



**Warren Wilson**  
**COLLEGE**



**College Catalog**  
**2023 – 2024**



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# Warren Wilson College

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## Disclaimer

This publication is not a contract or an offer to contract. The College reserves the right to change information or conditions contained in this publication without notice. The information contained in this document is current as of June 2023.

## Nondiscrimination Policy

Warren Wilson College does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender or gender identity, age, marital status, disability, or sexual orientation, in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

The College prohibits taking any retaliatory action against any employee for opposing a practice that he or she believes to be discriminatory, including the filing of an internal grievance or a charge with a state or federal civil rights enforcement agency. (Approved by the President, June 26, 2012)

## Title IX

The following person has been designated to handle inquiries regarding Title IX:

### **Tacci Smith**

Dean of Students &

Title IX Coordinator

PO Box 9000

Asheville, NC 28815-9000

[tsmith@warren-wilson.edu](mailto:tsmith@warren-wilson.edu)

Office phone: (828) 771-3768

For more information, and for a list of deputies, please go to:

[my.warren-wilson.edu/ICS/Campus\\_Life/Title\\_IX.jnz](https://my.warren-wilson.edu/ICS/Campus_Life/Title_IX.jnz).

If you want to learn more about your rights, or if you believe that the college is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or [ocr@ed.gov](mailto:ocr@ed.gov).

If you wish to fill out a complaint form online, you may do so at:

[www2.ed.gov/about/offices/list/ocr/complaintintro.html](https://www2.ed.gov/about/offices/list/ocr/complaintintro.html).

## From the President

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You will love Warren Wilson College. Thousands of students have found their purpose, voice, and place in the world, thanks to the education they experienced here. As the College's 10th President, I am as proud of our history as I am excited about our future. Founded in 1894 as the Asheville Farm School to provide Appalachian boys not only an education, but also practical skills for careers and life, over time it evolved to a distinctive four-year co-educational institution. Today Warren Wilson stands as a leader in experiential learning.

No question about it: we are different. One of only nine federally recognized work colleges in the nation, our students help run the institution, gaining valuable professional skills in the process. Our approach to teaching and learning distinguishes us from other colleges and universities by integrating hands-on education with work and community service. Our stellar faculty and staff are dedicated educators and mentors who believe that learning-by-doing engages and empowers. Their focus is the success of each individual student. Our commitment to affordability and access to our unique education is as robust today as it was at our founding—through our work, grant, and scholarship programs. Our campus is a living laboratory for developing hearts and minds within a community of caring.

Our location is special. It helps define who we are. Located on 1,132 acres with a working farm and forest in the southern Appalachian Mountains, just minutes from the creative and thriving city of Asheville, N.C., Warren Wilson has a profound sense of place. Our land is an extension of our classrooms. It grounds our mission to educate individuals who will advance the common good. We share an unwavering commitment to environmental stewardship and sustainability, as well as to the arts. We are a beautiful, vibrant, and diverse space where nature and cultures meet and are celebrated.

I am blessed to be a part of this community, and so will you. May we live each day with purpose, open hearts, open minds, and joy, making a difference in the world.

Damián J. Fernández, Ph.D.



## Accreditation and Licensure

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### Accreditation

Warren Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor of Arts, Bachelor of Science, and Master of Fine Arts degrees. Questions about the accreditation of Warren Wilson College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The Social Work Baccalaureate Degree Program is accredited by the Council on Social Work Education. Visit [www.cswe.org](http://www.cswe.org) for further information.

### Licensure

Warren Wilson College is authorized by the State of North Carolina to offer postsecondary degrees and, in accordance with State law, is exempt from state licensure.

### Religious Legacy

In covenant relationship with the Charlotte, New Hope, Salem, and Western North Carolina presbyteries of the Presbyterian Church (U.S.A.) and the Synod of the Mid-Atlantic of the Presbyterian Church (U.S.A.).

## College Calendar

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The College calendar can be accessed by visiting this link:  
[www.warren-wilson.edu/academics/calendar/](http://www.warren-wilson.edu/academics/calendar/)

## Contact Information

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**Website:** [www.warren-wilson.edu](http://www.warren-wilson.edu)

**Switchboard (General):** (828) 771-2000

**Weather & Emergency Info:** (828) 771-4357

[View the Campus Directory](#)

**Mailing Address:**

PO Box 9000

Asheville, NC 28815-9000

## Board of Trustees, Alumni Board, and Named Scholarships

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Information about the Board of Trustees can be found at:

[www.warren-wilson.edu/about/leadership/board-of-trustees/](http://www.warren-wilson.edu/about/leadership/board-of-trustees/)

Information about the Alumni Board can be found at:

[www.warren-wilson.edu/alumni/alumniboard/members](http://www.warren-wilson.edu/alumni/alumniboard/members)

Information about Named Scholarships can be found at:

[www.warren-wilson.edu/giving/scholarships](http://www.warren-wilson.edu/giving/scholarships)

## Mission and History

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### Introduction

Warren Wilson College is an independent, accredited, four-year liberal arts college, which awards the Bachelor of Arts and Bachelor of Science degrees in a variety of disciplines and the Master of Fine Arts degree in Creative Writing.

The College was founded by Presbyterians in 1894, and we are a current member of the Association of Presbyterian Colleges and Universities. The roots of this historic relationship continue to nurture the College's commitment to fostering civic identity, diversity, community, and sense of place. We welcome those from all religious faiths and secular perspectives who share similar commitments.

### Mission Statement

Warren Wilson College's distinctive approach to education intentionally integrates academics, work, and community engagement to cultivate curiosity, empathy, and integrity. We empower graduates to pursue meaningful careers and lead purposeful lives dedicated to a just, equitable, and sustainable world.

### History

Warren Wilson College began as the Asheville Farm School in 1894. The school was founded by the women's home missions board of the Presbyterian Church, in order to give mountain boys vocational training and classroom study. Initially the school enrolled 25 students in grades one through three. Higher grades were added as enrollment increased, and in 1923 the first high school class graduated.

In 1942 the Asheville Farm School, Dorland-Bell School of Hot Springs, N.C., and Mossop School of Harriman, Tenn., merged to become the coeducational Warren H. Wilson Vocational Junior College and Associated Schools. The expanded institution in the Swannanoa Valley was named for the late superintendent of the Presbyterian Church's Department of Church and Country Life.

After graduating its final high school class in 1957, Warren Wilson remained a junior college until 1967, when it became a senior liberal arts college offering a bachelor's degree. The first seniors in the four-year program graduated in 1969. Four years later, the College officially separated from the Presbyterian Board of National Missions and became an independent college guided by a board of trustees.

An international and cross-cultural emphasis is a major part of the history and heritage of the College. Faculty, staff, and administrators have sought to advance intercultural understanding since the 1920s, when Cuban students enrolled in the Asheville Farm School. The College admitted a boy in 1939 whose parents had fled Nazi Germany, and perhaps even more remarkably, enrolled two Japanese-American students in 1942, after the Pearl Harbor attack. In 1952 -- two years before the landmark Brown v. Board of Education decision began to slowly integrate schools in the old South -- the College admitted its first African American student, Alma Shippy of Swannanoa. Today the College enrolls students from many nations, and through its international program offers all students study, internship, and service opportunities across the globe.

Set within one of the most biodiverse regions in North America, Warren Wilson has an environmental ethic anchored in the early history of its land and promised in its mission. Students, faculty and staff honor these traditions and, through the College's educational program, apply formal commitments to sustainability in their work, service, and academics. Warren Wilson was one of the first institutions in the nation, in the



1970s, to pioneer an environmental studies major.

Since 1967, Warren Wilson College has come far as a four-year college. The curriculum has greatly expanded as enrollment has increased. Students can now choose from a wide variety of majors, concentrations, and minors, plus honors and pre-professional programs. Although the College has remained primarily an undergraduate institution, in 1981 it added a graduate program, the MFA Program for Writers, that has become nationally acclaimed with many award-winning faculty and alumni.

The College's recent past also has been distinguished by the forging of numerous partnerships with the broader community, including Buncombe County Schools; the City of Asheville, toward climate goals; and, on the edge of campus, North Carolina Outward Bound School and Verner Center for Early Learning. In 1996 the College and the Eastern Band of Cherokee Indians became official partners in the Cherokee Archaeology Field School on campus near the Swannanoa River.

## Admission

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Undergraduate Admission to Warren Wilson College represents a selection based on both the personal and the academic qualifications of the applicant. All available information is considered, including previous school record, evidence of academic and social maturity, extracurricular activities, community service, scores on the SAT or ACT (if submitted), interview, references, recent grade trends, and general contributions to school and community. The criteria are designed to build a balanced student body with high standards of scholarship, personal integrity, serious educational and personal goals, and a willingness to support the mission of the College.

### The First-Year Student Admission Process

All students must possess either a high school diploma, a GED, or an associate's degree upon matriculation. Each candidate for admission should be enrolled in a college preparatory curriculum showing competency in the following as a recommended minimum admission standard:

- four years of English
- two years of Algebra
- one year of Geometry
- two years of laboratory sciences
- three years of Social Sciences
- two years of a foreign language strongly recommended

The deadline for fall semester First Year applications is November 1 for Early Decision, November 15 for Early Action, and Regular Decision applicants are reviewed on a rolling admissions basis starting in January (see "Early and Regular Decision"). A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application on the Common Application
2. an official high school transcript
3. a recommendation from the student's guidance counselor
4. other recommendations
5. demonstrated English proficiency (see the English Proficiency policy)

On-campus meetings with an admission counselor are strongly encouraged.

For First Year students with college credit, see "College Credit While in High School (Dual-Enrollment)." Prior to matriculation, all students must provide the College with their final, official high school transcript that includes their graduation date.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare a major in Art. See program requirements for more information.

### The Transfer Student Admission Process

The deadline for Spring semester transfer applications is November 1 and applicants are reviewed on a rolling basis (see "Early and Regular Decision"). The deadline for fall semester transfer applications is July 26. A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application on the Common Application
2. proof of high school graduation: the final, official high school transcript including the graduation date
3. official transcripts from all colleges or universities attended
4. Transfer College Registrar's Report
5. demonstrated English proficiency (see the English Proficiency policy below)

In addition, for transfer students to be competitive applicants, they should meet the following conditions:

1. students must be eligible to return to their most recently attended college
2. students must be in good standing at colleges previously attended

On-campus meetings with an admission counselor are strongly encouraged.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare a major in Art, Music, and/or Social Work. See program requirements for more information.

## The International Student Admission Process

Deadlines for international students are the same as outlined in the First-Year and Transfer Admissions sections. Warren Wilson does not take Spring semester applications from International students due to visa timelines. The deposit deadline for enrolling international students for a Fall semester is May 1. Other materials required for admission include the following:

1. the Warren Wilson College application or the Common Application
2. an official high school transcript
3. results of external examinations (GCE-O, GCE-A, West African Examinations, CAPE)
4. demonstrated English proficiency (see the English Proficiency policy below)
5. official bank statements
6. photocopy of passport

All documents submitted must be in English.

*Please be prepared for a Skype interview with the international admissions counselor. A final high school transcript with the graduation date must be provided before matriculation. Transfer students should have an official, final college transcript submitted prior to matriculation.*

## The Home School Student Application Process

Applicants who have been homeschooled should follow the same guidelines indicated in the First-Year and Transfer Admissions sections. In addition, applicants must submit the following:

1. a homeschool transcript listing course titles, content, and grades
2. a letter of recommendation (not from a parent)
3. a document that serves as the "diploma" including a copy of the rules under which the home school was formed (state requirements, for example)

On-campus meetings with an admission counselor are strongly encouraged.

## Graduate Equivalency Degrees (G.E.D.)

A GED may be accepted in place of a regular high school diploma. Applicants with a GED will receive close scrutiny to determine whether they have had the appropriate courses to succeed at Warren Wilson. In general, a GED is used for older students who now show good reason to enroll in college, or home-schooled/early admission students. Applicants must have a minimum battery average of 500 per section on the GED. In addition, all applicants with the GED must provide the College with:

1. the Warren Wilson College application on the Common Application
2. official GED scores
3. official transcripts from any high schools attended that show the courses completed before withdrawal

On-campus meetings with an admission counselor are strongly encouraged.

## College Credit from Other Institutions

Academic work presented for transfer credit must be from a regionally accredited institution.

Credits from International Institutions: Credits from foreign or professional schools will be evaluated on a case-by-case basis by the Office of the Registrar in consultation with the Associate Provost and/or the department chair responsible for the student's declared program of study.

All transcripts are subject to final evaluation by the College Registrar's Office. Transfer credit is granted for comparable college-level courses in which a "C-" or better was earned. Courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis do not transfer. Warren Wilson College accepts a maximum of 64 credits from a two-year college program. For courses transferred, grades/quality points are not included in the computation of a student's grade point average.

Some courses in areas not offered at Warren Wilson, such as certain applied technical courses, are not accepted for transfer, but most liberal arts courses are. The Registrar evaluates a transfer course to determine if it is comparable to a Warren Wilson College course. To make this determination, the Registrar may ask the student to submit a course description and, in some instances, a syllabus of the transfer course. If the course is not clearly comparable to a Warren Wilson course, the Registrar consults with the chair of the appropriate academic program to determine whether the course may transfer. Students who wish to appeal an initial transfer credit decision or who wish to have transfer credit evaluations reviewed for a General Education or major requirement may complete the Transfer Credit/Degree Audit Review form, available through the Registrar's Office. The Registrar consults with the appropriate academic program chair and the Associate Provost to address the appeal. The program chair's decision shall be final with respect to courses clearly within the discipline. The Associate Provost's decision shall be final with respect to courses that lie beyond clear disciplinary boundaries of programs offered at Warren Wilson College.

In order to earn a degree from the institution, students must complete at least 32 semester hours at the junior or senior level at Warren Wilson College.

Please see the section on [Baccalaureate Degree Requirements](#) for information on credit totals required, the residency requirement, and other requirements to graduate.

## College Credit While in High School (Dual-Enrollment)

Dual-enrollment students are those who completed high school while earning college credit (AP, IB, early college, middle college) before coming to Warren Wilson. First-year students who have taken college

courses prior to entering Warren Wilson College must report such work on their application and to their admission counselor. A copy of the college transcript may be reviewed for admission and to assess transferable credit. Should the student choose to matriculate, the final, official college transcript must be provided in order for the Registrar to evaluate the credits earned and then correlate these to the General Education fulfillments or relegate them to elective credit. Please note that a high school transcript that includes the college courses may not substitute for the official transcript from the college that awarded the dual-enrollment credits.

Students who arrive at Warren Wilson with dual-enrollment college credits that they completed while in high school will have exemptions from certain first-year requirements, depending on how many credits they transfer in. Please see the ranges of dual-enrollment transfer credits below for guidance:

- **Transfer in 0-23 credits:** Must complete all expectations for first-year students, including enrollment in First Year Seminar and PEG 1 of the Community Engagement Commitment.
- **Transfer in 24-59 credits:** Students may be exempt from First Year Seminar, after consultation with their advisor. Students who wish to be exempt must complete a Petition for Exception. Students are exempt from PEG 1 of the Community Engagement Commitment.
- **Transfer in 60 or more credits:**
  - Students are automatically exempt from First Year Seminar and PEGs 1 & 2 of the Community Engagement Commitment.
  - Students who enter with 60 or more transferred credits are considered juniors. They must formally declare a major by the end of Week 5 in their first term at Warren Wilson. Students in this category are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation. See *subsection on "The Major" under Academics in this Catalog*.

## Advanced Placement (AP) Credit

Academic credit may be granted to enrolled students dependent on the score received on College Board Advanced Placement tests. **Refer to "Advanced Placement" under Academic Policies and Regulations** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

## International Baccalaureate (IB) Credit

Academic credit may be granted to enrolled students dependent on the score received. **Refer to "International Baccalaureate" under Academic Policies and Regulations** to determine the required score, amount of credit, General Education fulfillment, and/or course equivalent.

## Falsification of Records

Entering the College using falsified or misleading documents or intentionally omitting documents can lead to a revocation of admission status, dismissal, or degree revocation if matriculated.

## Day Students

Warren Wilson College is primarily a residential community. Most students are expected to live on campus throughout their enrollment. Students who wish to be day or non-residential students must qualify as one of the following:

1. living with parents
2. married
3. single parent
4. Financially Independent Status based on the current Free Application for Federal Student Aid (FAFSA). If the student does not complete a FAFSA, the financial aid office can help the student determine dependency status.

Students who have lived on campus for one full year may petition the Dean of Students for day student status before April 1 (for fall semester) or November 1 (for spring semester). Considerations may include space on campus, the Work Program, and residential aspects of the community. Day students will not qualify for the NC Free tuition or Milepost One programs.

**Notes:** All students that enter the college with 59 or fewer academic credit hours must complete one year in the Work Program. All students that enter the college with 60+ must complete one semester in the Work Program. Day students are not required to participate but can apply to work positions, if they wish to participate. Full-time interns are automatically approved for day student status, if they seek it.

## Early Decision and Regular Decision

There are three application types.

### Early Action

Students who are highly interested in Warren Wilson College and have strong academic records may apply as Early Action candidates. Applications must be received by November 15. A commitment is not required until May 1, as this is a non-binding process. Applications submitted for Early Action will receive admission decisions in December.

### Early Decision

Students who are highly interested in Warren Wilson College and, if accepted, are prepared to make a commitment in the form of a non-refundable deposit, may apply as Early Decision candidates. Applications must be received by November 1. Decisions will be made no later than December 1. Early Decision is binding for accepted students, with the deposit due January 15. At that time, accepted students must agree to withdraw applications made to other schools. If a student chooses not to deposit at that time, the offer of admission will be withdrawn. Any student not granted admission under Early Decision will automatically be put into the Regular Decision pool of applicants.

### Regular Decision

Applications received after the November 1 or November 15 deadlines will automatically be rolled into the Regular Decision applicant pool. Regular Decision is non-binding, and a commitment in the form of a deposit is not due until May 1.

### Spring Admission

Applications for the spring admission (domestic first year and transfer) must be received by December 1 with a commitment in the form of a non-refundable deposit due by January 1. Exceptions to deadlines may be made only by the Vice-President for Enrollment.

(See sections regarding the application process for First Year and for Transfer applicants.)

## Waitlist

The College may assign some applicants to a waitlist. Students assigned to the waitlist may be offered admission later in the year if space becomes available or may be offered admission to a future semester.



Students who are assigned to the waitlist may contact the Office of Admissions to determine their positions on the list.

## Deferred Admission

Accepted students may have the opportunity to defer their offers of admission for one semester or one year. This request is typically completed by May 1 of the year of acceptance. In order to defer admission, a Deferral of Admission Request form must be submitted to the Office of Admissions. Each request is reviewed on its individual merits and deferments are not automatically granted. The Director of Admissions, in consultation with the Vice-President for Enrollment and the student's Admissions Counselor, makes the final deferral decision. Students deferring admission must remit the non-refundable deposit of \$300.00. Students who have deferred may have their acceptance revoked if they are contacted by the Office of Admissions three times over the course of a year with no response. If a student takes courses at another college or university, the deferral is no longer valid and the student must reapply for admission.

## Readmission

Applications for readmission (after a period of non-enrollment) are available through the Warren Wilson College website at [www.warren-wilson.edu/admission/readmission/](http://www.warren-wilson.edu/admission/readmission/). An abbreviated application and essay outlining the desire to return and the student's academic goals is required. A student who was suspended or on any form of probation when last enrolled must include pertinent information as to why reinstatement should be granted. If another college or university has been attended during the period of non-enrollment, a transcript must be presented with the request for readmission.

## Appealing an Admission Decision

If applicants feel that circumstances exist that warrant a reconsideration of a previous admissions decision, they are invited to complete the Undergraduate Admissions Appeal Form, available from the Office of Admissions, and return it, along with the appropriate supporting documents, to the Vice-President for Enrollment.

A complete appeal packet includes: Completed Admissions Appeal Form; Statement written by the applicant outlining why the applicant feels the application should be re-evaluated; and a plan for success at Warren Wilson College. Some students may choose to submit an updated transcript to demonstrate academic readiness. This is optional.

Once a complete appeal packet is received, the application is reviewed a second time by the Vice-President of Enrollment, in conjunction with the Director of Admissions, the admissions review committee, and the applicants' admissions counselor. A final decision that cannot be appealed is made within two weeks of receiving the complete appeal.

## English Language Proficiency Policy

A satisfactory command of the English language is required for admission to Warren Wilson College. Please note that this requirement applies to all applicants, including resident aliens and citizens. Requiring valid proof of English language proficiency is a mandate of the College. Thus, only the College can approve any exceptions.

## Valid Proof of English Language Proficiency

The following criteria represent different ways to prove English proficiency. Please note, only *one* of these criteria needs to be met:

- Achieving the minimum required official score on any of the following tests:
  - the International Test of English as a Foreign Language (TOEFL)
  - The International English Language Testing System (IELTS) exam
  - The GTECH CBT English test
  - The Sakae English Placement Test (SEPT)
  - Duolingo

Test scores are valid for two years after the test date but are still considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the United States since the exam date

- The completion of three consecutive years, and graduation from an accredited high school where English is the language of instruction
- Completion of an associate's, bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the language of instruction
- Obtaining an SAT verbal section score of 450 or better
- Obtaining an ACT reading section score of 18 or better
- Obtaining an official score of four or higher on either the International Baccalaureate Higher Level Language A examination in English, or the College Board Advanced Placement Program (AP) examination in English Language
- Being selected by one of our approved exchange program partners to attend Warren Wilson College through an approved exchange relationship

### Minimum Test Score Requirements

#### TOEFL:

Paper-based - 550 overall

Computer-based - 213 overall

Internet-based - 79 overall

#### IELTS:

6.5 overall

**GTECH CBT:** 1176

**SEPT:** 8

**Duolingo:** 100

## Graduate Admission

Information on admission to the Master of Fine Arts in Creative Writing can be found in the Graduate Programs MFA section of this Catalog and on the MFA for Writers website: [www.wvcmfa.org](http://www.wvcmfa.org).

Please note that the graduate program does not accept transfer credits.

## Financial Aid

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Warren Wilson College provides an educational opportunity for many students who might otherwise not be able to attend college. The College endeavors to keep expenses at a minimum by offering substantial and comprehensive financial aid to those who are eligible.

The basis for determining eligibility is the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year for students to be considered for aid. The amount of assistance from the College may increase or decrease from one year to the next depending on the financial circumstances of the family. Aid for evaluated need is offered to students as long as funds remain available, and students make Satisfactory Academic Progress toward completion of their courses of study. Financial aid offers are based on the terms and conditions set forth by the financial aid office and the institution. The terms and conditions may be found online and in a student's Net Partner account.

### Federal and State Programs Available

The College complies with all federal and state educational assistance agencies, including Vocational Rehabilitation and other agencies that aid students in obtaining a post-secondary education. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal WorkStudy, Federal Work College, William D. Ford Federal Direct Loan Program, and all state programs are directed through the College to the students by the Financial Aid Office. Additional information may be obtained from the Financial Aid Office website: [www.warren-wilson.edu/finaid](http://www.warren-wilson.edu/finaid).

### Veterans Administration Benefits

Warren Wilson College is an approved institution for veterans to attend and receive VA educational benefits through Chapters 30, 31, 33 (Post 9/11 GI Bill), 35, 1606, and 1607 in all of the offered undergraduate programs. The Master of Fine Arts and Master of Arts degrees are approved programs for Chapter 33. These degrees are approved for tuition and fees only, and do not include housing benefits. The College does not participate in "Yellow Ribbon."

Veterans who have never received VA educational benefits may begin the application process online at [www.va.gov/education/how-to-apply/](http://www.va.gov/education/how-to-apply/) or call +1 (888) 442-4551. A copy of that application should be retained and a copy submitted to the Financial Aid Office at Warren Wilson College. Once eligibility for benefits is approved, the veteran receives a Certificate of Eligibility (COE). The recipient must send a copy of the COE to the Financial Aid Office.

If VA educational benefits have been received at a previous college, the student should complete a Request for Change of Program or Place of Training online at [www.va.gov](http://www.va.gov). A copy of that form should be retained and a copy submitted to the Financial Aid Office at Warren Wilson College. A new Certificate of Eligibility (COE) confirming remaining eligibility for the benefits will be generated. A copy of the new COE must be submitted to the Registrar's Office. Warren Wilson College will not impose any penalty, including the assessment of late fees; the denial of access to classes, libraries, or any other institutional facilities; or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the College due to the delayed disbursement funding from VA under chapter 31 or 33. Veterans' eligibility for VA educational benefits will not affect their

eligibility for Title IV aid (Pell Grant, Federal Direct Loans, Federal Work Study, Federal SEOG, etc.). Eligibility for College need-based grants and tuition based programs will be reviewed by the Financial Aid Office. Veterans are encouraged to complete the FAFSA: [www.fafsa.gov](http://www.fafsa.gov). VA benefits might affect their eligibility for state aid depending upon the policies of their state of residency.

For questions regarding eligibility for education benefits, veterans may contact their nearest Veterans' Administration Office, go online or call +1 (888) 442-4551.

To assist students in determining eligibility and making school choices, the Department of Veterans Affairs offers the GI Bill Comparison Tool at [www.va.gov/gi-bill-comparison-tool](http://www.va.gov/gi-bill-comparison-tool). This tool provides information about the percentage of Tuition and Fees payable at the school selected, calculates the Basic Allowance for Housing (BAH), and provides the maximum book stipend based on eligibility percentage. Information about the number of VA students, graduation rates, loan default rates, and median borrowing at the selected school may also be found using this tool. Students who have questions about benefits or need further information should contact the Financial Aid Office at Warren Wilson College by email at [finaid@warren-wilson.edu](mailto:finaid@warren-wilson.edu) or by phone at (828) 771-2086.

## Financial Aid Deadline

The FAFSA becomes available each fall semester for the following academic year, and the priority date for students to apply for financial aid for the fall semester is April 5th. Applications completed prior to April 5th will be given priority in the award process for grants and scholarships. *Applications received after April 5th will be handled on a date-priority basis.* The availability of need-based grants is limited, so students should plan to file early and complete all documents as soon as possible.

## Campus Work Program

All resident students, regardless of their financial resources, are required to participate in the Campus Work Program during the academic year. The College also offers work contracts during the summer and other break periods, but these are limited. Students may apply to the Work Program Office for break employment. The College's Work Program is supported by Federal Work Study, Federal Work College, and/or Institutional Work Study funds.

## Scholarships

**Merit Scholarships:** Warren Wilson College offers merit scholarships to newly admitted students based on academic achievement and promise, not on financial need. To be considered, new students should contact the Admission Office. Merit scholarships are available for renewal for four years or eight consecutive semesters as long as the student is making Satisfactory Academic Progress. Students may appeal with the Financial Aid Office to be considered for merit scholarships beyond eight semesters.

**North Carolina Need-Based Scholarship (NC NBS)** established by the 2011 NC General Assembly to provide need-based funding for students attending eligible private institutions. Eligible students must be NC residents enrolled in one of the eligible private institutions and demonstrate eligibility based on a calculation of need, using income data from the Free Application for Federal Student Aid (FAFSA). The value of the award varies, based on legislative appropriations. Consideration for the grant is automatic once the FAFSA is filed and will have a requirement to complete residency determination on the state residency website ([ncresidency.org](http://ncresidency.org)). Late applicants may be denied if sufficient funds are not available. North Carolina students are required to file a FAFSA to be considered for the North Carolina Need-Based Grant. Students are encouraged to file their FAFSA early and complete the residency determination process early to be considered, as funds are limited. New/incoming students who do not complete residency determinations within the first 30 days of the semester are no longer eligible for the North Carolina

Need-Based Scholarship. Eligibility cannot be established until the next academic year. Enrollment status is defined for the NC Need-Based scholarship as 12 to 14 credits is full time, and 15 hours or more as full time plus. Students are encouraged to enroll in 15 credits per semester to show pace toward degree completion as determined by the state. Students eligibility can change based on add/drop of term classes. It is strongly encouraged to contact the Financial Aid Office if enrollment falls below 15 credit hours per semester for any term enrollment.

## Required Financial Aid Forms

Students begin the financial aid process by completing the Free Application for Federal Student Aid (FAFSA) online at [www.studentaid.gov](http://www.studentaid.gov). Please add our school code so that Warren Wilson College will receive FAFSA results electronically. Our school code is 002979, and we are listed as located in Asheville, NC. Both students and parents must apply for a FSA ID (electronic signature) to submit the FAFSA. Please note students and parents must safeguard their FSA ID as they are electronic signatures for subsequent FAFSA filings and loan application materials. Students and parents should visit [www.studentaid.gov](http://www.studentaid.gov) to create an FSA ID.

Requests for financial aid will be considered after applicants have been officially accepted for admission to the College and their aid files are complete.

## Satisfactory Academic Progress Policy for Financial Aid

Students are required to maintain Satisfactory Academic Progress (SAP) and remain in academic good standing to continue to be eligible for financial assistance. Students who are applying for financial assistance are expected to be enrolled full time each semester during the academic year. *Students enrolled less than full time must notify the WWC Financial Aid Office.* Students enrolled less than full time are subject to reductions in financial assistance. Full-time enrollment is defined as enrollment in 12 credit hours or more. **Please note that all institutional aid programs require students to be enrolled full time.**

**Federal Regulations require the College's Satisfactory Academic Progress to include the following:**

**Quantitative Measure:** To remain in good academic standing and retain eligibility for financial aid, students must successfully earn at least **67% of all hours attempted**, including Pass/Fail courses, repeated courses, incompletes, and courses dropped after the last day to drop a course without penalty (as published in the academic calendar).

*(Example: 36 Attempted hours x 67% = 24 Earned hours)*

**Qualitative Measure:** Students must maintain the following minimum cumulative grade point average (GPA) on *all attempted hours*:

For hours attempted of:	A minimum GPA must be maintained of:
fewer than 28	1.60
at least 28 but fewer than 60	1.70
at least 60 but fewer than 92	1.80
92 or more	1.96

**Maximum Time Frame:** *Institutional Aid Programs:* Warren Wilson College programs are structured to be completed in four years; therefore, our *non-transfer* students are allowed eight semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional programs. *Transfer* students have

four semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional aid programs. All aid programs are subject to the financial aid terms and conditions of the award.

**Students who enrolled at Warren Wilson prior to the 2022-2023 academic year:** Federal regulations allow up to 150% of the normal time required to complete a degree program. At Warren Wilson College, it takes 128 credit hours to receive a degree; therefore, students are allowed up to 192 attempted hours (to include all transfer hours attempted) to be considered for federal financial aid. The maximum time frame restrictions include all hours attempted regardless of whether financial aid was received or not.

**Effective for the 2022-2023 academic year and after:** Beginning in 2022-2023, Warren Wilson requires 120 credit hours to earn a degree. Therefore, the maximum time frame (150%) for receiving federal financial aid is 180 attempted hours.

It is imperative for students who receive federal direct student loans to recognize that there is a maximum aggregate amount that students may borrow over their undergraduate career. Students who have received federal loans and who have been enrolled for more than four years/eight semesters (the time normally associated with finishing degree requirements) may be ineligible for further student loans.

**Special Grading Notes:**

1. Grades of F, W, NC (No Credit), or INC (Incomplete) are not considered satisfactory completion of a course, and therefore are *not* considered *earned* hours. They will, however, count as attempted hours.
2. An "INC" grade may become acceptable as earned hours only if the course requirements are completed within the timeframe prescribed by the College and the student receives a passing letter grade.
3. For courses taken as P/F (Pass/Fail), if a grade of Pass is received, it will be counted as attempted and earned hours, but it *will not impact* GPA. A grade of Fail will count as attempted hours *and will impact* GPA.
4. All transfer credit accepted by Warren Wilson College will be counted as attempted and earned hours but will not be factored into the cumulative GPA calculation.
5. While grades of W, INC, and NC do count in the quantitative measure of progress for the earned versus attempted hour ratio, these grades *will not* be factored into the qualitative measure for maintaining a minimum acceptable grade point average.

**Transfer Students:** Transfer students are evaluated based on the number of hours accepted by Warren Wilson College. Once transfer credit has been evaluated by the Registrar's Office and the student has been classified, that student falls under the same quantitative and qualitative requirements discussed previously based on the student's classification. The maximum time frames for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Warren Wilson College.

**Less than Full-Time Enrollment:** Students who enroll less than full time will be eligible for federal assistance only and will not be eligible for assistance from institutional resources. The quantitative Satisfactory Academic Progress for less than full-time attendance is measured on a percentage basis compared to full-time standards. A student attending less than full-time is still required to maintain the same cumulative grade point average based on total hours attempted.

**Electives:** Only courses that apply to the student's degree plan may be considered in determining their enrollment status in application for financial assistance. Courses taken outside the student's major requirements or courses taken as "fill-ins" to maintain a certain level of enrollment are not considered as enrolled hours for eligibility purposes.

**Repeating Courses:** Students who receive a passing grade in a course (D- or higher) may repeat that



course only *one time*. If students enroll for a course that they have already repeated once in which a grade of D- or higher was received, they cannot be considered for financial assistance for any ensuing repeats.

## Satisfactory Academic Progress Status

### Re-establishing Financial Aid Eligibility

The Financial Aid Office notifies students of their failure to meet the standards of this policy after each semester is completed and grades are finalized by the Registrar's Office. Each student is responsible for knowing their own status, so if you are unsure of your SAP status, reach out to Financial Aid. If a student is not making SAP, they are placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester will be placed on Financial Aid Suspension. At that time, they lose eligibility for financial aid until such time that the minimum SAP requirements have been met or an appeal has been approved. All students placed on Financial Aid Suspension as a result of the failure to meet these SAP standards have the right to appeal through the Financial Aid Office.

- **Financial Aid Warning** occurs when the student has failed to meet the minimum SAP requirements. The student has one (1) semester to meet the minimum SAP requirements. Students are notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive federal, state, and institutional funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period are placed on Financial Aid Suspension.**
- **Financial Aid Suspension** occurs when a student fails to meet the SAP requirements after their warning semester. **Students may not receive federal, state, or institutional funds during their suspension period until they submit all documentation required for an appeal and the appeal is approved. Students may receive a maximum of two Financial Aid Suspensions (non-consecutively) during their academic career at Warren Wilson College. After the second suspension, students are no longer eligible for federal, state, or institutional financial aid.**

*Exceptions to this standard must be approved by the Director of Financial Aid.* An appeal must include a written detailed statement from the student with attached documentation to support their appeal AND an academic plan processed and signed by the student and the Academic Support Office. Other documentation may be requested on a case-by-case basis, based on the student's detailed statement. If a student's appeal is approved, they will remain on probation until SAP is evaluated at the end of the probationary period.

### Satisfactory Academic Progress Appeal Process

**Satisfactory Academic Progress Appeal:** The student must complete and submit to the SAP Appeals Committee the *Satisfactory Academic Progress Appeal*, which includes a written statement explaining why the student failed to make satisfactory progress and what has changed in their situation that will allow them to now meet the minimum requirements. Any supportive documents or statements should also be submitted that will provide the Appeals Committee with any information pertinent to their review. Appeals must be based on injury or illness; death in the family; or other special circumstances. The Committee will review the request and all documentation to determine if a semester of *Financial Aid Probation* is warranted. Students will be notified by email of the Appeal Committee's decision. **Please note that if approved, only one semester of financial aid eligibility can be offered. The student must meet the minimum standards of Satisfactory Academic Progress by the end of the approved semester to**

**retain eligibility.** If the student does not improve the deficiencies within that semester, the student will no longer be eligible for financial aid from Warren Wilson College until the minimum requirements are met. **A second appeal will not be accepted if denied.**

**Satisfactory Academic Progress Academic Plan:** The student must complete and submit the Satisfactory Academic Progress Academic Plan as part of the SAP Appeal. Students must contact the Center for Academic Engagement to set up an appointment to develop their academic plan for meeting the minimum standards of academic progress. This Academic Plan has strict conditions the student must follow for the student to retain their eligibility for financial assistance. **The Academic Plan and the student's performance must be evaluated at the end of each semester. Failure to meet the conditions of the Academic Plan will automatically terminate the student's eligibility for financial aid without opportunity for appeal.**

**It is imperative that students understand that failure to submit a successful appeal or an approved Academic Plan to the Appeals Committee means that no further financial aid may be awarded to the student for future semesters of enrollment. It is necessary to take immediate action upon receipt of the notification that the student is not making Satisfactory Academic Progress.**

For the WWC Financial Aid Office to process an appeal and finalize the student's financial aid if the appeal is approved, the following deadlines for the 2023-2024 academic year must be met:

**FALL 2023 SAP Appeal Deadline: July 15, 2023**

*(For students who did not meet SAP in Spring 2023)*

**SPRING 2024 SAP Appeal Deadline: January 5, 2024**

*(For students who did not meet SAP in Fall 2023)*

## Withdrawal and Return of Aid Policy

The Warren Wilson College withdrawal and refund policy is established to provide equitable treatment to finances of both the student and the College. Since Warren Wilson College makes financial commitments on behalf of each student at the time of enrollment, those costs will be shared with the student as explained in the following policies.

The College operates on a traditional semester basis (minimum of 15 weeks). Academic credit is awarded by the semester. Tuition, room, board, and fees are charged by the semester. Although the annual financial aid award offer will cover the academic year, a portion of the total financial aid award is posted to the student's account each semester (not the "term"). A minimum of 12 attempted (registered) credits is determined to be full-time and will be charged at the full-time rate.

- If a student lives in a residence hall, the student is required to be full-time and will be charged for a minimum of 12 credits; however, a student's aid will be adjusted if they fail to register full-time.
- If a student's aid package is based upon the student attending Warren Wilson College full-time, the student is required to register, attend, and complete a minimum of 12 credits.
- If a student registers for 12 credits, begins attendance in all courses but fails to complete those 12 credits due to an official withdrawal from the College, the student's aid status will be evaluated and determined by the College's "Satisfactory Academic Progress Policies."
- If a student registers for 12 credits but fails to begin attendance in all or part of those courses prior to an official withdrawal from the College, the student's federal and state aid will be recalculated to three-quarter, half-time, or less-than-half-time. The withdrawal calculation will then be processed based upon the student's reduced aid package (costs will not be reduced).
- Students are particularly vulnerable to financial issues if they are registered for Term 2 or Term 4 courses that make them full-time (minimum 12 credits) and they withdraw prior to beginning attendance in those Term 2 or Term 4 courses.

## Institutional Withdrawal Policy

A student may begin the process of an official withdrawal by contacting the Dean of Academic Engagement. The date of determination will be the date that the college is notified of the student's decision to withdraw. This may be verbal notification; however, written notice is preferred. If a withdrawal is by written notice, the withdrawal date is the date the student begins the official process or otherwise gives notification to a campus official. If there are extenuating circumstances determined to be beyond the student's control such as illness, accident or grievous personal loss, the Dean of Students can, prior to the last day of the semester, set a withdrawal date based upon the student's last documented date of attendance at an academically-related activity.

A student establishes an academic record once the student registers for a class. In order to complete the official withdrawal process, students must complete the official withdrawal form and complete an exit interview with the Dean of Students. Upon completion of this process, the division of Student Life notifies the Registrar's Office, Financial Aid Office, Student Accounts Office, Residence Life, and Work Program Office. Should a student withdraw from school after the end of the fourth week of a term course or the end of the ninth week of a semester course, the student will receive grades of WF for all enrolled courses.

### Unofficial Withdrawals

For financial aid purposes, an unofficial withdrawal date will be set as the midpoint of the payment period (semester) if a student "drops out" without officially completing the withdrawal process. It is also an unofficial withdrawal if a student does not pass at least one of the attempted courses since the College cannot make a presumption that the student attended. Charges will not be adjusted for unofficial withdrawals; however, federal grants and loans, both student and parent, will be prorated per the federal return of funds policy (section 4.2.4 of this handbook). The student will be billed for any aid that was required to be sent back to the federal and/or state government.

## Medical or Administrative Withdrawal

**Medical Withdrawal:** A student, or a parent or guardian acting on the student's behalf when the student is unable, may request a medical withdrawal when illness, injury or a significant personal situation occurs that makes it impossible for the student to continue with classes. A medical withdrawal may be used in response to matters of both physical and mental health. To be recorded as a medical withdrawal, documentation from a licensed medical practitioner must be submitted to the VP for Student Life outlining the nature of the illness or injury and confirming that the student would not be able to complete course work as a result. Medical withdrawals will be dated according to the date that the college was notified of the intent to withdraw. As with official withdrawals, resident students are expected to leave campus within three days of the withdrawal date. Medical withdrawals can be recorded up to the last day of the semester and are not retroactive. The College is not responsible for items left in student living spaces after withdrawal. Students are strongly urged to take or store their personal belongings off campus. In the case of a medical withdrawal, all grades are recorded as "W" regardless of the time in the semester, unless a term 1 or 3 course has already been completed and the grade submitted. As with institutional withdrawals all relevant offices and faculty will be notified.

A student may also be required to take a medical withdrawal at the request of the College when a student's illness or associated behaviors present a risk to the safety of the student or others or are significantly disruptive to the community. The VP for Student Life in consultation with medical professionals will make the determination of when a mandatory medical withdrawal will be required. Students who have taken a medical withdrawal are eligible to apply for readmission and must do so through the Admissions Office. Students are strongly encouraged to take a full semester away from the college to address the medical issues before seeking to return. Depending on the situation and the time in the semester that the withdrawal takes place, a semester away may be a required condition of readmission. Students who leave

on a medical withdrawal will be asked to submit confirmation that they have addressed the medical condition and are ready to return to full participation in the educational program of the College. This may require documentation from a licensed medical practitioner. All acceptances will be based on space available.

