



UNIVERSITY OF RICHMOND
GRADUATE SCHOOLS

GRADUATE SCHOOL OF ARTS AND SCIENCES

ROBINS SCHOOL OF BUSINESS

JEPSON SCHOOL OF LEADERSHIP STUDIES

www.richmond.edu

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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, leadership 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 (1992). 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 Association to Advance Collegiate Schools of Business (AACSB International) at the undergraduate and graduate levels, and the University of Richmond School of Law is accredited by the American Bar Association.

UNIVERSITY RESOURCES & 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 admissions 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 commu-

nity, 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 memo-

rial 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 depart-

ments 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 desktop 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. 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, Muslim, Unitarian Universalist, and Hindu. 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, psychoeducational 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, leadership 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 composed of seven components: aerobics and fitness, informal recreation, intramurals, outdoor adventure, special events, sport clubs and wellness. 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 (tuberculosis) 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 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 Web page 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.

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 Web page for more specific information on hours, dates of operation, menus, service policies, box meals, nutrition counseling, and other specialty services. The ID/Meal Card is **nontransferable**.

Identification Card

Graduate students should apply to One-Card Services in Tyler Haynes Commons to receive an identification card with their picture on it.

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.

Parking

All students must obtain a parking permit from the campus police office. A nominal fee is charged.

Housing

The University does not provide on-campus housing for graduate students.

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

All schools within the University of Richmond operate under an Academic Code of Ethics; copies are available in the appropriate dean's 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 regulations. 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.

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.

Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act

The security of all members of the campus community is of vital concern to the University of Richmond. Information regarding crime prevention advice, the law enforcement authority of the University Police, policies concerning the reporting of any crimes that may occur on the campus, and crime statistics for the most recent three-year period may be requested from the University of Richmond Police Department, Special Programs Building, 31 UR Drive, University of Richmond, VA 23173, or accessed on the University's Web site at <http://oncampus.richmond.edu/administration/police/ccra/>. A paper copy of the security report will be provided upon request and may be obtained at the University Police Department, located in the Special Programs Building.

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.

CONFIDENTIALITY

University of Richmond procedures and the 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. The University of Richmond has designated the following items as directory information: student name; permanent, campus, local (off-campus), e-mail address and campus computer network (IP) addresses, and associated telephone numbers; date and place of birth; school or college; major and/or minor fields of study; degree sought; expected date of completion of degree requirements and graduation; degrees conferred; awards and honors (e.g. Dean's list); full or part time enrollment status; dates of attendance; previous institutions attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and photographs. Further information on the University's policy is available on the Office of the University Registrar's Web page at <http://oncampus.richmond.edu/academics/registrar/policy/ferpapolicy.html> or by contacting the Office of the University Registrar. A student may opt to have his or her directory information withheld. To exercise this option, the appropriate form must be obtained from the Office the University Registrar, completed and returned to that office. Once filed this form remains in effect until withdrawn by the student in writing to the Office of the University Registrar. For further information, contact the Office of the University Registrar.

RIGHTS WITH RESPECT TO EDUCATION RECORDS

The Family Educational 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, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, 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 the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University of Richmond has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- 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, DC 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 <http://oncampus.richmond.edu/academics/registrar/policy/ferpapolicy.html> or by contacting the Office of the University Registrar.



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.

2002-03 GRADUATE SCHOOL CALENDAR

FALL SEMESTER 2002

Aug. 5-23.....	Registration
Aug. 26, Mon.	Classes begin
Sept. 2, Mon.	Labor Day (classes meet)
Sept. 6, Fri.	Last day to file for May/August graduation
Oct. 11, Fri.	Last day of classes prior to Fall break
Oct. 16, Wed.	Classes resume
Nov. 26, Tues.	Thanksgiving break begins after classes
Dec. 2, Mon.	Classes resume
Dec. 9-14, Mon.-Sat.	Fall term examination period
Dec. 14, Sat.	Fall term ends

SPRING SEMESTER 2003

Nov. 12-Jan. 2	Registration
Jan. 6, Mon.	Classes begin
Feb. 7, Fri.	Last day to file for May/August graduation, if not filed earlier
Feb. 28, Fri.	Spring break begins after classes
Mar. 10, Mon.	Classes resume
Mar. 26, Wed.	Last day to submit theses for May Graduation
Apr. 21-26, Mon.-Sat.	Spring term examination period
Apr. 26, Sat.	Spring term ends
May 4, Sun.	Baccalaureate Service and Spring Commencement

SUMMER SESSION 2003

The 2003 Summer School Calendar will be announced in January 2003.

2003-04 GRADUATE SCHOOL CALENDAR

FALL SEMESTER 2003

Aug. 25, Mon.	Classes begin
Sept. 1, Mon.	Labor Day (classes meet)
Sept. 5, Fri.	Last day to file for May/August graduation
Oct. 10, Fri.	Last day of classes prior to Fall break
Oct. 15, Wed.	Classes resume
Nov. 25, Tues.	Thanksgiving break begins after classes
Dec. 1, Mon.	Classes resume
Dec. 8-16, Mon.-Tues.	Fall term examination period
Dec. 16, Tues.	Fall term ends

SPRING SEMESTER 2004

Jan. 12, Mon.	Classes begin
Feb. 6, Fri.	Last day to file for May/August graduation, if not filed earlier
Mar. 5, Fri.	Spring break begins after classes
Mar. 15, Mon.	Classes resume
Apr. 26-May 4, Mon.-Tues.	Spring term examination period
May 4, Tues.	Spring term ends
May 9, Sun.	Baccalaureate Service and Spring Commencement

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 2002-2004

Holiday	2002-2003	2003-2004
Christmas	Dec. 25, Wed., 2002	Dec. 25, Thur., 2003
Good Friday	April 18, Fri., 2003	April 9, Fri., 2004
Easter Sunday	April 20, Sun., 2003	April 11, Sun., 2004
Easter Monday	April 21, Mon., 2003	April 12, Mon., 2004

Jewish Holidays 2002-2004

Holiday	2002-2003	2003-2004
Rosh Hashanah	Sept. 7-8, Sat.-Sun., 2002	Sept. 27-28, Sat.-Sun., 2003
Yom Kippur	Sept. 16, Mon., 2002	Oct. 6, Mon., 2003
Sukkot	Sept. 21-22, Sat.-Sun., 2002	Oct. 11-12, Sat.-Sun., 2003
Shemini Atzeret/Simchat Torah	Sept. 28-29, Sat.-Sun., 2002	Oct. 18-19, Sat.-Sun., 2003
Hanukkah**	Nov. 30-Dec. 7, Sat.-Sat., 2002	Dec. 20-27, Sat.-Sun., 2003
Passover (seders)	April 17-18, Thur.-Fri., 2003	April 6-7, Tues.-Wed., 2004
Passover (ending)	April 23-24, Wed.-Thur., 2003	April 12-13, Mon.-Tues., 2004
Shavuot	June 6-7, Fri.-Sat., 2003	May 26-27, Wed.-Thur., 2004

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 2002-2004

Holiday	2002-2003	2003-2004
Eid-al-Fitr	Dec. 6, Fri., 2002	Nov. 25, Tues., 2003
Eid-al-Adha	Feb. 12, Wed., 2003	Feb. 1, Sun., 2004
Islamic New Year	Mar. 5, Wed., 2003	Feb. 22, Sun., 2004

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 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 copies 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 liberal arts that 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 re-

quired of those (full-time) students applying for assistantships. These students must submit results of the General Test of the Graduate Record Examinations (GRE).

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 Doctor 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.

Research Fund

ADMISSION

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

Non-degree seeking student: a student taking a course for graduate credit, but who is not pursuing a graduate degree. Not all programs accept students for non-degree seeking student status; a list of those that 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 June 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.
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 fulltime in the graduate program, must furnish evidence of adequate financial support in the form of a bank letter. For the 2002-2003 year, the total amount required is \$34,708 (tuition, room, meals, books, personal expenses, and health insurance). For the current amount of finances required, please contact Kritika Onsanit at konsanit@richmond.edu or by telephone, (804) 287-6499. Once a student has been admitted and has provided evidence of adequate financial support, the International Student Advisor, Ms. Onsanit, 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 two weeks prior to 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 non-degree 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 and 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 should consult with the appropriate departmental graduate coordinator before enrolling in any graduate-level course.

ACADEMIC PROCEDURES

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 secure Web site that may be accessed over the Internet through the Registrar's Web page at <http://oncampus.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 each semester.

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 examina-

tion 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 nonacademic 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 responsibility 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 determined by a combination of factors that include contact time with a faculty member in a formal setting and expectations of independent student work through a nominal 15-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.

Grades are available through Banner Web. Students can also check grade changes, incomplete make-ups, and posting of transfer credits throughout the year. Grades are deemed correct unless notification is received by the University Registrar within three (3) months after the close of the term specified.

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, Boatwright Library, and the University Archives. Theses in 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: 2002-03 Schedule	Semester	Year
General Fee: 9 - 16 semester hours inclusive	\$11,180.00	\$22,360.00
Over 16 hours: per hour	1,120.00	
Fewer than 9 hours:		
first 1 - 4 hours: per hour	385.00	
next 5 - 8 hours: per hour	1,120.00	

Other Fees

Campus vehicle permit (per year)	\$80.00
Campus vehicle permit for daytime courses after 3 p.m.	20.00
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)	\$1,347.00	\$2,694.00
Spider 14 (Any 14 meals a week)	1,328.00	2,656.00
Spider 10 (Any 10 meals a week)	1,308.00	2,616.00
Spider 5 (Any 5 meals a week)	683.00	1,366.00
Spider Plus Unlimited	1,490.00	2,980.00
Spider 100	761.00	1,522.00

Optional Fees

Student Health Service	\$85.00	\$170.00
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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 2003-04 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 2002-03 session is \$385 per semester hour rather than the regular \$1,120 per semester hour. The reduced rate applies to the first four, or fewer, hours of enrollment of qualified part-time students. A single course in the social sciences or humanities carries three semester hours of graduate credit and would, therefore, cost \$1,155 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 \$1,540. Certain one-hour courses may also be taken in addition to a regular three-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 charged 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 classes 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, based on the following schedule. This schedule is adapted for summer terms.

Students who withdraw from the University and who are receiving any financial assistance may be required to return such assistance per Public Law 668.22 and institutional policy. The University of Richmond complies with all federal regulations governing recipients of federal Title IV funds. Information regarding financial aid refund policies is available in the Office of Financial Aid.

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

Tuition, fees and room refund

Board refund

Withdrawal on or before the first day of class	100% less deposits	<i>Prorated</i>
Withdrawal during the first week of classes	85% less deposits	<i>on a daily</i>
Withdrawal during the second week of classes	70%	<i>basis through</i>
Withdrawal during the third week of classes	50%	<i>the sixth week</i>
Withdrawal during the fourth week of classes	25%	<i>of classes.</i>
Withdrawal during the fifth week of classes	25%	
Withdrawal during the sixth week of classes	25%	
Withdrawal after the sixth week of classes	None	

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 or bursar@richmond.edu.

Financial Aid

The University offers graduate students various forms of financial support drawing on state, federal and institutional 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 unconditionally accepted for enrollment on at least a half-time basis in a degree or certificate program at the University. Details on the specific aid programs are outlined below. There are basically three types of aid, described in further detail below, available from the University:

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 the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed by mid-February to ensure its receipt by the processor no later than February 25. Applications are available in the Financial Aid office or students may apply online at www.fafsa.ed.gov.

Eligibility for need-based financial aid is evaluated annually based upon completion of the FAFSA. 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; 10 semesters if they are part time. All graduate students must maintain a 3.0 grade point average.

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

*Financial Aid Office
University of Richmond, VA 23173
Telephone: (804)289-8438
E-mail: finaid@richmond.edu*

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 of 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 of 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 the FAFSA, 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 (GRE).

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 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 is 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 disabled 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 January 1.

CURRICULA

Designated courses numbered below 500 are open to both graduates and undergraduates, as explained in the section entitled Graduate Course Credit on page 25. 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 page 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

Valerie Kish, *Chair*

Professors Bishop, Hayden, Kish

Associate Professors de Sá, Kingsley, Radice

Assistant Professors 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 requirements, is on pages 16-19. 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. Analysis of molecular mechanisms by which cells interact with each other and the environment. Topics include signal transduction, cell cycle regulation and molecular models of cancer, 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.*

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.*

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.*

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. Three lecture hours a week and laboratory portion 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.*

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 lecture 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 dynamics 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 and tested. Three lecture and three laboratory hours a week, may include 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.*

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.*

English

Raymond F. Hilliard, *Chair*

Professors Dance, Givens, Hickey, Hilliard, Loxterman, Nelson, W. D. Taylor

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

Assistant Professors Allen, Cheever, Grove, Larkin, Marx, Saal

Director of Writing Center Essid

Students enrolling in the Graduate Program in English may choose between two M.A. tracks with different curricular requirements.

Track One: Master's Degree in English Literature

The program of study for the master's degree in English literature can be completed in one year. Students are required to take seven courses and a comprehensive examination ad-

ministered in August. Since the exam is administered through the University's Web site, it will not be necessary for students to reside in Richmond upon completion of their coursework. The one-year track, while open to domestic students, has been designed especially to make it more feasible for international students to earn a master's degree in the United States.

Track Two: Master's Degree in English Literature with an Interdisciplinary Concentration

Students enrolled in this program of study choose an area of concentration to be investigated within an interdisciplinary framework. Examples of interdisciplinary concentrations include American Studies, Women's Studies, Renaissance Studies, Medieval Studies and Comparative Literature. Students may create their own concentrations depending on the availability of relevant courses. Completion of the degree requires 10 courses and a thesis. Three of these courses must be taken outside of the English department and must be relevant to the student's chosen area of concentration. Completion of this degree requires one and a half to two years. This option should be particularly attractive to students intending to continue their studies at the Ph.D. level, since it will allow them to acquire a significant degree of expertise in a particular field in preparation for more specialized research. The interdisciplinary component of this track should also appeal to students for whom the M.A. will be a terminal degree since it encourages the investigation of literary texts in the larger context of cultural production, and it offers a capstone experience through the process of thesis writing.

Track One & Track Two Requirements

In both tracks, students will have to meet the following curricular requirements:

1. One pre-1660 British Literature course
- One 1660-1900 British Literature course
- One American Literature course

Some of these course requirements may be waived depending on previous coursework fulfilled by the student. In all cases, students must select their courses in consultation with the Graduate Coordinator. Students wishing to transfer graduate course credit from other institutions must apply to do so at the beginning of the program. Students may transfer no more than two courses.

