assistance policies.

J. Wilbert and Marianna Dow Edgerton Scholarship. The scholarship was established in 1999 to provide scholarship assistance for deserving students selected by Guilford, with preference given to members of the Society of Friends in North Carolina.

The Mary Ellen Ekblad Endowed Scholarship. The scholarship was established in 2014 by the estate of Mary Ellen Ekblad. The recipients must be majoring in biology or health sciences and in good standing. The scholarship can be renewed up to four years as long as all other criteria are maintained.

Nereus C. English Trust Fund. The fund was established to provide scholarships for Guilford students. In granting such scholarships, first consideration is to be given to students nominated by the Quaker Club, provided such nominees meet the qualifications of the College for receiving scholarships.

Nereus C. & Mae Martin English Scholarship Fund. The fund was established to provide scholarships to worthy students.

Mary M. and Ray L. Evans Scholarship Fund. The fund was established in 1996 to provide scholarship assistance for Guilford students who are in good academic standing and who have demonstrated financial need, with preference given to students in the natural sciences or students who are Quakers, particularly those in the Quaker Leadership Scholars Program.

Newton F. & Laura Farlow Fund. The fund was created to provide scholarships for descendants of donors Newton F. and Laura M. Farlow.

James Maynard Farris Endowment Scholarship Fund. The fund was established in 1983 to provide financial assistance to students demonstrating acceptable academic performance, financial need and some potential of becoming a leader in his or her chosen field; applicants must be residents of North Carolina.

A. Brown Finch Scholarship Fund. The fund was established in 1945 to provide scholarships for Guilford with preference given to residents of Randolph and Davidson counties, North Carolina.

Charles Allen Fletcher CPPS Scholarship. The endowed scholarship fund provides scholarships for Principled Problem Solving Scholars.

Victor and Rodgersyn Flow Study-Abroad Scholarship Fund. The fund will provide need-based study-abroad scholarships for expenses related to studying outside the U.S. with preference to North Carolina students. The director of the study away department will administer the funds available each year based on focus of study, a compatible opportunity and financial need.

First Union Scholarship Fund. The fund was established in 1995 to provide scholarship assistance to deserving upper-class students who qualify for need-based assistance.

Jessica T. Fogle Scholarship Fund. The fund was established in 1962 to provide scholastic, music and art scholarships.

The Stanley and Dorothy Frank Fellows Program at Guilford. The program was established to support upper-class students, juniors and seniors, who aspire to careers in business and industry. Scholarships are awarded to one or more full-time students with preference given to candidates who have shown leadership in student activities and public service, as well as unusual initiative through some type of entrepreneurial endeavor.

Franklin G. Frazier Scholarship Fund. The fund was established to provide financial assistance to worthy and needy members of the Society of Friends to aid them in securing an education at Guilford.

Melvina A. Frazier Fund. The fund was established in 1936 to aid worthy and needy girls who are members of the Society of Friends to aid them in securing an education at Guilford.

Adalia Taylor Futrell Scholarship Fund. The fund was established to provide scholarship assistance with preference given to students from Wayne and Northampton counties, North Carolina, with demonstrated financial need.

Hannah Katherine Gibson Fund. The fund was established in 2006 to provide financial assistance on the basis of need to Guilford students.

Glaxo Women in Science Scholars Program. The endowment was established in 1994 to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession and to provide students with a woman scientist mentor at Glaxo, Inc. Recipients must be full-time women students at Guilford with a grade-point average of 3.0 or better.

The Googe Family Scholarship. Earnings from the fund will provide scholarships to one or more students who have financial need with preference to those who have matriculated through the Crosby Scholars Program within the Crosby Scholars Community Partnership in Forsyth County, North Carolina. Recipients must maintain at least a 2.5 G.P.A. Scholarship awards may be renewed up to four years as long as the student is in good standing. The award will be determined by the director of financial aid.

J. Robert and Rhett English Hardin Endowment Fund. The fund was established to provide aid to deserving young men and women to secure an education which will make them more efficient workers in the Society of Friends.

Cyril Harvey Scholarship Fund. The fund was established to provide scholarships to students chosen by the Department of Geological Sciences with preference given to rising juniors and seniors majoring in a natural science.

Byron Haworth Scholarship Fund. The fund was established in 1995 to provide scholarship assistance for Guilford students in good standing with preference given to Quaker students with principal residence in Guilford County, North Carolina.

Horace S. Haworth Sr. Memorial Scholarship. The fund was established to provide scholarships to Guilford students with preference given to Quaker students from North Carolina.

Howard & Patricia Haworth Honors Scholarship Fund. The fund was established in 1983 to provide scholarships to students of the highest academic caliber.

Samuel L. & Evelyn M. Haworth Fund. The fund was established in 1967 to provide scholarships to members of North Carolina Yearly Meeting to attend Guilford.

Jan Lippincott Healy Scholarship Fund. The fund was established in 1993 to provide a scholarship to a financially needy Guilford student who participates in a work-study program.

William Randolph Hearst Endowed Scholarship Fund. The fund was established in 1997 to provide scholarships to African American and Native American students who intend to reside in the United States after completing their studies.

Charles C. Hendricks Scholarship Fund. The fund was established to provide financial aid to a senior student in good academic standing of noteworthy character and achievement.

H. I. CR. IA Anonymous Scholarship. The fund was established to provide scholarships to qualified students from Hawaii, Costa Rica or Iceland, or who are Native American.

Rev. D. Rayborn Higgins Scholarship Fund. The fund was established in 1989 to provide an annual scholarship awarded to one or two students based on financial need.

Hinshaw Education Fund for North Carolina Quakers. The fund was established in 1991 to provide a source of financial aid to enable North Carolina Quakers to attend Guilford, to promote scholarship, leadership and the development of Quaker ideals.

The Hinshaw-Hobson Educational Fund. Earnings from the fund provide scholarships to Guilford students as follows: 50% to students who are or whose immediate family are members of the Centre Monthly Meeting; 25% to students who are or whose immediate family are members of Providence Monthly Meeting; and 25% to students in good standing with preference to those who are descendants of the Hinshaw family. The award will be determined by the director of financial aid, along with the recommendation of the director of the Friends Center. Scholarship awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

The Mary Ann Hobson Scholarship Fund. Earnings from the fund will provide scholarships to students at Guilford who are members or whose family are members of the following Friends Meetings: Western Quarterly Meeting of the North Carolina Yearly Meeting of Friends or West Grove Monthly Meeting. The award will be determined by the director of financial aid, along with the recommendation of the director of the Friends Center. Scholarship awards may be renewed up to four years as long as the student is in good standing and making acceptable progress toward completion of a degree.

Eugene S. Hire Memorial Award Fund. The fund was established to provide a scholarship award to a student completing the junior year who has demonstrated the highest standards of scholarship.

Gertrude E. and A. William Hire Fund. The fund was established to provide scholarships for junior and senior students who are preparing for careers in teaching.

Mary Ann Hobson Scholarship Fund. The fund was established to provide scholarships to students who are or whose family members are members of the following Friends Meetings: Western Quarterly Meeting of the North Carolina Yearly Meeting of Friends or West Grove Monthly Meeting.

James L. Hopkins Scholarship Fund. The fund was established in 1990 to provide financial aid to students graduating from East Forsyth High School.

The Emily S. Howard Scholarship Fund. The fund was established in 1955 to provide scholarships based on financial need with attention to morality, physical well-being, mentality and scholarly standing.

Herbert & Virginia H. Howard Scholarship Fund. The fund was established in 1978 to provide scholarships to deserving students.

Lawrence T. Hoyle Scholarship Fund. The fund was established in 1979 to provide scholarships for students in good standing in either their junior or senior year who have demonstrated a strong interest together with a level of excellence in the courses of study in English (3.0 or above) and an interest in preparing for a career in law. The recipient must be a genuine applicant for admission at two or more accredited law schools in this country.

Alan Walter Hull Memorial Scholarship. The endowment was established in 1982 to provide financial aid for worthy and needy students preparing for a service vocation.

International Quaker Student Financial Assistance Fund. The fund was started by various donors to meet unmet needs for international students. The awards are selection in collaboration with the director of Friends Center and the Financial Aid Office.

Jefferson-Pilot Scholarship. The scholarship was established in 1990 to provide scholarship assistance to Guilford students.

Jeglinski Physics Award. The award was established in 1990 to provide scholarships to those selected by the faculty of the Department of Physics, based on academic achievement and promise in applied physics or astronomy.

Carlton R. Kerner Scholarship Fund. The fund was established to provide scholarships to worthy and needy students.

Rose McGinnis Wilkerson King Scholarship. The fund was established in 2006 to provide scholarships with the following preferences: (A) entering or continuing students with financial need, (B) continuing students majoring in any of the social sciences, (C) entering students expressing an interest in majoring in the social sciences.