**Administrative Withdrawal:** See Administrative Withdrawal policy under Academic Policies and Regulations below.

## Institutional Charges Policy to Return Federal and State Aid

"Refund" is the term used to return federal and state aid to the same source from which it came (i.e. Direct Loan lender, Pell Grant fund, community/private donor, etc.). Special expenses such as private rooms, lab fees, parking stickers, admission deposits, registration deposits and fees (comprehensive and orientation) are non-refundable. Therefore, institutional charges may or may not be adjusted on a prorated basis. For more detailed information regarding the refund of charges on a student account, please visit: [www.warren-wilson.edu/student/student-accounts](http://www.warren-wilson.edu/student/student-accounts).

If a student withdraws prior to the College's receipt of the student's aid (loan check from bank; scholarship check from donor; grant funds from state agencies; etc.), the student may have to forfeit those funds if the funds cannot be approved for late or post-withdrawal disbursement. The student may also forfeit government funds that are not allowed to be pro-rated or whose eligibility has a precondition tied to another grant or full-time status.

In most cases, a withdrawn student will leave WWC with a "balance due." Since resident students may choose to apply their campus work earnings toward the cost of tuition, room and board, this defers (delays) payment to the College. A withdrawn student may leave WWC owing at least the equivalent value of hours not worked in the semester or an amount equal to any aid the College is required to return as a result of the Refund Policy. Scholarships/grants/loans that have been designated for the spring semester cannot be used to cover a withdrawn student's unpaid costs from the fall semester.

## Return of Federal Funds

The treatment of Title IV funds is governed by the Higher Education Amendments of 1998, Section 484B 34 CFR 668.22 (**Return of Federal Funds**). The Law requires the college to determine the amount of aid a student earned based upon the length of time the student is enrolled during a payment period (semester). If a student completes 60% or less of the semester, the percentage of the period completed is the percentage of aid earned. Refer to the pro-ration calculation as an example. If a student completes at least one day beyond the first 60% of the semester, the student will have earned 100% of the aid disbursed. Eligibility for late disbursements will be considered on a case-by-case basis. Exceptions are "unofficial withdrawals" as described on the previous page. (Work earnings are excluded from these calculations. The student will be paid for actual hours worked.)

Software provided by the Department of Education is used to determine your "earned" versus "unearned" federal aid based on your official withdrawal date. Any unearned federal aid will be returned first to an Unsubsidized Direct Student Loan, Subsidized Direct Student Loan, PLUS for parents of students, Pell Grant, FSEOG then all other Title IV programs--in that order. *A copy of this worksheet is available upon request.*

## Return of State Funds

(Only applies to these state funding programs: NC/VT/others if applicable) Awards made by a state will be refunded back to that state as directed by that state's policy. Most are consistent with the same process as "Return of Federal Funds". North Carolina provides us with their own policy and refund calculation worksheet. *Copies of any completed refund calculation worksheets are available upon request.*

## Return of All Other Funds

This same earned and unearned percentage will be used for the remainder of a student's institutional financial aid (institutional/private donor when applicable). Any remaining unearned non-federal aid will be returned to WWC institutional and/or private/outside donor funds - in that order. Any designated outside scholarships (civic club, church, etc.) will be handled as instructed by the donor. If there are no special instructions, designated outside scholarships will be applied towards any remaining balance due to Warren Wilson College or refunded to the donor. Alternative educational bank loans and VA Chapter 33 benefits may also be applied towards any remaining balance due to the college. Any remaining alternative loan funds held by WWC after direct costs have been paid will be returned to the borrower's lender as a prepayment.

Spring awards cannot be applied towards fall charges. Any remaining VA Chapter 33 funds will be refunded to the student (VA recipient). The VA recipient will be responsible for repaying, if necessary, any unearned veteran funds to Veteran Affairs. Questions regarding VA benefits should be directed to the Financial Aid Office ([finaid@warren-wilson.edu](mailto:finaid@warren-wilson.edu)),  
(Updated June 2022)

## Financial Policy Information and Cost of Attendance

The information below is provided to help you estimate your charges for the upcoming year and explain billing and payment policies at WWC. After fall registration and billing is completed, you can view your account on MyWWC to see your actual charges. Accepted financial aid awards will credit your account with pending aid. If you anticipate receiving aid, you must complete the financial aid process for the aid to be credited to your account. If you have questions about the billing process, email [studentaccounts@warren-wilson.edu](mailto:studentaccounts@warren-wilson.edu). For financial aid questions, email [finaid@warren-wilson.edu](mailto:finaid@warren-wilson.edu).

### Cost of Attendance and Financial Policy Information

2023-2024	Fall or Spring Semester	Academic Year
Full-Time Tuition (12 to 18 credit hours)	\$19,650	\$39,300*
Room and Board (double room & basic meal plan)	\$6,305	\$12,610
Fees (comprehensive, technology, & health fees**)	\$495	\$990
<b>Total Estimated Costs:</b>		<b>\$52,900</b>

\*For students in the Work Program, a \$2,172 Work Grant and \$4000 Work Scholarship are applied directly to tuition charges.

\*\*Other charges and fees as applicable. See Student Accounts webpage at MyWWC for further details and information.

**Monthly Payment Plan:** If using one, the payment plan must be in place by the payment due date. Payment may be made in interest-free monthly installments by arranging a contractual agreement with Nelnet online at [www.CampusCommerce.com](http://www.CampusCommerce.com) or by phone at (800) 609-8056. Credit card convenience fees apply. Enrollment fee and first month's payment or down payment must be made for the payment plan to be approved. For more information about payment options, visit [www.warren-wilson.edu/student/student-accounts/payment](http://www.warren-wilson.edu/student/student-accounts/payment).

**MyWWC:** Student charges may be viewed on the student portal MyWWC. Billing statements may be generated and printed on the Student Account page under Billing & Aid. Billing notifications are sent to student's WWC email addresses. Students are expected to login to MyWWC to view their bill and arrange payment. Students are responsible for checking their email for electronic bill notifications and for making payments on time. It is the student's responsibility to view the account on a regular basis to prevent any problems with their account and to monitor their WWC email for billing notifications. If a student sets up an authorized user in MyWWC, that person will also have access to view and pay the student account. Any financial aid awards are viewable on the student's [Net Partner](#) page.

**Room charges:** Room charges are based on double occupancy for the regular academic period of the semester. Students who remain on campus during breaks (for academic reasons) are charged an additional amount for room/board. Private rooms are an additional \$1,000 per semester. Due to the limited number of available private rooms, advance billing is not generally available. Payment must be made at the time the request for a private room is granted.



**Work Program Award:** The Work Program financial aid award for on-campus students is paid directly to the student's account monthly (as earned) for hours worked, recorded, submitted, and approved on a timecard in accordance with the Work Program Office guidelines. A student is allowed to defer initial payment for the semester for the amount of the work contract awarded. The student is responsible to pay the full balance due on the account whether or not he or she has completed the work contract at the end of each semester.

**State Prepaid Tuition or College Savings Plans:** Documentation of the payment amount that will be made to the student's account by a third-party state prepaid tuition or college savings plan (e.g. a 529 Plan or Florida Prepaid) should be sent to the Student Accounts Office by mail or email ([studentaccounts@warren-wilson.edu](mailto:studentaccounts@warren-wilson.edu)) to request a deferral. Contact the third party early to authorize disbursement to Warren Wilson College. Deferrals are lifted soon after the beginning of the semester. If the deferred payment does not arrive, for whatever reason, the balance due must be paid immediately to keep the account in good standing.

**Outside Scholarships:** If the student has received an outside scholarship, a copy of the award letter and/or check should be sent to the WWC Financial Aid Office as soon as possible.

**Payment:** In order to register for classes, a student must agree to pay in a timely manner all financial obligations to Warren Wilson College that are incurred during the entire tenure of enrollment at Warren Wilson College, and in accordance with the published policies of Warren Wilson College. This agreement covers payment of tuition, and where applicable, room and board or day student fees, and any other fees, including course fees and materials, fines, or charges in accordance with policies established by the College. See Billing & Aid for charges and penalties associated with non-payment.

**Withdrawal/Reduction of Charges policy:** Students are not responsible for the balance of the semester charges and required/applicable fees if the college receives a written notice of withdrawal before the first day of classes begins. If for any reason enrollment is canceled on the first day of classes or after classes begin, the tuition and room and board charges for the semester will be reduced depending upon the period of time the student has been enrolled. Fees are not refundable. Financial Aid will be reviewed and adjusted/reduced according to federal Return to Title IV guidelines if withdrawal occurs before 60% of the semester has been completed. Federal guidelines for calculating the return of financial aid are different from the tuition reduction of charges policy, so a return of any financial aid funds may result in a balance due to Warren Wilson College.

**Reduction of Charges:** The following Reduction of Charges Policy is in effect for each semester:

Tuition, fees, room/board: 100% reduction of charges if withdrawal is before the first day of classes\*

After first day of classes but before the end of week seven, tuition, room and board\*\* charges (but not fees) will be reduced as follows:

- 90% reduction of charges if withdrawal is before the end of the first week of classes
- 80% reduction of charges if withdrawal is before the end of week 2
- 70% reduction of charges if withdrawal is before the end of week 3
- 60% reduction of charges if withdrawal is before the end of week 4
- 50% reduction of charges if withdrawal is before the end of week 5
- 40% reduction of charges if withdrawal is before the end of week 6
- 30% reduction of charges if withdrawal is before the end of week 7
- No reduction of charges for withdrawals after the end of week 7

\*For residential students, the withdrawal date for reduction of charge purposes is the date the

student is officially checked out of student housing or the last day of attendance, whichever is later.

**\*\*For residential students who have checked in early and elect to leave prior to the first day of classes, a \$500 fee is assessed.**

Please note that work credits are paid to the student account as earned. Fees are not prorated or reduced. After the end of week seven: No reduction of charges for tuition, room and board, or NC meal tax. Work credits are paid to the student account as earned.

**Family Educational Rights and Privacy Act (FERPA):** FERPA prohibits Warren Wilson College from providing certain information regarding student records to any third party, including parents. Unless the *student completes a FERPA Release Authorization form*, we are unable to share details including (but not limited to) tuition, fees and other account charges, student account payments and student account status, and tuition overpayment refund checks with anyone other than the student, regardless of who has remitted payment to the student's account.

**FERPA Release:** Students can complete a FERPA Release Authorization form through myWWC.

**Disclosure:** Federal regulations concerning the Truth-in-Lending Act require the following technical disclosure of terms of payment and credit. The payment of a student's obligation to Warren Wilson College will be governed by this Payment Agreement, the Student Handbook, and the Academic Catalog. Charges for tuition, room, board, and fees for each academic year are published on the Student Accounts webpage. Warren Wilson College is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings. Full payment of tuition and fee charges for each semester is due by the payment due date for each semester. Payment for the Fall Semester is due by July 1 for new students and July 15 for returning students. Payment for the Spring Semester is due by December 15, and payment for the Summer Semester is due by May 1. There are no monthly payment plans for the Summer Semester.

If a monthly payment plan is not in place, or the balance due is not paid in full within 30 days of the official due date, a late payment penalty will be assessed. Students will not be allowed to check-in to the dorms or begin classes if there is a balance due on the account.

If Warren Wilson College defers payment of a student account balance based on certified, guaranteed federal or state funds, or any other aid, and if that award is later reduced, denied or declined, the outstanding account balance will be due immediately and late payment fees and other penalties may apply.

Students should consult the Student Handbook regarding other fines/fees (i.e. dorm fines, parking fines, etc.). In case of an error on the student's account, send an inquiry in writing to the Student Accounts Office, Warren Wilson College, P.O. Box 9000, Asheville, NC 28815, and include the student's name, student ID, and the reason for the dispute. The student may remain obligated to pay the charges on the account not in dispute but does not have to pay any amount in dispute until such time as the College either corrects the error or denies the appeal. During the same time, the College may or may not take any action to collect disputed amounts or report disputed amounts as delinquent. The student's notice in writing must reach the Student Accounts Office within 60 days after the charge was applied in order to preserve all rights under the Federal Truth-In-Lending Act.

## Campus Life

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For Campus Life information, regulations, and resources, please see the Campus Life website at [my.warren-wilson.edu/ICS/Campus\\_Life/](https://my.warren-wilson.edu/ICS/Campus_Life/) and the Student Handbook at [www.warren-wilson.edu/student/handbook](https://www.warren-wilson.edu/student/handbook).

## Academics

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### Global Engagement Office: Study Abroad Opportunities

Warren Wilson College's Global Engagement Office offers many options and highly encourages every qualified student to study abroad. Although international study is not required for graduation except in select majors, many students completing degrees at Warren Wilson College each year have taken advantage of our financially-supported study abroad opportunities to develop their awareness and understanding of cultural and international issues. Study abroad qualification is based on credit hours, residency, good standing (including a minimum 2.5 GPA), compliance with program rules and procedures, and participation in pre-departure class meetings and orientation sessions. Full-time, regular students who have met residency and other conditions may take advantage of the program and begin formal application for the program in a prescribed manner as early as first semester freshman year (for faculty-led courses) and sophomore year (for semester and year-long programs).

The Global Engagement Office offers a wide variety of options for studying abroad. These options and sites may change from year to year. Although all College study abroad program options are supported in part through College funding, application and program fees are also required in all cases. These fees vary depending on such variables as the distance of the international location, the time to be spent in the field, and the special needs of particular programs.

**Semester or Year Abroad:** The College offers numerous education abroad and intercultural opportunities through partner institutions and collaborative partnerships. Through these connections, students may elect to spend a semester or year at one of 180 partner universities through our membership in the ISEP non-profit exchange network; in Japan at the International College of Liberal Arts or Kansai Gaidai University; in South Korea at Hannam University; in Northern Ireland at the University of Ulster or the Queen's University of Belfast; in China at Liaocheng University; in France at the Université Catholique de l'Ouest; in Finland at Mikkeli University of Applied Sciences; in Mexico at the Universidad Popular Autónoma del Estado de Puebla; in Greece at the American Farm School; and in Spain, India, Argentina, Botswana, Costa Rica, Australia, and many other countries through Warren Wilson College's collaborative partnerships. Selection for placement in these programs may be competitive, and in some cases a certain level of foreign language competence is required. Full academic credit is available for work completed through exchanges and partnership institutions.

To participate in any of these programs, students must apply, meet all study abroad requirements, and must have their proposed studies approved in advance by their academic advisors. In many cases, these programs do not add any additional cost beyond the regular cost of a semester at Warren Wilson, and students are able to maintain their full financial aid package. For further details, contact the Global Engagement Office.

**Short-term faculty-led courses:** Several short-term, intercultural/international courses in various academic disciplines are offered each year. This option combines on-campus study with two to three weeks of group travel during the summer or winter break directly following the academic term. Students and instructors study on campus and then travel together for further study, service, and applied learning in such places as Chile, Costa Rica, England, Ghana, Greece, Ireland, Italy, Micronesia, New Zealand, Thailand, China, Nicaragua, or Alaska. Travel is not permitted without satisfactory performance in the on-campus study preceding departure.

**Term-length courses** are also periodically offered. Similar to short-term courses, term-length courses spend three to five weeks in the field following on-campus study, offering more depth in academic and cross-cultural immersion as well as service opportunities. Previous term-length courses have been

offered in Guatemala, Mexico, Sri Lanka, India and Chile.

**Domestic study away programs** are also available to students through our relationships with the Washington Center, the Philadelphia Center, and the New York Arts Program. These are internship based programs, with accompanying academic seminars. Tuition, room, and board will be paid directly to the program partner. Federal and state aid will be portable, but not institutional scholarships.

**Approved external program options:** Students meeting study abroad qualifications may choose to participate in another U.S.-accredited academic study abroad program administered by a different U.S. college or organization. Many excellent U.S. study abroad programs are offered in a wide range of disciplines and locations around the world, and Warren Wilson College has an approved list of partner programs that can be embedded seamlessly into our four year sequence. This approved list includes programs through CIEE, SIT, Barcelona SAE, the Autonomous University of Social Movements, and FIE. To receive College support for an external study abroad option, students must plan carefully in advance with their academic advisors and obtain approval from the Registrar and the Global Engagement Office by specified deadlines during the semester prior to their planned period of study. If a student selects to participate in an approved external program, their tuition, room, and board will be paid directly to the program partner. Federal and state aid will be portable, but not institutional scholarships. Details are available from the Global Engagement Office.

**Non-approved external programs:** If a student wishes to participate in an accredited study abroad program that is not on Warren Wilson's approved partner list, they may do so by taking a special Study Abroad Leave of Absence. This means they will be temporarily un-enrolled from Warren Wilson, but will be able to re-enroll once they have completed their program without going through the full re-admission process. Please note, no federal, state, or institutional financial aid is available for students who choose this option.

## General Education Program

Through Warren Wilson College's General Education Program you'll cultivate curiosity, empathy, and integrity—and these qualities become beacons that will guide you toward graduation, and beyond. Your General Education courses complement your major coursework, your scholarship and research, your campus work, and your community engagement to empower you to pursue meaningful careers and lead a purposeful life dedicated to a just, equitable, and sustainable world. Your General Education courses introduce you to the community of learning at Warren Wilson with their shared learning goals that set the stage for your further exploration and for your academic major.

### General Education Program (32 credits)

The General Education Program should be completed within a student's first four semesters.

#### First Year Seminar - 4 credits

Students must complete this requirement during their first semester. A theme-centered course that incorporates the college's commitment to civic responsibility and civic identity development. The FYS features community-engaged pedagogy, including practices of written and spoken communication.

#### Oral and Written Communication - 4 credits

Students must complete this requirement during their first two semesters. In oral and written communication courses, students gain introductory level practice in being flexible, context-responsive communicators. These courses set students on a path of increasing confidence and effectiveness in and also beyond the classroom. Oral and written communication courses are available on many topics and in a number of academic departments, and after completing their requirement, students are

encouraged to take additional oral and written communication courses.

### **Liberal Education Breadth - 24 credits**

Warren Wilson students take courses across an array of ways of knowing and meaning. These courses are particularly designed to engage the College Mission—especially to pursue curiosity, empathy, and integrity toward a just, equitable, and sustainable world. These courses explicitly enact a range of pedagogies to create an inquisitive, inclusive space for liberal learning. As part of the College's commitment to diversity, equity, and inclusion, all designated liberal education breadth courses will engage students in diverse topics with inclusive pedagogies to ensure that students are equipped with the knowledge and skills necessary to navigate a complex world with empathy and integrity.

Students will choose designated Liberal Education Breadth courses from each of these areas:

- Artistic Expression (4cr)
- Humanities (8cr) Two courses from two of the following categories:
  - Historical Analysis, Literary Analysis, Philosophical Inquiry
- Natural Science (4cr)
- Quantitative Reasoning (4cr)
- Society & Human Behavior (4cr)

## **General Education Policies**

- A course may be used only once to fulfill any General Education requirement. For example, a course might be approved to fulfill both a liberal education breadth and a communication requirement; however a student may use it to fulfill only one of those.
- A maximum of 8 credits can be shared between General Education and Major Requirements
- Withdrawal from First-Year Seminar: Students may withdraw from FYS only under the following conditions: Students earning a D or F in FYS on the midterm grade report should consult with their instructor and advisor to determine whether a withdrawal / pass (W) before the deadline is advisable. The instructor and advisor will consider carefully, based on the student's performance in the course thus far, whether the student's grade is likely to improve over the remaining weeks of the semester. Students who withdraw from or fail FYS must complete the requirement by one of the following:
  - enrolling in a second Oral and Written Communication course, or
  - Enrolling in a Community-engaged designated course
 Students and their advisors are responsible for monitoring the completion of this requirement and submitting the course substitution form.
- Transfer Student Policies:
  - **North Carolina Community College (NC CC) Transfer Students:** Students who have completed an Associate in Arts (AA) or Associate in Science (AS) degree at a North Carolina Community College with a grade point average (GPA) of at least 2.0 on a 4.0 scale, and a grade of "C" or better in all approved general education equivalency courses have met the Warren Wilson general education requirements in full.
  - **First Year Seminar:**

Transfer students are exempt from completing the First Year Seminar course.
  - **Oral and Written Communication:**

Subject to review and approval by the Registrar and, when necessary, the Director of Writing Program, transfer courses that are focused on written and/or oral communication will be accepted as fulfilling this requirement. Such courses include standard first year writing, composition, and communication courses.
  - **Liberal Education Breadth:**

Subject to review and approval by the Registrar and, when necessary, department chairs, students may transfer in comparable college-level courses, including standard



disciplinary breadth courses.

- Dual-Enrollment Policies
  - See [College Credit while In High School \(Dual-Enrollment\) policy](#)

These policies and practices are subject to periodic review by the offices of the Registrar and Financial Aid.

## Honors Programs

The Warren Wilson College Honors Program offers students of high academic achievement and commitment the opportunity to pursue intensive seminar discussion, innovative class activities, and problem-solving and applied learning opportunities with faculty and with other students in the Honors Program.

1. General Education Honors: Students may be invited into Honors sections of First-Year Seminar and other interdisciplinary Honors seminars in their first two years. The Honors seminars are designed to explore a topic focused enough to be uniquely interesting, academically challenging and relevant to students, yet broad enough to facilitate team teaching, interdisciplinary scholarship and project collaboration. These courses are marked as “Honors” on the college transcripts.
2. Honors in the Major: Honors Programs are also offered for Majors in the Departments of Biology, Biochemistry, Chemistry, English, Environmental Studies, Expressive Arts Therapy, and Psychology. The objectives of these programs are to set high academic standards to which all students can aspire, to encourage students to pursue scholarly research, and to provide incentives and recognition for students of exceptional ability and achievement. Students who complete all requirements for graduation with Honors in the Major will have this distinction included on their transcripts. See relevant program sections for details of each Major Honors Program.

Graduation Honors through Grade Point Average (GPA): Graduating seniors who have earned a minimum of 60 credits at Warren Wilson and have completed their degrees within the following overall GPAs will receive graduation Honors. This distinction will appear on the diplomas and transcripts:

3.65-3.79 GPA= *cum Laude*  
 3.80-3.94 GPA= *Magna cum Laude*  
 3.95-4.00 GPA= *Summa cum Laude*

Students who earn an overall GPA of 3.65-4.0 are not required to enroll in Honors courses to earn graduation Honors. Completing designated Honors courses does not ensure that a student will earn graduation Honors.

(Updated June 2019)

## The Major

The major at Warren Wilson College consists of a planned program of courses, whether in a single academic discipline or in an interdisciplinary field. The major program assists students in developing a thorough understanding of a particular subject or interdisciplinary topic and an awareness of the connections among its components and with related subjects. Study in the major helps students learn the approaches to inquiry used in the discipline and appropriate specialized skills.

A major consists of a minimum of 32 credit hours of coursework, including at least 12 credit hours at the 3000 and/or 4000 levels. A major consists of a maximum of 70 credit hours of coursework, with no more than 55 credit hours of course work within a single academic discipline.

As a requirement for the baccalaureate degree, a student must complete course requirements and any other requirements of a major department or program. See Programs of Study.

## Major Declaration

Students must declare their major by week 5 of the second semester in their sophomore year (those whose earned and in-progress credits totals 44-59). Forms for the declaration of a major are available online through the Registrar's Office webpage.

*Note: Transfer students and dual-enrollment students who enter Warren Wilson college with a minimum of 44 credits must also formally declare their major by week 5. They are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation.*

## Work Program

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### Mission Statement

The Warren Wilson College Work Program provides learning opportunities that are focused on a student-centered experience and career preparation. All placements engage students in meaningful work supported by mentors. Opportunities to develop transferable skills integrate with Academics and Community Engagement, enabling students to feel a sense of belonging to the broader community as they shape their civic identities.

This mission is accomplished through requiring all students to engage with work experiences that include feedback from a supervisor and opportunities for reflection on their work and its impact on both themselves and their community.

### Work Learning Experience

What separates work in the Work Program at the College from other jobs is the emphasis on work-learning. It is the cornerstone on which the program is built. All work experiences through the Work Program will teach the learning goals of the program and will help develop transferable skills and integrate with academics and community engagement. Through these experiences, the student will develop a sense of belonging to the broader community and begin shaping their civic identity.

#### **Student performance and learning will be measured according to the following competencies:**

**Professionalism/Work Ethic:** Demonstrate personal accountability, effective work habits, and commitment to the well-being of the community. This includes punctuality, dependability, preparedness for a given task, maintaining a balanced workload, acting with integrity, promoting a culture of safety and respect, and the ability to learn from their mistakes.

**Critical Thinking/Problem Solving:** Exercise sound and logical reasoning to identify, think through, and solve problems. This includes being able to organize information, knowing where to find available resources, the ability to think creatively and originally, awareness of and respect for time constraints, and the confidence to make decisions.

**Communication:** Articulate thoughts and ideas clearly, effectively, and respectfully to individuals inside and outside of the work crew. This includes clear and professional written communication, the ability to address others with intentionality, honesty, and confidence, understanding the impact of non-verbal cues, practicing active listening, and knowing how to clarify questions and ask for feedback.

**Teamwork/Collaboration:** Build collaborative relationships with coworkers and other individuals. This includes being open to new ideas and experiences, practicing active listening and communicating ideas in a respectful way, holding others accountable, committing to a fair distribution of labor, and participation as an actively involved and committed member of a group.

### Work Requirement for Graduation

I. All residential students must participate in the Warren Wilson College Work Program each semester.

II. The work requirement for graduation is fulfilled in one of the following ways:

- A. At least one year (one semester for transfer students with over 60 academic credit hours) of employment on campus within a work crew.
- B. Participation in an approved internship or employment position on or off campus that includes learning objectives with evaluative feedback from a supervisor and associated successful completion of the college's internship course.

*Please note that the requirements of the Work Program are described in greater detail in the [Work Program](#) section of the Student Handbook.*

## Student Recognition

Commitment to total learning, including recognition of outstanding work performance, is part of the Warren Wilson tradition. Each year outstanding students receive awards for their performance in the Work Program. Students are nominated by faculty, staff, volunteers, and fellow students to receive awards at the end of the academic year. Awards are given for First Year Students (2), General Work (8), and Senior Work (1).

# Community Engagement

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## Mission Statement

Community Engagement at Warren Wilson College is committed to providing meaningful, ethical, participatory, and community-driven experiences to students whereby mutually beneficial support is offered to community partners while yielding enhanced critical consciousness and vocational discernment in students. This exchange is consistently guided by our commitment to inclusive excellence and the following defining values:

- **Reciprocity:** programming is guided by mutual benefit, and is asset-based and participatory in nature.
- **Accessibility:** all students, partners, and beneficiaries are given equitable access to opportunities and services.
- **Critical Consciousness:** all community engagement experiences will be framed with preparation and reflection that utilizes social justice pedagogy to support enhanced critical awareness of self and community.

## Student Learning Outcomes

As a result of participation in Warren Wilson Community Engagement students develop the following:

### Self-knowledge

- Students explore and reflect on their interests, values, skills, and self-awareness in a community context.

### Understanding of complex issues

- Students understand the complexity of a social or environmental issue through engagement and critical inquiry.

### Collaboration for community impact

- Students complete a signature community engagement experience by working towards a community goal in collaboration with a community partner.

### Commitment to community engagement

- Students examine their capacity for and commitment to civic responsibility by reflecting on their community engagement, and translate that learning into vocational discernment .

## Points of Engagement and Growth (PEGs)

The mission of Warren Wilson College includes preparing students for community engagement, leadership, and meaningful lifelong work and learning. As part of the College's educational program, completion of the Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by demonstrating learning in three Points of Engagement and Growth (PEGs):

- PEG 1: Explore
- PEG 2: Understand
- PEG 3: Impact

By graduation, students demonstrate a measurable level of learning in all three PEGs. Students' progress is to be supported by advisors and reviewed periodically to monitor successful progress.

## Requirements for Graduation

### Community Engagement Commitment

All students at Warren Wilson College must complete the Community Engagement Commitment as a graduation requirement. This is achieved through successful progression through three Points of Engagement and Growth (PEGs)

#### EXPLORE (PEG 1)

*Students explore and reflect on their interests, values, skills, and self-awareness in a community context.*

Requirements: Successfully complete a First-Year Seminar

#### UNDERSTAND (PEG 2)

*Students understand the complexity of a social or environmental issue through engagement and critical inquiry.*

Requirement:

By the end of junior year, complete at least one of the following:

- Understand (PEG 2) Community-Engaged Course
- Bonner-led Understand (PEG 2) opportunity
- Designated community engagement group experience such as participation in a community engagement-designated work crew or community-engaged athletic team
- Approved independent project with a community partner (roughly 25 hours)

#### IMPACT (PEG 3)

*Students complete a signature community engagement experience by working towards a community goal in collaboration with a community partner or advocacy network.*

Requirements:

- Collaborate with a community partner or network to address a specific social or environmental issue
- Impact (PEG 3) must help the community partner or network meet one or more of their goals
- This experience, a minimum of 50 hours, will be completed in one of the following ways:
  - Community-Engaged Academic Senior Project/Capstone
  - Community-Engaged Internship
  - PEG-3 Designated Course
  - Approved Independent Community Project
  - Leadership of a PEG 2 experience (break trip or community-engaged work crew)
- Final reflection via a survey on GivePulse or the submission of an essay, video, or audio; *students examine their capacity for and commitment to civic responsibility by reflecting on their community engagement.*

### Dual-Enrollment Student Procedure

- See [College Credit while In High School \(Dual-Enrollment\) policy](#)

### Transfer Student Procedure

- Students who transfer in 59 or fewer credits must complete PEG 2 and PEG 3 (are automatically exempt from PEG 1).
- Students who transfer in 60 or more credits must complete PEG 3 (are automatically exempt from PEGs 1 & 2).



## Student Recognition

Each year, Community Engagement presents the following awards to seniors with outstanding community engagement records:

1. Frederick Ohler Community Engagement Award – presented to one senior.
2. Hadley Scott Community Engagement Award – presented to 8 students.
3. Community Engagement Honor Roll – presented to approximately 15 students.

## Bonner Leadership Program

The Warren Wilson Bonner Leaders work crew is supported in part through the Corella and Bertram F. Bonner Foundation, which provides funding, training, and technical assistance to community service and community-engaged scholarship and leadership programs at colleges and universities across the eastern United States. Warren Wilson College Bonner Leaders' efforts are centralized through the Center for Experiential Learning.

# Baccalaureate Degree Requirements

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## Degree Requirements

Warren Wilson College's educational program develops skills, understanding, and breadth. Completing the requirements of the major provide students depth of understanding, and on-campus work combined with engagement in the wider community develop leadership skills and civic responsibility. This section describes the specific requirements for the B.A. or B.S. degree at Warren Wilson College.

## Residence

For the B.A. or B.S. degree a student must complete a minimum of two full-time semesters and a minimum total of 32 credit hours in attendance at Warren Wilson College at the junior or senior level. For students transferring to Warren Wilson College, residence must include the senior year. An academic semester (full-time) is defined as completion of at least 12 semester credit hours.

## Credit Hours and Grade Point Average

A minimum of 120 credit hours is required for the baccalaureate degree, with a cumulative grade point average of at least 2.00. Students may complete more hours than the required minimum. Most Warren Wilson College courses are 4-credit courses, and students typically take four 4-credit courses (16 credits) per semester for eight semesters to earn the degree.

## Educational Program

All students must complete the Warren Wilson College Educational Program composed of General Education and the Major, requirements that may be supplemented with elective credits. Students transferring into the College may receive credit for prior coursework. Students must also fulfill the Work Requirement and Community Engagement as described above.

For students entering without prior college coursework, it is expected that general education coursework be completed at Warren Wilson College. Once a student enrolls, a maximum of two (2) additional General Education courses may be taken at another college or university. For courses taken elsewhere, academic credit per course per area may be no less than three semester hours. Students seeking to earn general education credit by taking coursework at another institution must obtain prior approval from the Registrar's Office.

## Application to Graduate Form

All candidates for degrees must submit to the Registrar an "Application to Graduate" form no later than the end of the semester prior to the intended semester of graduation.

## Degree Candidacy

A student becomes a candidate for the degree with the completed degree audit through the Office of the Registrar.

## Commencement

Warren Wilson College holds commencement exercises for all candidates for a degree including candidates whose work was completed in December and May and candidates whose work will be completed in August. Students who complete degree work in December are included in the graduating class in May of the next calendar year. Warren Wilson College will recognize students who complete degree work in August as members of the preceding May's graduating class. In order to participate in commencement exercises, August candidates must be within near expectation of completing the requirements for a degree. That expectation includes completing no more than eight credits (which may be taken off-campus but in accordance with the College's residency requirement) and/or finishing an incomplete PEGs requirement and must have the approval of the Associate Provost. Students who expect an August degree conferral date must complete the Petition to Walk, due on or before April 1. (Petitions submitted after this date will be accepted only for a circumstance--typically, one that calls for an incomplete grade in a course--that emerges in the final weeks of the semester.)

The College confers degrees (signified by the date of the degree on the diploma and in official records) at the end of each regular semester (December and May) and in August, but diplomas are awarded only at the May commencement.

## Educational Resources and Services

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### Academic Advising and Career Development

Students engage in ongoing, intentional, and holistic career development and academic advising through the support of faculty advisors as well as the integration into various components of their Warren Wilson College education through the direction of the Center for Integrated Advising and Careers (CIAC).

**Center for Integrated Advising and Careers Mission and Objectives:** The Center for Integrated Advising and Careers directs engagement of students in the development of skills, networks, and knowledge that empower them to learn, work, and live with meaning and purpose.

We accomplish these objectives by employing an inclusive excellence lens in both individualized guidance and program opportunities with a focus on career development. Specifically, the Center for Integrated Advising and Careers supports access to and optimization of a Warren Wilson College education by:

- 1) Supporting students in the development of the skills and knowledge needed to attain a Warren Wilson College degree and create a purposeful post-graduation plan;
- 2) Engaging students in ongoing self-evaluation, action planning and critical reflection in order to make progress towards educational and professional goals.
- 3) Promoting career readiness through career education, programming, and coaching in order to facilitate students' ability to integrate their WWC experience, understand and discuss the value of their Warren Wilson College education, and successfully transition into post-graduate opportunities.
- 4) Promoting and advocating for institutional programs, policies, requirements, and procedures that ensure equitable access to a Warren Wilson College education and facilitate student progress towards graduation.

### Student Learning Outcomes

Through active engagement with the Center for Integrated Advising and Careers and faculty-supported academic advising during all years of attendance at Warren Wilson College, students will

- Take ownership for understanding the requirements and policies for obtaining their Warren Wilson College degree and planning toward graduation.
- Be able to locate and utilize advising tools and resources that support educational success and progress towards graduation.
- Explore and articulate personal values, skills, and interests, and use this knowledge to inform major selection, community engagement experiences, work opportunities, and post-graduation plans.
- Develop and engage with educational and professional goals.
- Effectively communicate experiences and ideas and advocate for themselves throughout the career development process.
- Identify opportunities and utilize resources to engage in the career development process and create a post-graduation plan.
- Understand how their work, academic, community engagement and student life experiences complement each other and intentionally choose these experiences in order to achieve educational and professional goals.
- Provide evidence of the knowledge, skills, and accomplishments resulting from their college education to effectively pursue a post-graduation plan.

## Roles and Responsibilities of the Advising Team

Incoming students are assigned a Summer Registration Coach who guides them in academic advising for their first semester's courses. Once the semester begins, they will work with an assigned pre-major faculty academic advisor to navigate course selection and registration. When students officially declare a major with the Office of the Registrar, they select a major advisor who will oversee their academic advising until they graduate.

Students are responsible for their education and should actively engage in asking questions, employing campus resources and tools, finding answers, and taking ownership of their decisions.

The following outlines the expectations of the student and Pre-Major Advisor or Major Advisor in the advising relationship:

Students are expected to:	Advisors will:
<ul style="list-style-type: none"> <li>Take an active, leading, role in their Warren Wilson College experience by asking questions, employing campus resources and tools, finding answers, and taking ownership of their decisions.</li> <li>Schedule regular appointments or make regular contacts with their advisors during each semester.</li> <li>Maintain responsibility for scheduling, canceling, and rescheduling advising appointments.</li> <li>Prepare for advising sessions, bring appropriate resources or materials and arrive on time.</li> <li>Explore and clarify personal values and goals.</li> <li>Accept responsibility for personal and academic decisions.</li> <li>Become knowledgeable of, and adhere to, institutional policies, procedures, and requirements.</li> <li>Follow through on actions identified during each advising session.</li> <li>Evaluate the advising system, when requested, in order to strengthen the advising process.</li> </ul>	<ul style="list-style-type: none"> <li>Provide accurate information about institutional policies, procedures, resources, and programs</li> <li>Assist students in monitoring their progress toward a timely graduation.</li> <li>Refer students to appropriate resources and individuals, when appropriate.</li> <li>Assist students in periodic evaluations of their educational performance and thus the effective progress toward established goals and educational plans.</li> <li>Assist students in considering personal and professional goals by providing opportunities to discuss interests, skills, abilities, and values; helping students to relate these to community engagement, work and academic opportunities, careers, and the nature and purpose of higher education.</li> <li>Guide students in an appreciation for the liberal arts education and how to integrate academic and applied learning opportunities.</li> <li>Maintain good documentation of all interactions and discussions and confidentiality of all student records and discussions.</li> </ul>

## Acadeum Online Courses

Warren Wilson College offers a selection of online courses through the Acadeum consortium, a network of accredited colleges and universities that share online course offerings. The consortium courses provide students the opportunity to make up credit hours, get ahead in coursework or to repeat a course to improve their grade point average. It is important to note that an Acadeum course is included in the Warren Wilson College GPA.

Details on Acadeum courses and the enrollment process are available on myWWC. A student must complete an Acadeum Consortium Intent Form 14 days prior to the course start date. Final enrollment requires Registrar approval and timely payment.

**Academic Accommodations:** Students eligible for academic accommodations may access those accommodations via the host institution. Likewise, other academic support, such as tutoring, is provided by the host institution. Check the course syllabus for information on these services or consult the course instructor once the course has begun.

**Financial Aid:** Acadeum courses have a flat rate for which students may have financial aid eligibility. However, in most cases, students have already been allocated the maximum package available, so they should understand that full payment will be expected prior to registration. Please contact the Financial Aid Office at [finaid@warren-wilson.edu](mailto:finaid@warren-wilson.edu) or (828) 771-2082 to explore this possibility.

#### Policies for Acadeum Courses:

- **Add/drop:** Add/drop deadlines are set by the host institution offering the course, rather than by Warren Wilson. The deadline is firm, and students are responsible for full payment once the deadline has passed. Students must submit their decision to add or drop a course to the Warren Wilson registrar at least 24 hours (one business day) before the host institution's drop/add deadline. If the host institution's deadline is close, students should follow up with the Warren Wilson registrar to confirm that their add/drop request has been processed.
- **Course Withdrawals:** Course withdrawals are possible after the drop date, in accordance with the host institution's policies. There are no financial reimbursements for withdrawn Acadeum courses. However, students who follow the host institution's withdrawal deadlines will earn a W for the course. Those who miss the withdrawal deadline will have an F recorded. If a student withdraws from an Acadeum course, they should also notify the Warren Wilson registrar of this action immediately.
- **Fall/Spring Courses and Full-time enrollment:** Acadeum courses are currently available only during summer terms. However, as Acadeum courses become available to Warren Wilson students during the fall and spring semesters, students who wish to enroll in an Acadeum course may do so only if they are already registered in a minimum of 12 credits at Warren Wilson. The Acadeum credits will be in addition to the 12 or more Warren Wilson course credits.

#### Restrictions:

- Students may not enroll in an Acadeum course in a semester when that course is offered at Warren Wilson.
- Acadeum courses are not covered under Tuition Waiver for Staff or Staff Dependents, the Milepost One Tuition Program, or the NC Free Tuition Program.

## Asheville Area Education Consortium

Degree-seeking students who are currently enrolled full-time at Warren Wilson College may enroll for credit in courses offered at Mars Hill University and the University of North Carolina at Asheville through the Asheville Area Educational Consortium. Credit hours and grades are awarded by Warren Wilson College; are factored into the WWC number of credits attempted and earned, as well as the semester and cumulative GPA; and appear on the Warren Wilson transcript. Warren Wilson College tuition and fees will be applied. Students interested in participating should discuss the option with their advisor and complete the Cross-Registration application, available through the Registrar's Office.

Warren Wilson College Student Participation Guidelines:



1. Student must be a **full-time, degree-seeking student** at Warren Wilson College.
2. Student must have **completed at least one semester at Warren Wilson College.**
3. Student must have a **minimum cumulative GPA of 2.5.**
4. Student must be enrolled for at least **half of their semester's coursework at Warren Wilson College.**
5. Student **may not normally cross-register for courses currently available at Warren Wilson College.**
6. Student may **cross-register for fall or spring courses** but not courses offered during summer terms.

## Center for Academic Engagement - Academic Support

**The Center for Academic Engagement - Academic Support** provides services that assist students so that they can become more effective, engaged and intentional learners. Services are designed to provide support for students at all stages of their college careers.

The Center for Academic Engagement is located on the first floor of Jensen Hall.

**PASS - The Place for Academic Strategies and Support:** The physical space and associated work crew, programming and services - Provides services that assist students so they can become more effective, engaged and intentional learners through one on one tutoring, workshops, resource materials, and study night events.

**Departmental and Program Peer Tutoring:** Peer tutoring is available in the following Departments and Programs:

Biology, Chemistry, Math, Spanish and English as a Second or Other Language. If a student is in a course for which tutoring is not provided, please contact Lyn O'Hare, Dean of Academic Engagement, [lohare@warren-wilson.edu](mailto:lohare@warren-wilson.edu) to arrange for a peer tutor.

