



UNIVERSITY OF RICHMOND
**GRADUATE SCHOOL
OF ARTS & SCIENCES**

ESTABLISHED 1921

FOR INFORMATION:

Director

Graduate School of Arts and Sciences
University of Richmond, Virginia 23173

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www.richmond.edu

CONTENTS

Academic Calendars	3
The Graduate School	6
University of Richmond ..	7
University Resources and Services	9
Ethics and Conduct	15
Admission	18
Graduate Programs	20
Master of Arts and Master of Science Degrees	20
Master of Liberal Arts Degree	21
Academic Regulations ...	22
Financial Affairs	27
Curricula	30
Biology	30
English	34
History	36
Master of Liberal Arts	41
Political Science	45
Psychology	47
Artist Diploma in Chamber Music	49
Courses for Graduate Credit in Departments not Offering a Master's Degree	50
Directory	57
Board of Trustees	57
Administration	58
Faculty	59
Index to Buildings	68
Campus Map	71
Application Materials ... Center of book	



2000-01***ACADEMIC CALENDARS****FALL SEMESTER 2000**

Aug. 8-25, Tues.-Fri.	Registration
Aug. 29, Tues.	Classes begin
Sept. 4, Mon.	Labor Day (classes meet)
Sept. 8, Fri.	Last day to file for May/August graduation
Oct. 13, Fri.	Last day of classes prior to Fall break
Oct. 18, Wed.	Classes resume
Nov. 21, Tues.	Thanksgiving break begins after classes
Nov. 27, Mon.	Classes resume
Dec. 14-20, Thur.-Wed.	Fall term examination period
Dec. 20, Wed.	Fall term ends

SPRING SEMESTER 2001

Nov. 14-Jan. 11, Tues.-Thur.	Registration
Jan. 15, Mon.	Classes begin
Feb. 2, Fri.	Last day to file for May/August graduation, if not filed earlier
Mar. 9, Fri.	Spring break begins after classes
Mar. 19, Mon.	Classes resume
Mar. 28, Wed.	Last day to submit theses for May Graduation
Apr. 30-May 5, Mon.-Sat.	Spring term examination period
May 5, Sat.	Spring term ends
May 13, Sun.	Baccalaureate Service and Spring Commencement

SUMMER SESSION 2001

The 2001 Summer School Calendar will be announced in January 2001.

2001-02***FALL SEMESTER 2001**

Aug. (TBA)	Registration
Aug. 27, Mon.	Classes begin
Sept. 3, Mon.	Labor Day (classes meet)
Sept. 7, Fri.	Last day to file for May/August graduation
Oct. 12, Fri.	Last day of classes prior to Fall break
Oct. 17, Wed.	Classes resume
Nov. 20, Tues.	Thanksgiving break begins after classes
Nov. 26, Mon.	Classes resume
Dec. 10-15, Mon.-Sat.	Fall term examination period
Dec. 15, Sat.	Fall term ends

*Each term the Registrar publishes a detailed academic calendar to inform the University community of time schedules and deadlines. Dates shown here are subject to change.

SPRING SEMESTER 2002

Nov.-Jan. (TBA)	Registration
Jan. 7, Mon.	Classes begin
Feb. 1, Fri.	Last day to file for May/August graduation, if not filed earlier
Mar. 1, Fri.	Spring break begins after classes
Mar. 11, Mon.	Classes resume
Mar. 27, Wed.	Last day to submit theses for May graduation.
Apr. 22-Apr. 27, Mon.-Sat.	Spring term examination period
Apr. 27, Sat.	Spring term ends
May 5, Sun.	Baccalaureate Service and Spring Commencement

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Addendum to the University of Richmond Academic Calendars 2000-2002

The list below is intended to familiarize the University community with major religious holidays affecting many throughout the campus. Inclusion on this list does not imply that the day is a University holiday, but is provided to alert members of the Richmond community to possible scheduling conflicts. See the Class Attendance and University Holidays section of the catalog for details.

Christian Holidays 2000-2002

Holiday	2000-2001	2001-2002
Christmas	Dec. 25, Mon., 2000	Dec. 25, Tues., 2001
Good Friday	April 13, Fri., 2001	Mar. 29, Fri., 2002
Easter Sunday	April 15, Sun., 2001	Mar. 31, Sun., 2002
Easter Monday	April 16, Mon., 2001	April 1, Mon., 2002

Jewish Holidays 2000-2002

Holiday	2000-2001	2001-2002
Rosh Hashanah	Sept. 30-Oct. 1, Sat.-Sun., 2000	Sept. 18-19, Tues.-Wed., 2001
Yom Kippur	Oct. 9, Mon., 2000	Sept. 27, Thur., 2001
Sukkot	Oct. 14-15, Sat.-Sun., 2000	Oct. 2-3, Tues.-Wed., 2001
Shemini Atzeret/Simchat Torah	Oct. 21-22, Sat.-Sun., 2000	Oct. 9-10, Tues.-Wed., 2001
Hanukkah**	Dec. 22-30, Fri.-Sat., 2000	Dec. 10-18, Mon.-Tues., 2001
Passover (seders)	April 8-9, Sun.-Mon., 2001	Mar. 28-29, Thur.-Fri., 2002
Passover (ending)	April 14-15, Sat.-Sun., 2001	April 3-4, Wed-Thu., 2002
Shavuot	May 28-29, Mon.-Tues., 2001	May 17-18, Fri.-Sat., 2002

Jewish holy days, religious festivals, and the weekly Sabbath begin at sunset. On these days, observant Jews do not engage in daily activities or fulfill routine commitments.

Many Jews who do not observe all holy days prefer to celebrate at their synagogue or at home on Rosh Hashanah, Yom Kippur, and the first two evenings of Passover.

**This holiday does not require absence from routine commitments.

Islamic Holidays 2000-2002

Holiday	2000-2001	2001-2002
Eid-al-Fitr	Dec. 27, Wed., 2000	Dec. 16, Sun., 2001
Eid-al-Adha	Mar. 6, Tues., 2001	Feb. 23, Sat., 2002
Islamic New Year	Mar. 26, Mon., 2001	Mar. 16, Sat., 2002

All Islamic dates begin at sunset the preceding evening.

The Islamic year is based on the lunar cycle, consisting of twelve months of 29 or 30 days each, totaling 353 or 354 days. Each new month begins at the sighting of a new moon. Actual dates may differ by a day or two from the above dates. In many places, the moon sighting is often determined in advance by astronomical calculations.



GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School at the University of Richmond offers programs leading to the Master of Arts in English, history, and psychology; the Master of Science in biology; and the Master of Liberal Arts.

These programs serve a diverse constituency. Most accept both full-time and part-time students and meet a variety of individual needs and interests. Broadly speaking, the Graduate School accommodates three kinds of students: 1) those seeking, for professional purposes, a capstone to their formal study; 2) those seeking a transition to doctoral study; and 3) those seeking personal intellectual enrichment. In

some programs a certain kind of student predominates while other programs have a greater mix: History and English, for example, will have students in all three categories.

The salient feature of the Graduate School is its small size. While this means that the Graduate School cannot offer an extensive array of courses, it also means that students can enjoy the close attention of faculty. Classes are small and professors are very accessible. Students can expect careful advising and guidance of their work and ample opportunities to work, with faculty in the library and laboratory.

UNIVERSITY OF RICHMOND

Purpose

The University of Richmond is an independent, privately endowed institution of higher education that provides a comprehensive academic program for men and women. It offers the intimacy of a small university and the diverse educational opportunities that derive from undergraduate degree programs in the liberal arts and sciences, business and leadership studies, as well as graduate and professional programs in law, business, and selected areas of the arts and sciences.

The University also provides a variety of credit and continuing education programs as well as cultural events to the larger community.

The educational objectives of the University are:

- ~ To cultivate in students the interest, capacity, and skills necessary for independent intellectual inquiry and life-long learning;
- ~ to convey to students a representative portion of that body of knowledge that has accumulated and endured through the history of world cultures;
- ~ to encourage and aid students in the development of basic beliefs, values and attitudes, including those of cooperation and tolerance;
- ~ to assist students in selecting and preparing for careers and study in graduate and professional schools;
- ~ to foster in students personal habits that contribute to health and physical fitness.

To achieve these objectives, the University is committed to:

- ~ an educational environment conducive to the development of the whole person—intellectually, socially, spiritually, physically and morally;
- ~ an academic setting that guarantees and encourages freedom of thought, expression and association;

- ~ an undergraduate curriculum that requires mastery of essential intellectual tools, awareness of the diversity of human cultural experiences, extensive knowledge of at least one area of study, and opportunities for interdisciplinary and integrative inquiry;
- ~ a faculty dedicated to excellent teaching and dialogue with students, and active engagement in scholarship, scientific inquiry and artistic creativity;
- ~ a diverse, largely full-time and residential student body that participates in a broad range of University activities including opportunities for research, leadership, and the development of civic responsibility;
- ~ the essential resources for learning, such as libraries, laboratories, studios, information and communications technology, and media resources;
- ~ opportunities for internships, social commitment and public service, and other domestic and international learning experiences;
- ~ a program of varied social, spiritual and physical activities that provide occasions for growth, fun and fellowship;
- ~ an administration and staff that preserve and enhance the University's environment and resources, and that represent the institution to the broader community it serves.

Organization and History

Several colleges and schools are incorporated to form the University of Richmond with authority and responsibility vested legally in the Board of Trustees and the President of the University. The several colleges and schools award no degrees individually, but all degrees for work done in any one of them are conferred by the University of Richmond.

The University originated with Richmond College, a college of liberal arts and sciences

for men, founded in 1830. Around this nucleus were established The T.C. Williams School of Law (1870); Westhampton College, a college of liberal arts and sciences for women (1914); the Graduate School, for advanced study in the liberal arts and sciences (1921); The E. Claiborne Robins School of Business (1949); School of Continuing Studies (formerly University College), for evening, summer, and continuing education (1962); and the Jepson School of Leadership Studies (1989). These schools enroll about 2,900 full-time undergraduates, most of whom live on campus; some 500 full-time graduate and law students; and, largely from the Richmond community, 1,300 part-time students.

Each school has its own dean or director, student body and institutional life. The University Senate, which includes representatives of all the faculties, provides for intercollegiate cooperation.

University Commitment

The University of Richmond is afforded a distinctive opportunity to offer an education that is powerful in developing human capabilities. The University benefits from a heritage of ethical and religious values, a residential character, and a commitment to liberal and general education through intimate colleges and schools joined into a substantial whole.

The University's exceptional natural advantages of campus and location provide another distinctive characteristic, that of uncommon attractiveness. The campus consists of some 50 major buildings, of a splendid Collegiate Gothic architectural style, set on 350 acres of lawns, lake, and woodlands. The University is situated in a state whose leading colleges and universities enjoy an especially positive image. The City of Richmond, though located in the densely populated eastern corridor and

near the nation's capital, is not overwhelmed by the problems of congestion and modern urban life. The city and region offer countless cultural and educational resources that enhance the University's special character.

The University's educational program uses these advantages. It aims to be a model of coherence, both in relating various approaches to knowledge in a fragmented intellectual world and in connecting knowledge with ethical sensitivity and civic responsibility. Through curricular emphases, student involvement in volunteer service, the honor tradition, athletics, the work of the chaplaincy, and special academic programs, the University of Richmond is an institution able to make a genuine human difference through the educational program that it offers.

Accreditation

The University of Richmond is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone 404-679-4501) to award the associate, baccalaureate, master and juris doctor degrees.

The University also is certified by the Virginia State Board of Education to offer teacher licensure programs. Various departments and divisions have more specialized accreditation. Included in this category are the music program, accredited by the National Association of Schools of Music; and the chemistry program, accredited by the American Chemical Society. In addition, The E. Claiborne Robins School of Business is accredited by the American Assembly of Collegiate Schools of Business at the undergraduate and graduate levels, and the University of Richmond School of Law is accredited by the American Bar Association.



UNIVERSITY RESOURCES AND SERVICES

Career Development Center

The Career Development Center (CDC), located on the ground level of Richmond Hall, provides comprehensive career services for undergraduate and graduate students. The CDC exists to help students identify and achieve their career goals, and is committed to providing resources and services to students and alumni, based on the fundamental belief that career decision-making is a life-long process, integral to the University's educational objectives.

Staff members provide individualized career counseling and help students develop systematic approaches to job or graduate school searches. Programs, which often feature alumni and area employers, are presented throughout the year on job search strategies, connections between careers and majors, internships, transitions from student to work life, and other relevant topics.

The Career Development Center houses a library that contains a variety of print and multimedia materials. The library also has computer stations with FOCUS II (a career guidance program), graduate school admis-

sions test preparation software, and Internet access. The Internet enhances the CDC's ability to communicate with and provide services to students. Over the Web, students can access complete graduate and professional school catalogs, full-time job vacancies, and more than 20,000 internship listings on the award-winning Internship Exchange and its companion Intern Center. Résumé Expert Systems Web software allows students to sign up for on-campus recruiting events, and to register their résumé and job targets online for referrals to employers and internship sponsors. Students should visit the CDC on the Web to view all available resources and a calendar of upcoming events.

Information Services - Library and Computing Resources

In 1997, the University Libraries and University Computing were combined under one umbrella, Information Services. The two areas work in tandem to provide the University community with access to a wide variety of information, maximizing the use of technology.

Library Resources

The University libraries are the center of intellectual activities outside the classroom. They are composed of the Central Library, Business Information Center and Media Resource Center in Boatwright Memorial Library; the Science Library in the Gottwald Science Center; and the Music Library in the Modlin Center for the Arts. The Law Library in the University of Richmond School of Law is administered separately.

Boatwright Memorial Library, facing Westhampton Lake and in the center of campus, is the central library containing over 450,000 volumes; nearly 1,800 social sciences, humanities, fine arts and business periodicals; microform collections; and numerous electronic databases. The University of Richmond has been a designated depository library for U.S. government documents since 1900; Boatwright Library contains over 300,000 items in print, microfiche and electronic formats, including publications from Congress, the Department of State and the Census Bureau.

The Galvin Rare Book Room contains nearly 25,000 rare books, first editions, maps, photographs and manuscripts. Boatwright Library seats up to 800 students and has individual and group study rooms.

An integral part of the library system is the Business Information Center of The E. Claiborne Robins School of Business, located on the second floor of Boatwright Library. The Center provides reference services to the campus and to the Richmond business community, and contains an extensive reference collection and a number of electronic databases.

The Billikopf Media Resource Center, located on the second and third floors of Boatwright Library, provides audiovisual materials, equipment and production services to the campus community. The MRC contains collections of films and videos, spoken art audiocassettes, recorded books, and a variety of media equipment. Many international programs are received from satellite transmission, and the campus cable system is utilized for

instruction and academic assignments. The facilities of the MRC include the Adams Auditorium, classrooms, seminar rooms, and the Curriculum Materials Center located on the third floor of Boatwright Library.

The Music Library holds over 10,000 volumes of printed music, books and journals and nearly 10,000 musical sound recordings on LP, CD and audiocassette.

The Science Library has a collection of approximately 80,000 volumes, subscribes to over 900 journals, and several electronic databases.

The libraries provide individual and group instruction on the use of various library and information resources, including the Internet and other electronic databases. A computer classroom is located in Boatwright Library for both group instruction and individual student use. The online catalog provides access to the collections of all the libraries on campus. The libraries belong to several local, state, regional and national consortia, and can obtain materials not held locally. Collections in various Richmond area libraries also are available for research and consultation, including those of Virginia Commonwealth University, the Medical College of Virginia, the Library of Virginia and Archives, Union Theological Seminary, Randolph-Macon College, and the Richmond public libraries.

The Virginia Baptist Historical Society's library contains the finest collection of early Baptist materials in the South. Housed in a separate wing of Boatwright Memorial Library, the Society's facility is designated as a memorial to the Virginia Baptists who struggled to secure religious liberty in America. The library holdings include some 18,000 books by and about Baptists, 5,000 manuscripts, and over 400 collections of personal papers. The Society is the repository of Virginia Baptist church records. Over 3,100 original church record books are on deposit in the collection, making it one of the largest archives of congregational records of any denomination. The Society also manages the University Archives, a large collection of books, papers, photos and

memorabilia related to the history of the University of Richmond.

Libraries are open to the entire campus community.

The Lora Robins Gallery of Design from Nature, entered separately on the lower level of Boatwright Library, houses an extensive collection of gems and jewels, minerals, seashells and corals, fossils and cultural artifacts.

Computing Facilities

The largest computing facility on campus is located in Jepson Hall. The ground floor of the building is dedicated to computer services. Jepson Hall houses three IBM-compatible teaching labs equipped with multimedia projection systems. When classes are not in session, these rooms may be opened for general student use. There are two student computing labs open for general use. They are equipped with a combination of Macintosh, IBM-compatible, and Sun SPARC stations. University Computing also maintains a training lab that is used primarily for administrative and technology training sessions, and a Technology Learning Center that is largely a faculty resource.

Richmond provides computer lab facilities for teaching, research and learning at several other campus locations. IBM-compatible systems are the primary platform at the University, although there are Macintosh labs for departments that prefer them. Computer labs located in many of the academic buildings are dedicated to the special requirements of a particular department or discipline. The departments of Physics, Music, Psychology, Journalism and Education have facilities that are populated primarily with Macintosh computers. The Gottwald Science Center, the departments of Modern Languages and Literatures and Classical Studies have lab facilities that utilize IBM-compatible systems or a mixture of IBM and Macintosh. Math and Computer Science students have access to systems running Unix and Windows NT.

In the fall of 1997, the Boatwright Memorial Library opened the new Boatwright Computer Classroom. This multimedia classroom has IBM-compatible student stations. When it is not scheduled for classes, this classroom is open for general student use during normal hours of operation.

A major renovation of the building that houses The E. Claiborne Robins School of Business was completed in 1999. The building has 10 multimedia classrooms with desk-top access to network services, including e-mail and Internet access for all student stations. The building also contains a new IBM-compatible computer lab.

In addition, the University is committed to an ongoing initiative to equip classrooms around the campus with multimedia capability, including network and Internet access.

Chaplaincy

Religious activities center in the Office of the Chaplaincy, which is easily accessible in the E. Carlton Wilton Center for Interfaith Campus Ministries. Though the institution is related to the Baptist General Association of Virginia, the University is interested in the spiritual needs and growth of all of its students regardless of faith or belief. This is appropriate because the religious groups represented in the student body are many and diverse.

There are numerous denominational organizations for students of various faiths including Jewish, Christian and Muslim. Religious activities and dinners are open to all to promote interfaith understanding. Each Sunday morning, there is an interdenominational Christian worship service in Cannon Memorial Chapel. Roman Catholic liturgy is held on Sunday evening, and a Sabbath evening service is held on Friday. The City of Richmond has well over 300 places of worship, each of which welcomes students to participate.

The Chaplaincy offers help, through individual counseling or group workshops, to students facing personal problems or critical decisions, or who have spiritual needs.

Counseling and Psychological Services

The University maintains an office for Counseling and Psychological Services (CAPS) in addition to the academic advising and religious counseling services described above. The office is staffed by counseling and clinical psychologists who are prepared to help students meet academic, personal or emotional challenges while they are enrolled at the University. The services correspond to students' needs and include short-term counseling and psychotherapy, assessment, crisis intervention, psycho-educational presentations, individual consultations and referral services. Confidentiality is maintained with all services guided by the standards of the American Psychological Association and the licensing laws of the Commonwealth of Virginia.

Disability Accommodations

The University seeks to comply with all applicable federal, state and local laws regarding the rights of individuals with disabilities. To facilitate such compliance, the vice president for student affairs serves as the University's Disability Coordinator. The University does not discriminate on the basis of disability in admission. Therefore, applicants are not required to provide information about their physical condition or disability status prior to admission. Individuals with disabilities are invited to contact the Disability Coordinator regarding any accommodations they may require in visiting the campus or upon matriculation. The University provides reasonable adjustments or accommodations in its academic programs as necessary for equal opportunity and participation for qualified students with disabilities.

International Students and Study Abroad

The Office of International Education, located in the administrative wing of Boatwright Library, serves all undergraduate and graduate students, in arts and sciences, business, lead-

ership studies and law. It offers advising on study abroad opportunities and procedures, and a wide variety of services for international students including orientation, visa, work, health insurance, taxes, and cultural and social activities.

Graduate students who wish to explore opportunities for study abroad as part of their degree program should contact the Office of International Education. The University now has exchange agreements with universities in Argentina, Australia, Austria, China, Denmark, England, France, Germany, Ghana, Ireland, Italy, Mexico, the Netherlands, New Zealand, Poland, Scotland, Spain and Sweden. New exchange agreements are added each year.

Multicultural Affairs

Working closely with the Office of Admission, the Office of Multicultural Affairs is the focus of the University's efforts to increase and maintain a diverse student population. The office develops and implements programs of specific interest to students of diverse ethnic backgrounds, and assists them in becoming acclimated to the University's environment.

Recreation

The Campus Recreation Department is dedicated to the concept of providing quality recreational opportunities for the campus community. To meet the diverse needs and interests of these members, a comprehensive and innovative program has been developed. The program is comprised of six components: aerobics and fitness, informal recreation, intramurals, outdoor adventure, special events and sport clubs. The Spider Sports Center, the hub of the Campus Recreation program, is located in the lower level of the Robins Center. The facility includes more than 9,000 square feet of recreational space for aerobics and conditioning. The recreational equipment available includes Nautilus, Stairmasters, Lifecycles, Ergometers, treadmills, free weights and more.

Student Health Center

The Student Health Center offers a comprehensive program in health education and health maintenance, as well as treatment for illness and injury. The Health Center staff includes board-certified family practice physicians and registered nurses. Services include acute care for illness and injury, general medical care, gynecology, allergy shots and immunizations.

Students living on campus are eligible for the services provided by the Student Health Center because the cost of these services is included in the housing fee. Student Health Center privileges are available to off-campus students for a per-semester fee. The cost of prescription drugs, some laboratory tests, hospital emergency room treatment, hospitalization, X-rays, and referral off campus for consultation with medical specialists are not covered by any student fees. These costs will be billed separately by the provider.

Hours of operation (subject to change) are 8:00 a.m. to 5:00 p.m. Monday through Friday, and 1:00 p.m. to 5:00 p.m. on Saturday and Sunday. Registered nurses are on duty at all times. The doctors maintain regular office hours Monday through Friday. If a physician's services are required after hours, an off-campus referral to a private facility will be made. The telephone number is (804) 289-8064, and the fax number is (804) 287-6466.

Upon arrival at the Student Health Center, each patient may initially be evaluated by a nurse who will advise the proper treatment for the patient's medical complaint. If the evaluation indicates a need, an appointment with the doctor will be made. Appointments are made only after evaluation by the nurse except for annual gynecological examinations, doctor-requested follow-up visits, allergy shots, immunizations (influenza, tetanus, MMR, Hepatitis B, Hepatitis A), and PPD tests.

Allergy shots are given by appointment on weekdays during specified hours. Detailed instructions from the referring physician must accompany the allergy serum. This service requires a fee, which is payable at the time of the visit.

A fee for immunizations is payable at the time of the injection and is based on the cost of the serum. This also applies to PPD (tuberculosis) skin tests.

Legal and ethical standards pertaining to confidentiality and health matters are observed by the Student Health Center staff.

Food Service

The main food center at the University of Richmond is the spacious E. Bruce Heilman Dining Center. This well-equipped building is located on a particularly attractive site overlooking Westhampton Lake. The main dining area accommodates 2,200 students; a lower level is used as a catering area for University functions and the University Club. The Heilman Dining Center is open seven days a week during the academic year. Each meal features a wide variety of selections, including both hot and cold entrees.

Standard service hours are:

Monday-Friday

Breakfast: 7:00 a.m. - 10:00 a.m.

*Lunch: 11:00 a.m. - 2:45 p.m.

Dinner: 4:30 p.m. - 7:00 p.m.

*Limited service from 2:00 - 2:45 p.m.

Saturday and Sunday

Brunch: 10:30 a.m. - 2:00 p.m.

Dinner: 4:30 p.m. - 7:00 p.m.

The Tyler Haynes Commons houses Tyler's Grill, a fast food facility, that serves primarily hot and cold sandwiches, snack items, soft drinks and desserts. The hours of operation are:

Monday - Friday: 7:30 a.m. - 8:00 p.m.

Saturday: Closed

Sunday: 4:00 p.m. - 8:00 p.m.

Also located in the Tyler Haynes Commons is The Cellar, a late night gathering space that serves entrees, desserts, hors d'oeuvres and

assorted beverages, including beer and wine. The Cellar plays a wide selection of music through a state-of-the-art sound system, and also offers live music one or two nights a week. Students may use their One-Card, cash, checks, MasterCard or Visa at The Cellar.

Hours of operation are:

Thursday: 5:00 p.m. - 12:00 midnight

Friday - Saturday: 7:00 p.m. - 2:00 a.m.

Sunday: 7:00 p.m. - 12:00 midnight

Off-Campus Students may select from a variety of meal plans if they choose (refer to Dining Services Webpage for specific information). Please note that only meal plan participants can use their One-Card at Tyler's Grill or the Heilman Dining Center. Meals under all meal plans are served during the days and times stated in the calendar for the School of Arts and Sciences.

The ID/Meal Card is **nontransferable**.

All University students may sign up for the University's Spider account, a declining balance program that allows students to access previously deposited funds via their University One-Card. The Spider account allows students the ability to make purchases without carrying cash and can be used by all students in Edible Bites, the Bookstore, Whitehurst, the Student Health Center, The Cellar, laundry facilities, most vending machines, and pinball and video games. Students on a meal plan also may make purchases with their One-Card at Tyler's Grill and the Heilman Dining Center. Students will be mailed information each semester for One-Card sign-up. A minimum initial deposit is required. Complete information on the One-Card is available in the University brochure.