Roxie Armfield King Fund. The fund was established to provide scholarship assistance for North Carolina women with preference given to women from Guilford County.

W. F. King and Lorraine Hayes King Scholarship Fund. The fund was established in 2000 to provide scholarship assistance for Guilford students of outstanding financial need. Scholarship recipients are selected in accordance with the following guidelines: (A) Students must be American citizens who are in good standing or, in the case of new students, admitted to attend Guilford. (B) Preference shall be given to students from Halifax and Northampton counties, North Carolina. (C) Scholarships may be renewed for up to four years as long as the student is in good standing with a cumulative grade-point average of at least 3.0 on a 4.0 scale and making acceptable progress towards completion of a degree. (D) Recipients are to be selected by the Student Aid and Awards Committee. (E) The scholarship may not

be applied to room and board.

William A. & Anne L. Klopman Endowment Fund. The fund was established in 1989 to provide financial aid on the basis of need to Guilford students with preference being given to those who are participating in overseas study programs sponsored by Guilford.

S. and E.P. LaRose Endowed Scholarship for CPPS. The endowed fund was established for Principled Problem Solving Scholars.

James Sampson Laing Art Scholarship Fund. The fund was established in 1983 to provide scholarships for students with excellent capabilities in the field of art.

Rachel Lindner Leahy '14 Memorial Fund to Support Experiential Learning. The fund provides financial assistance for Guilford College English and creative writing majors to engage in experiential-learning opportunities that will enrich their educational experience. Successful applicants must have a minimum of a 3.2 grade-point average. Awards are for use by majors at any point during their sophomore and junior years, including fall, spring, summer and January semesters/terms. Awards are to be used to support students completing an experiential-learning activities, such as internships, study-abroad programs, conference attendance and other activities that engage the student beyond the classroom as determined by the Department of English and Creative Writing. All else equal, preference will be given to students with demonstrated financial need. Awards will be awarded one or two times per year through an application process determined by the Department of English and Creative Writing.

Lhomon Hope Scholarship Fund. The fund provides financial assistance on the basis of need and merit to continuing international students from the indigenous Buddhist/shamanist tribes of the Eastern Himalayas that have completed two semesters at the College. The purpose of the fund is to encourage and support these international students in their continued education at Guilford.

Miriam C. Lindau Scholarship Fund. The fund was established in 1988 to provide scholarships to Guilford students.

Barbara Hagy Lindsay Scholarship Fund. The fund was established in 1991 to provide need-based scholarships to Guilford students.

Arthur & Ethel L. Lineberry Scholarship Fund. The fund was established in 1979 to provide scholarships for students from Chatham County enrolled at Guilford.

Harvey A. & Maxine K. Ljung Scholarship Fund. The fund was established to provide an annual scholarship to a chemistry major and a music major.

John L. Lomax Endowed Scholarship Fund. The fund was established by John L. Lomax to benefit Guilford College students with demonstrated financial need who are junior-level or senior-level traditional-age students or adult students. Recipients are expected to complete an internship with John's company. The internship will be coordinated by John, the College and the recipient.

Ethel H. & Philip D. Lord Fund. The fund was established in 1980 to provide scholarship assistance to a student or students selected by the president of Guilford.

Edward Lowe Endowment Fund. The fund was established in 2000 to provide scholarship assistance for music students to be selected by the Department of Music chair in consultation with other members of the music faculty.

Helen Margaret Dukes Mann Scholarship Fund. The fund was established in 1995 to provide scholarship assistance to Guilford students with strong academic achievement in high school, strong character, SAT scores of at least 1000, and with preference to students from North or South Carolina. Recipients will be known as Margaret Mann Scholars.

Mary H. Marley Scholarship Fund. The fund was established to provide scholarships to students with demonstrated financial need with preference given to students preparing for careers in Christian ministry and service.

Robert K. Marshall Scholarship Fund. The fund was established in 2001 to provide need-based scholarships to Guilford students.

Joseph McMenamin Memorial Scholarship Fund. The fund was established to provide scholarships to Guilford students with preference to those enrolled through the Center for Continuing Education.

Dorothy Ragsdale McMichael Scholarship Fund. The fund was established in 1993 to provide scholarship assistance for Guilford students who have exhibited outstanding academic ability and who have a demonstrated financial need with preference to students from Rockingham County, North Carolina.

Nereus & Oriana Mendenhall Math Scholarship. The fund was established in 1931 to aid worthy students who have completed one year with good records, with demonstrated financial need and a desire to do higher work in mathematics and allied sciences.

Kenneth J. & Deborah Miller Scholarship Fund. The fund was established in 1986 to provide unrestricted scholarships for full-time Guilford students from countries that recognize the State of Israel, with priority to students who are full-time U.S. residents. This excludes students from countries that participate in any economic boycott of the State of Israel.

Eugene Earnest Mills Scholarship Fund. The scholarship was established in 1980 to provide unrestricted scholarships.

Clyde A. & Ernestine C. Milner Scholarship. The fund was established to provide financial assistance for Guilford students, with preference given to Milner relatives enrolled at the College.

James E. & Katheryn W. Mims Scholarship Fund. The fund was established in 1986 to provide scholarships to students majoring in economics, business management or business finance-related majors.

Mitchell Family Scholarship Fund. The fund was established in 2001 to provide scholarship assistance to Guilford students in good standing.

Alma Chilton Moore Scholarship Fund. The fund was established in 1983 to provide scholarships to students who demonstrate financial need and who are making satisfactory progress toward their degree.

Joseph & Mary Thorne Moore Science Fund. The fund was established in 1968 to provide scholarships for science majors.

The Natural Sciences Scholarship Fund. The fund will provide financial assistance to an incoming first-year student majoring in one of the natural sciences. The fund is not based on financial need. The recipient will receive the scholarship for up to four consecutive academic years so long as the recipient (a) remains enrolled at Guilford, (b) maintains a cumulative G.P.A. of at least 3.25 (measured at the conclusion of each academic year), (c) remains a natural science major, and (d) stays in good standing at the College. The aim of the donor is to have

the gift support one or two students, but not more than two students at any one time. Representatives from the natural sciences faculty, with assistance from the Admission Office, will select the student(s) in accordance with the purpose stated above. This is a temporary scholarship that will not be available after the 2018-2019 academic year.

Algie I. Newlin Scholarship Fund. The fund was established to provide scholarship assistance to full-time history majors with preference for rising juniors and seniors.

Elizabeth M. Newlin Memorial Scholarship Fund. The fund was established to provide scholarship assistance to Guilford students with preference given to, but not restricted to, Quaker students from Alamance and Chatham counties, North Carolina.

H. R. & Elizabeth Newlin Scholarship Endowment Fund. The fund was established to provide scholarships for Guilford students.

J. Curtis & Eugenia Wilson Newlin Scholarship. The fund was established to provide scholarship assistance with preference to the most promising, deserving, financially needy, direct descendents of Charles and Nina Newlin or descendents of Robert Bullington Wilson.

News & Record Sophomore Leadership Scholars Fund. The fund was established in 1998 to acknowledge a rising sophomore for leadership potential in the Guilford College and/or greater Greensboro communities.

Thomas Lorenzo O'Briant and Lillian O. Jordan Endowed Scholarship Fund. The fund was established in 2002 to provide scholarship assistance to Guilford students who are in good academic standing and have demonstrated financial need.

Susanna Osborne Fund. The endowment was established to provide scholarship assistance to women residing in Mary Hobbs Hall.

William H. & Margaret Davis Overman Memorial Fund. The fund was established in 1953 to provide scholarships to "worthy girls and boys to acquire an education at Guilford College."

George C. and Elizabeth G. Parker Family Scholarship Fund. The fund was established in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have demonstrated financial need. Recipients shall be members of the Religious Society of Friends with preference given to students from northeastern North Carolina.

John Kerr Pepper Scholarship Fund. The fund was established in 1982 to provide scholarships to students possessing a good character and a reputation for honesty and integrity; an above-average academic standing; demonstrated financial need; and dedication to the republican form of government, the free enterprise system of commerce and industry, and the right of each individual to freedom in person and property. Once a student receives a scholarship from this fund, he/she shall continue to receive such scholarship annually until his/her graduation providing the student continues to qualify.

Curtis and Katherine M. Price Scholarship Fund. The fund was established in 1986 to provide scholarships for Guilford students with first preference given to residents of Union County, North Carolina, and second preference given to students preparing for the field of education.

J. Hampton & Sallie Hester Price Scholarship Fund. The fund was established to provide an honors scholarship grant to students of the highest academic caliber.

E. Garness Purdom Fund. The fund was established in 1991 to provide an annual merit award to an outstanding junior at Guilford with high academic standing in physics or math.