**Academic Support - Academic Counseling Drop In Appointments:** Students can sign up to meet with us using our booking links:

[Deb Braden](#)

[Sonce Reese - Virtual Meeting](#) or [Sonce Reese - In Person Meeting](#)

[Marianne Hawkins](#)

[Lyn O'Hare](#)

[Academic Support Peer Tutoring](#)

**Americans with Disabilities Act/Accommodations:** The College will make reasonable accommodations for persons with documented disabilities. Any student eligible for and needing academic accommodations because of a disability is requested to meet with Deborah Braden, Director of Disability Access, to prepare an accommodation plan. Please schedule an appointment with Deborah by following this link: [Schedule a meeting with me](#). She can also be reached at (828) 771-3791 or emailed at [dbraden@warren-wilson.edu](mailto:dbraden@warren-wilson.edu). Please try to meet as early in the semester as possible as accommodations are not retroactive.

Only Service Animals are allowed in the classroom.

## English Language Learners Opportunities

The College supports international students in English Language Learners (ELL) tutoring and classes

throughout the regular school year. Warren Wilson students interested in teaching English Language Learners also can become involved as conversation partners or in the College's English Language Learners classes and activities conducted during the regular academic year.

## Pew Learning Center and Ellison Library

**Faculty & Staff:** David Bradshaw, Brian Conlan (Director), Teresa Imfeld, Julie Wilson

### Overview

**Mission:** The Ellison Library is an active partner in shaping the College's distinctive educational program. The library provides a dynamic space of inquiry, exploration, and discovery. Library staff and faculty strive to create an atmosphere that facilitates learning, sparks curiosity, and inspires discovery by thoughtfully curating a collection of diverse information resources and by providing a variety of learning spaces.

The library staff and faculty aspire to

- Serve as a welcoming social and intellectual center of the College, honoring differences to create an inclusive atmosphere where diverse voices are heard.
- Partner with students, faculty, and staff in creating a learning environment that fosters intellectual curiosity, discovery, creativity, collaboration, and growth.
- Enable and facilitate the development of skills necessary for research and academic discourse.
- Embrace transformations in research and collections, building on the foundational collaboration between collections, technology, and media to redefine library services.
- Empower a creative and energetic staff to experiment, expand the library's reach across campus, and anticipate student needs in a rapidly changing world.
- Adapt and design facilities, collections, formats, and access to promote an open and experiential learning environment.
- Foster a productive work environment in which student crew members thrive and where their contributions are valued and celebrated.
- Nurture a collegial work environment built on collaboration and consensus that values and celebrates the contribution of all staff members and supports their professional growth.

The library is open 70 hours a week, with additional hours before final exams; there is 24/7 access to a study room equipped with three high-end computers, a printer, and wireless capabilities; all electronic resources and online research support are available 24/7 as well. An instructional room is equipped for multimedia presentations.

The library maintains a collection of over 81,000 print titles and provides access to about 220,000 electronic books and 48,000 electronic media titles. The collection supports all areas of the College curriculum and contributes to the cultural and recreational enrichment of students. The alternative press magazine collection ensures that alternative and minority viewpoints are represented.

The library has a large collection of streaming videos and offers e-audiobooks. It also offers a collection of DVDs that students may either view in the library or check out.

The library is a charter member of the NC LIVE (North Carolina Libraries in Virtual Education) program and is part of the ACA BCLA (Appalachian College Association Bowen Central Library of Appalachia). Both provide extensive library resources to students at participating colleges and universities. These and other services include full text coverage of over 77,000 periodicals and newspapers, extensive databases, and many other information resources.

The library provides access to the Internet through the campus network, including wireless capabilities throughout the building. Librarians continuously update and expand the library homepage at

[www.warren-wilson.edu/academics/library](http://www.warren-wilson.edu/academics/library) to serve as the gateway to information resources. Books and journal articles not available from WWC may be requested from other libraries.

The library offers many opportunities for instruction in the use of its resources. They include individual research support, instruction in library research skills, library orientation and instruction for new students and staff, instruction in conjunction with college courses, workshops for faculty and staff, and training for students who work on the library crews.

The library also houses a Creative Technologies Lab, a Sound Lab, and a Media Lab. In the Creative Technologies Lab students, faculty and staff can explore the uses of emerging technologies in higher education. Currently, the Lab is stocked with two 3D Printers, 3D scanning equipment, motion-controlled computing hardware, and multiple computers, tablets and e-readers. Occupying a room on the main floor, the space is designed to encourage independent exploration and collaborative learning. The Sound Lab is a dedicated space for the creation of digital sound. It encourages experiential and applied learning and offers opportunities for students to engage with media in new, creative and accessible ways and to build oral and aural communication skills. The Media Lab offers high-end computers with a variety of specialty software, a TV for presenting, and a satellite Sound Lab on the main floor of the library.

## The Arthur S. Link Archives and Elizabeth Shepard Special Collections

The College Archives (located in the lower level of the library) holds the legal, fiscal, administrative, historical and cultural records from 1894 through the present. Materials include manuscripts, records, printed materials, audiovisual items, photographs, and artifacts. The archives hold personal papers of administrators, faculty, staff members, students, and alumni. The Archives accepts physical and digital copies of student research and senior capstone papers, as well as the theses submitted by graduates of the Master of Fine Arts in Creative Writing and the Master of Arts in Critical Craft Studies. Printed materials include news clippings, graphics, and programs from official college events, yearbooks, course catalogs, handbooks, school newspapers, and literary and administrative publications. Audiovisual holdings include oral histories, mountain and folk music recordings, and videos and movies of concerts, commencements, and other events. Photographic collections include some 40,000 prints, negatives, slides, and digital files that document the campus and people from the 1890s to the present.

The Elizabeth Shepard Special Collections holds rare books on a variety of topics, as well as books on the cultural and natural history of Southern Appalachia, and those written by school administrators, staff, faculty, and alumni.

For more information about the archives, visit [www.warren-wilson.edu/academics/library/archives/](http://www.warren-wilson.edu/academics/library/archives/).

## The Writing Studio

Located in the lower level of the library, the Writing Studio offers individually tailored writing assistance for members of the Warren Wilson community. We will collaboratively review any piece of writing, for any field of study, and at any stage of the writing process. Most writing sessions take place with collaborative peer tutors who are undergraduate students employed through the college's Work Program.

Mission Statement: To us, every writer is unique and different. Every writer who comes to our studio comes with a part of themselves in written form and we make efforts to diversify our crew to suit these needs. Our mission in the Warren Wilson College Writing Studio is to empower students through the process of writing. We are peer tutors trained and equipped to provide a direct and helpful service to serve our students and our community. From different backgrounds and majors, we offer a space for all students to feel supported and comfortable. We also strive to be inclusive to all people with differing

kinds of writing abilities and interests.

We influence, not only how people write, but how they interact with sources and reading materials from lab reports to personal essays. We offer services that will benefit the student throughout their college experiences. Our goal is to assist students through any part of their writing process with trust, confidence, respect, and most importantly creativity.

For more information about the Writing Studio, visit the website:  
[my.warren-wilson.edu/ICS/Academic\\_Resources/Writing\\_Studio/](https://my.warren-wilson.edu/ICS/Academic_Resources/Writing_Studio/).

## Academic Policies and Regulations

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### Academic Credit Definition

The credit hour is the basic unit of measure of college credit. Most courses at Warren Wilson College are offered for four hours of credit over the course of a 15-week semester. Courses may, however, meet for 2- or 4-credits over a 7-week term and still others may meet for 1- to 2-credits for a 7-week term or 15-week semester. Students are expected to allot substantial time outside the instruction periods for successful completion of course expectations. Courses carry differing credit hours and schedules depending on the type of instruction offered and the nature of academic work required. Explanations for discrepancies and variation from the formulae below are approved by the Provost as pedagogically sound, and are kept on file in the Office of Academic Affairs. Practice, performance and homework outside of instruction time do not count as instructional contact hours. For each hour spent in class, students are generally expected to have two hours of outside of class responsibility (homework, assigned projects, class preparation, writing assignments, etc.)

Instruction is classified into one of the following categories:

**Lecture/Seminar/Discussion: Independent Learning Emphasis:** This type of instruction typically involves interaction between an instructor or instructors and a group of students in a classroom environment, including formal lecture, seminar and discussions, with an emphasis on preparing students for independent research and other self-directed learning activities outside of class. One credit hour of this type of instruction is equivalent to 10.00 contact hours. A typical example at Warren Wilson College is a 4-credit course that meets for 80-minute sessions on Mondays and Wednesdays, or Tuesdays and Thursdays, for a 15-week semester.

**Lecture/Seminar/Discussion: In-Class Learning Emphasis:** This type of instruction typically involves interaction between an instructor or instructors and a group of students in a classroom environment, including formal lecture, seminar and discussions, with an emphasis on time dedicated to in-class discussion, group work, and community-engaged learning, under direct faculty supervision. One credit hour of this type of instruction is equivalent to a range from 11.25 to 15.00 contact hours. A typical example at Warren Wilson College is a 4-credit course that meets for 60-minute or 80-minute sessions on Mondays, Wednesdays and Fridays for a 15-week semester.

**Laboratory Instruction:** This type of instruction typically involves student interaction with equipment or processes related to the discipline of instruction under the supervision of an instructor in the laboratory or field setting. For this type of instruction, one credit hour is equivalent to a minimum of 14.00 contact hours up to a maximum of 21.88 contact hours. A typical example at Warren Wilson College is a 4-credit, 15-week semester course that includes a lecture/seminar/discussion component that meets for 80-minutes twice a week and a laboratory component consisting of two additional 80-minute sessions per week.

**Studio:** The teaching of studio disciplines includes a wide variety of hands-on experience involving both 2-D and 3-D media and their applications. For this type of instruction, one credit hour is equivalent to 15.625 contact hours. A typical example at Warren Wilson College is a 4-credit studio art course that meets for a 170-minute session once a week and an 80-minute demonstration session once a week for a 15-week semester.

**Ensemble Instruction:** Musical and dance ensembles consist of the united performance of an entire group of singers, musicians, dancers, etc. For this type of instruction, one credit hour is equivalent to 40.00 contact hours. Typically, these 1-credit courses meet for two 80-minute sessions per week for a 15-week semester.

**Group Applied Instruction:** Group applied instruction includes those courses in which students in a group setting are studying an applied skill such as learning a musical instrument. For this type of instruction, one credit is equivalent to 12.5 to 15.0 contact hours.

**Internship:** In the case of off-campus internships, the current standing policy is one credit hour is equivalent to 40 hours of internship. Students may register for 1-16 internship credits in a semester.

**Guided Study:** Students studying individually with instructors meet for a variety of purposes ranging from independent study courses to individual musical instrument instruction. These individual guided studies vary in contact hours per credit, and are typically decided upon by the instructor and student and are approved by the Associate Provost on a case-by-case basis. Records of contact hours for guided study are kept on file in the Registrar's Office.

**Summer School:** Residential summer classes typically align with the Lecture/seminar/discussion: Independent Learning Emphasis model above. One credit hour of this type of instruction is equivalent to 10.00 contact hours. Most 4-credit courses during the summer meet for 150-minute sessions (2 and ½ hours), Monday through Thursday, for a 4-week term.

**Study abroad:** Students enrolled in Warren Wilson College sponsored study abroad courses meet with instructors weekly for a minimum of 9.375 contact hours per credit prior to travel. Most courses typically include a minimum of 4 contact hours per day as well during the travel period, which is a minimum of 10 days and often longer. In addition to the minimum regular class meetings, study abroad courses typically incorporate some additional field trips, service projects, or cultural activities related to the course topic.

**MFA Program for Writers:** The low-residency MFA Program for Writers credit hour is equal to a minimum 16.66 contact hours during the residency period. The independent (directed) study semester is composed of 425-450 hours of work. Student work is primarily independent but does include significant engagement with the faculty advisor, who mentors the student through the semester. This engagement includes the presentation of work in progress and written evaluation. Adhering to the standards of the studio/research model, as defined by the AWP (Association of Writers & Writing Programs) Guidelines, a successful semester entails full participation in the residency, the completion of five to six exchanges of substantial creative and critical writing (including 12-15 critical annotations) which provide ample evidence of the dedication of at least 25 hours a week to program study, and the reading of 15-20 books.

## Advanced Placement (AP) Credit

Warren Wilson College awards credit for College Board Advanced Placement exams. Refer to the AP Examination Recommendations on the Registrar's Office webpage to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for examinations taken, request that the testing service send official scores directly to Warren Wilson College.

## International Baccalaureate (IB) Credit

Warren Wilson College awards credit for Higher Level (HL) International Baccalaureate (IB) exams. No academic credit is awarded for Subsidiary Level (SL) IB exams. Refer to the **IB Examination Recommendations** on the Registrar's Office webpage to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for any examination taken, request that the testing service send official scores directly to Warren Wilson College.



## Student Responsibility

Students are responsible for knowing and following the policies and regulations stated in this catalog and for satisfying all degree requirements. Guidance should be obtained from an advisor, but final responsibility remains with the student.

## Catalog Year Declaration

A student's catalog year is the way the College dictates the requirements for graduation. The default catalog year is the starting year at Warren Wilson College. As the catalog, and in-turn degree requirements, sometimes change from year to year, students have the ability to change to a more recent catalog year if it will help them meet requirements more efficiently. Students may change their catalog year if the courses that they've taken more efficiently fill the degree requirements of a more recent catalog. It is possible to declare a catalog year *later* than the year when they arrived, but they cannot declare an earlier year. This rule ensures that the College can adequately provide students with the courses and experiences needed to fulfill the major or minor. When changing the catalog year, not only does the student take on the major requirements of the new catalog, but all degree requirements, including general education, community engagement, and work. Students should review the new requirements carefully with their advisor(s) before making a catalog year declaration. This change can be made by completing the Change of Catalog Year Request Form.

## Academic Calendar

The fall and spring semesters are divided into two terms. Some courses run across the entire semester, while other more concentrated courses run for the term. This modular schedule may facilitate students' arrangements for internships, overseas study courses, and other field experiences.

## Mountain Term

The Mountain Term is an optional term at Warren Wilson that takes place from mid-May (the Wednesday immediately following commencement) until early June. The inaugural Mountain Term will be offered in May 2024. During this three-and-a-half-week-long term, Warren Wilson faculty and staff will teach highly experiential courses that take place on campus, in the greater Asheville community, or farther afield in other domestic locations. All Warren Wilson students who are enrolled full time in the spring semester are eligible to register for one intensive Mountain Term course (worth four credits). Registration for Mountain Term will happen concurrently with spring course registration. There is no additional tuition cost to participate in Mountain Term, but there is a \$750 Mountain Term fee for every student who participates (to cover room, board, and administrative costs during the additional month on campus). For traveling courses that go elsewhere in the country, there will be an additional fee to cover associated travel costs.

To view more specific policies relevant to Mountain Term, please view the following document: [Mountain Term Policies](#)

Mountain Term is administered through the Center for Experiential Learning (CEL) and relevant questions can be directed to CEL staff.

## Registration and Course Load

For continuing students, early registrations are scheduled in advance of the start of each semester. New students starting in the fall semester may register during the summer and new students starting in the

spring semester may register during Orientation week prior to the start of the semester.

Although there are two terms in each semester, registration is for the semester as a unit. The normal number of credit hours carried during a semester is 16, with a range from 12 to 18. A minimum of 12 credit hours a semester must be carried to be classified as a full-time student, to be permitted residence in the residence halls, to participate in the Work Program, and to receive financial aid. Students must maintain an average of 16 credit hours each semester in order to accumulate a total of 120 hours required for graduation in eight semesters. Students wishing to take more than 18 credit hours during any one semester must obtain permission, in writing, from the Registrar or the Associate Provost. No more than 22 credit hours may be taken per semester. There is a fee per credit hour for any hours beyond 18. All courses for which students are registered at the end of the add/drop period are counted in the course load for that semester.

*Students who plan to withdraw from a term or semester course after the Add/Drop period in the first term of a semester should be certain that adding another course in the second term will not result in more than 18 credit hours for the semester.*

## Adding and Dropping Courses

### Fall and Spring Semesters and Terms 1-4

The official Add/Drop period each term and semester ends on the first Sunday (at 11:59 PM) at the end of the first week of the term or semester. This is the period during which courses may be added or dropped. Following this period, no student is permitted to register for a new course. Courses may be dropped from the student schedule via MyWWC; courses dropped during this period do not appear on student records.

### Term 5 (Mountain Term)

See [Mountain Term information](#) for details on the term 5 add/drop period

## Waiting Lists for Registration

During the registration period, if a student finds that a course they wish to enroll in is full, they should add their name to the class waiting list. If a seat or seats in a waitlisted course open before the end of the add/drop period, the student(s) on the waitlist will be notified via email and given 48 hours to register for the course. If the student(s) have not registered within the 48 hour window they will not be registered for the course and removed from the waitlist. The only exception to following the waiting list order is if a student's graduation will be delayed if they are not admitted to the course. If this is the case, students must complete an add form that will be reviewed by both the Registrar's Office and the department chair for verification.

## Administrative Withdrawal

The College considers the act of registering for any course to constitute a commitment by students to make a mature and responsible effort to succeed and to allow others the opportunity to succeed. Therefore, upon recommendation of the instructor and at the discretion of the Associate Provost, a student is subject to administrative withdrawal from a class at any time during the semester if that student has guaranteed a course grade of F by failing either to attend a sufficient number of class meetings or to submit a sufficient quantity of graded work, or has engaged in verbal abuse or the threat of physical violence or any other conduct disruptive to class meetings. Students should review course syllabi for descriptions of excessive absence or disruptive behavior. Administrative withdrawal during the first four weeks of a term course or the first eight weeks of a semester course results in the assignment of the grade of "AW." Subsequent administrative withdrawal results in the grade of "AF." Students who

are actively enrolled in fewer than 12 credits as a result of administrative withdrawal may not reside in college housing. Students subject to 12 or more credits of administrative withdrawal in a semester may, at the discretion of the Associate Provost, be suspended from the College. Administrative withdrawal and suspension decisions made by the Associate Provost are subject to appeal to the Instruction Committee. Students should contact the Registrar within 24 hours of notification by the Associate Provost to initiate such action.

## Withdrawing from a Course

Any courses from which students withdraw following the Add/Drop period remain on their permanent records and are counted in the course load for the semester as hours attempted. If a student withdraws from a course before the end of the first four weeks of a term course, or the first eight weeks of a semester course, a grade of "W" (withdrawn non-punitive) is assigned. Withdrawing from any course following the fourth week of a term course or the eighth week of a semester course automatically results in a grade of "WF" (withdrawal failing), regardless of the student's performance in the course. A grade of "WF" is figured as an "F" in the calculation of the GPA. A grade of "W" does not figure in the calculation of the GPA. For withdrawal from the college, see also Withdrawal and Return of Aid Policy.

It is possible to withdraw from a semester course or a term course in the first term of a semester, and add another term course in the second term of the semester. There is a charge if the combination of course withdrawal and the addition of another course results in a semester course load of more than 18 credit hours (see "Registration and Course Load").

Students who earn a grade of "F" for a course because of academic dishonesty may not be awarded a "W" for the course.

## Pass/Fail Grades

Some courses are classified as Pass/Fail by departmental action.

**Elective Pass/Fail:** From the second semester of attendance, students may elect to register for a Pass/Fail grade in any course which is not applied toward the major or general education requirements.

A form for registering for a course on a Pass/Fail basis may be obtained at the Registrar's Office. This form must be submitted to the Registrar's Office by the end of the Add/Drop period. The maximum number of courses taken for elective Pass/Fail is five and no student is permitted to elect more than one such course per semester.

## Independent Study Course

An independent study course proposal typically emerges from a collaborative discussion between a faculty member and a student during the semester prior to one in which the course will take place. The study makes it possible for a student to pursue an academic interest in greater depth than the standard curriculum allows. Because the study takes significant planning, the student should allow enough time to prepare course goals, a bibliography, etc., before submitting the proposal. The study does not fulfill a General Education requirement or duplicate a course offered during the current academic year. The maximum number of independent study credits a student may undertake is four per semester.

Students may register for an independent study course during their sophomore year or thereafter. Forms are available electronically on the Registrar's Forms page located on myWWC. The completed form must receive approval by the faculty member before being submitted. The proposal will then be routed to the department chair and the student's academic advisor. The Associate Provost reviews submissions for

final approval. The deadline for proposals is the Friday of Week 12 for studies that will take place the following semester (including the two terms within that semester).

## Incomplete Grades

Criteria for Incomplete Grade Request:

Incomplete grades may be assigned only if all of the the following circumstances are true:

- An emergent situation that is unforeseen and beyond the student's control has arisen after the withdrawal deadline for the course. (Documentation may be required.)
- The student was progressing steadily and was consistently submitting work for the course, with a recorded midterm grade of C- or above, until the emergent situation arose.
- A small amount of work for the course (25% or less) remains to be completed.

*A grade of incomplete is not available to a student who has fallen behind in the course, who needs to revise coursework, or who, without prior notice, has missed the final exam, final presentation, or the deadline for submitting a final project.*

### Incomplete Grade Request and Approval Process:

- A student may make a request to the instructor for an incomplete course grade before the day of the last class meeting for the course (term or semester length). If the emergent and unforeseen situation makes it impossible for the student to contact the instructor directly, a family member may reach out to the Director of Disability Access to initiate the incomplete process on the student's behalf.
- If the course instructor determines that the student's academic progress meets the above criteria, the instructor has the discretion to recommend an incomplete grade for the course.
- If the instructor approves the incomplete grade request, they review submission deadlines and all outstanding work with the student.
- The instructor submits an Incomplete Grade Report Form.
- The Associate Provost and Dean of Student Success review the Incomplete Grade Report Form for approval.
- If approved, a grade of incomplete is recorded by the Registrar.

### Timeline for Student Submission to Instructor of Outstanding Work:

- For Semester-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- For Term-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- A grade of incomplete is not available for a Term-Length course that is a prerequisite to a course for which the student is enrolled in the subsequent term.

### Timeline for Instructor Grade Submission for Incomplete Grades:

- The course instructor will submit a Grade Change Request Form no later than the Monday of the week following the 3-week incomplete work submission deadline.
- Any alterations of incomplete deadlines are submitted to the Associate Provost for approval.

Please see the section on "Satisfactory Academic Progress" within the Financial Aid Policies of this catalog for information about the effects of an incomplete grade on the ability to evaluate Satisfactory Academic Progress (SAP) for financial aid awarding purposes.

## Academic Honesty

Across their academic courses, students are responsible for honest representation of their work. In the classroom setting, honesty includes the following:

- Working independently when that is the expectation of an assignment
- Citing or referring to other source material used within one's work
- Using only allowed materials to complete academic exercises, quizzes, and exams
- Presenting accurate and truthful findings
- Asking an instructor for approval before submitting work previously or simultaneously submitted for another class
- Refraining from sharing unauthorized materials with other students or allowing a student to copy one's work

Instructors are responsible for creating a learning environment that supports honest work from students. The instructor's support includes the following:

- Providing clear guidelines regarding how assignments are to be completed, including protocols for exams and quizzes, and what citation practices are to be followed
- Providing support to students in meeting standards of academic honesty; offering resources, instruction, or referral; being available to answer students' questions
- Providing statement of course-specific consequences for academic dishonesty
- Applying consequences equitably and consistently within a course

Academic writing is built in conversation with other texts, and citation is the practice that enables writers to refer to these other texts. Citation styles vary across fields of study, and across print, audio, visual, digital, and performance venues. Students are encouraged to discuss discipline-specific expectations with their instructors and advisors, and also to seek citation support from the [Library](#) and [Writing Studio](#).

### **Consequences for Academic Dishonesty**

Academic dishonesty may fall into one or more of the following categories:

- Cheating: using unauthorized materials to complete an exam or academic exercise; copying from or working with another student when independent work is expected
- Fabricating: inventing or falsifying information or source material
- Duplicating work: submitting the same work in two or more classes without instructors' approval
- Facilitating academic dishonesty; contributing to another's efforts to cheat, fabricate, or plagiarize
- Plagiarism: deliberate use of content from a source without acknowledging the source; presenting the content as if it were one's own.
  - Content could be another's ideas, research, language, or creations
  - A source is a written, audio, video, artistic, dramatic or other text that a student uses in producing their own work. May be published or unpublished, print or digital
  - In academic work, acknowledgement usually takes the form of a citation (in-text and works cited), although other options are possible (e.g., caption for a picture, spoken credit in a podcast).

Each instructor is authorized to identify and respond to academic dishonesty within the specific guidelines they have laid out for all students in their courses. Upon identifying a possible case of academic dishonesty, the instructor takes the following steps:

1. Review the student's work in relation to assignment and syllabus guidelines; confer with the student if appropriate at this stage to gain more information.
  - a. If the instructor believes that the academic dishonesty likely resulted from a lack of instruction or knowledge, they may decide to provide the student additional instruction or support along with an opportunity to resubmit work prior to making a final determination.
2. If helpful or warranted, confer with their department chair, the Associate Provost, or the Instruction Committee of Faculty Body.
3. Decide on an appropriate consequence if warranted: zero on assignment, failure of course, consideration for suspension, or other consequence appropriate to the assignment and the instructor's syllabus.

- a. For all consequences within the purview of the course, the instructor then implements the consequence.
  - b. If there is a consequence beyond the course such as a consideration for suspension, the case goes to the Associate Provost.
  - c. Students who earn an F for the course because of academic dishonesty may not be awarded a "W" for the course.
4. Communicate with the student their findings and the consequence.
5. File a report with the Associate Provost and the Instruction Committee of Faculty Body.
6. Students need to be aware that having more than one report of academic dishonesty may lead to more serious consequences, such as suspension from the college (see next section).

### **Repeat and Egregious Instances of Academic Dishonesty**

In some cases, academic dishonesty merits consideration of a consequence more severe than failing a course, such as suspension from the college. Such instances include the following:

- a student has repeat occurrences of academic dishonesty, or more than one report filed with the Associate Provost and Instruction Committee
- a violation is especially egregious
- an instructor has recommended a consequence beyond their course such as a recommendation for suspension

In these cases, the Associate Provost initiates an investigation including these steps:

1. The Instruction Committee of Faculty Body is convened to investigate the issue, and the student is notified this step is being taken.
2. The committee reviews the details to date, interviews the instructor or instructors involved, and, if warranted, interviews the student.
3. The committee submits a recommended course of action to the Associate Provost.
4. The Associate Provost makes the final decision and communicates the decision to the student.
5. If the student has new information about the academic work submitted, they may submit an appeal for consideration to the Associate Provost, whose decision is final.

## **Contested Grades**

Students who believe that a grade has been reported incorrectly should consult the instructor for correction of a possible error. In exceptional cases, students may contest the grade record through a written appeal using the Petition for Exception form. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The deadline for contesting a grade is the end of the second week of the following term. In the case of a spring semester or term four course, the deadline for contesting a grade is the end of the second week of term one of the following academic year.

## **Repeating Courses**

Courses, up to a total of 13 credit hours, may be repeated to raise the grade. *No course may count more than once for credits toward graduation.* In the case of a repeated course, both grades appear on students' transcripts, but only the higher grade is counted in the GPA.

## **Grade Reports**

At the end of each term, grades are reported to the Registrar. Students may view their mid-semester and final grades on-line using their personal identification numbers.



## Class Attendance

Class attendance is vital to student academic engagement and success. In general, students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings or field trips. Any student who will be absent from a class must communicate with the instructor

prior to the missed class (or, in unusual cases, within 24 hours of having missed the class). Students are responsible for knowing and completing what course material they missed during an absence.

In most instances, instructors have the prerogative to set attendance policies for their individual classes and to determine when absences are “excused” or “unexcused” and under what circumstances tardiness counts as an

absence. Students should consult their course syllabi to determine whether their instructors designate certain absences as “excused.” Even when absences are necessary and excused, there may be a threshold at which the student has not been present enough to earn course credit. Typically, “excused” absences include

- serious illness (student is too ill to attend any class, work, service, athletic, or social events that day)
- a family or household emergency
- officially representing the College at an off-campus event, such as presenting at a conference, performing with a College music ensemble, or participating in a varsity sports competition.
- unsafe travel conditions for off-campus students

In accordance with the College’s Religious Accommodations policy, students are excused from class (including examinations and community engagement requirements) for religious observance, providing that they have submitted the Request for Religious Accommodation Form to their instructor prior to the tenth class day of the semester and that the instructor has agreed to the terms of the accommodation. Instructors will provide alternatives for absences covered under this policy, such as offering the opportunity to make up missed work, if appropriate. In the event that the student and faculty member do not reach an agreement on the accommodation, one or both should consult the College Chaplain and Director of Spiritual Life. See the full Religious Accommodations policy in the Student Handbook for further information.

In fairness to other students, and in consultation with the instructor, the Associate Provost has the discretion to withdraw a student administratively from any course in which the student has missed 20% of the class sessions. (For example, in a 14-week, semester-long course that meets twice a week, more than 6 total absences may result in administrative withdrawal.) The Registrar will notify the student if this action has taken place. If the administrative withdrawal occurs before the withdrawal deadline for the term or semester, a grade of W will be recorded; if the student exceeds the absence limit after the withdrawal deadline, a grade of WF will be recorded. Students administratively withdrawn for lack of attendance may not subsequently add credits for a term within the semester in which the credits were withdrawn. Administrative withdrawal from a course may have a bearing on a student’s full-time status at the College and, therefore, on access to the Work Program, Study Abroad, Campus Housing, and Financial Aid. Students administratively withdrawn for lack of attendance who seek an appeal must contact the Provost within 48 hours of the notification of withdrawal by the Registrar.

## Classification

Student classification by credit refers to credits earned and does not include credits in progress. Student classifications are used by the Registrar’s Office to establish priority registration for the next semester.

(For example, students whose credits put them in the “sophomore” classification are eligible to register earlier than students in the “first-year” classification.)

### **First-Year**

0-27 credit hours

### **Sophomore**

28-59 credit hours

### **Junior**

60-91 credit hours

### **Senior**

92+ credit hours

## **Dual-Enrollment Students**

See [College Credit while In High School \(Dual-Enrollment\) policy](#)

## **GPA (Grade Point Average)**

Grades are assigned the following numerical values:

A, A+	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade point
D-	0.7 grade point
F Failure	0.0 grade points
W Withdrawn Passing	Not included
WF Withdrawn Failing	0.0 grade points
P Passing	Not included

P (pass) credit hours are not included in the GPA calculation. F (fail) credit hours are included in the GPA calculation. GPAs are calculated by semester and are cumulative on the transcript. Grade points are figured by multiplying the number of course credit hours by the numerical value assigned to the grade received in that course, summing these products and dividing by the total number of credits.

## **Probation and Suspension**

The Instruction Committee of the faculty meets after each semester and examines the grades of any student whose semester GPA or cumulative GPA falls below 2.00.

Semester GPAs below 1.0 result in suspension, in any given semester, regardless of the cumulative GPA. Cumulative GPAs are assessed using the following table:

Cumulative Credit Hours Attempted	Academic Probation if Cumulative GPA is between	Academic Suspension if Cumulative GPA is below
1-18 credits or enrolled in FYS	1.50-1.65	1.50
19-36	1.60-1.75	1.60
37-64	1.75-1.85	1.75
65-80	1.85-1.92	1.85
81-96	1.92-1.96	1.92
97-128	1.96-2.00	1.96

Please note that each semester students are advised to complete at least 67% of attempted credits (attempted credits are the number of credits a student is registered for at the conclusion of the add/drop period). While withdrawal from courses with grades of W does not affect GPA, dropping below the 67% successful completion rate may adversely affect a student's financial aid eligibility. To learn more, please see "Satisfactory Academic Progress Standards" in the Financial Aid section of the Catalog.

**Academic Probation:** A student receives an email from the Instruction Committee and/or the Office of the Registrar if placed on Academic Probation. Being placed on Academic Probation may impact financial aid (refer to Financial Aid policy, which has requirements that are separate from those in Academics and that follow a separate timeline). Probation signifies that a student's academic progress is unsatisfactory. The following conditions apply for students who are on Academic Probation:

1. Students on Academic Probation may not participate as a member of a College committee or student government.
2. Students on Academic Probation may not compete as members of an athletic team or travel with a College team to competitions. However, with permission of the Dean of Student Success, they may practice with the team and/or participate in other team activities, such as team study halls, leadership meetings, and general team meetings.

**Academic Suspension:** Suspended students may apply for readmission after one semester. In order to be considered for readmission a student needs to provide a transcript from a community or 4-year college demonstrating that the student has earned a grade of C- or higher in a minimum of six credits.

## Student Complaints and Appeals

Warren Wilson College is committed to supporting a campus climate that is respectful and supportive of all who work, live, study or participate in activities or events in the campus community. When disagreements arise, the College strongly encourages all members of the community to engage one another informally, within the spirit of the Community Commitment, which asks us to commit to "engage in honest and constructive communication."

However, if, after informally seeking a solution to a problem, a student wishes to formally register a complaint or appeal a formal decision, they should follow the processes outlined below. In the case of a hate/bias incident, students should *not* attempt an informal resolution.

All student complaints and appeals are routed to the appropriate responsible administrator, who will investigate the situation, seek an equitable solution, and report back to the student in a timely manner.

The following steps make up the process for resolving a student complaint or appeal:

1. Student attempts informal resolution

2. Student submits written complaint or appeal via link below
3. Complaint or appeal is routed to the appropriate administrator
4. Administrator contacts student to confirm complaint or appeal
5. Administrator conducts investigation and makes decision
6. Administrator contacts student to communicate decision and options

#### Formal Complaint

A formal complaint arises when students believe, based on established College policies and procedures, that they have been treated in an inconsistent or arbitrary manner by a College employee and informal methods of resolving the concern remain unaddressed or unsatisfactory.

#### Appeal a Decision

An appeal arises when a decision made by a College employee remains unsatisfactory or when extenuating circumstances may reasonably support an appeal.

#### Hate/Bias Incident

In the case of a complaint that relates to a hate/bias incident, students should not attempt an informal resolution. Warren Wilson College defines a hate or bias-motivated incident as any disruptive conduct (oral, written, graphic, or physical) that is against an individual, or individuals, because of their actual, or perceived race, color, national origin/ancestry, religion, sex, age, disability, sexual orientation, gender identity/expression, veteran and National Guard status, marital status, pregnancy, political affiliation, or arrest/conviction record. If you believe the incident involves criminal conduct, please call Security at (828) 230-4592, in addition to completing the form.

All Hate/Bias Incident Reports will be handled by the College's Title IX Coordinator.

Warren Wilson College adheres to all student grievance and public complaint policy requirements of the U.S. Department of Education and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Information about complaints against the College or against SACSCOC is available on the College website.

For further information and links to relevant forms, please visit this webpage:

[www.warren-wilson.edu/student/complaints-and-appeals](http://www.warren-wilson.edu/student/complaints-and-appeals)

## Academic Freedom

In the interest of promoting intellectual inquiry, the development of knowledge, and the open exchange of ideas, Warren Wilson College recognizes that professors have the right to engage in intellectual debate, research, artistic endeavors, and inquiry without fear of censorship or retaliation. Faculty members have the right to remain true to their intellectual and pedagogical commitments, and express ideas and perspectives in speech, in writing, in publications, and through electronic communication, both on and off campus, without fear of sanction, so long as that expression does not significantly impair the rights of others.

Faculty members have the right to study the topics they select and to draw conclusions they find consistent with their research. When professors share ideas or research, academic freedom allows others to judge whether their work is valuable and their conclusions sound. Both the individual members of the faculty and Warren Wilson College have the right to maintain academic standards.

Warren Wilson College recognizes that professors have the right to disagree with administrative policies or proposals without facing reprisals. Academic Freedom does not give members of the faculty the right to express views which demonstrate that they are professionally ignorant, incompetent, or dishonest with

regard to their discipline or fields of expertise, nor does it protect members of the faculty from sanctions resulting from misconduct or poor performance.

Warren Wilson College will not allow religious, political, or philosophical beliefs of politicians, administrators, or members of the public to be imposed on faculty. To protect academic freedom, Warren Wilson College will oppose efforts by corporate or government sponsors to block dissemination of any professor's research findings.

Academic freedom involves responsibilities as well as privileges. Teachers are entitled to freedom in the classroom in discussing course subject materials, but should be careful not to introduce controversial matter that is irrelevant to the subject taught. Although they may speak and write freely as private citizens without institutional censorship or discipline, professors should make every effort to indicate in such cases that they are not speaking for the Warren Wilson College.

## Transfer Credit Post-Enrollment

Full-time Warren Wilson College students may enroll in courses at another college, typically during the summer term, and transfer back credits. However, they must first complete the form "Permission to Take a Course as a Visitor at Another Institution" on the Registrar's webpage and receive confirmation that the courses they are taking will be accepted. Please see related policy regarding transferring in credit post-enrollment:

[Baccalaureate Degree Requirements](#)

## Programs of Study

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### Undergraduate Majors, Concentrations, & Honors

- BA Art** (CIP # 50.0101)  
 Ceramics  
 Material Studies  
 Media Arts and Photography  
 Painting and Drawing  
 Printmaking and Book Arts
- BS Biochemistry** (CIP # 26.0202)  
 Honors Program
- BS Biology** (CIP # 26.0101)  
 Honors Program
- BA Business** (CIP # 52.0201)
- BA or BS Chemistry** (CIP # 40.0501)  
 Honors Program
- BA Communication** (CIP # 09.0100)
- BS Conservation Biology** (CIP # 26.1307)  
 Honors Program
- BA Creative Writing** (CIP # 23.1302)
- BA Data Science** (CIP # 30.7001)
- BA English** (CIP # 23.0101)  
 Honors Program
- BS Environmental Science** (CIP # 03.0104)  
 Ecological Forestry
- BA Environmental Studies** (CIP # 03.0103)  
 Environmental Education
- BA Expressive Arts Therapy** (CIP # 44.0000)  
 Art  
 Music  
 General  
 Honors Program
- BA Global Studies** (CIP # 30.2001)  
 Culture, Power, and Place  
 Environment and Society  
 Peace and Social Justice  
 The Local and the Global
- BA History and Political Science** (CIP # 54.0101)  
 History  
 Political Science
- BA Mathematics** (CIP # 30.0801)
- BA Music** (CIP # 50.0901)  
 General  
 Traditional
- BA Outdoor Business** (CIP # 52.0299)
- BA Outdoor Leadership** (CIP # 31.0601)
- BA Philosophy** (CIP # 38.0101)  
 Critical Theory and Social Justice
- BA Psychology** (CIP # 42.0101)  
 Honors Program
- BA Social Work** (CIP # 44.0701)
- BA Sociology and Anthropology** (CIP # 45.1101)  
 Archaeology

- Cultural Anthropology  
 Gender and Women's Studies  
 Sociology
- BA or BS Sustainable Agriculture and Food Studies** (CIP # 01.0308)

### Undergraduate Minors

- Africana Studies  
 Art  
 Craft  
 Biology  
 Business  
 Chemistry  
 Creative Writing  
 Data Science  
 Education  
 Early Childhood/Early Elementary Grades Track  
 Middle Grades/High School Track  
 English  
 Environmental Studies  
 Expressive Arts Therapy  
 Gender and Women's Studies  
 Global Studies  
 Global Studies: Appalachian Studies  
 Global Studies: Spanish Language in Context  
 History and Political Science  
 Interfaith Leadership  
 Mathematics  
 Music: General  
 Music: Traditional  
 Outdoor Leadership  
 Peace and Justice Studies  
 Philosophy  
 Physics  
 Psychology  
 Neuroscience  
 Science Communication  
 Sociology and Anthropology  
 Theatre

### Graduate Program

- Master of Fine Arts in Creative Writing** (CIP # 23.1302)

# Undergraduate Departments and Programs of Study

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## Art Department

**Faculty:** James Darr, Leah Leitson, Charlotte Taylor, Jessica White (Chair)

### Department Overview

The mission of the Art Department is to affirm and nurture the creative spirit of each student, to promote the skilled production of creative work, and the appreciation of art and craft as disciplines that contribute to the cultures and histories of humanity.

The goals of the Art Program are the following:

1. To teach students to effectively utilize material processes and visual elements to express concepts.
2. To aid individuals in the development of skill, sensitivity, and creativity in the use of art and craft materials.
3. To help students develop critical thinking and the ability to analyze and evaluate visual images and cultural objects.
4. To promote the appreciation of art and craft as disciplines and examine their contributions to culture.
5. To provide work and service opportunities for students to develop their artistic sensibilities and craft skills in support of the mission of the College

The Art Department provides a course of study in the visual and material arts that supports, integrates, and contributes to the mission of the college. Each student is encouraged to develop a unique vision and to come to a greater understanding and appreciation of the diverse responses and contributions of others. Students explore how and why they work creatively and develop an appreciation for art and craft in a historical context.

## Major in Art, B.A.

The major in Art provides a basic foundation in the visual and material arts that allows each student to:

1. Discover and develop his or her own creative potential and direction,
2. Come to a greater understanding and appreciation of the unique contributions of others and the complex issues that confront art today, and
3. Develop the necessary skills, both technical and conceptual, to produce a body of work as well as to understand and contribute meaningfully to contemporary issues and culture.

A major in Art prepares students to pursue careers as artists and artisans as well as further study in a graduate program or in art school. It can also open opportunities in interior design, graphic design, web page design, art management, museums and galleries, art-related businesses, and successful work as a studio artist. The art major is intended for students who are interested in making dedicated commitments to the visual arts and material studies within a liberal arts context. The major provides an experiential foundation in visual arts and material studies. Students discover and develop creative potential and direction and come to a greater understanding and appreciation of the unique contributions of others and of the complex issues that confront those in the arts today.