Please refer to the Dining Services Webpage for more specific information on hours, dates of operation, menus, service policies, box meals, nutrition counseling, and other specialty services.

Graduate Student Association

The Graduate Student Association was created to advance the interests of graduate students at the University of Richmond and to foster academic and social interaction. Membership is open to all degree-seeking students enrolled in a graduate program at the University of Richmond. At least one meeting of the Association is held each semester and officers are elected in the fall. Events sponsored by the Association include a welcome reception for graduate students in the fall and other get-togethers throughout the year.

Research Fund

The Graduate School has a fund to support graduate student research. Funds may be used to purchase materials, travel to research collections, and give papers at scholarly meetings. Applications may be picked up in the Graduate School office.

Housing

The University does not provide on-campus housing for graduate students. The Graduate School will assist in the search for housing. It keeps a file on available rooms for rent in private homes, names of students seeking roommates to share apartments, and literature on a few apartments near campus.

Identification Card

Full-time graduate students should apply to University Services in the Tyler Haynes Commons to receive an identification card with their picture on it. Non-degree-seeking graduate students will receive an identification card by mail soon after registration for a given semester.

Identification cards are necessary to enjoy University services such as cashing checks, checking out books from libraries, and using athletic facilities. They are not transferable.

ETHICS AND CONDUCT

Policies

The University of Richmond is governed by policy statements that guide individual members in their actions toward each other and toward the larger community. These policy statements support the University's educational mission while seeking to assure that both individual and majority rights are appropriately observed and maintained.

University Academic Honor Statute

The Graduate School operates under an Academic Code of Ethics; copies are available in the Graduate School Office. Breaches of the code include cheating, plagiarism, violation of a signed pledge, lying, academic theft, and in general breaking one's word of honor in any circumstance. Any person who violates these standards shall be subject to disciplinary action ranging from reprimand up to and including expulsion from the University. Determination of guilt or innocence and imposition of penalties, when necessary, will be effected according to established procedures, with procedural fairness observed, and with appropriate appeal procedures available.

Standards of Conduct

The University of Richmond considers cultivation of self-discipline and resolution of issues through processes of reason to be of primary importance in the educational process and essential to the development of responsible citizens. All members of the University community have a responsibility for complying with local, state and federal laws, and with all published University policies and regula-

tions. In a community of learning, individual or group conduct that is unlawful, that disrupts or interferes with the educational processes, that causes destruction of property, or otherwise infringes upon the rights of others or of the University itself, cannot be tolerated.

The Trustees of the University of Richmond have authorized a Policy Statement on Standards of Conduct, Penalties and Disciplinary Procedures to guide the conduct of students and their guests. This statement sets forth those standards of conduct which the University of Richmond deems essential for fulfilling its educational mission. Any person who violates the standards of conduct and regulations of the University of Richmond shall be subject to disciplinary action and, if necessary, legal action. Disciplinary action may range from reprimand/disciplinary warning up to and including dismissal or expulsion from the University. Penalties will be imposed after proper determination has been made in accordance with established disciplinary procedures of the University, with fair procedures observed and with appropriate appeal procedures available, as outlined in the Policy Statement and any approved revisions thereof.

A copy of this Policy Statement and/or any officially approved revisions is readily available to each student who matriculates. All members of the University community should familiarize themselves with this Policy Statement and revisions, and with any other official publications, handbooks or announcements issued from time to time by the University of Richmond or by individual colleges and schools of the University.

CONFIDENTIALITY

University of Richmond procedures and Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended, prohibit the unauthorized release of confidential information about individual students. However, directory information is not considered to be confidential and may be published or otherwise released. A full list of information considered directory information is available on the Office of the University Registrar's Web page at www.richmond.edu/academics/registrar or by contacting the Office of the University Registrar. A student may opt to have their directory information withheld. To exercise this option, the appropriate form must be obtained from the Office of the University Registrar, completed, and returned to that office. Once filed, this form remains in effect until withdrawn by the student in writing. For further information, contact the Office of the University Registrar.

RIGHTS WITH RESPECT TO EDUCATION RECORDS

The Family Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- 1) The right to inspect and review their records within 45 days of the date the University receives a request for access.

Students should submit to the University Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access, and notify the student of the time and place the records may be inspected.

- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University of Richmond to amend a record that they believe is inaccurate or misleading. They should write the University Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University of Richmond decides not to amend the record as requested by the student, the University will notify the student of the decision and advise them of their 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.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions that permit disclosure without consent are disclosure to the following:

- a. To school officials with legitimate education interests. A school official is:
 - A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
 - A person elected to the Board of Trustees.
 - A person employed by or under contract to the University to perform a special task, such as the attorney or auditor.
 - A person serving on an institutional governing body of the University (such as Honor Councils and Student Government Association).
 - A school official has a legitimate educational interest if the official is:
 - Performing a task that is specified in his or her position description or by a contract agreement.
 - Performing a task related to a student's education.

- Performing a task related to the discipline of a student.
- b. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
- c. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- d. If required by a state law requiring disclosure that was adopted before November 19, 1974.
- e. To organizations conducting certain studies for or on behalf of the university.
- f. To accrediting organizations to carry out their functions.
- g. To parents of an eligible student who claim the student as a dependent for income tax purposes, provided dependency is substantiated by copies of income tax returns.
- h. To comply with a judicial order or a lawfully issued subpoena.
- i. To appropriate parties in a health or safety emergency.
- j. To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

The University of Richmond will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student or eligible parents.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Richmond to

comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

The University of Richmond's complete FERPA Policy Statement is available as part of the Office of the University Registrar's web page at www.richmond.edu/academics/registrar or by contacting the Office of the University Registrar.

Alcoholic Beverages and Other Drugs

The legal age for the consumption and possession of alcohol is 21 in the Commonwealth of Virginia; the law governs all sites within the Commonwealth and all persons including temporary visitors from other places. The University supports the laws of the Commonwealth, and has policies to educate and regulate its campus constituencies regarding the consumption of alcohol. Similarly, there are statutes as well as University policies prohibiting the possession, distribution, sale or use of illegal drugs or narcotics, including marijuana and hallucinogens. Moreover, each person is responsible for his or her destructive, obstructive, or otherwise inappropriate behavior whether under the influence of any substance or not. Persons in violation of the law are subject to prosecution by law enforcement agencies as well as disciplinary proceedings by the University.

Motorized Vehicles

Each automobile, motorcycle, motorbike, or other such motorized vehicle operated on the campus must be promptly registered with the University, and the campus automobile permit fee paid. Individuals operating vehicles must abide by the regulations governing registration, use and parking. The University Police Department administers the registration and monitors compliance. Inquiries should be directed to that office.

A D M I S S I O N

Admission to the Graduate School is based on qualifications and space availability. **All students who wish to enroll in the Graduate School must apply and be accepted for admission.** A student may apply to the Graduate School before the bachelor's degree is conferred; however, the final acceptance, including permission to register, is dependent on the student's receiving the undergraduate degree (or, in the case of international students, its equivalent) and being otherwise acceptable to the graduate major department. In all cases, final acceptance and permission to register are given by the Director of the Graduate School.

Students may be admitted in either of two categories:

~**Graduate Student:** a student engaged in a program leading to a master's degree

~**Special Student:** a student taking a course for graduate credit, but who is not pursuing a graduate degree.* Not all programs accept students for Special Student status; a list of those which do can be obtained from the Graduate School office.

Application

Application for admission should be made on the application form in the back of this catalog or on a similar form requested from the Graduate School.

Persons may apply to only one program in the Graduate School at a time. Those not admitted to the program of their first choice may re-apply to another program by submitting a new application and fee.

Completed applications (including all supporting credentials, statements, and letters) are due at the Graduate School on the following

dates preceding the fall semester in which the applicant wishes to begin study:

Master of Arts	
English	March 15
History	March 15
Psychology	March 15
Master of Liberal Arts	July 15
Master of Science	
Biology	March 15

Applications received after these dates will be reviewed if space is available in a given program. The Graduate School will be glad to inform prospective applicants if openings still exist in a program. Completed applications for the spring semester are due in the Graduate School Office by November 15, for all programs except Psychology, which typically accepts new students only for the fall semester

Applicants are reminded that they should allow 4-6 weeks for GRE and GMAT scores to be reported to the Graduate School. They should take such examinations far enough in advance for the results to reach the Graduate School on time. Those trying to meet a March 15 deadline, for example, should take their examination no later than February.

All application materials become the property of the Graduate School. Only manuscripts and publications will be returned to applicants if requested. No materials will be reproduced or forwarded elsewhere for application purposes.

The completed application and supporting materials should be sent to:

Director of the Graduate School
 Graduate School of Arts and Sciences
 University of Richmond, VA 23173

Admission as a Graduate Student

To be considered for acceptance as a Graduate Student, the applicant's file in the Graduate School office must include the following items:

1. A completed application form.

*A college graduate who wishes to take only undergraduate courses should apply to Dean of Admission, University of Richmond, VA 23173, for School of Arts and Sciences, School of Business or School of Leadership Studies classes; or to School of Continuing Studies, University of Richmond, VA 23173, for evening or summer classes.

2. The \$30 application fee.
3. Official transcripts of all previous college work mailed directly to the Graduate School Office from the originating institutions.
4. Three letters of recommendation mailed directly to the Graduate School Office from persons qualified to evaluate the applicant's undergraduate record and potential for graduate study.
5. A Statement of Purpose.
6. **If the student's native language is not English**, scores on the Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Services, Princeton, NJ 08541.
7. Any other documents required by a particular degree program. Please see the section entitled Graduate Programs for the specific admission requirements of each program.
8. Students applying from outside of the United States who are not permanent residents or U.S. citizens and who wish to study full-time in the graduate program, must furnish evidence of adequate financial support in the form of a bank letter. For the 2000-2001 year, the total amount required is \$29,740 (tuition, room, meals, books, personal expenses, and health insurance). For the current amount of finances required, please contact Ms. Michele Cox at mcox@richmond.edu or by telephone, (804) 289-8838. Once a student has been admitted and has provided evidence of adequate financial support, the International Student Advisor, Ms. Michele Cox, will send the I-20 form necessary to apply for the F-1 student visa.

Admission as a Nondegree-seeking Unclassified Student

To be considered for admission as an unclassified student, applicants must submit the following:

1. A completed application form (no application fee required).

2. Official transcripts of all previous college work mailed directly to the Graduate School office from the originating institutions.
3. A Statement of Purpose.

With the exception of students wanting to take courses offered by the Master of Liberal Arts program, completed applications for Unclassified Student status are due at the Graduate School on the following dates:

To begin study Fall Semester:

August 1

To begin study Spring Semester:

December 1

Applications for admission as an unclassified student to take Master of Liberal Arts courses are due on the last day of registration for the term in which the applicant wishes to begin study.

Those who have been denied admission to a degree program may not apply for unclassified student status in the same academic year for which they requested admission. Unclassified nondegree-seeking students are not eligible for financial aid.

Admission as an unclassified student involves no commitment to admit the applicant as a degree-seeking graduate student. If an unclassified student decides to pursue a program leading to the Master's degree, he or she must apply for admission meet all the requirements in the section entitled "Admission as a Graduate Student."

Although there is no limitation on the number of courses an unclassified student may take, no more than six hours in 3-hour courses and eight hours in 4-hour courses taken as an unclassified student may later be applied to a graduate degree program.

Not all departments admit unclassified students and some do so with further restrictions. Information about specific department policies are available from the Graduate School Office. The student also should consult with the appropriate departmental graduate coordinator before enrolling in any graduate-level course.

GRADUATE PROGRAMS

Master of Arts and Master of Science Degrees

The Master of Arts (M.A.) and the Master of Science (M.S.) degrees are awarded for the successful completion of programs that include research and usually a thesis in the major field. They may serve as terminal degrees or may lead to further graduate work in doctoral programs at other institutions.

I. Specific Admission Requirements

In addition to satisfying the general admission requirements the applicant must present the following:

1. Undergraduate work of a quality that clearly indicates ability to pursue graduate study successfully. Generally, this means an overall undergraduate average of *B* or better.
2. Appropriate preparatory study at the undergraduate level in the graduate major. Background study in mathematics, laboratory sciences, and foreign languages may be stipulated by the major department. For information regarding departmental preparation requirements, see the appropriate departmental listing in the section entitled Curricula. Courses taken at the University of Richmond to remove deficiencies in preparation will not be credited toward the master's degree.
3. A satisfactory score on the General Test of the Graduate Record Examinations (GRE). Because some departments may also require scores on the Subject Test in the area of specialization, applicants should have these scores sent as well. The requirement for GRE scores may be waived by the Director of the Graduate School on recommendation of the department. Waivers will be granted only for unusual circumstances such as the holding of another graduate degree.
4. The Department of English requires a 10-20 page writing sample.

II. Degree Candidacy Requirements

1. Successful completion of a minimum of nine semester hours of graduate work in a master's degree program approved by the student's major department.
2. Satisfactory performance on written or oral qualifying examinations if required by the major department.
3. Permission of the major department to continue work toward the master's degree, based on the quality of completed graduate work.
4. Approval of the Director of the Graduate School.

III. Degree Requirements

The following are general Graduate School requirements. For specific departmental requirements, please see the appropriate departmental listing in the section entitled Curricula.

1. Successful completion of a minimum of 27 semester hours (including the thesis course) of graduate study. In programs which require 27-30 hours, a minimum of 15 semester hours (including the thesis course) must be in appropriate courses at the 500 level. In programs requiring more than 30 hours, at least one half of the required hours must be taken at the 500 level. The entire program must be approved by the student's major department.
2. A grade point average of at least 3.00 for all graduate coursework.
3. Proficiency in foreign languages if required by the student's major department.
4. In some programs, a thesis in the major field, representing the results of individual research on the part of the student. An abstract of the thesis must be published in Masters Abstracts. Publication of the thesis through University Microfilms International is encouraged but not required. Written instructions for the preparation of final cop-

ies of theses and abstracts may be obtained from departmental coordinators and the Graduate School office. Copies of masters' theses are placed in Boatwright Library and the University Archives and can be checked out by library patrons and ordered by other institutions through interlibrary loan.

Note: M.A. students in the English program may substitute for the thesis requirement one 3-semester-hour 500-level course. M.L.A. students do a final project in MLA 599.

5. In some programs, a comprehensive examination in the student's graduate field, which may be oral or written, or both.
6. Completion of degree requirements within five years from admission to the degree program. Extension of time or reinstatement to a program after a lapse of time requires special permission of the Graduate Council and may entail additional course requirements. A re-entering student must fulfill the requirements of the catalog in effect at the time of re-entrance.

Master of Liberal Arts Degree

The Master of Liberal Arts is a cross-disciplinary program designed for students who wish to work toward a master's degree without limiting their study to a single discipline. Students take a required introductory course (MLA 500) and then, in consultation with the program Coordinator, design their own course of study, choosing courses from throughout the humanities and social sciences which support a theme, topic, or focus approved by the Coordinator. In a final required seminar (MLA 559), each student completes a culminating project which grows out of his or her course of study.

I. Specific Admission Requirements

The applicant must meet the general admission requirements. While standardized test scores are not normally required, they are required of those (full-time) students applying

for assistantships. These students must submit results of the General Test of the Graduate Record Examinations.

II. Degree Candidacy Requirements

1. Satisfactory completion of nine semester hours of graduate work.
2. Permission of the Coordinator of the Master of Liberal Arts Program to continue work toward the degree after review of the quality of the graduate work already completed in the program.
3. Approval of the Director of the Graduate School.

III. Degree Requirements

1. Successful completion of a minimum of 30 semester hours of graduate work. Of these 30 hours, six hours in two specific courses are required of all candidates; the remainder are selected in consultation with the Coordinator.
2. A grade point average of at least 3.00 for all graduate coursework.
3. Completion of the program within five years from admission to degree candidacy. Extension of time or reinstatement to the program after a lapse of time requires special permission of the Graduate Council and may entail additional course requirements. A re-entering student must fulfill the requirements of the catalog in effect at the time of re-entrance.

Cooperative Programs

A cooperative program offered by the Graduate School and the University of Richmond School of Law enables a student to earn both a Juris Doctorate and a Master's degree. The program affords unusual opportunities for interdisciplinary study and research. In the recent past, students have combined their legal studies with graduate work in history and biology.

ACADEMIC REGULATIONS

Degree Candidacy

Admission to the Graduate School does not admit a student to candidacy for a degree. To be accepted as a degree candidate, a student must have met the candidacy requirements listed for that degree.

Registration

Matriculation

Information concerning matriculation procedures and schedules of classes will be mailed approximately one month before the opening of each semester to all currently enrolled students and to those who have been accepted for admission.

Students shall register each term according to the instructions published by The Graduate School and the University Registrar. A calendar is published concurrently with pertinent dates.

Students are able to register for classes through *BannerWeb*, a secured web site that may be accessed over the Internet through the Registrar's homepage: <http://www.richmond.edu/academics/registrar> or, via the following link: <https://bannerweb.richmond.edu/>

Through *BannerWeb*, students can register for classes, drop classes, view their class schedules, view grades for a specific term and view their unofficial University of Richmond transcript. Students are responsible for all activity on their *BannerWeb* account including PIN maintenance, registration, and security. If a student has questions or needs assistance with any aspect of *BannerWeb*, he or she should contact the Office of the University Registrar at (804) 289-8639 or registrar@richmond.edu

Once registered, students may change their registration (drop/add) according to the published schedule. For a regular term, generally adds and withdrawals without academic record may be made during the first two weeks of classes. After that time only withdrawals-with-

record are possible. The grade to be recorded during the withdrawal-with-record period is left to the instructor's discretion. A fee is charged students who fail to complete matriculation (payment of fees and registration for classes) by the close of registration on the dates indicated.

Limits of Work

A full-time student carries from nine to 16 semester hours in one semester. Full fees will be charged for nine semester hours or more. The maximum load for a graduate student in one semester is 16 semester hours.

A full-time student usually requires a minimum of one academic year and a summer session to complete requirements for a degree. A more typical period of full-time study is one and a half to two academic years.

All students are urged to bear in mind that graduate work requires much more time and effort for reading, research, and organization of material than does undergraduate work and to make every effort to limit outside work. If outside employment is an economic necessity, students should consult their department coordinator concerning the advisability of limiting their academic load.

Audit

A student who wishes to audit a class without receiving credit must first obtain permission from the instructor and pay the specified fee for auditing. No change from credit to audit status or from audit to credit status may be made after registration.

Undergraduates in Graduate Courses (500-level)

Undergraduates (usually majors) with a GPA of at least 3.50 in the discipline and a 3.00 overall may enroll, under certain conditions, in 500-level graduate courses. Students must have at least four courses of advanced work in the discipline. Participation is by writ-

ten permission of the instructor and the graduate coordinator.

Credit for undergraduates taking 500-level courses will be at the undergraduate level, and will be so noted on the student's permanent academic record.

Master's Degree Study, Early Beginning

University of Richmond students who are near completion of the undergraduate degree may begin study in a Master's Degree program in the Graduate School. To qualify for this option, a student must have passed at least 100 semester hours of coursework before beginning his/her seventh semester of study, have an overall grade point average of at least 3.30, and be admitted to the Graduate School as a regular student through the normal application process. Individual departments may set a higher minimum grade point average (both overall and in the major) for students seeking to qualify for this option and/or restrict the courses that may be taken under it. Until students have completed requirements for the bachelor's degree, they may take no more than three courses for graduate credit and no more than two in any given semester. Although a student who begins graduate study early will be enrolled in undergraduate and graduate courses simultaneously, the undergraduate and graduate transcripts will be kept separately. Courses taken for graduate credit will not apply to the bachelor's degree. The student will register as an undergraduate and pay the undergraduate tuition rate until the bachelor's degree is completed.

Academic Standards

Class Attendance

Each student is expected to attend all meetings of all classes, including lectures, seminars, laboratories and drills, in which he or she is enrolled. The specific attendance policy in each course, however, is determined by the instructor of the course, subject to the section on University Holidays below. The specific attendance policy for each course will be announced to the students and distributed on

the course syllabus at the beginning of the course.

Faculty members will honor an official notification from the appropriate dean that a student is to be excused for participation in a University-sponsored event, such as choral performances off campus, intercollegiate athletic events, or judicial hearings at which the student must be present.

A student generally will be held responsible for all work of a class or laboratory missed during an absence. Acceptance of any excuse for an absence, other than those excused by the appropriate dean in the previous paragraph, and any provision for make-up, will be at the discretion of the instructor provided it is consistent with the announced policy for the course and with the University Holiday Schedule below. Missed classes, work, tests and/or excessive absences with or without good cause may result in a poorer grade, or failure, in the course. (NOTE: Students enrolled in Business School or School of Continuing Studies courses must attend at least 75% of the class meetings regardless of the reasons for absence to be eligible to receive credit for the course.)

Generally, absences that may be excused by faculty members include accident or illness, death or serious illness of a family member, bona fide religious holiday observance, or participation in other University activities such as field trips. Students should make arrangements with their instructors as far in advance as possible for the make up of any missed work. Students experiencing difficulty in making reasonable arrangements for make-up work may see their dean.

University Holidays

With the increasing diversity of the University community and the limited flexibility in setting the academic calendar, it is not possible to avoid some religious and secular holidays that are very important to some members of our faculty, staff, and student body. However, the University is very sensitive to the special needs of those who need to ob-

serve such holidays and will make accommodations for them to make up the time missed if arrangements are made in advance.

The University is officially closed on New Year's Day, Thanksgiving Day, and Christmas. In addition, some schools are closed for classes on Memorial Day, July 4th, and Labor Day while others hold classes on those days. (See the appropriate academic calendar for specifics.)

Other holidays affecting University community members include Martin Luther King Day, Rosh Hashanah, Yom Kippur, the first two days of Passover, Good Friday, and Easter Sunday. In consideration of their significance for our students, students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If a test or examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday. Faculty and staff should be aware that Jewish and Islamic holidays begin at sunset on the evening before the published date of the holiday.

The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkoth, the last two days of Passover, Shavuot, Shemini Atzerat, and Simchat Torah, as well as the Islamic New Year, Ra's al-sana, and the Islamic holidays Eid-al-Fitr and Eid-al-Adha.

Students who wish to observe any such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later, so that alternative arrangements convenient to both the student and instructor can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed

work and examinations. To facilitate this, faculty will announce and distribute all anticipated test and examination dates on the course syllabus, distributed at the beginning of each semester. Students should be aware that faculty may need to adjust these dates as necessary.

Grades

The evaluation of students' performance in classwork and examinations is indicated by letter grades. Grades in the *A* and *B* categories are necessary for graduate credit (see "Credit" below). These letter grades may be accompanied by a plus (+) or minus (-) to indicate a relative position within the grade category. *P* shows credit has been earned in a Pass/Fail course, and *Z* shows that a course was audited. *S* and *U* indicate satisfactory or unsatisfactory performance in non-academic courses or in a Pass/No-credit course. *W* indicates that the student withdrew from a course with a passing average. Marks indicating failure and included as such in the grade point average are *F*, *M* (withdrew from a course with a failing average), and *V* (failure because of excessive absences). The *X* indicates that the grade has not been received from the instructor.

I and *Y* mean that coursework has not been completed by the end of the term. The *I*, which provisionally counts as a failing grade, is given when the reasons for incomplete work are deemed unjustifiable by the instructor. The work is to be made up by the date the instructor specifies, but no later than 45 calendar days from the last class day of the term in which the *I* was given. If the work is not made up during the 45-day period, the *I* will be converted to *F*. The *Y*, which does not count as a failing grade, is given when the reasons for incomplete work are deemed justifiable by the instructor, or at the end of the first term of a course that continues into a succeeding term. There is no deadline for completion of the work unless the instructor so specifies. In all cases, it is the student's responsi-

bility to make arrangements for and progress toward the completion of an incomplete course.

Not counting a *Y* grade given for thesis or internship courses and barring extraordinary reasons such as ill health, students may take no more than one incomplete (*I* or *Y*) in any given semester and carry no more than two at any given time. Students who exceed the limit will not be allowed to enroll in further courses until they have cleared the excess incompletes.

Grade Point Average

The University of Richmond uses the semester hour value. A semester hour is the value of one 50-minute class-hour of work a week through a nominal 14-week semester.

The grade point average is based on two factors:

GPA Hours/Attempted Semester Hours— The accumulation of academic semester hours that have grades to which grade point values are assigned; and

Grade Points—Given for each semester hour's grade according to this scale:

A+	4.0	B+	3.3	C+	2.3	D+	1.3
A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
F	0.0	I	0.0	M	0.0	V	0.0

Calculation—The grade point average is calculated by dividing the total number of grade points earned by the total number of GPA/semester hours attempted.

The accumulations and average are shown for the term on the student grade report. Also shown on the grade report is Earned Semester Hours/Passed Semester Hours which is the accumulation of academic semester hours in which the student has earned passing grades.

Grade reports are sent to the student's permanent address after the close of each term. Students may also review their progress with the graduate coordinator of the department or the Director of the Graduate School.

Academic Achievement

Students are expected to maintain at least a *B* (3.00) average to remain in the Graduate School. A student who earns less than *B-* (2.7) in two graduate courses will not be permitted to continue in the degree program. A student who has been dropped from a program must reapply if readmission is desired. Readmission would not take place before the next application/admission cycle (i.e. one semester).