2. Students must show competency in one foreign language. This requirement may be satisfied by:

- a. Satisfactory completion of at least six semester hours of the language above the elementary level at the student's undergraduate institution.
- b. Placement at the student's undergraduate institution at a level equivalent to the end of the second year (intermediate level).
- c. The completion of six semester hours in the language above the elementary level in the course of graduate study at the University of Richmond.
- d. Satisfactory performance on an examination administered by the appropriate language department at the University of Richmond.
- e. 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.

3. No more than three of the English Literature courses in each track may be taken at the undergraduate level. For Track Two, courses outside the English Department must be taken at the advanced level, and special work arrangements must be made with instructors to receive graduate credit for these courses.

4. Students in both tracks are required to participate in a series of orientation sessions offered by reference librarians at Boatwright Library at the beginning of the academic year. These sessions will introduce them to research methods and skills.

Track One Comprehensive Examination for Master's Degree:

- Students will be required to choose three out of a possible four literary texts to prepare for this exam (for example, a long poem or collection of poems; a play/film; a novel). Students will be expected to be very knowledgeable of the spectrum of relevant critical approaches to these works. The four texts will be selected by members of the English Department and announced at the beginning of the second semester of study.
- The exam will consist of three questions, one on each work prepared by the student. Student responses will be limited to six typed pages per question, and students will have three days to complete the exam.
- The exam will be administered on Blackboard in the first week of August. Since the exam will be administered through the University's Web site, it will not be necessary for students to reside in Richmond upon completion of their coursework.
- Possible exam grades will include "Pass," "Fail," and "Honors."
- If students fail one or two of the three questions, they will be allowed to retake those sections within two months.
- Students are encouraged to contact relevant faculty for advice on developing a bibliography for each of the works they will be preparing.

English Courses

301 Literature of the Middle Ages. Studies in British and Continental medieval literature from Beowulf through the 15th century with attention to social, cultural, and political backgrounds. *4 sem. hrs.*

302 Literature of the English Renaissance. Studies in literature and cultural traditions of 16th- and early 17th-century Great Britain. *4 sem. hrs.*

303 Chaucer. Selected early works, *Troilus and Criseyde*, and *The Canterbury Tales*, with attention to Chaucer's life in context of late 14th-century culture and ideology. *4 sem. hrs.*

304 Shakespeare. Comedies, Tragedies, Histories. *4 sem. hrs.*

305 Critical Approaches to Shakespeare. Selected plays, with attention to different modes of critical analysis. *4 sem. hrs.*

306 Milton. Detailed study of the life and work of John Milton with attention to cultural, political, and intellectual backgrounds. Selected major and minor poems and prose with emphasis on *Paradise Lost*. *4 sem. hrs.*

310 Topics in British Literature Before 1660. Selected topics in British Literature from the 7th through the later 17th century, with attention to intellectual backgrounds and cultural context. Topics will vary by semester. May be taken more than once for credit. *4 sem. hrs.*

311 English Literature of the Restoration and 18th Century. Focus on representative British authors of the late 17th and 18th centuries. *4 sem. hrs.*

312 English Literature of the Romantic Movement. Focus on major British authors of the early 19th century with some attention to European currents and backgrounds. *4 sem. hrs.*

313 English Literature of the Victorian Period. Focus on representative British authors, 1832-1901, with attention to contemporary social, political, religious, and scientific issues. *4 sem. hrs.*

320 Topics in British Literature 1660-1900. Selected topics in British Literature between 1660 and 1900. Topics vary by semester and may focus on a single author, a theme or a genre represented in the literature of the period. May be taken more than once for credit. *4 sem. hrs.*

321 Early American Literature. Analysis of major texts produced in colonial British North America and the United States from the first European voyagers to North America in the early 17th century to the writers of the Early National Period. *4 sem. hrs.*

322 Literature of the American Revolution. Close study of major literary, political and cultural texts and concerns of the Revolutionary and Early National periods. May often focus on questions related to the formation of a distinctly American culture that arises in the written works of the time. *4 sem. hrs.*

325 Age of the American Renaissance. Readings in the traditional American Renaissance canon—Emerson, Hawthorne, Thoreau, Melville, and Whitman—as well as other writers working in the period, such as Poe and Dickinson. *4 sem. hrs.*

326 From Revolution to Romanticism: American Fiction through 1860. Selected American novels and short fiction from the early national period through the Civil War, with attention to the political and cultural contexts of these works. *4 sem. hrs.*

330 Special Topic in American Literature before 1860. In-depth treatment of topics in American literature before 1860. Topics vary from semester to semester. *4 sem. hrs.*

331 Literatures of Africa. Survey of major writers from the African continent, with attention to historical and cultural contexts and to African oral traditions. *4 sem. hrs.*

332 Literatures of the Caribbean. Survey of Anglo-Caribbean literatures with emphasis on contemporary works. *4 sem. hrs.*

333 Literatures of South Asia. An exploration of the multiple strains of the Indian novel that have emerged since 1950. *4 sem. hrs.*

334 American Indian Literatures. An examination of non-Western elements of representative traditional and contemporary American Indian oral and written verbal art. *4 sem. hrs.*

335 Black Women Writers. Study of major works by Black women writers from Africa, the Caribbean, and the United States. Focus and content will be announced each semester. *4 sem. hrs.*

336 Literatures of Globalization. Selected contemporary fiction and criticism that considers problems of global economy, culture, and language. *4 sem. hrs.*

337 Postcolonial Literatures. Survey of major debates and movements in postcolonial literature, with attention to cultural contexts. *4 sem. hrs.*

338 Versions of Tragedy. An exploration of the nature and function of tragedy in the West, based on a study of the theory of tragic drama and of representative works from the Greeks to the moderns. *4 sem. hrs.*

339 Epic Traditions. The development of the epic, including works by Homer, Virgil, Dante, and James Joyce. Particular attention will be paid to the role of epic poetry in formulating notions of history and of national and cultural identity. *4 sem. hrs.*

345 Topics in World Literatures. Topics stated for term; may change from term to term. *4 sem. hrs.*

346 Twentieth-Century British Literature. Reflections of modern sensibility in fiction and poetry of native British and Irish authors and American expatriates. *4 sem. hrs.*

347 Topics in Twentieth-Century British Literature. Selected topics in British Literature 1900-2000. Topics vary by semester. May be taken more than once for credit. *4 sem. hrs.*

348 Modernist Sexuality. British fiction in the context of early 20th-century study on sexuality, including psychoanalysis, sexology, and anthropology. *4 sem. hrs.*

349 Late Imperial Fiction. Late 19th- and early 20th-century British fiction and culture in the decades before decolonization. *4 sem. hrs.*

353 American Realism and Regionalism. American fiction of the late 19th century, with attention to the formation of a national literary culture and the concomitant development of regional voices. Authors studied may include Henry James, Mark Twain, and Edith Wharton. *4 sem. hrs.*

354 Literature of the American South. Representative poetry and prose of the Southern states, with attention to cultural, social, and political backgrounds. *4 sem. hrs.*

355 Race and Ethnicity in American Literature. Literature by American writers dealing with issues of racial or ethnic identity studied in relation to historical contexts. May be taken more than once as content changes. *4 sem. hrs.*

356 Twentieth-Century American Poetry. Analysis of representative works by major American poets, with demonstration of modern technical innovations and discussions of thematic concerns. *4 sem. hrs.*

357 From Modernism to Postmodernism: Twentieth-Century American Fiction. Attention to new concerns and new forms of fiction in the 20th century. *4 sem. hrs.*

358 African-American Women Writers. Representative prose and poetry written by African-American women. Focus and content announced each semester. May cover range of African-American literature from slavery to present. *4 sem. hrs.*

359 Contemporary American Literature. Close study of important recent texts (fiction, poetry, and/or drama by U.S. authors or other contemporary writers who strongly influenced them) with respect to their special social, philosophical, and aesthetic contexts. *4 sem. hrs.*

360 Studies in the American Novel. Selected American novels that may be drawn from the 18th century to the present; period or topic of study will vary. *4 sem. hrs.*

365 Modern Drama. British and American drama with attention to European backgrounds. *4 sem. hrs.*

366 Contemporary British and American Drama. Developments since World War II. *4 sem. hrs.*

368 History and Aesthetics of Film. Topics include major international directors, the conventions and innovations of popular genres, and key aesthetic movements. (Same as Art 370.) *4 sem. hrs.*

369 American Culture/American Film. Explores the intersection of American film and culture, with special attention to the dialogue between Hollywood and other institutions, ideologies, and events. Specific topics vary from semester to semester. *4 sem. hrs.*

370 Literature and Film. Examines the filmic adaptation of literary works—the Shakespearean drama, the 19th-century novel—with particular consideration given to questions of genre, interpretation, and historical relevance. *4 sem. hrs.*

372 Topics in Film. Topics vary from semester to semester. Possible subjects include New Deal Hollywood; Conspiracy: Hollywood and the Cold War; Seeing Red: Films of the 1950s. *4 sem. hrs.*

375 Critics since Plato. Ways of looking at art and literature in their philosophical context. Theories applied to variety of literary texts. *4 sem. hrs.*

376 Modern Literary Theory. Developments in literary theory from Formalism to the present. Schools and approaches include New Criticism, Feminism, Marxism, Structuralism, Deconstruction, Psychoanalytic Criticism, New Historicism, and Cultural Studies. *4 sem. hrs.*

377 Poetics. How creative tools available to poets shape and influence presentation of theme. *4 sem. hrs.*

378 The Novel in Theory and Practice. Considers novels in the context of a variety of theoretical approaches, asking what theory can tell us about the novel and, equally importantly, what the novel can tell us about theory. *4 sem. hrs.*

382 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. *4 sem. hrs.*

383 Introduction to Composition Theory and Pedagogy. Serves as practicum for writing fellows and students seeking teacher licensure. *4 sem. hrs.*

389 Women and Creativity. Selected women writers, their work and relationship to their society. *4 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. *4 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. This course 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. *4 sem. hrs.*

398 Independent Study. Individually designed course of study conducted under supervision of faculty member. *1-4 sem. hrs.*

399 Selected Topics. Topics will vary from semester to semester. *4 sem. hrs.*

400 Junior/Senior Seminar. In-depth treatment of topics in genre, historical periods, critical theory, and other areas of literary study. Topics vary from semester to semester. Recently offered topics include Romance, Picaresque Fiction, the Novels of George Eliot and Elizabeth Gaskell, and Poetry of the Native American Renaissance. English majors are expected to take one advanced seminar in the junior year and at least one in the senior year. May be taken more than once for credit, provided topics are different. *4 sem. hrs.*

502 Chaucer. Selected works. *3 sem. hrs.*

503 Shakespeare. Selected plays with attention to different modes of critical analysis. *3 sem. hrs.*

505 Milton. Selected works. *3 sem. hrs.*

511 Medieval Literature. Selected medieval works. *3 sem. hrs.*

512 Renaissance Literature. Topics in Renaissance Literature and Culture: lyric poetry; romance and epic; Elizabethan and Jacobean drama; single authors; aesthetics, politics, and history; interdisciplinary and comparative approaches. *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 Early American Literature. Analysis of major texts produced in colonial British North America and the United States from the first European voyagers to North America in the early 17th century to the writers of the Early National Period. *3 sem. hrs.*

522 Literature of the American Revolution.

Close study of the major literary, political and cultural texts and concerns of the Revolutionary and Early National periods. May often focus on questions related to the formation of a distinctly American culture that arise in the written works of the times. *3 sem. hrs.*

525 Age of the American Renaissance.

Readings in the traditional American Renaissance canon—Emerson, Hawthorne, Thoreau, Melville and Whitman—as well as other writers working in the period, such as Poe and Dickinson. *3 sem. hrs.*

526 From Revolution to Romanticism: American Fiction through 1860.

Selected American novels and short fiction from the early national period through the Civil War, with attention to the political and cultural contexts of these works. *3 sem. hrs.*

531 Modern Drama.

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

533 Literatures of South Asia.

An exploration of the multiple strains of the Indian novel that have emerged since 1950: those “historical” novels written about the Raf and partition, those addressing the classic confrontation between India and the (usually) English Other, and those more recent works that do not defend or explain Indian-ness but instead explore notions of Indian subjectivity from within, and on, its own terms. *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.*

538 Versions of Tragedy.

An exploration of the nature and function of a tragedy in the West, based on a study of the theory of tragic drama and of representative works from the Greeks to the moderns. *3 sem. hrs.*

539 Epic Traditions.

The development of the epic, including works by Homer, Virgil, Dante and James Joyce. Particular attention will be paid to the role of epic poetry in formulating notions of history and of national and cultural identity. *3 sem. hrs.*

541 American Literature.

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

545 Topics in World Literature.

3 sem. hrs.

550 Thesis Direction.

3 sem. hrs.

553 American Realism and Regionalism.

American fiction of the late 19th century, with attention to the formation of a national literary culture and the concomitant development of regional voices. Authors studied may include Henry James, Mark Twain and Edith Wharton. *3 sem. hrs.*

568 History and Aesthetics of Film.

Topics include major international directors, the conventions and innovations of popular genres, and key aesthetic movements. (Same as Art 370.) *3 sem. hrs.*

569 American Culture/American Film.

Explores the intersection of American film and culture, with special attention to the dialogue between Hollywood and other institutions, ideologies and events. Specific topics vary from semester to semester. *3 sem. hrs.*

570 Literature and Film.

Examines the filmic adaptation of literary works—the Shakespearean drama, the 19th-century novel—with particular consideration given to questions of genre, interpretation and historical relevance. *3 sem. hrs.*

572 Topics in Film.

Topics vary from semester to semester. Possible subjects include New Deal Hollywood; Conspiracy: Hollywood and the Cold War; Seeing Red: Films of the 1950s. *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.*

A general description of the Master of Arts program, with admission and degree requirements, is on pages 16-19. 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.

History

Hugh A. West, *Chair*

Professors Bolt, Gordon, Kenzer, Treadway

Douglas Southall Freeman Professors Stuart Clark (Spring 2003), Daniel Sutherland (Spring 2004)

Associate Professors Bak, Mack-Shelton, Summers, H. West

Assistant Professors Basso, Blecher, Brandenberger, Drell, Holton, Lam, Watts

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

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, six 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 nine 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 The Civil War and Reconstruction. Focus on slavery and 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 American Society and Culture 1920-1950: Jazz Babies, Breadlines, and Riveting Rosies. U.S. society, politics, and culture in the “Roaring Twenties,” Great Depression, and World War II.