Quaker Leadership Scholarship Program Endowment. The endowment was established to provide scholarship and/or program costs as determined annually by the QLSP director and senior College staff.

Amos and Martha Ragan Family Memorial Scholarship Fund. The fund was established in 1943 to provide scholarships to able and worthy members of North Carolina Yearly Meeting with preference to Friends from the Trinity and Archdale communities.

Herbert T. and Elizabeth H. Ragan Fund. The fund was established in 1968 to provide scholarship aid to Guilford students studying in the area of sports management, sports medicine and other related areas.

William G. and Mary Perry Ragsdale Endowed Scholarship Fund. The fund was established in 1989 to provide scholarships to financially needy students.

Marion L. Ralls Scholarship Fund. The endowment was established in 1986 to provide sports medicine scholarships.

Ramallah Scholarship. The scholarship was established in 2014 for students with demonstrated financial need from the region of Ramallah, Palestine, or the Ramallah Friends School. Students are selected in collaboration with the College's Friends Center and Financial Aid Office.

Haul M. and Elizabeth W. Reddick Scholarship Fund. The fund was established in 1979 to provide scholarships.

David Troll Rees Scholarship. The scholarship was established in 1949 to provide scholarships for worthy students attending Guilford.

Robert Register Scholarship Fund. The fund was established in 2001 to provide scholarships to students with demonstrated financial need with preference to those majoring in English or communications, or participating in the College's overseas study program.

Eric Reid Memorial Leadership Fund. The fund was established in 1991 to provide an award to rising seniors who must be in good academic and judicial standing throughout their years at Guilford. Recipients should exhibit leadership that enhances campus life, sustain a sense of contribution as student leaders, be recognized by peers as encouraging community, and conduct themselves with a balanced sense of humor and an energy about life that inspires others.

J. Paul Reynolds Scholarship Fund. The fund was established in 1984 to provide scholarships to one or more students enrolled at Guilford. The recipients must show particular potential in the arts or sciences and have a need for financial assistance.

Lola Monroe Richardson Endowment Fund. The fund was established in 1984 to provide scholarship assistance with preference given to incoming first-year students who wish to pursue a course of study in the area of first, business; second, math; and third, science. The recipients shall be of good academic ability with preference shown to students from first, Montgomery County, North Carolina; second, Randolph County, North Carolina; third, North Carolina; and fourth, the United States. It is intended that the scholarship provide assistance for one or more students for a four-year period with the requirement that a 2.2 grade-point average be maintained. The end of the second, fourth and sixth semesters will be used as appropriate periods for determining grade-point averages.

Lunsford Richardson Jr. Scholarship Fund. The fund was established in 1991 to provide a scholarship for students with demonstrated financial need.

Mamie G. Richardson Scholarship Fund. The fund was established as an endowed scholarship for students at Guilford College with preference for, but not restriction to, members of the Religious Society of Friends.

Rittenberg Family Study Abroad Travel Fund.

Charlotte M. Roberts Fund. The fund was established in 1996 to provide support for Quaker students, particularly the Quaker Leadership Scholars Program, at Guilford.

The Kenneth A. Ross and Alia J. Ross Lawson Scholarship. The endowment was established to provide scholarships with preference for Quakers.

The Kenneth A. Ross and Alia J. Ross Lawson Fund for QLSP. The endowment was established to provide direct scholarships with preference for Quakers and may include conferences, books and other direct student support at the discretion of the director of Friends Center.

Rudd Scholarship and Loan Fund. The fund was established to provide scholarships or loans to Guilford students demonstrating financial need and with preference to students from Alamance and Caswell counties, North Carolina, and to boys who are above average in scholarship and extra-curricular activities. Students receiving such scholarships must be active members in a church of a Protestant Evangelical denomination and have exhibited qualities of leadership, high ideals and great willingness to be helpful to others.

Clyde G. and Mattie K. Rush Scholarship Fund. The fund was established in 2000 to provide scholarships for students who are members of the United Methodist Church in North Carolina or The Religious Society of Friends in North Carolina. Additionally, these students shall have demonstrated a commitment to their respective church or Meeting and shall have graduated from any secondary school program in North Carolina approved by the State of North Carolina. The recipient will be selected based on academic standing or potential, community service, character, leadership, and financial need. Preference shall be given to recipients who have demonstrated a willingness to support their financial need through the work-study program or any other work program administered by Guilford. Preference also shall be given to recipients who have expressed a desire to become upon graduation involved professionally in working in North Carolina with mentally retarded residents, the United Methodist Church or the Religious Society of Friends.

J. Henry Scattergood Scholarship Fund for Black Students. The fund was established by the Friends' Freedmen's Association of Philadelphia to provide scholarships for black students.

Lucy Stella Schieffelin Scholarship. The fund was established in 1988 to provide scholarships for Guilford students.

Mary Ina Shamburger Scholarship Fund. The fund was established in 1983 to provide scholarships to Guilford students to recognize academic excellence.

Joseph H. Sherrill Jr. Scholarship Fund. The fund was established in 1989 to provide scholarships to Guilford students with demonstrated financial need. The recipients are to be financially needy students from Forsyth County and other counties in northwest North Carolina.

The B. Clyde Shore Endowment Fund. The fund was established to provide scholarships for North Carolina Quakers.

Marvin H. & Pansy D. Shore Scholarship Fund. The fund was established in 1981 to provide scholarships to young people seeking Quaker higher education at Guilford.

Wesley C. and Kathryn H. Siler Scholarship Fund. The fund was established to provide scholarships for students at Guilford.

Beulah H. Smith Scholarship Fund. The fund was established to provide scholarships for needy Protestant students.

Elvira Lowe Smith Scholarship Fund. The fund was established in 1970 to provide scholarships for "worthy students at Guilford College."

William Frazier Smith Scholarship Fund. The fund was established in 1985 to provide financial aid with preference given to (1) the children of the pastor at New Garden Friends Meeting; (2) heirs of Patricia Johnston Faherty and T. J. Faherty; (3) Ross Kendall and Ryan Kendall, sons of Gary and Sheila Kendall; (4) Jason, Jamie and Melissa McClellan, children of Charles Richard McClellan Jr. and Peggy McClellan.

Elisha T. and Louisa B. Snipes Scholarship Fund. The fund was established in 1952 to provide scholarships for lineal descendants of Elisha and Louisa Snipes attending Guilford and, if none, then to "worthy" members of the Society of Friends attending Guilford.

Hazel Steinfeldt Scholarship Trust. The trust was established in 1991 to provide scholarships to one or two of Guilford's current junior or senior students, preferably students having financial need. The recipients must have a commitment to work for peace and justice in the world and it should be reflected in their career plans and goals.

Bruce Stewart Scholarships at Guilford College. These scholarships support honorees from a pool of eligible first-year candidates based upon need and merit. While financial need will be a prerequisite for consideration, an excellent academic record is expected of all Stewart Scholars. A recipient may receive the scholarship in subsequent years until graduation (maximum of four years) provided they maintain a grade-point average of at least 3.25.

Penny Smith Stiffler Endowed Scholarship Fund. This scholarship is to be awarded to two students per year that have demonstrated financial need. Preference shall be given to North Carolina residents who live in Mary Hobbs Hall, or if Hobbs no longer exists, a cooperative housing unit. The scholarship is renewable up to four years as long as the students are in good standing.

David L. Stumpf Scholarship Fund. The fund was established in 1996 to provide one annual scholarship to a student who demonstrates financial need and has a strong record of academic achievement. The scholarship is renewable each year during an undergraduate student's career at Guilford as long as the student remains in good academic standing.

Ella and Les Swindell Scholarship Endowment Fund. The fund was established in 1994 to provide scholarship assistance for Guilford students who meet the normal admission standards and are in good academic standing. Preference will be given to students from split

families or single-parent families.

Algernon Sydney Sullivan Foundation Endowed Scholarship Fund. The fund was established in 2001 to provide scholarships for Guilford students of demonstrated financial aid eligibility, academic promise, high personal character and a commitment to public service.

J. Spotswood Taylor Scholarship Fund. The fund was established in 1996 to provide tuition for needy students.

Emil Maywood Thompson Scholarship Fund. The fund was established to provide financial assistance on the basis of need to full-time female students enrolled at Guilford College, with preference given to residents of Texas, who have maintained a minimum G.P.A. of 3.00 while enrolled or have graduated from high school with a minimum 3.0 G.P.A. Students must also have demonstrated leadership ability and have participated in extracurricular activities and/or community service. The director of student financial services will administer the fund in accordance with the College's financial assistance policies.

Thomas Thompson Memorial Scholarships. The scholarship was established in 1995 to provide scholarship assistance for Guilford students who have a record of academic excellence, and who have a demonstrated financial need. Preference is to be given to students with a declared major in history or the humanities.