Graduate Course Credit

Graduate credit is allowed only for courses approved for graduate credit in which grades of *B-* (2.7) or better are received. No credit toward graduation will be given for an Arts and Sciences graduate course in which the student earns a grade lower than *B-* (2.7).

Certain undergraduate courses may be taken for graduate credit. Graduate students are expected to achieve at a higher level and to complete more work than the undergraduates in these courses. Undergraduate courses approved for graduate credit have course numbers below 500 and are shown in the Curricula section following. In registering, a student must indicate that an approved course below the 500-level is being taken for graduate credit; otherwise, the course will be counted as undergraduate. A student cannot change the level at which such a course is being taken after the first 10 class days in a semester. Courses taken for undergraduate credit cannot be counted toward hours required for a graduate degree even though undergraduate coursework may be required to remove deficiencies in preparation.

All work taken becomes a part of the student's permanent record regardless of the course level and whether it is taken to make up deficiencies, to earn professional certification, or as an elective.

Thesis Regulations

An advising committee shall be appointed for each candidate writing a thesis to complete his or her degree program. The committee will supervise the preparation of the

thesis. The committee shall have a minimum of three faculty, at least two of whom must be from the candidate's department. One member of the committee, with the approval of the Director of the Graduate School, may be from outside the University, but cannot serve as chair. The chair of the committee shall be the candidate's principal advisor, but all members of the committee are expected to read and comment on the thesis.

Final copies of theses must be submitted to the Graduate School office for binding by the last Wednesday in March for May graduation and the first Thursday in August for August graduation. The Master's degree will not be awarded, nor will a diploma be released, until the required number of copies for binding have been submitted and all binding and microfilming fees have been paid. The copies of the theses retained by the University are deposited in the author's home department, the Boatwright Library, and the University Archives. Theses in the Boatwright Library are available to be checked out by library patrons and can be ordered by other institutions through Interlibrary Loan.

Graduation

Application for Degree

To graduate, students must file a degree application and comply with the graduation attendance policy. Degree applications for the May or August graduation must be filed in the Office of the University Registrar by the second Friday in September. Students who are enrolled in the summer term only and plan to graduate in August must file by the third Friday in June. Degree applications are available in the offices of the Director of the Graduate School and the University Registrar.

Participation in Commencement

Degrees are awarded in person except by decision of the University not to do so. A student who expects to graduate in the spring commencement may request absentia status by explaining in writing the circumstance which prevents participation in the ceremony.

This request must be received by the University Registrar no later than eight working days before the ceremony. The Registrar will notify the degree candidate of the status granted by the University. Unless approved as "absentia," a candidate for graduation who does not participate in the commencement ceremony does not graduate. Such candidate may graduate by again filing a degree application and by following the appropriate graduation policy.

August degrees are conferred as of the date specified in the Academic Calendar, and diplomas are mailed to those qualified.

Note: No degree is conferred if the student's responsibilities to the University have not been met. These responsibilities include, but are not limited to, such matters as the payment of fees, parking fines and library fines, and the return of library books.

Transfer Credits

It is assumed that all work for a master's degree will be done at the University of Richmond. Under certain circumstances, with the approval of the appropriate department and the Director of the Graduate School, a maximum of six to eight semester hours may be accepted in transfer, but such credit may be transferred only after students have demonstrated the quality of their work in at least three graduate courses (minimum of nine semester hours) taken at the University of Richmond. All coursework transferred must be completed at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the coursework is completed. Only courses with the grade of B- (2.7) or better will be considered for transfer credit. Approval by the department and the Director must be obtained in advance if a graduate student in a degree program plans to take work elsewhere for transfer credit.

Work in other graduate degree programs of the University may be applied to an M.A. or M.S. program only on the prior recommendation of the department and the approval of the Director of the Graduate School.

FINANCIAL AFFAIRS

FEES: 2000-01 SCHEDULE	SEMESTER	YEAR
General Fee: 9 - 16 semester hours inclusive	\$10,120.00	\$20,240.00
Over 16 hours: per hour	1010.00	
Fewer than 9 hours:		
first 1 - 4 hours: per hour	350.00	
next 5 - 8 hours: per hour	1010.00	

Other Fees

Campus vehicle permit (per year)	\$75.00	
Campus vehicle permit for daytime courses after 3 p.m.	15.00	
Thesis binding: per copy	12.00	
Graduation regalia/fee	40.00	
Registration, change: per drop/add	10.00	
Registration, late (payable before matriculation)	60.00	
General Fee Payment, late	60.00	

Fee is \$30 if account balance is under \$500.

Meal Plans - *Meals are served Monday thru Friday, three meals a day; Saturday and Sunday, brunch and dinner.*

Spider Plus Plan (All 19 meals a week)	\$1,230.00	\$2,460.00
Spider 14 (Any 14 meals a week)	1,210.00	2,420.00
Spider 10 (Any 10 meals a week)	1,190.00	2,380.00
Spider 5 (Any 5 meals a week)	595.00	1,190.00
Spider Plus Unlimited	\$1,365.00	\$2,730.00
Spider 100	690.00	1,380.00

Optional Fees

Student Health Service	\$105.00	\$210.00
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Single students not living on campus may pay this fee for which they will receive medical attention and Health Center privileges. Students not under a meal plan with the University dining center will be charged for meals while in the Health Center. The services of the University physician are available only in the Health Center.

Information about a student accident and sickness insurance policy is available from Human Resources, (804)289-8167.

- ~ Regardless of the school of the University in which a course is taken, the student pays the tuition and fees of the academic school to which he or she has been admitted and which is considered the academic school of record. Any special fee associated with a particular course, such as a laboratory fee, is charged based on registration in the course.
- ~ The University reserves the right to increase the fees listed herein and the charges for room and board if conditions should make such changes necessary or advisable. The changes will be announced as far in advance as feasible.
- ~ Fees and charges will increase for the 2001-02 school year and will be announced as soon as possible.

Part-Time Students: Classification and Fees

Graduate students who take fewer than nine semester hours of studies per semester are part-time students.

In order to serve as broad a spectrum of the community as possible, the Graduate School offers a special tuition remission to part-time graduate students from the greater Richmond metropolitan area. The resulting reduced fee for the 2001-02 session is \$350 per semester hour rather than the regular \$1010 per semester hour. The reduced rate applies to the first four, or fewer, hours of enrollment of qualified part-time students. Normally, a single course in the social sciences or humanities carries three semester hours of graduate credit and would, therefore, cost \$1050 at the special reduced rate. Most courses in the natural sciences and in psychology carry four semester hours of credit for a reduced rate of \$1400. Certain 1-hour courses may also be taken in addition to a regular 3-hour course at the reduced rate.

Note: The part-time fees apply only to students in the Graduate School of Arts and Sciences and not to graduate students in the School of Business.

Fees For Degree Candidates

A degree candidate whose program includes the thesis must pay the fees for thesis binding. Payment is due at the beginning of the semester or term when the student expects to receive the diploma.

Degree candidates will also be charge a graduation fee. The fee is nominal and includes diploma fees and academic regalia for the Commencement ceremony . The regalia, including the master's hood, are the student's to keep.

Further details are available from the Graduate School office.

General Fee, Room and Board Refund

Students are matriculated by semester. If a student withdraws from school or is dropped from the University for whatever cause, a refund of fees for a fall or spring semester shall be made in accordance with the University's Refund Policy. This schedule is adapted for summer terms. Students who withdraw from the University and are receiving any financial assistance may be required to return such assistance per Public Law 668.22. The University Refund Schedule is available from the Bursar's Office or Office of Financial Aid.

Any special fee associated with a particular course is non-refundable after the first day of class.

Appeals Process

The University of Richmond has an appeals process for students and parents who believe individual circumstances warrant exceptions from published policy. All appeals must be in writing and directed to Annemarie Weitzel, Bursar, Box R, University of Richmond, VA 23173.

Financial Aid

The University offers graduate students various forms of financial support drawing on state, federal, private, and its own resources. Financial aid is awarded without regard to race, color, religion, national origin, sex, disability, or age. Applicants for financial aid must be enrolled or accepted for enrollment on at least a half-time basis in a degree or certificate program at the University. There are basically three types of aid, described in further detail below, available from the University:

1. Graduate Assistantships and Fellowships. These are awards which cover all or part of tuition costs and, on occasion, living expenses and which do not have to be paid back. In most cases they require some service to the University.
2. Loans. These are advances of money to cover all or part of tuition costs and living

expenses. These advances must be paid back. Because they are guaranteed by the government, the interest rates on these loans are very favorable. They are administered by the Financial Aid Office.

3. **Work programs.** These are programs that afford students the opportunity to earn income to help defray living expenses. Some positions require students to show need, others do not. The Financial Aid Office certifies student need; individual departments do the hiring.

Although not all financial aid is awarded on the basis of need, all applicants interested in financial aid of any kind must have a statement of their need on record in the Financial Aid Office. This is accomplished by completing both the Free Application for Federal Student Aid (FAFSA) and the University of Richmond's Financial Aid Supplemental Application. The FAFSA should be mailed by mid-February to ensure its receipt by the processor no later than February 25. The Supplemental Application, along with copies of tax returns and W-2 forms, is mailed directly to the Financial Aid Office.

Eligibility for need-based financial aid is evaluated annually based upon completion of the financial aid applications. In addition, students must meet certain standards of satisfactory academic progress as outlined by the Financial Aid Office. Generally, graduate students are eligible for need-based financial aid for a total of four semesters if they are full-time students; ten semesters if they are part-time. All graduate students must maintain a 3.0 grade point average.

For information and applications on financial aid, write or call:

Financial Aid Office
University of Richmond, VA 23173
Telephone: (804)289-8438

Graduate Assistantships/Fellowships

The Graduate School awards a number of full- and partial-tuition assistantships on the basis of academic promise and need. Some

are awarded purely on merit. They require up to 12 hours service a week to the recipient's department or to the University.

There are also a limited number of service-free fellowships available to help students with living expenses. Among these are two endowed fellowships, the Spencer D. Albright, Jr., and Margaret Hyatt Albright Fellowship for a student in history, and the Robert Poore Roper Memorial Fellowship. Both these fellowships are reserved for students who demonstrate financial need.

Assistantships and fellowships awarded by the Graduate School are available only to full-time students and are usually awarded for the regular academic year (late August to early May). To be considered for an assistantship or fellowship, applicants must check the appropriate box on the Graduate School Application Form and must also complete financial aid applications, as outlined above. Master of Liberal Arts students interested in an assistantship or fellowship are reminded that they must submit scores from the General Test of the Graduate Record Examination.

Virginia Tuition Assistance Grant

Grant funds for up to two academic years are available to graduate students who are bona fide Virginia residents. Students must be enrolled for full-time study and making satisfactory academic progress. These applications are subject to final approval by the State Council of Higher Education. Applications are available in the Graduate School and the Financial Aid Office. Deadline is July 31.

Loans

The Federal Direct Loan program allows graduate students to borrow up to \$18,500 per academic grade level. The FAFSA and Supplemental Application must be filed. In addition, a separate loan application, available from the Financial Aid Office, must be filed.

Work Programs

The University provides work opportunities for graduate students through the Federal

Work-Study Program. This is a need-based program in which students are awarded eligibility to work, and earn funds up to a given limit of eligibility. The FAFSA and Supplemental Applications are required for consideration for the Work-Study Program.

There are other work opportunities available on campus through the University Work Program. This program is not need-based and most students are eligible for employment. Students should contact various departments for whom they may wish to work during the academic year.

Veterans Benefits

Students eligible to receive educational benefits under Veterans Readjustment Acts, or other laws for veterans, active service persons, children, wives, or widows of deceased or dis-

abled veterans, must submit applications to the Veterans Administration prior to registration. Certificates of eligibility must be presented to the Veterans Administration Coordinator, Registrar's Office, University of Richmond, VA 23173.

Residence Life Staff Positions

Opportunities to work as Resident Assistants in undergraduate residence halls are available for a limited number of graduate students. Those interested in working in women's residence halls should contact the Associate Dean of Westhampton College; those interested in working in men's residence halls should contact the Dean of Richmond College. Application for these positions must be made by February 1.

C U R R I C U L A

Designated courses numbered below 500 are open to both graduates and undergraduates, as explained in the section entitled "Graduate Course Credit" on page 76. Graduate students enrolled in courses numbered below 500 for graduate credit are expected to achieve at a higher level and to complete more work than the undergraduates in these courses.

Courses numbered 500 and above normally are open to graduate students only; however, undergraduates may be admitted to 500-level courses under certain circumstances as outlined on pages 22-23.

Students may be required to take certain courses to remove deficiencies in their undergraduate work. Such courses are numbered below 500 and will not carry graduate credit in the particular student's program.

Not all courses listed by departments are offered every session. Schedules of specific courses to be offered will be distributed in advance of each regular semester and the summer session. The University reserves the right to make changes in the offerings as circumstances may dictate.

Biology

W. John Hayden, *Chair*

Professors Bishop, Hayden, Kish

Associate Professors de Sá, Kingsley, Radice

Assistant Professors, Elhai, Goodner, Reynolds, Smallwood, Stenger, Wohl

Directors of Biology Laboratories Lessem, Reiner, Smith

Manager of Biology Laboratories Farrell

A general description of the Master of Science program, with admissions and degree re-

quirements, is on pages 20-21. Applicants must satisfy the general admission requirements.

In order to receive the Master's degree students must, in addition to completing the program of graduate courses listed below, complete the following courses at the undergraduate level:

1. Twenty-eight semester hours of approved biology courses
2. One year of college chemistry

3. One year of college mathematics, including applications of statistics (Mathematics 129 or equivalent).

Physics and organic chemistry are strongly recommended. Students who have not completed one or more of these courses when they are admitted must make them up. They may be taken concurrently with graduate courses, but will not count as part of the 28 hours required for the M.S. degree. Degree candidates must take the Advanced Biology Test of the Graduate Record Examinations.

Twenty-eight semester hours are required for the degree, 15 of which must be at the 500 level, including Biology 525-528, Seminars I-IV, and Biology 549-550, Thesis.

A cooperative program offered by the Department of Biology and the University of Richmond School of Law provides for a student to earn the Juris Doctor and the Master of Science degrees. The program affords unusual opportunities for interdisciplinary study and research, and should appeal to students interested in environmental, forensic, patent, and product liability issues. Information about the program may be obtained from the Department of Biology or the Law School.

501 Microbiology. Morphology and physiology of bacteria, with laboratory emphasis on techniques of culturing and handling organisms. Three lecture and three laboratory hours a week. *4 sem. hrs.*

503 Plant Morphology. Structure, life histories, and phylogeny of major divisions of algae, fungi, and terrestrial plants. Three lecture and three laboratory hours a week. *4 sem. hrs.*

505 Plant Anatomy. Microscopic structure of vascular plants with emphasis on function, development, and evolution. Three lecture and three laboratory hours a week. *4 sem. hrs.*

506 Systematic Botany. Identification and classification of vascular plants; emphasis on local flora; principles of systematics. Two lecture and four laboratory hours a week. *4 sem. hrs.*

507 Advanced Cell and Molecular Biology. An analysis of the molecular mechanisms by which cells interact with each other and with the environment. Topics include hormonal and neurological signaling, muscle contraction and control, cell sur-

face and gene level control in development, and molecular models of cancer, immunity and microbial pathogenesis. *3 sem. hrs.*

508 Comparative Vertebrate Anatomy. Comparative anatomy and biology of several systems of organs of representative vertebrates. Two lecture and four laboratory hours a week. *4 sem. hrs.*

509 Invertebrate Zoology. Morphology, physiology, development, and relationships of representative invertebrate animals. Three lecture and three laboratory hours a week. *4 sem. hrs.*

511 Microanatomy. Microscopic structures and functions of vertebrate tissues and organs. Laboratory emphasizes quantitative light and electron microscopy and computer-assisted image analysis. Three lecture and three laboratory hours a week. *4 sem. hrs.*

512 Developmental Biology. Development of animals, including embryogenesis, metamorphosis, and regeneration. Emphasizes mechanisms of cell differentiation and pattern formation. Three lecture and three laboratory hours a week. *4 sem. hrs.*

513 Biology of Amphibia. Will cover general characteristics, biodiversity, and conservation of amphibians. Discussions will focus on recent studies and advances in amphibian biology. *4 sem. hrs.*

514 Molecular Genetics. Examination of DNA structure, transactions (replication, homologous recombination, transposition, repair, and mutagenesis) and function with emphasis on regulation of gene expression in both prokaryotes and eukaryotes. Introduces methods of recombinant DNA and their application to fundamental biological problems. Three lecture and three laboratory hours a week. *4 sem. hrs.*

515 Plant-Microbe Interactions. Examination of pathogenic, symbiotic, and mutualistic interactions between plants and bacteria, fungi, and viruses. Mechanisms of interactions will be explored from both the microbe and plant perspective. Introduction to current techniques used to study these interactions. Three lectures and three laboratory hours a week. *4 sem. hrs.*

516 Reproductive Biology of Flowering Plants. Introduction to diverse aspects of floral biology such as ecology of plant-pollinator interactions, wind pollination, flower development, and self-incompatibility. Emphasis on experimental strategies used to gather information, both in the field and in the laboratory. Three lectures and three laboratory hours a week. *3-4 sem. hrs.*

517 Biology of Wood. *4 sem. hrs.*

518 Field Biology. Introduction to theory and practice of field biology research, including sampling, monitoring, and experimental design. Emphasis on both gathering quantitative information and understanding the natural history of the study organism. Three lectures and three laboratory hours a week. *4 sem. hrs.*

519 Mountain Ecology. (Summer only.) Field oriented approach to ecology. Includes extended camping in remote regions of Appalachian Mountains. (Additional fee for field trips.) *Prerequisite:* Permission of instructor. *4 sem. hrs.*

520 Bacterial Development. Genetic mechanisms by which bacteria respond to environmental stresses to change their morphology and biochemical repertoire. Regulation of complex behavioral and morphological changes by both unicellular and multicellular bacteria. *4 sem. hrs.*

521 Advanced Cell Biology. *4 sem. hrs.*

522 Advanced Developmental Biology. Development of animals, including embryogenesis, metamorphosis, and regeneration. Emphasizes mechanisms of cell differentiation and pattern formation. Three lecture and three laboratory hours a week. *4 sem. hrs.*

523 Advanced Physiology. *4 sem. hrs.*

524 Advanced Ecology. *4 sem. hrs.*

525 Molecular Evolution. Introduction to molecular evolution with focus on genome structure, mutation selection, and random genetic drift at molecular level. Evolution by gene duplication, exon shuffling, and transposition. Lab focuses on cloning and recombinant DNA techniques. Strong lab component, two lecture and four laboratory hours a week. *4 sem. hrs.*

528 Vertebrate Zoology. Comprehensive survey of vertebrate classes emphasizing phylogeny, natural history, and systematics. Two lecture and four laboratory hours a week. *4 sem. hrs.*

530 Ecology. Interrelationships of organisms and their environments. Three lecture and three laboratory hours a week plus two overnight field trips. *4 sem. hrs.*

532 Tropical Marine Biology. Introduction to marine biology and other oceanographic disciplines using tropical marine habitats as specific examples. Laboratory portion is composed of field trips and exercises including Spring Break field experience in Caribbean (extra fee required). Three lecture hours a week. *4 sem. hrs.*

533 Microbial Ecology. Examination of ecological role of microorganisms in terrestrial, freshwater, and marine habitats with emphasis on role of microorganisms in flow of materials and energy through global ecosystem. Laboratory includes independent research project. *4 sem. hrs.*

534 Oceanography. Integrated introduction to biological, geological, chemical, and physical oceanography. Multidisciplinary approach to ocean processes. Three lecture hours a week and laboratory and field trips. *4 sem. hrs.*

535 Freshwater Biology. Physical, chemical, and biological properties of fresh waters. Three lecture and three laboratory hours a week. *4 sem. hrs.*

536 Plant Physiology. Explores roles of endogenous factors (hormones, biological clocks, phytochrome), environmental influences (light, temperature, water, and inorganic nutrients), and gene expression in plant functions, growth and development. Three lecture and three laboratory hours a week. *4 sem. hrs.*

538 Comparative Animal Physiology. Introduction to major characteristics of animal function at the level of the whole organism and component structures and organ systems. Emphasis on physiological function and processes related to survival in the natural environment. Topics include respiratory physiology, blood and oxygen transport systems, gut anatomy and digestion, energy metabolism, body size, pressure physiology (altitude, deep-sea and diving), temperature adaptation and heat balance, water relations, locomotion and biomechanics, and information control and integration. Three lectures and three laboratory hours a week. *4 sem. hrs.*

539 Physiology of Marine Organisms. Physiological adaptations of organisms to marine environments. Comparative studies of processes will be conducted from cellular to whole organismic levels. Three lecture and three laboratory hours a week. *3 sem. hrs.*

540 Introduction to Immunology. Overview of immunology. Current theories and their explanation of pertinent contemporary issues included. Three lecture and three laboratory hours a week. *4 sem. hrs.*

541 Animal Physiological Ecology. Introduction to animal physiological adaptation to the natural environment. Emphasis will be on physiological responses of animals to both biotic and abiotic factors and interaction with ecology and population dy-

namics of species. Topics covered will stress interdisciplinary relationship between physiology and both the natural biological sciences (ecology, natural history, behavior, and evolution) as well as the applied sciences (population management and conservation biology). *4 sem. hrs.*

542 Biology of Cancer. Provides a historical perspective on principal developments in cancer research. Topics focus on the molecular basis of cancer: selection and clonal evolution of cancer cells, oncogenes and tumor suppressor genes, control of tumor growth and metastasis, RNA and DNA transforming viruses, carcinogenesis induced by chemicals and radiation, and the molecular basis of cancer treatment. Three lecture and three laboratory hours a week. *4 sem. hrs.*

544 Behavioral Ecology. Introduction to analyses of behavior of organisms, including humans, by studies of how behavior affects survival and reproduction. Behaviors studied include foraging, aggression, cooperation, and reproduction. Verbal, graphical, and mathematical models to describe and predict behavior are studied, as well as results test of these models. Three lecture and three laboratory hours a week, plus overnight field trips. *4 sem. hrs.*

545-546 Seminar I and II. Selected topics. *1-1 sem. hrs.*

547-548 Seminar III and IV. Selected topics. *1-1 sem. hrs.*

549-550 Thesis. Research problem pursued under the guidance of a staff member. *2-2 sem. hrs.*

551 Special Topics. Special course areas covered when sufficient interest. Considers subject matter not covered in other biology courses. *1-4 sem. hrs.*

559-560 Research. Research problem pursued under the guidance of a staff member. This research may not be counted as thesis research and does not count in the 28 semester hours required for the master's degree. *2-2 sem. hrs.*

574 Evolutionary Biology of Lower Tetrapods. Introduce students interested in organismal biology to amphibians and reptiles to understand fundamental transitions in vertebrate evolution. *4 sem. hrs.*

580 Philosophical Issues in Evolutionary Biology. Philosophical problems within evolutionary biology and its influence on society. Issues range from how natural selection works (at what levels,

to what ends), to how human traits (intelligence, sexual preference, altruistic and violent tendencies) may be influenced by our evolutionary history, and how such influences should be considered in our ethical and legal codes. Lecture/seminar format, with student oral presentations and term papers. *3 sem. hrs.*

581 Desert Field Ecology I: Desert Physiological Ecology. Study of physiological adaptations of animals to desert environment, and how specific adaptations determine responses on individual, population, and community levels. Topics include desert microclimate, heat balance and biophysics of energy exchange, problems in water conservation, and thermoregulatory strategies, and effects on animal foraging, activity budgets, reproductive behavior, population dynamics and community structure. Intensive field work in Negev Desert of Israel will focus on adaptations of Arabian babbler, a cooperatively-breeding desert songbird. Will emphasize development of research skills through original small-group research projects. *3 sem. hrs.*

582 Desert Field Ecology II: Desert Animal Behavior. Study of behavioral adaptations of animals to desert environment with emphasis on ecological factors influencing evolution of cooperative breeding in desert birds. Topics include sentinel behavior, mobbing, parental care, rank acquisition by individuals, foraging behavior, territorial behavior and aggression, play, sexual selection and mating strategies, and social signalling. Intensive field work in Negev Desert of Israel will focus on adaptations of Arabian babbler, a cooperatively-breeding desert songbird. Will emphasize development of research skills through original small-group research projects. *3 sem. hrs.*

583 Tropical Biology and Conservation. Introduction to tropical biology and conservation, including historical and economic components. *4 sem. hrs.*

584 Eukaryotic Genetics. Principles underlying gene expression in higher eukaryotes, examined through selected genetic pathologies. The course seeks to increase students' facility in making creative use of the primary scientific literature. *3 sem. hrs.*

586 Biomineralization. *4 sem. hrs.*

English

Raymond F. Hilliard, *Chair*

Professors Dance, Hilliard, Loxterman, McMurtry, Nelson, W. D. Taylor

Associate Professors Barza, Givens, Gruner, Hewett-Smith, Hickey, S. Jones, MacAllister, Russell, Schwartz, Tremaine

Assistant Professors Allen, Larkin, Marx

Director of Writing Center Essid

A general description of the Master of Arts program, with admissions and degree requirements, is on pages 20-21. For admission to the program in English, an undergraduate major in English is preferred. Those admitted without a major may be required to take certain undergraduate courses before proceeding to graduate work. Such courses will not count toward the M.A. degree.