To be eligible for admission to the art major, it is recommended that the student first completes Drawing



I, either 2D or 3D Design, and either Introduction to Art History or Modern and Contemporary Art with grades of C- or better in each of these courses. Students must pass a Portfolio Review before declaring as an art major (see Department Chair for more information).

**Grades:** In order to count toward fulfillment of the art major, all art major courses including the senior capstone sequence (ART 4120 Senior Project I and ART 4130 Senior Project II: Studio Art) must be passed with a grade of C- or higher.

**Total Credit Hours:** Students must earn a minimum of 52 credit hours in art to fulfill the major requirements, distributed as follows.

**Requirements:**

- I. Foundation Courses: Required of all Art majors; 20 credit hours as follows:

One of the following courses:

ART 1110 2D Design (4cr)\*

ART 1120 3D Design (4cr)\*

All of the following courses:

ART 1160 Drawing I (4cr)

ART 1470 Introduction to Art History (4cr)

ART 2470 Modern and Contemporary Art (4cr)

ART 3310 Research Methods in Art (4cr)

- II. Senior Capstone Experience: 8 credit hours required of all majors:

ART 4120 Senior Project I (4cr)

ART 4130 Senior Project II: Studio Art (4cr)

- III. Studio art concentrations: 16 credit hours from one of the following areas must be taken to constitute a studio concentration. Students are admitted to the Senior Capstone sequence only after completing three of the four courses in their concentration.

**Ceramics**

ART 1040 Introduction to Handbuilding (4cr)

ART 1060 Introduction to Ceramics (4cr)

ART 2000 Ceramics II (4cr)

ART 3000 Ceramics III (4cr)

ART 4000 Ceramics IV (4cr)

**Material Studies**

ART 1103 Introduction to Craft and Material Studies (4cr)

ART 1120 3D Design (4cr)\*

ART 1130 Introduction to Sculpture (4cr)

ART 1140 Figurative Sculpture (4cr)

ART 2131 Sculpture II (4cr)

ART 2370 Furniture Design (4cr)

ART 2700 Mold Making and Casting (4cr)

ART 2710 Metal Sculpture (4cr)

ART 2750 Ferrous Jewelry: Matter in Motion (4cr)

ART 2907 Hand Tool Woodworking Concepts (4cr)

ART 2908 Explorations in Weaving (4cr)

ART 2909 Hammer & Anvil: Flame & Matter (4cr)

ART 2913 Storytelling Through Cloth (4cr)

ART 3131 Sculpture III (4cr)

ART 4132 Sculpture IV (4cr)

### Media Arts and Photography

- ART 1090 Photography I (4cr)
- ART 1790 Alternative Processes (4cr)
- ART 1911 Introduction to Animation (4cr)
- ART 2090 Photography II (4cr)
- ART 2190 The Language of Photography (4cr)
- ART 2270 Animation 2 (4cr)
- ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
- ART 2295 / ENG 2295 Horror Film (4cr)
- ART 2315 16mm Filmmaking (4cr)
- ART 3090 Photography III (4cr)
- ART 3270 Animation 3 (4cr)
- ART 4090 Photography IV (4cr)

### Painting and Drawing

- ART 1030 Painting I (4cr)
- ART 1110 2D Design (4cr)\*
- ART 1610 Watercolor (4cr)
- ART 2030 Painting II (4cr)
- ART 2160 Drawing II (4cr)
- ART 2450 Life Drawing (4cr)
- ART 2600 Service Learning Mural Painting (4cr)
- ART 3030 Painting III (4cr)
- ART 3160 Drawing III (4cr)
- ART 4030 Painting IV (4cr)
- ART 4160 Drawing IV (4cr)

### Printmaking and Book Arts

- ART 1041 Introduction to Printmaking (4cr)
- ART 1050 Bookforms (2cr)
- ART 1071 Letterpress and the Printed Book (4cr)
- ART 1080 Papermaking (2cr)
- ART 2040 Printmaking II (4cr)
- ART 3040 Printmaking III (4cr)
- ART 4040 Printmaking IV (4cr)

\*ART 1110 2D Design and ART 1120 3D Design may fulfill a studio elective *only if* they are not being used to fulfill foundation course requirements.

- IV. Studio / Art History Electives: 8 credit hours. Two studio courses outside the concentration, OR one studio course outside the concentration and an art history elective.
- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Minor in Art

**Grades:** Students must pass all courses at a grade of C- or better to count toward fulfillment of the

minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in art to fulfill the minor requirements, distributed as follows.

**Requirements:**

- I. Foundation Courses: (12 credit hours)  
 One of the following courses:  
     ART 1110 2D Design (4cr)  
     ART 1120 3D Design (4cr)  
  
 All of the following courses:  
     ART 1160 Drawing I (4cr)  
  
 One of the following courses:  
     ART 1470 Introduction to Art History (4cr)  
     ART 2470 Modern and Contemporary Art (4cr)
- II. Elective Courses: (12 credit hours)  
 Choose from courses in the Art Major Studio Concentrations above.

## Minor in Craft

Paired with the study of studio art and complementary to majors in the sciences and humanities, the craft minor enables students to learn about the design, production, and marketing of fine craft. The minor in craft gives students an opportunity to take studio art courses focused on craft practices and to gain additional craft-related experiences through extensive service on one of Warren Wilson College's work crews: Blacksmithing, Ceramics Studio, Fiber Arts, or Woodworking.

**Grades:** Students must pass all courses at a grade of C- or better to count toward fulfillment of the craft minor. In addition, students must maintain an overall GPA of 2.0.

**Total Credit Hours:** To fulfill the minor requirements for craft, students must earn a minimum of 24 credit hours distributed in the following way:

**Requirements:**

- I. Foundation Courses (12 credit hours):  
     ART 1120 3D Design (4cr)  
     ART 1160 Drawing I (4cr)  
     ART 2350 Craft Histories: The Cultures of Skill, Labor & Material (4cr)
- II. Electives: Students may choose twelve (12) credit hours from the following courses:  
     ART 1040 Introduction to Handbuilding (4cr)  
     ART 1050 Bookforms (2cr)  
     ART 1060 Introduction to Ceramics (4cr)  
     ART 1071 Letterpress and the Printed Book (4cr)  
     ART 1080 Papermaking (2cr)  
     ART 1103 Introduction to Craft and Material Studies (4cr)  
     ART 2000 Ceramics II (4cr)  
     ART 2370 Furniture Design (4cr)  
     ART 2710 Metal Sculpture (4cr)  
     ART 2907 Hand Tool Woodworking Concepts (4cr)

ART 2908 Explorations in Weaving (4cr)

ART 2909 Hammer & Anvil: Flame & Matter (4cr)

ART 2913 Storytelling Through Cloth (4cr)

ART 3000 Ceramics III (4cr)

ART 4000 Ceramics IV (4cr)

Museum, gallery, or other internship with approval of the Art Department (4 cr max.)

Students may also choose other four-credit studio art electives, independent study, Topics in Art, Visiting Artist Topics, or Study Away courses with approval of the Art Department.

## Biology Department

**Faculty:** Paul Bartels, Elizabeth Benavides, Amy Boyd, Mark Brenner, Patrick Ciccotto, Liesl Erb, Jeffrey Holmes, Alisa Hove (Chair), Olya Milenkaya

### Department Overview

The mission of the Biology Department is to ensure that students understand how a scientific approach to the natural world leads to both insight and an altered perception of the breadth and depth of life on our planet. This is done through reinforcing in students the knowledge, skills, and habits of thought that characterize the biologically trained mind.

The goals of the Biology Department are the following:

1. To ensure that every Biology student has a working and up-to-date knowledge of the fundamental concepts of biology.
2. To provide a B.S. degree curriculum that will allow students to succeed in any standard graduate program or career in a biology-related field.
3. To develop in its students--majors and non-majors--the skill of critical evaluation of scientific information and the ability to relate scientific concepts to real-world problems.
4. To encourage in its students an appreciation of and respect for biodiversity and natural systems.

Through a broad, rigorous academic study of the living world within the context of a liberal arts education, the Biology Department awards two degrees: a B.S. in Biology and a B.S. in Conservation Biology. Courses in the Biology program emphasize the process of gathering scientific information and building knowledge based on critical evaluation of experimental observation. The Biology major allows students to explore a broad range of biological disciplines and scales of organization (ranging from molecules to ecosystems), as well as the opportunity to explore one of several specialized areas in greater depth. The Conservation Biology major is designed for students wishing to specialize in conservation-oriented research, with the intent to pursue graduate school in the natural sciences and/or work as conservation scientists in academia, government, or the private sector. All students majoring in Biology and Conservation Biology follow a program of study that provides a broad fundamental understanding of all areas of the life sciences as well as chemistry and mathematics. In addition, all students conduct an independent research project on a topic of their choosing and present their findings to the College in the form of the Natural Science Undergraduate Research Sequence (NSURS).

## Major in Biology, B.S.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. This includes courses with BIO, CHM, MAT, PHY, and SCI prefixes. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** Students must earn a minimum of 61 credit hours, as specified below, to fulfill the major requirements.

### Requirements:

Biology majors may not take BIO courses numbered 1100 or below to meet Biology requirements.

#### I. Core Requirements:

- BIO 1160 General Biology (4cr)
- BIO 2020 Ecology (4cr)
- BIO 3220 Genetics (4cr)
- SCI 3900 Capstone Research Design (2cr)
- SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)

SCI 4930 Capstone Thesis Preparation and Presentation (1cr)  
(See Courses of Instruction: Science, for requirements of the Natural Science Undergraduate Research Sequence.)

- II. Other Requirements:
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
  - CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)
  - CHM 2250 Organic Chemistry I (4cr) + CHM 2251 Organic Chemistry I Laboratory (0cr)
  - MAT 2410 Calculus I (4cr)
  - PHY 2510 Physics I (4cr)
  
- III. Area Requirements: Students must complete a minimum of one course in each of the following three areas.
  - A. Cellular and Subcellular Biology:
    - BIO 2080 Cell Biology (4cr)
    - BIO 2100 The Art of Microbiology (4cr)
    - BIO 4500 Microbiology (4cr)
    - CHM 4070 Biochemistry I (4cr)
  - B. Botany:
    - BIO 2190 Plant Morphology and Anatomy (4cr)
    - BIO 2330 / ENS 2330 Forest Biology (4cr)
    - BIO 2500 General Botany (4cr)
    - BIO 3400 Plant Ecology (4cr)
    - BIO 3420 Plant Physiology (4cr)
    - BIO 4400 Plant Taxonomy (4cr)
  - C. Zoology:
    - BIO 2040 Mammalogy (4cr)
    - BIO 2110 Anatomy and Physiology I (4cr)
    - BIO 2120 Anatomy and Physiology II (4cr)
    - BIO 2340 General Zoology (4cr)
    - BIO 2913 / ENS 2913 General Entomology (4cr)
    - BIO 3180 Ornithology (4cr)
    - BIO 3190 Biology of Fishes (4cr)
    - BIO 3480 Animal Behavior (4cr)
    - ENS 2160 Introduction to Animal Science (4cr)
  
- IV. Electives: Students must complete an additional 10 credit hours of electives in Biology; refer to "Biology Major Electives" below.
  
- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Conservation Biology, B.S.

### Major Overview

The mission of the Conservation Biology Program is to develop leaders who have the capacity to understand, investigate, and solve ongoing and future conservation problems. This is done through an interdisciplinary curriculum that builds foundational knowledge, applies that knowledge to conservation

problems, and develops students' conservation ethic.

The goals of the Conservation Biology Program are the following:

1. To ensure that every Conservation Biology major has a working and up-to-date knowledge of the fundamental concepts of biodiversity conservation.
2. To provide a B.S. degree curriculum that prepares students to succeed in standard graduate programs or careers in a conservation-related field.
3. To develop in its students the skill of critical evaluation of scientific information and the ability to apply scientific concepts to real-world conservation problems.
4. To encourage in its students an appreciation of and respect for biodiversity and natural systems.
5. To prepare leaders for solving current and yet unforeseen conservation problems by developing their critical thinking, analytical, and interdisciplinary skills.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Prerequisites must also be passed with a grade of C- or better.

**Total Credit Hours:** A minimum of 63 credit hours in biology, chemistry, environmental studies, global studies, mathematics, philosophy, and natural sciences (as specified below), to fulfill the major requirements.

#### Requirements:

Other than BIO 1080 Introduction to Conservation Biology, Conservation Biology majors may not take BIO courses numbered 1100 or below to meet major requirements.

#### I. Core Requirements:

BIO 1080 Introduction to Conservation Biology (4cr)  
 BIO 1160 General Biology (4cr)  
 BIO 2020 Ecology (4cr)  
 BIO 3100 Conservation Biology (4cr)  
 BIO 3220 Genetics (4cr)  
 BIO 4020 Evolutionary Biology (4cr)  
 Topics in Conservation Biology - *Must complete a minimum of 4 credits from the following Topics in Conservation Biology Courses:*  
     BIO 4720 Topics in Conservation Biology (4cr)  
     BIO 4721 Topics in Conservation Biology (2cr)  
 CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)  
 CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 PHI 2520 Environmental Ethics (4cr)  
 SCI 3900 Capstone Research Design (2cr)  
 SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)  
 SCI 4930 Capstone Thesis Preparation and Presentation (1cr)  
 (See Courses of Instruction: "Science Communication & Research" for requirements of the Natural Science Undergraduate Research Sequence.)

#### II. Area Requirements: Students must complete a minimum of one course in each of the following three areas.

##### A. Quantitative Reasoning:

MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (*Students must complete the two-course Statistics sequence.*)  
 MAT 2410 Calculus I (4cr)



**B. Botany:**

BIO 2190 Plant Morphology and Anatomy (4cr)  
 BIO 2330 / ENS 2330 Forest Biology (4cr)  
 BIO 2500 General Botany (4cr)  
 BIO 3400 Plant Ecology (4cr)  
 BIO 3420 Plant Physiology (4cr)  
 BIO 4400 Plant Taxonomy (4cr)

**C. Zoology:**

BIO 2040 Mammalogy (4cr)  
 BIO 2340 General Zoology (4cr)  
 BIO 2913 / ENS 2913 General Entomology (4cr)  
 BIO 3180 Ornithology (4cr)  
 BIO 3190 Biology of Fishes (4cr)  
 BIO 3480 Animal Behavior (4cr)  
 Select Topics courses

- III. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Honors Program in Biology and Conservation Biology

Graduation in Biology or Conservation Biology with honors is possible for qualified students. The objectives of the Biology and Conservation Biology Honors Programs are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

**Requirements:** Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing the requirements of the Honors Program in Biology. To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Engage in any of the following activities: (a) submit a research proposal for internal funding (e.g., WWC Pugh/Sutherland grant), or other source for funding for the research or for presenting research at a conference. In lieu of applying for grant funding, the student may apply for a National Science Foundation Research Experience for Undergraduates (NSF REU) or equivalent summer research experience. OR (b) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (c) submit a manuscript for publication in a peer-reviewed journal.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI 4930 Capstone Thesis Preparation and Presentation and earn a course grade of A- (90%) or better.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology faculty.

## Minor in Biology

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 25 credit hours to fulfill the minor requirements.

### Requirements:

- I. All of the following:
  - BIO 1160 General Biology (4cr)
  - BIO 2020 Ecology (4cr)
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
- II. One of the following:
  - BIO 2080 Cell Biology (4cr)
  - BIO 3220 Genetics (4cr)
- III. Plus an additional 8 credit hours of Biology courses or Biology electives at or above the 2000 level.

## Biology Major Electives

In general, any 2000-level or higher course approved by the student's major advisor in Biology may count as a major elective. This list is intended as a guide for students and advisors as they choose electives to best enrich and complement their paths through the major.

- BIO 2040 Mammalogy (4cr)
- BIO 2080 Cell Biology (4cr)
- BIO 2100 The Art of Microbiology (4cr)
- BIO 2110 Anatomy and Physiology I (4cr)
- BIO 2120 Anatomy and Physiology II (4cr)
- BIO 2190 Plant Morphology and Anatomy (4cr)
- BIO 2290 Field Mycology (2cr)
- BIO 2330 / ENS 2330 Forest Biology (4cr)
- BIO 2340 General Zoology (4cr)
- BIO 2500 General Botany (4cr)
- BIO 2600 Field Studies in Plant Ecology (4cr)
- BIO 2913 / ENS 2913 General Entomology (4cr)
- BIO 2980 Topics in Biology (2cr)
- BIO 2989 Topics in Biology (4cr)
- BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
- BIO 3100 Conservation Biology (4cr)
- BIO 3180 Ornithology (4cr)
- BIO 3190 Biology of Fishes (4cr)
- BIO 3400 Plant Ecology (4cr)
- BIO 3420 Plant Physiology (4cr)
- BIO 3480 Animal Behavior (4cr)
- BIO 3750 Topics in Biology (2cr)
- BIO 3760 Topics in Biology (4cr)
- BIO 4020 Evolutionary Biology (4cr)
- BIO 4400 Plant Taxonomy (4cr)

BIO 4500 Microbiology (4cr)  
CHM 4070 Biochemistry I (4cr)  
CHM 4080 Biochemistry II (4cr)  
CHM 4090 Biochemistry Laboratory (1cr)  
ENS 2160 Introduction to Animal Science (4cr)  
ENS 2170 Arthropods and Agriculture (4cr)  
PSY 3100 Biopsychology (4cr)  
PSY 3240 Sensation and Perception (4cr)  
SCI 2900 Science Communication and Outreach (4cr)

## Business Department

**Faculty:** Jack Igelman, Wendy Seligmann (Chair), Justinn Steffe

### Department Overview

The mission of the Business Department is to provide students with a course of study, rooted in the College's mission, that will help them understand and apply the theories and practice of management and entrepreneurship. Warren Wilson's values of social justice and sustainability are integrated throughout the curriculum. Through a combination of coursework and applied learning, students are prepared to work effectively as leaders and professionals contributing to a complex and changing world.

Program goals are to:

- Provide students with essential skills that will help them succeed as professionals and entrepreneurs.
- Develop conscientious citizens who are informed by the values of sustainability and social justice.
- Provide opportunities for practical applications among community partners in Asheville and beyond.

Students gain a foundation of historical knowledge and current theories, quantitative and logical skills, and ethical practice that enables them to pursue a variety of professional and academic fields and/or further graduate study, including the MBA.

Business can be combined with other majors and minors (e.g., Art, Biology, Outdoor Leadership, Social Work, or Writing) to address specific combinations of interests and applications.

### Major in Business, B.A.

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 54 credit hours, including the following, to fulfill the major requirements.

#### Requirements:

##### I. Core Requirements (38 Credits)

BA 1020 Foundations of Business Success (2cr)  
 BA 2010 Accounting I (4cr)  
 BA 2050 / ECO 2030 Survey in Economics (4cr)  
 BA 2111 Principles and Practices of Contemporary Management (4cr)  
 BA 2200 Sustainable Business Practices (4cr)  
 BA 3042 Organizational Finance (4cr)  
 BA 3205 Strategic Marketing (4cr)  
 BA 4000 Applied Business and Consulting Capstone (4cr)  
 MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistic sequence.)

One of the following:

GBL 2250 Introduction to Geographic Information Systems (4cr)  
 MAT 2108 Introduction to Data Science (4cr)  
 3000- or 4000-level Economics course (4cr)

##### II. Elective Courses (12 Credits)

At least 12 credit hours of 3000-level electives, 4 of which must be in Business or Economics. In consultation with the advisor, students may select the remaining 8 credits from Business, Economics, or from other fields that fulfill one or more of the following criteria:

- Quantitative and computing skills
- Managing people and creating incentives
- Functioning of institutions, systems, organizations, and culture
- Ethics, Sustainability, and Social Justice

Currently offered or approved courses which meet this criteria include:

BA 3050 New Venture Business Plan Development (4cr)  
 BA 3150 Human Resource Management (4cr)  
 BA 3202 Social Entrepreneurship: Leading Change (4cr)  
 BA 3310 Personal Investing (2cr)  
 BA 3510 Understanding Leadership Through Film (2cr)  
 BA 3610 Organizational Behavior (2cr)  
 BA 3620 Cross-Cultural Organizational Behavior (2cr)  
 BA 3800 / ECO 3800 Environmental and Ecological Economics (4cr)  
 BA 3904 Contemporary Issues in Sports Management (4cr)  
 ENS 4400 Sustainable Farm Management (4cr)  
 GBL 3250 Advanced Geographic Information Systems (4cr)  
 MAT 3039 Advanced Topics in Data Science (4cr)  
 PSY 3180 Social Psychology (4cr)

III. Practicum: Preparation, Internship and Reflection (4 credits minimum):

BA 3500 College to Career (2cr)  
 Internship (*academic credit optional*): CD 4850 Academic Internship and CD 4870  
 Advanced Academic Internship)  
 CD 4840 Academic Internship Seminar (2cr)

IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Minor in Business

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** 20 credit hours

**Requirements:**

The following 20 credit hours of coursework, including at least 8 credit hours at the 3000-4000 level:

BA 2010 Accounting I (4cr)  
 BA 2050 / ECO 2030 Survey in Economics (4cr)  
 BA 2111 Principles and Practices of Contemporary Management (4cr)  
 One 3000-level elective that must be in Business or Economics (4cr)  
 BA 3042 Organizational Finance (4cr)  
 OR  
 BA 3205 Strategic Marketing (4cr)

## Chemistry Department

**Faculty:** Kim M. Borges, David Coffey, Langdon J. Martin (Chair), Yuemei Zhang

**Lab Manager:** Mark Benavides

### Major and Minor Overview: Chemistry and Biochemistry

The mission of the Chemistry program is to provide a high quality liberal arts education in Chemistry and Biochemistry promoting solid technical knowledge, reasoned discourse, creative thought, problem solving, and experiential learning framed within an educational mission of academics, service, and work.

This mission is accomplished with the following goals:

1. To provide a supportive environment for students with convenient access to professors and peer tutors.
2. To emphasize the connections between chemistry, biology, and environmental science.
3. To encourage students to become lifelong learners and scientifically responsible citizens.
4. To promote creative collaborations and research between students, staff, and faculty.
5. To maintain a collection of state-of-the-art instruments for use by chemistry students and faculty members as well as for use as a college-wide resource.
6. To train and support students on the chemistry work crew, promoting a strong work ethic, professional demeanor, and safe laboratory practices.
7. To promote collaborations between the department members and members of other academic departments.
8. To provide service and outreach to various groups external to the College.
9. To prepare students for meaningful careers as scientists, medical and health care professionals, and as science educators.
10. To provide a productive and fulfilling environment for faculty and staff members.

The B.S. track in Chemistry or Biochemistry prepares students for graduate school, for medical, dental, pharmacy, or veterinary school, as well as for good jobs as a traditional bench chemist. The B.A. track in Chemistry is a suitable track for those students who have an interest in careers that emphasize teaching or technical work. It is also an excellent track for students who wish to double-major, or who desire flexibility for taking a wider-variety of liberal arts courses. The B.A. provides the knowledge-base to enter the workforce as an entry-level bench chemist, teach math or science at the secondary level or pursue postgraduate studies in the health sciences at the bachelors or masters level. The Biochemistry major is suitable for students preparing for graduate programs in biochemical or biomedical fields, human or veterinary medicine, and all health areas. Opportunities for exciting careers in these areas should remain abundant in the future.

### Major in Chemistry, B.A.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours, as follows, to fulfill the major requirements.

#### Requirements:

- I. Core Requirements: all of the following courses (43 credit hours):  
 CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)  
 CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)  
 CHM 2250 Organic Chemistry I (4cr) + CHM 2251 Organic Chemistry I Laboratory (0cr)

CHM 3210 Instrumental Methods (4cr)

CHM 3310 Thermodynamics and Kinetics (4cr)

OR

CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)

MAT 2410 Calculus I (4cr)

MAT 2420 Calculus II (4cr)

PHY 2510 Physics I (4cr)

PHY 2520 Physics II (4cr)

SCI 3900 Capstone Research Design (2cr)

SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)

SCI 4930 Capstone Thesis Preparation and Presentation (1cr)

II. Elective Credits: minimum of 5 credit hours from the following list:

CHM 3201 Organic Chemistry II (4cr) + CHM 3202 Organic Chemistry II Laboratory (0cr)

CHM 3310 Thermodynamics and Kinetics (4cr)\*\*

OR

CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)\*\*

CHM 3330 Physical Chemistry Laboratory (1cr)

CHM 4070 Biochemistry I (4cr)

MAT 2430 Multivariable Calculus (4cr)\*

MAT 2500 Linear Algebra (4cr)\*

MAT 2510 Differential Equations (4cr)\*

Any physics (PHY) course, level 2900 or above

Select Topics courses in chemistry (2000 level or above)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

\*\* CHM 3310 Thermodynamics and Kinetics and CHM 3320 Quantum Chemistry and Molecular Spectroscopy may be taken to fulfill the elective requirements only if not taken to fulfill the core requirements.

III. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Chemistry, B.S.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 58 credit hours, as follows, to fulfill the major requirements.

**Requirements:**

I. Core Requirements: all of the following courses (52 credit hours):

CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)



CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)  
 CHM 2250 Organic Chemistry I (4cr) + CHM 2251 Organic Chemistry I Laboratory (0cr)  
 CHM 3201 Organic Chemistry II (4cr) + CHM 3202 Organic Chemistry II Laboratory (0cr)  
 CHM 3210 Instrumental Methods (4cr)  
 CHM 3310 Thermodynamics and Kinetics (4cr) + CHM 3330 Physical Chemistry Laboratory (1cr)  
 CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)  
 MAT 2410 Calculus I (4cr)  
 MAT 2420 Calculus II (4cr)  
 PHY 2510 Physics I (4cr)  
 PHY 2520 Physics II (4cr)  
 SCI 3900 Capstone Research Design (2cr)  
 SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)  
 SCI 4930 Capstone Thesis Preparation and Presentation (1cr)

II. Elective Credits: minimum of 6 credit hours from the following list:

CHM 4070 Biochemistry I (4cr)  
 MAT 2430 Multivariable Calculus (4cr)\*  
 MAT 2500 Linear Algebra (4cr)\*  
 MAT 2510 Differential Equations (4cr)\*  
 Any physics (PHY) course, level 2900 or above  
 Selected Topics courses in chemistry (2000 level or above)

\* Only one mathematics (MAT) course may be counted toward the elective credits requirement.

III. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Biochemistry, B.S.

### Major Overview

The Biochemistry Major follows the curriculum recommended by the *American Society for Biochemistry and Molecular Biology*, stressing critical thinking, teamwork, and ethics in addition to solid knowledge and skills in the biological and chemical sciences. This major includes all academic requirements for admission to medical schools, veterinary schools, and graduate schools as well as strong preparation for a professional career.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 68 credit hours, as follows, to fulfill the major requirements in Biochemistry.

### Requirements:

- I. Core Requirements: all of the following courses (64 credit hours):
  - BIO 1160 General Biology (4cr)
  - BIO 2080 Cell Biology (4cr)
  - BIO 3220 Genetics (4cr)
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
  - CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)

CHM 2250 Organic Chemistry I (4cr) + CHM 2251 Organic Chemistry I Laboratory (0cr)  
 CHM 3201 Organic Chemistry II (4cr) + CHM 3202 Organic Chemistry II Laboratory (0cr)  
 CHM 3210 Instrumental Methods (4cr)  
 CHM 3310 Thermodynamics and Kinetics (4cr)  
 CHM 4070 Biochemistry I (4cr)  
 CHM 4080 Biochemistry II (4cr)  
 CHM 4090 Biochemistry Laboratory (1cr)  
 MAT 2410 Calculus I (4cr)  
 MAT 2420 Calculus II (4cr)  
 PHY 2510 Physics I (4cr)  
 SCI 3900 Capstone Research Design (2cr)  
 SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)  
 SCI 4930 Capstone Thesis Preparation and Presentation (1cr)

- II. Elective Credits: minimum of four (4) credit hours from the following list:
- Any BIO 3000- or 4000-level course not listed above
  - Any CHM or PHY 2000-4000 level course not listed above
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
  - PSY 3100 Biopsychology (4cr)
  - PSY 3240 Sensation and Perception (4cr)
  - PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
- III. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Honors Program in Chemistry and Biochemistry

Graduation in Chemistry or Biochemistry with honors is possible for qualified students. The objectives of the Honors Program in Chemistry are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

### Requirements:

A student completing a degree in Chemistry or Biochemistry must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work.
3. Identify the research project during the junior year by preparing a well-documented proposal, which must be submitted to the North Carolina Academy of Science (NCAS) or other source for funding.
4. Present the completed project (including a formal written research report in a form suitable for publication) to the Natural Science Presentation course, SCI 4930 Capstone Thesis Preparation and Presentation, and earn a course grade of A- (90%) or better.
5. Present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence (e.g., the NCAS Conference).
6. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

## Minor in Chemistry

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 27 credit hours, as follows, to fulfill the minor requirements.

### Requirements:

- I. Core Requirements (23 minimum credit hours):
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
  - CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)
  - CHM 2250 Organic Chemistry I (4cr) + CHM 2251 Organic Chemistry I Laboratory (0cr)
  - PHY 2510 Physics I (4cr)
  - SCI 3900 Capstone Research Design (2cr)
  - SCI 4870-4890 Natural Science Capstone Research (minimum 2 credit hours)
  - SCI 4930 Capstone Thesis Preparation and Presentation (1cr)
- II. Elective Credits: 4 minimum credit hours from the following list:
  - CHM 3210 Instrumental Methods (4cr)
  - CHM 4070 Biochemistry I (4cr)

Note: Biology and Psychology majors seeking a Minor in Chemistry are encouraged to take CHM 4070 Biochemistry I. All other majors seeking a Minor in Chemistry are encouraged to take CHM 3210 Instrumental Methods. Permission of the department chair is required for student enrollment in either course towards fulfillment of Minor requirements.

## Minor in Physics

### Physics Minor Overview

The mission of the Physics Program is to provide students opportunities for interactive engagement with physics principles and concepts, scientific thinking, communication, and research of solar cells.

The goals of the Physics Program are the following:

1. To provide a physics background for Biology, Chemistry, Biochemistry, Conservation Biology, Mathematics, and Environmental Studies majors.
2. To provide significant modern physics concepts (post-Newtonian) in all the departmental courses.
3. To provide courses in astronomy and physical science that fulfill the science general education requirement for non-science majors.
4. To provide a Minor in Physics for students majoring in the sciences or mathematics.

Extensive emphasis is placed on communication of physics principles through regular assignments and student reports, writing for the extended community, learning transferable skills such as model fitting of experimental data, and providing areas for independent study and research (both student and faculty) in physics and photovoltaics.

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in physics courses at the 2000

level and above and selected courses from related disciplines to fulfill the minor requirements. Courses from related disciplines may include CHM 3310 Thermodynamics and Kinetics (4 credits), CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4 credits), CHM 3330 Physical Chemistry Laboratory (1 credit), approved topics in physics, independent studies in physics, and SCI 4870-4890 Natural Science Capstone Research.

**Requirements:**

- PHY 2510 Physics I (4cr)
- PHY 2520 Physics II (4cr)
- Independent Study in Physics -- 2 credits minimum  
PHY 2990, PHY 3990, or PHY 4990

In addition to the courses listed above, a student completing a minor in Physics should complete the Natural Science Undergraduate Research Sequence (SCI 3900 Capstone Research Design, SCI 4870-4890 Natural Science Capstone Research, and SCI 4930 Capstone Thesis Preparation and Presentation) approved and supervised by the physics department or the department of the student's major. Natural Science Capstone Research and Presentation courses supervised by physics faculty contribute towards the 20-hour minor requirement. However, Natural Science Capstone Research and Presentation courses supervised by another department do not contribute to the 20-hour minor requirement in physics. See Programs of Instruction: "Science Communication and Research" for details.

## Creative Writing Department

**Faculty:** Delicia Daniels, Rachel Haley Himmelheber (Chair), Alysia Li Ying Sawchyn

### Department Overview

The mission of the Creative Writing Department is to provide students with the skills and resources—including classes, workshops, master residencies, and graduate-level experiences—to help them create original work and expand their understanding of historical and contemporary literatures.

In pursuit of this mission, the Creative Writing Department aims to achieve the following goals:

1. To engage in the ongoing practice of writing, through experimenting with different genres and forms, developing a personal aesthetic, and giving and receiving constructive feedback on new work;
2. To engage in the ongoing practice of reading, through learning to assess literary techniques, identify rhetorical elements, and recognize both innovative and traditional works and themes;
3. To pursue the study of literature from different centuries and cultures, learning to recognize narrative traditions, identify historical and cultural context, and find places of intersection within contemporary literature;
4. To nurture a beneficial relationship with the MFA Program that broadens the educational experiences and opportunities of students and faculty on both the graduate and undergraduate level.

**Vision:** The Creative Writing Department aims to provide a rigorous and innovative curriculum of creative and critical instruction for students pursuing a creative writing major or minor, as well as students wishing to broaden their liberal arts experiences.

### Major in Creative Writing, B.A.

The creative writing major leads students through the combined study and practice of both writing and literature with a breadth of experience in various genres, culminating in a capstone course devoted to exploring professional practices and creating a final project.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 44 credit hours in creative writing and English to fulfill the major requirements.

### Requirements:

- I. Foundation Courses: 12 credit hours as follows:
  - WRI 1121 Forms and Theories in Fiction (4cr)
  - WRI 1131 Forms and Theories in Poetry (4cr)
  - WRI 1132 Forms and Theories in Creative Nonfiction (4cr)
- II. Processes and Theories of Revision: 4 credit hours:
  - WRI 2210 Processes and Theories of Revision (4cr)
- III. Advanced Craft Study: 8 credits from the following:
  - WRI 3110 Advanced Fiction Workshop\* (4cr)
  - WRI 3130 Advanced Poetry Workshop\* (4cr)
  - WRI 3160 Advanced Creative Nonfiction Workshop\* (4cr)

WRI 3940 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA  
Workshop (4 credit hours combined)

- IV. Research: 4 credit hours:  
WRI 3810 Research in Creative Writing\* (4cr)
- V. Literature & Critical Reading: 12 credit hours as defined in an approved Plan of Study.\*\*
- VI. Capstone: 4 credit hours:  
WRI 4190 Senior Writing Project (4cr)
- VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

\* May be repeated for credit

\*\* Plan of Study: As part of their completion of Foundations courses, every creative writing major will work with an advisor to draft an intentional Plan of Study. A plan asks students to select appropriate literature/reading courses from among the offerings of the English and creative writing departments that best support their course of study. To be accepted, a Plan of Study should support a student's interests while also expanding their awareness of literatures. A plan may be revised with advisor approval.

## Minor in Creative Writing

The Creative Writing Minor permits students with a strong interest in writing to combine this interest with study in other fields. The minor gives the student an opportunity to write extensively in a variety of genres that culminates in a capstone senior project.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in creative writing to fulfill the minor requirements.

### Requirements:

- I. Foundation Courses: 12 credit hours as follows:
  - WRI 1121 Forms and Theories in Fiction (4cr)
  - WRI 1131 Forms and Theories in Poetry (4cr)
  - WRI 1132 Forms and Theories in Creative Nonfiction (4cr)
- II. Processes and Theories of Revision: 4 credit hours:
  - WRI 2210 Processes and Theories of Revision (4cr)
- III. Research: 4 credit hours:
  - WRI 3810 Research in Creative Writing (4cr)
- IV. Capstone: 4 credit hours:
  - WRI 4190 Senior Writing Project (4cr)

Highly recommended: English literature and readings courses, advanced genre courses.

## Education Department

**Faculty:** Maura Davis (Verner Liaison), Annie E. Jonas (Chair)

### Department Overview

The Education Program focuses on introducing students to the field of education as a possible career. Students in the program may pursue a minor in education with an emphasis on early childhood and early elementary grades or on middle grades/high school. The two tracks provide an opportunity for students to specialize in a particular area related to future career interest. Students interested in upper elementary grades (4-6 grades) would also benefit from the courses within this minor. Every required course in the minor includes a field component within a public school, early childhood center, or other learning environment, including after-school programs or tutoring programs serving children and youth.

The mission of the Education program is to introduce students to the field of education through an emphasis on teaching and learning as it is applied in diverse settings with diverse learners. The course work in the program provides modeling of best practice and features a strong experiential base that includes classroom observation and fieldwork experiences. The program emphasizes active learning and reflection through engaged experiences within the college classroom and in field-site and community engagement placements.

The goals of the Warren Wilson College Education Program are the following:

1. To enable students to develop an understanding of human development and learning theory as applied in educational settings.
2. To enable students to explore the field of education as a possible career.
3. To enable students to develop an understanding of best practices with regard to teaching and learning.
4. To provide students with the opportunity to bridge educational theory with practice through mentored field experiences in diverse educational settings.
5. To provide students with an understanding of how educators can actively engage in and advocate for equity and inclusion in the field of education.

## Minor in Education

The minor in Education is designed to provide students with an opportunity to explore the possibility of a career related to the field of education. Students may select one of two tracks within the minor: an early childhood/early elementary grades track or a middle grades/high school track.

**Grades:** Students must pass education courses with a grade of C or better to count toward fulfillment of the minor.

### Early Childhood/Early Elementary Grades Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

#### Requirements:

- I. Required Courses: (18 credit hours)
  - EDU 2030 Learning with Children (4cr)
  - EDU 2050 Educational Psychology (4cr)
  - EDU 2090 Emergent Literacy for Children (4cr)
  - EDU 2350 Exploring Education (2cr)
  - EDU 2400 Multicultural Education and Equity Pedagogy (4cr)



- II. Elective Courses: (minimum 4 credit hours)
  - EDU 2070 Teaching Writing in Communities (2cr)
  - EDU 2140 Survey of the Exceptional Child in Education (4cr)
  - EDU 2600 Experiential Education (4cr)
  - ENS 4200 / ODL 4200 Program Planning and Design (4cr)
  - ODL 2150 Teambuilding and Group Facilitation (4cr)
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 2010 Infant and Child Development (4cr)
  - SOC 2110 The Family (4cr)
  - SWK 2020 Skills for Communication and Partnering (2cr)
  - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
  - Selected Topics in Education and independent study courses within the Education department may count toward the elective credits for the minor.

## Middle Grades/High School Track

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

### Requirements:

- I. Required Courses: (16 credit hours)
  - EDU 2050 Educational Psychology (4cr)
  - EDU 2120 Teaching Foundations (4cr)
  - EDU 2140 Survey of the Exceptional Child in Education (4cr)
  - EDU 2400 Multicultural Education and Equity Pedagogy (4cr)
- II. Elective Courses: (minimum 6 credit hours)
  - EDU 2070 Teaching Writing in Communities (2cr)
  - EDU 2600 Experiential Education (4cr)
  - ENS 4200 / ODL 4200 Program Planning and Design (4cr)
  - ODL 2150 Teambuilding and Group Facilitation (4cr)
  - PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
  - SWK 2020 Skills for Communication and Partnering (2cr)
  - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
  - Selected Topics in Education and independent study courses within the Education department may count toward the elective credits for the minor, with approval of the program chair.

## English Department

**Faculty:** Beck Banks, Paula Garrett (chair), Rachel Himmelheber, Carol Howard, A. Michael Matin, Jamieson Ridenhour, Candace Taylor

### Major in Communication, B.A.

**Grades:** Courses must be passed with a grade of C- or better to count toward the major.

**Total Credit Hours:** Students must earn a minimum of 44 credit hours to fulfill the major requirements.

#### Requirements:

- I. All of the Following (20 credits):
  - ENG 1010 Introduction to Journalism (4cr)
  - ENG 1910 Communication Practicum (2cr)
  - ENG 1950 Introduction to Mass Communications (4cr)
  - 10 additional credits from department chair approved courses
  
- II. Eight credits from the following genre courses (8 credits):
  - ANT 3149 Language and Culture (4cr)
  - ART 1090 Photography I (4cr)
  - BA 3205 Strategic Marketing (4cr)
  - ENS 2907 Environmental Documentary Filmmaking (4cr)
  - GBL 2010 Intercultural Communication (4cr)
  - GBL 3540 Topics in Advanced Spanish (4cr)
  - SCI 2900 Science Communication and Outreach (4cr)
  - SOC 3100 Media and Social Inequality (4cr)
  - SWK 2020 Skills for Communication and Partnering (2cr)
  - THR 2030 Voice and Speech (4cr)
  - WRI 1132 Forms and Theories of Creative Nonfiction (4cr)
  - Select courses approved by department chair
  
- III. Integration/Capstone Courses: (16 credits):
  - Select courses approved by department chair
  
- IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

### Major in English, B.A.

#### Major Overview

The mission of the English Program is to encourage students to develop, through careful reading, an appreciation of the language and artistry of classic and modern works of literature and to guide students to gain a strong knowledge of these works in their historical and cultural contexts. The English Honors option helps make the program distinctive and intellectually challenging.

The mission is accomplished with the following outcomes:

- I. Reading: Students will understand, contextualize, and interpret a wide variety of texts.
- II. Writing: Students will produce original pieces of criticism in conversation with established scholars.
- III. History: Students will demonstrate an understanding of the historical contexts of texts, as well as the literary schools and genres from which they emerge.
- IV. Theory: Students will demonstrate a fundamental understanding of common approaches to interpreting texts.
- V. Diversity: Students will demonstrate a fundamental understanding of cultural diversity in literature.

**Grades:** Courses must be passed with a grade of C- or better to count toward any English major or toward the English Minor.

**Total Credit Hours:** The English Major consists of 40 credit hours distributed as follows.

**Requirements:**

Apart from the capstone, three courses must be ENG courses at 3000-level or above. A course may be used only once to complete a requirement of the major.