Sources include films, literature, music, visual iconography, government records, and news accounts. *3-4 sem. hrs.*

313 History and Culture of the U.S. West: Myths and Realities. The American West as both a physical place and mythic space with particular attention to its popular culture, multiracial communities, and gendered landscape. *3-4 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.*

329 Classical 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.*

334 The High Middle Ages. Overview of some of the principal social, political, and cultural developments in Europe c. 1000-1450 with special attention to the increasing vitality of urban culture, the varying position of women, the formation of bureaucratic “states,” and the emergence of such concepts as romantic love and individualism. *3 sem. hrs.*

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

336 The 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 19th 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 20th 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 Russia since 1855. Survey of Russian history from reforms of Alexander II to the present. *3 sem. hrs.*

364 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 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-19th century to World War II. *3 sem. hrs.*

371 Modern Asia. Political, social, and economic development during the 19th and 20th centuries. *3 sem. hrs.*

372 Introduction to Chinese Civilization. Survey of Chinese history to the mid-19th century; intellectual, institutional, and cultural development. *3 sem. hrs.*

373 Modern China. Western impact on China, decay of the Qing, and revolutions of the 20th century. *3 sem. hrs.*

374 Japan in Premodern Times. Development of Japan to the 19th century. *3 sem. hrs.*

375 Modern Japan. Japan's response to Western pressures and rise to world power in the 19th and 20th 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 The Making of Modern Brazil. Emphasis on 20th-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.*

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 16th- and 17th-century writers, 19th-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 20th-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 20th-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 17th to the end of the 18th 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 18th century. *3 sem. hrs.*

575 Twentieth-Century Europe. Introduction to research methods and sources for 20th-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

MLA Committee: Professor Eakin (Religion, Coordinator), 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 17-19.

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 focus for the practical application of these methodologies. Will also emphasize writing skills, relevant computer technologies, and library use. To

be offered in fall and summer semesters. 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 in Western culture, emphasizing issues such as the Biblical bases undergirding and guiding the faith communities, Jewish and Christian relationships, the correlation of religious 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 20th century. *3 sem. hrs.*

520 Italian Renaissance Art. Visual arts of Italian Renaissance as they developed from early 13th century through early 16th 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 16-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 develop-

ments 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 16th century to about middle of 18th 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 18th 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 18th through 20th century. Emphasis on cultural climate leading to development of various musical forms and styles. *3 sem. hrs.*

529 Nineteenth-Century Art. Major art trends during 19th century in Europe. Special attention given to representation of women in art and women artists. *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.*

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

536 Art of the United States. Art and architecture from 1800 to 1900. Examined in relation to cultural, political and social contexts of 19th-century America. *3 sem. hrs.*

537 Studies in the History of Photography. Combines study of the photograph and its interpretation with consideration of technical developments. *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 19th 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 20th 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.*

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.*

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 digital/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 so-

cial 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 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 should be taken as final course in student's program. *3 sem. hrs.*

Psychology

Craig H. Kinsley, *Chair*

Professor Allison

Associate Professors Berry, Kinsley, Kozub, Li, Sholley

Assistant Professors Bagwell, Crawford, Daly

Clinical Assistant Professors Churchill, Stott

A general description of the Master of Arts program, including admission and degree requirements, is on pages 16-19. 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 acceptable 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, 4
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 maladapt-

ation 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 neuroscience. *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.*

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 19th-century America. *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 18th-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.*

330 An Era of Spectacle: Music and Art in the Baroque Period. Explores music and art of the Baroque period. Also looks at aspects of role of artist/musician as well as role of art and music in Baroque society. *3 sem. hrs.*

365 Art Theories and Methodologies. Study of theoretical approaches and methods used in discipline of art history. Required for art history majors and studio art majors before their senior year. *4 sem. hrs.*

Chemistry

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

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 scholarship, 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. *4 sem. hrs.*

315 Algorithms. *4 sem. hrs.*

321 Operating Systems. *4 sem. hrs.*

322 Software Engineering Practicum. *4 sem. hrs.*

323 Design and Implementation of Programming Languages. *4 sem. hrs.*

325 Database Systems. *3 sem. hrs.*

328 Numerical Analysis. *3 sem. hrs.*

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

332 Computer Networks. *4 sem. hrs.*

335 Computer Graphics. *4 sem. hrs.*

395 Special Topics. *Prerequisite:* Permission of instructor. *1-4 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.*

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.*

451 Survey of 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.*

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

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 Independent Study. *1-4 sem. hrs.*

497 Selected Topics. *1-4 sem. hrs.*

Chinese

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

497 Selected Topics. Special interest topics offered at department's discretion. *1-3 sem. hrs.*

French

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

402 Advanced French Conversation. *4 sem. hrs.*

404 Advanced Composition and Syntax. *4 sem. hrs.*

Prerequisite to courses numbered 411 or above are two of the following: French 321, 322, 323, 324, the equivalent, or permission of department.

411 The French Middle Ages: Alterity and Modernity. *4 sem. hrs.*

421 Renaissance. *4 sem. hrs.*

431 Le Siècle Classique. *4 sem. hrs.*

441 Enlightenment. *4 sem. hrs.*

451 From Romanticism to Decadence. *4 sem. hrs.*

461 Experiments in Contemporary Literary Productions. *4 sem. hrs.*

465 French Film. *4 sem. hrs.*

471 Francophone Studies. *3-3 sem. hrs.*

487 Contemporary Ideas. *4 sem. hrs.*

495 Independent Study. *1-4 sem. hrs.*

497 Selected Topics. *1-4 sem. hrs.*

German

Prerequisite to courses 400-level German literature courses: German 321 or 322 or permission of instructor.

402 Advanced German Conversation. *4 sem. hrs.*

404 Advanced Composition and Syntax. *4 sem. hrs.*

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

442 German Romanticism. *4 sem. hrs.*

452 Fin-de-siècle. *4 sem. hrs.*

465 Responses to the Third Reich in Literature and Film. *4 sem. hrs.*

471 Gender and Performance in Twentieth-Century Literature and Film. *4 sem. hrs.*

472 Multiculturalism, Identity, and Authorship in the German Context. *4 sem. hrs.*

495 Independent Study. *1-4 sem. hrs.*

497 Selected Topics. *1-4 sem. hrs.*

Italian

495 Independent Study. Special projects individually pursued under supervision of faculty member. *Prerequisite:* Permission of department. *1-4 sem. hrs.*

497 Selected Topics. *1-4 sem. hrs.*

Japanese

495 Independent Study. 1-3 sem. brs.

497 Selected Topics. 3 sem. brs.

Russian

401-402 Advanced Russian. Prerequisite: 301-302 or permission of department. 4-4 sem. brs.

495 Independent Study. 1-4 sem. brs.

497 Selected Topics. 1-4 sem. brs.

Spanish

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

Prerequisite 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. 4 sem. brs.

431 Imperial Spain: The Age of Conflict. 4 sem. brs.

432 True Lies: Fiction and Truth in "Don Quijote." 4 sem. brs.

451 Literature of Exile. 4 sem. brs.

452 Spanish American Poetic Texts. 4 sem. brs.

461 The Spanish Labyrinth. 4 sem. brs.

462 Visions of Contemporary Spain. 4 sem. brs.

471 Latin American Cinema. 4 sem. brs.

472 Contemporary Spanish American Theater. 4 sem. brs.

475 Women and Writing in Latin America. 4 sem. brs.

477 Literature of the Spanish-Speaking Caribbean. 4 sem. brs.

481 The Arts in Spain. 3 sem. brs.

485 Spanish-American Narrative. 4 sem. brs.

486 U.S. Latino/a Literature. 4 sem. brs.

487 Latin America: Encounter and Conflict. 4 sem. brs.

495 Independent Study. 1-4 sem. brs.

497 Selected Topics. 1-4 sem. brs.

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. brs.

330 An Era of Spectacle: Music and Art in the Baroque Period. Explores music and art of the Baroque period. Also looks at aspects of role of artist/musician as well as role of art and music in Baroque society. (Same as Art 330.) 3 sem. brs.

Philosophy

336 Nineteenth-Century European Philosophy. 3 sem. brs.

337 Social and Political Philosophy. 3 sem. brs.

339 Existentialism. 3 sem. brs.

343 Twentieth-Century Analytic Philosophy. 4 sem. brs.

344 Twentieth-Century Continental Philosophy. 4 sem. brs.

350 Topics Seminar: Historical. 2-4 sem. brs.

357 Nietzsche. 3 sem. brs.

358 Topics in Feminist Philosophy. 2-4 sem. brs.

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

360 Ethics. 3 sem. brs.

362 Philosophy of Religion. 3 sem. brs.

364 Philosophy of Law. 3 sem. brs.

365 Action, Responsibility, and Free Will. 3 sem. brs.

380 Topics Seminar: Issues. 2-4 sem. brs.

390 Independent Study. 2-4 sem. brs.

Physics

301 Mathematical Methods in Physics. 3 sem. brs.

303 Mechanics. 3 sem. brs.

305-306 Electricity and Magnetism. 3-3 sem. brs.

308 Statistical Mechanics. 3 sem. brs.

401-402 Quantum Mechanics. 3-3 sem. brs.

404 Theoretical Physics. 3 sem. brs.

479 Special Topics. 3 sem. brs.

Political Science Courses

303 Metropolitan Problems and Politics. 3 sem. brs.

304 Virginia Government and Politics. 3 sem. brs.

311 Political Theory: Plato to Locke. 3 sem. brs.

312 Modern Political Theory. 3 sem. brs.

315 American Political Theory. 3 sem. brs.

322 Public Opinion and Public Policy. 3 sem. brs.

325 Racial Politics. 3 sem. brs.

326 Legislative Process. 3 sem. brs.

327 The American Presidency. 3 sem. brs.

328 American National Government. 3 sem. brs.

329 Campaigns and Elections. 3 sem. brs.

331 Constitutional Law. 3 sem. brs.

333 Civil Rights/Liberties. 3 sem. brs.

336 American Constitutional History. 3 sem. brs.

337 The American Legal System. 3 sem. brs.

341 Great Britain, France, and Germany. 3 sem. brs.

342 Russian and the Newly Independent States. 3 sem. brs.

343 Politics of Asia. 3 sem. brs.

344 Europe Today. 3 sem. brs.

345 Politics of China, Hong Kong, and Taiwan. 3 sem. brs.

346 Politics of Cultural Pluralism. 3 sem. brs.

347 Politics of Developing Nations. 3 sem. brs.

348 Politics of Africa. 3 sem. brs.

349 Politics of Latin America and the Caribbean. 3 sem. brs.

350 American Foreign Policy. 3 sem. brs.

352 International Law and Organization. 3 sem. brs.

356 International Political Economy. 3 sem. brs.

358 The United States and the Pacific Rim. 3 sem. brs.

379 Selected Topics. 3 sem. brs.

390 Independent Study. 1-3 sem. brs.

393 Seminar. 3 sem. brs.

395 Legislative Internship. 3 sem. brs.

Religion

331 The Hebrew Prophets. 3 sem. brs.

332 Hebrew and Christian Wisdom Literature. 3 sem. brs.

340 Varieties of Early Christianity. 3 sem. brs.

341 Paul and Christian Origins. 3 sem. brs.

342 John in Early Christian Literature. 3 sem. brs.

343 Apocalyptic Visions of the End. 3 sem. brs.

352 Buddhism in India and Tibet. 3 sem. brs.

353 Buddhism in China and Japan. 3 sem. brs.

354 The Hindu Tradition. 3 sem. brs.

355 Selected Asian Religions. 3 sem. brs.

356 Religious Thought of the Renaissance and Reformation. 3 sem. brs.

357 Religion in the Development of American Society. 3 sem. brs.

358 Topics in American Religious Traditions. 3 sem. brs.

359 American Judaism. 3 sem. brs.

360 Goddess Traditions Ancient and Modern. 3 sem. brs.

361 Christian Beliefs. 3 sem. brs.

362 Modern Religious and Anti-Religious Thinkers. 3 sem. brs.

363 Contemporary Christian Thought. 3 sem. brs.

364 Cross-Cultural Psychology of Religion. 3 sem. brs.

365 Problems in Comparative Religious Thought. 3 sem. brs.

366 Buddhist Philosophy. 3 sem. brs.

369 Problems in Social Ethics. 3 sem. brs.

393-394 Selected Topics. 1-3, 1-3 sem. brs.

395-396 Independent Study. 1-3, 1-3 sem. brs.

Russian

(See Modern Languages and Literatures)

Sociology**302 Social Movements.** 3 sem. brs.**303 Sociology of Families.** 3 sem. brs.**305 Deviance.** 3 sem. brs.**309 Social Problems.** 3 sem. brs.**310 Criminology.** 3 sem. brs.**311 Juvenile Delinquency.** 3 sem. brs.**313 Field Investigation of the Juvenile and Adult Criminal Justice System.** 3 sem. brs.**315 Population.** 3 sem. brs.**316 Race and Ethnicity in America.** 3 sem. brs.**317 Medical Sociology.** 3 sem. brs.**318 Social Stratification.** 3 sem. brs.**319 The Sociology of Sex and Gender.** 3 sem. brs.**320 Sociology of Religion.** 3 sem. brs.**321 Sociology of Leisure.** 3 sem. brs.**322 Collective Behavior.** 3 sem. brs.**323 The Black Community in Urban America.** 3 sem. brs.**324 Law and Society.** 3 sem. brs.**325 Self and Society.** 3 sem. brs.**326-327 Directed Independent Study.** Prerequisite: Permission of the instructor. 3-3 sem. brs.**328 Social Gerontology.** 3 sem. brs.**329 Education and Society.** 3 sem. brs.**334 Sociological Theory.** 3 sem. brs.**342 Dying, Death, and Grief.** 3 sem. brs.**379 Selected Topics.** 1-3 sem. brs.**Spanish**

(See Modern Languages and Literatures)

Theatre**310 Managing Performing Arts Organizations.** (See Music 310.) Prerequisite: Theatre Major or Dance Minor. 3 sem. brs.**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. brs.**SCHOOL OF ARTS AND SCIENCES FACULTY**

The year given designates the year of appointment. The year with () is the year of first appointment.