In order to receive the Master's degree in English, students must, in addition to completing the course work described below, show competency in one foreign language. This requirement may be satisfied by:

1. Satisfactory completion of at least 6 semester hours of the language above the elementary level at the student's undergraduate institution.
2. Placement at the student's undergraduate institution at a level equivalent to the end of the second year (intermediate level).
3. The completion of 6 semester hours in the language above the elementary level in the course of graduate study at the University of Richmond.
4. Satisfactory performance on an examination administered by the appropriate language department at the University of Richmond.
5. Satisfactory performance on a standardized test approved by the English Department.

Courses taken at the University of Richmond to satisfy the language requirement will not count toward the Master's degree.

Thirty semester hours of approved English courses are required for the degree. These

should include:

- ~ 2 courses in British literature before 1800 (or exemption by equivalent undergraduate coursework)
- ~ 2 courses in British literature after 1800 (or exemption by equivalent undergraduate coursework)
- ~ 1 course in American literature
- ~ 1 course in Literary Theory
- ~ 1 course in Theories and Methodologies (ENGL 500)

With the approval of the Graduate Coordinator, a student may write a thesis. (Students who intend doctoral work in English are strongly encouraged to write one.) Thesis writers may substitute English 550, Thesis Direction, for three of the required 30 hours.

English Courses

NOTE: With the approval of the Graduate Coordinator, students also may take 300-level English courses for graduate credit.

301 English Literature from the Middle Ages through the Renaissance. Selected works by major English writers from the seventh through the later seventeenth century with intellectual backgrounds and cultural context. *3 sem. hrs.*

302 English Literature from the Restoration through Romanticism. Selected works by major English writers from the late seventeenth through early nineteenth century with intellectual backgrounds and cultural context. *3 sem. hrs.*

303 English Literature of the Victorian Period and the Twentieth Century. Focus on representative British and post-colonial literature, 1832-present. *3 sem. hrs.*

326 Twentieth-Century American Poetry. Analysis of representative works by major American poets, with demonstration of modern technical innovations and discussions of thematic concerns. *3 sem. hrs.*

327 Modern Drama. British and American drama with attention to European backgrounds. *3 sem. hrs.*

328 Contemporary British and American Drama. Developments since World War II. *3 sem. hrs.*

330 American Literature through the Civil War. Survey of American literature from Colonial period through the Civil War. *3 sem. hrs.*

331 American Literature Since the Civil War. Survey of American Literature from the Reconstruction period to the present. *3 sem. hrs.*

332 Post-World War II American Novel. Close study of important and representatively postmodern texts (either novels by U.S. authors or works that strongly influenced them during this period) written during third quarter of 20th century with respect to their special social, philosophical, and aesthetic contexts. *3 sem. hrs.*

334 Literature of the South. Representative poetry and prose of the Southern states, with attention to cultural, social, and political backgrounds. *3 sem. hrs.*

342 Modern Grammar. Introduction to linguistics, including theories and practices of structuralists and transformationalists. (Meets state licensure requirements for teaching. Modern Language (MDLG) 407, Introductory Linguistics, may be substituted for this licensure requirement.) *3 sem. hrs.*

343 Topics in Advanced Composition. Special topics in writing with emphasis on the writing process. Can be taken for credit up to three times with change of topic. *3 sem. hrs.*

353 Technique and Meaning of Poetry. How creative tools available to poets shape and influence presentation of theme. *3 sem. hrs.*

354 Technique and Meaning of Fiction. Analysis of narrative technique and theory. *3 sem. hrs.*

360 Women and Creativity. Selected women writers, their work and relationship to their society. *3 sem. hrs.*

364 Literature of American Minorities. Literature of American minority groups in relation to mainstream concerns of American literature. *3 sem. hrs.*

366 Black Women Writers. Representative prose and poetry written by Black women. Focus and content announced each semester. May sometimes cover range of African-American literature, from slavery to present. Other times may focus on twentieth-century literature by Black women in United States, Africa, and Caribbean. *3 sem. hrs.*

376 Introduction to Composition Theory and Pedagogy. Serves as practicum for writing fellows and students seeking teacher licensure. *Prerequisite:* Permission of instructor. *3 sem. hrs.*

380 Caribbean Literature. Survey of Anglo-Caribbean literature with emphasis on contemporary works. *3 sem. hrs.*

390 Interdisciplinary Studies in the Middle Ages and Renaissance. An interdisciplinary approach to the study of Middle Ages and Renaissance. Medieval and Renaissance perspectives on topics such as love, politics, individualism, and the divine will be explored through study of selected works from literature, art, architecture, political theory, theology, and philosophy of both periods. Modern historiographical studies will also be examined in order to evaluate strengths and weaknesses of period constructions. *3 sem. hrs.*

391 Themes and Methods in Comparative Literature. Interdisciplinary approach to selected themes or topics in Comparative Literature. While theme may vary from year to year, it will provide basis for the study of literary relations as they exist across various boundaries: generic, historical, disciplinary, and linguistic. Will also contain component on history and theory of Comparative Literature as a discipline, as well as brief unit on journals, bibliographies, and resources particular to the discipline. *3 sem. hrs.*

399 Selected Topics. Topics will vary from semester to semester. *3 sem. hrs.*

402 Chaucer. Selected early works, Troilus and Criseyde, and The Canterbury Tales, with attention to Chaucer's life in context of late fourteenth-century culture and ideology. *3 sem. hrs.*

403 Shakespeare to 1600. Earlier plays: comedies, tragedies, histories. *3 sem. hrs.*

404 Shakespeare after 1600. Mature tragedies. *3 sem. hrs.*

405 Milton. Major poems, with emphasis on Paradise Lost, and selected prose. *3 sem. hrs.*

406 Critical Approaches to Shakespeare. Selected plays, with attention to different modes of critical analysis. *3 sem. hrs.*

411 Topics in Medieval Literature. *3 sem. hrs.*

412 Topics in Renaissance Literature. *3 sem. hrs.*

413 Topics in Restoration and Eighteenth-Century Literature. *3 sem. hrs.*

414 Topics in Romantic Literature. *3 sem. hrs.*

415 Topics in Victorian Literature. *3 sem. hrs.*

416 Topics in Twentieth-Century British Literature. *3 sem. hrs.*

- 419 Topics in Genre.** *3 sem. hrs.*
- 420 Topics in Literary History.** *3 sem. hrs.*
- 421 Topics in Comparative Literature.** *3 sem. hrs.*
- 422 Topics in Literary Themes.** *3 sem. hrs.*
- 423 Topics in Literary Perspectives.** *3 sem. hrs.*
- 424 Topics in Film.** *3 sem. hrs.*
- 430 Topics in American Literature to 1900.** *3 sem. hrs.*
- 431 Topics in American Literature after 1900.** *3 sem. hrs.*
- 433 The American Novel.** Representative American novels from late 18th to 20th century. *3 sem. hrs.*
- 450 Critics since Plato.** Ways of looking at art and literature in their philosophical context. Theories applied to variety of literary texts. *3 sem. hrs.*
- 451 Modern Literary Theory.** Twentieth-century critical perspectives. *3 sem. hrs.*
- 452 Topics in Literary Theory.** *3 sem. hrs.*
- 500 Theories and Methodologies.** Introduces students to the variety of theoretical perspectives they will encounter when doing research on literary texts. *3 sem. hrs.*
- 502 Chaucer.** Selected works. *3 sem. hrs.*
- 503 Shakespeare.** Selected works. *3 sem. hrs.*
- 505 Milton.** Selected works. *3 sem. hrs.*
- 511 Medieval Literature.** Selected medieval works. *3 sem. hrs.*
- 512 Renaissance Literature.** Selected works. *3 sem. hrs.*
- 513 Restoration and Eighteenth-Century Literature.** Selected works of such writers as Dryden, Swift, Gay, and Pope. *3 sem. hrs.*
- 514 Romantic Movement.** Various aspects of romanticism and selected Romantic works. *3 sem. hrs.*
- 515 Victorian Period.** Major works of the Victorian period, including poems, novels, and other prose writings, considered within the context of social and intellectual history. *3 sem. hrs.*
- 516 Modern Literature.** Selected works. *3 sem. hrs.*
- 520 The British Novel.** Selected works by such major British writers as Defoe, Fielding, Austen, Dickens, Eliot, Conrad, Lawrence, and Woolf. *3 sem. hrs.*

521 English Drama. Various dramatists from the beginnings to the early Victorians exclusive of Shakespeare, as announced each semester. *3 sem. hrs.*

531 Modern Drama. Selected British, American, and Continental dramatists since Ibsen. *3 sem. hrs.*

534 Literary Criticism. Thematic history of literary critics and philosophers. Application of theories to a variety of literary texts. *3 sem. hrs.*

541 American Literature. Varied topics in American literature as announced each semester. *3 sem. hrs.*

550 Thesis Direction. *3 sem. hrs.*

573 Special Studies Seminar. *3 sem. hrs.*

574 Independent Study. Individually designed course of study under supervision of a graduate faculty member. *1-3 sem. hrs.*

History

Hugh A. West, *Chair*

Professors Bolt, Gordon, Treadway

Douglas Southall Freeman Professors George C. Herring (Spring 2001), Betram Wyatt Brown (Spring 2002)

Associate Professors Bak, Kenzer, Summers, H. West

Assistant Professors Drell, Holton, Roberts, Watts

Joint Appointments: Roberts (Asst. Professor, Continuing Studies), Wolf (Professor, Law)

A general description of the Master of Arts program, with admission and degree requirements, is on pages 20-21. For admission to the program in history, an undergraduate major in history or its equivalent is preferred. It is strongly recommended that applicants without a history major have a minimum of 18 semester hours of undergraduate work in history.

The degree requirements are:

1. Successful completion of 27 semester hours of approved graduate courses. These courses must include History 500-Historiography, History 599-Thesis Direction, one research seminar from courses numbered 551-589, and at least two additional courses at the 500 level. Normally, all work will be done within the Department. Under certain conditions, 6 semester hours of coursework taken elsewhere or in another University of Richmond department may be accepted.

2. Satisfactory performance on an oral candidacy examination administered by a three-member committee of the history faculty. This examination should be taken after the student has completed 9 semester hours. It will cover all graduate work taken prior to the examination.
3. Completion of a thesis representing the results of research in primary source materials and approved by a thesis director and two other members of the history faculty.
4. Successful oral defense of the thesis before a committee consisting of the thesis director and two faculty readers.

History Courses

302 Colonial America. Colonial history from the earliest British settlements to the end of the French and Indian War, 1763. *3 sem. hrs.*

303 The American Revolution. The War of Independence and the formation of the Republic, 1763-1788. *3 sem. hrs.*

305 History of the Civil War and Reconstruction. Focus on slavery and the sectional controversy, secession, and the war; political, economic, and social problems of Reconstruction. *3 sem. hrs.*

306 Late Nineteenth-Century American History. Focus on the social, economic, cultural, and political development of the United States from 1875 to 1900. *3 sem. hrs.*

307 The United States, 1896-1941. American domestic history during the Progressive Era, World War I, the 1920s, the Great Depression, and the New Deal. Political, economic, and social factors affecting American society. *3 sem. hrs.*

308 The United States since 1941. American domestic history since the Great Depression, with emphasis on political, economic, and social factors affecting American society. *3 sem. hrs.*

309 The United States in the Twentieth Century through Video and Film. Focus on economic, political, and cultural factors that have shaped America from the 1890s to the 1980s through the media of film and video. Readings are used to provide structure for topics dealt with through the media sources. *3 sem hrs.*

311 History of Virginia since 1800. Virginia history from 1800 to the present. *3 sem. hrs.*

313 Frontier and West in American History. The westward movement and the West, 1790 to the present, with emphasis on frontier life, Native Americans, and environmental impact. *3 sem. hrs.*

317 The Old South. Political, economic, social, and cultural developments in the South, with emphasis on the period from 1790 to 1860. *3 sem. hrs.*

320 American Social History. Topical approach emphasizing the structure of American society and the interplay of its population groups with institutions. Immigration, minorities, labor, women, marriage and family history, and everyday life. *3 sem. hrs.*

321 American Immigration and Ethnicity. Examination, through historical and literary materials, of challenges confronting and posed by waves of immigrants who shaped American civilization. *3 sem. hrs.*

322 Jews in the American Mind. Interdisciplinary exploration of image of Jews in several spheres of American culture, chiefly letters, higher education, performing arts, and law. *3 sem. hrs.*

327 American Diplomatic History since 1945. Emphasis on the Cold War, containment policy, détente, and Third-World challenges to America in the Middle East, Asia, Africa, and the Caribbean. *3 sem. hrs.*

328 Americans from Africa. Role played by Blacks in development of America from colonial times to present. Though slavery is a major topic, emphasis is placed on the post-Civil War period. *3 sem. hrs.*

329 History of Greece. Greek history from end of the Bronze Age through career of Philip II of Macedon. *3 sem hrs.*

330 Hellenistic Greece and Republican Rome. Investigation of the rise of Roman hegemony in context of the Hellenistic Mediterranean. Special attention is given to role of Hellenistic kings. *3 sem hrs.*

331 The Roman Empire. Study of how the Romans and their Byzantine followers maintained an empire in the hostile atmosphere of the first five centuries of our era. *3 sem. hrs.*

332 Medieval Church. Cultural, social, and political aspects of religious life in the Middle Ages. *3 sem. hrs.*

333 European Economic History to 1450. Development of the Western European economy from the height of the Roman Empire through the Late Middle Ages. *3 sem. hrs.*

334 High and Late Middle Ages. Social and intellectual history of Western Europe from 1100 to 1450. Emphasis on the medieval roots of our modern culture. *3 sem. hrs.*

335 Renaissance. Culture, politics, economics, modern science, and overseas expansion of the Renaissance. *3 sem. hrs.*

336 Reformation. Protestant and Catholic reformations and their impact on political, social, and economic conditions. Emphasis on religious and political thought. *3 sem. hrs.*

337 Tudor England, 1485-1603. Political, institutional, social, and cultural study emphasizing the reigns of Henry VIII and Elizabeth I. *3 sem. hrs.*

338 Stuart England, 1603-1714. Emphasis on conflict between the Stuarts and Parliament, Cromwell and the Civil War, the Restoration, and Revolutionary settlement. *3 sem. hrs.*

340 Russia to 1855. Survey of Russian history from the establishment of the Kievan state to the middle of the nineteenth century. *3 sem. hrs.*

341 France, 1589-1815. History of the social, political, and economic institutions that helped shape the modern French state from the Age of Absolutism through the French Revolution and rise of Napoleon. *3 sem. hrs.*

342 Family, Sex, and Marriage in Early Modern Europe. Approach to study of Western European society and culture 1500-1800. Special focus on structures of kinship, fertility and the regulation of sex, and demographic, legal, and religious frameworks that shape the family and household. *3 sem. hrs.*

343 History of Work in Europe. Historical study of world of work in early modern and modern Europe. Centers on nature of work itself, how it has framed mentalities, created social classifications, informed economic thought, and shaped the political process. Topics include history of wage labor and guilds, early industry from countryside to cities, working class formation, division of labor in industry, and policing of labor. *3 sem. hrs.*

351 Modern European Thought, 1650-1850. Focus on nature and role of science, art, politics, religion, sex, emotion, and history. *3 sem. hrs.*

352 Modern European Thought since 1850. Focus on liberalism, Marxism, Freudianism, existentialism, and structuralism. *3 sem. hrs.*

354 Modern Germany. Prussia and Germany from 1848 to the present. Emphasis on unification, political movements, Nazism, and origins and effects of World Wars I and II. *3 sem. hrs.*

355 Georgian Britain, 1714-1837. Constitutional, political, economic, social, and cultural developments in England, Scotland, and Ireland from the accession of the Hanoverians through the Great Reform Bill. *3 sem. hrs.*

356 Modern Britain. Constitutional, political, economic, and social developments in the United Kingdom during the Victorian era and twentieth century. *3 sem. hrs.*

357 Habsburg Empire and After. Survey of rise and fall of Habsburg Empire beginning with development of the lands of the house of Habsburg from Middle Ages to Napoleonic era; the political, military, diplomatic, economic, social, and cultural issues in the Austrian (later Austro-Hungarian) Empire from Congress of Vienna to end of World War I; and the empire's successor states in Central Europe. *3 sem. hrs.*

358 Modern Balkans. Survey of Balkan history in modern times, focusing on development of Bulgaria, Romania, Albania, the Yugoslav lands, and Greece. *3 sem. hrs.*

360 History of Russia since 1855. Survey of Russian history from reforms of Alexander II to the present. *3 sem. hrs.*

362 Topics in Nineteenth-Century European History. Historical problems from period 1815-1914, selected on basis of student interest. *3 sem. hrs.*

363 History of Communist and Socialist Thought. Utopian Socialism, Marxism, Anarchism, and Communism. Nineteenth-century theories and movements. *3 sem. hrs.*

364 History of the Early Soviet Union. Union of Soviet Socialist Republics from ideological and political roots of Bolshevik Revolution in 1917 to outbreak of World War II. Special focus on the Revolution, communist doctrine and movements, and Stalin's radical domestic policies. *3 sem. hrs.*

365 History of the Late Soviet Union. Union of Soviet Socialist Republics from outbreak of World War II to collapse of Soviet System. Special focus on domestic impact of World War II, rise of Cold

War, attempts to reform and rationalize foreign and domestic policies under Stalin, and rapid disintegration of Soviet Union under Gorbachev. *3 sem. hrs.*

367 European Diplomacy from Bismarck to Hitler. Studies in European diplomatic history from mid-nineteenth century to World War II. *3 sem. hrs.*

369 The Machine in Modern Society. Interaction between society and technology in Europe and America since Industrial Revolution. Emphasis on social impact of selected major developments including the steam engine, transportation and communication revolutions, household technology, the automobile, nuclear power, and the computer. *3 sem. hrs.*

371 Modern Asia. Political, social, and economic development during the nineteenth and twentieth centuries. *3 sem. hrs.*

372 Chinese Civilization. Survey of Chinese history to the mid-nineteenth century; intellectual, institutional, and cultural development. *3 sem. hrs.*

373 Modern China. Western impact on China, decay of the Qing, and revolutions of the twentieth century. *3 sem. hrs.*

374 Japan in Premodern Times. Development of Japan to the nineteenth century. *3 sem. hrs.*

375 Modern Japan. Japan's response to Western pressures and rise to world power in the nineteenth and twentieth centuries. *3 sem. hrs.*

376 Imperial Spain and the Americas. Spain's encounter with the Americas: rise of Imperial Spain, conquest of indigenous societies, formation and evolution of colonial Spanish America, Spain's decline and break-up of empire. Emphasis on Hispanic and colonial roots of modern Latin America. *3 sem. hrs.*

377 Introduction to Modern Latin America. Introductory survey of Latin American history from independence; focus on quest for political stability, economic development and social change. *3 sem. hrs.*

378 Women and Gender in Latin American History. History of women in Latin America and role of gender in evolution of society, culture and politics; from the Conquest to present. *3 sem. hrs.*

379 Modern Brazil. Emphasis on twentieth-century conflict over equality, political control, environmental issues and social change. *3 sem. hrs.*

380 Modern Latin American Social History. Social conflict and social movements: peasant rebellions, urban labor movements, slavery and race relations, immigration and ethnicity, women's and grassroots movements. *3 sem. hrs.*

381 The Modern Middle East. Survey of Middle East from last years of the Ottoman Empire to present. Emphasis on culture, Zionism, Arab nationalism, diplomacy, and the Arab-Israeli conflict. *3 sem. hrs.*

382 Modern Middle East Topics. In-depth investigation of selected Middle East topics to include Egypt, Palestine, resurgence of traditional Islam, and other topics important to an understanding of the modern Middle East. *3 sem. hrs.*

383 Modern Middle East Biography. Insights into Modern Middle East through study of lives of important individuals, such as Nasser, Asad, King Hussein, Ataturk, Reza Khan, King Abdul Aziz Ibn Saud, Begin and Ben Gurion. *3 sem. hrs.*

384 Africa, c.1500 to c.1900. Introduction to economic, social, political, and intellectual history of Africa from time of trans-Atlantic slave trade to colonial conquest. *3 sem. hrs.*

385 Africa in the Twentieth Century. Introduction to economic, social, political, and intellectual history of Africa from colonial period to present. *3 sem. hrs.*

386 South Africa since 1500. South Africa from pre-colonial period to present, with special attention to conquest, economic development, establishment of a migrant labor system, segregation, and rise and fall of formal apartheid. *3 sem. hrs.*

387 Women and Gender in African History. Women's roles in and perspectives on some of the major issues in African history, including slavery, colonialism, and development. *3 sem. hrs.*

392 British Empire and Commonwealth. British imperialism from end of American Revolution through development of the modern Commonwealth. Emphasizes Canada, India, Africa, and Australia. *3 sem. hrs.*

393 History of Canada. Development of Canadian society and state, emphasizing factors of geography, politics, and economics influences from France and Great Britain; problems of regionalism and nationalism; and Canadian-American relations. *3 sem. hrs.*

394 World War II. Survey of World War II. Covers not only military events but also diplomacy, economics, and other aspects of the struggle in an effort to show its transformative effects. *3 sem. hrs.*

395 World Politics since 1945. Overview of world politics and international crises and developments since the end of the Second World War. *3 sem. hrs.*

396 The Vietnam Conflict. Topical study of the United States' war with Vietnam, from its background to its consequences. Examination of Vietnam's historic efforts for independence from foreign domination, using primary documents, readings, documentary and feature films, and visiting speakers. *3 sem. hrs.*

398 Selected Topics. Examples include American Biography, Contemporary America, European Biography, Eastern Europe since 1815, Rise of Big Business in America, United States and Central America, and others arranged by the department. *3 sem. hrs.*

Master of Arts Foundation Course

500 Historiography. Introduction to principles and practices of historical writing. Although some attention will be paid to the history of historical writing since classical times, the focus will be on contemporary modes of historical writing. *3 sem. hrs.*

Reading Seminars

510 Selected Topics in United States History. Examination through readings and discussion of a selected issue, theme, or period in American history. *3 sem. hrs.*

511 American Historiography. The history of historical writing concerning the United States from the colonial period to contemporary historians. *3 sem. hrs.*

522 Tudor and Stuart England. Reading and discussion of sixteenth- and seventeenth-century writers, nineteenth-century historians, and contemporary scholars. Topics to be studied include political thought, institutional development, social and economic concerns, and biography. *3 sem. hrs.*

530 Selected Topics in Nineteenth-Century European History. Reading and discussion on a selected aspect of European thought and society between 1815 and 1914. Examples of topics include political ideologies, industrialization, and the rise of nationalism. *3 sem. hrs.*

531 Selected Topics in Twentieth-Century European History. Reading and discussion on a selected issue or period in the history of twentieth-century Europe. Examples of topics include the origins of World War I, World War I and the peace settlements of 1919, Fascism, the origins of World War II, the Second World War, the Cold War, and post-war Europe. *3 sem. hrs.*

532 Selected Topics in Modern British History. Reading and discussion on a selected issue or period in the history of Britain since 1714. *3 sem. hrs.*

540 The Modern Middle East. Emphasis on the different forms of Islam, Arab nationalism, and the political histories of the major Arab countries. *3 sem. hrs.*

542 Topics in Modern Japanese History. Examination of an issue in twentieth-century Japanese history through study of pertinent monographs and articles. *3 sem. hrs.*

544 Topics in Latin American History. Overview of major interpretive issues in Latin American history with focus on a selected theme or related themes. *3 sem. hrs.*

Research Seminars

551 Colonial America. Research and writing on selected topics in the history of colonial North America to 1763. *3 sem. hrs.*

552 The American Revolution and the Early Republic. Research and writing on selected topics relating to the American Revolution and early Republic. *3 sem. hrs.*

553 Virginia History since 1800. Focus on methods and mechanics of research and the preparation of a substantial paper utilizing primary sources on a topic in Virginia history since 1800. *3 sem. hrs.*

554 The Old South. A research seminar focusing on the South from c. 1790 to 1860. Attention will be given to guides and sources with emphasis on methods and mechanics of research and the preparation of a substantial paper. *3 sem. hrs.*

555 The Civil War and Reconstruction. A research seminar with the focus on the years 1861-1877. In addition to a discussion of the historiography of the era, attention will be devoted to the identification of guides and sources, the methods and mechanics of research, and the preparation of a substantial paper. *3 sem. hrs.*

557 Twentieth-Century America. A research course in domestic American history from 1896 to the present. Topics include industrialization, urbanization, demographic movements, growth of the federal government, reform movements, racial and ethnic problems, and political ideologies. *3 sem. hrs.*

558 American Diplomatic History. Research and writing of a paper based on original sources and secondary scholarship. The focus will vary, with particular offerings on such topics as containment policy, the Vietnam Conflict, and the Cold War. *3 sem. hrs.*

571 The Enlightenment. Analysis of European cultural products from the end of the seventeenth to the end of the eighteenth century in terms of the political and social context. *3 sem. hrs.*

574 Modern Britain. Supervised research and writing in the field of British history since the early eighteenth century. *3 sem. hrs.*

575 Twentieth-Century Europe. Introduction to research methods and sources for twentieth-century European history. A particular topic for study and research, such as Interwar Europe, 1919-1939, will be defined each time the seminar is offered. *3 sem. hrs.*

Independent Study Courses

590 Directed Readings. An individually designed program of reading under the direction of a member of the graduate history faculty. Repeatable for credit toward the degree only with permission of Department. *3 sem. hrs.*

591 Directed Research. An individually designed program of research and writing under the direction of a member of the graduate history faculty. Repeatable for credit toward the degree only with permission of Department. *3 sem. hrs.*

599 Thesis Direction. Research and writing of a thesis under the supervision of a director assisted by two other members of the graduate history faculty. *3 sem. hrs.*

Master of Liberal Arts

Professor Eakin (Religion, Coordinator); MLA Committee: Calvacanti (Sociology), Givens (English), Johnson (Art History), Simpson (Classics), and Hickey, ex officio (English, Director of the Graduate School).