Sidney H. Tomlinson Sr. Aid to Foreign Students. The award was established in 1974 to provide scholarship assistance to foreign students.

Board of Trustees Scholarship. The scholarship was established in 1978 to provide scholarships, one for minority students and one for foreign students.

Ulmer Family Scholarship Fund. The fund was established in 1990 to provide scholarships for students based on financial need.

Pringle, Jones, Van Huyck Scholarship Fund. The fund was established in 1972 to provide scholarships to a sophomore, junior or senior demonstrating excellence in biology and special aptitude for the study of medicine.

Van Leer-Campbell Scholarship Fund. The fund was established in 1996 to provide two scholarships annually: one to a Center for Continuing Education student and one to a traditional-age student. Recipients should have demonstrated financial need, a strong record of academic achievement and a commitment to community involvement during or immediately after College.

Vick Scholarship Fund – Vick Manufacturing Co. The fund was established in 1945 to provide two annual scholarships to young men and women with proficient academic records in high school, ability for leadership and interest in chemistry or allied fields. Preferences will be given to residents of Greensboro, North Carolina.

The Versal Scholarship Fund. The fund was established in 2003 to provide scholarships to students at Guilford with preference to those who are traditional-age upper-class students majoring in the hard sciences.

Wachovia Fund for Leadership. The fund was established to provide scholarships to juniors and seniors with financial need. The recipients must demonstrate leadership skills through active participation on campus and in the community.

JM Ward North Carolina Fund. The fund was established in 1948 to be used for JM Ward Scholarships with preference to Guilford students from Ohio, Tennessee and North Carolina who appear qualified for training as prospective leaders in the Society of Friends.

Elton and Edith Hedgecock Warrick Scholarship. The scholarship was established in 1968 to provide scholarships to deserving students from Wayne County, North Carolina.

Kenny R. Watson '61 Scholarship Fund. The fund was established in 1982 to provide scholarships to Guilford students with financial need with preference to those students from Surry County, North Carolina.

Mickey Dean Watson '62 Scholarship Fund. The fund was established in 1982 to provide scholarships to students with financial need with preference to those students from Surry County, North Carolina.

Van L. Weatherspoon Jr. Scholarship Fund. The fund was established in 1989 to provide scholarships for students with outstanding attributes.

Harry A. & Esther L. Wellons Scholarship Fund. The fund was established in 1983 to provide scholarships based on evidence of academic promise and demonstrated financial need.

Frank Erwin and Ava Roberts Werner Endowed Scholarship Fund. The fund was established to provide scholarships with preference given to students majoring in education studies (with an intent to enter careers in teaching or educational administration), business (economics, management or accounting) or foreign languages (French, German, Spanish or Japanese). Additional preference shall be given to students from Judeo-Christian traditions. Recipients will be Guilford students with documented financial need.

David J. White Memorial Fund. The fund was established to provide scholarship assistance to Guilford students with demonstrated financial need.

Henryanna H. White Scholarship. The scholarship was created in 1923 to provide scholarships to aid-deserving students seeking an education.

Nell Chilton White Scholarship. The scholarship was established in 1987 to provide tuition scholarships for Guilford students who are members of First Friends.

V. R. and Ruth L. White Scholarship Fund. The fund was established in 1968 to provide scholarships to Guilford students.

Robert and Lottie Wall Wildman Scholarship Fund. The fund was established in 1977 to provide scholarships to Guilford students.

Merry Moor Winnett Scholarship Fund. Named in memory of Guilford photography instructor, Merry Moor Winnett, the fund was established by her husband in 1995 to provide scholarship assistance for Guilford students who are in good academic standing and who have a demonstrated need, with preference given to students studying art, especially photography.

Woodland Friends Scholarship Fund. The fund was established in 1995 to assist Quaker students studying at Guilford in the field of Christian service (ministry, music, Christian education or missions).

Thomas Wesley Wooten Scholarship Fund. The fund was established in 1964 to provide scholarships for students preparing for Christian service, preferably members of the Society of Friends.

Atha C. Wright Endowment Fund. The fund was established in 1994 to provide scholarships for Guilford students.

William L. Yates Scholarship Fund. The fund was established in 2001 to provide scholarships to worthy students from North Carolina and South Carolina who need financial assistance to attend Guilford.

PRIZES AND CASH AWARDS

Fred I. Courtney Fund for Scholars in Management. The fund was established to provide scholarship grants to one or more students based primarily on academic excellence in management and demonstrated leadership potential.

Frederic and Margaret Crownfield Religious Studies Fund. The fund was established in 1982 to provide an annual prize to the student who submits the best paper in the field of religious studies as judged by the religious studies faculty.

Leora Sherril O'Callaghan (Class of 1924) Memorial Fund. The fund was established in 1953 to provide a cash prize to a graduating senior excelling in English with a preference to English composition. Each member of the junior class is eligible for the prize on the record of his or her junior year in English or on the judging of an English composition, as determined by committee approval.

Lynn and David Odom Leadership Award. Earnings from the fund will provide an award to a rising junior who has demonstrated leadership at the College and maintained at least a 2.5 G.P.A. The award may be renewed in the senior year as long as the student is in good standing and maintaining the acceptable G.P.A. The award will be determined by an awards committee to be defined by the associate dean of students, and should offer representation from the faculty or Provost Office as well as the office of the athletic director.

Hege Library Research Award. Hege Library celebrates excellence in student research through the Hege Library Research Award. This award is made possible by the generosity of the Guilford College Friends of the Library and Guilford alumni H. Curt '56 and Patricia S. '57 Hege. The establishment of the award coincided with the 25th anniversary of the 1989 addition to the Hege Library, as a celebration of faculty mentorship and librarian engagement in furthering students' development as critical thinkers and thoughtful and creative scholars.

E. Garness Purdom Memorial Fund for Women in Physical Science. The fund was established to encourage female students enrolled at Guilford to consider a major in the physical sciences or in science education. Students of physics, chemistry, mathematics, environmental studies, geology, astronomy and physical science education submit proposals for consideration by a faculty committee from the physical science and mathematics departments. The award may be used for, but not limited to, funding travel to a meeting, seminar or workshop, or funding travel, equipment or materials for research. Students are encouraged, under the guidance of a faculty member, to propose creative and appropriate uses for the award.

Helen E. and Winslow Womack Research Award. The fund was established in 1997 to provide awards to encourage students with demonstrated financial need to continue their studies in the field of physics through research projects. The award recipient or recipients are chosen by the Department of Physics faculty, and that selection is independent of prior academic performance. This award or awards will usually be made annually, and a recipient can receive this award more than once.

STUDENT AWARDS

Dean's List. The Dean's List, published at the end of each semester, consists of the names of students who carried at least eight credits of academic work for the part-time Dean's List and at least 12 credits of academic work for the full-time Dean's List in the previous semester and earned a 3.50 grade-point average.

Graduating Honors. Honors are awarded to graduating seniors who have attained a grade-point average of 3.5. High Honors are awarded to seniors who have attained an average of 3.7.

Eugene S. Hire Award. The award is given to an outstanding junior or senior who exhibits a willingness to help others learn.

Guilford College Scholarship Society. The society was organized in 1937, the centennial year of the College, to encourage and recognize high academic achievement. Students with a cumulative grade-point average of 3.5 are eligible for election upon passing 60 credits of academic work at Guilford.

Student College Marshals. The Convocations and Celebrations Committee presents candidates for the role of student College marshals to the faculty each spring. Eligible students are sophomores or first-semester juniors with at least a 3.5 grade-point average. The marshals serve at Commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

Who's Who in American Universities and Colleges. Based on nominations, seniors excelling at leadership and scholarship are named to this national list of high-achieving students.

FACULTY/STAFF AWARDS

Board of Visitors Award for Excellence in Academic Advising. This award was established by the Board of Visitors in 2011 to be given to a faculty advisor that has advised at least two of the previous three years and will be nominated by the Provost's Office with final selection of the \$1,000 award done by a committee of three faculty advisors, two students and one member of the Board of Visitors.

Bruce Stewart Teaching and Community Service Awards. Named in honor of Bruce, a 1961 Guilford graduate who served the College as director of admissions, assistant professor of education, assistant to the president, provost, acting president, associate to the vice president for development, trustee, chair of the Board of Trustees and trustee emeritus. He is currently head of school at Sidwell Friends School in Washington, D.C. The awards of \$5,000 each were generously established and endowed by Trustee Bill Soles '81; his wife, Melanie; his sister, Jan Soles '87; and their father, the late W. Roger Soles. The College awards three Stewart awards: two teaching awards for faculty and one community service award for staff.