- I. Introductory course: ENG 1200 Reading Lenses\*\* (4cr)
- II. 2 courses in pre-1900 literature, one of which must be pre-1800 (8cr)
  - A. Pre-1800 courses include:
    - ENG 2250 Readings in Early Theatre (4cr)
    - ENG 3210 Early Modern Literature and Culture (4cr)
    - ENG 3220 Early American Literature (4cr)
    - ENG 3350 Medieval Life and Literature (4cr)
    - ENG 3410 Shakespeare (4cr)
    - ENG 3440 Literature and Culture of the Restoration (4cr)
    - ENG 3450 Literature and Culture of the Enlightenment Period (4cr)
  - B. 1800-1900 courses include:
    - ENG 3370 Romanticism (4cr)
    - ENG 3380 Literature and Culture of the Victorian Period (4cr)
    - ENG 3500 Selected Nineteenth-Century American Literature (4cr)
- III. 1 course in culturally diverse literature (4cr)
  - ENG 1080 Introduction to Queer Studies (4cr)
  - ENG 2240 Global Literature of Imperialism (4cr)
  - ENG 2270 Gender and Sexuality in Literature (4cr)
  - ENG 2280 Readings in Queer Studies (4cr)
  - ENG 2700 African American Literature (4cr)
  - ENG 2730 Literature by Women (4cr)
  - ENG 3250 Irish Literature (4cr)
- IV. 1 course in creative writing or theatre (4cr)
  - Choose from WRI or THR courses
- V. Students must complete 16 credits from one of the following plans of study.
  - Communication - May select from the following courses:
    - ANT 3149 Language and Culture (4cr)
    - ART 1090 Photography I (4cr)
    - BA 3205 Strategic Marketing (4cr)

- ENG 1010 Introduction to Journalism (4cr)
- ENG 1410 Media and Society (4cr)
- ENG 1910 Communication Practicum (2cr)
- ENG 1950 Introduction to Mass Communications (4cr)
- ENG 2410 Introduction to Media Writing and Research (4cr)
- ENS 2907 Environmental Documentary Filmmaking (4cr)
- GBL 2010 Intercultural Communication (4cr)
- GBL 3540 Topics in Advanced Spanish (4cr)
- SCI 2900 Science Communication and Outreach (4cr)
- SOC 3100 Media and Social Inequality (4cr)
- SWK 2020 Skills for Communication and Partnering (2cr)
- THR 2030 Voice and Speech (4cr)
- WRI 1132 Forms and Theories of Creative Nonfiction (4cr)
- Select courses approved by department chair
- Film Studies - May select from the following courses:
  - ART 1911 Introduction to Animation (4cr)
  - ART 2270 Animation 2 (4cr)
  - ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
  - ART 2295 / ENG 2295 Horror Film (4cr)
  - ART 2315 16mm Filmmaking (4cr)
  - ART 3270 Animation 3 (4cr)
  - BA 3510 Understanding Leadership Through Film (2cr)
  - ENG 1070 Introduction to Film Studies (4cr)
  - Select Topics in English courses, ENG 2600 and ENG 2640 Readings in the Humanities courses
- Genres - May select from the following courses:
  - ENG 2250 Readings in Early Theatre (4cr)
  - ENG 2660 The Novel (4cr)
  - ENG 2670 The Short Story (4cr)
  - ENG 2680 Readings in Contemporary Theatre (4cr)
  - Select Topics in English courses, ENG 2600 and ENG 2640 Readings in the Humanities courses
- Literary Historical Periods - May select from the following courses:
  - ENG 2240 Global Literature of Imperialism (4cr)
  - ENG 3220 Early American Literature (4cr)
  - ENG 3250 Irish Literature (4cr)
  - ENG 3350 Medieval Life and Literature (4cr)
  - ENG 3370 Romanticism (4cr)
  - ENG 3380 Literature and Culture of the Victorian Period (4cr)
  - ENG 3390 Modernism (4cr)
  - ENG 3440 Literature and Culture of the Restoration (4cr)
  - ENG 3450 Literature and Culture of the Enlightenment Period (4cr)
  - ENG 3500 Selected Nineteenth-Century American Literature (4cr)
  - ENG 3510 Twentieth- and Twenty-First-Century Literature (4cr)
  - Select Topics in English courses, ENG 2600 and ENG 2640 Readings in the Humanities courses
- Queer/Gender/Sexuality Studies - May select from the following courses:
  - ENG 1080 Introduction to Queer Studies (4cr)
  - ENG 2270 Gender and Sexuality in Literature (4cr)
  - ENG 2280 Readings in Queer Studies (4cr)
  - ENG 2730 Literature by Women (4cr)
  - Select Topics in English courses, ENG 2600 and ENG 2640 Readings in the Humanities courses

- Theatre - May select from the following courses:
  - Any Theatre (THR) course
  - ENG 2250 Readings in Early Theatre (4cr)
  - ENG 2260 Readings in Modern Theatre (4cr)
  - ENG 2680 Readings in Contemporary Theatre (4cr)
  - ENG 3410 Shakespeare (4cr)
  - Select Topics in English courses, ENG 2600 and ENG 2640 Readings in the Humanities courses
- General
  - Must be developed with and approved by advisor

VI. Capstone/senior seminar (4 credits)  
ENG 4880 Senior Seminar in English (4cr)

VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

\*While all majors must fulfill the 40-credit requirement, 3-credit courses transferred in may fulfill a 4-credit requirement category, with approval of the program chair.

\*\*This course should ideally be taken in the first year of the major. Transfer students should consult with a program advisor about substituting a prior course for this requirement.

## Honors Program in English

The English Honors Program provides students of unusual ability and interest in the study of literatures in English (American, British, and Anglophone Africa and Asia) to pursue intensive independent research while working closely with faculty and other students in the Honors Program. Students who successfully complete this program receive special designation at graduation and on their diplomas and transcripts.

### Requirements:

- I. Students pursuing the Honors degree must designate two 3000-level courses as Honors. Please see the program chair and the instructor for the course during or before the first week of the term to arrange this designation and to determine course requirements. With permission of the program chair, it may be possible to substitute course work completed during a junior year abroad for an Honors course.
- II. In the senior year, students must enroll in ENG 4890 Honors Thesis and complete a senior thesis, usually of 40 pages. A student who expects to write a thesis on a topic that he or she has not studied extensively in a course should consider designing a two-credit independent study on that topic for the semester prior to the semester in which the thesis will be written. Such an independent study allows the student to develop the background necessary to carry out the intensive research and writing that the thesis requires.
- III. Students should maintain a B average overall and must earn grades of B or above in the honors offerings, including the thesis.

Students seeking to modify any of the above requirements must petition the department chair.

## Minor in English

**Grades:** Courses must be passed with a grade of C- or better to count toward the English Minor.

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

**Requirements:**

Any 22 ENG credit hours, including the Reading Lenses course. At least two of the ENG courses must be at the 3000 level.

## Minor in Theatre

**Faculty:** Candace Taylor (Artistic Director, Warren Wilson College Theatre)

**Minor Overview**

The mission of the Theatre Program is to empower students to form and bring to life artistic visions in concert with their peers and to prepare students to lead lives distinguished by self-awareness, open communication, and making a difference. In the context of a well-rounded liberal arts education, students expand their intellectual, emotional, and practical capacities by learning a broad range of skills needed to create theatre and by investigating the purpose of theatre as a collaborative art form.

The goals of the Theatre Program are the following:

1. To ensure that students develop their ability to recognize and articulate the purpose, value, and effectiveness of their own and others' artistic work.
2. To develop in students the fundamental skills necessary to participate in the effective implementation of a theatrical vision, and to extend that development as far as possible while they are in the program.
3. To foster in students an appreciation of the importance of a good collaborative process as they develop an ever-greater sense of personal responsibility for that process and for its artistic result.
4. To provide theatrical contexts in which students may integrate their academic, service, work, and international experiences.

The Theatre Program actively involves students in the study and practice of theatre as a literary and performing art with roots in the past and innovative possibilities for the future. It offers a minor in Theatre as a focus for liberal arts studies, and, as part of the English major, it offers an Intentional Plan of Study in Theatre as a focus for liberal arts studies.

Theatre students take courses spanning a range of plays, historical styles, and theatrical arts. They apply their classroom learning in productions and projects staged by the Warren Wilson Theatre, the department's performance laboratory. Here, in collaboration with faculty and staff, they explore contemporary staging techniques as applied to texts from various periods and cultures, as well as contemporary dramatic and postdramatic texts, musical comedy, original, and devised work.

Warren Wilson Theatre is open to participation by all students and members of the community and offers opportunities for educational, creative, and personal development. Warren Wilson Theatre aims to enrich the cultural life of the college and its neighboring communities by presenting theatre events that are artistically and intellectually stimulating.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a total of 22 credit hours to fulfill the minor requirements.

**Requirements:**

A minimum of 22 credit hours as follows, 8 of which must be at the 3000-level or above:

- I. THR 1130 Technical Theatre (4cr)
  
- II. At least 2 credits from the following:
  - THR 1010 Performance/Production Practicum I (1-2cr)
  - THR 2010 Performance/Production Practicum II (1-2cr)
  
- III. At least 8 credits from other Theatre offerings:
  - THR 1170 Acting I (4cr)
  - THR 1400-1500 Topics in Dance (2cr)
  - THR 1970 Topics in Theatre (2cr)
  - THR 1980 Topics in Theatre (4cr)
  - THR 2030 Voice and Speech (4cr)
  - THR 2440 Improvisation for the Actor (2cr)
  - THR 2970 Topics in Theatre (2cr)
  - THR 2980 Topics in Theatre (4cr)
  - THR 3010 Performance/Production Practicum III (1-2cr)
  - THR 3040 Acting II (4cr)
  - THR 3410 Shakespeare in Performance (4cr)
  - THR 3970 Topics in Theatre (2cr)
  - THR 3980 Topics in Theatre (4cr)
  - THR 4010 Performance/Production Practicum IV (1-2cr)
  - THR 4890 Senior Project (4cr)
  - THR 4970 Topics in Theatre (2cr)
  - THR 4980 Topics in Theatre (4cr)
  
- IV. At least 8 credits from the following courses in dramatic literature:
  - ENG 2250 Readings in Early Theatre (4cr)
  - ENG 2260 Readings in Modern Theatre (4cr)
  - ENG 2680 Readings in Contemporary Theatre (4cr)
  - ENG 3210 Early Modern Literature and Culture (4cr)
  - ENG 3410 Shakespeare (4cr)
  - ENG 3440 Literature and Culture of the Restoration (4cr)
  
- V. At least one semester on the Theatre Crew



## Environmental Studies Department

**Faculty:** Joshua Arnold (chair), Elizabeth Benavides, Mark Brenner, Liesl Erb, Peter Erb, Eric Griffin, Amy Knisley, Mallory McDuff

### Department Overview

The mission of the Environmental Studies Department, an interdisciplinary learning community, is to prepare leaders who are able to critically assess, develop, and promote sustainable futures for life on Earth.

The goals of the Environmental Studies Program are the following:

1. To develop an interdisciplinary understanding of the interconnectedness of humans and Earth, promoting sustainability with a respect for natural systems.
2. To produce leaders in environmental studies, science, sustainable agriculture and food studies who have the ability to develop and critically assess and implement appropriately-scaled environmental stewardship decisions.
3. To improve students' abilities to think critically, apply theoretical knowledge to real-world problems, and communicate ideas.
4. To develop and promote a holistic integration of academics, work, and service.
5. To provide preparation and guidance for continued professional study and/or careers in fields that promote sustainability.

The Environmental Studies Department awards four degrees: a B.S. in Environmental Science, a B.A. in Environmental Studies, and B.A. and B.S. majors in Sustainable Agriculture and Food Studies. Courses are offered in the natural and social sciences and there are abundant natural resources on and near campus. Courses and work crews give Environmental Studies students the balance of theory, first-hand knowledge, and field experience. Internships off campus are also encouraged or required for some majors.

Interests of students in the Department of Environmental Studies vary from forestry, agriculture, animal science, conservation biology, environmental chemistry, and soil science to economics and business, environmental policy, education, park interpretation, community activism, journalism, art, and urban gardening. Students may elect to major or minor in Environmental Studies. Successful programs most often result when students, with the help of an advisor, begin planning coursework and identifying goals during the freshman year.

### Major in Environmental Science, B.S.

**Grades:** Students must maintain a minimum average GPA of 2.0 in required courses for the Environmental Science major.

**Total Credit Hours:** Students must earn a minimum of 50 credit hours for the major. These 50 credits are distributed among a Foundational Core, Capstone Requirements, Natural Science, Social Science, and Quantitative Context courses, as explained below. Students may choose between an Environmental Science major with no concentration or an Environmental Science major with a concentration in Ecological Forestry.

### Requirements:

50 credit hours, as follows:

I. Foundational Core Requirements for all Environmental Science majors: (25 credits)

BIO 1160 General Biology (4cr)

BIO 2020 Ecology (4cr)

ENS 1170 Introduction to Environmental Science (4cr)

ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)

CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)

MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

II. Upper Level Science Course Requirements: (12 credits)

*Ecological Forestry concentration:*

BIO 2330 / ENS 2330 Forest Biology (4cr)

ENS 3330 Introduction to Forest Management (4cr)

ENS 3340 Silviculture (4cr)

*General Major, no concentration:*

At least 8 credits must be from the Environmental Studies Department (ENS prefix).

BIO 2330 / ENS 2330 Forest Biology (4cr)

BIO 2913 / ENS 2913 General Entomology (4cr)

BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)

ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)

ENS 2160 Introduction to Animal Science (4cr)

ENS 2170 Arthropods and Agriculture (4cr)

ENS 2490 Introduction to Sustainable Agriculture (4cr)

ENS 3300 Soil Science (4cr)

ENS 3330 Introduction to Forest Management (4cr)

ENS 3340 Silviculture (4cr)

ENS 3410 Agroecology (4cr)

The remaining 4 credits may come from any natural science laboratory course involving scientific inquiry at a 2000-level or above, or from CHM 1170 General Chemistry II. Options include any ENS course listed above as well as any of following:

BIO 2110 Anatomy and Physiology I (4cr)

BIO 2120 Anatomy and Physiology II (4cr)

BIO 2290 Field Mycology (2cr)

BIO 2340 General Zoology (4cr)

BIO 2500 General Botany (4cr)

BIO 3100 Conservation Biology (4cr)

BIO 3180 Ornithology (4cr)

BIO 3190 Biology of Fishes (4cr)

BIO 3220 Genetics (4cr)

BIO 3400 Plant Ecology (4cr)

BIO 3420 Plant Physiology (4cr)

BIO 3480 Animal Behavior (4cr)

BIO 4400 Plant Taxonomy (4cr)

BIO 4500 Microbiology (4cr)\*

CHM 1170 General Chemistry II (5cr)

+ CHM 1160 General Chemistry I Laboratory (0cr)

CHM 2250 Organic Chemistry I (4cr)\*

+ CHM 2251 Organic Chemistry I Laboratory (0cr)

CHM 4070 Biochemistry I (4cr)\*

PHY 2510 Physics I (4cr)\*

PHY 2520 Physics II (4cr)\*

*\*=Requires a prerequisite not listed in the major's core requirements*

III. Social Context Course Requirements - One of the following courses: (4 credits)

ANT 2907 Space, Place, and Landscape (4cr)  
 BA 2030 Introduction to Green Entrepreneurship (4cr)  
 BA 2050 / ECO 2030 Survey in Economics (4cr)  
 BA 2200 Sustainable Business Practices (4cr)  
 BA 3800 / ECO 3800 Environmental and Ecological Economics (4cr)\*  
 ENS 1260 Introduction to Environmental Education (4cr)  
 ENS 2210 Energy and the Environment (4cr)  
 ENS 2500 Topics in Environmental Governance (4cr)  
 ENS 2520 Environmental Stewardship in Community (4cr)  
 ENS 3190 Community-Based Environmental Education (4cr)  
 ENS 3220 Introduction to Environmental Law (4cr)\*  
 HIS 2050 Environmental History of the United States (4cr)  
 ODL 2410 Natural Environments and Health (4cr)  
 PAX 1100 Introduction to Peace and Justice Studies (4cr)  
 PHI 2520 Environmental Ethics (4cr)  
 PSC 2450 Environmental Politics in Global Perspectives (4cr)  
 PSC 2922 Introduction to Public Policy (4cr)  
 REL 2130 Religion and Environmental Justice (4cr)  
 SOC 2710 Environmental Sociology (4cr)  
 SOC 3250 Gender, Development, and the Environment (4cr)\*  
*\*=Requires a prerequisite not listed in the major's core requirements*

IV. Quantitative Skill Courses - One of the following courses: (4 credits)

GBL 2250 Introduction to Geographic Information Systems (4cr)  
 MAT 2108 Introduction to Data Science (4cr)  
 MAT 2110 Principles of Computer Science with Python (4cr)  
 MAT 2410 Calculus I (4cr)  
 MAT 3300 Mathematical Modeling (4cr)

V. Capstone Requirements - All of the following courses: (5 credits)

SCI 3900 Capstone Research Design (2cr)  
 SCI 4880-4890 Natural Science Capstone Research (minimum 2 credit hours)  
 SCI 4930 Capstone Thesis Preparation and Presentation (1cr)

VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Environmental Studies, B.A.

**Grades:** Students must maintain a minimum average GPA of 2.0 in required courses for the Environmental Studies major.

**Total Credit Hours:** Students must earn a minimum of 51 credit hours for the major. Total credits will range from 51-55, depending on the capstone experience selected. These credits are distributed among

Foundational courses, Social Science & Natural Science courses, an Internship, and Capstone. Students may choose between an Environmental Studies major with no concentration or an Environmental Studies major with a concentration in Environmental Education.

### Requirements:

#### I. Foundational Course Requirements: (24 credits)

ENS 1170 Introduction to Environmental Science (4cr)  
 ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)  
 ENS 2500 Topics in Environmental Governance (4cr)  
 MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

Choose one of the following:

PHI 2520 Environmental Ethics (4cr)  
 REL 2130 Religion and Environmental Justice (4cr)  
 SOC 2710 Environmental Sociology (4cr)

*General Major, no concentration, choose one of the following:*

ENS 1260 Introduction to Environmental Education (4cr)  
 ENS 2520 Environmental Stewardship in Community (4cr)

*Environmental Education Concentration, the following course:*

ENS 1260 Introduction to Environmental Education (4cr)

#### II. Social Context Course Requirements: (12 credits)

*General Major, no concentration, choose three of the following:*

ANT 2907 Space, Place, and Landscape (4cr)  
 BA 2030 Introduction to Green Entrepreneurship (4cr)  
 BA 2050 / ECO 2030 Survey in Economics (4cr)  
 BA 2200 Sustainable Business Practices (4cr)  
 BA 3800 / ECO 3800 Environmental and Ecological Economics (4cr)\*  
 BIO 1080 Introduction to Conservation Biology (4cr)  
 EDU 2050 Educational Psychology (4cr)  
 ENS 1260 Introduction to Environmental Education (4cr)  
 ENS 2210 Energy and the Environment (4cr)  
 ENS 2520 Environmental Stewardship in Community (4cr)  
 ENS 2907 Environmental Documentary Filmmaking (4cr)  
 ENS 3190 Community-Based Environmental Education (4cr)  
 ENS 3220 Introduction to Environmental Law (4cr)\*  
 GBL 1170 Introduction to Global Studies (4cr)  
 GBL 1250 Introduction to Appalachian Studies (4cr)  
 GBL 2010 Intercultural Communication (4cr)  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 HIS 2050 Environmental History of the United States (4cr)  
 ODL 2410 Natural Environments and Health (4cr)  
 PAX 1100 Introduction to Peace and Justice Studies (4cr)  
 PHI 2520 Environmental Ethics (4cr)

PSC 2450 Environmental Politics in Global Perspectives (4cr)  
 PSC 2922 Introduction to Public Policy (4cr)  
 REL 2130 Religion and Environmental Justice (4cr)  
 SCI 2900 Science Communication and Outreach (4cr)  
 SOC 2710 Environmental Sociology (4cr)  
 SOC 3250 Gender, Development, and the Environment (4cr)\*  
 \*=Requires a prerequisite not listed in the major's core requirements

*Environmental Education Concentration:*

EDU 2050 Educational Psychology (4cr)  
 One of the following:  
     ENS 2520 Environmental Stewardship in Community (4cr)  
     ENS 3190 Community-Based Environmental Education (4cr)  
 Choose one additional Social Context course from the General Major list above (4 credits).

III. Natural Science Course Requirements: (minimum of 8 credits from the following)

BIO 1020 Field Natural History (4cr)  
 BIO 1050 Ecology for Everyone (4cr)  
 BIO 1070 Introduction to Microbiology (4cr)  
 BIO 1160 General Biology (4cr)\*  
 BIO 2330 / ENS 2330 Forest Biology (4cr)  
 BIO 2340 General Zoology (4cr)\*  
 BIO 2500 General Botany (4cr)\*  
 BIO 2913 / ENS 2913 General Entomology (4cr)\*  
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)\*  
 CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)  
 ENS 1030 Forest Ecology in a Changing World (4cr)  
 ENS 2160 Introduction to Animal Science (4cr)  
 ENS 2170 Arthropods and Agriculture (4cr)  
 ENS 2490 Introduction to Sustainable Agriculture (4cr)  
 ENS 3300 Soil Science (4cr)  
 ENS 3410 Agroecology (4cr)  
 \*=Requires a prerequisite not listed in the major's core requirements

IV. Synthesis - Internship & Capstone Requirements: (7-11 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)  
 ENS 4841 Academic Internship Seminar in Environmental Studies (2cr)

*General Major, no concentration:*

Students must choose one of the following capstone experience options:

ENS 4200 / ODL 4200 Program Planning and Design (4cr)  
 ENS 4600 Environmental Leadership in Community (4cr)  
 Global Studies Capstone Sequence (8 credits)  
     GBL 3050 Thinking Globally: Contemporary Globalization in Context (4cr)  
     GBL 4610 Global Studies Seminar (4cr)

*Environmental Education concentration:*

## ENS 4200 / ODL 4200 Program Planning and Design (4cr)

- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Sustainable Agriculture and Food Studies, B.A.

**Grades:** Students must maintain a minimum average GPA of 2.0 in required courses for the Sustainable Agriculture and Food Studies major.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours for the major. A Bachelor of Arts (B.A.) in Sustainable Agriculture and Food Studies (SAFS) requires 48-51 credits, depending on the capstone experience selected. The required credits are distributed among a Foundational Core, Internship and Capstone Experiences, and Contributing Courses providing Natural Science, Social Context, as explained below. Students will work with their academic advisor to select the appropriate Capstone Experience for their interests.

### Requirements:

- I. Foundational Core Requirements: (24 credits)
  - ENS 1170 Introduction to Environmental Science (4cr)
  - ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)
  - ENS 2160 Introduction to Animal Science (4cr)
  - ENS 2490 Introduction to Sustainable Agriculture (4cr)
  - ENS 3410 Agroecology (4cr)
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- II. Contributing Courses: A total of 16 credits of additional courses from the Social Context and Natural Science categories.

At least four (4) credits must come from Social Context Courses:

- ANT 2907 Space, Place, and Landscape (4cr)
- ANT 3300 Archaeology of Food and Feasting (4cr)
- BA 3800 / ECO 3800 Environmental and Ecological Economics (4cr)\*
- ENS 1260 Introduction to Environmental Education (4cr)
- ENS 2210 Energy and the Environment (4cr)
- ENS 2907 Environmental Documentary Filmmaking (4cr)
- ENS 3190 Community-Based Environmental Education (4cr)
- ENS 3220 Introduction to Environmental Law (4cr)\*
- ENS 4400 Sustainable Farm Management (4cr)
- ENS 4600 Environmental Leadership in Community (4cr)\*
- EDU 2050 Educational Psychology (4cr)
- GBL 1170 Introduction to Global Studies (4cr)

HIS 2050 Environmental History of the United States (4cr)  
 PAX 3270 Environmental Justice: Peace or Conflict (4cr)  
 PHI 2520 Environmental Ethics (4cr)  
 PSC 2450 Environmental Politics in Global Perspectives (4cr)  
 PSY 4160 Ecopsychology (2cr)\*  
 SCI 2900 Science Communication and Outreach (4cr)  
 SOC 2710 Environmental Sociology (4cr)\*  
 SOC 3250 Gender, Development, and the Environment (4cr)\*  
 \*=*Requires a prerequisite not listed in the major's core requirements*

At least four (4) credits must come from Natural Science Courses:

BIO 1070 Introduction to Microbiology (4cr)  
 BIO 1160 General Biology (4cr)\*  
 BIO 2020 Ecology (4cr)\*  
 BIO 2110 Anatomy and Physiology I (4cr)\*  
 BIO 2120 Anatomy and Physiology II (4cr)\*  
 BIO 2330 / ENS 2330 Forest Biology (4cr)  
 BIO 2340 General Zoology (4cr)\*  
 BIO 2500 General Botany (4cr)\*  
 BIO 2913 / ENS 2913 General Entomology (4cr)\*  
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)  
 BIO 3220 Genetics (4cr)\*  
 CHM 1160 General Chemistry I (5cr)\* + CHM 1150 General Chemistry I Laboratory (0cr)  
 CHM 1170 General Chemistry II (5cr)\* + CHM 1180 General Chemistry II Laboratory (0cr)  
 CHM 2250 Organic Chemistry I (4cr)\* + CHM 2251 Organic Chemistry I Laboratory (0cr)  
 ENS 2170 Arthropods and Agriculture (4cr)  
 ENS 3300 Soil Science (4cr)  
 ENS 3330 Introduction to Forest Management (4cr)  
 ENS 3340 Silviculture (4cr)\*  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 GBL 3250 Advanced Geographic Systems (4cr)\*  
 \*=*Requires a prerequisite not listed in the major's core requirements*

III. Internship Requirements: (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)  
 ENS 4841 Academic Internship Seminar in Environmental Studies (2cr)

IV. Capstone Requirements: (5-8 credits)

The Sustainable Agriculture and Food Studies B.A. degree requires a capstone project hosted either in the Natural Sciences Division or Department of Global Studies (GBL). Multi-student capstones are acceptable. Choose one of the following options in coordination with an Environmental Studies faculty advisor:

Option 1: Natural Sciences Undergraduate Research Sequence (NSURS) (5 credits)

SCI 3900 Research Design (2cr)  
 SCI 4870-4890 Natural Science Research (2cr)  
 SCI 4930 Capstone Thesis Preparation and Presentation (1cr)

OR



Option 2: Global Studies Capstone Sequence (8 credits)

GBL 3050 Thinking Globally: Contemporary Globalization in Context (4cr)

GBL 4610 Global Studies Seminar (4cr)

- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Sustainable Agriculture and Food Studies, B.S.

**Grades:** Students must maintain a minimum average GPA of 2.0 in required courses for the Sustainable Agriculture and Food Studies major.

**Total Credit Hours:** Students must earn a minimum of 57 credit hours for a Bachelor of Science (B.S.) in Sustainable Agriculture and Food Studies (SAFS). The required credits are distributed among a Foundational Core, Internship and Capstone Experiences, and Contributing Courses providing Natural Science, Social Context, as explained below. The B.S. in SAFS differs from the B.A. in its requirement of BIO 1160 General Biology, CHM 1160 General Chemistry I, BIO 2020 Ecology, and 4-8 credits of additional science courses, as well as completion of the Natural Sciences Undergraduate Research Sequence for the capstone experience.

### Requirements:

- I. Foundational Core Requirements: (37 credits)
  - ENS 1170 Introduction to Environmental Science (4cr)
  - ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)
  - ENS 2160 Introduction to Animal Science (4cr)
  - ENS 2490 Introduction to Sustainable Agriculture (4cr)
  - ENS 3410 Agroecology (4cr)
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
  - BIO 1160 General Biology (4cr)
  - BIO 2020 Ecology (4cr)
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
- II. Contributing Courses: A total of 12 credits of additional courses from the Social Context and Natural Science categories.
 

At least four (4) credits must come from Social Context Courses:

  - ANT 2907 Space, Place, and Landscape (4cr)
  - ANT 3300 Archaeology of Food and Feasting (4cr)
  - BA 3800 / ECO 3800 Environmental and Ecological Economics (4cr)\*
  - ENS 1260 Introduction to Environmental Education (4cr)
  - ENS 2210 Energy and the Environment (4cr)
  - ENS 2907 Environmental Documentary Filmmaking (4cr)
  - ENS 3190 Community-Based Environmental Education (4cr)

ENS 3220 Introduction to Environmental Law (4cr)\*  
 ENS 4400 Sustainable Farm Management (4cr)  
 ENS 4600 Environmental Leadership in Community (4cr)\*  
 EDU 2050 Educational Psychology (4cr)  
 GBL 1170 Introduction to Global Studies (4cr)  
 HIS 2050 Environmental History of the United States (4cr)  
 PAX 3270 Environmental Justice: Peace or Conflict (4cr)  
 PHI 2520 Environmental Ethics (4cr)  
 PSC 2450 Environmental Politics in Global Perspectives (4cr)  
 PSY 4160 Ecopsychology (2cr)\*  
 SCI 2900 Science Communication and Outreach (4cr)  
 SOC 2710 Environmental Sociology (4cr)\*  
 SOC 3250 Gender, Development, and the Environment (4cr)\*  
 \*=*Requires a prerequisite not listed in the major's core requirements*

At least four (4) credits must come from Natural Science Courses:

BIO 1070 Introduction to Microbiology (4cr)  
 BIO 2110 Anatomy and Physiology I (4cr)  
 BIO 2120 Anatomy and Physiology II (4cr)  
 BIO 2290 Field Mycology (2cr)\*  
 BIO 2330 / ENS 2330 Forest Biology (4cr)  
 BIO 2340 General Zoology (4cr)  
 BIO 2500 General Botany (4cr)  
 BIO 2913 / ENS 2913 General Entomology (4cr)  
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)  
 BIO 3180 Ornithology (4cr)\*  
 BIO 3220 Genetics (4cr)  
 BIO 3400 Plant Ecology (4cr)\*  
 BIO 3420 Plant Physiology (4cr)\*  
 BIO 3480 Animal Behavior (4cr)\*  
 BIO 4400 Plant Taxonomy (4cr)\*  
 BIO 4500 Microbiology (4cr)\*  
 CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)  
 CHM 2250 Organic Chemistry I (4cr)\* + CHM 2251 Organic Chemistry I Laboratory (0cr)  
 CHM 4070 Biochemistry I (4cr)\*  
 ENS 2170 Arthropods and Agriculture (4cr)  
 ENS 3030 Hydrology (4cr)  
 ENS 3300 Soil Science (4cr)  
 ENS 3330 Introduction to Forest Management (4cr)  
 ENS 3340 Silviculture (4cr)\*  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 GBL 3250 Advanced Geographic Systems (4cr)\*  
 \*=*Requires a prerequisite not listed in the major's core requirements*

### III. Internship Requirements: (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)  
 ENS 4841 Academic Internship Seminar in Environmental Studies (2cr)

- IV. Capstone Requirement - Natural Sciences Undergraduate Research Sequence: (5 credits)
  - SCI 3900 Capstone Research Design (2cr)
  - SCI 4870-4890 Natural Science Research (2cr)
  - SCI 4930 Capstone Thesis Preparation and Presentation (1cr)
- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Honors Program in Environmental Studies

The objectives of the Environmental Studies Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to create high quality signature work, and (3) to provide recognition of outstanding students.

**Requirements:** Students seeking to graduate with Honors must:

1. Achieve a 3.75 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Present the completed project (including a formal written thesis, report, or program plan) in the final course of their capstone sequence and earn a course grade of A- (90%) or better. Depending on the major, this final course is either SCI 4930 Capstone Thesis Preparation and Presentation, ENS 4200 / ODL 4200 Program Planning and Design, ENS 4600 Environmental Leadership in Community, or GBL 4610 Global Studies Seminar.

## Minor in Environmental Studies

**Total Credit Hours:** Students must earn a minimum of 29 credit hours as follows to fulfill the minor requirements.

**Requirements:**

The following courses must be completed with a minimum of a C average. An internship is suggested.

- I. All of the following:
  - BIO 1160 General Biology (4cr)
  - BIO 2020 Ecology (4cr)
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
  - ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)
- II. Plus 12 additional credit hours of Environmental Studies.

## Global Studies and History Department

**Faculty:** David Abernathy (Chair), Joshua Arnold, Christey Carwile, Ben Feinberg, Dongping Han, Kevin Kehrberg, Jeffrey A. Keith, Ben Krakauer, Siti Kusujarti, Lucy Lawrence, Michael Lenz, Robert Miller, Scotti Norman, Susan Ortiz, Christine Swoap, Molly Varley

### Major in Global Studies, B.A.

#### Major Overview

The mission of the Global Studies Program is to prepare students to be responsible citizens of the world by challenging them to understand contemporary global issues, address the historical and geographical contexts of global inequalities, and engage research agendas from an interdisciplinary perspective that integrates the humanities, the social sciences, and environmental studies.

The goals of the Global Studies Program are the following:

1. To help students develop an integrated understanding of global issues from a multidisciplinary perspective.
2. To provide opportunities for students to engage with a culture outside their own.
3. To provide students with the tools needed to critically examine their own local and regional culture and how it is shaped by an increasingly globalized society.
4. To prepare students for a globalized world through the study of a language other than English.
5. To provide students with research and writing skills that promote critical thought and the effective communication of ideas.

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies major.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours toward the Global Studies Major requirements. Of the 48 total credit hours, at least 16 must be upper level credit hours (including the 4-credit capstone thesis seminar).

#### Requirements:

- I. Program Proposal: Advanced planning with a Global Studies advisor is essential to successful and timely completion of all the major requirements. A written Global Studies major proposal must be approved by the Global Studies faculty and should be submitted to the chair of Global Studies before official declaration of the major.

*Documentation:* A copy of this proposal and a course load plan must be shared with the Registrar's Office upon approval of the Global Studies Department and advisor.

- II. Foundation Courses (12 credit hours): All majors must pass the following requirements in order to complete the major:

The following courses:

BA 2050 / ECO 2030 Survey in Economics (4cr)  
GBL 1170 Introduction to Global Studies (4cr)\*

One of the following:

ANT 2000 Introduction to Cultural Anthropology (4cr)  
SOC 1000 Introduction to Sociology (4cr)

\*This course provides an introduction to globalization and global studies and should be taken early in the major. Students majoring in Global Studies must complete this course before enrolling in GBL 3050 Thinking Globally: Contemporary Globalization in Context or GBL 4610 Global Studies Seminar.

- III. Capstone Cycle (8 credit hours): All Global Studies majors must pass the following two courses in order to complete the major:  
 GBL 3050 Thinking Globally: Contemporary Globalization in Context (4cr)  
 GBL 4610 Global Studies Seminar (4cr)
- IV. Thematic Concentration Courses (28 credits, 12 of which must be at the 3000-level or above): Students must choose from one of four thematic concentrations. Descriptions of these concentrations are listed below, and students must select their concentrations upon declaring their major in Global Studies. In consultation with their advisors, Global Studies students select coursework that applies to their concentrations. Lists of relevant courses are circulated to majors and advisors by the department chair in advance of registration every semester, but Global Studies students work with their advisors to design their concentration course load based upon their stated interests as articulated in their Global Studies Major Program Proposal.
- V. Off Campus Experience: The Global Studies major stresses the importance of experiential education. To this end, all students must complete part of their education away from the Warren Wilson College campus. This component of the major varies depending on student interest and is arranged in conjunction with the student's academic advisor. These experiences may range from a term or semester studying in a foreign country, to a short Warren Wilson international programs course, to an internship or extended service project. This component of the major should be planned well in advance. No credit is given for "prior learning." This requirement should be met prior to the student's senior year and must be met prior to the student's last semester before graduation.
- VI. Language Proficiency Requirement: For this major, proficiency is defined as the equivalent of three semesters of college-level study. Proficiency can be gained at Warren Wilson College, before students arrive at WWC, or through study at other institutions or in other countries.
- VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Thematic Concentrations

### Culture, Power, and Place

*This concentration explores globalization's impact on customs and institutions, as well as how such developments relate to contested notions of identity, place, and nation.*

- I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.  
 Students select these courses in consultation with their major advisor and with the oversight of the department chair.

### Environment and Society

*This concentration examines the intersection of politics, the economy, and the environment within the context of globalization.*

I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.

Students select these courses in consultation with their major advisor and with the oversight of the department chair.

### **Peace and Social Justice**

*This concentration considers the roles of peace, war, and justice in the era of globalization.*

I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.

Students select these courses in consultation with their major advisor and with the oversight of the department chair.

### **The Local and the Global**

*This concentration investigates contemporary Appalachia in comparative, interdisciplinary, and global frameworks.*

I. Requirements: 28 total credits, 12 of which must be at 3000-level or above.

Students select these courses in consultation with their major advisor and with the oversight of the department chair.

## **Major in History and Political Science, B.A.**

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in history and political science to fulfill the major requirements. Students may complete the major in History and Political Science without a concentration or may complete a concentration in History or in Political Science.

All courses for the major and minor must have HIS or PSC prefixes except for two of the following classes for the major and one class for the minor:

- ECO 3060 Political Economy and Collective Choice (4cr) (non-American political science)
- ENS 3220 Introduction to Environmental Law (4cr) (political science, American government)
- GBL 3310 The Cold War, Globalization, and Popular Culture (4cr) (U.S. history)

Up to 8 credit hours of AP history or government credit may count toward the major or the minor. **See the AP Examination Recommendations chart on the Registrar's Office webpage.**

### **Requirements (for the major with no concentration):**

40 credit hours distributed as follows:

- I. 12 credit hours in three 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.
- II. PSC 1510 Introduction to American Government (4cr)
- III. 4 credit hours in a 2000-level Political Science course.
- IV. 16 credit hours in four 3000-level or 4000-level History or Political Science courses. Two courses

must be in History and two courses must be in Political Science.

- V. HIS 4800 Senior Seminar in History and Political Science (4cr)
- VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Concentrations

### *History*

#### **Requirements:**

40 credit hours distributed as follows:

- I. 16 credit hours in four 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.
- II. 4 credit hours in one 1000-level or 2000-level Political Science course.
- III. 12 credit hours in three 3000-level or 4000-level History courses. At least one course must focus on United States history (including Early America), and at least one course must focus on non-U.S. history.
- IV. 4 credit hours in one 3000-level or 4000-level Political Science course.
- V. HIS 4800 Senior Seminar in History and Political Science (4cr)

### *Political Science*

#### **Requirements:**

40 credit hours distributed as follows:

- I. PSC 1510 Introduction to American Government (4cr)
- II. 12 credit hours in three 2000-level Political Science courses. At least one course must focus on non-U.S. government or politics, or international relations.
- III. 4 credit hours in one 1000-level or 2000-level History course.
- IV. 12 credit hours in three 3000-level or 4000-level Political Science courses. At least one must focus on U.S. government or politics, and at least one must focus on non-U.S. government or politics, or international relations.
- V. 4 credit hours in one 3000-level or 4000-level History course
- VI. HIS 4800 Senior Seminar in History and Political Science (4cr)



## Minor in Global Studies

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies minor.

**Requirements:**

24 credit hours with a minimum GPA of 2.0, distributed in the following manner:

- I. The following course (4 credit hours):  
GBL 1170 Introduction to Global Studies (4cr)
- II. Foundation Courses: Select 8 credit hours from the following courses:  
ANT 2610 Cultures of Sub-Saharan Africa (4cr)  
GBL 1250 Introduction to Appalachian Studies (4cr)  
HIS 1110 East Asian Civilization (4cr)  
MUS 1120 Music Cultures (4cr)  
PAX 1100 Introduction to Peace and Justice Studies (4cr)  
SOC 2510 Societies in Southeast Asia (4cr)
- III. Thematic Courses: 12 credit hours from any one Thematic Concentration (Culture, Power, and Place; Environment and Society; Peace and Social Justice; and The Local and the Global) selected in conjunction with the department chair.

## Minor in Global Studies: Appalachian Studies

**Grades:** Students must maintain a minimum average GPA of 2.0 in courses counting toward the Global Studies: Appalachian Studies minor.

**Requirements:**

A minimum of 24 credit hours from the following, with a minimum GPA of 2.0, distributed in the following manner:

- I. The following course:  
GBL 1250 Introduction to Appalachian Studies (4cr)
- II. At least 8 credit hours from the following:  
GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains (4cr)  
GBL 3810 Documenting Appalachia (4cr)  
HIS 2510 Appalachian History (4cr)  
MUS 2320 Appalachian Music Soundscapes (4cr)  
MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)  
Selected Topics courses with permission of the department
- III. At least 12 credit hours from the following:  
ANT 1390 Native Americans of the Southeast (4cr)  
ANT 3400 Archaeological Field School (1-4cr)  
BIO 1020 Field Natural History (4cr)  
BIO 2330 / ENS 2330 Forest Biology (4cr)  
Selected Topics courses with permission of the department

## Minor in Global Studies: Spanish Language in Context

### Minor Overview

Consistent with the goals of the Global Studies Department, the Global Studies Minor, ***Spanish Language in Context***, provides students the opportunity to combine language training with community engagement in domestic and international settings as it promotes experiential and academic understanding of cross-cultural communications. This flexible minor complements many courses of study, and helps students develop intercultural competencies for today's global world.

### Goals of Minor

*Spanish Language in Context* offers students the opportunity to combine advanced Spanish language skills and Hispanic/Latinx cultural knowledge with community engagement and a study away experience. This minor complements degrees in other disciplines, since it includes courses taught in English that address themes from throughout the Spanish-speaking world.