Faculty from a variety of liberal arts disciplines offer courses which may be taken for credit toward the MLA degree.

A general description of the Master of Liberal Arts program, with admission and degree requirements, is on page 22-23.

Thirty hours of approved coursework are required for the degree. MLA 500 (Area I) is required and should be taken no later than the second course credited toward the student's MLA program. MLA 599 (Area III) must be taken as the final course in the program.

Working with the program coordinator the student chooses a topic, focus, or theme that guides the selection of the remaining eight courses. These courses may be chosen from those listed in Area II or from other courses offered for graduate credit throughout the Arts and Sciences curriculum. Students might, for example, choose to focus their studies on such topics as women's experience, the American experience, Latin America, Jewish-Christian traditions, the art and literature of a particular era such as the Classical Age, the Middle Ages, or the Victorian period, or on the contemporary or historical problems of an area of the world, etc. Within this focus, the student will arrive at a narrower focus for the final project which will be completed in MLA 599.

Liberal Arts Courses

Area I: One Course Required

500 Methods and Themes in Liberal Studies. This core course will provide an overview of modes of inquiry, analysis, and research particular to at least two of the following fields of study: Historical Studies, Literary Studies, Social Analysis, and the Visual and Performing Arts. A special theme (which may vary from term to term) will provide the focus for the practical application of these methodologies. The course will also emphasize writing skills, relevant computer technologies, and library use. To be offered in Fall and summer se-

mesters. Course must be taken no later than the second course credited toward the student's program. *3 sem hrs.*

Area II: Eight courses chosen from those listed below or from other approved graduate offerings.

501 Greco-Roman Basis of Western Civilization. Survey of Greek and Roman achievements in politics, literature, art and philosophy, and critical analysis of the legacies of Greece and Rome in the medieval, renaissance and modern worlds. Greek and Roman values will be contrasted with those of at least one non-western culture. *3 sem. hrs*

502 The Drama of Ancient Athens. Surviving plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Menander. Conditions of the Athenian stage, contemporary historical circumstances as related to the plays. *3 sem. hrs.*

503 Pagan and Christian: Conflict of Interest in the West, A.D. 14-430. Political management of Roman Empire and anomaly of Christian thought working to achieve dominance over the chief images and ideas of pagan literature. Continuity of the bureaucracy, growth of Christianity and synthesis of the new theology with Greek philosophy. Economic and theological conflict between East and West. *3 sem. hrs.*

504 Greek Philosophy: A Twentieth-Century Perspective. Historical and philosophical examination of representative selections translated from the classic Greeks. Special attention to Plato-Socrates, Aristotle, the Epicureans, and the Stoics. Emphasizes those issues which bear upon contemporary problems about man, society, morals, religion, and law. Exploration of the roots of contemporary problems and solutions in the philosophical debates of Greek antiquity. *3 sem. hrs.*

505 The Past as Myth and Reality. The past's relevance to the present, problems of historical objectivity, and making of historical myths. Role of myth in forming historical consciousness and determining political behavior. Positive and negative aspects of selected subjective interpretations of the past. *3 sem. hrs.*

510 Jewish and Christian Basis of Western Civilization. Jewish and Christian religious experience as the preponderant expression in Western culture, emphasizing issues such as the Biblical bases undergirding and guiding the faith communities, Jewish and Christian relationships, the correlation of re-

ligious experience with individual and corporate values, and various cultural manifestations of faith's commitments, as in art, literature, and architecture. *3 sem. hrs.*

511 Social and Economic Life in the Middle Ages. Change and stability in the medieval period: persistence of rural life and customs with growth of trade and cities; social classes of medieval Europe viewed in theoretical and functional ways; role of women; nature of material life. *3 sem. hrs.*

512 Faith and the Church in the Middle Ages. Development and role of institutional church and nature of lay piety in the Middle Ages, with emphasis on topics such as the papacy and monasticism and beliefs and practices of lay people. The church as an "umbrella" institution influencing behavior at all levels of society: education, marriage, beliefs in death and after-life, culture, et al. *3 sem. hrs.*

513 Reformation. Protestant and Catholic reformations and their impact on political, social, and economic conditions. Emphasis on religious and political thought. *3 sem. hrs.*

514 The Renaissance. Europe in early modern times. Emphasizes Italian Renaissance, nature of humanism, and flowering of arts, literature, and learning. *3 sem. hrs.*

515 Britain in the Georgian Era. Selected topics in the constitutional, political, diplomatic, economic, social, and cultural history of England, Scotland, and Ireland from the establishment of the Hanoverian dynasty in 1714 to the accession of Queen Victoria in 1837. *3 sem. hrs.*

516 The Middle East, Past and Present. Islam in the past and Arab nationalism in the present. Attention given to continuity of institutions, ideas, and practices from the simpler past to the political, economic, and social complexities of the twentieth century. *3 sem. hrs.*

520 Italian Renaissance Art. Visual arts of Italian Renaissance as they developed from early thirteenth century through early sixteenth century. Art of the period against political, social, economic, and religious background of the era to emphasize the close relationship between Italian life and art. *3 sem. hrs.*

521 Northern Renaissance Art. Fifteenth- and sixteenth-century Northern Renaissance art presenting the works of major artists from Jan Van Eyck through Pieter Bruegel the Elder, considered within their historical and cultural contexts. *3 sem. hrs.*

522 The Arts in Renaissance England. Study of principle works of painting, sculpture, and architecture which characterized Renaissance developments in England. Attention to political, social, economic, and religious background of the era with particular emphasis on relationship between literary and artistic achievements of the time. *3 sem. hrs.*

523 Mannerism and the Baroque. Study of European art from early sixteenth century to about middle of eighteenth century with emphasis on social and cultural background of selected important works of architecture, sculpture, and painting. *3 sem. hrs.*

524 Foundations of Modern Art. Ideas, themes, and developments from eighteenth century through the Age of Revolution that serve as a background for contemporary art. Emphasis on the visual arts with pertinent developments in music also cited. *3 sem. hrs.*

525 Artists, Creativity, and Aesthetics. Visual art and music from viewpoint of the artist. What is an artist? What motivates the artist? How does the artist conceive of his or her work? Emphasis on meaning of creativity and on relative importance of skill and imagination in artistic enterprise. *3 sem. hrs.*

526 Contemporary Theater. Theory and creative processes of modern dramatic production through seminars, reading of plays, and observing and participating in the production of plays. Introduction to major theories of playwriting, acting, directing, and design. *3 sem. hrs.*

527 Introduction to Music and Music History. Study of selected compositions representative of Western musical tradition from eighteenth through twentieth century. Emphasis on cultural climate leading to development of various musical forms and styles. *3 sem. hrs.*

530 America in the Twentieth Century. Significant transformations in American character, culture, and institutions in the recent past. Emphasis on how these changes have affected the quality of life in America. *3 sem. hrs.*

531 Social Conflict in Contemporary America. Conflicting attitudes and values that contribute to the existence of contemporary American social problems and intergroup conflict—between blacks and whites, rich and poor, old and young, men and women, urbanites and suburbanites, radicals and liberals, and intellectuals and the rest of society. Extent to which such social conflict constitutes a

threat to society, and of possibility and ways of achieving greater consensus and cooperation. *3 sem. hrs.*

532 Evolution and American Social Thought. Introduction to Charles Darwin's theory of biological evolution and Herbert Spencer's theory of social evolution, followed by survey of American social thought especially influenced by evolutionary theory. Writings of representative figures in various fields of culture, such as religion, literature, and law. Concludes with analysis of "sociobiology," a contemporary attempt to apply evolutionary theory to study of society. *3 sem. hrs.*

533 The Future of Urban Life in America. Nature of urban crisis in contemporary America and the prospects for solving problems that have contributed to its existence. Recent creative solutions critically evaluated from the perspective of various humanistic theories of urban life, especially those concerned with the whole man and the ethical and aesthetic principles that underlie the ideal of a good city. *3 sem. hrs.*

534 Race and Society in America. Major ideas about and attitudes toward ethnic minorities, such as Blacks, Indians, Jews, and Mexican-Americans, and how these ideas and attitudes were implemented or expressed in law, education, religion, and other social institutions. Historical framework for understanding contemporary race relations in America. *3 sem. hrs.*

540 Principles of Literary Criticism. Major approaches, traditional and modern, to the study of literature. *3 sem. hrs.*

541 The Victorian Sage: Nineteenth-Century British Literature and Social Thought. Major social, political, religious, and scientific concerns of late nineteenth century as presented by British writers such as Tennyson, Browning, Carlyle, Arnold, Ruskin, Dickens, Eliot, Trollope, Hardy, and Morris. Shows how major issues of the day were shaped and defined by the Victorian "prophets" and how these issues in turn largely determined form and content of major writings of the period. Continuity of these issues with socio-political concerns of twentieth century. *3 sem. hrs.*

542 Studies in European Literature of the Twentieth Century. Selected subjects in contemporary European literature. *3 sem. hrs.*

543 Studies in American Literature of the Twentieth Century. Selected subjects in contemporary American literature. *3 sem. hrs.*

544 Representations of Women in Literature.

Female experience as portrayed in novels, plays, poems, and stories. Relationship between literary stereotypes of women and society's attitudes toward women. Emphasis on major changes that have occurred in treatment of women by both writers and society. *3 sem. hrs.*

545 Modern Chinese and Japanese Literature: The Western Impact on Asian Literary Sensibilities.

How the challenge of the West created new native literature in twentieth century China and Japan. Background on traditional societies; reading of English translations of novels of Lu Hsun, Pa Chin, Lao She, and Mao Tun for China; and Soseki, Ogai, Akutagawa, Tanizaki, and Kawabata for Japan; with some modern poetry also. Contrast made with Western literary forms and presuppositions. *3 sem. hrs.*

550 Contemporary Trends in Theology. Important recent efforts to interpret, justify, or revise some main tenets of Jewish and Christian faith. *3 sem. hrs.*

551 Major World Religions in the Twentieth Century: The Religious Dimensions of Life in Contemporary Faith.

How life is experienced by the educated, devout adherent of Hinduism, Buddhism, and Islam. Contrasts with Jewish and Christian emphasis. Comparison of religious themes such as interpretations of death experiences, resources for meeting personal crises, and anticipations of life after death. *3 sem. hrs.*

552 Symbolism in Religion, Literature, and Art.

Nature of the expressive symbol and role it plays in human life, as outlined by two or more such thinkers as Paul Ricoeur, C.G. Jung, and Paul Tillich. Theories applied, criticized, and adapted in study of selected materials from religion, literature, and the plastic arts. Interdisciplinary attempt to arrive at adequate understanding of man's myth-symbol-creating proclivities. *3 sem. hrs.*

553 American Judaism. Role of Jews from their entrance into New Amsterdam in 1654 until present, with emphasis on major immigration periods, emergence of anti-Jewish reactions, selected significant personalities, and some major contributions of Jews. *3 sem. hrs.*

554 Issues in Religion and Personality. Correlation of religious thought with that of thinkers in social and behavioral sciences as related to psychological and religious views of altered states of consciousness, conversion, peak experiences, and psychic phenomena. Religion as a source of creativity. *3 sem. hrs.*

555 The Bible and Western Heritage. The origin and transmission of the Bible in English, methodologies for Biblical interpretation, with special attention to passages which have had significant cultural impact or which are the focus of interpretive controversy. *3 sem. hrs.*

556 Philosophy of Religion. Is there such a thing as religious knowledge? Can a rational individual believe in God(s)? Alternative conceptions of use and meaning of theological language (description, ritual, belief formation, moral persuasion). Transcendence, mysticism, and logic. *3 sem. hrs.*

557 The Bible as Literature. Analysis of literary and historical methodologies for interpreting Biblical text. Attention to both intention of author(s) and message understood by recipients. Emphasis to student's direct involvement in the exegetical process. *3 sem. hrs.*

560 The Conceptual Development of Modern Science. Historical consideration of events and philosophies which have led to establishment of contemporary thought and practice in the sciences. *3 sem. hrs.*

561 Revolutions and Reactions. Nature, causes, and ideologies of revolutionary and counter-revolutionary movements, with concentration on and comparison of major revolutionary upheavals of the modern era, including those which occurred in France (1789-1799) and Russia (1905-1920). Contemporary revolutionary ideas and movements. *3 sem. hrs.*

562 Issues in Political Theory. Consideration of such questions as: Why should government be respected and laws obeyed? How much dissent should a society allow? Can religious liberty and freedom of conscience be defended? To what extent should government determine the beliefs of the people? Is there a natural law or a natural right? Can society be improved through politics? To what extent can and should there be government by the people? How "equal" should people be? *3 sem. hrs.*

563 History of Human Freedom. Theoretical analysis of freedom and a history of its existence and growth vis-a-vis primitive cultures, Judeo-Christian religion, Greek philosophy, natural law, science, capitalism, liberalism, Marxism, and modern art. *3 sem. hrs.*

564 Post-Modernity and Self-Identity. How individuals cope with post-industrial era, creation of meaning for their lives amidst larger social trends. Transition from industrial, factory-oriented to digi-

tal/information society compartmentalized everyday life. Study of more complex choices individuals face about career, love, life, family, parenting, hobbies, residence, friendships and memberships in causes and associations (church, clubs, interest groups, etc.) in post-modern days. How human needs, wants, and hopes find different forms of social expression in process of identity-making. How we develop resources to cope with social forces of post-modernity, and consequences we face as we try to live meaningful lives. *3 sem. hrs.*

565 Identity and Society. Selected readings explore the interplay between self and society in formation of human identity. Philosophical, historical and sociological explanations for the role of society and the individual in processes of socialization, social integration, and development of human identity are examined. *3 sem. hrs.*

570 Directed Study. Requires prior approval of the Coordinator. *1-3 sem. hrs.*

598 Special Topics. Special course offered when sufficient faculty and student interest exists in subject matter not covered in existent and/or available courses. May be repeated for credit when topics vary. *1-3 sem hrs.*

Area III: One Course Required

599 Seminar in Liberal Studies. Discussion of selected readings designed to assist student's drawing meaningful closure to the MLA program. Each student will develop a final project growing out of theme, interest, or topic that has served to integrate student's program. Sharing of preparation and results of the projects will be essential component of the course. Course to be offered both Spring semester and summer term each year and to be taken as final course in student's program. *3 sem. hrs.*

Political Science

Arthur Gunlicks, *Chair*

Professors Gunlicks, Outland, E. West, Whelan

Associate Professors Carapico, Kandeh, Palazzolo

Assistant Professors Wang

The Master of Arts program in Political Science is currently not accepting new students.

Twenty-seven semester hours are required for the degree, including Political Science 550 - Thesis Direction and at least four other courses at the 500 level.

In addition to the courses listed below, students may, with the prior approval of the Department, take certain history or Master of Liberal Arts courses as part of their program.

Political Science Courses

300 Bureaucracy and Public Policy. Examination of nature of bureaucracy and power of public sector bureaucrats and agencies to shape, create, implement, resolve disputes about, and evaluate public policies. *3 sem. hrs.*

303 Metropolitan Problems and Politics. Analysis of and practical involvement with major issues affecting metropolitan governments. *3 sem. hrs.*

304 Virginia Government and Politics. Virginia government at the state, county, municipal, and special district levels. Emphasis on legislative, executive, and judicial organization; state politics and intergovernmental relations. *3 sem. hrs.*

306 Public Administration: Intergovernmental Relations. The administration of policy approached from an intergovernmental perspective, with emphasis on the relationship of the cities to state and federal governments. *3 sem. hrs.*

307 Public Management. Analysis of managerial strategies in the public sector through a comparative examination of public and private management. Focus on public administration as a profession and the public manager as a practitioner. *3 sem. hrs.*

311 Political Theory: Plato to Locke. The enduring basic issues in political theory studied through the writings of Western civilization's great philosophers. *3 sem. hrs.*

312 Modern Political Theory. Ideas of the major political philosophers of the late eighteenth, nineteenth, and twentieth centuries, including Rousseau, Burke, Hegel, Marx, J.S. Mill, and Nietzsche. *3 sem. hrs.*

315 American Political Theory. History of political thought in America from colonial times to the present, emphasizing the themes of liberty, individualism, community, and national purpose. *3 sem. hrs.*

321 Women and Power in American Politics. Examines women's access to and exercise of power in the United States, and effects of government power on women's lives. Takes conscious account of differences with respect to race, ethnicity, class, and sexuality. *3 sem. hrs.*

322 Public Opinion and Public Policy. Examines relationship between public opinion and public policy by identifying democratic values, public preferences, and interactions between elected officials and the people they govern. *3 sem. hrs.*

324 The Politics of Social Welfare. Development and adequacy of programs addressing needs of “the deserving poor” in the United States. Insights into why some programs fail and others succeed. *3 sem. hrs.*

325 Minority Politics. Comparative examination of the history, problems, and political role of minority groups in the United States. *3 sem. hrs.*

326 Legislative Process. Organization and functions of the American Congress. *3 sem. hrs.*

327 The American Presidency. Political leadership in the American political system from the perspective of the Chief Executive. Particular attention to the expansion and use of presidential power. *3 sem. hrs.*

328 American National Government. Research seminar on the national policy-making process. For advanced political science students. *3 sem. hrs.*

329 Campaigns and Elections. Analysis of institutions and process of American electoral system and behavior of the American electorate. *3 sem. hrs.*

331 Constitutional Law. The role of the United States Supreme Court in American politics studied through an examination of landmark constitutional decisions pertaining to the functional and territorial distribution of governmental powers. *3 sem. hrs.*

333 Civil Rights/Liberties. Analysis of contemporary legal status and interpretation of constitutional rights and liberties. Emphasis on landmark Supreme Court decisions involving various provisions of the Bill of Rights and the Fourteenth Amendment. *3 sem. hrs.*

336 American Constitutional History. The background, adoption, and development of the Constitution, with emphasis on the role of the Supreme Court and judicial review in American history, and on the changing interpretations of key provisions in the Constitution. *3 sem. hrs.*

337 Politics and the Legal System. Analysis of the structure, processes, and personnel of the American legal system. Emphasis on decision making of private parties, judges, juries, and attorneys in context of civil litigation and criminal prosecutions. *3 sem. hrs.*

341 Comparative Government: Great Britain, France, and Germany. Geographical and historical settings, political cultures, political parties and elections, executives, legislatures, bureaucracies, and legal systems in the three major Western European countries. Comparisons of public policies and responses to the challenges of the welfare state. *3 sem. hrs.*

342 Comparative Government: The CIS (former U.S.S.R.) and Eastern Europe. Geographical and historical settings; ethnic, cultural, religious, and economic diversity and tensions. Similarities and differences among Soviet republics as well as among the Soviet bloc states in Eastern and Central Europe. *3 sem. hrs.*

343 Politics of Asia. Study of historical, cultural, and social forces shaping contemporary politics of Asia. Comparative survey of major political systems and critical examination of key issues. Attempts to link Asian Studies with mainstream political science. *3 sem. hrs.*

344 Europe Today: Politics, Economics, Institutional Development. Political, social, ethnic, and economic developments in Western Europe since WWII. Formation of European institutions such as the European Community, Council of Europe, and NATO. Cooperation and conflict among European parties and interest groups. *3 sem. hrs.*

345 Politics of China, Hong Kong, and Taiwan. Study of contemporary political history of China; analysis of political systems of the People’s Republic of China, the Hong Kong Special Administrative Region, and the Republic of China on Taiwan; and discussion of key political, economic, and military issues. *3 sem. hrs.*

346 Politics of Cultural Pluralism. Comparative examination of politicization of race, ethnicity, religion, and caste in the contemporary world. *3 sem. hrs.*

347 Politics of Developing Nations. A comparative analysis of the political, social, and economic development or modernization of nations in Africa, Asia, and Latin America. Topics include the influence of ideology, revolution and reform, national integration, neo-imperialism and dependency, and economic growth and equality. *3 sem. hrs.*

348 Politics of Africa. Comparative study of state formation, nation-building, political economy, social structure/movements, selected regions and countries in Africa. *3 sem. hrs.*

349 Politics of Latin America and the Caribbean. Influence of historical, social, and cultural forces on contemporary politics of Latin America and the Caribbean. Effects of social structure and underdevelopment on processes of democratization, institution building, national integration, and economic development. Case studies of selected countries illustrate major themes and issues explored. *3 sem. hrs.*

350 American Foreign Policy. Sources, substance, and purposes of U.S. foreign and defense policy. *3 sem. hrs.*

352 International Law and Organization. Development, processes, and functions of contemporary international law and organization. Emphasis on conflict management, promotion of economic and social welfare, and development of community. *3 sem. hrs.*

355 Foreign Aid and Development Policy. Assistance policies of wealthy nations and multilateral organizations, development policies and problems of poor or underdeveloped nations, and dynamics of economic, political, and cultural transactions. *3 sem. hrs.*

356 International Political Economy. Politics, processes, and institutions underlying contemporary global economic interdependence, with special focus on international trade, finance, and assistance; alternative theoretical models for understanding these events, processes, and institutions. *3 sem. hrs.*

358 The United States and the Pacific Rim. Study of changing U.S. role in the Asia-Pacific region, U.S. relations with the major powers in the region, and salient regional and bilateral political, security, and economic issues. *3 sem. hrs.*

371 Introduction to Political Research and Analysis. Approaches, orientations, theories, scope, and methods used in the study of politics, exemplified primarily through practical exercises and readings. *3 sem. hrs.*

372 Applied Research. Application of quantitative research techniques in the areas of public opinion, voting, and public policy. Topics vary from year to year according to interests of instructor and students. Some polling, interviewing, and use of computer required. Appropriate for students who have had Political Science 371 or beginning graduate students. *3 sem. hrs.*

379 Selected Topics. Examples include Comparative Public Policy, Latin American Politics, Political Terrorism, and Comparative Federalism. *3 sem. hrs.*

390 Independent Study. *1-3 sem. hrs.*

393 Seminar. Selected topics of special interest to advanced students. May be repeated for credit if topics differ. *3 sem. hrs.*

395 Legislative Internship. Combines a weekly seminar on the state legislative process with work as an assistant to a state legislator, government agency, interest group, or press during the session of the Virginia General Assembly. *3 sem. hrs.*

503 Judicial Process. *3 sem. hrs.*

519 International Relations Theory. *3 sem. hrs.*

522 Comparative Government Seminar. *3 sem. hrs.*

526 American National Government. *3 sem. hrs.*

532 Political Modernization and Development. *3 sem. hrs.*

539 Issues in Political Theory. (See Master of Liberal Arts 562.) *3 sem. hrs.*

550 Thesis Direction. *3 sem. hrs.*

590-591 Directed Study. *3-3 sem. hrs.*

Psychology

Andrew F. Newcomb, *Chair*

Professors Blick, Newcomb

Associate Professors Allison, Berry, Hopkins, Kinsley, Kozub, Sholley

Assistant Professors Bagwell, Li

Clinical Assistant Professors Churchill, Stott

A general description of the Master of Arts program, including admission and degree requirements, is on pages 20-21. An undergraduate degree in psychology is preferred for admission; however, applicants with especially strong records in other disciplines will be considered. Completion of equivalent undergraduate coursework in introductory psychology, statistics, and experimental psychology is required for matriculation.

For the Master of Arts degree:

Successful completion of qualifying exam and 36 semester hours of coursework accept-

able to the department, including the proposal and defense of an original thesis. During the two-year program, students will take the following courses:

First year/first semester

(10 semester hours):

Psychology 501, 502, or 503, 4
Psychology 537, 3
Psychology 540, 3

First year/second semester

(11 semester hours):

Psychology 501, 502, or 503, 4
Psychology 530, 1
Psychology 538, 3
Psychology 541, 3

Second year/first semester

(8 semester hours):

Psychology 501, 502, or 503, 4
Elective, 4

Second year/second semester

(7 semester hours):

Elective, 4
Psychology 599, Thesis, 3

Psychology Courses

Course Series 434-449 and 500:

Prerequisites. Permission of the instructor. Students may also take elective courses outside of the Department of Psychology contingent on approval of thesis committee.

434 Tests and Measurements. Application of measurement theory to the development and evaluation of educational and psychological tests. *4 sem. hrs.*

435 Advanced Personality and Social Psychology. Critical examination of theory and research associated with the interface between personality and social psychology. *4 sem. hrs.*

436 Developmental Psychopathology. Intensive analysis of description, etiology, and development of individual patterns of behavioral maladaptation in childhood and adolescence with critical evaluation of child and family treatment approaches. *4 sem. hrs.*

438 Group Processes. In-depth analysis of the psychology of group formation, group conflict, group decision making, and intergroup relations. Emphasis is on the critical analysis of current theory and research on collective phenomena. *4 sem. hrs.*

440 Advanced Neuroscience. Advanced interdisciplinary examination of field of neuroscience, including biochemistry of the neuron, biology of the brain, and creation of psychology out of nervous tissue. *4 sem. hrs.*

441 Clinical Neuroscience. Examination of ways in which brain function is modified to create symptomatology and syndromes that comprise clinical topics in psychology. The contrast between psychological and biological bases of disorder is considered. *4 sem. hrs.*

442 The Neurobiology of Relationships. Examination of complex array of behaviors that animals display toward each other from the perspective of evolutionary pressures that shaped extant neurobiology. Focus on inextricable link between human and animal origins. *4 sem. hrs.*

449 Advanced Seminar. Special intensive seminar offerings based on student demand and faculty availability. *4 sem. hrs.*

500 Internship. Opportunity for practical experience in a variety of applied community settings. *3 to 6 sem. hrs., however, hours do not count toward degree requirements.*

Course series 501-503: Core Area Courses.