PROFESSORSHIPS

Raymond Binford Memorial Professorship Fund. The professorship provides, as a part of the core curriculum, such functioning knowledge of the scientific bases of physical and mental health as will enable the student to appreciate the significance of these fundamentals, and to make practical use of them in the intelligent direction of his own life and the maintenance of all phases of his personal health.

Eli Franklin and Minnie Phipps Craven Professorship of Religion. The fund was established to promote the teaching of religion at Guilford.

Glaxo Wellcome Professorship in the Natural Sciences. The professorship was established in 1997.

H. Curt and Patricia S. Hege Professorship in the Arts and Humanities. The professorship was established in 1985.

Jefferson-Pilot Professorship Fund. The professorship, established in 1970, may be awarded in any academic discipline within the College.

Robert K. Marshall English Professorship Fund. The fund was established to support a professorship in the Department of English.

Sulon Bibb Stedman Professorship. The professorship was established in 1990 for an outstanding faculty member in the academic areas of accounting, economics or management.

John K. Voehringer, Jr. Business Professorship. The fund was established to support a professorship in any academic discipline within the business management department.

John A. Von Weissenfluh Chair of Ethics and Religion. The chair was established with preference given to senior faculty in areas of religion, philosophy, ethics or psychology. The chair is concerned with the interdependence of the culture of any society and its religion with special emphasis on that function of religion which deals with the definition and maintenance of the mores of that society.

XVI. BOARD OF TRUSTEES

Guilford College's Board of Trustees is a governing body exercising ultimate institutional authority as set out in the *Bylaws of Guilford College*. This authority, upon the recommendation of the president of the College, includes: determining and periodically reviewing the College's mission; monitoring the College's financial condition and approving the annual budget, tuition and fees; approving institutional policies bearing on faculty appointment, promotion, tenure and dismissal; reviewing and approving proposed substantive changes in degree programs; approving degrees as recommended by the faculty; and authorizing the construction of new buildings, the major renovation of existing buildings, and the purchase or sale of land. The board's authority and responsibilities also include participating actively in strategies to secure sources of support, contributing to fundraising goals, appointing the president and annually assessing the president's performance.

Board of Trustees

Edward C. Winslow III, Chair; Managing Partner, Brooks, Pierce, McLendon, Humphrey & Leonard LLP; Greensboro, N.C.
Marilynn D. Bersoff, Vice Chair; Retired Senior Executive of Administration; Bethesda, Md.
Nancy K. Quaintance, Vice Chair; Vice President, Quaintance-Weaver Restaurants and Hotels; Greensboro, N.C.
Martha W. Summerville '76, Secretary; President, Summerville Consulting LLC; New Haven, Conn.
David C. Hood '84, Treasurer; Retired Partner, Ernst & Young; Raleigh, N.C.
Gilbert D. Bailey '91; Vice President, Beanstalk Engage, Heart Commerce Inc.; Charlotte, N.C.
Walter P. Blass; President, Strategic Plans Unlimited; Warren, N.J.
Daryle L. Bost '93; Senior Development Officer for Special Initiatives, Williams College; Williamstown, Mass.
Carla Brenner '73; Retired Contract Writer, National Gallery of Art; Washington, D.C.
D. Victor Cochran III '71; President, Sharp-Carter Corporation; Greensboro, N.C.
Kelly Dempster '73; Retired Geologist, Chevron Energy Technology Company; Houston, Texas
Linda J. Edgerton '74; Owner, Linda Edgerton Communications; Greensboro, N.C.
Teresa L. Graedon; Treasurer, Graedon Enterprises Inc.; Durham, N.C.
Esther S. Hall '74; Executive Director, North Carolina Legal Education Assistance Foundation; Raleigh, N.C.
Lionel C. Johnson; President, Pacific Pension Institute; San Francisco, Calif.
John L. Lomax; President, Lomax Construction Inc.; Greensboro, N.C.
D. Hector McEachern; President, The McEachern Group LLC; Greensboro, N.C.
Susan F. McMichael; Artist, Retired Vice President of Banking; Stoneville, N.C.
Christopher K. Mirabelli; Managing Director, Health Care Ventures; Dover, Mass.
Daniel D. Mosca; Investor; Browns Summit, N.C.
Coolidge A. Porterfield; Partner, Deep River; Greensboro, N.C.
Charlotte M. Roberts; President, Blue Fire Partners Inc.; Sherrills Ford, N.C.
Lawrence C. Ross; Retired IT&S Infrastructure Architect, IBM; Greensboro, N.C.
Wilson M. Sheldon Jr.; CEO, Friends Homes Inc.; Greensboro, N.C.
Andrew D. Steginsky; Manager, Steginsky Capital LLC; New York, N.Y.

Ione L. Taylor '76; Executive Director, Queen's University; Kingston, Ontario, Canada
Patricia Timmons-Goodson; Retired Associate Justice, Supreme Court of North Carolina; Fayetteville, N.C.
Judy L. Whisnant '78; Attorney at Law, Durham, N.C.

Trustees Emeriti

Edward J. Bauman; Retired Management Consultant; Greensboro, N.C.
Joseph M. Bryan Jr. '60, Board Chair Emeritus; CEO, Jayembe; Greensboro, N.C.
Kathleen M. Coe; Retired Clergy, Jamestown Friends Meeting; Greensboro, N.C.
David A. Edgerton '62; Retired Vice President/CEO, Glen Raven Inc.; Fort Myers, Fla.
Thomas W. Evald Jr. '51; Professor Emeritus, Temple University; Merchantville, N.J.
Victor I. Flow Jr.; President, Flow Lexus; Winston-Salem, N.C.
Marietta M. Forlaw; Retired Community Leader; Greensboro, N.C.
James T. Forsythe; Retired Vice President, Ansythe Exploration Company Inc.; Brenham, Texas
W. Groome Fulton Jr. '60; Retired CEO, Fulton Enterprises Inc.; High Point, N.C.
Howard H. Haworth '57; President, The Haworth Group and Haworth Foundation Inc.; Charlotte, N.C.
H. Curt Hege Sr. '56; President, Shields Inc.; Winston-Salem, N.C.
Howard T. Hinshaw '60; Retired Physician; Charlotte, N.C.
Bruce B. Stewart '61; Retired Head of School, Senior Quaker Fellow, Sidwell Friends Schools; Washington, D.C.
Eldora H. Terrell '49; Retired Physician/Internal Medicine; High Point, N.C.

There are 11 standing committees of the Board:

Academic Affairs Committee
Advancement Committee
Audit Committee
Buildings and Grounds Committee
Executive Committee
Finance Committee
Investment Committee
Quaker Life and Diversity Committee
Strategic Planning Committee
Student Affairs Committee
Trusteeship and Governance Committee

XVII. FACULTY

(The date following the name indicates the year of appointment)

ALFONSO ABAD-MANCHEÑO (2006), Associate Professor of Foreign Languages; B.A. 1995, Universidad de Alicante, Spain; M.A. 1998, Arizona State University; Ph.D. 2008, University of Texas, Austin

DIYA ABDO (2008), Associate Professor of English; B.A. 1996, Yarmouk University; M.A. 1998, Ph.D. 2005, Drew University

DAMON AKINS (2007), Associate Professor of History; B.A. 1993, Oklahoma City University; M.A. 1995, University of California, Los Angeles; Ph.D. 2009, University of Oklahoma

MARIA L. AMADO (2002), Professor of Sociology and Anthropology; B.A. 1997, University of Santa Maria La Antigua; M.A. 1991, Ph.D. 2003, Emory University

SUZANNE M. BARTELS (2013), Director of Library Services and Instructional Technology with rank of Professional Librarian; B.S. 1975, Skidmore College; M.L.S. 1986, Southern Connecticut State University

PETER B. BOBKO (1984), Associate Professor of Business Management; B.S. 1962, U.S. Air Force Academy; M.B.E. 1972, Claremont College; D.B.A. 1983, Indiana University

MARIA P. BOBROFF (2004), Associate Professor of Foreign Languages; A.B. 1994, Dartmouth College; M.A. 1998, Ph.D. 2003, Duke University

CATHERINE L. BONVENTRE (2015), Assistant Professor of Justice and Policy Studies; B.A., Biology, Minot State University; J.D. 2005, Albany Law School; M.S. Forensic Biology 2007, Ph.D. Criminal Justice 2015, University of Albany

CHAFIC BOU-SABA (2011), Assistant Professor of Computing and Information Technology; B.S. 1998, Notre Dame, Lebanon; M.S. 2000, Ph.D. 2007, North Carolina Agricultural & Technical State University

FRANK BOYD (2017), Provost and Professor of Political Science; B.A. 1989, University of Alabama; Ph.D. 1996, Emory University