**Grades:** Students must earn a minimum GPA of 2.0 in courses counting toward the Global Studies: Spanish Language in Context minor.

### Requirements:

A minimum of 24 credit hours from the following, with a minimum GPA of 2.0, distributed in the following manner:

- I. The following course (4 credits):
  - GBL 3540 Topics in Advanced Spanish (4cr)
  
- II. At least 4 credit hours from one of the following options:
  - Option 1 - Internship: Internship in a Spanish-speaking professional environment is arranged in conjunction with and approval from the department.
    - Complete both of the following:
    - CD 4840 Academic Internship Seminar (2cr)
    - CD 4850 Academic Internship (2cr)
  - Option 2 - Spanish Language Study Away (4 credits required)
    - This component of the minor varies depending on student interest and is arranged in conjunction with and approval from the department.
  
- III. At least 16 credit hours from the following:
  - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - ANT 2410 Native Peoples of Mexico and Guatemala (4cr)
  - ANT 3149 Language and Culture (4cr)
  - ANT 4310-4350 Topics in Latin American Anthropology (2cr)
  - EDU 2400 Multicultural Education and Equity Pedagogy (4cr)
  - GBL 1170 Introduction to Global Studies (4cr)
  - GBL 1530 Spanish II: The Local & the Global (4cr)
  - GBL 2010 Intercultural Communication (4cr)
  - GBL 2520 Spanish III: Peace & Social Justice (4cr)
  - GBL 2530 Spanish IV: Environment & Society (4cr)
  - HIS 1700 Latin American History until 1830 (4cr)
  - PHI 3890 Multiculturalism and the Politics of Identity (4cr)
  - PSY 3180 Social Psychology (4cr)
  - SOC 1000 Introduction to Sociology (4cr)
  - SOC 2110 The Family (4cr)

SOC 2710 Environmental Sociology (4cr)

SWK 3060 Human Behavior in the Social Environment II: Social Contexts (4cr)

## Minor in History and Political Science

**Grades:** Students must pass courses with a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in history and political science to fulfill the minor requirements.

**Requirements:**

The minor requires at least 4 credit hours in History and 4 credit hours in Political Science. At least 8 credit hours of the required 20 credit hours must be at the 2000-level or higher.

## Interdepartmental Programs of Study

### Minor in Africana Studies

**Faculty:** Christey Carwile (Director)

#### Minor Overview

The minor in Africana Studies allows students to explore the cultural, historical, and political experiences of peoples of African descent from a global perspective. In this interdisciplinary course of study, students make connections between African, African American, and African diasporic forms and practices and gain a foundation in current theoretical perspectives on race.

The goals of the Warren Wilson College Africana Studies Program are the following:

1. To introduce students to the great diversity of historical, cultural, and artistic contributions made by peoples of African descent across the globe.
2. To teach students to critically examine and deconstruct the concept of race/ethnicity from both an individual and societal perspective.

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

#### Requirements:

- I. The following courses (12 credits):
  - ANT 2610 Cultures of Sub-Saharan Africa (4cr)
  - PHI 2575 / SOC 2575 Critical Race Theory (4cr)
  - SOC 1100 Introduction to Africana Studies (4cr)
- II. Electives (12 credits): Students must complete at least 12 credits from the following list. Students must take at least one elective from the Social Science Division and one from the Fine Arts and Humanities Division.\*

#### Fine Arts and Humanities Electives:

- ART 2250 African American Art and Thought (4cr)
- ART 2260 Harlem Renaissance: Art & Politics in the Jazz Age (4cr)
- ENG 2700 African American Literature (4cr)
- HIS 2340 African American Experience to 1877 (4cr)
- MUS 1170 Applied West African Music (1cr)
- MUS 1290 West African Ensemble (1cr)

#### Social Science Electives:

- PAX 1100 Introduction to Peace and Social Justice (4cr)
- SOC 3240 Difference and Inequality (4cr)

\*Relevant study abroad, Topics in..., or other courses fulfill the elective credit hours as well, as approved by the program director.

## Expressive Arts Therapy

**Faculty:** Rachel Himmelheber (Creative Writing) Sarah Himmelheber (Social Work), Ben Krakauer (Music), Cristina Reitz-Krueger (Psychology), Lucy Lawrence (Social Work), Martha Knight-Oakley (Psychology) (Chair), Jennifer Mozolic (Psychology), Bob Swoap (Psychology), Candace Taylor (Theatre), Jessica White (Art)

## Major in Expressive Arts Therapy, B.A.

### Major Overview

The Expressive Arts Therapy program aims to provide a multidisciplinary approach to the therapeutic relationship. In doing so, the program aims to offer students theoretical background and applied experience within a solid liberal arts context. The major is meant to prepare students for work in a variety of professional settings and/or for graduate work leading to professional credentialing in expressive arts therapy, art therapy, or music therapy. While the undergraduate major does not provide certification, it provides students with a solid and competitive background that prepares them for graduate training, certification programs, and careers in expressive arts therapy or art therapy.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** All students within the Expressive Arts Therapy major will complete a minimum of 30 credit hours, with an additional 16-32 credits dependent on concentration.

### Requirements:

- I. Required Psychology/Social Work Core Courses (16 credit hours)
  - PSY 1000 Introduction to Psychology (4cr)
  - One of the following courses:
    - PSY 2010 Infant and Child Development (4cr)
    - PSY 2040 Adolescent Development (4cr)
    - PSY 2060 Adult Development (4cr)
    - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
  - PSY 2310 Research Methods in Social Science (4cr)
  - PSY 3120 Psychology of Mental Health and Distress (4cr)
- II. Required Psychology/Social Work Elective Courses (6-8 credit hours)
  - At least two of the following courses:
    - EDU 2140 Survey of the Exceptional Child in Education (4cr)
    - PSY 3110 Theories of Personality (4cr)
    - PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
    - SWK 2020 Skills for Communication and Partnering (2cr)
    - SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families (4cr) (with permission of instructor)
- III. Requirements for Concentrations (see list for Art, Music, and General Concentrations below).
- IV. Required Capstone Courses (8 credit hours)
  - One of the following (4cr)
    - EAT 4830 Capstone Proposal: Expressive Arts Therapy (4cr)
    - PSY 4830 Capstone Proposal: Psychology (4cr)
    - EAT 4840 Capstone Practicum: Expressive Arts Therapy (4cr)

- V. **Applied Learning:** Students gain experience with the application of expressive arts in community or therapeutic settings through the Expressive Arts Therapy Capstone Practicum, EAT 4840. Expressive Arts Therapy majors develop and file an approved Applied Learning Contract with the Director of Career Engagement, with their Practicum Supervisors (on and off-campus), and with the Psychology Department chair. In addition, students have the opportunity to complete PEG 3 in service learning, internship, practicum or field placement experiences that focus on Expressive Arts Therapies. Students are advised to consult with their advisor, the Center for Experiential Learning and the Director of Career Engagement to explore these opportunities.
- VI. **Community Engagement Commitment:** PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Concentrations

Students may complete a general major in Expressive Arts Therapy, or may select a more focused Art or Music Concentration to complete the major. The more focused Art or Music concentrations are recommended for students who are considering applying to graduate programs that lead to professional certification in Art Therapy or Music Therapy. Students should consult with an academic advisor to select which of these three concentrations or major/minor combinations matches their post-graduate goals.

### Art Concentration

#### Requirements:

In addition to the 30-32 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

**32 additional credits** (includes an Art Minor) as part of **62-64 total credits** for the major with this concentration

#### I. Required courses:

- ART 1110 2D Design (4cr)
- ART 1160 Drawing I (4cr)
- EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)
- One of the following:
  - ART 1030 Painting I (4cr)
  - ART 1610 Watercolor (4cr)
  - ART 2600 Service Learning Mural Painting (4cr)
- One of the following:
  - ART 1040 Introduction to Handbuilding (4cr)
  - ART 1060 Introduction to Ceramics (4cr)
  - ART 1140 Figurative Sculpture (4cr)
- One of the following:
  - ART 1120 3D Design (4cr)
  - ART 1130 Introduction to Sculpture (4cr)
- One of the following:
  - ART 1470 Introduction to Art History (4cr)
  - ART 2470 Modern and Contemporary Art (4cr)
- Studio Art Electives (4cr)

## Music Concentration

### Requirements:

In addition to the 30-32 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

**16 additional credits** as part of **46-48 total credits** for the major with this concentration

I. Required courses:

- EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)
- MUS 2010 Music Theory and Ear Training (4cr)
- 8 credit hours of applied, group instruction, or ensemble music coursework

## General Concentration

### Requirements:

In addition to the 30-32 required credits listed above for all expressive arts therapy majors, the following requirements must be met to fulfill this concentration.

**26 additional credits** as part of **56-58 total credits** for the major with this concentration

I. Required courses:

One of the following:

- EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)
- EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)

One of the following:

- ART 1470 Introduction to Art History (4cr)
- ART 2470 Modern and Contemporary Art (4cr)
- MUS 2010 Music Theory and Ear Training (4cr)

A minimum 18 additional credits of studio art, applied music courses, or selected applied Creative Writing, Expressive Arts Therapy, or Theatre courses, or selected Topics in courses approved by the Chair of Expressive Arts Therapy

## Honors Program in Expressive Arts Therapy

The objectives of the Expressive Arts Therapy Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research or practicum projects, and (3) to provide recognition of students' outstanding academic performance.

**Requirements:** To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete EAT 4840 Capstone Practicum: Expressive Arts Therapy with a course grade of A- (90%) or better.
3. Either (a) present the completed project (based on the formal written report required for Capstone Practicum) in a campus capstone presentation, as well as in a professional forum appropriate to the capstone project (e.g., Carolinas Psychology Conference, Georgia Undergraduate Research Conference in Psychology, Association for Psychological Science, PACE, community partner organization), or (b) submit a manuscript for publication in a peer-reviewed journal.



4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

## Minor in Expressive Arts Therapy

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** 28 credit hours

### Requirements:

- I. Expressive Therapies Course - One of the following (4 credit hours):
  - EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)
  - EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)
  
- II. Social Sciences Foundation Courses - One of the following options (4 credit hours total):
  - PSY 1000 Introduction to Psychology (4cr)
  - SWK 2010 Introduction to Social Work (2cr) AND SWK 2020 Skills for Communication and Partnering (2cr)
  
- III. Electives in the Minor (20 credit hours)
 

Students must complete a minimum of 20 elective credits from the following lists, including 8 credits from the Division of Social Sciences (at least one 3000 or 4000 level course) and 12 credits from the Division of Fine Arts

  - Social Sciences Electives (8 credit hours, at least 4 credits upper level)
    - EAT 2250 / SWK 2250 The Art of Art Therapy (4cr) (if not taken to meet Part I requirements)
    - EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr) (if not taken to meet Part I requirements)
    - EDU 2140 Survey of the Exceptional Child in Education (4cr)
    - PSY 2010 Infant and Child Development (4cr)
    - PSY 2040 Adolescent Development (4cr)
    - PSY 2060 Adult Development (4cr)
    - PSY 2310 Research Methods in Social Science (4cr)
    - PSY 3110 Theories of Personality (4cr)
    - PSY 3120 Psychology of Mental Health and Distress (4cr)
    - PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
    - SWK 2020 Skills for Communication and Partnering (2cr) (if not taken to meet Part II requirements)
    - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
    - SWK 3060 Human Behavior in the Social Environment II: Social Contexts (4cr)
    - SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families (4cr)
    - SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities (4cr)
  
  - Fine Arts Electives (12 credit hours)
 

Any applied music, group music instruction, music ensemble, studio art courses, dance, or theatre performance courses, or selected Topics courses

approved by Chair of Expressive Arts Therapy. Students should consult with their academic advisors about specific course selection.

## Minor in Gender and Women's Studies

**Faculty:** Christey Carwile (Anthropology), Sally Fischer (Philosophy), Paula Garrett (English), Siti Kusujiarti (Sociology) (Chair)

### Minor Overview

The mission of the Gender and Women's Studies Program is to introduce students to a critical and interdisciplinary perspective on the social construction of gender with opportunities to bring this framework to bear in a variety of areas of study and careers.

The goals of the Gender and Women's Studies Program include the following:

1. To understand the complex nature of gender, identity, gender expression, sexuality, and sexual orientation across time and location through interdisciplinary feminist perspectives and theories.
2. To critically examine the social construction of gender and its intersections with other relations of power, such as race, class, sexual orientation, nationality, religion, and age, using cross-cultural perspectives in a variety of disciplines.

Gender and Women's Studies is an interdisciplinary program that offers courses examining the formation of gender and intersections between gender and race, class, ethnicity, and sexuality; introduces students to women's intellectual, social, political, economic, spiritual, and artistic contributions and experiences of women in a variety of historical, global, and cultural contexts; and emphasizes the particular challenges that women face locally and globally. Students wishing to complete a major with a focus on Gender and Women's Studies have the option to major in Sociology and Anthropology with a concentration in Gender and Women's Studies.

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor requirements.

### Requirements:

- I. All of the following courses:
  - HIS 2300 Women in American History (4cr)
  - PHI 2580 Feminist Philosophy (4cr)
  - SOC 1030 Introduction to Gender and Women's Studies (4cr)
- II. 4 credit hours selected from the following courses:
  - ANT 3800 Gender in Cross-Cultural Perspective (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr)
- III. At least 8 credit hours selected from the following courses
  - ANT 3915 Archaeologies of Gender (4cr)
  - ENG 1080 Introduction to Queer Studies (4cr)
  - ENG 2270 Gender and Sexuality in Literature (4cr)
  - ENG 2280 Readings in Queer Studies (4cr)
  - ENG 2730 Literature by Women (4cr)
  - SOC 2110 The Family (4cr)
  - SOC 3100 Media and Social Inequality (4cr)
  - SOC 3240 Difference and Inequality (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr) (*can only be used to satisfy*

*part III if not taken for part II)*

Selected gender and women's studies topic courses and other courses approved by the Gender and Women's Studies program director

## Minor in Interfaith Leadership

**Director:** David Abernathy (Chair, Global Studies)

### Minor Overview

Reflecting trends in the academy and culture, the minor in Interfaith Leadership combines curricular and co-curricular experiences into a coherent set of skills and knowledge for students. Mirroring the rise in religious diversity and an increased interest in “interfaith dialogue,” this minor builds on existing strengths in academic and applied learning in order to create a coherent path for students interested in developing skills and knowledge to be leaders in interfaith work, or bringing interfaith awareness into other professional arenas. This minor provides students with a solid theoretical foundation, including a focus on religious literacy, application of theory, and the chance to develop interpersonal and group leadership skills. Students will also engage in a variety of applied learning experiences and will culminate their studies through an intentionally integrative capstone course.

### Learning Outcomes:

Students will be able to:

- Analyze the category of religion and the field of interreligious studies, including the histories and theoretical models that inform them;
- Recognize and appreciate the contours of religious difference both within and between particular traditions;
- Recognize and explain the ways in which religious traditions and interreligious encounters are embedded within cultural, political and economic systems;
- Critique existing models for understanding and facilitating interreligious encounters and offer constructive suggestions for improving these models.
- Demonstrate leadership skills in communities or organizations consisting of or engaging with persons or groups who orient around religion differently.

**Grades:** Students must earn a grade of C- or above for classes to count towards the minor

**Total Credit Hours:** The following 22 credit hours of coursework are required to fulfill the minor in Interfaith Leadership, including at least 4 credit hours at the 3000-4000 level.

### Requirements:

Students declaring a minor need to seek approval of a study plan from the Director of the program.

- I. REL 1210 Introduction to Interfaith Leadership (4cr) or REL 1110 Exploring Religions (4cr)
- II. Four credits in each of the following categories (at least one at 3000 level or above, see Interfaith Leadership Elective Course List below) (total 12 credit hours)
  - A. Leadership Within Diverse Communities (courses that focus on both theory and practical skill development)
  - B. Religious Literacy (courses that explore the depth of a particular tradition)
  - C. Religion in Context (courses that take up religion in relation to a particular issue or concern)
- III. An additional four credits from the Religious Studies course listing or from the Interfaith

Leadership Elective Course List below (4cr)

- IV. Advanced Applied Learning Experience: PEG 3 community engagement experience, or work experience (through semester-long crew placement or internship of at least 50 hours) related to Interfaith Leadership learning outcomes.
- V. REL 4251 Interfaith Leadership Capstone (2cr)

### **Interfaith Leadership Elective Course List:**

#### **Leadership Within Diverse Communities:**

EDU 2400 Multicultural Education and Equity Pedagogy (4cr)  
 EDU 2600 Experiential Education (4cr)  
 ENS 1260 Introduction to Environmental Education (4cr)  
 GBL 2010 Intercultural Communication (4cr)  
 ODL 3100 Leadership for Adventure Education (4cr)  
 ODL 3251 Universal Adventure Programming (4cr)  
 SWK 2020 Skills for Communication and Partnering (2cr)  
 SWK 2100 Resist. Reform. Revolt: History of Social Welfare (4cr)  
 SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)  
 SWK 3060 Human Behavior in the Social Environment II: Social Contexts (4cr)  
 Or other courses, including select Topics courses, as approved by the Director of the minor.

#### **Religious Literacy:**

REL 1110 Exploring Religions (4cr)  
 REL 2090 Introduction to Islam (4cr)  
 REL 2380 History and Literature of Buddhism (4cr)  
 Or other courses, including select Topics courses, as approved by the Director of the minor.

#### **Religion in Context:**

ANT 2410 Native Peoples of Mexico and Guatemala (4cr)  
 ANT 3110 Culture and Religion (4cr)  
 ENG 2740 Religion in Literature (4cr)  
 GBL 1250 Introduction to Appalachian Studies (4cr)  
 HIS 3270 Renaissance and Reformation (4cr)  
 PHI 2575 / SOC 2575 Critical Race Theory (4cr)  
 REL 2130 Religion and Environmental Justice (4cr)  
 REL 3210 Religion, Peace, and Social Justice (4cr)  
 SOC 2510 Societies in Southeast Asia (4cr)  
 Or other courses, including select Topics courses, as approved by the Director of the minor.

## **Peace and Justice Studies**

**Chair:** David Abernathy (Global Studies)

### **Program Overview**

The mission of the Peace and Justice Studies Program is to help students gain the knowledge and skills necessary to become active, positive contributors to decisions, policies, and leadership in their communities and workplaces.

The Peace and Justice Studies Program at Warren Wilson College examines political and cultural identity

in relation to social institutions, global processes, and conflict. In their course of study, students engage in critical thinking on race and class, domestic and international policy, nonviolence and warfare, religious ethics, and peacekeeping. The Peace and Justice Studies Program works closely with Gender and Women's Studies, Africana Studies, Global Studies, and Interfaith Leadership to offer a range of courses in social theory, public policy, political movements, human rights, and international institutions. Students are also encouraged to take courses in service learning, build relationships in Buncombe County communities, and study abroad.

Peace and Justice Studies addresses themes of conflict resolution, nonviolent social change, human rights, social and environmental justice, and peacemaking efforts on the local, regional and global levels. A Peace and Justice Studies minor can fruitfully complement practically any major offered at Warren Wilson College.

The goals of the Peace and Justice Studies Program are the following:

1. To develop knowledge of political and cultural identity in relation to the causes of local and global conflicts and the ways of preventing or resolving them.
2. To learn how respect for human rights and the natural environment contributes to peace.
3. To become conversant with the works of major social justice activists and peace advocates.
4. To apply conflict resolution skills to contemporary issues.

The program oversees the Peace and Justice Studies minor and the Peace and Social Justice concentration in the Department of Global Studies.

### **Peace and Social Justice thematic concentration within the Global Studies Major**

See Programs of Study: Global Studies - Peace and Social Justice.

### **Minor in Peace and Justice Studies**

**Grades:** Students must pass each Peace and Justice Studies course with a grade of C or better for it to count toward fulfillment of the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours in Peace and Justice Studies and elective courses to fulfill the minor requirements.

#### **Requirements:**

- I. PAX 1100 Introduction to Peace and Justice Studies (4cr)
- II. 20 additional credit hours that may be divided as follows: a minimum of 12 additional credit hours in PAX courses and up to 8 credit hours from elective courses listed below. A minimum of 8 credit hours of PAX courses must be at the 3000-4000 levels, exclusive of Independent Study credit hours.

#### **Peace and Justice Studies Elective Courses:**

ANT 4310-4350 Topics in Latin American Anthropology (2cr)  
 ECO 3830 Economic Growth and Development (4cr)  
 ENG 2240 Global Literature of Imperialism (4cr)  
 HIS 3320 Civil War and Reconstruction (4cr)  
 HIS 3340 Topics in African American History (4cr)  
 HIS 3400 Conflict and Community in Early America (4cr)  
 PAX 3100 Race and the Politics of Crime (4cr)  
 PHI 2575 / SOC 2575 Critical Race Theory (4cr)  
 PSC 2570 International Relations (4cr)

PSC 3300 Politics of Developing States (4cr)  
 PSC 3360 United States Foreign Policy (4cr)  
 REL 1110 Exploring Religions (4cr)  
 REL 2130 Religion and Environmental Justice (4cr)  
 REL 3210 Religion, Peace, and Social Justice (4cr)  
 SOC 1030 Introduction to Gender and Women's Studies (4cr)  
 SOC 2710 Environmental Sociology (4cr)  
 SOC 3100 Media and Social Inequality (4cr)  
 SOC 3250 Gender, Development, and the Environment (4cr)  
 Selected Topics courses with the prior permission of the Director of Peace and Justice Studies

## Minor in Science Communication

**Chair:** Josh Arnold (Environmental Studies)

### Minor Overview

Students minoring in Science Communication will become better science storytellers, honing their audio, visual, and written communication skills. In the introductory course in Science Communication and Outreach, students receive an overview of production and dissemination techniques, including scientific writing, film, photography, and podcasting. They will gain depth of knowledge in the arts, humanities, and science disciplines of their choice via the Production and Science Skill Building course requirements and will share this work beyond Warren Wilson College via the Capstone Portfolio and Reflection course.

**Grade Requirements:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The Science Communication Minor consists of a minimum of 25 credit hours.

### Requirements:

- I. Core Course (4 credits)
  - SCI 2900 Science Communication and Outreach (4cr)
- II. Production: Any 12 credits selected from these options:
  - Art studio classes**  
Any ART course that counts towards the Artistic Expression General Education requirement
  - Creative writing**  
Any WRI course that counts towards the Artistic Expression General Education requirement
  - Theatre**
    - THR 1170 Acting I (4cr)
    - THR 1400-1500 Topics in Dance (variable topics; 2cr each)
    - THR 2030 Voice and Speech (4cr)
    - THR 2440 Improvisation for the Actor (2cr)
    - THR 3040 Acting II (4cr)
  - ENS 2907 Environmental Documentary Filmmaking (4cr)
- III. Science Skill Building: 8 credits selected from these options:
  - BIO 1020 Field Natural History (4cr)

BIO 1070 Introduction to Microbiology (4cr)  
 BIO 1090 Human Biology (4cr)  
 BIO 1160 General Biology (4cr)  
 BIO 2330 / ENS 2330 Forest Biology (4cr)  
 BIO 3220 Genetics (4cr)  
 CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)  
 CHM 1170 General Chemistry II (5cr) + CHM 1180 General Chemistry II Laboratory (0cr)  
 ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)  
 ENS 2160 Introduction to Animal Science (4cr)  
 ENS 2270 Geology of the Southern Appalachians (2cr)  
 ENS 2300 Geology (4cr)  
 ENS 2490 Introduction to Sustainable Agriculture (4cr)  
 ENS 3030 Hydrology (4cr)  
 ENS 3300 Soil Science (4cr)  
 GBL 2250 Introduction to Geographic Information Systems (4cr)  
 GBL 3250 Advanced Geographic Information Systems (4cr)  
 MAT 2108 Introduction to Data Science (4cr)  
 MAT 3039 Advanced Topics in Data Science (4cr)  
 PHY 1180 Contemporary Astronomy (4cr)  
 PHY 2510 Physics I (4cr)  
 PSY 3100 Biopsychology (4cr)  
 PSY 3240 Sensation and Perception (4cr)  
 PSY 4210 Behavioral and Cognitive Neuroscience (4cr)  
 PSY 4250 Social Neuroscience (4cr)

IV. Capstone Portfolio and Reflection (1 credit)

SCI 4100 Science Communication and Outreach Portfolio (1cr)

## Science Communication and Research Overview

Courses that appear with the SCI prefix include Science Communication minor offerings as well as courses within the Natural Science Undergraduate Research Sequence (NSURS). The undergraduate science research program at Warren Wilson College is designed to promote student intellectual independence and maturation, a personalized education, and close cooperative academic interaction with faculty members, staff, and peers. Specific objectives of the science research sequence include:

1. Designing a project that addresses an original question in the context of current literature. The relevance of the topic must be explained in a larger context and the research must be related to existing findings from the primary literature.
2. Implementing the project using appropriate methods and quantitative analysis, organizing individual steps in a large complex project, and practicing problem solution and critical appraisal.
3. Communicating the outcome of the project both orally and in written format, in a clear, concise, organized, and engaging way. This incorporates senior-level articulation, creative expression, logic, and an understanding of professional standards.

By the end of the three-semester, four-course sequence, students will have chosen a research advisor, defined a suitable research topic, carried out a comprehensive literature review, prepared a grant proposal, understood and used pertinent statistical, sampling, and experimental design techniques, presented results orally before a scientific audience, and prepared a scientific manuscript. Assessment occurs through assignments, exams, evaluations, drafts, attendance records, final thesis graded by the research adviser, and final presentation graded by participating faculty. (For a fuller description, see SCI Courses of Instruction section below.)



## Mathematics Department

**Faculty:** David Abernathy, Michael Landis, Nancy Matar, Christopher Potvin, Holly J. Rosson (Chair), Gretchen W. Whipple

### Program Overview

The mission of the Department of Mathematics is to serve every student on campus by providing courses that satisfy general education requirements, furnishing course content in support of several majors, and offering a comprehensive program for mathematics and data science majors and minors. The major requirements guide students in progressing from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof, in accordance with the national standards published by the Mathematical Association of America. The faculty seeks to instill in all students an appreciation of the beauty and utility of mathematics, to facilitate improved confidence and ability in their mathematical skills and quantitative literacy, and, most of all, to foster in them a life-long love of learning.

The goals of the Mathematics Department are the following:

1. To provide all students with an appreciation of mathematics as an engaging field, rich in beauty, with powerful applications to other subjects and contemporary open questions.
2. To furnish all students with essential mathematical skills and hands-on technological experience.
3. To develop majors who are mature in the breadth and depth of mathematical skills as well as mature in mathematical thinking.
4. To enable majors to understand the importance of proof and to demonstrate an ability to communicate mathematical thought both orally and in writing.

## Major in Data Science, B.A.

### Major Overview

Data science is an interdisciplinary field that lies at the intersection of mathematics, statistics, and computer science. Students in this program learn critical skills in these areas which allow them to effectively extract information from large data sets, analyze results, and communicate findings. Through courses and capstone work, students will apply these skills in domain areas such as environmental sustainability and social justice. The program at Warren Wilson is designed to be accessible to students with a variety of backgrounds, yet rigorous enough for students whose goal is to pursue advanced study in data science.

### Goals:

- Apply techniques in mathematics, statistics, and computing to effectively extract information from large data sets.
- Compute with data in at least two high-level programming languages used extensively in data science, such as R and Python.
- Create and interpret statistical models, use these models to make predictions, and evaluate the accuracy of those predictions.
- Deliver written, oral, and graphical results to diverse audiences.
- Use data driven methods to address issues in environmental sustainability and social justice.

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy major requirements.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours as listed below.

**Requirements:**

- I. Introductory Courses:
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
  - MAT 2108 Introduction to Data Science (4cr)
  - MAT 2110 Principles of Computer Science with Python (4cr)
  - MAT 2410 Calculus I (4cr) (or higher level Calculus)
  - GBL 2250 Introduction to Geographic Information Systems (4cr)
- II. Secondary Courses:
  - MAT 2500 Linear Algebra (4cr)
  - MAT 3039 Advanced Topics in Data Science (4cr)
  - MAT 3050 Databases (4cr)
  - MAT 3955 Topics in Statistics (4cr)
  - 2 courses from the following (8cr)
    - MAT course at the 2000+ level (4cr)
    - GBL 3250 Advanced Geographic Information Systems (4cr)
- III. Capstone Courses:
  - MAT 4100 Environmental and Social Advocacy Through Data (2cr)
  - MAT 4791 Data Science Thesis (2cr)
- IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

**Major in Mathematics, B.A.**

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy major requirements.

**Total Credit Hours:** Students must earn a minimum of 45 credit hours in mathematics or 41 credit hours in mathematics and 4 credit hours in physics to fulfill the major.

**Requirements:**

- I. Core Requirements:
  - MAT 2410 Calculus I (4cr)
  - MAT 2420 Calculus II (4cr)
  - MAT 2430 Multivariable Calculus (4cr)
  - MAT 2500 Linear Algebra (4cr)
  - MAT 2890 Introduction to Mathematical Rigor (1cr) OR MAT 2880 Mathematical Rigor (4cr)
  - MAT 3100 Abstract Algebra (4cr)
- II. Breadth Requirements: a minimum of two (2) breadth courses
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)

MAT 2108 Introduction to Data Science (4cr)  
 MAT 2110 Principles of Computer Science with Python (4cr)  
 MAT 2510 Differential Equations (4cr)  
 PHY 2510 Physics I (4cr) OR PHY 2520 Physics II (4cr)

- III. Depth Requirements: a minimum of three (3) depth courses
  - MAT 3039 Advanced Topics in Data Science (4cr)
  - MAT 3200 Geometry (4cr)
  - MAT 3300 Mathematical Modeling (4cr)
  - MAT 3410 History and Philosophy of Mathematics (4cr)
  - MAT 3660 Number Theory (4cr)
  - MAT 4000 Real Analysis (4cr)
  - Chemistry or Physics courses approved by the department
- IV. Senior Capstone Project:
  - MAT 3880 Pre-Thesis Research Seminar (2cr)
  - MAT 4890 Senior Thesis (2cr)
- V. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Minor in Data Science

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that are requirements for the minor.

**Total Credit Hours:** Students must earn a minimum of 24 credits, as described below, to fulfill the requirements of the minor.

### Requirements:

- I. Core Requirements
  - GBL 2250 Introduction to Geographic Information Systems (4cr)
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
  - MAT 2108 Introduction to Data Science (4cr)
  - MAT 2110 Principles of Computer Science with Python (4cr)
- II. Breadth Requirements (Choose one course)
  - MAT 2410 Calculus I (4cr) (or higher level calculus)
  - MAT 2500 Linear Algebra (4cr)
  - Courses with a significant data component from departments across the college may also meet this elective requirement with the approval of the program chair.
- III. Depth Requirements (Choose one course)
  - GBL 3250 Advanced Geographic Information Systems (4cr)
  - MAT 3039 Advanced Topics in Data Science (4cr)

## Minor in Mathematics

**Grades:** Students must maintain a minimum GPA of 2.0 in courses that satisfy minor requirements.

**Total Credit Hours:** Students must earn a minimum of 21 credits of mathematics courses to fulfill the minor requirements.

**Requirements:**

- I. All of the following:
  - MAT 2410 Calculus I (4cr)
  - MAT 2420 Calculus II (4cr)
  - MAT 2500 Linear Algebra (4cr)
  - MAT 2890 Introduction to Mathematical Rigor (1cr)
- II. Additionally: 8 credits of MAT courses above a 2000-level

## Music Department

**Faculty:** Jason DeCristofaro, Kevin Kehrberg, Benjamin Krakauer (Chair), Natalya Weinstein Miller

### Department Overview

The mission of the Music Department is to provide a creative and intellectual environment for all students to study, perform, create, speak, and write about music.

The goals of the Music Program are the following:

1. To develop musicianship.
2. To foster knowledge and understanding of music in its cultural and historical contexts.
3. To promote a critical and analytical understanding of music.

The Warren Wilson music program is for students with career ambitions in music as well as those who wish to incorporate music into their broader liberal arts experience. It offers a major (BA) and minor, stressing regional and cultural contexts through a methodological hybrid of music theory and performance, Appalachian studies, cultural studies, musicology, and ethnomusicology. A cornerstone of the program is a unique concentration in Traditional Music that emphasizes the multicultural roots, influences, and varieties of vernacular music within southern Appalachia. In addition, our vibrant jazz program includes multiple student ensembles and individual instruction in a wide variety of instruments and voice.

**Music: Traditional** - Taking advantage of its location in the southern Appalachian region, Warren Wilson College offers a unique concentration in Traditional Music with a focus on the music and dances of the southern mountains. The major pairs core courses in music theory and the history of musical practice in the southern Appalachians with relevant methodology coursework in cultural studies, musicology, and ethnomusicology. Areas of applied instruction include banjo, fiddle, mandolin, guitar, bass, and songwriting, as well as traditional dance. Student ensembles include multiple old-time string bands and bluegrass bands that perform widely both on campus and around the region. In addition, a number of related music and dance events occur on campus throughout the year, including a weekly jam session, a weekly contra dance, guest artist concerts, and the annual Fiddles and Folklife festival.

**Music: General** - The General Music concentration is for students interested in focusing on classical music, jazz, and/or other popular styles. In addition to core coursework in music history and music theory, the major offers a unique focus on regional and cultural contexts through a methodological hybrid of cultural studies, musicology, and ethnomusicology. Areas of applied instruction include voice, woodwinds, piano, percussion, guitar, bass, improvisation, and songwriting, as well as other instruments. A variety of student ensembles are available, including a college choir, jazz ensemble, klezmer ensemble, a West African ensemble, and an Indonesian gamelan ensemble. Performance opportunities include applied studio classes, student recitals, and concerts on and off campus. In addition, a number of related music events occur on campus throughout the year, including guest artist concerts, student jam sessions, and faculty recitals.

### Major in Music, B.A.

To declare a music major, a student must pass an instrumental or vocal audition. The audition involves a short performance for a small panel of music faculty and an interview about the student's intended area(s) of focus in the major. The audition must occur before the end of a student's sophomore year. Transfer students and those who decide to declare a music major after the sophomore year must consult the department chair. For proper scaffolding of degree coursework, prospective music majors should complete the core requirements (16 credits) of the degree as soon as possible.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 46 credit hours in music to fulfill the major requirements. The same course cannot be used to satisfy more than one requirement for the major.

Students select from one of the following two concentrations.

## Concentrations in Music

### Music Major: Traditional

- I. Core: 16 credits
  - \*MUS 2010 Music Theory and Ear Training (4cr)
  - MUS 2320 Appalachian Music Soundscapes (4cr)
  - One methodology course from the following:*
  - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - MUS 1120 Music Cultures (4cr)
  - One regional studies course from the following:*
  - GBL 1250 Introduction to Appalachian Studies (4cr)
  - HIS 2510 Appalachian History (4cr)
- II. \*\*Applied Music: Six (6) credits in up to two (2) applied areas
  - MUS 1220 Applied Bass (1cr)
  - MUS 2400 Applied Fiddle/Violin (1cr)
  - MUS 2420 Applied Mandolin (1cr)
  - MUS 2610 Applied Guitar (1cr)
  - MUS 2640 Applied Banjo (1cr)
- III. Ensembles: Six (6) credits
  - At least four (4) ensemble credits must come from the following:
    - MUS 2570 Old-Time Band (1cr)
    - MUS 2710 Bluegrass Band (1cr)
  - Two (2) ensemble credits may come from any of the following:
    - MUS 1050 College Choir (1cr)
    - MUS 1270 Jazz Ensemble (1cr)
    - MUS 1290 West African Ensemble (1cr)
    - MUS 1570 Beginning String Band (1cr)
    - MUS 1760 Gamelan Ensemble (1cr)
    - MUS 2330 Tunewriting Ensemble (1cr)
    - MUS 2333 Klezmer Ensemble (1cr)
- IV. Music Culture and Performance Electives: 8 credits
  - At least 4 credits from the following upper-level options:
    - ANT 3150 Dance, Culture, and Identity (4cr)
    - GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains (4cr)
    - GBL 3810 Documenting Appalachia (4cr)
    - MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)
    - MUS 3965 Topics in Music (2cr)
    - MUS 3970 Topics in Music (4cr)
    - Selected Topics courses with permission of the department
  - The remaining four (4) credit hours may be selected from any MUS course or courses except

MUS 1201 Introduction to Music Theory

IV. MUS 3510 Exploring Music Vocations (4cr)

V. Capstone: 6 credits

MUS 4840 Music Project Seminar (4cr)

MUS 4850 Senior Recital Practicum I (1cr)

MUS 4851 Senior Recital Practicum II (1cr)

VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

**Music Major: General**

I. Core: 16 credits

MUS 1100 Music Appreciation (4cr)

\*MUS 2010 Music Theory and Ear Training (4cr)

One methodology course from the following:

ANT 2000 Introduction to Cultural Anthropology (4cr)

MUS 1120 Music Cultures (4cr)

One regional studies course from the following:

GBL 1250 Introduction to Appalachian Studies (4cr)

HIS 2510 Appalachian History (4cr)

II. \*\*Applied Music: Six (6) credits in one area

MUS 1170 Applied West African Music (1cr)

MUS 1220 Applied Bass (1cr)

MUS 1240 Applied Percussion (1cr)

MUS 1300 Applied Piano (1cr)

MUS 1350 Applied Voice (1cr)

MUS 1390 Applied Woodwinds (1cr)

MUS 2610 Applied Guitar (1cr)

III. Ensembles: Six (6) credits

*At least four (4) ensemble credits must come from repetitions of one of the following:*

MUS 1050 College Choir (1cr)

MUS 1270 Jazz Ensemble (1cr)

MUS 1290 West African Ensemble (1cr)

MUS 1760 Gamelan Ensemble (1cr)

*The remaining 2 credits may come from any ensemble course, including the following:*

MUS 1570 Beginning String Band (1cr)

MUS 2330 Tunewriting Ensemble (1cr)

MUS 2333 Klezmer Ensemble (1cr)

MUS 2570 Old-Time Band (1cr)

MUS 2710 Bluegrass Band (1cr)

IV. Music Culture and Performance Electives: 8 credits

*At least 4 credits from the following upper-level options:*

ANT 3150 Dance, Culture, and Identity (4cr)



GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains (4cr)

GBL 3810 Documenting Appalachia (4cr)

MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)

MUS 3965 Topics in Music (2cr)

MUS 3970 Topics in Music (4cr)

Selected Topics courses with permission of the department

The remaining four (4) credit hours may be selected from any MUS course or courses except MUS 1201 Introduction to Music Theory

V. MUS 3510 Exploring Music Vocations (4cr)

VI. Capstone: 6 credits

MUS 4840 Music Project Seminar (4cr)

MUS 4850 Senior Recital Practicum I (1cr)

MUS 4851 Senior Recital Practicum II (1cr)

VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Minor in Music: Traditional

There is no audition requirement for the minor in music. For proper scaffolding of degree coursework, prospective music minors should complete the core requirements (8 credits) of the degree as soon as possible.

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor. The same course cannot be used to satisfy more than one requirement for the minor.

### Requirements:

I. Core: 8 credits

\*MUS 2010 Music Theory and Ear Training (4cr)

MUS 2320 Appalachian Music Soundscapes (4cr)

II. \*\*Applied Music: Four (4) credits in up to two (2) applied areas

MUS 1220 Applied Bass (1cr)

MUS 2400 Applied Fiddle/Violin (1cr)

MUS 2420 Applied Mandolin (1cr)

MUS 2610 Applied Guitar (1cr)

MUS 2640 Applied Banjo (1cr)

III. Ensembles: Four (4) credits

*At least three (3) ensemble credits must come from the following:*

MUS 2570 Old-Time Band (1cr)

MUS 2710 Bluegrass Band (1cr)

*One (1) ensemble credit may come from any of the following:*

MUS 1050 College Choir (1cr)  
 MUS 1270 Jazz Ensemble (1cr)  
 MUS 1290 West African Ensemble (1cr)  
 MUS 1570 Beginning String Band (1cr)  
 MUS 1760 Gamelan Ensemble (1cr)  
 MUS 2330 Tunewriting Ensemble (1cr)  
 MUS 2333 Klezmer Ensemble (1cr)

IV. Music Culture and Performance Electives: 8 credits

*At least 4 credits from the following:*

MUS 1100 Music Appreciation (4cr)  
 MUS 1120 Music Cultures (4cr)  
 MUS 2860 Jazz Appreciation (4cr)  
 MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)  
 MUS 3965 Topics in Music (2cr)  
 MUS 3970 Topics in Music (4cr)  
 Selected Topics courses with permission of the department

The remaining four (4) credit hours may be selected from any MUS course or courses **except** MUS 1201 Introduction to Music Theory.

## Minor in Music: General

There is no audition requirement for the minor in music. For proper scaffolding of degree coursework, prospective music minors should complete the core requirements (8 credits) of the degree as soon as possible.

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours to fulfill the minor. The same course cannot be used to satisfy more than one requirement for the minor.