Each course is a combination of a 400-level elective course and an intensive personalized tutorial that is tailored to the needs and interests of the individual student and that complements the in-class material. Each tutorial will involve extensive readings in the primary literature of the field and is developed in consultation with individual instructors.

501 Biological Bases of Behavior. In-depth examination of biological and neuroscientific explanations of behavioral phenomena, accompanied by comprehensive readings in the areas of sensation, perception, and neuropsychology. *4 sem. hrs.*

502 Social Bases of Behavior. Critical overview of current theory and research in social psychology, with emphasis on conceptual and empirical work on social cognition, social influence, human diversity, and group dynamics. *4 sem. hrs.*

503 Cognitive and Affective Bases of Behavior. In-depth examination of the research and theory that helps to explain and define the architecture

and function of the mind. Focus is on the production of information and emotion as a consequence of the input, encoding, and output of knowledge and experience. *4 sem. hrs.*

Course 530: Ethical Principles in Psychology

530 Professional Ethics. A review of A.P.A. Ethical Principles of Psychologists and relevant professional issues and dilemmas in psychology. Graded pass/fail. *1 sem. hr.*

Course series 537-599: Research

537 Advanced Statistical Methods & Research Design. Methods of research in psychology and descriptive, inferential, and correlational statistical approaches. Emphasis on experimental and correlational designs and on analysis of variance and regression. *3 sem. hrs.*

538 Multivariate Statistics. Multiple variable research design and applied multivariate analyses, including multiple regression, factor analysis, and multivariate analysis of variance. *4 sem. hrs.*

540-541 Research. First-year research project completed in collaboration with faculty mentor. *3-3 sem. hrs.*

599 Thesis. Individual research project approved by departmental thesis committee and supervised by departmental faculty member. *3 sem. hrs.*

Artist Diploma in Chamber Music

The Artist Diploma in Chamber Music is a nondegree program offering specialized training for gifted performers. The program was started to assist established, young ensembles in launching their professional careers. The program consists of a four-semester curriculum (two years) and is open to string quartets and piano trios. The program is intended for a limited number of exceptionally gifted performers who have completed the B.Mus. or its equivalent, and who have acquired extensive musical background through institutional or private studies, or through unusual performing experiences and who wish to concentrate on private applied study without additional course requirements.

The program focuses on the practical aspects of music training: private instruction, performance, participation in Musical organizations and chamber music, and musicianship skills. The selected ensembles will receive regular coaching from senior piano faculty at the University of Richmond and the Shanghai quartet, the University's artists in residence. In addition, the ensembles would present concerts in the Modlin Series each year, serve as co-principals in the University Orchestra, and receive professional promotion during their residency.

Admission

Interested candidate ensembles should send the following:

1. A resume
2. Tapes (video preferred) of unedited performances totalling not more than 30 minutes.
3. Academic transcripts.

From the pool of candidates, the University will invite a limited number to audition and interview in person. A maximum of one ensemble a year will be admitted to the program.

Program Requirements

1. Course Requirements:

36 semester hours of coursework consisting of:

Private Instruction 16 hours

The following as they apply:

MSAP 474, 4 Violin

MSAP 475, 4 Viola

MSAP 476, 4 Cello

MSAP 461, 4 Piano

Chamber Music 16 hours

MSEN 401, 4 Chamber Music

Seminar

(includes public performances) 4 hours

MSAP 495, 1 Seminar

2. Other Requirements

Two full-length recitals (one per year)

Participation in Master Classes with Distinguished Artists

Participation in the University Orchestra

Participation in the Chamber Music Ensemble

3. Satisfactory performance on proficiency exams in music theory and music history (candidates may audit remedial courses in these subjects in preparation for the exams).

Note: All coursework is at the undergraduate level.

Applied Music Courses (MSAP)

- 461 Piano.** 4 sem. hrs.
474 Violin. 4 sem. hrs.
475 Viola. 4 sem. hrs.
476 Cello. 4 sem. hrs.
495 Seminar. 1 sem. hrs.

Music Ensembles (MSEN)

- 401 Chamber Music.** 4 sem. hrs.

Courses for Graduate Credit in Departments not Offering a Master's Degree

With special permission of his or her graduate coordinator, a student may select courses from the following groups either as a declared graduate minor or as part of a graduate major. Qualified special students not in degree programs also may take these courses for graduate credit, subject to the approval of the appropriate departmental chair.

American Studies

- 301 The Harlem Renaissance.** 3 sem. hrs.
321 American Immigration and Ethnicity. (Same as History 321.) 3 sem. hrs.
322 Jews In the American Mind. (Same as History 322.) 3 sem. hrs.
398 Selected Topics. 3 sem. hrs.

Anthropology

- 300 Gender in Cross-Cultural Perspectives.** Cross-cultural analysis of masculinity and femininity. Diversity and variation. 3 sem. hrs.
301 Dependency and Development: An Introduction to the Third World. 3 sem hrs.

304 Ritual, Witchcraft, & Divination. Role of religion in tribal, peasant, and industrial cultures, including myth, ritual, symbolism, and relation of religion to social structure. 3 sem. hrs.

307 Native American Heritage. 3 sem. hrs.

308 Peoples of Latin America. 3 sem. hrs.

326-327 Directed Independent Study. 1-3, 1-3 sem. hrs.

336 Political Anthropology. 3 sem. hrs.

338 Peoples of Africa. 3 sem. hrs.

339 Peoples of the Pacific. 3 sem. hrs.

379 Selected Topics. 3 sem. hrs.

388 Individual Internship. Supervised independent field work. *Prerequisite:* Permission of department. 3 sem. hrs.

Art and Art History

- 301 Greek Art and Archaeology.** (See Classics 301.) 3 sem. hrs.
302 Roman Art and Archaeology. (See Classics 302.) 3 sem. hrs.
303 The Aegean Bronze Age. (See Classics 303.) 3 sem. hrs.
313 Art of the United States. Art and architecture from 1800 to 1900. Examined in relation to cultural, political and social contexts of nineteenth-century America. 3 sem. hrs.
317 Nineteenth-Century Art. Major art trends during nineteenth century in Europe. Special attention given to representation of women in art and women artists. 3 sem. hrs.

318 Twentieth-Century Art. Major movements and developments of modern art in Europe and America from 1900 to 1980. Examination of the theoretical bases of modern art, concepts of the avant-garde and consideration of the public's relationship to modern art. 3 sem. hrs.

319 Advanced Seminar. Highly focused in-depth studies on topics of Art History related to departmental course offerings. Topics to be chosen by instructor. Representative topics: Poetry and Sculpture of Michelangelo, French Eighteenth-Century Tomb Architecture, Hieronymus Bosch, and Picasso. *Prerequisite:* 200-level Art History course in the area of the Seminar or permission of instructor. 3 sem. hrs.

322 Seminar in Museum Studies. History, philosophy, functions, and future of museums; collection research, evaluation, publications, and museum procedures and education. *3 sem. hrs.*

323 Studies in the History of Photography. Combines study of the photograph and its interpretation with consideration of technical developments. *3 sem. hrs.*

379 Selected Topics. Examples include history of photography, non-Western art, and others as arranged by department. May be repeated for credit if topics differ. *Prerequisite:* Permission of instructor. *3 sem. hrs.*

Chemistry

302 Analysis II. Two lecture and eight laboratory hours per week. *4 sem. hrs.*

326 Biochemistry I. Three lecture and three laboratory hours a week. *4 sem. hrs.*

327 Biochemistry II. Three lecture hours a week. *3 sem. hrs.*

418 Chemical Synthesis Laboratory. Three laboratory hours a week. *1 sem. hr.*

419 Advanced Inorganic Chemistry. *3 sem. hrs.*

433 Special Topics. *1-3 sem. hrs.*

Chinese

(See Modern Languages and Literatures)

Classical Studies

Classics in English

301 Greek Art and Archaeology. Architecture, painting, and sculpture of Greece; techniques by which these were produced and are reclaimed and displayed. *3 sem. hrs.*

302 Roman Art and Archaeology. Architecture, painting and sculpture of the Roman world. *3 sem. hrs.*

303 The Aegean Bronze Age. Cycladic, Minoan, and Mycenaean cultures and their connections to the ancient Near East. *3 sem. hrs.*

304 The Feminine in Greco-Roman Literature. Survey of major works from ancient Greek and Roman poetry, prose, and drama through investigation of a prominent theme and related theories of literary interpretation. *3 sem. hrs.*

305 Greek and Roman Values. Investigation of ancient Graeco-Roman values, artistic, religious, political, and personal, as found in eclectic survey of unusual primary texts. Focuses on methods of understanding these distant and relatively well-preserved civilizations. *3 sem. hrs.*

306 The Classical Tradition. Legacy of classical Greece and Rome in medieval and modern worlds. *3 sem. hrs.*

307 Myth and Film. Study of use of ancient myth in modern cinema *3 sem. hrs.*

308 Women in Greece and Rome. Structure of Greek and Roman societies based on analysis of the position of women within them. Comparison with other disenfranchised groups, particularly ethnic minorities, is also made. *3 sem. hrs. (FSSA)*

310 Selected Topics. Topics or themes in Classics. Examples include origin and development of historiography, ancient conceptions of death and the soul, ancient athletics, Greek and Roman novel, pagan and Christian beliefs in late antiquity, Greek sculpture, the Etruscans, and Greek topography. *Prerequisite:* Permission of department. *3 sem. hrs.*

499 Independent Study. Content adapted to requirements and interests of participant. *1-3 sem. hrs.*

Greek

401 Greek Historiography. Readings from Herodotus and Thucydides. *3 sem. hrs.*

402 Greek Drama. Readings from Sophocles and Euripides. *3 sem. hrs.*

403 Greek Philosophical Prose. Readings from Plato and Aristotle. *3 sem. hrs.*

404 Greek Epic. Readings from Homer's Iliad and Odyssey. *3 sem. hrs.*

410 Selected Topics. Topics or themes in Greek literature and history. Examples include the Pre-Socratics, Greek concepts of love, Socrates, Greek oratory, Hellenistic philosophy, Hellenistic poetry and scholarshi, and the New Testament. *3 sem. hrs.*

499 Independent Study. Content adapted to the requirements and interests of participant. *1-3 sem. hrs.*

Latin

403 Roman Epic. Special emphasis on Vergil's Aeneid. *3 sem. hrs.*

404 Roman Historiography. Emphasis on Livy and Tacitus. *3 sem. hrs.*

405 Latin Lyric Poetry. Emphasis on Horace. *3 sem. hrs.*

406 Roman Philosophical Literature. Special emphasis on Lucretius' *De Rerum Natura* or Cicero's *Tusculan Disputations*. *3 sem. hrs.*

407 Roman Satire. Readings from Horace and Juvenal. *3 sem. hrs.*

408 The Novel. Latin novels of Petronius and Apuleius. *3 sem. hrs.*

409 Cicero. Theory and history of Roman oratory. *3 sem. hrs.*

410 Selected Topics. Topics or themes in Roman literature and history. Examples include historical biography, epistolography, drama, Latin Christian literature, Medieval or Renaissance Latin, art criticism in Latin literature. *3 sem. hrs.*

499 Independent Study. Content adapted to the requirements and interests of the participant. *1-3 sem. hrs.*

Computer Science

301 Computer Systems and Architecture I. *3 sem. hrs.*

302 Computer Systems and Architecture II. *Prerequisite:* Computer Science 301. *3 sem. hrs.*

315 Algorithms. *3 sem. hrs.*

321 Operating Systems. *3 sem. hrs.*

322 Software Engineering Practicum. *3 sem. hrs.*

323 Design and Implementation of Programming Languages. *3 sem. hrs.*

325 Database Systems. *3 sem. hrs.*

328 Numerical Analysis. *3 sem. hrs.*

330 Theory of Computations. *3 sem. hrs.*

331 Computer Networks. *3 sem. hrs.*

335 Computer Graphics. *3 sem. hrs.*

395 Special Topics. *Prerequisite:* Permission of instructor. *1-3 sem. hrs.*

Economics

?386U Macroeconomics for Teachers. (Summer only.) Designed to provide in-depth concentration of economics for teachers who have had introductory course. Comprehensive coverage of concepts

such as measuring economic performance, public finance, inflation, unemployment, fiscal policy, and monetary policy. Will emphasize various theories on controlling the economy such as Keynesian, Monetarist, and rational expectations. Will include computer simulation on running U.S. economy and a one-day session at the Federal Reserve Bank of Richmond where Federal economists will discuss a variety of macroeconomic topics with students. *4 sem. hrs.*

Education

316 Special Topics. Accommodates special needs of teachers and school systems through the use of selected contemporary topics, resource persons, and prepared programs; supports requests for professional development. Variable credit depending on course structure and time commitment. *1-3 sem. hrs.*

322 Teaching Diverse Learners. Examines the teaching, instruction, and curricula required to meet the needs of diverse students who, by virtue of their experiential, cultural, socioeconomic, linguistic, and physiological backgrounds, challenge traditional curriculum and instructional programs. *3 sem. hrs.*

335 Assessment and Evaluation in Education. Considers issues surrounding assessment in the school setting. Introduction to forms of assessment including standardized, diagnostic, authentic, performance and portfolio. Emphasis on procedures of construction, analysis, and evaluation of tests. *3 sem. hrs.*

343 Computers in the Classroom. Theory and pedagogy related to using technology for instruction in all areas of elementary curriculum. Instruction in practical use of computers, word processing, spreadsheet and database software packages, and multimedia. Introduction to electronic communication and the Internet. Includes two hours of lecture and one hour of laboratory per week. *3 sem. hrs.*

345 Curriculum Modifications for Inclusion. Includes techniques and methodology for modifying instruction and assignments. Includes collaborative paradigms and assessment across the exceptionalities and the content areas, K-12. *3 sem. hrs.*

375 Using Literature to Craft Classroom Writing. Examination of theoretical and research perspectives of the interrelatedness of all language areas. Emphasis on planning, executing, and evalu-

ating a whole language program. *3 sem. hrs.*

451 Children's Literature. Survey of modern and traditional literature with emphasis on evaluative criteria used in selecting books based on school and recreational needs and interests of children. Features storytelling, creative dramatics, ways of integrating books into the curriculum. *3 sem. hrs.*

507 Contemporary Issues in Education. Analysis and evaluation of current issues and trends in education. Emphasis on divergent viewpoints on controversial issues in public education. *3 sem. hrs.*

515 Selected Topics in Education. Designed to meet specific needs of teachers and school systems. Contemporary topics and/or particular program requirements. *1-3 sem. hrs.*

French

(See Modern Languages and Literatures)

German

(See Modern Languages and Literatures)

Greek

(See Classical Studies)

Interdisciplinary Studies

500 Library Bibliographic Research Methods. Materials and methods of advanced research in the humanities with emphasis on literature. Organization, retrieval, and communication of scholarly information. *3 sem. hrs.*

International Studies

301 Dependency and Development: An Introduction to the Third World. *3 sem. hrs.*

321 Exploring Latin America: An Interdisciplinary Seminar. *3 sem. hrs.*

349-350 Selected Topics. *1-6/1-6 sem. hrs.*

491 Senior Seminar. *3 sem. hrs.*

Italian

(See Modern Languages and Literatures)

Latin

(See Classical Studies)

Mathematics

315 Modern Geometry. *3 sem. hrs.*

320-321 Real Analysis I and II. *3-3 sem. hrs.*

323 Discrete Mathematical Models. *3 sem. hrs.*

324 Continuous Mathematical Models. *3 sem. hrs.*

328 Numerical Analysis. *3 sem. hrs.*

329-330 Mathematical Statistics I and II. *3-3 sem. hrs.*

331 Complex Analysis. *3 sem. hrs.*

336 Operations Research. *3 sem. hrs.*

395 Special Topics. *1-3 sem. hrs.*

Modern Languages and Literatures

Modern Languages

407 Introductory Linguistics. *Prerequisite:* Permission of instructor. (Same as French, German, and Spanish 407.) *3 sem. hrs.*

409 Contemporary Literary Theory. *3 sem. hrs.*

The following course is designed also to enable teachers to meet state licensure requirements.

410 The Teaching of a Modern Foreign Language. Theory and practice of teaching second or foreign language, including English as a second language, at different levels. *Prerequisite:* 18 semester hours in one modern foreign language or permission of department. (Same as French, German, Russian, and Spanish 410.) *3 sem. hrs.*

495-496 Independent Study. *1-3/1-3 sem. hrs.*

497-498 Selected Topics. *3-3 sem. hrs.*

Chinese

495-496 Independent Study. Special projects individually pursued under supervision of faculty member. *Prerequisite:* Permission of instructor. *1-3 sem. hrs.*

497-498 Selected Topics. Special interest topics offered at department's discretion. *1-4/1-4 sem. hrs.*

French

Prerequisite to courses numbered 400 - 413: French 301, 305, or permission of instructor. See also Modern Languages, preceding.

401 French Phonetics. *3 sem. hrs.*

402 Advanced French Conversation. 3 sem. hrs.

404 Advanced Composition and Syntax. 3 sem. hrs.

407 Introductory Linguistics. (See Modern Languages 407.) 3 sem. hrs.

409 Contemporary Literary Theory. (See Modern Languages 409.) 3 sem. hrs.

410 The Teaching of a Modern Foreign Language. (See Modern Languages 410.) 3 sem. hrs.

Prerequisite to courses numbered 415 - 498 are two of the following: French 321, 322, 323, the equivalent, or permission of department.

411-412 The French Middle Ages: Alterity and Modernity. 3-3 sem. hrs.

421-422 Renaissance. 3-3 sem. hrs.

431-432 Le Siècle Classique. 3-3 sem. hrs.

441-442 Enlightenment. 3-3 sem. hrs.

451-452 From Romanticism to Decadence. 3-3 sem. hrs.

461-462 Experiments in Contemporary Literary Productions. 3-3 sem. hrs.

465 French Film. 3 sem. hrs.

471-472 Francophone Studies: From Orature to Postcoloniality. 3-3 sem. hrs.

487-488 Contemporary Ideas. 3-3 sem. hrs.

495-496 Independent Study. 1-3, 1-3 sem. hrs.

497-498 Selected Topics. 3-3 sem. hrs.

German

Prerequisite to courses numbered 400 - 410: German 301-302, or permission of instructor. See also Modern Languages, preceding.

402 Advanced German Conversation. 3 sem. hrs.

404 Advanced Composition and Syntax. 3 sem. hrs.

407 Introductory Linguistics. (See Modern Languages 407.) 3 sem. hrs.

409 Contemporary Literary Theory (See Modern Languages 409.) 3 sem. hrs.

410 The Teaching of a Modern Foreign Language. (See Modern Languages 410.) 3 sem. hrs.

413 Contemporary German Civilization Seminar. 3 sem. hrs.

Prerequisite to courses numbered 441 - 498: German 321-322, the equivalent, or permission of department.

441 Enlightenment, Storm and Stress, Classicism. 3 sem. hrs.

442 German Romanticism. 3 sem. hrs.

452 Fin-de-siècle. 3 sem. hrs.

465 Responses to the Third Reich in Literature and Film. 3 sem. hrs.

471 Gender and Performance in Twentieth-Century Literature and Film. 3 sem. hrs.

472 Multiculturalism, Identity, and Authorship in the German Context. 3 sem. hrs.

495-496 Independent Study. 1-3, 1-3 sem. hrs.

497-498 Selected Topics. 3-3 sem. hrs.

Italian

495-496 Independent Study. Special projects individually pursued under supervision of faculty member. *Prerequisite:* Permission of department. 1-3/1-3 sem. hrs.

Japanese

495-496 Independent Study. 1-3, 1-3 sem. hrs.

497-498 Selected Topics. 3-3 sem. hrs.

Russian

401-402 Advanced Russian. *Prerequisite:* 301-302 or permission of department. 3-3 sem. hrs.

407 Introductory Linguistics. (See Modern Languages 407.) 3 sem. hrs.

409 Contemporary Literary Theory (See Modern Languages 409.) 3 sem. hrs.

410 The Teaching of a Modern Foreign Language. (See Modern Languages 410.) 3 sem. hrs.

495-496 Independent Study. 1-3 sem. hrs.

497-498 Selected Topics. 2-3 sem. hrs.

Spanish

Prerequisite to courses numbered 400 - 410: Spanish 301 and 305, or permission of instructor. See also Modern Languages, preceding.

402 Advanced Spanish Conversation. 3 sem. hrs.

404 Advanced Composition and Syntax. 3 sem. hrs.

407 Introductory Linguistics. (See Modern Languages 407.) *3 sem. hrs.*

409 Contemporary Literary Theory (See Modern Languages 409). *3 sem. hrs.*

410 The Teaching of a Modern Foreign Language. (See Modern Languages 410.) *3 sem. hrs.*

For all Spanish courses above 410: Spanish 321 or 322 or 331 or 332 or permission of department.

421 Arabs, Jews and Christians from Frontiers to Empire: Medieval Spanish Literature. *3 sem. hrs.*

431 Imperial Spain: Metaphors of Harmony and Chaos. *3 sem. hrs.*

432 True Lies: Fiction and Truth in Don Quijote. *3 sem. hrs.*

451 Literature of Exile. *3 sem. hrs.*

452 Spanish American Poetic Texts. *3 sem. hrs.*

461 The Spanish Labyrinth. *3 sem. hrs.*

462 Visions of Contemporary Spain. *3 sem. hrs.*

471 Spanish American Cinema. *3 sem. hrs.*

472 Contemporary Spanish American Theater. *3 sem. hrs.*

475 Women and Writing in Latin America. *3 sem. hrs.*

477 Literature of the Spanish-Speaking Caribbean. *3 sem. hrs.*

481 The Arts in Spain. *3 sem. hrs.*

482 The History of Spain. *3 sem. hrs.*

485 Spanish-American Narrative. *3 sem. hrs.*

487 Latin America: Encounter and Conflict. *3 sem. hrs.*

495-496 Independent Study. *1-3/1-3 sem. hrs.*

497-498 Selected Topics. *3-3 sem. hrs.*

Music

310 Managing Performing Arts Organizations.

Review of topics essential for successful management of performing arts organizations. Includes organizational structure, budget development and management, strategic planning, marketing, audience development, box-office management, and related topics. *Prerequisite:* Permission of instructor. *3 sem. hrs.*

Philosophy

336 Nineteenth-Century European Philosophy. *3 sem. hrs.*

337 Social and Political Philosophy. *3 sem. hrs.*

339 Existentialism. *3 sem. hrs.*

343 Twentieth-Century Analytic Philosophy. *3 sem. hrs.*

344 Twentieth-Century Continental Philosophy. *3 sem. hrs.*

350 Topics Seminar: Historical. *3 sem. hrs.*

357 Nietzsche. *3 sem. hrs.*

358 Topics in Feminist Philosophy. *3 sem. hrs.*

359 Thinking and Seeing: Philosophy and the Visual Arts. *3 sem. hrs.*

360 Ethics. *3 sem. hrs.*

362 Philosophy of Religion. *3 sem. hrs.*

364 Philosophy of Law. *3 sem. hrs.*

365 Action, Responsibility, and Free Will. *3 sem. hrs.*

380 Topics Seminar: Issues. *3 sem. hrs.*

390 Independent Study. *1-3 sem. hrs.*

Physics

301 Mathematical Methods in Physics. *3 sem. hrs.*

303 Mechanics. *3 sem. hrs.*

305-306 Electricity and Magnetism. *3-3 sem. hrs.*

308 Statistical Mechanics. *3 sem. hrs.*

401-402 Quantum Mechanics. *3-3 sem. hrs.*

404 Theoretical Physics. *3 sem. hrs.*

479 Special Topics. *3 sem. hrs.*

Religion

331 The Hebrew Prophets. *3 sem. hrs.*

332 Hebrew and Christian Wisdom Literature. *3 sem. hrs.*

340 Varieties of Early Christianity. *3 sem. hrs.*

341 Paul and Christian Origins. *3 sem. hrs.*

342 John in Early Christian Literature. *3 sem. hrs.*

343 Apocalyptic Visions of the End. *3 sem. hrs.*

352 Buddhism in India and Tibet. *3 sem. hrs.*

353 Buddhism in China and Japan. *3 sem. hrs.*

354 The Hindu Tradition. *3 sem. hrs.*

355 Selected Asian Religions. *3 sem. hrs.*

356 Religious Thought of the Renaissance and Reformation. *3 sem. hrs.*

357 Religion in the Development of American Society. *3 sem. hrs.*

359 American Judaism. *3 sem. hrs.*

360 Goddess Traditions Ancient and Modern. *3 sem. hrs.*

361 Christian Beliefs. *3 sem. hrs.*

362 Modern Religious and Anti-Religious Thinkers. *3 sem. hrs.*

363 Contemporary Christian Thought. *3 sem. hrs.*

364 Cross-Cultural Psychology of Religion. *3 sem. hrs.*

365 Problems in Comparative Religious Thought. *3 sem. hrs.*

366 Buddhist Philosophy. *3 sem. hrs.*

369 Problems in Social Ethics. *3 sem. hrs.*

393-394 Selected Topics. *1-3, 1-3 sem. hrs.*

395-396 Independent Study. *1-3, 1-3 sem. hrs.*

Russian

(See Modern Languages and Literatures)