BRYAN W. BRENDLEY (2004), Associate Professor of Biology; B.S., B.A. 1991, College of William and Mary; Ph.D. 1995, Pennsylvania State University

JULIE BURKE (2004), Associate Professor of Education Studies; B.A. 1983, Smith College; M.Ed. 2000, North Carolina State University

RONALD O. CARDWELL (2014), Assistant Professor of Accounting; B.S. 1975, University of North Carolina at Greensboro; M.A. 1976, Virginia Polytechnic Institute and State University; J.D. 1992, Wake Forest University School of Law; CPA, North Carolina; CMA; CGMA

KENT JOHN CHABOTAR (2002), President Emeritus and Professor of Political Science; B.A. 1968, St. Francis University; M.P.A. 1969, Ph.D. 1973, Syracuse University

ZHIHONG CHEN (2008), Associate Professor of History; B.A. 1996, M.A. 1999, Beijing University; M.A. 2003, Ph.D. 2008, University of Oregon

KRISTA CRAVEN (2014), Assistant Professor of Justice and Policy Studies; B.A. 2006, University of New Brunswick; M.S. 2008, York University; M.S. 2010, University of Toronto; Ph.D. ABD 2014, Vanderbilt University

NANCY V. DAUKAS (1995), Professor of Philosophy; B.A. 1980, Ph.D. 1991, University of California, Berkeley

MAIA DERY (2006), Instructor of Art and Experiential Learning; B.A. 1988, University of North Carolina at Chapel Hill; M.A. 1996, Duke University

KYLE DELL (2003), Associate Professor of Political Science; B.A. 1993, Kalamazoo College; M.A. 1995, Ph.D. 2007, Boston College

MARK DIXON (2009), Associate Professor of Art (Sculpture); B.F.A. 1996, Guilford College; M.F.A. 2003, Carnegie Mellon University

DAVID M. DOBSON (1997), Professor of Geology and Earth Sciences; B.A. 1991, Harvard University; M.S. 1994, Ph.D. 1997, University of Michigan

MYLÈNE DRESSLER (2011), Associate Professor of English; B.A. 1988, Ph.D. 1993, Rice University

MICHAEL A. DUTCH (2014), Professor of Business Management; B.S. 1983, M.B.A. 1987, Drexel University; Ph.D. 2004, University of Houston

DAVID EAST (2016), Visiting Assistant Professor of Biology; B.S. 2007, New England College; M.S. 2014, University of Nebraska

CRAIG EILBACHER (2001), Associate Professor and Coordinator of Sports Medicine; B.A. 1995, University of North Carolina at Wilmington; M.S. 1996, University of Akron; Ed.D. 2010, University of North Carolina at Greensboro

GWENDOLYN GOSNEYERICKSON (2000), Quaker Librarian and College Archivist with rank of Senior Librarian B.A. 1994, Earlham College; M.A. 1996, M.L.I.S. 1997, University of North Carolina at Greensboro

THOMAS P. ESPINOLA (1984), Glaxo Wellcome Professor of Physics; B.S. 1976, Ph.D. 1989, Michigan State University

SARAH ESTOW (2006), Associate Professor of Psychology; B.A. 1993, Wesleyan University; M.S. 1998, Ph.D. 2001, Tufts University

TRACIE M. FELLERS (2018), Visiting Assistant Professor of English and Creative Writing; B.S.J. 1988, Northwestern University; M.A. 1998, North Carolina State University, M.F.A. 2001; University of North Carolina at Greensboro.

JANE K. FERNANDES (2014), President and Professor of English; B.A. 1978, Trinity College; M.A. 1980, Ph.D. 1986, University of Iowa

HOLLYCE C. GILES (2007), Professor of Justice and Policy Studies; B.A. 1978, University of Texas at Austin; M.Div. 1983, Union Theological Seminary; Ph.D. 1991, Columbia University

KENNETH E. GILMORE (1998), Professor of Political Science; B.A. 1988, Ursinus College; Ph.D. 1997, Rutgers University

- ANNE G. GLENN** (1992), Professor of Chemistry; B.S. 1984, North Carolina State University; Ph.D. 1989, Texas A&M University
- H. GARLAND GRANGER III** (1983), Associate Professor of Accounting; B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; CPA, North Carolina; CIA; CFE
- GEORGE XUEZHI GUO** (2002), Professor of Political Science; B.A. 1982, South China University of Technology; M.P.A. 1993, University of North Florida; Ph.D. 1999, University of Virginia
- THOMAS GUTHRIE** (2006), Professor of Sociology and Anthropology; B.A. 1997, Davidson College; M.A. 2001, Ph.D. 2005, University of Chicago
- EDWINS L. GWAKO** (1999), Professor of Sociology and Anthropology; B.A. 1987, M.A. 1992, University of Nairobi, Kenya; M.A. 1995, Ph.D. 1998, Washington University
- TERRY N. HAMMOND**, Director of the Art Gallery and Museum Curator, (2013) Adjunct Instructor of Art; B.F.A. 1981, Guilford College; Certificate 1982, Arts Institute University of North Carolina, Chapel Hill; Certificate 1997, Center for Museum Studies, Smithsonian Institute; Certificate 2000, Sackler Art Museum, Harvard University; Certificate 2010, Getty Leadership Institute
- NAADIYA HASAN** (2007), Associate Professor of Sociology and Anthropology; B.A. 1996, University of Virginia; M.A. 1999, M.Phil. 2003, Ph.D. 2006, Yale University
- DREW HAYS** (2008), Associate Professor of Music; B. Music 2002, D.M.A. 2007, Duquesne University
- HEATHER R. HAYTON** (2004), Professor of English; B.A. 1992, University of California, Davis; M.A. 1994, Ph.D. 2000, Pennsylvania State University
- CHRISTOPHER HENRY** (2006), Associate Professor of Psychology; B.S. 1988, Georgia Southern University; M.A. 2000, University of West Georgia; Ph.D. 2006, University of Georgia
- DAVID P. HILDRETH** (2000), Professor of Education Studies; B.S. 1990, University of North Carolina at Chapel Hill; M.A. 1991, East Carolina University; Ph.D. 1997, University of North Carolina at Greensboro
- MEGAN HINSON** (2016), User Experience Librarian with the rank of Assistant Librarian; B.A. 2008, University of North Carolina at Chapel Hill; M.L.S. 2015, North Carolina Central University
- HIROKO HIRAKAWA** (1997), Professor of Foreign Languages; B.A. 1982, Tsuda College, Japan; M.A. 1989, Southeast Missouri State; M.S. 1991, Ph.D. 1998, Purdue University
- JAMES HOOD** (1999), Professor of English; A.B. 1979, Guilford College; M.A.R. 1981, Yale University Divinity School; Ph.D. 1991, University of North Carolina at Chapel Hill
- CALVIN HUNTER** (2017), Associate Professor of Sport Studies; B.S. 1992, Guilford College; M.S. 1994, Georgia Southern University; D.S.M. 2005, United States Sports Academy
- ADRIENNE M. ISRAEL** (1982), Professor of History and Intercultural Studies; B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Ph.D. 1984, Johns Hopkins University
- JULIA JACKS** (2010), Visiting Assistant Professor of Psychology; B.A. 1988, Hope College; Ph.D. 1995, University of Wisconsin – Madison
- MARK J. JUSTAD**, Director of the Center for Principled Problem Solving, (2012) Adjunct Professor of Religious Studies; B.M. 1981, University of Puget Sound; M.Div. 1988, Harvard University Divinity School; Ph.D. 1999, Vanderbilt University
- BETTY T. KANE** (1990), Professor of Business Management; B.A. 1972, Vanderbilt University; M.B.A. 1974, University of Tennessee; J.D. 1983, Vanderbilt University; Member of North Carolina State Bar
- FRANK P. KEEGAN** (1975), Raymond Binford Professor of Biology; B.A. 1968, M.A. 1973, Queens College, New York; Ph.D. 1975, City University of New York
- TIMOTHY KIRCHER** (1989), Professor of History; B.A. 1982, Yale College; M.A. 1984, Ph.D. 1989, Yale University
- BARBARA LAWRENCE** (2006), Associate Professor of Justice and Policy Studies; B.S. 1994, John Jay College; M.P.A. 2004, Purdue University; J.D. 2004, Indiana University
- MELANIE J. LEE-BROWN** (2002), Professor of Biology; B.S. 1993, North Carolina Agricultural and Technical State University; Ph.D. 1998, North Carolina State University
- DAVID J. LIMBURG** (1993), Professor of Foreign Languages; B.A. 1984, Augustana College; M.A. 1987, Ph.D. 1992, Ohio State University
- WENDY LOOKER** (2003), Associate Professor of Music; B.A. 1997, State University of New York at Geneseo; M.M. 1999, University of Michigan; D.M. 2008, Indiana University
- JENNIE MALBOEUF** (2008), Visiting Assistant Professor; B.A. 2003, Centre College; M.F.A. 2005, University of North Carolina at Greensboro
- MICHELE MALOTKY** (2003), Associate Professor of Biology; B.A. 1985, St. Olaf College; Ph.D. 1994, Northwestern University
- BENJAMIN MARLIN** (2006), Associate Professor of Mathematics; B.S. 1991, Southwest Missouri State University; M.S. 1993, Ph.D. 2000, University of Missouri at Rolla
- CHRISTIAN MATHEIS** (2018), Visiting Assistant Professor of Community and Justice Studies; B.S. 2001, Oregon State University - Corvallis; M.A. 2004, Oregon State University - Corvallis; Ph.D. 2015, Virginia Polytechnic Institute and State University.
- MARLENE L. MCCAULEY** (1986), Professor of Geology and Earth Sciences; B.A. 1979, University of California, San Diego; Ph.D. 1986, University of California, Los Angeles
- EVA K. MCGUIRE** (2003), Professor of Psychology; B.S. 1995, Loyola University; M.S. 1998, Ph.D. 2002, Virginia Commonwealth University
- LISA J. MCLEOD** (1999), Professor of Philosophy; B.A. 1987, University of California, Santa Cruz; J.D. 1990, University of California, Los Angeles; Ph.D. 2000, Stanford University
- DAVID MILLICAN** (2006), Visiting Assistant Professor of Chemistry; B.S. 1981, Louisiana State University; Ph.D. 1990, Duke University
- DANIELLE MORAN** (2014), Assistant Professor of Mathematics;