Abrash, Samuel A., Associate Professor of Chemistry; 1990
B.A. (University of Chicago), Ph.D. (University of California at Berkeley)**Abreu, Dixon,** Instructor of Spanish; 2001
B.A. (Fordham University), M.A. (City University of New York)**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, Thomas M.,** Assistant Professor of English, 2000
B.A. (University of California at Santa Cruz), M.A. (Claremont Graduate School), Ph.D. (University of Wisconsin at Madison)**Allison, Scott T.,** Professor of Psychology, The MacEldin Trawick Chair in 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)**Basso, Matthew L.,** Assistant Professor of History; 2001
A.B. (Vassar College), M.A. (University of Montana), Ph.D. (University of Minnesota)**Becker, Richard,** Associate Professor of Music; 1975
B.M. (University of Rochester), M.M. (Boston University)**Bell, J. Ellis,** Professor of Chemistry, The Floyd D. and Elizabeth S. Gottwald Chair in Chemistry; 2001
B.A., M.A., D.Phil. (Oxford University)**Belliard-Acosta, Marianella,** Assistant Professor of Spanish; 2001
B.A. (Queens College), M.A., Ph.D. (New York 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)**Bhatt, Archana J.,** Assistant Professor of Communication Studies; 2002
B.A. (California State University at Fullerton), M.A. (University of Northern Iowa), Ph.D. (University of Oklahoma)**Bishop, John W.,** Professor of Biology and Environmental Studies; 1966
B.A. (Rutgers University), M.S., Ph.D. (Cornell University)**Blecher, Robert I.,** Assistant Professor of History; 2002
B.A. (Brown University), M.A. (Harvard University), Ph.D. (Stanford University)**Bolt, Ernest C., Jr.,** Professor of History, The Samuel Cbiles 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)**Bower, Kathrin M.,** Associate Professor of German; 1995
B.A. (University of Vermont), M.A., Ph.D. (University of Wisconsin at Madison)**Bradley-Cromeey, 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,** Professor of Political Science; 1985
B.A. (Alfred University), M.A., Ph.D. (State University of New York at Binghamton)**Caudill, Lester F., Jr.,** Associate Professor of Mathematics; 1995

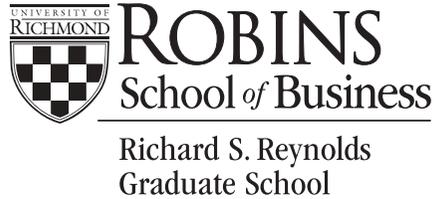
- B.S., M.S., Ph.D., (Texas A&M University)
- Cavalcanti, H.B.**, *Associate Professor of Sociology*; 1993
B.Th. (Seminário Teológico Batista de Norte), B.Law (Universidade Católica de Pernambuco), M.Div. (Southern Baptist Theological Seminary), M.A., Ph.D. (Vanderbilt University)
- Charlesworth, Arthur 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)
- Cheever, Abigail**, *Assistant Professor of English*; 2001
A.B. (Harvard University), M.A., Ph.D. (The Johns Hopkins University)
- 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)
- Cook, Robert Winston, Jr.**, *Associate Professor of Economics*; 1980
B.A. (University of Richmond), Ph.D. (Virginia Polytechnic Institute)
- Covitz, Akiba J.**, *Assistant Professor of Music*; 2000
B.L.A. (St. Johns College), M.Studies in Law (Yale University), Ph.D. (University of Pennsylvania)
- Craft, Erik D.**, *Associate Professor of Economics*; 1994
B.A. (St. Lawrence University), M.S., Ph.D. (University of Chicago)
- Crawford, L. Elizabeth**, *Assistant Professor of Psychology*; 2001
B.A., 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 Professor of Religion and Ethics*; 1994
A.B. (Bowdoin College), Ph.D. (Princeton University)
- Davis, James A.**, *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),
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Licenciado en Ciencias Biológicas (Universidad Mayor de la Republica Oriental del Uruguay), M.A. (University of Kansas), Ph.D. (University of Texas at Austin)
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B.A. (Hobart College), M.A., Ph.D. (Rutgers University)
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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),
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- 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)
- Erkulwater, Jennifer L.**, *Associate Professor of Political Science*; 2001
B.A. (Rhodes College), Ph.D. (Boston University)
- Essid, Joseph**, *Director of the Writing Center*; 1992
B.A. (University of Virginia), M.A., Ph.D. (Indiana University)
- Fages, Guiomar C.**, *Instructor of Spanish*; 2001
B.A. (St. Cloud State University), M.A. (University of Nebraska)
- 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)
- 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)
- Geaney, Jane M.**, *Assistant Professor of Religion*; 1997
B.A. (College of the Holy Cross), M.A., Ph.D. (University of Chicago)
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A.B. (Franklin and Marshall College), Ph.D. (University of Pennsylvania)
- Givens, Terry L.**, *Professor of English*; 1988
B.A. (Brigham Young University), M.A., Ph.D. (University of North Carolina)
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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)
- 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)
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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 Göttingen)
- Gupton, John T., III**, *Professor of Chemistry, Floyd D. and Elizabeth S. Gottwald 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 Professor in Philosophy*; 1965
A.B. (The Johns Hopkins University), Ph.D. (University of North Carolina at Chapel Hill)
- Hamm, Michelle L.**, *Assistant Professor of Chemistry*; 2001
B.A. (Carleton College), Ph.D. (University of Chicago)
- Harrison, J. Michael**, *Assistant Professor of Geography and Environmental Studies*; 2001
B.S. (The Rensselaer Polytechnic Institute), M.A. (University of Georgia), Ph.D. (University of Florida)
- 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)
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B.A. (Austin College), M.A., Ph.D. (Northwestern University)
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B.A. (Universidad de Sevilla), M.A. (University of Virginia)
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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)
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- Hoke, Katherine W.**, *Associate Professor of Mathematics*; 1985
B.S. (College of Charleston), M.S., Ph.D. (University of North Carolina)
- 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 of History*; 2000
B.A. (University of Virginia), Ph.D. (Duke University)
- Hooker, Lynn M.**, *Assistant Professor of Music*; 2001
A.B. (Duke University), M.A., Ph.D. (University of Chicago)
- Howell, Yvonne**, *Associate Professor of Russian*; 1991
B.A. (Dartmouth College), M.A., Ph.D. (University of Michigan)
- Hubbard, John R.**, *Professor of Mathematics and Computer Science*; 1983
A.B. (University of Rochester), A.M., Ph.D. (University of Michigan),
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- Jackson, Regine O.**, *Assistant Professor of Sociology*; 2001
B.A. (Brown University), M.A., Ph.D. (University of Michigan)
- 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)

- Kaempfer, Alvaro**, *Assistant Professor of Spanish*; 2000
B.A. (The Universidad Austral de Chile), M.A. (The Universidad de Santiago de Chile), Ph.D. (Washington University)
- 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.**, *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)
- Kerr, Roy A.**, *Associate Professor of Spanish*; 2002
B.A. (Pennsylvania State University), M.Ed. (Temple University), Ph.D. (Pennsylvania State 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. Professor of Science*; 1993
B.S. (University of Kentucky), M.A. (Indiana University), Ph.D. (University of Michigan)
- 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)
- Kuntz, Shannon K.**, *Instructor of Computer Science*; 2001
B.S., M.S. (University of Notre Dame)
- Lam, Tong**, *Assistant Professor of History*; 2002
B.Sc. (Oklahoma State University), M.A. (University of Kansas), Ph.D. (University of Chicago)
- Larkin, Edward J.**, *Assistant Professor of English and American Studies*; 1999
B.A. (University of Harvard), M.A., Ph.D. (Stanford University)
- Laskaris, Julie**, *Associate 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)
- Lawson, Barry G.**, *Assistant Professor of Computer Science*; 2002
B.S. (University of Virginia at Wise), M.S., Ph.D. (The College of William and Mary)
- Leary, David E.**, *University Professor*; 1989
B.A. (San Luis Rey College), M.A. (San José State University), Ph.D. (University of Chicago)
- Leopold, Michael C.**, *Assistant Professor of Chemistry*; 2002
B.A. (James Madison University), Ph.D. (North Carolina State University)
- 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, The Irving May Professor of Human Relations*; 1978
B.A. (Alaska Methodist University), M.A. (New York University), Ph.D. (University of Colorado, Boulder)
- Li, Ping**, *Associate Professor of Psychology*; 1996
B.A., M.A. (Peking University), Ph.D. (Leiden 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)
- Mack-Shelton, Kibibi V.**, *Associate Professor of History, Tyler and Alice Haynes Professor of American Studies*; 2002
B.A. (University of Maryland at Eastern Shore), M.A. (Northwestern University), Ph.D. (State University of New York at Binghamton)
- Marcin, Lorenza A.**, *Director of the Italian Language Program*; 2000
Dottore (Universita di Urbino)
- Marx, John B.**, *Assistant Professor of English*; 2000
B.A. (New York University), M.A., Ph.D. (Brown University)
- Matorras, Rosa M.**, *Instructor of Spanish*; 2001
Licenciatura (Universidad de Oviedo)
- Mayes, Ben Richardson, III**, *Assistant Professor of Political Science*; 2002
B.A. (University of Richmond), Ph.D. (University of Virginia)
- 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)
- McWhorter, Ladelle**, *Professor of Philosophy and Women's Studies*; 1992
B.A. (Birmingham-Southern College), M.A., Ph.D. (Vanderbilt University)
- Mifsud, Mari Lee**, *Assistant Professor of Rhetoric*; 1998
B.A. (Thiel College), M.A. (Colorado State University), Ph.D. (Pennsylvania State University)
- Murphy, James T.**, *Assistant Professor of Geography and International Studies*; 2002
B.S. (Rutgers University), M.A. (Tufts University), Ph.D. (University of Florida)
- 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)
- 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)
- O'Handley, Suzanne F.**, *Assistant Professor of Chemistry*; 1998
B.S. (Rutgers University), Ph.D. (University of Rochester)
- Outland, John W.**, *Professor of Political Science and International Studies*; 1969
B.A. (Whittier College), Ph.D. (Syracuse University)
- Owen, William Jason**, *Assistant Professor of Mathematics*; 2002
B.S. (Salisbury University), M.S., Ph.D. (University of South Carolina)
- 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)
- 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)
- Radice, Gary P.**, *Associate Professor of Biology*; 1990
B.A. (Wittenberg University), Ph.D. (Yale University)
- Raines, J. Patrick**, *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. (Mary Washington 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.**, *Associate Professor of Music*; 1995
B.S. (Lebanon Valley College), M.M. (Westminster Choir College)
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B.S. (Fordham University), M.S., Ph.D. (University of Virginia)
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A.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)
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Intermediate Examination (Georg-August-Universität), M.A. (Universität Leipzig), Ph.D. (Duke University)
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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.**, *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)
- Shoknecht, Patricia A.**, *Director of Teaching, Learning and Technology, Associate Professor of Biology*; 2000
B.S. (George Washington University), M.S. (Virginia Polytechnic Institute), Ph.D. (Cornell University)
- Schwartz, Louis**, *Associate Professor of English*; 1989
B.A. (State University of New York at Albany), M.A., Ph.D. (Brandeis University)
- Shapiro, Gary**, *Professor of Philosophy, The Tucker-Boatwright Professor 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)
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- 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)
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- 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)
- Stoher-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)
- 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 Japanese Language Program*; 1989
B.A. (Aoyama Gakuin University), M.A., Graduate Study (University of Pittsburgh), Graduate Study (Cornell University)
- 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)
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B.A. (Randolph-Macon College), Ph.D. (Duke University)
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B.A. (Loyola University), M.A. (University of Arizona), Ph.D. (Cornell University)
- Vineyard, Michael F.**, *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 Marsb Gallery*; 1990
B.A. (Mankato State University), M.A. (University of Wisconsin), M.F.A. (Yale University)
- Wang, Vincent W.**, *Associate Professor of Political Science*; 1996
B.A. (National Taiwan University), M.A. (Johns Hopkins University), Ph.D. (University of Chicago)
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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)
- Winiarski, Douglas L.**, *Assistant Professor of Religion*; 2000
B.A. (Hamilton College), M.T.S. (Harvard Divinity School), Ph.D. (Indiana 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)
- Yates, Andrew J.**, *Associate Professor of Economics*; 2002
B.S. (Washington University), M.S., Ph.D. (Stanford University)

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- Gwin, James E.**, *Collection Development Librarian*; 1975
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- Hall, Bonlyn G.**, *Music Librarian*; 1971
B.S. (University of North Carolina), M.L.S. (State University of New York College at Geneseo), M.M. (University of Maryland)
- Hillner, Melanie M.**, *Science Librarian*; 1987
A.B. (Earlham College), M.S.L.S. (University of Kentucky)
- Lenville, Jean**, *Serials Librarian*; 1993
B.A. (Emerson College), M.S. (Simmons College)
- Maxwell, Littleton M.**, *Business Librarian*; 1971
B.A. (Randolph-Macon College), M.L.S. (University of Kentucky), M.B.A. (University of Richmond)
- McCulley, G. Lucretia**, *Head, Outreach and Instruction Services*; 1987
B.A. (Salem College), M.S.L.S. (University of Tennessee at Knoxville)
- McDonald, Leigh H.**, *Head of Cataloging*; 1987
B.A. (University of Richmond), M.S.L.S. (University of North Carolina)
- Porterfield, Paul C.**, *Head, Media Resource Center*; 1987
A.B. (Roanoke College), M.S.L.S. (Atlanta University), Ed.S. (Georgia State University)
- Rettig, James**, *University Librarian*; 1998
B.A., M.A. (Marquette University), M.A. (University of Wisconsin at Madison)
- Scott, Lisa**, *Social Sciences Librarian*; 2001
B.A. (University of Richmond), M.L.S. (University of Alabama)
- Stevens, Lee Katherine**, *Humanities Librarian*; 1991
B.A. (University of Richmond), M.A. (University of Virginia), M.S.L.S. (Catholic University of America)
- Whitehead, Marcia E.**, *Humanities Librarian*; 1985
A.B. (Brown University), M.L.S. (University of Rhode Island), Ph.D. (University of Texas at Austin)
- Williams, Lila E.**, *Systems Administrator/Cataloging Librarian*; 1970
B.A. (Bridgewater College), M.L.S. (University of Pittsburgh)
- Weimer, Keith**, *Government Information Librarian*; 2001
B.A. (Allegheny College), M.A., M.L.I.S. (University of Pittsburgh)
- Woodall, Nancy K.**, *Social Studies Librarian*; 1992
B.A. (University of North Carolina), M.L.S. (University of South Carolina)



To Potential MBA Applicants:

Thank you for your interest in the Richmond MBA. Students entering the program have the choice to pursue a generalist MBA or complete a concentration in marketing, finance, human resource management, or strategic leadership. All courses are designed around our two integrating themes of globalization and organizational transformation. The curriculum includes many innovative features that you will not find in most part-time programs, including an opening residency, an international experience, and a capstone project. We are very proud of our part-time program. The curriculum compares favorably with many of the best full-time programs. We enroll talented, motivated students, and our faculty are among the finest teachers you will experience anywhere.