### Requirements:

- I. Core: 8 credits
  - MUS 1100 Music Appreciation (4cr)
  - \*MUS 2010 Music Theory and Ear Training (4cr)
- II. Applied Music: Four (4) credits in one area
  - MUS 1170 Applied West African Music (1cr)
  - MUS 1220 Applied Bass (1cr)
  - MUS 1240 Applied Percussion (1cr)
  - MUS 1300 Applied Piano (1cr)
  - MUS 1350 Applied Voice (1cr)
  - MUS 1390 Applied Woodwinds (1cr)
  - MUS 2610 Applied Guitar (1cr)
- III. Ensembles: Four (4) credits
  - At least three (3) ensemble credits must come from repetitions of one of the following:*
  - MUS 1050 College Choir (1cr)
  - MUS 1270 Jazz Ensemble (1cr)
  - MUS 1290 West African Ensemble (1cr)
  - MUS 1760 Gamelan Ensemble (1cr)

*The remaining one (1) credit may come from any ensemble course, including the following:*

MUS 1570 Beginning String Band (1cr)  
 MUS 2570 Old-Time Band (1cr)  
 MUS 2710 Bluegrass Band (1cr)  
 MUS 2330 Tunewriting Ensemble (1cr)  
 MUS 2333 Klezmer Ensemble (1cr)

IV. Music Culture and Performance Electives: 8 credits

*At least 4 credits from the following:*

MUS 1120 Music Cultures (4cr)  
 MUS 2320 Appalachian Music Soundscapes (4cr)  
 MUS 2860 Jazz Appreciation (4cr)  
 MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)  
 MUS 3965 Topics in Music (2cr)  
 MUS 3970 Topics in Music (4cr)  
 Selected Topics courses with permission of the department

The remaining four (4) credit hours may be selected from any MUS course or courses **except** MUS 1201 Introduction to Music Theory

**\*Prerequisite:** MUS 1201 Introduction to Music Theory

This course is designed for students entering with little or no musical background. It does not count as elective credit for the major or minor. Students with prior experience may elect to take a placement examination in place of MUS 1201.

**\*\*All Applied Music courses** carry an additional fee per credit hour. Contact the department chair about off-campus lessons for other instruments. As a prerequisite for Applied Music courses, students must complete a group class in the desired instrument or have permission of the instructor. For the concentrations in Traditional Music, students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.

## Outdoor Leadership Department

### Major in Outdoor Business, B.A.

**Faculty:** Mallory McDuff, Jill Overholt (Carol Grotnes Belk Endowed Chair; Department Chair), Wendy Seligmann, Justinn Steffe, Matt Vosler

#### Major Overview

The mission of the Outdoor Business Program is to prepare graduates who have the academic background, skills, and experience necessary to start and bring leadership and management to outdoor and adventure-oriented businesses while also understanding and applying the theories and practice of management and entrepreneurship. Warren Wilson's values of social justice and sustainability are integrated throughout the curriculum. Through a combination of coursework and applied learning, students are prepared to work effectively as leaders and professionals contributing to a complex and changing world.

Program goals are to:

- To foster an understanding of the basic concepts of both outdoor leadership and sustainable business practices through an integrated liberal arts and professional training curriculum.
- To prepare leaders who can analyze, plan, implement, administer, and supervise outdoor and adventure-oriented businesses.
- To develop leaders who understand and exercise responsible leadership to promote socially just and sustainable communities.
- To provide students with essential skills that will help them succeed as outdoor business professionals and entrepreneurs.

The outdoor business curriculum simultaneously focuses on outdoor leadership skills—including education, facilitation, and experiential learning methodologies—and business skills, including organizing, leading, and strategizing; quantitative and logical skills; and ethical practice that enables graduates to pursue a variety of professional and academic fields and/or graduate study. Courses in the outdoor business major combine theory with practice and many incorporate community engagement.

Opportunities available to majors in this program include:

- Leadership for the College Outdoors Program
- Development of a comprehensive, professional adventure education program or business plan
- Internships
- Participation in regional, national and international educational opportunities

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 54 credit hours, including the following, to fulfill the major requirements.

#### Requirements:

- I. All of the following courses in Business (20 credit hours):
  - BA 2010 Accounting I (4cr)
  - BA 2050 / ECO 2030 Survey in Economics (4cr)
  - BA 2111 Principles and Practices of Contemporary Management (4cr)
  - BA 2200 Sustainable Business Practices (4cr)
  - BA 3205 Strategic Marketing (4cr)
- II. All of the following courses in Outdoor Leadership (16 credit hours):

ODL 1000 History and Philosophy of Outdoor Adventure Education (4cr)  
 ODL 2150 Teambuilding and Group Facilitation (4cr)  
 ODL 3100 Leadership for Adventure Education (4cr)  
 ODL 4100 Administration and Management of Adventure Education Programs (4cr)

- III. At least 2 credit hours of skills-based course (2 credit hours):
  - ODL 1090 Whitewater Canoeing (1cr)
  - ODL 1110 Whitewater Kayaking (1cr)
  - ODL 1250 Introduction to Rock Climbing (1cr)
  - ODL 1260 Backpacking (1cr)
  - ODL 2100 Backcountry Skills and Techniques (4cr)
  - ODL 2110 Intermediate Paddling (1cr)
  - ODL 2200 Wilderness First Responder (1-4cr)
  - ODL 2350 Intermediate Rock Climbing (1cr)
- IV. At least 8 credits of courses with the BA or ODL prefix at the 3000-level, with a minimum of 4 credit hours from BA
- V. Internship Sequence (4 credits minimum)
  - BA 3500 College to Career (2cr) OR CD 3500 Career Preparation (2cr)
  - Internship (*academic credit optional*: CD 4850 Academic Internship and CD 4870 Advanced Academic Internship)
  - CD 4840 Academic Internship Seminar (2cr)
- VI. One of the following:
  - BA 4000 Applied Business and Consulting Capstone (4cr)
  - OR
  - ENS 4200 / ODL 4200 Program Planning and Design (4cr)
- VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Major in Outdoor Leadership, B.A.

**Faculty:** Mallory McDuff, Jill Overholt (Carol Grotnes Belk Endowed Chair; Department Chair), Matt Vosler

### Major Overview

The mission of the Outdoor Leadership Studies Program is to prepare graduates who have the academic background, skills, and experience necessary to analyze, plan, implement, administer, and supervise outdoor adventure education programs.

The goals of the Outdoor Leadership program are the following:

1. To foster an understanding of the basic concepts of outdoor leadership through an integrated liberal arts and professional training curriculum.
2. To prepare leaders who can analyze, plan, implement, administer, and supervise outdoor adventure education programs.
3. To develop leaders who understand and exercise responsible leadership to promote sustainable communities.

The outdoor leadership curriculum focuses on education, facilitation, and experiential learning

methodologies. It is not solely a technical skills training program. All outdoor leadership courses combine theory with practice and many incorporate service learning.

The course of study includes technical skills (such as backpacking, canoeing, kayaking, and rock climbing), interpersonal skills (such as group process, counseling, and leadership), and a broad understanding of administrative issues. In addition, students take supporting course work from various disciplines depending on career interest and needs. Options include, but are not limited to, social work, education, psychology, forestry, art, and environmental studies.

Opportunities available to majors in this program include:

- Leadership for the college Outdoors Program
- Development of a comprehensive, professional adventure education program
- Internship
- Participation in regional, national and international educational opportunities
- And, for the highly motivated student, the opportunity to assist faculty in teaching courses

**Grades:** Students must earn a combined GPA of 2.0 for courses in the major.

**Total Credit Hours:** Students must earn a minimum of 51 credit hours, including the following, to fulfill the major requirements.

**Requirements:**

- I. All of the following:
  - CD 3500 Career Preparation (2cr)
  - CD 4840 Academic Internship Seminar (2cr)
  - ENS 4200 / ODL 4200 Program Planning and Design (4cr)
  - ODL 1000 History and Philosophy of Outdoor Adventure Education (4cr)
  - ODL 1250 Introduction to Rock Climbing (1cr)
  - ODL 2100 Backcountry Skills and Techniques (4cr)
  - ODL 2150 Teambuilding and Group Facilitation (4cr)
  - ODL 2200 Wilderness First Responder (1-4cr)
  - ODL 2410 Natural Environments and Health (4cr)
  - ODL 3100 Leadership for Adventure Education (4cr)
  - ODL 3220 Challenge Course Facilitation and Management (4cr)
  - ODL 3251 Universal Adventure Programming (4cr)
  - ODL 4100 Administration and Management of Adventure Education Programs (4cr)
  - PSY 1000 Introduction to Psychology (4cr)
- II. One of the following:
  - ODL 1090 Whitewater Canoeing (1cr)
  - ODL 1110 Whitewater Kayaking (1cr)
- III. One of the following:
  - EDU 2050 Educational Psychology (4cr)
  - PSY 2010 Infant and Child Development (4cr)
  - PSY 2040 Adolescent Development (4cr)
  - PSY 3170 Health Psychology (4cr)
  - PSY 3180 Social Psychology (4cr)
  - PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
  - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
- IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their

major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Minor in Outdoor Leadership

**Grades:** Students must earn a combined GPA of 2.0 for courses in the minor.

**Requirements:**

Students must earn a minimum of 23 credit hours including the following to fulfill the minor requirements

- I. All of the following:
  - ODL 1000 History and Philosophy of Outdoor Adventure Education (4cr)
  - ODL 1250 Introduction to Rock Climbing (1cr)
  - ODL 2100 Backcountry Skills and Techniques (4cr)
  - ODL 2150 Teambuilding and Group Facilitation (4cr)
  - ODL 2200 Wilderness First Responder (1-4cr)
  - ODL 3100 Leadership for Adventure Education (4cr)
- II. One of the following:
  - ODL 1090 Whitewater Canoeing (1cr)
  - ODL 1110 Whitewater Kayaking (1cr)
- III. One of the following:
  - ODL 2410 Natural Environments and Health (4cr)
  - ODL 3220 Challenge Course Facilitation and Management (4cr)
  - ODL 3251 Universal Adventure Programming (4cr)



## Philosophy and Politics Department

### Major in History and Political Science, B.A.

**Grades:** Students must pass courses with a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in history and political science to fulfill the major requirements. Students may complete the major in History and Political Science without a concentration or may complete a concentration in History or in Political Science.

All courses for the major and minor must have HIS or PSC prefixes except for two of the following classes for the major and one class for the minor:

- ECO 3060 Political Economy and Collective Choice (4cr) (non-American political science)
- ENS 3220 Introduction to Environmental Law (4cr) (political science, American government)
- GBL 3310 The Cold War, Globalization, and Popular Culture (4cr) (U.S. history)

Up to 8 credit hours of AP history or government credit may count toward the major or the minor. **See the AP Examination Recommendations chart on the Registrar's Office webpage.**

**Requirements (for the major with no concentration):**

40 credit hours distributed as follows:

- I. 12 credit hours in three 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.
- II. PSC 1510 Introduction to American Government (4cr)
- III. 4 credit hours in a 2000-level Political Science course.
- IV. 16 credit hours in four 3000-level or 4000-level History or Political Science courses. Two courses must be in History and two courses must be in Political Science.
- V. HIS 4800 Senior Seminar in History and Political Science (4cr)
- VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Concentrations

### History

**Requirements:**

40 credit hours distributed as follows:

- I. 16 credit hours in four 1000-level or 2000-level History courses. At least one course must focus on U.S. history (including Early America), and at least one course must focus on non-U.S. history.

- II. 4 credit hours in one 1000-level or 2000-level Political Science course.
- III. 12 credit hours in three 3000-level or 4000-level History courses. At least one course must focus on United States history (including Early America), and at least one course must focus on non-U.S. history.
- IV. 4 credit hours in one 3000-level or 4000-level Political Science course.
- V. HIS 4800 Senior Seminar in History and Political Science (4cr)
- VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

### ***Political Science***

#### **Requirements:**

40 credit hours distributed as follows:

- I. PSC 1510 Introduction to American Government (4cr)
- II. 12 credit hours in three 2000-level Political Science courses. At least one course must focus on non-U.S. government or politics, or international relations.
- III. 4 credit hours in one 1000-level or 2000-level History course.
- IV. 12 credit hours in three 3000-level or 4000-level Political Science courses. At least one must focus on U.S. government or politics, and at least one must focus on non-U.S. government or politics, or international relations.
- V. 4 credit hours in one 3000-level or 4000-level History course
- VI. HIS 4800 Senior Seminar in History and Political Science (4cr)
- VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

### **Major in Philosophy, B.A.**

**Faculty:** Sally Fischer (Chair), Jason Miller

#### **Major Overview**

The Mission of the Philosophy Department is to provide students with knowledge and appreciation for the major philosophies and philosophical questions within their cultural and historical contexts. The Philosophy program focuses primarily on the Western tradition, both historically and in terms of thematic issues.

The goals of the Philosophy Program are the following:

1. To help students develop, through careful readings and discussion, critical thinking and reading skills, and to foster the ability to develop strong, articulate arguments, both verbally and in writing.
2. To help students gain the skills and understanding required for leading well-examined lives and to emphasize the relevance of philosophy in real life issues.
3. To provide those students with special and serious interest in philosophy the foundational knowledge and preparation for graduate study in philosophy.
4. To provide students with diverse perspectives in philosophy.

The major in Philosophy may serve as the focus of a broad range of liberal arts courses or as the core of a concentrated study of philosophy, perhaps as preparation for graduate study in Philosophy, interdisciplinary programs in Humanities, or Law.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major.

**Total Credit Hours:** Students must earn a minimum of 40 credit hours in Philosophy to fulfill the major requirements.

**Requirements:**

I. Basic courses:

PHI 1110 Introduction to Philosophy: A Search for Meaning (4cr)

PHI 1320 Argumentation (4cr)

*Please note: Declared Philosophy majors need to complete these courses as soon as possible. These courses should be completed before taking any upper division courses in Philosophy. All 3000 level courses have the following prerequisites: One previous course in philosophy and sophomore standing.*

One course in ethics from the following:

PHI 2520 Environmental Ethics (4cr)

PHI 2570 Ethical Theory and Practical Issues (4cr)

II. History of Philosophy courses:

PHI 3530 Modern Philosophy (4cr) **AND one of the following:**

PHI 2589 Gender Troubles in Ancient Greek Thought (4cr)

PHI 2590 Ancient Philosophy: Problems of Truth and Goodness (4cr)

III. Capstone Seminar in Philosophy: PHI 4701 Capstone Research and Thesis (4cr)

IV. Electives: 16 credit hours from the following courses, with at least one at the 3000 level:

PHI 2500 Philosophy and Art at Black Mountain College (4cr)

PHI 2510 Philosophy of Art (4cr)

PHI 2560 Political Philosophy (4cr)

PHI 2575 / SOC 2575 Critical Race Theory (4cr)

PHI 2580 Feminist Philosophy (4cr)

PHI 2589 Gender Troubles in Ancient Greek Thought (4cr)

PHI 2720 Introduction to Nietzsche (4cr)

PHI 2900 Existentialism Through Film and Fiction (4cr)

PHI 3890 Multiculturalism and the Politics of Identity (4cr)

PHI 2904 Contemporary Philosophy (4cr)

**OR**

PHI 3560 Advanced Contemporary Philosophy (4cr)

Selected Topics courses in philosophy

- V. Diverse Perspectives Requirement: at least three courses from the following list. These courses may also count toward other philosophy requirements for the major.

PHI 2510 Philosophy of Art (4cr)  
 PHI 2560 Political Philosophy (4cr)  
 PHI 2570 Ethical Theory and Practical Issues (4cr)  
 PHI 2575 / SOC 2575 Critical Race Theory (4cr)  
 PHI 2580 Feminist Philosophy (4cr)  
 PHI 2900 Existentialism Through Film and Fiction (4cr)  
 PHI 3890 Multiculturalism and the Politics of Identity (4cr)

PHI 2904 Contemporary Philosophy (4cr)

**OR**

PHI 3560 Advanced Contemporary Philosophy (4cr)

- VI. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Concentration in Critical Theory and Social Justice

The Critical Theory and Social Justice concentration aims to broaden student understanding of social oppression, conflict, and social identity, and to foster critical thinking about theories and practices of state, social, and/or corporate power. In addition to courses in philosophy, courses in history, literature, social theories, social movements, and global conflict, as well as those involving human rights, humanitarianism, and peaceful solutions to conflict, are considered part of this concentration.

In addition to the general goals of the Philosophy program, specific goals of the Critical Theory and Social Justice Concentration are as follows:

1. To engage in higher level critical thinking and analysis about ethical-social-political structures and issues surrounding inequity, and to reconstruct political power by challenging social constructs such as race, gender, class, and sexuality.
2. To analyze theoretical frameworks such as human rights, collective identities and movements, political economy, and symbolic representation.
3. To develop strong research and writing skills, particularly using methodological skills cultivated in the Humanities.
4. To develop organizing and advocacy skills that support political change.

**Total Credit Hours:** Students must earn a minimum of 52 credits to fulfill the Concentration in Critical Theory and Social Justice.

**Grades:** Students must pass all courses at a grade of C- or better to count towards fulfillment of the major concentration.

### Requirements:

- I. Core requirements: all of the following courses (12 credits):  
 PAX 1100 Introduction to Peace and Justice Studies (4cr)  
 PHI 2575 / SOC 2575 Critical Race Theory (4cr)  
 PHI 2580 Feminist Philosophy (4cr)

- II. Area elective credits: 3 courses from the following (12 credits):
  - PHI 2560 Political Philosophy (4cr)
  - PHI 2570 Ethical Theory and Practical Issues (4cr)
  - PHI 2904 Contemporary Philosophy (4cr)
  - PHI 3890 Multiculturalism and the Politics of Identity (4cr)
  - SOC 3170 Social Theory (4cr)
- III. 1 course from the following (4 credits):
  - PAX 3100 Race and the Politics of Crime (4cr)
  - PHI 3560 Advanced Contemporary Philosophy (4cr)
- IV. Summer or semester-long internship (minimum of 4 credits):
  - CD 4840 Academic Internship Seminar (2cr)
  - CD 4850 Academic Internship (minimum of 2 credits)
- V. Capstone: (4 credits):
  - PHI 4701 Capstone Research and Thesis (4cr)
- VI. Breadth Electives (16 credits):
 

Students will consult with their advisor to craft an intentional plan for breadth electives from among the following courses. Additional elective courses may be approved by the major advisor:

  - ANT 2610 Cultures of Sub-Saharan Africa (4cr)
  - ANT 3110 Culture and Religion (4cr)
  - ANT 3149 Language and Culture (4cr)
  - ANT 3150 Dance, Culture, and Identity (4cr)
  - ANT 3903 Subculture (4cr)
  - ENG 1080 Introduction to Queer Studies (4cr)
  - ENG 2270 Gender and Sexuality in Literature (4cr)
  - ENG 2280 Readings in Queer Studies (4cr)
  - ENG 2700 African American Literature (4cr)
  - ENG 2730 Literature by Women (4cr)
  - ENG 2800 Literature and War (4cr)
  - ENG 3450 Literature and Culture of the Enlightenment Period (4cr)
  - GBL 2010 Intercultural Communication (4cr)
  - HIS 2300 Women in American History (4cr)
  - HIS 2340 African American Experience to 1877 (4cr)
  - HIS 3340 Topics in African American History (4cr)
  - HIS 3380 Grassroots Politics in Twentieth Century America (4cr)
  - HIS 3400 Conflict and Community in Early America (4cr)
  - PHI *ALL COURSES*
  - PSC 2450 Environmental Politics in Global Perspectives (4cr)
  - PSC 2570 International Relations (4cr)
  - PSC 3300 Politics of Developing States (4cr)
  - PSC 3360 United States Foreign Policy (4cr)
  - SOC 1030 Introduction to Gender and Women's Studies (4cr)
  - SOC 2510 Societies in Southeast Asia (4cr)
  - SOC 2710 Environmental Sociology (4cr)
  - SOC 3120 Disaster and Society (4cr)
  - SOC 3240 Difference and Inequality (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr)
  - WRI 2201 Writing Across Communities (4cr)

## Minor in History and Political Science

**Grades:** Students must pass courses with a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in history and political science to fulfill the minor requirements.

**Requirements:**

The minor requires at least 4 credit hours in History and 4 credit hours in Political Science. At least 8 credit hours of the required 20 credit hours must be at the 2000-level or higher.

## Minor in Philosophy

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor.

**Total Credit Hours:** Students must earn a minimum of 20 credit hours in Philosophy to fulfill the minor requirements.

**Requirements:**

- I. 20 credit hours in philosophy, including no more than two 1000-level courses in philosophy.
- II. Diverse Perspectives Requirement: at least two courses from the following list. This course counts toward the 20 credits required to fulfill the minor in philosophy.
  - PHI 2510 Philosophy of Art (4cr)
  - PHI 2560 Political Philosophy (4cr)
  - PHI 2570 Ethical Theory and Practical Issues (4cr)
  - PHI 2580 Feminist Philosophy (4cr)
  - PHI 3890 Multiculturalism and the Politics of Identity (4cr)
  
  - PHI 2904 Contemporary Philosophy (4cr)
  - OR**
  - PHI 3560 Advanced Contemporary Philosophy (4cr)
  
  - PHI 2575 / SOC 2575 Critical Race Theory (4cr)
  - PHI 2900 Existentialism Through Film and Fiction (4cr)

## Psychology Department

**Faculty:** Martha L. Knight-Oakley (Chair), Jennifer L. Mozolic , Cristina L. Reitz-Krueger, Robert A. Swoap

### Program Overview

The Psychology Department seeks to prepare graduates who are able to use their understanding of psychology as they pursue their careers, contribute to the larger community, and live full and meaningful lives. Its curriculum enables students to develop both breadth and depth of knowledge about psychology, its approaches to understanding human behavior and mental process, and its applications.

The goals of the Psychology Program are the following:

1. To help students develop an understanding of the theoretical concepts, methodology, and research-based findings in the foundation areas of psychology.
2. To help students understand applications of psychology to personal and societal issues.
3. To help students use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior and mental processes.
4. To help students express themselves effectively in written and oral communication.
5. To help students understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Psychology majors complete a Bachelor of Arts degree which provides students with a breadth of coursework and experience across the diverse areas of psychology: biological, social/personality, learning and development, and mental health. Skills of critical thinking, research design, data collection, data analysis, and professional writing and speaking are developed throughout the major coursework. Upper level courses provide additional opportunities for students to pursue areas of particular interest in greater depth. In a two-course capstone sequence, students elect to pursue either advanced research or practicum experience. Additional research and internship opportunities are available either in conjunction with upper level courses or as independent study. Students work with their advisors to select those options within the major, as well as in service and work opportunities, that will best prepare them for their postgraduate goals.

The Neuroscience Minor can be combined with the Psychology Major and with other majors to develop more depth in the study of brain and behavior. This interdisciplinary field of Neuroscience is designed to help prepare students for careers and graduate study in research and clinical fields, as well as a wide variety of other areas where a comprehensive understanding of the brain and behavior would be advantageous.

Psychology can be combined with other majors and minors (e.g., Art, Biology, Business, Communication, Creative Writing, Data Science, Education, Expressive Arts Therapy, Outdoor Leadership, Philosophy, or Social Work) to address specific combinations of interests and applications. The Psychology Major prepares students for graduate study in psychology and related fields or for immediate employment in a wide range of human services settings. When combined with other appropriate coursework and experiences, psychology can also provide excellent preparation for law school or medical school.

### Major in Psychology, B.A.

**Grades:** Students must complete the major with a minimum overall GPA of 2.0.

**Total Credit Hours:** The Major in Psychology consists of at least 40 credit hours. The credit hours are



distributed as follows to offer breadth and depth in the field.

### Requirements:

- I. Foundational Courses (14 credit hours):
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 2250 Explorations in the Psychology Major (2cr)
  - PSY 2310 Research Methods in Social Science (4cr)
  - MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
  
- II. Breadth Courses (16 credit hours): Students select at least 4 credit hours from each of the following areas.
  - Biological (4 credit hours):
    - PSY 3100 Biopsychology (4cr)
    - PSY 3240 Sensation and Perception (4cr)
  - Social/Personality (4 credit hours):
    - PSY 3110 Theories of Personality (4cr)
    - PSY 3180 Social Psychology (4cr)
    - PSY 4250 Social Neuroscience (4cr)
  - Learning and Development (4 credit hours):
    - PSY 2010 Infant and Child Development (4cr)
    - PSY 2040 Adolescent Development (4cr)
    - PSY 2060 Adult Development (4cr)
    - PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
  - Mental Health and Distress (4 credit hours):
    - PSY 3120 Psychology of Mental Health and Distress (4cr)
    - PSY 3170 Health Psychology (4cr)
    - PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
  
- III. Advanced Courses (10 credit hours):
  - Seminar (2 credit hours): At least 2 credit hours of courses designated as psychology seminars that emphasize critical discussion of primary sources.
    - PSY 4010 Selected Readings in Psychology (2cr)
    - PSY 4020 History of Psychology (2cr)
    - PSY 4160 Ecopsychology (2cr)
    - PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
    - PSY 4250 Social Neuroscience (4cr)
    - Selected Topics courses based on primary sources.
  - Capstone (8 credit hours):
    - PSY 4830 Capstone Proposal: Psychology (4cr)
    - One of the following:
      - PSY 4840 Capstone Practicum: Psychology (4cr)
      - PSY 4850 Capstone Thesis: Psychology (4cr)
  
- IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Honors Program in Psychology

The objectives of the Psychology Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research or practicum projects, and (3) to provide recognition of students' outstanding academic performance.

### Requirements:

To meet the requirements, a student must

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete either PSY 4840 Capstone Practicum: Psychology or PSY 4850 Capstone Thesis: Psychology with a course grade of A- (90%) or better.
3. Either (a) present the completed project (based on the formal written report required for Capstone Thesis or Capstone Practicum) in a campus capstone presentation, as well as in a professional forum appropriate to the capstone project (e.g., Carolinas Psychology Conference, Georgia Undergraduate Research Conference in Psychology, SYNAPSE, Association for Psychological Science, PACE, community partner organization), or (b) submit a manuscript for publication in a peer-reviewed journal.
4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

## Minor in Psychology

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 24 credit hours of coursework, including at least 12 credit hours at the 3000-4000 level.

### Requirements:

- I. PSY 1000 Introduction to Psychology (4cr)
- II. At least 14 credit hours from the breadth areas within psychology (biological, social/personality, learning and development, and mental health and distress) selected to represent at least 2 credit hours in each of three of the four breadth areas. For a listing of courses that fulfill the different breadth areas, see the major above under "Breadth Courses."
- III. Six (6) additional elective credit hours in psychology.

## Minor in Neuroscience

**Grades:** Students must complete the minor with a minimum overall GPA of 2.0.

**Total Credit Hours:** The following 25 credit hours of coursework are required to fulfill the Neuroscience Minor, including at least 12 credit hours at the 3000-4000 level.

### Requirements:

- I. Core Courses (17 credit hours):
  - BIO 1160 General Biology (4cr)
  - CHM 1160 General Chemistry I (5cr) + CHM 1150 General Chemistry I Laboratory (0cr)
  - PSY 1000 Introduction to Psychology (4cr)
  - PSY 3100 Biopsychology (4cr)
- II. Electives: 8 credit hours chosen from the list below. 4 of these 8 credits must be from a department outside the declared major.

BIO 2080 Cell Biology (4cr)

BIO 2110 Anatomy and Physiology I (4cr)

BIO 2120 Anatomy and Physiology II (4cr)

BIO 3220 Genetics (4cr)

BIO 3480 Animal Behavior (4cr)

PSY 3240 Sensation and Perception (4cr)

PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

PSY 4250 Social Neuroscience (4cr)

Selected topics courses in psychology and other relevant courses, with the approval of the Psychology Department.

## Social Work Department

**Faculty:** Sarah A. Himmelheber, Lucy A. Lawrence (Director)

### Department Overview

The Social Work Program at Warren Wilson College empowers students to become competent, civically-engaged leaders and change agents for social justice. Throughout a rigorous, developmental curriculum of experiential community-based learning, students are challenged to engage critically and reflexively within their communities, the profession, and our global society.

The goals of the Warren Wilson College Social Work Program are as follows:

1. To prepare students to enter generalist social work practice or graduate education as culturally humble, anti-racist, anti-oppressive practitioners by creating authentic relationships, mitigating power imbalances, and promoting institutional accountability.
2. To broaden students' perspectives through engagement with multiple theoretical frameworks, evidence-based research, and diverse community experiences.
3. To facilitate an orientation to life-long learning wherein students cultivate personal growth, resilience, and intercultural engagement as members of our global society centering human rights and social change at multiple levels of practice.
4. To foster the development of values and ethics, guided by the NASW Code of Ethics, with attention to a systems approach of how context impacts promoting inclusion, intersection, and equity.

The major can be useful for students wishing to pursue careers or graduate work in social work or for students interested in other service-related fields, such as public health, mental health, recreation, city planning, public administration, and/or policy development and analysis.

### Major in Social Work, B.A.

**Grades:** Students must pass courses within the Social Work department with a grade of C or better, and courses outside of the department must have a grade of C- or better to count toward fulfillment of the major. Students must also maintain an overall GPA of 2.5.

**Total Credit Hours:** The social work major consists of the following 58 credit hours.

#### Requirements:

- I. Social Work Liberal Arts Perspective:
  - BIO 1090 Human Biology (4cr)
  - One of the following:
    - PSY 1000 Introduction to Psychology (4cr)
    - SOC 1000 Introduction to Sociology (4cr)
- II. Social Work Practice Perspective: Focuses on the development of professional social work knowledge, skills and values
  - PSY 2310 Research Methods in Social Science (4cr)
  - SWK 2010 Introduction to Social Work (2cr)
  - SWK 2020 Skills for Communication and Partnering (2cr)
  - SWK 2100 Resist. Reform. Revolt: History of Social Welfare (4cr)
  - SWK 3050 Human Behavior in the Social Environment I: The Life Course (4cr)
  - SWK 3060 Human Behavior in the Social Environment II: Social Contexts (4cr)
  - SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and

Families (4cr)

SWK 4100 Policy Advocacy for Social Change (4cr)

SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities (4cr)

- III. Field Education: Semester-long block field placement and corresponding field seminar
  - SWK 4250 Orientation to Field Education (2cr)
  - SWK 4300 Field Education (12cr)
  - SWK 4350 Field Education Seminar (4cr)
- IV. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Sociology and Anthropology Department

**Faculty:** Christey Carwile, Ben Feinberg, Siti Kusujiarti (Chair), Scotti Norman, Susan Ortiz

### Department Overview

The mission of the Sociology and Anthropology Department is to provide students with the values and skills needed to understand diverse cultures and societies and to participate in social transformations that will create a more just, equitable, and sustainable world through a rigorous academic program that provides a balance of depth and breadth of exposure to anthropological, archeological and sociological perspectives.

The goals of the Sociology and Anthropology Program are the following:

1. Enable students to recognize, understand, and apply different concepts and/or theoretical approaches in Sociology and Anthropology.
2. Teach students to appropriately use scholarly sources in the disciplines.
3. Train students to design and carry out research using sociological and anthropological methods.
4. Foster an appreciation for cultural difference and social justice by exposing students to diverse communities around the world and in the United States.

The Sociology and Anthropology major is an integrated one, which means that coursework and field study give students opportunities for shared experiences in Sociology and Anthropology. Students can prepare for graduate study in research or teaching, professional training in applied social science (e.g., health administration, urban planning, environmental programs), law, government service, work in community development, public service administration, and non-profit agencies. The program stresses a cross-cultural perspective, and some courses have a Service-Learning component.

### Major in Sociology and Anthropology, B.A.

**Grades:** Students must pass courses at a grade of C- or better to count toward fulfillment of the major. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 48 credit hours, including 40 in Sociology and Anthropology to fulfill the major requirements.

#### Requirements:

- I. Core Requirements (20 credit hours):
  - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - SOC 1000 Introduction to Sociology (4cr)
  - SOC 3170 Social Theory (4cr)
  - SOC 4020 Sociology/Anthropology Research Craft (4cr)
  - SOC 4100 Directed Research in Sociology/Anthropology (4cr)
- II. Depth and Breadth Requirements: At least 20 credit hours of Sociology and Anthropology electives, including:
  - At least 8 credit hours of electives at the 3000 or 4000 level.
  - At least 4 credit hours of Sociology electives (courses listed SOC)
  - At least 4 credit hours of Anthropology electives (courses listed ANT)
- III. Requirement in Related Area of Study: At least 8 advisor-approved credit hours in one other supplementary area, including at least 4 credit hours at the 3000 or 4000 level.

- IV. Language: Sociology and Anthropology majors are strongly encouraged to acquire fluency in a second language.
- V. Mathematics: Sociology and Anthropology majors are strongly encouraged to take MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.)
- VI. Concentrations: Students may choose one of the following four concentrations, based on the way they fulfill their breadth and depth requirements. Students may elect to major in Sociology and Anthropology without a concentration by completing requirements one, two, and three above.
- VII. Community Engagement Commitment: PEG 1, 2, and 3 must be fulfilled by each student (as detailed [here](#) in the catalog). These are not required to be directly relevant to the major, but students are encouraged to explore community engagement experiences that intersect with their major coursework. They should explore these opportunities with their advisor, with the support of the Community Engagement Office.

## Concentrations

Students can elect to complete a concentration. Students who do not elect a concentration will complete general study within Sociology and Anthropology through the requirements listed above.

### Archaeology

- I. At least 4 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.
  - ANT 1400 Introduction to Archaeology (4cr)
  - ANT 1440 North American Archaeology (4cr)
  - ANT 1450 Archaeology of World Cultures (4cr)
  - ANT 1480 Archaeological Field Methods (4cr)
  - ANT 2510 Latin American Archaeology and Colonialism (4cr)
  - ANT 2907 Space, Place, and Landscape (4cr)
  - ANT 2908 Archaeology in Popular Culture (4cr)
- II. 8 credit hours from the following:
  - One of the following:
    - ANT 1480 Archaeological Field Methods (4cr)
    - ANT 3400 Archaeological Field School (1-4cr)
    - ANT 3420 Archaeology Laboratory Methods (4cr)
- III. Sociology Elective Course (4cr)
- IV. Anthropology Elective Course (4cr)
- V. Students must conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on an advisor-approved archaeological topic.

### Cultural Anthropology

- I. At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.
  - ANT 2310 Medical Anthropology (4cr)
  - ANT 2410 Native Peoples of Mexico and Guatemala (4cr)
  - ANT 2610 Cultures of Sub-Saharan Africa (4cr)
  - ANT 2979 Topics in Anthropology (2cr)
  - ANT 2989 Topics in Anthropology (4cr)
  - ANT 3110 Culture and Religion (4cr)
  - ANT 3149 Language and Culture (4cr)
  - ANT 3150 Dance, Culture, and Identity (4cr)



ANT 3800 Gender in Cross-Cultural Perspective (4cr)  
 ANT 3903 Subculture (4cr)  
 ANT 4310-4350 Topics in Latin American Anthropology (2cr)  
 SOC 1030 Introduction to Gender and Women's Studies (4cr)

### Gender and Women's Studies

- I. At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration. Students must also conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on gender and women's studies.
  - ANT 3800 Gender in Cross-Cultural Perspective (4cr)
  - ANT 3915 Archeologies of Gender (4cr)
  - SOC 1030 Introduction to Gender and Women's Studies (4cr)
  - SOC 2110 The Family (4cr)
  - SOC 3012 Women of Color and Feminism (4cr)
  - SOC 3100 Media and Social Inequality (4cr)
  - SOC 3240 Difference and Inequality (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr)

### Sociology

- I. At least 12 hours of the elective credit hours from section II (Depth and Breadth Requirements) must be selected from the following courses to fulfill this concentration.
  - PHI 2575 / SOC 2575 Critical Race Theory (4cr)
  - SOC 1030 Introduction to Gender and Women's Studies (4cr)
  - SOC 2110 The Family (4cr)
  - SOC 2510 Societies in Southeast Asia (4cr)
  - SOC 2710 Environmental Sociology (4cr)
  - SOC 2950 Topics in Sociology (2cr)
  - SOC 2951 Topics in Sociology (4cr)
  - SOC 3012 Women of Color and Feminism (4cr)
  - SOC 3100 Media and Social Inequality (4cr)
  - SOC 3120 Disaster and Society (4cr)
  - SOC 3240 Difference and Inequality (4cr)
  - SOC 3250 Gender, Development, and the Environment (4cr)

## Minor in Sociology and Anthropology

**Grades:** Students must pass courses at a grade of C- or better to count toward the minor. Students must also maintain a minimum overall GPA of 2.0.

**Total Credit Hours:** Students must earn a minimum of 24 credit hours, including at least 8 credit hours at the 3000 or 4000 level in Sociology and Anthropology, to fulfill the minor requirements.

### Requirements:

- I. 8 credit hours of introductory courses:
  - ANT 2000 Introduction to Cultural Anthropology (4cr)
  - SOC 1000 Introduction to Sociology (4cr)
- II. At least 16 additional credit hours in Sociology and Anthropology including at least 8 at the 3000-4000 level. SOC 1030 Introduction to Gender and Women's Studies may be used to fulfill this requirement.

## Graduate Program

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### Master of Fine Arts in Creative Writing

**Director:** Rita Banerjee, Ph.D.

#### Program Overview

The Warren Wilson College MFA Program for Writers Master of Fine Arts degree requires successful completion of four semesters of study and represents mastery in creative writing, contemporary letters, applied criticism, and the tradition of literature. The course of study toward the degree is carried out by alternating on-campus residency sessions and six-month semesters of independent study under close faculty supervision. The residencies, ten days in early January and July, are attended by all faculty and students. Readings, lectures, classes, team-taught workshops, meetings, conferences to plan the independent study, and the informal exchange of the residencies, foster a strong sense of community and give direction for the semester. The Semester Project, designed during residency, is supervised through consultation between student and faculty supervisor conducted roughly every three weeks. The individualized course of study (faculty-student ratio is 3:1) and thorough engagement of faculty, occurring within the context of one's ongoing adult life, make the Program useful to writers at all stages of their development. Complete details about the Program's history, design, and requirements for semester credit and for the MFA degree are available on the Program website: [www.wwcma.org](http://www.wwcma.org).

#### The Degree

**Grades:** No grades are assigned. Narrative assessment of all semesters and projects are included on transcripts.

#### Requirements:

A total of 60 graduate credits must be earned. Fifteen credits are granted for each semester successfully completed; no hours are awarded for incomplete work. The program does not accept transfer credits. All of the following criteria must be met for award of the degree:

- I. Full participation in 5 residency periods
- II. Successful completion of 4 semester projects with 4 different faculty supervisors, with a minimum accumulation of 60 graduate credit hours
- III. Broad reading in literature and contemporary letters, as demonstrated by a bibliography of usually 50-80 entries
- IV. The completion of at least 36 annotations, brief craft-based essays written in response to the student's reading
- V. A substantial 30-50 page analytical essay, typically completed in the third semester
- VI. A Thesis Manuscript of poetry or fiction of high quality
- VII. Objective assessment of that manuscript by faculty and peers in Thesis Review
- VIII. A graduate class taught to peers during a residency period
- IX. A public reading of the student's own work during residency

#### Program Details

##### Residency

Held bi-annually, the intensive and stimulating 10-day residency period serves as the principal

component of the Program and as the foundation of a supportive, committed community of writers. Each student attends the residency as the prerequisite to the non-resident semester's study. Lectures, classes, and seminars in literature and craft provide a broad curriculum covering a wide range of aesthetics and a strong background for the semester study projects; in the evening, poetry and fiction readings are presented by faculty and graduating students. Students are paired with their faculty supervisors for the term early in the residency; students and supervisor meet at least three times to plan the upcoming semester project. The residency marks the beginning of the new semester for all students except for those about to graduate; during their final residency, graduating students serve on and are the subject of thesis interviews, teach a one-hour course to their peers, and present a public reading of their work.

### **Semester**

During the six-month non-resident semester, the student submits a packet of work (new poetry or fiction, revised pieces, brief craft essays written in response to his or her reading, and a substantive letter) to the faculty supervisor every three weeks. The faculty supervisor responds within three days with specific suggestions as well as general advice, criticism, and support. The six semester exchanges constitute an ongoing dialogue focused on each student's individual apprenticeship. During the non-resident semester, the student is expected to devote at least 25 hours a week to Program work; at least five packets must be successfully completed, substantial creative work, 12-15 annotations, and 15-20 books read in order for 15 credit hours to be granted. Thorough evaluations by both the faculty member and the student of the semester project become a part of the student's permanent record.

### **Admission**

Although an undergraduate degree is normally a criterion for admission, the program does accept a small number of students without B.A. degrees or undergraduate concentrations in literature and writing; however, the application manuscripts in these cases must be exceptionally strong. Many students enter the Program having already completed graduate degrees; neither these degrees nor graduate credit toward a degree can earn the student acceleration through the Program and thereby reduce the minimum four semesters required for the Master of Fine Arts.

Students are admitted to the Program primarily on the basis of an original manuscript. The manuscript should indicate sufficient quality of work, level of commitment, and sophistication of skills to suggest the applicant is ready for graduate work in writing and literature.

The application should give evidence of strong preparation in literature, a background in the humanities, the ability to do independent study, and an applicant's readiness to receive and use criticism.

Publication and workshop experience will be given consideration, but are not weighted heavily.

Transcripts from all previous colleges or universities attended by the applicant are required. The program also requires two letters of recommendation from persons who are familiar with the student's writing and able to assess his or her capacity for independent study and congeniality in a close-knit community. Two very important elements of the application are the brief essays requested from each applicant, one in response to some recently read piece of literature, and the other offering an assessment of his/her own writing, reasons for wanting to enter the program, and a general sense of goals.

### **The MFA Writer-in-Residence Series**

Once a semester, faculty members from the Master of Fine Arts Program in Creative Writing and/or other writers visit campus and are available to undergraduate students for discussions about writing. The Holden Visiting Writers give public readings, attend classes, and hold writing workshops to discuss student work. Recent MFA writers in residence have included Dean Bakopoulos, Gabrielle Calvocoressi, Carolyn Ferrell, Jennifer Grotz, and Dana Levin.