Sociology

302 Social Movements. *3 sem. hrs.*

303 Sociology of Families. *3 sem. hrs.*

305 Deviance. *3 sem. hrs.*

309 Social Problems. *3 sem. hrs.*

310 Criminology. *3 sem. hrs.*

311 Juvenile Delinquency. *3 sem. hrs.*

313 Field Investigation of the Juvenile and Adult Criminal Justice System. *3 sem. hrs.*

315 Population. *3 sem. hrs.*

316 Race and Ethnicity in America. *3 sem. hrs.*

317 Medical Sociology. *3 sem. hrs.*

318 Social Stratification. *3 sem. hrs.*

319 The Sociology of Sex and Gender. *3 sem. hrs.*

320 Sociology of Religion. *3 sem. hrs.*

321 Sociology of Leisure. *3 sem. hrs.*

322 Collective Behavior. *3 sem. hrs.*

323 The Black Community in Urban America. *3 sem. hrs.*

324 Law and Society. *3 sem. hrs.*

325 Self and Society. *3 sem. hrs.*

326-327 Directed Independent Study. *Prerequisite: Permission of the instructor. 3-3 sem. hrs.*

328 Social Gerontology. *3 sem. hrs.*

329 Education and Society. *3 sem. hrs.*

334 Sociological Theory. *3 sem. hrs.*

342 Dying, Death, and Grief. *3 sem. hrs.*

379 Selected Topics. *1-3 sem. hrs.*

Spanish

(See Modern Languages and Literatures)

Theatre

310 Managing Performing Arts Organizations. (See Music 310.) *Prerequisite: Theatre Major or Dance Minor. 3 sem. hrs.*

312 Special Topics. Representative topics: Acting for the Camera, Advanced Costume, Advanced Directing, Advanced Makeup, Critical Theory, History of Apparel, Improvisation, Performance Theory, State Combat. *Prerequisite: Permission of instructor. 3 sem. hrs.*

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- Abresh, Samuel A.**, *Associate Professor of Chemistry*; 1990
 B.A. (University of Chicago), Ph.D. (University of California at Berkeley)
- Addiss, Stephen**, *Professor of Art History, Tucker-Boatwright Professor in the Humanities*; 1992
 M.A. (Harvard University), M.A., Ph.D. (University of Michigan)
- Allen, Nancy H.**, *Director of Costuming and Make-Up*, 1989
 B.A. (University of California at Santa Cruz), M.A. (Claremont Graduate School), Ph.D. (University of Wisconsin at Madison)
- Allen, Thomas M.**, *Assistant Professor of English*, 2000
 B.F.A., M.F.A. (Virginia Commonwealth University)
- Allison, Scott T.**, *Professor of Psychology*; 1987
 B.A. (University of California at San Diego), Ph.D. (University of California at Santa Barbara)
- Anderson, Gene H.**, *Professor of Music and Director of Band*; 1982
 B.A. (Luther College), M.A., Ph.D. (University of Iowa)
- Bagwell, Catherine L.**, *Assistant Professor of Psychology*; 1999
 B.S. (University of Richmond), M.A., Ph.D. (Duke University)
- Bak, Joan L.**, *Associate Professor of History and International Studies*; 1978
 B.A. (Stanford University), M.Phil., Ph.D. (Yale University)
- Barnett, B. Lewis, III**, *Associate Professor of Computer Science*; 1990
 B.S. (Furman University), M.S.C.S., Ph.D. (University of Texas)
- Barza, Steven L.**, *Associate Professor of English*; 1978
 B.A. (Cornell University), M.F.A., Ph.D. (University of Iowa)
- Bax, Eric**, *Assistant Professor of Computer Science*, 1998
 B.S., M.S. (California Institute of Technology), Ph.D. (Furman University)
- Becker, Richard**, *Associate Professor of Music*; 1975
 B.M. (University of Rochester), M.M. (Boston University)
- Bergren, Theodore A.**, *Associate Professor of Religion*; 1991
 A.B. (Princeton University), M.T.S. (Harvard University Divinity School), Ph.D. (University of Pennsylvania)
- Berry, Jane M.**, *Associate Professor of Psychology*; 1991
 B.A., M.A., Ph.D. (Washington University)
- Bishop, John W.**, *Professor of Biology*; 1966
 B.A. (Rutgers University), M.S., Ph.D. (Cornell University)
- Blake, Holly J.**, *Coordinator of the WILL Program and Lecturer in Women's Studies*; 1992
 B.A. (College of Wooster), M.A., (State University of New York at Binghamton)
- Bolt, Ernest C., Jr.**, *Professor of History, The Samuel Chiles Mitchell-Jacob Billikopf Professor in History*; 1966
 B.A. (Furman University), M.A., Ph.D. (University of Georgia)
- Bonfiglio, Thomas P.**, *Associate Professor of German*; 1984
 B.S. (University of Rochester), M.A. (University of Toronto), M.A. (University of Wisconsin), Ph.D. (Indiana University)
- Bowen, J. Van, Jr.**, *Professor of Mathematics*, 1968
 B.S. (University of Richmond), M.S., Ph.D. (Virginia Polytechnic Institute)
- Bower, Kathrin M.**, *Assistant Professor of German*; 1995
 B.A. (University of Vermont), M.A., Ph.D. (University of Wisconsin at Madison)
- Bradley-Cromey, Nancy**, *Associate Professor of French*; 1992
 B.A. (Wells College), M.A. (Middlebury College School of Italian), M.A., Ph.D. (University of Wisconsin)
- Broening, Benjamin P.**, *Assistant Professor of Music*; 1999
 B.A. (Wesleyan University), M.M. (Yale University), M.Phil. (Cambridge University), Ph.D. (University of Michigan)

- Brown, Mavis H.**, *Associate Professor of Education*; 1978
B.S., M.S. (Radford College), Ph.D. (Texas Woman's University)
- Cable, Jennifer A.**, *Associate Professor of Music*; 1993
B.M. (Oberlin College), M.M., D.M.A. (Eastman School of Music)
- Carapico, Sheila**, *Associate Professor of Political Science*; 1985
B.A. (Alfred University), M.A., Ph.D. (State University of New York at Binghamton)
- Caudill, Lester F., Jr.**, *Assistant Professor of Mathematics*; 1995
B.S., M.S., Ph.D., (Texas A&M University)
- Cavalcanti, H.B.**, *Associate Professor of Sociology*; 1993
B.Th. (Seminário Teológico Batista de Norte), B.Law (Universidade Católica de Pernambuco), M.Div. (Southern Baptist Theological Seminary), M.A., Ph.D. (Vanderbilt University)
- Charlesworth, Arthur T.**, *Professor of Mathematics and Computer Science*; 1976
B.S. (Stetson University), A.M., Ph.D. (Duke University), M.S., Computer Science (University of Virginia)
- Churchill, Mary M.**, *Clinical Psychologist and Adjunct Assistant Professor of Psychology*; 1989
B.A., M.A., Ph.D. (University of Cincinnati)
- Clough, Stuart C.**, *Associate Professor of Chemistry*; 1973
B.S. (University of Richmond), Ph.D. (University of Florida)
- Cohen, Alfred S.**, *Associate Professor of Music*; 1986
B.A. (University of California at Santa Cruz), M.F.A., D.M.A. (Cornell University)
- Cook, Frank J.**, *Assistant Professor of Military Science*; 2000
B.S. (James Madison University)
- Cook, Robert Winston, Jr.**, *Associate Professor of Economics*; 1980
B.A. (University of Richmond), Ph.D. (Virginia Polytechnic Institute)
- Craft, Erik D.**, *Associate Professor of Economics*; 1994
B.A. (St. Lawrence University), M.S., Ph.D. (University of Chicago)
- Daleng, Myra W.**, *Director of Dance*; 1981
B.A. (University of Maryland), M.S. (James Madison University)
- Dance, Daryl Cumber**, *Professor of English*; 1992
A.B., M.A. (Virginia State College), Ph.D. (University of Virginia)
- Davis, G. Scott**, *Associate Professor of Religion, The Lewis T. Booker Professorship of Religion and Ethics*; 1994
A.B. (Bowdoin College), Ph.D. (Princeton University)
- Davis, James A.**, *Associate Professor of Mathematics, The Roger Francis and Mary Saunders Richardson Chair in Mathematics*; 1988
B.S. (Lafayette College), M.S., Ph.D. (University of Virginia)
- Davison, Michael A.**, *Associate Professor of Music*; 1986
B.M.E. (Eastman School of Music), M.S.T. (University of Wisconsin at Whitewater), D.M.A. (University of Wisconsin at Madison)
- de Sá, Rafael O.**, *Associate Professor of Biology*; 1992
Licenciado en Ciencias Biológicas (Universidad Mayor de la Republica Oriental del Uruguay), M.A. (University of Kansas), Ph.D. (University of Texas at Austin)
- Dean, David H.**, *Associate Professor of Economics*; 1987
B.A. (Hobart College), M.A., Ph.D. (Rutgers University)
- Decker, Christopher M.**, *Instructor of Spanish*; 1997
B.A. (Trinity College at Oxford), M.S. (Tulane University)
- Denton, Margaret Fields**, *Associate Professor of Art History*; 1990
B.A. (George Washington University), M.A. (Tulane University), Ph.D. (New York University-Institute of Fine Arts)
- Dolan, Robert C.**, *Professor of Economics*; 1980
B.A. (Hobart College), M.A., Ph.D. (Rutgers University)
- Dominey, Raymond N.**, *Associate Professor of Chemistry*; 1986
A.A. (Pensacola Junior College), B.S. (University of West Florida), Ph.D. (Massachusetts Institute of Technology)

- Drell, Joanna H.**, *Assistant Professor of History*; 2000
 B.A. (Wellesley College), Ph.D. (Brown University)
- Eakin, Frank E., Jr.**, *Professor of Religion, The Marcus M. and Carole M. Weinstein, and Gilbert M. and Fannie S. Rosenthal Jewish and Christian Studies Chair*; 1966
 B.A. (University of Richmond), B.D. (Southern Baptist Theological Seminary), Ph.D. (Duke University)
- Elhai, Jeffrey**, *Assistant Professor of Biology*; 1996
 B.A. (Pomona College), M.A., Ph.D. (State University of New York at Stony Brook)
- Essid, Joseph**, *Director of the Writing Center*; 1992
 B.A. (University of Virginia), M.A., Ph.D. (Indiana University)
- Feldman, Sharon G.**, *Associate Professor of Spanish*; 2000
 B.A. (University of Pennsylvania), M.A. (New York University), Ph.D. (University of Texas at Austin)
- Fenster, Della D.**, *Assistant Professor of Mathematics*; 1994
 B.A. (University of Mississippi), M.A. (Boston College), Ph.D. (University of Virginia)
- Ferguson, Geraldine H.**, *Director of Chemistry Laboratories*; 1994
 B.A. (Mount St. Agnes College), M.S. (The Catholic University of America)
- Ferman, Claudia**, *Associate Professor of Spanish*; 1992
 M.A. (Universidad Nacional de Buenos Aires), Ph.D. (Arizona State University)
- Fetea, Mirela Simona**, *Assistant Professor of Physics*; 2000
 B.Sc., M.Sc. (University of Timisoara, Romania), Ph.D. (University of Cape Town)
- Gabara, Uliana F.**, *Associate Provost of International Education and Coordinator of International Studies*; 1983
 B.A. (Bennington College), M.A. (University of Warsaw), Ph.D. (University of Virginia)
- Ganey, Jane M.**, *Assistant Professor of Religion*; 1997
 B.A. (College of the Holy Cross), M.A., Ph.D. (University of Chicago)
- Gilfoyle, Gerard P.**, *Associate Professor of Physics*; 1987
 A.B. (Franklin and Marshall College), Ph.D. (University of Pennsylvania)
- Givens, Terryl L.**, *Associate Professor of English*; 1988
 B.A. (Brigham Young University), M.A., Ph.D. (University of North Carolina)
- Goddu, Geoffrey C.**, *Assistant Professor of Philosophy*; 2000
 B.A. (Hamilton College), M.A., Ph.D. (University of Massachusetts at Amherst)
- Goldman, Emma W.**, *Associate Professor of Chemistry*; 1984
 B.A., M.A. (Vassar College), Ph.D. (Massachusetts Institute of Technology)
- Goodner, Bradley W.**, *Assistant Professor of Biology*; 1994
 B.S. (Texas A&M University), Ph.D. (Purdue University)
- Gordon, John L., Jr.**, *Professor of History*; 1967
 A.B. (Western Kentucky University), M.A., Ph.D. (Vanderbilt University)
- Greenfield, Gary R.**, *Associate Professor of Mathematics and Computer Science*; 1981
 B.A. (University of California at Los Angeles), Ph.D. (Oregon State University)
- Gruner, Elisabeth R.**, *Assistant Professor of English and Women's Studies*; 1993
 A.B. (Brown University), M.A., Ph.D. (University of California at Los Angeles)
- Gunlicks, Arthur B.**, *Professor of Political Science and International Studies*; (1968), 1980
 B.A. (University of Denver), Ph.D. (Georgetown University), (University of Freiburg), (University of Gottingen)
- Gupton, John T., III**, *Professor of Chemistry*; 1999
 B.S., (Virginia Military Institute), M.S., Ph.D. (Georgia Institute of Technology)
- Hall, James H., Jr.**, *Professor of Philosophy, The James Thomas Professorship in Philosophy*; 1965
 A.B. (The Johns Hopkins University), Ph.D. (University of North Carolina at Chapel Hill)
- Harwood, Patricia C.**, *Dean, Westhampton College, and Associate Dean, School of Arts and Sciences*; 1986
 B.A. (Longwood College), M.A. (Middle Tennessee State University),
 Ed.D. (The College of William and Mary)

- Hayden, W. John**, *Professor of Biology, The D.A. Kuyk Chair of Biology*; 1980
B.A. (University of Connecticut), M.S., Ph.D. (University of Maryland)
- Hayes, Julie C.**, *Professor of French*; 1982
B.A. (Austin College), M.A., Ph.D. (Northwestern University)
- Hermida-Ruiz, Aurora**, *Assistant Professor of Spanish*; 1995
B.A. (Universidad de Sevilla), M.A. (University of Virginia)
- Hewett-Smith, Kathleen M.**, *Associate Professor of English*; 1991
B.A. (University of Colorado at Boulder), M.A., Ph.D. (University of California at Irvine)
- Hickey, Dona J.**, *Associate Dean for Research Support and Director, Graduate School of Arts and Sciences, and Professor of English*; 1984
B.A., M.A., Ph.D. (University of Wisconsin at Milwaukee)
- Hicks, Douglas A.**, *Assistant Professor of Leadership Studies and Religion*; 1998
A.B. (Davidson College), M.Div. (Duke University), Ph.D. (Harvard University)
- Hilliard, Raymond F.**, *Professor of English*; 1976
B.A. (University of Maryland), Ph.D. (University of Rochester)
- Hobgood, Linda B.**, *Director of the Speech Center*; 1996
B.A., M.A. (University of Virginia)
- Hoke, Katherine W.**, *Associate Professor of Mathematics*; 1985
B.S. (College of Charleston), M.S., Ph.D. (University of North Carolina)
- Hicks, Douglas A.**, *Assistant Professor of Leadership Studies and Religion*; 1998
A.B. (Davidson College), M.Div. (Duke University), Ph.D. (Harvard University)
- Holland, Dorothy J.**, *Assistant Professor of Theatre*; 1999
B.S. (Skidmore College), M.F.A. (Sarah Lawrence College), Ph.D. (University of Washington)
- Holton, Abner L. (Woody)**, *Assistant Professor History*; 2000
B.A. (University of Virginia), Ph.D. (Duke University)
- Hopkins, Warren P.**, *Director of Counseling and Psychological Services and Associate Professor of Psychology*; 1976
B.A. (Washington and Lee University), M.A. (Kent State University),
Ph.D. (University of Tennessee)
- Howell, Yvonne**, *Associate Professor of Russian*; 1991
B.A. (Dartmouth College), M.A., Ph.D. (University of Michigan)
- Hubbard, Anita H.**, *Director of the Computer Science Laboratories*; 1983
B.S. (University of Tennessee), M.S. (University of North Carolina at Chapel Hill),
M.S. (Pennsylvania State University)
- Hubbard, John R.**, *Professor of Mathematics and Computer Science*; 1983
A.B. (University of Rochester), A.M., Ph.D. (University of Michigan),
M.S. (Pennsylvania State University)
- Ivey, George N.**, *Senior Associate Director of Athletics and Associate Professor of Education*;
(1976), 1982
B.Ed. (University of Omaha), B.S. (State University of New York at Albany), M.S. (Troy State University), Ed.S., Ed.D. (The College of William and Mary), Graduate (United States Army Command and General Staff College), Graduate (Naval War College)
- Jiang, Yi-Wen**, *Member of the Shanghai Quartet, the University's Quartet-in-Residence*; 1994
B.M. (The Central Conservatory of Music), M.M. (Rutgers University)
- Johnson, Charles W., Jr.**, *Professor of Art History*; 1967
B.M.Ed. (Westminster College), M.S.M. (Union Theological Seminary, New York City),
Ph.D. (Ohio University)
- Johnson, Scott D.**, *Associate Professor of Speech Communication*; 1996
B.A. (University of Minnesota), M.A. (University of Wisconsin),
Ph.D. (Bowling Green State University)
- Jones, Suzanne W.**, *Associate Professor of English and Women's Studies*; 1984
B.A., M.A. (The College of William and Mary), Ph.D. (University of Virginia)

- Jones-DeWeever, Avis A.**, *Assistant Professor of Political Science*; 2000
 B.A. (Virginia State University), M.A. (University of Akron), Ph.D. (University of Maryland at College Park)
- Kandeh, Jimmy D.A.**, *Associate Professor of Political Science*; 1992
 B.A. (University of Sierra Leone), M.A., Ph.D. (University of Wisconsin at Madison)
- Kanters, René P. F.**, *Director of Computer-Assisted Science Education*; 2000
 Kandidaats, Doctoraal, Ph.D. (University of Nijmegen)
- Kasongo, Kapanga M.**, *Associate Professor of French*; 1992
 Licence en Pédagogie Appliquée, Graduat en Pédagogie Appliquée (Université Nationale du Zaïre), M.A. (University of Durham, England), Ph.D. (Vanderbilt University)
- Keiler, Leslie S.**, *Assistant Professor of Education*; 2000
 B.S., M.S. (Stanford University), M.A. (Columbia University), Ph.D. (University of Oxford)
- Kent, Joseph F., III**, *Associate Dean for Academic Operations, and Professor of Computer Science*; 1973
 B.A., M.A., M.C.S., Ph.D. (University of Virginia)
- Kenzer, Robert C.**, *Associate Professor of History and American Studies, The William Binford Vest Professor of History*; 1993
 B.A. (University of California at Santa Barbara); M.A., Ph.D. (Harvard University)
- Kerckhove, Michael G.**, *Associate Professor of Mathematics*; 1988
 B.S. (University of Wisconsin), M.S., Ph.D. (Brown University)
- Kingsley, Roni J.**, *Associate Professor of Biology*; 1988
 B.S. (Queens College, City University of New York), M.S., Ph.D. (University of South Carolina)
- Kinsley, Craig H.**, *Associate Professor of Psychology*; 1989
 B.A. (State University of California, Sonoma), M.A. (Catholic University),
 Ph.D. (State University of New York at Albany)
- Kish, Valerie R.**, *Professor of Biology, The Clarence E. Denoon, Jr. Professorship of Science*; 1993
 B.S. (University of Kentucky), M.A. (Indiana University), Ph.D. (University of Michigan)
- Kong, Joanne L.**, *Director of Accompaniment*; 1999
 B.M. (University of Southern California), M.M., D.M.A. (University of Oregon)
- Kozub, Frederick J.**, *Associate Professor of Psychology*; 1968
 B.A. (State University of New York at Buffalo), M.A. (Hollins College), Ph.D. (University of Virginia)
- Larkin, Edward J.**, *Assistant Professor of English*; 1999
 B.A. (University of Harvard), M.A., Ph.D. (Stanford University)
- Laskaris, Julie**, *Assistant Professor of Classical Studies*; 1996
 B.A. (New York University), M.A. (University of California at Los Angeles)
- Lawrence, Dulce**, *Assistant Director of the Intensive Language Program in Spanish*; 1991
 B.A., M.A. (University of Richmond)
- Leary, David E.**, *Dean, School of Arts and Sciences, and Professor of Psychology*; 1989
 B.A. (San Luis Rey College), M.A. (San José State University), Ph.D. (University of Chicago)
- Lessem, Paula B.**, *Director of the Biology Laboratories*; 1996
 B.S. (Pennsylvania State University), M.S., Ph.D. (Rutgers University)
- Lewellen, Ted C.**, *Professor of Anthropology*; 1978
 B.A. (Alaska Methodist University), M.A. (New York University),
 Ph.D. (University of Colorado, Boulder)
- Li, Hong Gang**, *Member of the Shanghai Quartet, the University's Quartet-in-Residence*; 1990
- Li, Ping**, *Associate Professor of Psychology*; 1996
 B.A., M.A. (Peking University), Ph.D. (Leiden University)
- Li, Wei Gang**, *Member of the Shanghai Quartet, the University's Quartet-in-Residence*; 1990
 B.M. (Shanghai Conservatory of Music), M.M. (Northern Illinois University)
- Loxterman, Alan S.**, *Professor of English*; 1970
 A.B. (Kenyon College), M.A. (University of Chicago), Ph.D. (The Ohio State University)

- MacAllister, Joyce B.**, *Associate Professor of English*; 1979
B.A., M.Ed. (University of Arizona), M.A. (University of Texas at El Paso),
Ph.D. (University of Texas at Austin)
- Marcin, Lorenza A.**, *Director of the Italian Language Program*; 2000
Dottore (Universita di Urbino)
- Mateer, Richard A.**, *Dean, Richmond College, Associate Dean, School of Arts and Sciences,
and Associate Professor of Chemistry*; 1966
A.B. (Centre College), (University of Kentucky), Ph.D. (Tulane University)
- Marx, John B.**, *Assistant Professor of English*; 2000
B.A. (New York University), M.A., Ph.D. (Brown University)
- McCormick, Miriam**, *Assistant Professor of Philosophy*; 2000
B.A., Ph.D. (McGill University)
- McGoldrick, KimMarie**, *Associate Professor of Economics*; 1992
B.S. (State University of New York at Oswego),
M.A., Ph.D. (State University of New York at Binghamton)
- McMurtry, Josephine B.**, *Professor of English*; 1969
B.A. (Texas Woman's University), Ph.D. (Rice University)
- McWhorter, Ladelle**, *Associate Professor of Philosophy and Women's Studies*; 1992
B.A. (Birmingham-Southern College), M.A., Ph.D. (Vanderbilt University)
- Meredith, James R.**, *Professor of Military Science*; 1998
B.S. (United States Military Academy)
- Moore, David P.**, *Director of Field Placement*; 1999
B.S. (North Carolina State University), M.S. (University of Virginia), Ed.D. (Virginia
Polytechnic Institute)
- Myers, William H.**, *Professor of Chemistry*; 1973
B.A. (Houston Baptist College), Ph.D. (University of Florida)
- Nall, Van C.**, *Associate Professor of Mathematics*; 1984
B.A. (University of the South), Ph.D. (University of Houston)
- Narduzzi, James L.**, *Dean, School of Continuing Studies, and Associate Professor
of Political Science*; 1994
A.B. (Miami University), M.A., Ph.D. (American University)
- Nash, Stephen P.**, *Associate Professor of Journalism*; 1980
B.A., B.S. (San Francisco State University), M.J. (University of California at Berkeley)
- Neff, Joan L.**, *Associate Professor of Sociology and Criminal Justice*; 1980
B.A. (University of Delaware), M.A., Ph.D. (The Ohio State University)
- Nelson, Robert M.**, *Professor of English*; (1969), 1975
B.A. (University of Virginia), M.A., Ph.D. (Stanford University)
- Newcomb, Andrew F.**, *Associate Dean for Planning, Director of Program and Research
Development, and Professor of Psychology*; 1984
A.B. (Occidental College), Ph.D. (University of Minnesota)
- Nicholson, Robert H.**, *Associate Professor of Economics*; 1972
B.S. (University of Delaware), M.S., Ph.D. (North Carolina State University)
- Nourse, Jennifer W.**, *Associate Professor of Anthropology*; 1990
B.A. (University of Tennessee), M.A., Ph.D. (University of Virginia)
- Obi, Joseph E., Jr.**, *Associate Professor of Sociology and International Studies*; 1992
B.Sc. (University of Ibadan), M.S. (University of Illinois at Urbana-Champaign),
M.A., Ph.D. (Brandeis University)
- O'Donnell, Kevin J.**, *Assistant Professor of Spanish*; 2000
B.B.A. (St. Norbert College), M.A. (Roosevelt University), Ph.D. (University of Chicago)
- Outland, John W.**, *Professor of Political Science and International Studies*; 1969
B.A. (Whittier College), Ph.D. (Syracuse University)
- Palazzolo, Daniel J.**, *Associate Professor of Political Science*; 1989
B.A. (Trinity College), M.A. (University of Houston), Ph.D. (University of Virginia)
- Panoff, Kathleen**, *Director of the George M. Modlin Center for the Arts*; 1995
B.M., M.M. (University of Cincinnati)