Because of the desirability of an MBA degree and the excellent reputation of the University of Richmond, the number of applications from highly qualified individuals has risen sharply. For your information, the mean Graduate Management Admission Test score of recently admitted classes is above 600, and the average undergraduate grade point average is above 3.00. Finally, you should note that applicants must have two years of relevant work experience since completing their undergraduate degree to be considered for the program.

I hope this information will help you as you consider applying to the Richmond MBA program. Please feel free to call our office if you have any questions.

Dr. Carol Lawrence

Associate Dean and Director

2002-03 MBA CALENDAR

FALL SEMESTER 2002

Aug. 5-16	Registration
Aug. 26, Mon.	Classes begin
Sept. 2, Mon.	Labor Day (no class)
Sept. 6, Fri.	Last day to file for May/August graduation
Nov. 25, Mon.	Thanksgiving break begins after classes
Dec. 2, Mon.	Classes resume
Dec. 9-12, Mon.-Thurs.	Fall term examination period
Dec. 14, Sat.	Fall term ends

SPRING SEMESTER 2003

Nov. 12-20	Registration
Jan. 6, Mon.	Classes begin
Feb. 7, Fri.	Last day to file for May/August graduation, if not filed earlier
Feb. 28, Fri.	Spring break begins after classes
Mar. 10, Mon.	Classes resume
Apr. 21-24, Mon.-Thurs.	Spring term examination period
Apr. 26, Sat.	Spring term ends
May 4, Sun.	Baccalaureate Service and Spring Commencement

SUMMER SESSION 2003

The 2003 Summer School Calendar will be announced in January 2003.

2003-04

FALL SEMESTER 2003

Aug. 25, Mon.	Classes begin
Sept. 1, Mon.	Labor Day (no class)
Sept. 5, Fri.	Last day to file for May/August graduation
Nov. 24, Mon.	Thanksgiving break begins after classes
Dec. 1, Mon.	Classes resume
Dec. 8-11, Mon.-Thurs.	Fall term examination period
Dec. 16, Tues.	Fall term ends

SPRING SEMESTER 2004

Jan. 12, Mon.	Classes begin
Feb. 6, Fri.	Last day to file for May/August graduation, if not filed earlier
Mar. 5, Fri.	Spring break begins after classes
Mar. 15, Mon.	Classes resume
Apr. 26-29, Mon.-Thurs.	Spring term examination period
May 4, Tues.	Spring term ends
May 9, Sun.	Baccalaureate Service and Spring Commencement

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 2002-2004

Holiday	2002-2003	2003-2004
Christmas	Dec. 25, Wed., 2002	Dec. 25, Thur., 2003
Good Friday	April 18, Fri., 2003	April 9, Fri., 2004
Easter Sunday	April 20, Sun., 2003	April 11, Sun., 2004
Easter Monday	April 21, Mon., 2003	April 12, Mon., 2004

Jewish Holidays 2002-2004

Holiday	2002-2003	2003-2004
Rosh Hashanah	Sept. 7-8, Sat.-Sun., 2002	Sept. 27-28, Sat.-Sun., 2003
Yom Kippur	Sept. 16, Mon., 2002	Oct. 6, Mon., 2003
Sukkot	Sept. 21-22, Sat.-Sun., 2002	Oct. 11-12, Sat.-Sun., 2003
Shemini Atzeret/Simchat Torah	Sept. 28-29, Sat.-Sun., 2002	Oct. 18-19, Sat.-Sun., 2003
Hanukkah**	Nov. 30-Dec. 7, Sat.-Sat., 2002	Dec. 20-27, Sat.-Sun., 2003
Passover (seders)	April 17-18, Thur.-Fri., 2003	April 6-7, Tues.-Wed., 2004
Passover (ending)	April 23-24, Wed.-Thur., 2003	April 12-13, Mon.-Tues., 2004
Shavuot	June 6-7, Fri.-Sat., 2003	May 26-27, Wed.-Thur., 2004

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 2002-2004

Holiday	2002-2003	2003-2004
Eid-al-Fitr	Dec. 6, Fri., 2002	Nov. 25, Tues., 2003
Eid-al-Adha	Feb. 12, Wed., 2003	Feb. 1, Sun., 2004
Islamic New Year	Mar. 5, Wed., 2003	Feb. 22, Sun., 2004

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.



THE ROBINS SCHOOL OF BUSINESS

The Robins School of Business offers the Master of Business Administration (MBA) degree through two programs:

- The Master of Business Administration program
- The Juris Doctor/Master of Business Administration program (offered jointly with the University of Richmond School of Law)

These programs are administered by the faculty of The Robins School of Business. There are 45 full-time School of Business faculty members, over 94 percent of whom possess terminal degrees.

Mission Statement

The mission of The Robins School of Business is to provide business education that meets the highest national standards and addresses local needs. The three major components of our mission are

Teaching: preparing students for the present and future challenges of a complex, dynamic, global business world.

Intellectual Contributions: creating and synthesizing knowledge to keep current in business disciplines through research and professional development.

Service: providing resources and services to the University and to the business community.

Guided by these objectives, the MBA program provides a vital learning and growth experience for students.

In order to teach in the MBA programs, faculty members are required to hold a terminal degree, such as the Ph.D., D.B.A., or in certain cases, the J.D. or a master's degree with professional certification, such as the C.P.A., and to demonstrate a record of scholarly productivity in their area of competency. The director of the program and the chair of the department must approve each faculty member teaching a course in the department's area.

The Robins School is advised by the Executive Advisory Council, which is composed of business executives occupying policy-level positions in their organizations. The corporations represented in the Executive Advisory Council are a cross-section of firms located in central Virginia. Through the merger of thought among business academicians and business practitioners, the MBA programs are dynamic, challenging and practical.

The MBA programs are held in the School of Business building. The original building was completed in 1961. A major addition to the building was completed in the spring of 1984. A thorough interior renovation with technologically enhanced and restructured classrooms was completed in August 1999.

MBA PROGRAM

Graduate study in Business Administration at the University of Richmond is designed for professionals who hold an undergraduate degree. The MBA degree program is a decision-based course of study that provides students with the ability to advance to higher levels of management in all types of organizations.

The objectives of the MBA programs are

- to prepare students for career growth as they move through different organizations and industries;
- to provide students with the knowledge and tools to deal with contemporary business challenges;
- to provide an educational environment that allows students to interact with peers who work in a broad range of companies and industries; and
- to provide a classroom experience that encourages analysis, decision-making, and written and verbal communication.

Key characteristics of the MBA programs in the Robins School of Business:

- The School of Business is among a select group of business schools that are fully accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The University of Richmond also is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- Outstanding facilities and teaching environment.
- Class sizes of 15 to 25 students ensure a personal class environment.
- Convenient location on the western outskirts of Richmond, with ease of parking close to the Business School.
- A wealth of data in our Business Information Center.
- An MBA faculty dedicated to quality teaching and to providing a real-world orientation to meet today's business challenges.

- A university that is currently ranked number one in the Southern Region by U.S. NEWS & WORLD REPORT and that is also among the most heavily endowed universities in the United States.
- A student-centered approach to learning.

MBA Program Options

Option I: The MBA Program

The MBA Program is designed to meet the needs of people holding responsible positions with Richmond-area business organizations and institutions, and who wish to continue their education on a part-time* basis. As such, all classes are conducted at night. Although designed as a part-time program, a few full-time students are admitted each year.

Currently six graduate assistantships are available for students seeking their MBA degree on a full-time basis.

Option II: The JD/MBA Program

The JD/MBA program is offered through a reciprocal arrangement with the University of Richmond School of Law. A student may pursue a dual-degree program designed to provide its graduates with two degrees, the JD and the MBA, attesting to competency in both the law and in business administration. Because certain credits may count in both degree programs, the student pursuing this option may complete the JD and MBA degrees in less time than would be necessary to complete the two degrees independently.

MBA Curriculum Requirements

The MBA degree program is divided into six parts: pre-course preparation, an Opening Residency, 11 core courses, an international course/residency, four concentration or elective courses, and a Capstone project. Each course carries three semester hours of credit.

*A student is considered part time if enrolled for fewer than nine semester hours of credit in a semester; full time is enrollment of nine semester hours or more.

The pre-course preparation gives the students a basic background in business disciplines. The Opening Residency is designed to develop *esprit de corps* among the students, to provide concrete take-away knowledge, and to introduce students to the goals, expectations, and methods used throughout the program. The eleven core courses emphasize advanced analysis and decision-making in business. The international course/residency provides an in-depth experience designed to enhance understanding of a country or region and gives students a concrete global business experience. The concentration, or elective, courses further students' skills and knowledge in areas of personal interest. The final project gives students a chance to incorporate the knowledge gained in their prior courses by solving a specific business problem.

In order to earn the MBA degree, all students must complete the Opening Residency, the 11 core courses, the international course/residency, four concentration, or elective, courses, and the Capstone Project. The only course transfer credits that will be considered will be equivalent graduate business courses completed at an AACSB-accredited school. A maximum of four courses (12 credits) may be transferred into the program (see page 71 for specifics on transfer credits).

Pre-Course Instruction

Prior to beginning the program, all students should obtain pre-MBA interactive programs for self-study. The MBA Office will specify which self-study program will be used. The program should be completed prior to the opening residency and instructors will assume that students have mastered these materials prior to matriculation.

MBA 500 – Opening Residency

Opening Residency is designed to set appropriate expectations about effort, quality, performance, and cooperation. It is held over two weekends. The first weekend (Friday, Saturday, and Sunday) is at a residential off-site location. The second weekend (Saturday and

Sunday) is held in the Robins School and is not residential. The Opening Residency is organized around a "live case" and culminates in a case competition on the last day. This is a Pass/Fail course and attendance is required.

Core Courses

The satisfactory completion of 11 core courses (33 semester hours) is required. These courses form a common body of knowledge of business administration. *Students must complete MBA 501 Financial Accounting, MBA 507 Quantitative Analysis and MBA 515 Managerial Economics within the first year after matriculation.* The core courses are:

MBA 501 – Financial Accounting

MBA 503 – Social, Ethical and Legal Issues in Business

MBA 507 – Quantitative Analysis

MBA 511 – Strategic Cost Management

MBA 515 – Managerial Economics

MBA 520 – Marketing Management

MBA 530 – Organizational Behavior

MBA 540 – Operations Management

MBA 550 – Management Information Systems

MBA 560 – Financial Management

MBA 580 – Strategic Management

International Residency

MBA 570 – Global Environment of Business/International Residency

The international residency offers an intensive, in-depth, project-based experience that produces an understanding of a country or region and the unique problems that it faces.

Concentrations

Concentrations are offered in four areas, as listed below. In order to obtain certification in one of these areas it is necessary to complete 12 credit hours in that area. Students may also elect not to concentrate in any particular area but instead take four electives of their choosing.

Marketing

(All four courses have the core course MBA 520 – Marketing Management as a prerequisite)

MBA 521 – Integrated Marketing Communications**MBA 522 – Strategic Marketing****MBA 524 – Marketing Research****MBA 525 – Consumer Behavior Analysis****Human Resource Management**

(All four courses have the core course MBA 530 – Organizational Behavior as a prerequisite)

MBA 531 – Human Resource Management**MBA 532 – Legal Issues in Human Resource Management****MBA 533 – Research in Human Resource Management****MBA 534 – Strategic Human Resource Development****Finance**

(All four courses have the core course MBA 560 – Financial Management as a prerequisite)

MBA 561 – Investments**MBA 562 – Portfolio Management and Analysis****MBA 563 – Global Financial Management****MBA 564 – Problems in Valuation and Modeling****Strategic Leadership****MBA 581 – Leadership****MBA 582 – Mergers & Acquisitions****MBA 583 – International Management****MBA 584 – New Venture Planning and Financing****Capstone Project****MBA 590 – Capstone Project**

A project relating to a local company or organization is developed by groups within the class. This will be researched and analyzed by the groups with a recommended solution presented

to senior management and instructors. The project will incorporate the total learning experience of the program.

JD/MBA Curriculum Requirements*

JD/MBA students normally substitute four Law School courses for the concentration courses and MBA 503 – Social, Ethical and Legal Issues is waived from their degree requirements. More details and suggested curricula are available in the Dean's Office of each school.

Changes in Catalog Information

Caution: The course offerings and requirements of the University of Richmond are under continual examination and revision. This catalog is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will not change. The University specifically reserves the right to change requirements for any major, minor, and/or program, and to implement them during any particular years.

The student assumes full responsibility for compliance with all academic requirements. Current course offerings may be obtained from the appropriate school or department.

Degree Requirements

To qualify for the Master of Business Administration degree, a candidate must complete the curriculum satisfactorily, including the achievement of at least a 3.00 grade point average on all applicable coursework; complete at least 42 semester hours of applicable graduate level coursework taken at the University of Richmond; and complete the curriculum requirements within five years of starting the program unless amended by the Graduate Council.

To graduate, a student must file a degree application and participate in commencement. Degree applications must be filed in the Of-

fice of the University Registrar by the second Friday in September for the coming May or August commencement. Those enrolled only in the spring must file by the first Friday in February. Students enrolled only in the summer term culminating in their graduation must file by the second Friday in June. Degree applications are available in the MBA Office and in the Registrar's Office.

Degrees are awarded in person except by the 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 very unusual 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 Reg-

istrar 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 a candidate may graduate by again filing a degree application and by following the appropriate commencement policy.*

August degrees are conferred as of the date specified in the University calendar and diplomas are mailed to those qualified.

Note: No degree is conferred if the student's responsibilities to the University are in an unsatisfactory condition. Such responsibilities include financial and administrative matters such as, but not limited to, delinquent payments, parking fines, or overdue library books.

A D M I S S I O N

Applicants must meet the specified admission requirements to be eligible for admission to one of the programs offered by The Robins School of Business. However, meeting these requirements does not ensure acceptance. Acceptance is determined by the Graduate Council of The Robins School of Business. Equal opportunity for admission is assured to all applicants subject to qualifications, space and class-size limitations.