B.A. 2007, Guilford College; Ph.D. ABD 2014, University of North Carolina at Greensboro

ERIC D. MORTENSEN (2004), Associate Professor of Religious Studies; B.A. 1993, Carleton College; Ph.D. 2003, Harvard University

HADIA MUBARAK (2018), Assistant Professor of Religious Studies; B.A. 2003, Florida State University; M.A. 2005, Georgetown University; Ph.D. 2014

CYNTHIA M. NEARMAN (2004), Assistant Professor of English; B.A. 1993, Wingate University; M.A. 1995, Ph.D. 2002, University of North Carolina at Greensboro

PETER HUGO NELSON (2016), Visiting Assistant Professor of Physics; B.S. 1984, Victoria University of Wellington, New Zealand; M.S. 1989; Ph.D. 1998, Massachusetts Institute of Technology

PARAG BUDHECHA PARKER (2011), Visiting Assistant Professor in English; B.A. 1993, M.A. 1995, University of Arizona; Ph.D. 2000, Miami University, Ohio

K. BETH PARKS (2008), Visiting Assistant Professor of Accounting; B.A. 1988, University of North Carolina at Chapel Hill; M.S. 1992, Appalachian State University; CPA, North Carolina

CHRISTOPHER PARRISH (2015) Adjunct Assistant Professor in Justice and Policy Studies; B.S. 1994, Greensboro College; M.P.A. 2000, University of North Carolina at Greensboro; J.D. 1999, Campbell University; 1999, N.C. Licensed and Certified for the Practice of Law

ANNA PENNELL (2003), Associate Professor of Education Studies; B.A. 1991, Loyola University; M.Ed. 1995, Ph.D. 2001, University of North Carolina at Greensboro

JILL PETERFESO (2012), Assistant Professor of Religious Studies; B.A. 2000, Rhodes College; M.A. 2004, Harvard Divinity School; Ph.D. 2012, University of North Carolina at Chapel Hill

HOLLY E. PETERSON (2014), Assistant Professor of Geology; B.S. 2002, Rutgers College; Ph.D. ABD 2014, University of British Columbia

CHAD PHILLIPS (2003), Visiting Assistant Professor of Theatre; B.A. 2000, Augusta State University; M.F.A. 2003, University of North Carolina at Greensboro

WILLIAM C. PIZIO (1999), Professor of Justice and Policy Studies; A.A. 1985, B.A. 1988, M.A. 1995, Ph.D. 2009, State University of New York at Albany

VANCE A. RICKS (1998), Associate Professor of Philosophy; B.A. 1992, Guilford College; Ph.D. 2005, Stanford University

RACHEL RISKIND (2013), Assistant Professor of Psychology; B.A. 2006, University of Texas at Austin; M.A. 2009, Ph.D. 2013, University of Virginia

MARIA ROSALES (2005), Associate Professor of Political Science; B.A. 1994, California State University, Stanislaus; M.A. 1996, Ph.D. 2005, University of California, Berkeley

KAMI ROWAN (2005), Associate Professor of Music; B. Music 1988, University of North Carolina School of the Arts; M.M. 1990, D.M.A. 2010, Shenandoah University

DARRYL SAMSELL (2007), Associate Professor of Business Management; B.B.A. 1980, James Madison University; M.B.A. 2003, Ph.D. 2007, Old Dominion University

SONALINI SAPRA (2018), Adjunct Assistant Professor of Political Science; B.A. 2001, Lady Shri Ram College, Delhi University, India; M.A. 2002, University of Warwick, United Kingdom; Ph.D. 2009, Vanderbilt University

TERRY G. SCHWARTZ (2017), Visiting Assistant Professor of Sport Studies; B.S. 1978, Southern Illinois University; M.A. 1991, Northeastern Illinois University; Ed.D. 1996, Northern Illinois University

NATALYA SHELKOVA (2009), Associate Professor of Economics; B.A. 1996, Irkutsk State Academy of Economics, Russia; M.A. 2000, Northeastern University; Ph.D. 2009, University of Connecticut

KATHRYN SHIELDS (2007), Associate Professor of Art; B.A. 1992, Virginia Polytechnic Institute and State University; Ph.D. 2001, Virginia Commonwealth University

JEONG SEP SIHM (2016), Visiting Instructor of Mathematics; B.S. 1995, Seoul National University; M.S. 2011, The University of North Carolina at Chapel Hill; M.A. 2012; Ph.D. 2017, The University of North Carolina at Greensboro

PHILIP SLABY (2005), Associate Professor of History; B.S. 1992, M.A. 1998, Ph.D. 2005, Brandeis University

DONALD A. SMITH (2005), Associate Professor of Physics; B.A. 1992, University of Chicago; Ph.D. 1999, Massachusetts Institute of Technology

ROD B. SPELLMAN (2005), Visiting Instructor of English; B.A. 1996, Valdosta State University; Ph.D. candidate, University of North Carolina at Greensboro

KAREN SPIRA (2013), Assistant Professor of Foreign Languages; B.A. 1998, Brown University; Ph.D. 2013, Comparative Literature, University of California, Berkeley

JANET STARMER (2006), Visiting Instructor of Foreign Languages and Language Lab Supervisor; B.A. 1993, Wake Forest University; M.A. 1998, University of Virginia

TIERNEY STEELBERG (2016), Instructional Technology Librarian with the rank of Assistant Librarian; B.A. 2014, Vassar College; M.S. 2016, University of Michigan

CHRISTINE M. TRACEY (2014), Assistant Professor of Biology; B.S. 2000, College of New Jersey; M.A. 2002, Columbia University; Ph.D. 2010, University of Florida

BRENDA L. SWEARINGIN (2015), Associate Professor of Sport Studies, B.S. 1994, M.S. 1998, University of Arkansas, Ph.D. 2008, University of North Carolina at Greensboro

CHARLES TEFFT (1999), Half-time Instructor in Art; B.F.A. 1997, Guilford College

SARAH C. THUESEN (2014), Assistant Professor of History; B.A. 1995, M.A. 1997, Ph.D. 2003, University of North Carolina at Chapel Hill

KAREN M. TINSLEY (1998), Professor of Psychology; B.A. 1985, Sweetbriar College; M.S. 1987, Pennsylvania State University; Ph.D. 1991, University of Virginia

BRONWYN TUCKER (2016), Visiting Instructor of Environmental and Sustainability Studies; B.S. 2004, University of Oregon; M.Ed. 2008, University of North Carolina at Greensboro

ZULFIYA TURSUNOVA (2017), Assistant Professor of Peace and Conflict Studies; B.A. 1993, Tashkent State University, Tashkent, Uzbekistan; M.Ed. 1998, Kent State University; M.A. 2005, The European University Center for Peace Studies, Austria; Ph.D. 2012, University of Manitoba

ROBIN VEST (2013), Visiting Assistant Professor of Theatre Studies; B.F.A. 1998, University of Oklahoma; M.F.A. 2002, Yale School of Drama

ELIZABETH WADE (2012), Access and Information Services Librarian with the rank of Associate Librarian; B.A. 2004, Smith College; M.L.I.S. 2007, University of North Carolina at Greensboro