- Pate, Donald W.**, *Associate Professor of Health and Sport Science*; (1973), 1982
 B.S., M.S. (Moorhead State College), Ph.D. (University of Utah)
- Peebles, Edward M.**, *Director of the Intensive Language Program in Spanish*; 1997
 B.A., M.A. (University of Virginia)
- Perry, Katrina**, *Associate Professor of French*; 1990
 B.A. (University of California at Santa Cruz), M.A., Ph.D. (Cornell University)
- Pierce, Edgar F., Jr.**, *Associate Professor of Health and Sport Science*; 1988
 B.A. (University of Richmond), M.Ed., Ph.D. (University of Virginia)
- Radice, Gary P.**, *Associate Professor of Biology*; 1990
 B.A. (Wittenberg University), Ph.D. (Yale University)
- Raines, J. Patrick**, *Associate Professor of Economics, The F. Carlyle Tiller Chair in Business*; 1982
 B.A., M.A., Ph.D. (University of Alabama)
- Ravaux-Kirkpatrick, Françoise R.**, *Professor of French; The William Judson Gaines Chair of Modern Foreign Languages*; 1973
 Baccalaureat en Philosophie, Centre National de Tele-Enseignement Vanves (Université de Paris), M.A., Ph.D. (Michigan State University)
- Reiner, Maren Bogen**, *Director of Biology Laboratories*; 1988
 B.S. (MaryWashington College), M.S. (New York University)
- Reynolds, Penny S.**, *Assistant Professor of Biology*; 1996
 B.Sc., M.Sc., (University of Guelph), M.S. Ph.D. (University of Wisconsin at Madison)
- Rhodes, D. Mark**, *Associate Professor of Art*; 1987
 B.F.A. (Murray State University), M.F.A. (Southern Illinois University)
- Riehl, Jeffrey S.**, *Assistant Professor of Music*; 1995
 B.S. (Lebanon Valley College), M.M. (Westminster Choir College)
- Ross, Andrew F.**, *Director of the Multimedia Language Laboratory*; 1999
 B.A., M.A. (Washington State University), Ph.D. (University of California at Berkeley)
- Ross, William T.**, *Associate Professor of Mathematics*; 1992
 B.S. (Fordham University), M.S., Ph.D. (University of Virginia)
- Rubin, Philip D.**, *Associate Professor of Physics*; 1993A.B. (University of Pennsylvania), M.A., M.S., Ph.D. (University of California at Los Angeles)
- Russell, Anthony P.**, *Associate Professor of English*; 1992
 B.A., M.Phil., Ph.D. (Yale University)
- Sahlstein, Erin M.**, *Assistant Professor of Communication Studies*; 2000
 B.S. (Iowa State University), M.A. (University of Wisconsin at Milwaukee), Ph.D. (University of Iowa)
- Schauber, Nancy E.**, *Associate Professor of Philosophy*; 1993
 A.B. (St. John's College), M.A. (University of Virginia), Ph.D. (Yale University)
- Schmidt, Robert M.**, *Associate Professor of Economics*; 1981
 B.A. (University of Wisconsin at Madison), M.A., Ph.D. (Duke University)
- Schoen, Walter L.**, *Associate Professor of Theatre*; 1991
 B.A. (Pennsylvania State University), M.F.A. (University of California at San Diego)
- Schwartz, Louis**, *Associate Professor of English*; 1989 B.A. (State University of New York at Albany), M.A., Ph.D. (Brandeis University)
- Schweichler, Steven R.**, *Assistant Professor of Military Science*; 2000
 B.S. (State University of New York at Fredonia)
- Semones, Lara E.**, *Director of the Intensive Language Program in French*; 2001
 B.A. (University of Richmond), M.A. (University of Connecticut)
- Shapiro, Gary**, *Professor of Philosophy, The Tucker-Boatwright Professorship in the Humanities*; 1991
 B.A. (Columbia College), Ph.D. (Columbia University)
- Shaw, Miranda E.**, *Associate Professor of Religion*; 1991
 B.A. (The Ohio State University), M.T.S. (Harvard University Divinity School), M.A., Ph.D. (Harvard University)

- Sholley, Barbara K.**, *Associate Professor of Psychology and Women's Studies*; 1972
A.A. (Hershey Junior College), A.B., M.S., Ph.D. (Ohio University)
- Simpson, Dean W.**, *Associate Professor of Classical Studies*; 1982
B.A. (Dickinson College), M.Phil. (University College, Dublin), Ph.D. (National University of Ireland)
- Sjovold, Erling A.**, *Assistant Professor of Art*; 2000
B.S. (University of California at Berkeley), M.F.A. (The School of the Art Institute of Chicago)
- Smallwood, Peter D.**, *Assistant Professor of Biology*; 1997
B.S. (The Ohio State University), M.S. (University of North Carolina at Chapel Hill), Ph.D. (University of Arizona)
- Softic', Tanja**, *Associate Professor of Art*; 2000
B.F.A. (Academy of Fine Arts of the University of Sarajevo), M.F.A. (Old Dominion University)
- Spear, Michael M.**, *Associate Professor of Journalism*; 1983
B.A. (Guilford College), M.A. (University of North Carolina at Chapel Hill)
- Stenger, Krista Jane**, *Assistant Professor of Biology*; 1994
B.A. (University of Virginia), M.S. (Virginia Commonwealth University), Ph.D. (Medical College of Virginia/Virginia Commonwealth University)
- Stevenson, Christopher L.**, *Associate Professor of Chemistry*; 1993
B.S. (University of North Carolina at Chapel Hill), Ph.D. (University of Florida)
- Stevenson, Walter N.**, *Associate Professor of Classical Studies*; 1990
B.A. (Carleton College), Ph.D. (Brown University)
- Stewart, Susan D.**, *Assistant Professor of Sociology*; 2000
B.A. (State University of New York at Fredonia), M.A., Ph.D. (Bowling Green University)
- Stohr-Hunt, Patricia M.**, *Assistant Professor of Education*; 1994
B.S. (State University of New York at Stony Brook), M.Ed., Ph.D. (State University of New York at Buffalo)
- Stone, Jason E.**, *Director of Debate*; 1999
B.A. (Southeastern Louisiana University), M.A. (Ball State University)
- Summers, L. Carol**, *Associate Professor of History*; 1991
B.A. (Swarthmore College), M.A., Ph.D. (The Johns Hopkins University)
- Suzuki, Akira**, *Director of the Japaese Language Program*; 1989
B.A. (Aoyama Gakuin University), M.A., Graduate Study (University of Pittsburgh), Graduate Study (Cornell University)
- Tan, Rose L.**, *Director of the Chinese Language Program*; 1999
B.A. (National Cheng Kung University), M.Phil. (The Chinese University of Hong Kong)
- Taylor, Welford D.**, *Professor of English, The James A. Bostwick Chair of English*; 1964
B.A., M.A. (University of Richmond), Ph.D. (University of Maryland)
- Terry, Robert M.**, *Professor of French*; 1968
B.A. (Randolph-Macon College), Ph.D. (Duke University)
- Thomas, David Allen**, *Associate Professor of Speech Communication*; 1986
B.A., M.A. (Hardin-Simmons University), Ph.D. (Michigan State University)
- Treadway, John D.**, *Professor of History*; 1980 B.A. (Florida State University), Ph.D. (University of Virginia)
- Tremaine, Louis E.**, *Associate Professor of English and International Studies*; 1981
A.B. (Occidental College), M.A., Ph.D. (Indiana University)
- Troncale, Joseph C.**, *Associate Professor of Russian*; 1979
B.A. (Loyola University), M.A. (University of Arizona), Ph.D. (Cornell University)
- Van Gelder, Anne N.**, *Assistant Director of Dance*; 1999
B.A. (Virginia Intermont College), M.F.A. (University of Utah)

- Vineyard, Michael F.**, *Associate Professor of Physics, The Robert Edward and Lean Frazer Loving Chair in Physics*; 1986
 B.S. (Stockton State College), M.S., Ph.D. (Florida State University)
- Waller, Richard**, *Executive Director of University Museums and Director of the Marsh Gallery*; 1990
 B.A. (Mankato State University), M.A. (University of Wisconsin), M.F.A. (Yale University)
- Wang, Vincent W.**, *Assistant Professor of Political Science*; 1996
 B.A. (National Taiwan University), M.A. (Johns Hopkins University), Ph.D. (University of Chicago)
- Watts, Sydney E.**, *Assistant Professor of History*; 1999
 B.A. (Sarah Lawrence College), M.A., Ph.D. (Cornell University)
- West, Ellis M.**, *Professor of Political Science*; 1968
 B.A. (University of Richmond), (Yale Divinity School), (New York University School of Law); M.A., Ph.D. (Emory University)
- West, Hugh A.**, *Associate Professor of History and International Studies*; 1978
 B.A., M.A., Ph.D. (Stanford University)
- West, Warwick Reed, III**, *Associate Professor of Theatre*; 1985
 B.A. (University of Richmond), M.F.A. (Wayne State University)
- Wharton, Carol S.**, *Associate Professor of Sociology and Women's Studies*; 1982
 B.A. (Marshall University), M.S. (The Ohio State University), Ph.D. (Michigan State University)
- Wheeler, Stuart L.**, *Associate Professor of Classical Studies*; 1967
 B.A. (The College of William and Mary), M.A.T. (Vanderbilt University)
- Whelan, John T.**, *Professor of Political Science*; 1970
 B.S. (Canisius College), M.A., Ph.D. (University of Pittsburgh)
- Wight, Jonathan B.**, *Associate Professor of Economics and International Studies*; 1982
 B.A. (Duke University), M.A., Ph.D. (Vanderbilt University)
- Wingrove, C. Ray**, *Professor of Sociology, The Irving May Chair in Human Relations*; 1971
 B.A. (University of Richmond), M.A., Ph.D. (University of North Carolina at Chapel Hill)
- Winiarski, Douglas L.**, *Assistant Professor of Religion*; 2000
 B.A. (Hamilton College), M.T.S. (Harvard Divinity School), Ph.D. (Indiana University)
- Withers, Nathaniel R.**, *Associate Professor of Mathematics and Computer Science*; 1970
 B.S., M.A. (The College of William and Mary), M.S., D.A. (Carnegie-Mellon University)
- Wohl, Debra L.**, *Assistant Professor of Biology*; 1999
 B.A. (University of Michigan), M.S., Ph.D. (University of Georgia)
- Wolf, Michael A.**, *Professor of Law and History*; 1988
 B.A. (Emory University), J.D. (Georgetown University), A.M., Ph.D. (Harvard University)



INDEX TO BUILDINGS

Boatwright Memorial Library 5

Built in 1955, this library is a memorial to Frederic W. Boatwright, the third president of the University (1895–1946) and chancellor (1946–51). Multimedia facilities in the Media Resource Center include a 100-seat auditorium and individual study carrels wired for videotape, videodisk and audio media. The offices of the Dean of Arts and Sciences, the Graduate School and International Education are located in a wing of the library. On the lower level, the Lora Robins Gallery of Design from Nature displays shells, fossils, gems and minerals.

Booker Hall of Music 38a

This facility houses the music programs. It is named for Leslie Sessoms Booker, a 1922 graduate of Westhampton College who served as alumnae secretary for the Westhampton College Alumnae Association from 1943 to 1968; Russell E. Booker, a 1924 graduate of Richmond College and 1929 graduate of

The T.C. Williams School of Law, who taught in the law school and was executive director of the Virginia State Bar for many years, and Lewis T. Booker, a 1950 graduate of Richmond College, a 1977 recipient of an honorary degree, a member of the Board of Trustees since 1972 and former rector.

Brunet Memorial Hall 18

One of the original buildings on campus, with additions completed in 1943 and 1964, Brunet Memorial Hall was extensively renovated in 1985. It is named for a University benefactor, Mrs. Sarah A. Brunet of Norfolk, Va. The building houses the admission office, the financial aid office, the Office of the Registrar and the Bursar's office.

Camp Concert Hall 38b

Located in the Booker Hall of Music, this theatre is named for James L. Camp, a trustee of the University (1900–26) and given in his memory by his six children. It was renovated in 1996.

Cannon Memorial Chapel 36

Constructed in 1929, the chapel was donated by the widow of Henry Mansfield Cannon, a Richmond tobacconist. It contains a Baroque tracker-action pipe organ built by Rudolf von Beckerath in 1961. Each of the beautiful stained-glass windows was commissioned by friends of the University.

Deanery 33

May L. Keller, dean of Westhampton College (1914–46) and professor of English, had the deanery built in 1925, and it was her home until 1964. The Deanery was renovated in 1981 and now houses the Westhampton College dean's office.

Dennis Memorial Hall 13

Completed in 1964, this men's residence hall is the gift of Overton D. Dennis, a member of the Richmond College class of 1910, in memory of his brother, Eugene T. Dennis.

E. Carlton Wilton Center for Interfaith Campus Ministries 37

Completed in 1992, this facility houses the chaplain's staff and the

denominational campus ministers as well as meeting rooms, a reception area and counseling facilities. It was a gift of E. Carlton Wilton, a trustee since 1984 and chairman of The Wilton Companies.

The E. Claiborne Robins School of Business 1

The University's business school in 1979 was named The E. Claiborne Robins School of Business in honor of the University's distinguished trustee and benefactor. In 1978, the graduate school of business was named to honor Richard S. Reynolds. Both are housed in this 1961 building made possible by a substantial bequest of L.U. Noland, a Newport News, Va., businessman. A wing completed in 1984 enhances the building's capacity. A major upgrade of the building's technology infrastructure was completed in 1999, and includes 10 multimedia classrooms with desktop access for each student to network services, a new computer lab and student group study space.

Fraternity Lodges 22 & 24

Freeman Hall 10

This men's residence hall was built in 1965. It is named for Douglas Southall Freeman, class of 1904 and former editor of the *Richmond News Leader*, who served as a trustee of the University (1925-50) and as rector (1934-50).

Gottwald Science Center 35

Completed in 1977, this complex houses the biology, chemistry and physics departments, and also components of the Virginia Institute for Scientific Research (VISR). In 1979 the center was named in honor of University trustee emeritus Floyd D. Gottwald, vice chairman of the executive committee of Ethyl Corporation.

Gray Court 39

Completed in 1974, this women's residence hall was given in memory of Agnes Taylor Gray, a 1923 graduate of Westhampton College, by her husband, Virginia Senator Garland Gray, a 1921 graduate of Richmond College and a trustee of the University (1949-77).

Heilman Dining Center 34

Named for E. Bruce Heilman, president of the University (1971-86), this is the central dining facility for the campus. The building opened in the fall of 1982 and houses one of the most modern dining services in the South. The University Club is located on the lower level.

Jenkins Greek Theatre 41

This amphitheater was built in 1929 with funds given by a prominent Richmond businessman, Luther H. Jenkins, R'04, H'52.

Jepson Alumni Center 49

The Jepson Alumni Center began with the gift of the original "Bottomley House" to the University by Mr. and Mrs. William H. Goodwin Jr. The facility includes a state-of-the-art conference center, elegant entertainment space and overnight guest suites. It is named for Robert S. Jepson Jr., a 1964 graduate of The E. Claiborne Robins School of Business, holder of a graduate business degree (1975) and honorary degree (1987).

Jepson Hall 17

Completed in 1992, this building houses the Jepson School of Leadership Studies, the nation's first such school for undergraduates. University Computing and the mathematics and computer science department also are located in this 70,000-square-foot building. It is named for Robert S. Jepson Jr., a 1964 graduate of The E. Claiborne Robins School of Business, holder of a graduate business degree (1975) and honorary degree (1987).

Jeter Memorial Hall 15

This residence hall for men is one of the original buildings constructed in 1914. It is a memorial to Jeremiah Bell Jeter, a charter trustee of Richmond College (1840-80).

Keller Hall 43

Constructed in 1937, the building is named for May Lansfield Keller, the first dean of Westhampton College (1914-46), and professor of English. The residential section for undergraduate women includes the Keller Hall Reception Room. Another section is connected to the Modlin Center for the Arts.

Law Residence Hall 21

Lora Robins Court 32

Completed in 1979, this residence hall for 250 women was constructed through the generosity of Lora Robins.

Marsh Hall 11

Completed in 1973, this men's residence hall is named in honor of Robert T. Marsh Jr., a 1921 graduate who became a trustee in 1953 and served as rector (1958-73).

Maryland Hall 3a

Built in 1932 and named for its generous donors, the Maryland Baptists, this building houses the University's administrative office, including the president's suite and University Relations.

Millhiser Memorial Gymnasium 16

Constructed in 1921 with funds given by Mr. and Mrs. Clarence Millhiser in memory of their son, Roger, a former student at Richmond College, this building houses the Military Science department.

Modlin Center for the Arts 38

This spectacular state-of-the-art facility was completed in 1996, and is the focus for the arts at the University. It includes theatres, art galleries, a music-listening library, practice rooms and teaching studios. It is named for George M. Modlin, president of the University (1946-71), chancellor (1971-86), and chancellor emeritus (1986-98).

Moore Memorial Hall 12

Built in 1969, this men's residence hall is named in honor of T. Justin Moore, 1908 graduate of the University, who served as a trustee (1936-58) and rector (1951-58).

North Court 40

Constructed in 1914, this women's residence hall is one of the original buildings on the Westhampton campus. The four residence sections are grouped around a large English court, with a classroom section connected by a tower and cloisters.

Perkinson Recital Hall 40

The original Westhampton College Dining Hall is now used for recitals and lectures. It is named for William and Byrd Boisseau Perkinson, of Lawrenceville, Va. He is a 1938

graduate of Richmond College and she is a 1940 graduate of Westhampton College.

Physical Plant 27

Pitt Baseball Field 25

The field is named for Coach Malcolm U. Pitt, a member of the class of 1915, baseball coach (1928–71), and director of athletics (1944–67).

Political Science 8

Built in 1951, this facility houses the University post office, human resources and the department of political science.

Power Plant 26

President's Home 44

Built in 1973 at 7000 River Road.

Puryear Hall 3c

Completed in 1926 and named for Bennett Puryear, professor of chemistry and chairman of the faculty in the 19th century, this building originally housed the chemistry department. It now houses the modern languages and literatures department, including a technologically advanced language lab, and the sociology and anthropology department.

Richmond Hall 3b

Named for the city of Richmond whose residents provided generous gifts toward its construction in 1930, this building houses the department of psychology, Counseling and Psychological Services, Career Development Center, and classrooms.

Robins Center 23

Completed in 1972, this \$10 million center was a gift of alumnus and trustee E. Claiborne Robins and his family, whose other donations to the University included \$50 million to the University in 1969. It includes a 10,000-seat basketball arena, aerobics and fitness facilities, swimming pool and other sports and classroom space.

Robins Memorial Hall 14

Built in 1959, this men's residence hall is the gift of E. Claiborne Robins, class of 1931, in memory of his mother, Martha Elizabeth Robins.

Ryland Hall 2

Students now regard this as one building with a single name, although there are actually two structures joined together, both built in 1914. Robert Ryland Hall is named for the only president of Richmond College (1840–66). Charles H. Ryland Hall is named for a nephew of Robert Ryland, and a trustee of Richmond College (1874–1911), treasurer of Richmond College (1874–1911), and librarian of Richmond College (1883–1914). Extensively renovated in 1990, the facility houses classrooms and faculty offices for the departments of English, history and journalism.

Soccer/Track Complex 20

South Court 42

This residence hall for women was constructed in 1948.

Special Programs Building 31

Built in 1963, this facility houses the Management Institute, School of Continuing Studies, Student Health Center and University Police.

The T. C. Williams School of Law 19

Established in 1870 and named for Thomas C. Williams Sr., trustee of Richmond College (1881–89), the present building was constructed in 1954 and enlarged in 1972 and 1991. Library additions were completed in 1981 and 1991.

Thalhimer Guest Cottage 33

Built as a part of the Deanery grounds, the cottage was extensively remodeled in 1985 to accommodate special visitors to the campus. The guest cottage is named for Ruth Wallerstein Thalhimer, a 1922 Westhampton College graduate, whose gift along with others, especially those from the Westhampton College Class of 1934, made the renovation possible.

Thomas Memorial Hall 7

One of the original buildings, this residence hall for men is named for James Thomas Jr., a charter trustee of Richmond College (1835–59).

Tyler Haynes Commons 4

Spanning Westhampton Lake, this student activities center includes lounges, the campus radio station, dining facilities (the Pier), campus pub (The Cellar), the bookstore, game rooms, meeting rooms, student organization offices, and the offices of the vice president for student affairs and the director of multicultural affairs/assistant to the vice president. Completed in 1977, the building was named in 1984 for W. Tyler Haynes, a 1922 graduate of Richmond College and a trustee of the University (1963–1972).

University Forest Apartments 29

Primarily junior and senior students live in this complex of townhouses. Four apartment units are especially designed for disabled students.

University Post Office 8

Virginia Baptist Historical Society 6

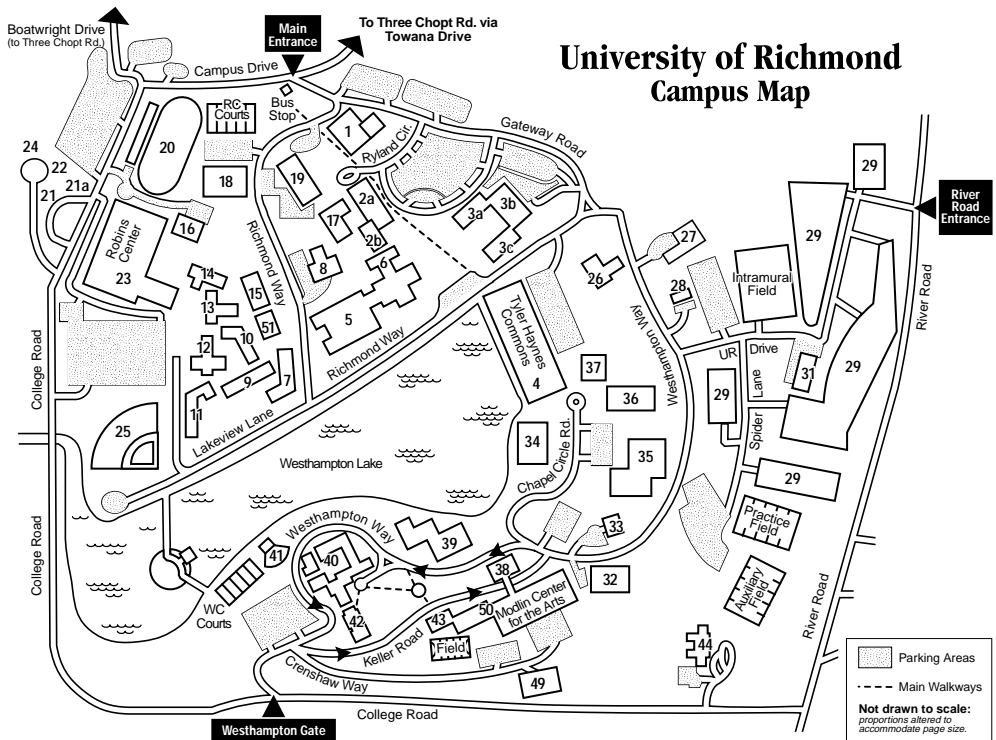
This wing of the Boatwright Memorial Library is the repository for the archives of the Baptists of Virginia and includes more than 1,500 manuscript volumes of early church records. Much work toward preserving and cataloging the materials was done by Dr. Garnett Ryland, secretary of the society (1940–54) and professor of chemistry (1915–45).

Whitehurst 51

Whitehurst, completed in 1998, is both the gateway and the "living room" of the Richmond College community. Whitehurst houses the Richmond College Dean's Office and provides social and meeting space for all University of Richmond students. The architecture of Whitehurst is modeled after Thomas Hall and Jeter Hall, the original buildings of Richmond College. Whitehurst also boasts an attractive 52-foot clock tower that chimes on the hour. This elegant and comfortable facility was made possible by an estate gift from John D. Whitehurst, Jr., R'27, L'31.

Wood Memorial Hall 9

A substantial grant for this men's residence hall, constructed in 1956, was given in memory of Mrs. Bettie Davis Wood.



Numerical Key

- 1 — The E. Claiborne Robins School of Business
- 2 — Ryland Hall
- 3a — Maryland Hall
- 3b — Richmond Hall
- 3c — Puryear Hall
- 4 — Tyler Haynes Commons
- 5 — Boatwright Library
- 6 — Virginia Baptist Historical Society
- 7 — Thomas Memorial Hall
- 8 — Political Science
- 8 — University Post Office
- 9 — Wood Memorial Hall
- 10 — Freeman Hall
- 11 — Marsh Hall
- 12 — Moore Memorial Hall
- 13 — Dennis Memorial Hall
- 14 — Robins Memorial Hall

- 15 — Jeter Memorial Hall
- 16 — Millhiser Memorial Gymnasium
- 17 — Jepson Hall
- 18 — Brunet Memorial Hall
- 19 — T.C. Williams School of Law
- 20 — Soccer/Track Complex
- 21 — Law Residence Hall
- 21a — International House
- 22 & 24 — Fraternity Lodges
- 23 — Robins Center
- 23 — Robins Center Pool
- 25 — Pitt Baseball Field
- 26 — Power Plant
- 27 — Physical Plant
- 28 — Printing Office
- 29 — University Forest Apartments
- 31 — Special Programs Building
- 32 — Lora Robins Court

- 33 — Deanery
- 33 — Thalhimer Guest Cottage
- 34 — Heilman Dining Center
- 35 — Gottwald Science Center
- 36 — Cannon Memorial Chapel
- 37 — Wilton Center for Interfaith Campus Ministries
- 38 — Modlin Center for the Arts
- 38 — Booker Hall of Music
- 38 — Camp Concert Hall
- 39 — Gray Court
- 40 — North Court
- 40 — Perkinson Recital Hall
- 41 — Jenkins Greek Theatre
- 42 — South Court
- 43 — Keller Hall
- 44 — President's Home
- 49 — Jepson Alumni Center
- 50 — Modlin Center for the Arts
- 51 — Whitehurst