Application for admission to the MBA Program or the JD/MBA program must be made on the MBA application form. A \$50 non-refundable fee must be submitted with the application.

Applicants for the JD/MBA program are required to meet the admission standards of both the MBA program (as set forth in this bulletin) and the University of Richmond School of Law. Applications must be made separately to the MBA program and to the School of Law. A bulletin and application form for the School of Law may be obtained from: Director of Admissions, University of Richmond School of Law, University of Richmond, VA 23173.

Admission Requirements

To be considered for admission to the MBA program, an applicant must:

- hold a baccalaureate degree from an accredited college or university.
- have a grade point average (GPA) on all college and university academic work attempted that meets current admission standards.
- have a score on the Graduate Management Admission Test (GMAT) that meets current admission standards. The GMAT score must be no more than five years old at the time of application. Information on the GMAT may be obtained from the Educational Testing Service, Princeton, New Jersey 08541 or www.gmat.com.

Note: Students whose native language is not English, or whose collegiate level instruction was not in English, must also earn a score of at least 600 on the paper-based or 250 on the computer-based Test of English as a Foreign Language (TOEFL). Information about the TOEFL may be obtained from the Educational

*Students who are pursuing the combined JD/MBA program and who complete the JD degree before the MBA degree must satisfy the MBA degree requirements within one year of completing the JD requirements. Further, the requirements for both degrees must be completed within five years of the starting date of the degree program, JD or MBA, in which the students first enrolled.

Testing Service, Princeton, New Jersey 08541 or www.toefl.org.

Applicants for the MBA also are expected to have had at least two years of relevant work experience after completion of the baccalaureate. The two-year work experience requirement is waived for JD/MBA students, for those who hold another advanced degree, and for full-time applicants with exceptional academic records. However, applicants who hold the Bachelor of Science in Business Administration degree from The Robins School of Business are discouraged from applying to the MBA program until they have had two years of work experience beyond the baccalaureate.

Before an applicant will be considered for admission, the following documents must be on file in the MBA Office:

1. A completed application form.
2. Official transcripts of all college and university work attempted from each college and university attended. An applicant whose prior experience in higher education includes work taken at a non-United States college or university may be required to have the academic record evaluated by an independent credentials evaluation service. In addition, non-United States citizens

are required to submit additional documents to meet Immigration and Naturalization Service requests. Such students should contact the director at least six months prior to the application deadline to determine if a transcript evaluation will be required and/or what additional documents must be submitted.

3. Official GMAT score report.
4. Official TOEFL score report (when applicable).
5. Current résumé.

Official documents verifying college and university work and test scores must be sent from the institution or agency responsible for the information directly to the MBA Office.

Students are admitted for the Fall semester. **All application materials must be in the MBA Office by May 1 in order to be considered for admission for the upcoming fall semester.**

The address for all application materials:
 Director
 The MBA Program
 The Robins School of Business
 University of Richmond, VA 23173

ACADEMIC PROCEDURES

Registration

In registering for courses, it is presumed that students enrolled in advanced-level courses will have the necessary academic background.

Students shall register each term according to the instructions published by the MBA office 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://oncampus.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.

To initiate changes in registration, the student should contact the MBA Office promptly.

Limits of Work

A part-time MBA student may enroll in either three or six hours per semester. Part-time students should consider requirements of their employers when scheduling academic classes.

A full-time student carries from nine to 12 semester hours in one semester. The maximum load for a graduate student is 12 semester hours in one semester.

All full-time 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. Every effort should be made to limit outside work of every sort. If outside employment is an economic necessity for a full-time student, that student must consult the director concerning the advisability of limiting his or her academic load.

Class Attendance

Each student is expected to attend all meetings of all classes, including lectures, seminars, laboratories and workshops, 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 each semester.

Faculty members will honor an official notification from the appropriate dean that a student is to be excused from 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 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 observe 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.

Credit and Grades

The MBA program uses the semester hour credit value and the four-point grading system as applied to a normal *A - F* grading scale.

A semester hour is the value of one class hour of work a week through the semester. Grade points are given to each semester hour

according to the following 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

These letter grades may be accompanied by a (+) or minus (-) to indicate a relative position within the grade category. The grade point average is determined by dividing the total number of grade points earned by the total number of academic hours attempted. Each of these totals is accumulated term by term. Students may not choose to take a class Pass/Fail in the MBA program. However, certain classes (e.g., the Opening Residency) may be offered on a Pass/Fail basis.

Special grades also are used as follows: *V*—failing due to excess absence, *W*—withdrawn passing, *M*—withdrawn failing, and *X*—grade not received from instructor. The *V* and *M* count as *F* in the grade point average computation.

Incomplete Work

Two other letters are used in reports for MBA students. *I* and *Y* mean that course-work has not been completed by the end of the term. The *I*, which counts as a failing grade in the grade point average, 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 the mid-term point of the next regular term. If the work is not made up during the grace period, the *I* will be converted to *F* unless the instructor has submitted to the registrar a written request for delay until a specified date which has been approved by the director. The *Y*, which does not count as a failing grade, is given when the reasons for incomplete work are deemed justifiable by the instructor. There is no deadline for completion of the work unless the instructor so specifies. In any case, it is the student's responsibility to make arrangements for and progress to the completion of an incomplete course. **Part-time students carrying a grade of *I* or *Y* may not enroll for further coursework without the permission of the director.**

Evaluation

Instructors establish grading criteria for their courses and prepare and submit the final course reports (using the grades defined under Credit and Grades) to the University Registrar for recording. In the event of a question about the accuracy of the recorded grade, a student should direct inquiries to the instructor and/or the Office of the University Registrar.

It is recognized that each class and each student in a class has unique characteristics that the instructor alone is in the best position to evaluate; consequently, except in unusual circumstances, formal appeals concerning the evaluation on which a grade is based are not appropriate.

If unusual circumstances appear to have existed which could have affected the evaluation, the student should first bring the matter to the attention of the instructor (if available). If that informal inquiry is impossible, or if its results are disputed, the student may next bring the matter to the attention of the department chair and the instructor, jointly. In the event of continued dispute, the student may formally petition the dean of the student's school who, in consultation with department faculty, may present the matter to the appropriate academic council for a decision.

Academic Progress and Scholarship

A student is expected to make steady progress toward completion of his or her program. A student who, over a period of one year, fails to complete an MBA course at the University of Richmond, unless completing elsewhere an approved course for transfer, will be terminated from the program. Such a student desiring to return to the program must reapply and be readmitted under the catalog standards applicable at the time of reapplication.

A student is expected to maintain an average of no less than *B* (3.00) to remain in the MBA program. A student who earns less than *B* in two or more courses (whether or not they are being taken for graduate credit) may be suspended from the MBA program. A student who earns three *C*s, one *C* and one *D*, or one

F will automatically be dismissed from the program. A student who has been suspended or dismissed may apply for readmission after the lapse of one academic year. Application for readmission must be made in writing to:

Graduate Council
c/o Director MBA Program
Robins School of Business
University of Richmond, VA 23173

Transfer Credits

It is expected that all work for the MBA degree will be completed at the University of Richmond. Under certain circumstances, a maximum of 12 semester hours may be accepted in transfer. All coursework transferred must be completed at an institution accredited as degree-granting by a recognized regional accrediting body for higher education, as well as an AACSB accredited graduate school at the time the coursework is completed. Written approval by the director must be obtained in advance if a student desires to take work elsewhere for transfer credit. Upon completion of the approved work, credit will be allowed only if a grade of *B* or better is earned, and after an official transcript documenting the fact is received by the MBA Office directly from the institution giving the instruction.

Records and Progress Reports

Grades are available through *Banner-Web*. Students can also check grade changes, incomplete make-ups, and posting of transfer credit throughout the year from any location. Grades are deemed correct unless notification to the contrary is received by the University Registrar within three (3) months after the close of the term specified.

If students need an official copy of the academic record, they can request a transcript through the Office of the University Registrar. All courses taken at the University of Richmond become a part of the permanent academic record.

Advice concerning progress toward the degree may be obtained in the MBA Office.

FINANCIAL AFFAIRS

Tuition

For 2002-03, the tuition for MBA students taking fewer than nine hours is \$500 per semester hour; tuition for MBA students taking nine or more semester hours is \$11,180 per semester. Late registrations are subject to a \$60 fee, and changes in registration made after the first week of class are subject to a \$10 fee.

The University reserves the right to increase the fees listed herein if conditions should make such changes necessary or advisable. The changes will be announced as far in advance as possible.

Note: Regardless of the University division in which a course is taken, the student pays the tuition and fees of the school to which he or she has been admitted and which is considered the school of record. Any special fee associated with a particular course, such as a laboratory fee, is charged based on registration in the course.

Financial Aid

The University of Richmond offers graduate students various forms of financial support drawing on state, federal, and institutional 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.

Graduate assistantships are available in limited number for full-time MBA students. Students in-

terested in applying for a graduate assistantship should contact the director. Assistantships are not available for part-time students.

Students who are degree candidates and registered for at least six credits a semester may be eligible for either need-based or credit-based educational loans. Eligibility for need-based financial aid is evaluated annually based upon completion of the Free Application for Federal Student Aid (FAFSA). 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, 10 semesters if they are part time. All graduate students must maintain a 3.00 grade point average. Contact the Financial Aid Office, at (804) 289-8438 for more information.

The Virginia Tuition Assistance Grant is available to full-time degree-seeking MBA students who are bona fide Virginia residents. The grant is available for up to two academic years. Applications are available in the MBA Office and in the Financial Aid Office. The deadline is July 31.

General Fee, Room and Board Refund

Students are matriculated by semester. If a student withdraws from classes 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, based on the following schedule. This schedule is adapted for summer terms.

Tuition, fees and room refund

		Board refund
Withdrawal on or before the first day of class	100% less deposits	<i>Prorated</i>
Withdrawal during the first week of classes	85% less deposits	<i>on a daily</i>
Withdrawal during the second week of classes	70%	<i>basis through</i>
Withdrawal during the third week of classes	50%	<i>the sixth week</i>
Withdrawal during the fourth week of classes	25%	<i>of classes.</i>
Withdrawal during the fifth week of classes	25%	
Withdrawal during the sixth week of classes	25%	
Withdrawal after the sixth week of classes	None	

Students who withdraw from the University and who are receiving any financial assistance may be required to return such assistance per Public Law 668.22 and institutional policy. The University of Richmond complies with all federal regulations governing recipients of federal Title IV funds. Information regarding financial aid refund policies is available in the Office of Financial Aid.

Any special fee associated with a particular course is nonrefundable 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 or bursar@richmond.edu.

CURRICULUM

All courses carry 3 semester hours of credit.

Pre-Course Instruction

Prior to the beginning of the program all students should obtain pre-MBA interactive programs for self-study. The MBA Office will specify the self-study program to be used. These will consist of CD-ROMs and on-line instruction covering basic business disciplines. These must be completed prior to the Opening Residency and instructors will assume that students have mastered these materials prior to matriculation.

MBA 500 Opening Residency

The objectives of the Opening Residency are to develop *esprit de corps* among all participants; to give the participants concrete, take-away knowledge; and to set the appropriate expectations about effort, quality, and cooperation. To accomplish these goals we analyze a "live case" during the week on a topic of relevant strategic importance. The residency ends with a case competition among the teams, judged by University faculty and selected executives from industry on both content and presentation quality. As part of the residency, participants are introduced to the goals, expectations, and methods that are used throughout the program, including case analysis methods and business research and analysis skills.

Core Courses

The student must complete MBA 501 Financial Accounting, MBA 507 Quantitative Analysis and MBA 515 Managerial Economics within the first year after matriculation. MBA 507 is a prerequisite for MBA 515.

MBA 501 Financial Accounting. Basic concepts and procedures underlying corporate financial statements are developed. Tools for analyzing profitability, liquidity, leverage, activity, and risk are introduced. The impact of the alternatives available within generally accepted accounting principles on financial statements, especially in terms of management's financial reporting strategy are explored. *Mastery of pre-course instruction in accounting is assumed when this course begins.*

MBA 503 Social, Ethical, and Legal Issues in Business. Ethical and legal approaches and their application to the world of business are studied. Discussion centers on interaction between firms and their various stakeholders, including employees, customers and society. The role of business under the legal systems of countries other than the United States is introduced to highlight important differences. Emphasis is placed on court decisions relating to business contracts, secured transactions, and business organizations.

MBA 507 Quantitative Analysis. The techniques used in analyzing business and economic problems are covered, including algebra, differential calculus, statistics, optimization theory, and demand analysis as applied to business problems.

MBA 511 Strategic Cost Management. The design of management accounting systems that support an organization's strategic objectives is the focus of this course. Topics also include the impact of lean production methods on cost management, target costing, managing capacity costs, environmental costs, activity-based management, and the theory of constraints.

MBA 515 Managerial Economics. Explores microeconomic methodologies to solve business-oriented problems. The focus is on tools and techniques for decision making and the role that economic analysis plays in decision process. *Prerequisite: MBA 507 Quantitative Analysis.*

MBA 520 Marketing Management. An intensive study of the marketing process in advanced market economies concerning the environment within which marketing decisions are made. Areas of concentration: consumer wants, motivation and purchasing power, structure of distribution; product service market offerings; a global approach; and management of the firm's marketing effort. Strategic decisions of the marketing mix variables applied to both service and manufacturing companies of various sizes. Lectures and the case analysis method are used to integrate the student's marketing background.

MBA 530 Organizational Behavior. Analysis of work behavior from the viewpoint of both behavioral research and managerial practice. Understanding of basic issues such as motivation, individual differences, leadership, and managing change provides students with foundation needed for managing performance, quality, and operations.

MBA 540 Operations Management. The systematic direction and control of the process that transforms inputs into finished goods or services. It emphasizes the concepts and analytical methods that are used in understanding the management of the firm's operations.

MBA 550 Management Information Systems. Integration of computer-based information systems for the purposes of managerial control and decision support. Analysis, design, implementation, and organization aspects of MIS demonstrated through case studies and computer-based studies.

MBA 560 Financial Management. Financial management techniques, policies and theory are discussed via case studies and problem-scenario analysis. Policies and strategies for current and long-term assets, working capital, total capitalization and profit distribution presented in the context of share price maximization. Multinational considerations, leasing, risk analysis, project evaluation, and cost of capital are specifically addressed.