WENLING WANG (2011), Assistant Professor of Business Management; B.A. 2003, Beijing Technology and Business University, China; M.S. 2004, University of Leeds, U.K.; Ph.D. 2011, Drexel University

GAIL WEBSTER (2004), Professor of Chemistry; B.S. 1987, Virginia Commonwealth University; M.S. 1990, Ph.D. 1994, North Carolina State University

ROBERT M. WHITNELL (1994), Professor of Chemistry; B.A. 1983, Reed College; Ph.D. 1988, University of Chicago

Emeriti and Retired Faculty

KATHRYNN A. ADAMS; B.S., M.A., Ph.D.; Charles A. Dana Professor of Psychology; 1980 – 2016

REXFORD E. ADELBERGER; B.S., Ph.D.; Professor of Physics; 1973 – 2007

MARITZA B. ALMEIDA; B.A., M.A., M.A., Ph.D.; Professor of Spanish; 1970 – 2002

HERBERT T. APPENZELLER; B.A., M.A., Ed.D.; Jefferson-Pilot Professor of Sport Studies; 1956 – 1993

RUDOLPH S. BEHAR; B.A., M.A., Ph.D.; Professor of English; 1968 – 1997

KAREN A. BEHM; B.S., M.L.S.; Head Circulation Librarian with rank of Associate Librarian; 1984 – 2000

O. THEODOR BENFEY; B.S., Ph.D., Charles A. Dana Professor of Chemistry and History of Science; 1973 – 1988

DOROTHY V. BOREI; B.A., M.A., Ph.D.; Professor of History; 1979 – 2007

MARY G. BROOS; B.S., M.S.; Instructor of Sport Studies; 1979 – 2008

CAROL A. M. CLARK; B.A., M.S., Ph.D.; Professor of Economics; 1981 – 1999

JOYCE P. CLARK; B.S., M.Ed.; Associate Professor of Sports Studies; 1959 – 2002

MARTHA H. COOLEY; B.A., M.A., Ph.D.; Charles A. Dana Professor of History; 1965 – 2003

VERNIE DAVIS; B.A., M.A., Ph.D.; Professor of Sociology and Anthropology; 1982 – 2011

Guilford College Catalog 2018-19

LAVON WILLIAMS (2004), Professor of Sport Studies; B.S. 1982, Texas Christian University; M.S. 1991, University of Oregon; Ph.D. 1996, University of North Carolina at Greensboro

ROBERT B. WILLIAMS (1987), Professor of Economics; B.S. 1976, University of Denver; Ph.D. 1984, University of North Carolina at Chapel Hill

ROBERT G. WILLIAMS (1978), John K. Voehringer Jr. Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

ROLAND ANTOINE WILLIAMS (2015), Assistant Professor of Art; B.F.A. 2003, M.F.A. 2014, University of North Carolina at Chapel Hill

JULIE WINTERICH (2008), Professor of Sociology; B.A. 1987, Miami University, Ohio; M.A. 1996, Ph.D. 2002, University of Texas at Austin

RICHARD L. ZWEIGENHAFT (1974), Charles A. Dana Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California, Santa Cruz

ANN F. DEAGON; B.A., M.A., Ph.D.; H. Curt and Patricia S. Hege Professor of Humanities; 1956 – 1992

CHARLOTTE DIVITCI; B.S., M.L.I.S.; Head Circulation Librarian with the rank of Assistant Librarian; 2000 – 2005

ROBERT DUNCAN; B.A., M.A., Ph.D., Assistant Professor of Political Science; 2002-2017

LOUIS B. FIKE; B.A., Ph.D.; Associate Professor of Political Science; 1969 – 2002

ALVIN GIBSON; B.S.; M.B.A. Ph.D.; Assistant Professor of Business Management; 2007 – 2012

REBECCA B. GIBSON; B.A., M.A., Ph.D.; Associate Professor of English; 1989 – 2008

L. STANLEY GILLIAM; B.A., M.F.A., M.Ed.; Director of Media Services with the rank of Assistant Librarian; 1987 – 2001

JERRY CARIS GODARD; B.S, M.S, M.A., Ed.D.; Charles A. Dana Professor of Psychology and Literature; 1966 – 2002

G. RUDOLPH GORDH JR.; A.B., Ph.D.; Professor of Mathematics; 1974 – 2016

JAMES B. GUTSELL; B.S., M.A., Ph.D.; Professor of English; 1963 – 1999

DAVID HAMMOND; B.A., M.F.A., Professor of Theatre Studies; 2007-2017

CYRIL H. HARVEY; B.A., B.S., M.S., Ph.D.; Jefferson-Pilot Professor of Geology; 1966 – 1999

CLAIRE R. HELGESON; A.B., M.A., Ed.D.; Assistant Professor of Education Studies; 1977 – 2000

LEE M. JOHNSON; B.A., M.A., Ph.D.; Professor of English; 1980 – 2000

RAYMOND E. JOHNSON; B.S., M.B.A.; Associate Professor of Accounting; 1990 – 2014

JERRY JOPLIN; B.A., M.S., Ph.D., Professor of Justice and Policy Studies; 1999-2017

BOB M. KEENY; B.S., M.B.A., Ph.D., C.P.A.; John K. Voehringer Jr. Professor of Accounting; 1977 – 1988

ELIZABETH B. KEISER; B.A., M.A., Ph.D.; Charles A. Dana Professor of English; 1966 – 2002

R. MELVIN KEISER; B.A., B.D., M.A., Ph.D.; Professor of Religious Studies; 1966 – 2002

TIMOTHY H. LINDEMAN; B.A., M.M., Ph.D., Professor of Music; 1989-2017

JACQUELINE LUDEL; B.A., Ph.D.; Professor of Biology and Psychology; 1976 – 1997

DAVID F. MACINNES JR.; B.A., M.A., Ph.D.; Professor of Chemistry; 1973 – 2010

SARAH S. MALINO; B.A., M.A., M.Phil., Ph.D.; Professor of Philosophy; 1979 – 2013

JONATHAN W. MALINO; B.A., Ph.D., M.A.H.L.; John A. Weissenfluh Professor of Ethics and Religion; 1976 – 2015

JAMES C. MCMILLAN; B.A., M.F.A.; Professor of Art; 1966 – 1988

CLAIRE K. MORSE; B.A., Ph.D.; Professor of Psychology; 1976 – 2011

LYNN J. MOSELEY; B.S., Ph.D.; Charles A. Dana Professor of Biology; 1977 – 2014

CLAUDE T. MOUROT-HOFFMAN; B.A., M.S.; Professor of French; 1966 – 2000

ROY H. NYDORF; B.A., M.F.A., Professor Art; 1978-2018

ELWOOD G. PARKER; B.S., M.A., Ph.D.; Professor of Mathematics; 1968 – 2015

BARTON A. PARKS; B.A., M.A., Ph.D.; Professor of Justice and Policy Studies; 1980 – 2009

GWEN J. REDDECK; B.S., M.Ed.; Associate Professor of Education Studies; 1959 – 1993

WILLIAM R. ROGERS; A.B., B.D., Ph.D.; President Emeritus, Professor of Psychology and Religious Studies; 1980 – 1999

CARYL SCHUNK; B.S., M.Ed., Ed.D., Assistant Professor of Education Studies; 2005-2017

CHARLES G. SMITH; B.A., M.S., Ph.D.; Professor of Biology; 1983 – 2015

WILLIAM F. STEVENS; B.A., M.A., Ph.D.; Associate Professor of Business Management; 1982 – 2006

MALONE B. STINSON; B.S., M.S.L.S.; Catalog Librarian with the rank of Associate Librarian; 1989 – 2002

ALEXANDER R. STOESEN; B.A., M.A., Ph.D.; Professor of History; 1966 – 1999

JOHN H. STONEBURNER; B.A., B.D., Ph.D.; E.F. Craven Professor of Religious Studies; 1968 – 2007

CAROLE M. TREADWAY; B.A., M.L.S.; Librarian of the Friends Historical Collection with the rank of Associate Librarian; 1969 – 2000

SYLVIA TRELLES; B.A., M.A., Ph.D.; Professor of Foreign Languages; 1984 – 2014

KATHLEEN A. TRITSCHLER; B.S., M.S., Ed.D.; Professor of Sport Studies; 1984 – 2015

ADELE WAYMAN; B.A., M.F.A.; H. Curt and Patricia S. Hege Professor of Art; 1976 – 2014

CAROLYN BEARD WHITLOW; B.S., M.S., M.F.A.; Charles A. Dana Professor of English; 1993 – 2014

PAUL E. ZOPF JR.; B.S., M.S., Ph.D.; Charles A. Dana Professor of Sociology and Anthropology; 1959 – 1993