MBA 580 Strategic Management. Examines the strategic alternatives and choices to be made by companies in light of opportunities and threats within the external environment. It also examines how companies should create core competencies to enhance the strategic choice and to create sustainable competitive

advantage. Different levels of strategic management are emphasized. *Prerequisite: MBA 570 Global Environment of Business/International Residency.*

International Course/Residency

MBA 570 Global Environment of Business/International Residency. The international residency will provide an intensive, in-depth experience designed to enhance understanding of a country or region and the unique problems that it faces. The residency will consist of discussions with local business people, academics, politicians and civil servants, coupled with visits to other local operations to enhance this understanding. In addition, there will be a project relating to a relevant company or institution to be completed by the visiting groups. This project will be begun prior to departure, developed during the residency, and completed after the residency. Presentations of a final project report are required. *Prerequisites: MBA 520 Marketing Management and MBA 560 Financial Management.*

Concentrations

Concentrations are offered in four areas, as listed below. In order to obtain certification in one of these areas it is necessary to complete 12 credit hours in that area. **Students may also elect not to concentrate in any particular area but instead take four electives of their choosing.**

Marketing Concentration

(All four courses have the core course MBA 520 Marketing Management as a prerequisite.)

MBA 521 Integrated Marketing Communications. Analysis of effective marketing communication programs coordinated to achieve organizational objectives are emphasized. Lecture and cases are used to analyze marketing communication techniques, media, and issues involved in the design, implementation, and evaluation of promotion plans. Emphasis is on integrated marketing communication – a process of coordinating a mix of promotion messages and media for maximum impact. Class participants will examine:

- significant concepts of integrated marketing communication
- essential techniques of advertising, personal selling, sales promotion, and public relations
- major characteristics of promotion media and message delivery systems, including print, video, and electronic systems
- key steps involved in integrated communication planning

MBA 522 Strategic Marketing. Marketing concepts are extended from the functional domain to the corporate strategic domain. Concepts and theories underlying market decision making are explored and the skills needed to analyze and understand complex marketing decisions in order to develop and execute appropriate management actions are developed. Special emphasis is on strategic positioning and the use of the marketing mix. Students will:

- develop marketing strategies that support corporate and business unit-level strategy
- identify target markets through segmentation that enhances the positioning decision
- develop positioning concepts and strategies that clearly define products to consumers
- use the marketing mix—namely, product, place, promotion, and price—to attain the positioning strategy.

MBA 524 Marketing Research. Covers concepts, methods and techniques that facilitate practical learning of the basics of research in marketing. Topics include marketing research and technology; various research designs used to collect valid and reliable data; the process of gathering accurate data; and data analysis and communication of the research findings. In the course, students will:

- develop appropriate research objectives
- use secondary data with an emphasis on search strategies and traditional and online approaches
- develop research designs, decide on sampling procedures and design questionnaires
- collect primary data using different data collection procedures
- analyze data using SPSS or SAS
- communicate research results.

MBA 525 Consumer Behavior Analysis. Understanding and appreciation of buyer behavior in market environment. Theoretical perspective, emphasizing application to market analysis and managerial action.

Human Resource Management Concentration

(All four courses have the core course MBA 530 Organizational Behavior as a prerequisite.)

MBA 531 Human Resource Management. This basic course in human resources uses an HR development point of view in which employees are considered assets to be developed rather than costs to be minimized. Topics include recruiting, hiring, training, retaining, rewarding, and promoting employees; employment planning, performance management systems, and succession planning; and managing outsourced relationships. Special attention is given to quality of working-life issues; the balance between

work and non-work; traditional and nontraditional incentives; and generational, cultural, and ethnic differences in employees' needs and values. *A co-requisite for MBA 532 and a prerequisite for MBA 533 and MBA 534.*

MBA 532 Legal Issues in Human Resource Management. The legal, regulatory, and ethical context of the HR function is covered in this course. Recognizing the importance of these issues in the management of human resources, this course builds on the previous courses and lays a foundation for subsequent courses to allow HR managers to undertake their job responsibilities within both the letter and the spirit of the law. Topics include employment law, pension and benefits, privacy and intellectual property, and labor relations. *Co-requisite: MBA 531 Human Resource Management.*

MBA 533 Research in Human Resource Management. HR professionals must be able to gather appropriate data, analyze it, and present it to line managers in a convincing way if they are to be strategic partners in the organization. This course includes an overview of the design, delivery, and analysis of employee and client satisfaction surveys; use of market analysis and benchmarking data; and understanding the statistical profile of the workforce. Students with no background in basic statistics will be offered a self-paced tutorial prior to this course. *Prerequisite: MBA 531 Human Resource Management.*

MBA 534 Strategic Human Resource Development. This capstone course includes an overview of business strategy and emphasizes the role of human resource management and development for effective strategy implementation. Models of organizational diagnosis and change, transformational leadership, re-engineering, divesting, merging, acquiring, and downsizing are examined from a strategic and operational HR perspective. Students will be introduced to project management skills and integrate their course work by undertaking a major company-based project. This course should be taken last in the Concentration. *Prerequisite: MBA 531 Human Resource Management.*

Finance Concentration

(All four courses have the core course MBA 560 Financial Management as a prerequisite.)

MBA 561 Investments. Covers the structure, trading, and valuation of financial instruments in dynamic competitive markets. Both money markets and capital markets are examined with an emphasis on longer term investing. The course uses a blend of theoretical and practical approaches to investment strategies.

Specific topics include market efficiency, yield and rate of return analysis, risk measurement, asset pricing theory, portfolio theory, valuation models, futures, and derivative contracts.

MBA 562 Portfolio Management and Analysis. Techniques for analyzing and evaluating financial data for security selection are explored. Security markets, investment theories, valuation techniques and applied investment concepts are discussed. Emphasis is on political theory, risk/return objectives, and portfolio monitoring. Global diversification and resultant effects are treated within the context of constructing security portfolios. *Prerequisite: MBA 561 Investments.*

MBA 563 Global Financial Management. Tools and concepts used to identify and analyze risks in dynamic international financial markets are addressed. The course is designed in three modules. The first module provides a foundation in currency valuation, currency markets, parity theories, and balance of payments phenomena. The second module examines hedging concepts and practices. Applications of forward, future, option, and swap contracts are emphasized. The last module focuses on different approaches to the management of transaction, translation, and operating exposures of a firm. Case studies are employed as integrating exercises.

MBA 564 Problems in Valuation and Modeling. The primary focus of this course is measuring and managing the value of companies. Topics include financing decisions, long-term investment decisions, and financial strategies of the firm that can lead to an increase in shareholder wealth. Taught through a combination of theories, cases, and financial models. (*This course should be taken last in the concentration.*)

Strategic Leadership Concentration

MBA 581 Leadership. Designed to assist MBA students in making the transition from theory to application in the science and art of leadership. Its focus is on what a leader does in the work environment. The emphasis is on leader/employee interactions and the behaviors required to be an effective leader. *Prerequisite: MBA 530 Organizational Behavior.*

MBA 582 Mergers & Acquisitions. Explores how mergers and acquisitions can achieve the strategic growth objectives of a corporation. The issues raised in merger and acquisition decisions are addressed, specifically (1) negotiation strategies, (2) valuation analysis, (3) strategic fit, (4) effects of competitive bidding, and (5) problems with post acquisition integration. The alternative mechanisms for corporate diversification such as joint and internal ventures are also explored. *Prerequisite: MBA 560 Financial Management.*

MBA 583 International Management. Focus on management challenges that businesses face in the international environment. Emphases include the role that culture plays in human resource decisions and the effect of an organization's management on host, parent, and third country nationals.

MBA 584 New Venture Planning & Financing. Uses a combined case and lecture approach for the study of entrepreneurship, new venture creation, and growth. The course covers the financial, strategic, legal, and market-related elements of new venture creation. Topics include opportunity recognition, business planning, and alternative financing means. Students write a business plan as part of the course. *Prerequisite: MBA 560 Financial Management.*

Capstone Project

MBA 590 – Capstone Project

A project relating to a local company or organization is developed by groups within the class. This will be researched and analyzed by the groups with a recommended solution presented to senior management and instructors. The project will incorporate the total learning experience of the program.

ROBINS SCHOOL OF BUSINESS FACULTY

The year given designates the year of appointment. The year with () is the year of first appointment.

- Altay, Nezhil,** *Assistant Professor of Management Systems*; 2002 (2000)
B.S. (Bogazici University, Istanbul, Turkey), M.B.A. (University of Texas-Pan American), Ph.D. (Texas A&M University)
- Ashworth, D. Neil,** *Professor of Management Systems*; 1981
B.B.A. (University of Kentucky), M.Comm. (University of Richmond), M.B.A., Ph.D. (University of South Carolina)
- Babb, Harold W.,** *Professor of Marketing*; 1977
B.S. (University of Richmond), M.S. (Virginia Commonwealth University), Ph.D. (Virginia Polytechnic Institute and State University)
- Clíkeman, Paul M.,** C.P.A., C.I.A., *Associate Professor of Accounting*; 1995
B.S. (Valparaiso University), M.B.A. (University of Chicago), Ph.D. (University of Wisconsin)
- Conover, C. Mitchell,** *Assistant Professor of Finance*; 2000
B.A. (University of Maryland), M.B.A. (East Carolina University), Ph.D. (Florida State University)
- Cook, Robert Winston, Jr.,** *Associate Professor of Economics*; 1980
B.A. (University of Richmond), M.A., Ph.D. (Virginia Polytechnic Institute and State University)
- Coombs, Joseph E.,** *Assistant Professor of Management Systems*; 2001
B.S. (Bridgewater State College), M.B.A. (Suffolk University), Ph.D. (Temple University)
- Cossé, Thomas J.,** *Professor of Marketing and Director of International Business Programs*; 1975
B.S.B.A. (University of Southwestern Louisiana), M.B.A., Ph.D. (University of Arkansas)
- Coughlan, Richard S.,** *Assistant Professor of Management Systems*; 1998
B.S. (University of Virginia), M.B.A., M.S., Ph.D. (University of Arizona)
- Craft, Erik D.,** *Associate Professor of Economics*; 1994
B.A. (St. Lawrence University), M.A., Ph.D. (University of Chicago)
- Dean, David H.,** *Associate Professor of Economics*; 1987
B.A. (Hobart College), M.A., Ph.D. (Rutgers University)
- Deans, P. Candace,** *Associate Professor of Management Systems*; 2002
B.S. (University of North Carolina at Chapel Hill), M.Ed. (North Carolina State University), M.B.A. (East Carolina University), Ph.D. (University of South Carolina), M.L.A. (University of Arizona)
- Dolan, Robert C.,** *Professor of Economics*; 1980
B.A. (Hobart College), M.S., Ph.D. (Rutgers University)
- Earl, John H., Jr.,** C.F.A., C.I.C., C.L.U., C.H.F.C., A.R.M., C.F.P., *Associate Professor of Finance*; 1981
B.B.A., M.S.B.A. (University of Massachusetts at Amherst), Ph.D. (Arizona State University)
- Eylon, Dafna,** *Associate Professor of Management*; 1994
B.A. (Tel-Aviv University), Ph.D. (University of British Columbia)
- Fagan, Marbury A. II,** C.P.A., *Director of Software Instruction*; 1994
B.S., M.B.A. (University of Richmond)
- Geiger, Marshall A.,** *Professor of Accounting*; 2000
B.S.B.A. (Bloomsburg University of Pennsylvania), M.S., Ph.D. (The Pennsylvania State University)
- Hoyle, Joe Ben,** C.P.A., *Associate Professor of Accounting*; 1979
B.A. (Duke University), M.A. (Appalachian State University)
- Ireland, R. Duane,** *Professor of Management and W. David Robbins Chair in Strategic Management*; 2000
B.B.A., M.B.A., Ph.D. (Texas Tech University)
- Lancaster, M. Carol,** *Associate Professor of Finance*; 1989
B.S.E. (University of Arkansas), M.B.A., D.B.A. (Louisiana Tech University)
- Lascu, Dana-Nicoleta,** *Associate Professor of Marketing*; 1991
B.A. (University of Arizona), M.I.M. (American Graduate School of International Management), Ph.D. (University of South Carolina)
- Lawrence, Carol M.,** *Associate Professor of Accounting, Associate Dean and M.B.A. Director*; 1996
B.A. (Washington University), B.S. (Indiana University Southeast), M.B.A., Ph.D. (Indiana University)
- Litteral, Lewis Andy,** *Associate Professor of Management Systems*; 1982
B.S. (Georgia Southern College), M.S., Ph.D. (Clemson 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)
- Monks, James W.,** *Assistant Professor of Economics*; 2001
B.A. (Union College), M.A., Ph.D. (Boston College)
- New, J. Randolph,** *Professor of Management*; 1994
B.S., B.A. (University of Arkansas), M.B.A. (University of Arkansas), Ph.D. (Arizona State University)
- Newman, Karen L.,** *Professor of Management and Dean, Robins School of Business*; 1999
B.S. (Purdue University), M.B.A., Ph.D. (University of Chicago)
- Nicholson, Robert H.,** *Associate Professor of Economics*; 1972
B.S. (University of Delaware), M.S., Ph.D. (North Carolina State University)
- North, David S.,** *Assistant Professor of Finance*; 2000
B.A. (Michigan State University), M.B.A. (University of Notre Dame), Ph.D. (Michigan State University)
- Raines, J. Patrick,** *Professor of Economics, The F. Carlyle Tiller Chair in Business*; 1982
B.A., M.A., Ph.D. (University of Alabama)
- Ridgway, Nancy M.,** *Associate Professor of Marketing*; 2001
B.B.A., M.B.A., Ph.D. (University of Texas at Austin)
- Rondeau, Patrick, J.,** C.P.I.M., *Assistant Professor of Management Systems*; 1997
B.S. (University of Wisconsin-Superior), M.B.A. (Mankato State University), Ph.D. (University of Toledo)

- Sanborn, Robert H.**, *Associate Professor of Accounting*; 1988
B.A. (The Johns Hopkins University), M.B.A. (Boston University), Ph.D. (University of Georgia)
- Schmidt, Robert M.**, *Professor of Economics, The CSX Chair in Management and Accounting*, 1981
B.A. (University of Wisconsin-Madison), M.A., Ph.D. (Duke University)
- Schnorbus, Roger**, *Visiting Professor of Management Systems*, 1997
B.S. (St. Francis College), M.B.A. (Wharton School, University of Pennsylvania)
- Slaughter, Raymond L.**, C.P.A., *Associate Professor of Accounting and the David Meade White Distinguished Teaching Fellow*; 1977
B.A. (Kentucky State University), M.B.A. (University of Pennsylvania), J.D. (Howard University), LL.M. (The College of William and Mary)
- Stevens, Jerry L.**, C.C.M., *Professor of Finance, The Joseph A. Jennings Chair in Business*; 1987
B.S. (Southwest Missouri State University), M.S., Ph.D. (University of Illinois)
- Szakmary, Andrew C.**, *Associate Professor of Finance*; 2001
B.A., M.B.A. (Columbia University), Ph.D. (University of New Orleans)
- Walden, W. Darrell**, C.P.A., *Associate Professor of Accounting*, 1995 (1994)
B.S. (Virginia Union University), M.S. (Syracuse University), Ph.D. (Virginia Commonwealth University)
- Webb, Kevin L.**, *Assistant Professor of Marketing*; 2001
B.S. (University of Virginia), M.B.A. (Old Dominion University), Ph.D. (University of North Carolina at Chapel Hill)
- Weisenberger, Terry M.**, *Associate Professor of Marketing and Associate Dean for Undergraduate Business Programs*; 1977
B.S., M.B.A., Ph.D. (Michigan State University)
- Wight, Jonathan B.**, *Associate Professor of Economics*; 1982
B.A. (Duke University), M.A., Ph.D. (Vanderbilt University)
- Wright, Richard W.**, *Professor of Management and The E. Claiborne Robins Distinguished Professor of Business*; 2001
B.A., M.B.A. (Dartmouth College), D.B.A. (Indiana University)
- Yates, Andrew J.**, *Associate Professor of Economics*; 2002
B.S. (Washington University), M.S., Ph.D. (Stanford University)

Retired Business Faculty

- Bettenhausen, Albert E.**, *Assistant Professor of Business Administration and Associate Dean, Robins School of Business, Emeritus*; 1971
B.S., B.A. (University of Richmond), M.B.A. (University of Florida)
- Bird, Francis A.**, C.P.A., *Professor of Accounting, Emeritus*; 1972
B.S. (Drexel University), M.S., Ph.D. (The Pennsylvania State University),

- Edwards, N. Fayne**, *Professor of Economics, Emeritus*; 1968
B.S. (Virginia Polytechnic Institute and State University), Ph.D. (University of Kentucky)
- Giese, Thomas D.**, *Professor of Marketing, Emeritus*; 1978
B.S., M.S. (Southern Illinois University), Ph.D. (University of Mississippi)
- Goodwin, James C., Jr.**, *Professor of Management Systems, Emeritus*; 1976
B.S., M.B.A. (Louisiana State University), Ph.D. (University of North Carolina)
- Jones, Phillip A., Sr.**, *Professor of Accounting, Emeritus*; 1973
B.A. (Harpur College), M.A. (State University of New York at Binghamton), Ph.D. (Michigan State University)
- Jung, Clarence R., Jr.**, *Professor of Economics, Emeritus*; 1966
B.A. (DePauw University), M.A., Ph.D. (The Ohio State University)
- King, Robert L.**, *Professor of Marketing and Director of International Business Studies, Emeritus*; 1990
B.B.A. (University of Georgia), M.A., Ph.D. (Michigan State University), Doctor Honoris Causa (Oskar Lange Academy of Economics, Wroclaw, Poland)
- Partain, Robert T.**, *Professor of Business Administration, Emeritus*; 1963
B.B.A., M.B.A. (North Texas State University), Ph.D. (University of Texas)
- Phillips, Robert Wesley**, *Professor of Finance, Emeritus*; 1974
B.A. (Denison University), M.B.A. (Ohio University), D.B.A. (Indiana University)
- Robbins, W. David**, *Professor of Business Policy, Emeritus; Dean Emeritus of the Robins School of Business; The W. David Robbins Chair of Business Policy*; 1959
B.A. (North Texas State University), M.B.A. (Northwestern University), Ph.D. (The Ohio State University)
- Rose, John S.**, *Professor of Management Systems, Emeritus*; 1977
A.B., A.M. (University of Michigan), Ph.D. (Northwestern University)
- Whitaker, David A.**, *Professor of Economics, Emeritus*; 1969
B.S. (Virginia Commonwealth University), M.S. (Virginia Polytechnic Institute and State University), Ph.D. (University of Florida)

The Management Institute

- Lawson, Robert G. (Jerry)**, *Associate Professor of Organizational Development*; 1994
B.A. (King College), M.S., Ph.D. (Virginia Commonwealth University)
- Martin, Mirta M.**, *Director of Management Institute and Associate Professor of Management Development*; 2000
B.S. (Duke University), M.B.A. (University of Richmond), Ph.D. (Virginia Commonwealth University)
- Meluch, Jeanette M.**, *Associate Professor of Management Development*; 1988
B.A. (The Ohio State University), M.A. (George Washington University)



JEPSON SCHOOL OF LEADERSHIP STUDIES

The Master in Leadership Studies program is an accelerated, rigorous 18-month course of study offered by the Jepson School of Leadership Studies. The inaugural class is expected to begin in 2003. The Jepson School of Leadership Studies, founded in 1992, is the nation's first undergraduate school of leadership studies with the mission to educate people for and about leadership.

The Master's program is for mid-career students who want to build a deep understanding of the dynamics and principles of leadership and followership. The program aims to equip emerging leaders in their respective

fields and organizations as well as to further educate students who are already in leadership roles.

The studies at the Jepson School offer students the opportunity to sharpen their powers of analysis and their knowledge base. The primary aim of the program is to free participants from a narrow, discipline-constrained awareness of leadership issues and challenges to an interdisciplinary, strategic, action-oriented, "systems" approach and produce better problem-solvers, strategists, innovators, and team builders.

To Potential Master in Leadership Studies Applicants:

Thank you for your interest in the Jepson School's Master in Leadership Studies program. Demanding and intellectually challenging, this 18-month program for senior-level and mid-career professionals from private, nonprofit and governmental organizations is built around 20 weekend sessions, a mid-year reflection retreat weekend, an in-depth, week-long session in our nation's capital, Washington, D.C., and a capstone leadership research project. The curriculum encompasses four broad themes: the purpose and meaning of leadership; leadership issues and challenges; leadership competencies; and innovative and creative leadership. These themes guide our view of leadership as a human experience.

Students will be referred to as "associates" of the Jepson School and will be encouraged and expected to engage in the activities of the Jepson School and the University community. A cohort of approximately 25 associates will comprise each class. Jepson associates will participate as an intentional learning community during the academic experience in order to maximize the opportunity to learn from and to share with a broad spectrum of peers who are eager to expand their learning for and about leadership. They will be challenged to stretch their awareness of leadership and followership issues from a narrow, discipline-constrained focus to an interdisciplinary, strategic, action-oriented, systems approach. The curriculum will emphasize participatory activities, including interaction with experts in various fields, simulation, role playing, field visits, case study analysis, and discussion of common reading materials. Faculty will be chosen from the Jepson School, other areas of the University, as well as distinguished scholars, experts, government officials, and community leaders drawn from off-campus environments.

Qualifications for admission include relevant work experience, educational background, community involvement, high potential to rise to a senior-level position, commitment to a demanding academic program of study, and organizational support/work release authorization from the organization. Applicants are expected to hold a baccalaureate degree from an accredited college or university as well as possess significant work experience. Meeting these requirements, however, does not ensure acceptance. The Admissions Committee for the Master in Leadership Studies Program will make the final determination for admissions. Equal opportunity for admission is assured to all applicants subject to qualifications, space, organizational support and class-size limitations.

We hope this information will help you as you consider applying to the Master in Leadership Studies program at the Jepson School. Please feel free to call our office if you have any questions.

Carmen F. Foster, M.S., M.P.A.

Executive Director of the Master in Leadership Studies Program

FACULTY OF THE SCHOOL OF LEADERSHIP STUDIES

The year given designates the year of appointment.

- Ciulla, Joanne B.**, *Professor of Leadership Studies, The Coston Family Chair in Leadership and Ethics*; 1991
B.A. (University of Maryland), M.A. (University of Delaware), Ph.D. (Temple University)
- Faier, Elizabeth A.**, *Assistant Professor of Leadership Studies*; 1999
B.A. (Cornell University), M.A., Ph.D. (Indiana University)
- Hickman, Gill R.**, *Professor of Leadership Studies*; 1992
B.A. (University of Denver), M.P.A. (University of California at Los Angeles), Ph.D. (University of Southern California)
- Hicks, Douglas A.**, *Assistant Professor of Leadership Studies and Religion*, 1998
A.B. (Davidson College), M.Div., (Duke University), Ph.D. (Harvard University)
- Jablin, Fredric M.**, *Acting Dean, Professor of Leadership Studies, The E. Claiborne Robins Distinguished Professorship of Leadership Studies*; 1994
B.A. (State University of New York at Buffalo), M.A. (University of Michigan), Ph.D. (Purdue University)
- Ruscio, Kenneth P.**, *Dean, Jepson School of Leadership Studies*, 2002.
B.A. (Washington and Lee University), M.P.A., Ph.D. (Syracuse University).
- Price, Terry L.**, *Assistant Professor of Leadership Studies*, 1998
B.A. (University of North Carolina-Chapel Hill), M.A. (University of Arizona), M.Litt. (University of Oxford), Ph.D. (University of Arizona)
- Williams, Teresa**, *Associate Dean, Jepson School of Leadership Studies*; 2001
A.B. (Washington University), M.A.T. (Webster University), Ph.D. (St. Louis University)
- Wren, Thomas**, *Associate Professor of Leadership Studies*; 1992
B.A. (Denison University), J.D. (University of Virginia), M.A. (George Washington University), M.A., Ph.D. (The College of William and Mary)

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Dr. Carol M. Lawrence, *Associate Dean and Director, The Richard S. Reynolds Graduate School, Robins School of Business*
Dr. Terry M. Weisenberger, *Associate Dean for Undergraduate Business Programs, Robins School of Business*



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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 tobaccoist. 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

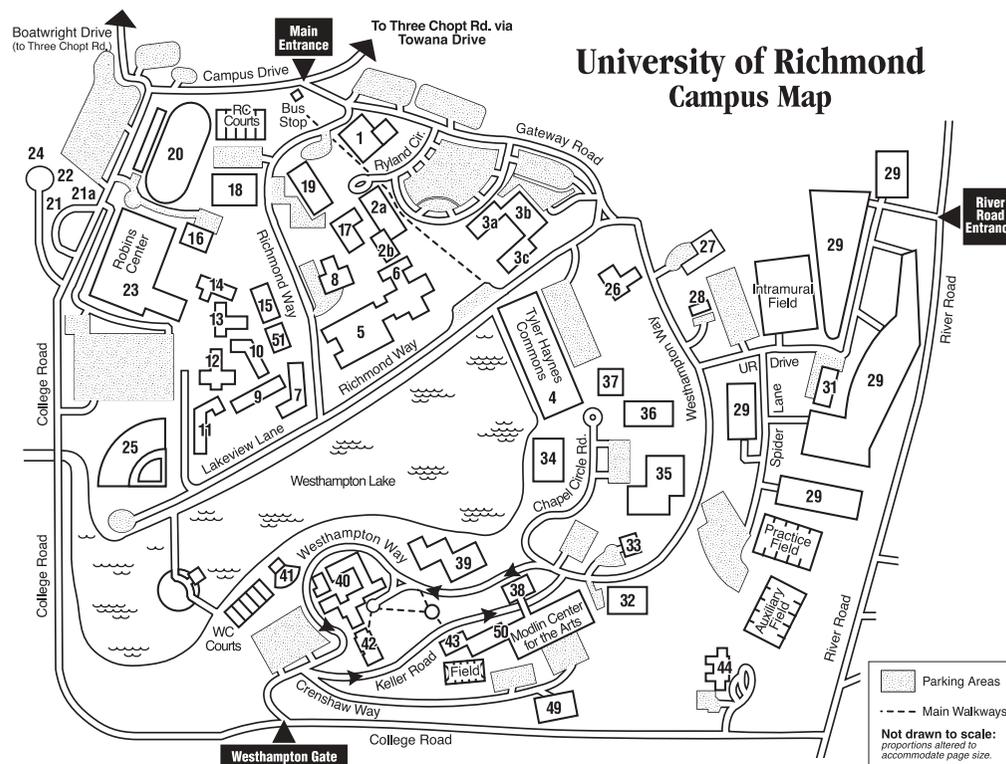
This wing of the Boatwright Memorial Library is the repository for the archives of the Baptists of Virginia and includes more than 1,500 manuscript volumes of early church records. Much work toward preserving and cataloging the materials was done by Dr. Garnett Ryland, secretary of the society (1940-54) 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 | 16 — Millhiser Memorial Gymnasium | 33 — Thalhimer Guest Cottage |
| 2 — Ryland Hall | 17 — Jepson Hall | 34 — Heilman Dining Center |
| 3a — Maryland Hall | 18 — Brunet Memorial Hall | 35 — Gottwald Science Center |
| 3b — Richmond Hall | 19 — T.C. Williams School of Law | 36 — Cannon Memorial Chapel |
| 3c — Puryear Hall | 20 — Soccer/Track Complex | 37 — Wilton Center for Interfaith Campus Ministries |
| 4 — Tyler Haynes Commons | 21 — Law Residence Hall | 38a — Modlin Center for the Arts |
| 5 — Boatwright Library | 21a — International House | 38b — Booker Hall of Music |
| 6 — Virginia Baptist Historical Society | 22 & 24 — Fraternity Lodges | 38 — Camp Concert Hall |
| 7 — Thomas Memorial Hall | 23 — Robins Center | 39 — Gray Court |
| 8 — Political Science | 23 — Robins Center Pool | 40 — North Court |
| 8 — University Post Office | 25 — Pitt Baseball Field | 40 — Perkinson Recital Hall |
| 9 — Wood Memorial Hall | 26 — Power Plant | 41 — Jenkins Greek Theatre |
| 10 — Freeman Hall | 27 — Physical Plant | 42 — South Court |
| 11 — Marsh Hall | 28 — Printing Office | 43 — Keller Hall |
| 12 — Moore Memorial Hall | 29 — University Forest Apartments | 44 — President's Home |
| 13 — Dennis Memorial Hall | 31 — Special Programs Building | 49 — Jepson Alumni Center |
| 14 — Robins Memorial Hall | 32 — Lora Robins Court | 51 — Whitehurst |
| 15 — Jeter Memorial Hall | 33 — Deanery | |