## Courses of Instruction

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### Course Information

**Course Numbering:** Courses numbered 1000-1990 are open to all students and are particularly appropriate for first-year students. Courses numbered 2000-2990 are intended for sophomores and above. Courses numbered 3000-3990 are intended for juniors and seniors. Courses numbered 4000-4990 are intended primarily for seniors.

**Frequency of Course Offerings:** Some classes listed in this catalog are offered only once a year or once every other year. Consult the online course listings on MyWWC for each semester to determine exact offerings and times.

**General Education Curriculum:** Any General Education Curriculum requirements that a course fulfills are listed at the end of the course description after the **GE**. A course cannot fulfill more than one General Education requirement. If no **GE** is present, the course does not fulfill any General Education requirements. *For more information on the General Education curriculum, see [General Education Program](#).*

**Repeatable Courses:** Courses that are repeatable for credit are marked as such. Courses that are NOT marked as repeatable may not be repeated for credit.

**Independent Study Courses:** Independent Study courses are designated 1990, 2990, 3990, and 4990 within all disciplines. Depending on the course, credit hours vary from 1 to 4. *For more information, see [Independent Study Course](#).*

## Anthropology (ANT)

### **ANT 1200 Anthropology of Sports 4cr**

This course approaches the range of diverse practices considered "sports" from an anthropological lens. Students consider the role of sports in ancient, historic, and modern societies; sports as rituals expressing and contesting cultural values and social norms; and the ways that sports intersect with social categories such as race, gender, nationality, and sexuality.

### **ANT 1390 Native Americans of the Southeast 4cr**

This course is a cultural history that explores the Native American cultures of the southeastern United States through archaeology, ethnography, and ethnohistory. The class is designed as a survey course and includes major discussions of Native American prehistory (archaeology), the Contact period, ethnography and ethnohistory of the Colonial period, the Removal Era, and southeastern Native Americans in the 20th century.

### **ANT 1400 Introduction to Archaeology 4cr**

This course introduces students to the history, methods, theory, and ethical considerations of archaeology by exploring how researchers turn archaeological data into theories of cultural behavior. Students discuss the colonial antecedents of archaeology and the ethics of practicing archaeology in other countries, as well as consider archaeology's place in the broader field of anthropology. The course relies on case studies from around the world and from different time periods to introduce students to the research process, field and lab methods, and essential questions of Anthropological Archaeology.

### **ANT 1440 North American Archaeology 4cr**

This course is a survey of North American archaeology including prehistoric and historic periods to consider Native American, frontier, and colonial cultures. A regional approach explores the temporal and geographic range of cultures present in North America with an emphasis on the Southeastern and Southwestern regions. Students examine cultural processes including the emergence and migration of Native Americans in North America, hunter-gatherer traditions, and the evolution of cultural complexity in North America. *Satisfies requirement for Archaeology Concentration.* **GE: Society and Human Behavior**

### **ANT 1450 Archaeology of World Cultures 4cr**

This course is a survey of world prehistory from the time of our earliest known human ancestors five million years ago to the rise of state-level societies, as exemplified by the civilizations of ancient Mesopotamia and Mesoamerica. Students explore cultural processes including the migration of our species throughout the world as hunter-gatherers, the beginning of settled life, and the evolution of cultural complexity with tribal and chiefly societies. *Satisfies requirement for Archaeology Concentration.* **GE: Society and Human Behavior**

### **ANT 1480 Archaeological Field Methods 4cr**

This course is an introduction to archaeological field methods. Students learn basic concepts of archaeology as they relate to field investigations and learn and practice basic field methods. Hands-on field exercises include site identification and recording, site excavation, mapping, and reporting. Students also consider the role that archaeological methods play in developing research designs and in explaining archaeological phenomena. *Satisfies requirement for Archaeology Concentration.* **GE: Society and Human Behavior**

### **ANT 1950 Topics in Anthropology 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ANT 1960 Topics in Anthropology 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ANT 2000 Introduction to Cultural Anthropology 4cr**

This course takes a cultural approach to anthropology in order to provide an appreciation for the diversity of the human experience. This survey course addresses topics such as the nature of culture, language and communication, ecology and subsistence, economic systems, kinship and family, gender, race, and other forms of identity, religion and magic, colonialism and globalization, culture and politics, and applied anthropology. The course also closely examines a small number of case studies from distant lands and from the United States. Students learn basic ethnographic methods and write an ethnographic paper based on original research. **GE: Society and Human Behavior**

**ANT 2310 Medical Anthropology 4cr**

This course introduces students to the major theoretical approaches and research methods used in the field of Medical Anthropology, focusing specifically on the interrelationship between culture, illness/disease, and healing practices. A basic premise of the course is that in order to understand the interactions of illness, health, and the body, we must take into account the social and cultural environment in which they are experienced. While we examine Western biomedical models of health, this course gives particular attention to the many alternative models that exist throughout the world. Among the topics covered in this course are: the ethics of biomedicine and medical expertise; social suffering and structural violence; pandemic behavior, cross-cultural approaches to death and dying, religion and belief systems; organ donation and transplantation; sex, gender and reproductive technologies; race, class and the politics of medicine. This course counts as elective credit toward the Sociology/Anthropology and Global Studies majors. **GE: Society and Human Behavior**

**ANT 2410 Native Peoples of Mexico and Guatemala 4cr**

This course takes a historical and thematic approach to political, economic, religious, and cultural developments in indigenous Mexico and Guatemala. The course begins with a survey of Mesoamerican history from ancient times to the present, focusing on how indigenous cultures, forms of government, and religious practices developed as a complex process in situations of unequal power. *Satisfies requirement for Cultural Anthropology Concentration.* **GE: Society and Human Behavior**

**ANT 2510 Latin American Archaeology and Colonialism 4cr**

This course is an introduction to the archaeology of Mesoamerica and South America. Students study the history of Latin American archaeology and explore the broad range of human cultural history in these regions. Study focuses on Formative, Classic, and Post-Classic cultural expressions with particular emphasis on the rise of complex societies in Mexico and in the Andean region. The final section of the course explores European colonialism in the Americas, focusing on myths of European supremacy. *Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** Sophomore standing.

**ANT 2610 Cultures of Sub-Saharan Africa 4cr**

This is a thematic-based survey course covering the myriad cultures of sub-Saharan Africa. Students will become familiar with the geographic, historical, political, and social landscapes of the region as well as some of the important theories and debates that emerge from African studies. The first part of the course focuses on major factors in the history of sub-Saharan Africa, including colonialism and the Trans-Atlantic slave trade. The course then examines the effects of these and other globalizing and modernizing processes on the cultures of contemporary Africa and challenges students to recognize and deconstruct stereotypes and misrepresentations of African cultures. *Satisfies requirement for Cultural Anthropology Concentration.* **GE: Society and Human Behavior**



**ANT 2790 Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisite:** Departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences department chair.

**ANT 2906 Expressive Arts Through Movement 2cr**

This course draws on the mind-body connection to explore the ability of movement to help us connect to ourselves, one another, and our environment. Students examine the relationship among bodily movement, health, and healing and learn the theories and principles behind dance and movement-based therapeutic practices. The course explores movement modalities as creative processes that can be utilized to support personal growth and well-being, build empathy, and foster social change in different social and cultural contexts. Class sessions are experientially intensive and designed to give students practice in participating, witnessing, creating, and facilitating expressive art through movement.

*Cross-listed with EAT 2906 Expressive Arts Through Movement.* **GE: Partially satisfies Artistic Expression**

**ANT 2907 Space, Place, and Landscape 4cr**

Landscape Archaeology involves the use of archaeological, documentary, and oral history evidence to interpret the ways past peoples shaped their landscapes through culture and the way that culture influenced the creation of landscapes. Scholars derive meaning from the spatial relationships among sites, structures, plazas, and even the smallest artifacts. In this course, students actively participate in experiential activities on campus to engage with the creation and experience of cultural landscapes. The course explores how the concept of space developed in archaeology, and how archaeologists have broadened their understanding of the past as a result of the spatial turn.

**ANT 2908 Archaeology in Popular Culture 4cr**

Archaeology captures the popular imagination through far-fetched portrayals of lost civilizations, aliens, and spectacular treasures. While these depictions of the past may not be accurate, the story being told is nonetheless significant and reflects something about the culture that produced it. This course explores how films, television shows, books, and games tell stories about the past, what stories are being told, and what these representations imply about the relationship between archaeology and society. The course critically analyzes popular representations of archaeology, comparing how competing visions of science and popular science, fact and fiction, operate in the public sphere. **GE: Oral and Written Communication**

**ANT 2961 The Making of Trump's America 4cr**

This course explores the background to the surprising 2016 election and subsequent events by looking deeply at American history, culture, and politics. The course examines the ways in which Trump's election may mark a break with the past, but also how it makes sense when examined in its proper context, in the history of racial and gender categories, the rise of social and economic inequality, and the re-emergence of far-right ideologies. Our approach is interdisciplinary, using ideas and accounts from the academic disciplines of anthropology, sociology, history, economics, and literary studies. This class seeks to understand the roots of Trumpism and its effects through a sustained examination of its context.

**ANT 2979 Topics in Anthropology 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ANT 2989 Topics in Anthropology 4cr**



Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ANT 3025 Study Away in Anthropology 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ANT 3110 Culture and Religion 4cr**

This course introduces students to both historical and current anthropological ideas in the study of religion and the supernatural. Students read classic theoretical texts as well as specific ethnographic and cultural studies from around the world. Students are encouraged to examine religion and religious practices from a broad, cross-cultural perspective. Discussion topics include ritual, taboo and magic, witchcraft and sorcery, shamanism and spirit mediumship, and mortuary and mourning practices. Religion is discussed as a social practice that has the potential to create peace and social cohesion as well as conflict and violence. *Satisfies requirement for Cultural Anthropology Concentration.* **GE: Society and Human Behavior**

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 3149 Language and Culture 4cr**

This course provides an introduction to Linguistics Anthropology--the study of the role of languages in the activities that make up the social life of individuals and communities. Topics include: language, thought, and culture; the ethnography of speaking and speech communities; sociolinguistics; language and race, gender, sexuality, and nation; performance; discourse and power; and language and technology. Students are evaluated on the basis of two exams and several written assignments, including a close analysis of a transcription of naturally occurring discourse and a research paper.

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 3150 Dance, Culture, and Identity 4cr**

From the Argentine Tango to American Hip-Hop, dance conveys meaning, inspires emotions, and communicates culture. This course takes an anthropological approach to the study of dance by examining it as a form of embodied cultural knowledge and a way of expressing cultural identities and histories. In studying several dance forms from around the world, students explore the ways in which dance can reveal, reinforce, and/or resist ideologies whether they are performed within national, ethnic, religious, local, or global contexts. Lastly, students discuss the history of dance ethnography and the benefits and challenges of doing dance research. *Satisfies requirement for Cultural Anthropology Concentration.*

**Prerequisite:** ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **ANT 3300 Archaeology of Food and Feasting 4cr**

Food is universally necessary for human survival, but cultures from different time periods and regions have developed divergent staples, cuisines, and preferences. In this course, students use archaeology to explore the diversity of human food systems and the various roles food and drink have historically played around the world. Topics include the development of domestication and agriculture, origins of alcohol, the social implications of abundance and food scarcity, and the way feasting has been used to support various systems. Students consider the theoretical and methodological approaches that archaeologists use to study food and eating from a global anthropological perspective.

**ANT 3400 Archaeological Field School 1-4cr**

This is a summer field course involving archaeological excavation at any approved archaeological site. Students learn all aspects of archaeological field investigations including excavation techniques, mapping, and specialized recovery techniques such as water-screening and flotation. This is an experiential course that allows each student to develop the skills necessary to engage in archaeological fieldwork. *Satisfies requirement for Archaeology Concentration. May be taken for 1-4 credits and repeated for a maximum of 12 credits.*

**Prerequisite:** Permission of instructor.

**ANT 3420 Archaeology Laboratory Methods 4cr**

This course is an introduction to archaeological methods in the laboratory. Students learn about the processes linking laboratory and field work, learn to identify a variety of artifacts, and conduct hands-on analysis of excavated archaeological materials. Students also consider the role that laboratory methods play in developing research designs and in explaining archaeological phenomena and have the opportunity to apply these methods to actual research projects. *Satisfies requirement for Archaeology Concentration.*

**Prerequisite:** ANT 1480 Archaeological Field Methods or ANT 3400 Archaeological Field School.

**ANT 3800 Gender in Cross-Cultural Perspective 4cr**

This course guides students through a critical examination of gender as both a social construct and a social practice in differing cross-cultural contexts from an anthropological perspective. Students begin with an examination of how gender has been defined as a category of analysis within the discipline of anthropology and how gendered experiences affect anthropological fieldwork and research. Students examine connections between gender, identity, and the body, as well as how gender plays out in the arenas of kinship, sexuality, ritual, and performance. In addition, students look at the role of gender in processes of nationalism and globalization and conclude with considerations of gender, power, and resistance. Of great concern throughout the course is the concept of gender diversity - the variety of ways in which gender is practiced and perceived in different historical and cultural environments. *Satisfies requirement for Cultural Anthropology and Gender and Women's Studies Concentrations.*

**Prerequisite:** SOC 1030 Introduction to Gender and Women's Studies, or ANT 2000 Introduction to Cultural Anthropology, or permission of instructor.

**ANT 3903 Subculture 4cr**

This course surveys different contemporary and recent subcultures through the lens of various modes of social analysis in order to appreciate the diversity of our society and to examine issues such as power, class, gender, sexuality, and resistance. Students read and discuss texts that focus on youth culture, gender, alternative religious movements, and alternative forms of sexuality and kinship, among other topics. Students complete a major ethnographic paper based on original, hands-on research. *Satisfies requirement for Cultural Anthropology Concentration.*

**Prerequisites:** ANT 2000 Introduction to Cultural Anthropology and junior or senior standing, or permission of instructor.

**ANT 3915 Archaeologies of Gender 4cr**

Who is allowed to produce knowledge about the past? This course foregrounds intersectional identities (sex, gender, status, occupation, ethnicity) as structuring parts of past lives and explores the construction of identity in archaeological interpretations. Drawing on case studies from diverse locations and time periods, students consider how studies of sex, sexuality, and power can be practically applied to archaeological investigations of past societies including labor, technology and production, bioarchaeology, magic and ritual, space and landscape, and colonialism. This engendered perspective, which includes women, men, and nonbinary genders, promotes more nuanced understandings of social complexity and diversity of past communities.

**Prerequisite:** Sophomore standing.

**ANT 3959 Topics in Anthropology 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ANT 3960 Topics in Anthropology 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ANT 4310-4350 Topics in Latin American Anthropology 2cr**

Each time this course is taught, it addresses a different issue or event that receives a great deal of attention in contemporary Latin American anthropology. Students explore the topic in depth, using current anthropological journals and recent books in a seminar format. Recent topics have included "Politics of Indigenous Culture in Latin America," "Gender Identity in Latin America," "Scandal and Controversy in Latin American Anthropology," "Native Peoples of Oaxaca," "Mayan Ethnohistory." *Satisfies requirement for Cultural Anthropology Concentration. May be repeated up to three times for a maximum of 8 credits.*

**Prerequisite:** One of the following: ANT 2000 Introduction to Cultural Anthropology, ANT 2410 Native Peoples of Mexico and Guatemala, GBL 1170 Introduction to Global Studies, or permission of instructor.

**ANT 4790 Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

**Prerequisites:** Junior or senior standing and departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social Sciences Department Chair.

**ANT 4950 Topics in Anthropology 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ANT 4960 Topics in Anthropology 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Art (ART)

### **ART 1030 Painting I 4cr**

This studio course introduces basic approaches to painting in oil and acrylic media, working from direct observation. The range of pictorial form correlates with the development of Western art from the Renaissance to the Modern period. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

### **ART 1040 Introduction to Handbuilding 4cr**

The focus of this studio course is on sculptural and vessel concepts using hand-building techniques, emphasizing the development of construction skills and an understanding of form, surface and firing possibilities. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

### **ART 1041 Introduction to Printmaking 4cr**

This studio course is an introductory survey of the printmaking processes of relief, intaglio, and silkscreen printing. Emphasis is on learning basic printmaking skills, tools, and processes while exploring possibilities of creating multiple images on paper, fabric, and on non-traditional materials. Students learn the skills needed to create prints in multiple methods, discuss aesthetic considerations, and learn the cultural and historical use of printmaking. Also included are the care and presentation of original prints and good print shop practices. **GE: Artistic Expression**

### **ART 1050 Bookforms 2cr**

This studio course is an introduction to basic book structures used in traditional and artists' books. Students learn historical and contemporary bindings including the pamphlet stitch, stab bindings, accordions, multi-signature codices, and combinations thereof. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

### **ART 1060 Introduction to Ceramics 4cr**

This studio course introduces the potter's wheel along with basic hand-building techniques. Particular emphasis is placed on experimentation with different techniques and learning about the use and place of ceramic artwork in history and in different cultures. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. GE: Artistic Expression*

### **ART 1071 Letterpress and the Printed Book 4cr**

This course is an introductory survey of letterpress printing, a method of creating prints using historic presses specifically made for printing wood and metal type. Emphasis is on learning the use of the tools, equipment, and techniques specific to this printing process while exploring personal artistic expression. Students learn the skills needed to create prints combining images with text, discuss aesthetic considerations, and learn the cultural and historical use of letterpress printing along with a selection of bookbinding techniques suitable for printed works. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

### **ART 1080 Papermaking 2cr**

This studio course is an introduction to hand papermaking using materials ranging from bark fibers, to partially processed plant fibers, to fully processed cotton rag. Students learn how to prepare and beat fibers as well as form, dry, and finish sheets. Along with learning the history and chemistry behind hand paper making, they gain control over several qualities of paper including color, surface, strength, and size/shape. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**ART 1090 Photography I 4cr**

This studio course is an introduction to the basic functions of the camera, the technical processes of black and white photography, and the aesthetic considerations of design, composition, and presentation. Students must have a basic 35mm camera with manual controls and are required to purchase film and photo paper. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**ART 1103 Introduction to Craft and Material Studies 4cr**

In this hybrid studio/seminar course, students engage with the language of making while exploring the interpersonal and interdisciplinary dimensions of craft. Through hands-on work focused in Fibers, Blacksmithing, and/or Woodworking, along with guest speakers, readings and dialogue, students make their own connections to craft as an everyday affair in cultures past, present, and future and develop an understanding of craft materials, practices, and theories from a variety of perspectives. This is a foundations course for the Craft minor and an elective for the Art major and minor. *Course Fee.*

**ART 1110 2D Design 4cr**

This studio course is an introduction to the visual elements and principles of design that are present in all 2-D and 3-D art. Emphasis in this course is on problem solving, critical understanding of the basic visual elements, and communication in a visual language. The format of the course is 2-dimensional with examples of applying the visual elements and principles to 3-dimensional forms. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**ART 1120 3D Design 4cr**

This studio course is an introduction to three-dimensional design concepts, materials, tools, and processes. Line, plane, volume, and spatial organization are explored with emphasis on creative problem solving. Students are introduced to a variety of materials and techniques to develop effective construction methods and safe studio working habits. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**ART 1130 Introduction to Sculpture 4cr**

This studio course provides an overview of basic skills used to create three-dimensional art and explores traditional and contemporary sculpture materials. It introduces the role of sculpture in different times and cultures, placing emphasis on the creative use of tools and materials. Particular emphasis is placed on mold making, metal work, and woodworking. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits. GE: Artistic Expression*

**ART 1140 Figurative Sculpture 4cr**

This studio course examines the figure and utilizes the human form as a motif in the creation of sculpture. By exploring a variety of materials, processes, and concepts, the course provides multiple avenues for creative solutions. Students realize an idea from start to finish with emphasis on craftsmanship, aesthetics, and conceptual development. The course also considers works of historical and contemporary figurative sculptors for context. *Students are expected to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**ART 1160 Drawing I 4cr**

In this introductory studio course, emphasis is on developing the ability to think visually, to learn to see accurately enough to record what is seen, and to use drawing as a means of exploration and communication. Students gain experience with various drawing media including graphite, charcoal,

conté crayon, pen and ink, and various kinds of paper. Emphasis is on observation of nature as well as understanding the elements that make up the visual language. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. GE: Artistic Expression*

### **ART 1470 Introduction to Art History 4cr**

Covering selected works and artists from prehistory to the nineteenth century, this course introduces the social and cultural practices that defined traditions of art and the methods used by art historians to interpret art objects. Particular attention is paid to gender and representation, the meanings of materials and techniques, patronage and the art market, and the global dimensions of European artistic production. *Course Fee.*

### **ART 1610 Watercolor 4cr**

This studio course is an introduction to the basic techniques of painting with the medium of watercolor. Exercises reveal the nature of watercolor and some of the more predictable "accidents" that occur. Students complete a series of paintings that explore a thematic idea. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1160 Drawing I or permission of instructor.

### **ART 1790 Alternative Processes 4cr**

In this studio course, students explore alternative darkroom processes to create one-of-a-kind moving images and still photographs that play with light. Students explore the material potential of visual media with an expansive view of photography and filmmaking. We experiment with eco-friendly, plant-based silver techniques; play with photochemical methods of image creation; build Super 8 and still photography pinhole cameras; and explore cyanotypes and other expansive forms of light-based image development. No prior film, photography, or darkroom experience necessary. *Course Fee. GE: Artistic Expression*

### **ART 1911 Introduction to Animation 4cr**

This course combines creative exploration of animation techniques with playful experimentation in time-based media. Students expand their unique artistic voices and explore the radical potential of artisanal animation to interrupt the dominant hierarchy of the media industry by watching, discussing, and making short videos using a wide range of animation styles, from stop motion and silhouette, to rotoscope and direct 16mm film animation. **GE: Artistic Expression**

### **ART 1951 Topics in Art 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ART 1952 Topics in Art 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ART 2000 Ceramics II 4cr**

This studio course engages students in an in-depth study of specific concepts and processes in ceramics. It encourages the development and articulation of individual concepts in ceramic design, including techniques in glazing. Experience in glaze composition and firing theory is initiated in this course. Students are required to help load and unload kilns, make glazes, and clean kiln shelves, as well as other important activities in the studio. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1060 Introduction to Ceramics or permission of instructor.



**ART 2030 Painting II 4cr**

This studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1030 Painting I or permission of instructor.

**ART 2040 Printmaking II 4cr**

This studio course offers a further exploration in the processes of printmaking and may include relief printing, letterpress, intaglio, lithography, and silkscreen. Students are encouraged to go in depth with a chosen medium or combine various printmaking media in their work and produce a portfolio of prints that includes a series of conceptually related pieces. The course includes independent research on print artists, techniques, and historical context. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1041 Introduction to Printmaking or permission of instructor.

**ART 2090 Photography II 4cr**

Students at level II learn new processes and techniques and continue with the development of photographic printmaking skills and the exploration of the medium as a creative tool. Critical skills are developed through group and individual critiques, presentations, readings, and discussions of student work as well as historical and contemporary photographic works. Students are required to purchase film and photo paper. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1090 Photography I or permission of instructor.

**ART 2131 Sculpture II 4cr**

This studio course engages students in an in-depth study of specific concepts and processes in sculpture. It encourages the development and articulation of individual concepts in sculptural design. Students should plan to spend additional time working on their projects each week outside of scheduled class time. *Course Fee.*

**Prerequisite:** ART 1130 Introduction to Sculpture or permission of instructor.

**ART 2160 Drawing II 4cr**

This studio course covers the development of skills to represent pictorial form from representation to abstraction. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. Students base finished drawings on direct observation. A variety of materials are used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1160 Drawing I or permission of instructor.

**ART 2190 The Language of Photography 4cr**

This course explores the language of photography and its evolving role as a creative image-making tool in the visual arts. Emphasis is on image content and context rather than on technical process. Structured as a studio and seminar, this course incorporates both film-based and digital photography. The studio portion is based on the production and evaluation of photographs produced in response to assignments. The seminars involve a series of topical readings and visual presentations that examine the interface of art and technology, contemporary artistic practice, aesthetics, and the social meaning of pictures. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**ART 2250 African American Art and Thought 4cr**

This course surveys visual art produced by people of African descent in the United States, with an



emphasis on the 20th century. Students cover a wide range of artistic production, including material culture (baskets, quilts, and pottery), painting, sculpture, photography, mixed media, and decorative arts. Through readings and discussions, students create a socio-historical framework for the interpretation and analysis of works of art. Although the voices of visual artists take the foreground, students also pay close attention to the thinkers who have helped shape the complexity, diversity, and contradictions of African American art. The underlying goal is to gain an understanding of the variety of art that is categorized under the heading African American and consider how race is constructed through visual art.

### **ART 2260 Harlem Renaissance: Art & Politics in the Jazz Age 4cr**

This course explores the artistic, social, and political goals of the African American arts and culture movement known as the Harlem Renaissance during a period roughly encompassing the years between the World Wars. Some of the contextual themes of the movement studied include New Negro identity, modernism, primitivism, the uses of the folk, urban life, religion, and music. The Harlem Renaissance's legacy in art of the 1960s and 1970s is also explored.

### **ART 2270 Animation 2 4cr**

This studio course offers exploration beyond the introductory level in the processes of artisanal animation and may include stop motion, fluid frames, 2D digital animation, rotoscoping, and direct animation. Students are encouraged to go in depth with a chosen medium or combine techniques in their work. This course includes independent research on animators, techniques, and historical context. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1911 Introduction to Animation or permission of instructor.

### **ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film 4cr**

This course explores the possibilities of a youth-led movement for social change through media making. Students work with a local nonprofit organization that uses filmmaking as a space for trans, nonbinary, queer, and femme youth visions to take back the screen, both on and behind the camera. Students research trends in youth-led and queer-centered creative media, film, and music projects—from camps to after school programs. They also collaboratively make a film and work with a nonprofit organization to develop and implement an event during the semester. This course satisfies PEG 2 requirements. *Course Fee. GE: Artistic Expression*

### **ART 2295 Horror Film 4cr**

Horror film has a long pedigree reaching back to the earliest narrative films (Thomas Edison's *Frankenstein* in 1910, for example), and the explosion of "monster" movies in the 1930s began a tradition that has continued unabated to present creators such as Jordan Peele, Ari Aster, and James Wan. Recent research suggests that an individual's deliberate encounter with scary literature and film alleviates stress and fosters resilience. The genre also has deep political implications and makes important comments on gender, race, sexuality, capitalism, and society. This class focuses on key works throughout the history of horror film, exploring various subgenres in terms of both cultural context, commentary, and craft. Students analyze existing films and even make their own films.

*Course Fee. Cross-listed with ENG 2295 Horror Film. GE: Artistic Expression, Oral and Written Communication*

### **ART 2315 16mm Filmmaking 4cr**

This studio course covers 16mm filmmaking basics, including designing composition over time through the moving image camera lens, and editing with both analog and digital processes. Through a series of short film projects, students explore the material of 16mm film as a means of creating radical joy and telling stories that need to be told. This introductory course has no prerequisites, and embraces a playful sense of discovery. *Students should expect to spend time out of class filming and editing their projects. Course Fee. GE: Artistic Expression*

**ART 2350 Craft Histories: The Cultures of Skill, Labor & Material 4cr**

This course explores how the current ideas of craft have emerged and changed from 1850 to the present. Students analyze the social, political, and environmental discourses of craft as they intersect with the cultures of skill, labor, and materials. Seminar participants consider how we "read" and interpret objects of material culture, what it means to make objects within a specific material practice, and what these objects tell us about the values of a society. **GE: Oral and Written Communication**

**ART 2370 Furniture Design 4cr**

This course concentrates on the concept of art furniture through the design and building of functional objects. Students utilize steel fabrication and basic wood joinery to develop furniture concepts. Working drawings will be used to enhance conceptual exploration and the refinement of presentation skills. Alternative materials will be explored to promote sustainable practices. *Course Fee. May be repeated one time for a maximum of 8 credits.*

**ART 2450 Life Drawing 4cr**

This studio course deals with the structure, anatomy, design, and expression of the human form. Students gain competency in drawing the figure as they explore various drawing media and develop an understanding of underlying skeletal and muscle anatomy. Students make use of the visual elements, as well as consider basics of composition and the expressive qualities of good drawing. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 1110 2D Design or ART 1160 Drawing I.

**ART 2470 Modern and Contemporary Art 4cr**

This course blends a chronological, thematic and global approach to the study of modern and contemporary art movements and practices and covers painting, sculpture, and some photography, architecture, and design created from the mid-19th century to the present. We consider the artistic and theoretical basis for the development of abstract art, highlight the work of women artists and artists of color, as well as recent shifts in art-making practices and the inner workings of the art world.

**ART 2600 Service Learning Mural Painting 4cr**

This course introduces conceptual, formal, and practical approaches to mural painting in the service learning context. From fresco to graffiti, students study early to contemporary techniques used to produce large-scale interior and exterior paintings. In class and on site, students learn to use various painting techniques and applications. As a service learning class, students develop an understanding of some of the social roles art has taken and the community impact of public art. Professional interaction and effective communication with community partners, making attainable goals, meeting deadlines and painting as a group endeavor are some of the hands-on experiences students gain from this course. *Course Fee.*

**ART 2700 Mold Making and Casting 4cr**

This course concentrates on constructing molds and producing multiples. A variety of mold-making techniques are explored, including open-face, two-part molds, block and brush on rubber molds. Students are able to realize their ideas utilizing a variety of materials, including plaster, plastics, concrete, and slip casting clay. Students cultivate reflective and critical thinking skills in regard to studio production by utilizing discussions, presentations, research, and writing. *Course Fee. May be repeated one time for a maximum of 8 credits.*

**ART 2710 Metal Sculpture 4cr**

This studio course is designed to introduce students to creating sculpture in metal. The processes of metal fabrication are utilized as students create a series of sculptures expressing a theme. Students

learn how to cut, bend and weld metal in the creation of sculptural forms. Processes such as MIG welding, TIG welding, oxygen/Acetylene applications and brazing are covered. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

### **ART 2750 Ferrous Jewelry: Matter in Motion 4cr**

This course positions ferrous metal (iron & steel) as a conceptual and practical focal point for jewelry. Designed as an introduction to the fundamentals of metalsmithing, learners practice various techniques for basic forming, fabrication, assembly, and finishing of ferrous metal in the creation of wearable sculpture. Projects combine different metals or other materials such as leather, wood, bone, stone, and scrap metal, and students explore the potential and limits of iron as a material in relation to adornment, function, and the body. *Course Fee.*

### **ART 2810 Community Artist Topics 2cr**

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers. *Course Fee. May be repeated one time for a maximum of 4 credits.*

### **ART 2820 Community Artist Topics 4cr**

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers. *Course Fee. May be repeated one time for a maximum of 8 credits.*

### **ART 2905 Looking at Landscapes 4cr**

This art history elective course examines when, why and where landscape art has been a major focus of aesthetic effort. Diverse definitions of "landscape" are explored through discussions of specific themes, schools, and styles. The course draws on examples varied in date, from ancient to contemporary times, and from sources reflecting many visual art traditions.

### **ART 2906 Historical Book Structures 4cr**

This studio course is an introduction to book structures used in historic and proto-book bindings from around the world. Students learn bindings that include Japanese stab bindings, Mesoamerican folded books, and North African Coptic binding along with proto-book structures such as Egyptian papyrus scroll and Southeast Asian palm leaf manuscripts. Structural techniques of making these books are covered along with their historic, cultural, and artistic contexts. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

### **ART 2907 Hand Tool Woodworking Concepts 4cr**

Students learn hand tool operations by completing several joinery exercises and a project using their new skills. The course covers sharpening techniques and explores cutting traditional wood joints. Students learn to use a marking gauge, hand saw, chisel, mallet, hand plane, and finishing for wooden objects. *Course Fee.*

### **ART 2908 Explorations in Weaving 4cr**

This studio course introduces students to a variety of loom and off-loom weaving techniques. We explore the structure of woven cloth, weaving drafts and patterns, histories, and contemporary weaving practices. Projects are made using both a floor loom and frame loom, explore conventional as well as unconventional materials, and push the boundaries of what a loom is. Making focuses on how weaving can be artistic expression and a process for creating functional cloth. *Course Fee.*

### **ART 2909 Hammer & Anvil: Flame & Matter 4cr**

This experimental laboratory explores conceptual frameworks and applied techniques for practicing metallurgy. Students learn a variety of forging techniques in order to create a small collection of instruments and artifacts. Through guided projects & assigned readings, students consider the connections between material practice and material culture. *Course Fee.*

### **ART 2913 Storytelling Through Cloth 4cr**

This course will explore ways that histories and action are told through cloth, from mythology to contemporary craft practices. What narratives exist within the stitched thread? How does text and textile connect? Students will learn how to tell their own stories through cloth through hands-on making in the techniques of sewing and stitching, through embroideries, story quilts and other fiber construction. *Course Fee.*

### **ART 2988 Topics in Art 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ART 2989 Topics in Art 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ART 3000 Ceramics III 4cr**

A continuation of ART 2000 Ceramics II, this studio course introduces students to advanced concepts and processes in ceramics. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2000 Ceramics II or permission of instructor.

### **ART 3025 Study Away in Art 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ART 3030 Painting III 4cr**

A continuation of ART 2030 Painting II, this studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2030 Painting II or permission of instructor.

### **ART 3040 Printmaking III 4cr**

A continuation of ART 2040 Printmaking II, this studio course offers a further exploration in the processes of printmaking and may include relief printing, letterpress, intaglio, lithography, and silkscreen. Students are encouraged to go in depth with a chosen medium or combine various printmaking media in their work and produce a portfolio of prints that includes a series of conceptually related pieces. The course includes independent research on print artists, techniques, and historical context. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2040 Printmaking II or permission of instructor.

### **ART 3090 Photography III 4cr**

A continuation of ART 2090 Photography II, students at level III pursue a personalized aesthetic and individualized body of work. Critical skills are developed through group and individual critiques, presentations, readings, and discussions of student work as well as historical and contemporary photographic works. Students are required to purchase film and photo paper. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2090 Photography II or permission of instructor.

### **ART 3131 Sculpture III 4cr**

A continuation of ART 2131 Sculpture II, this studio course introduces students to advanced concepts and processes in Sculpture. Students should plan to spend additional time working on their projects each week outside of scheduled class time. *Course Fee.*

**Prerequisite:** ART 2131 Sculpture II or permission of instructor.

### **ART 3160 Drawing III 4cr**

A continuation of ART 2160 Drawing II, this studio course covers the development of skills to represent pictorial form from representation to abstraction. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. Students base finished drawings on direct observation. A variety of materials are used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2160 Drawing II or permission of instructor.

### **ART 3190 What is American Art? 4cr**

This course examines painting, sculpture, photography, and architecture produced in the U.S. from the colonial period through the present day. Using a contextual and case study approach, students learn to read images and objects as products of visual, social, cultural, and political history. In addition to well-known artists, students consider the diverse and often overlooked contributions of women, Native Americans, and folk artists. *Course Fee.*

### **ART 3200 Art Now: Contemporary Art in a Global Context 4cr**

This course examines artistic production since 1945 in the United States, Europe, and emerging global centers of art. Beginning with Abstract Expressionism and ending with present day forms of new art media and formats, this course highlights recent shifts in art-making practices and their relation to changing social, cultural, and historical circumstances.

### **ART 3270 Animation 3 4cr**

This studio course offers further exploration in the processes of artisanal animation and may include stop motion, fluid frames, 2D digital animation, rotoscoping, and direct animation. Students are encouraged to go in depth with a chosen medium or combine techniques in their work. This course includes independent research on animators, techniques, and historical context. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisite:** ART 2270 Animation 2 or permission of instructor.



**ART 3310 Research Methods in Art 4cr**

In this art history course, students learn the research skills essential to any creative practice. Students engage with a wide variety of research methodologies for studio art and art history including: factual research in museums, libraries, and special collections; critical, analytical, and expository writing; sketching, drawing, and other forms of graphically recording and organizing their ideas. This is a college composition course that requires critical writing and oral presentations.

**ART 3988 Topics in Art 2cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ART 3989 Topics in Art 4cr**

Topics courses are 2 or 4 credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ART 4000 Ceramics IV 4cr**

A continuation of ART 3000 Ceramics III, this studio course engages students in the in-depth, advanced study of concepts and processes in ceramics. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3000 Ceramics III or permission of instructor.

**ART 4030 Painting IV 4cr**

A continuation of ART 3030 Painting III, this studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3030 Painting III or permission of instructor.

**ART 4040 Printmaking IV 4cr**

A continuation of ART 3040 Printmaking III, this studio course offers a further exploration in the processes of printmaking and may include relief printing, letterpress, intaglio, lithography, and silkscreen. Students are encouraged to go in depth with a chosen medium or combine various printmaking media in their work and produce a portfolio of prints that includes a series of conceptually related pieces. The course includes independent research on print artists, techniques, and historical context. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3040 Printmaking III or permission of instructor.

**ART 4090 Photography IV 4cr**

A continuation of ART 3090 Photography III, students at level IV pursue a personalized aesthetic and individualized body of work. Critical skills are developed through group and individual critiques, presentations, readings, and discussions of student work as well as historical and contemporary photographic works. Students are required to purchase film and photo paper. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3090 Photography III or permission of instructor.

**ART 4120 Senior Project I 4cr**

In this studio course, students conduct research on their proposed project, begin developing a cohesive

body of work, and produce exhibition quality examples of their artwork. Issues involved in being a professional artist are addressed. If successful in passing this course, students go on to ART 4130 Senior Project II to complete their proposed projects. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

**Prerequisites:** Senior art major standing and 12 credits in the student's major concentration.

### **ART 4130 Senior Project II: Studio Art 4cr**

In this studio course, students concentrate on completing the cohesive body of artwork initiated in ART 4120 Senior Project I. The completed work must be of exhibition quality to culminate in an exhibition in the Elizabeth Holden Gallery. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Successful completion of this course is required for graduation of all art majors. Course Fee.*

**Prerequisite:** Successful completion of ART 4120 Senior Project I.

### **ART 4132 Sculpture IV 4cr**

A continuation of ART 3131 Sculpture III, this studio course engages students in the in-depth advanced study of concepts and processes in Sculpture. Students should plan to spend additional time working on their projects each week outside of scheduled class time. *Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3131 Sculpture III or permission of instructor.

### **ART 4160 Drawing IV 4cr**

A continuation of ART 3160 Drawing III, this studio course covers the development of skills to represent pictorial form from representation to abstraction. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. Students base finished drawings on direct observation. A variety of materials are used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** ART 3160 Drawing III or permission of instructor.

### **ART 4840 Undergraduate Research in the Arts 2cr**

This course supports upper-level students interested in pursuing original research in fine arts. The research is self-directed academic work by an individual student, or team of students, that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor during the course of an academic year and receive credit during spring semester. This course is an opportunity for student artists to pursue a research topic that underlies or informs their creative production. Such a project draws mainly on library and/or field research but it may also include experimental studio research.

**Prerequisite:** Permission of instructor.

### **ART 4988 Topics in Art 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ART 4989 Topics in Art 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## Biology (BIO)

### BIO 1020 Field Natural History 4cr

This course covers methods and concepts facilitating the study and appreciation of natural history. Most weekly lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics may include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of identification keys, topographic maps, and collecting equipment. Each student conducts a detailed natural history project on a topic of interest. *Designed for non-science majors and does not count towards the BIO or ENS major.* **GE: Natural Science**

### BIO 1050 Ecology for Everyone 4cr

Ecology is the wonderfully complex and fascinating biological study of species' relationships with each other and with their environments. In this course, students explore ecological principles, see how they apply to issues in the news, learn to collect and analyze ecological data, and become better acquainted with the ecosystems around us. We use online labs as well as field exercises to better understand the ecological concepts as well as the scientific process. *This course is intended for non-science majors only; it does not apply to a major in biology, environmental studies, or conservation biology.*

### BIO 1070 Introduction to Microbiology 4cr

This class serves as an introduction to microbiology for the non-scientist. At the end of the course, the student should have knowledge of the roles of microbes in the environment and experience in isolating, handling, and identifying microorganisms, especially those associated with food spoilage, food production, and food-borne illness. Labs will focus on proper laboratory techniques, quality control, and properly handling microorganisms in the laboratory. *Designed for non-science majors and does not count towards the BIO or ENS major.* **GE: Natural Science**

### BIO 1080 Introduction to Conservation Biology 4cr

This course explores the historical and philosophical foundations and current practices of the field of Conservation Biology at regional, national, and global scales. Students explore how conservation is defined and conducted, with particular focus on case studies in the Southern Blue Ridge region.

### BIO 1090 Human Biology 4cr

This course considers humans as a biological species. Topics include human anatomy and physiology, basic biochemistry and cell biology, genetics, human reproduction and development, immunology and infectious disease, nutrition, pharmacology, and the evolution of humans as a species. The biological understanding of what unites all humans and what accounts for our differences serves as a common theme. Ways in which an understanding of human biology can inform opinions on contemporary issues facing us as a society, as well as personal choices regarding our own health are explored. *Designed for non-science majors and does not count toward the BIO or ENS major.* **GE: Natural Science**

### BIO 1160 General Biology 4cr

This course introduces students to the fundamental properties of living things on our planet. Topics include the concepts of genetics, biochemistry, cell biology, plant and animal physiology, and evolution. A survey of the diversity of life is included. The process of scientific investigation is stressed throughout the course and practiced in weekly laboratory exercises. *This course is a prerequisite for all upper-level biology courses and is not intended for students whose major interests lie outside the sciences.*

**Prerequisite:** Placement in or above CHM 1160 General Chemistry I or completion of CHM 1030 Principles of Chemistry or MAT 1520 Precalculus II: Transcendental Functions.

### BIO 1988 Topics in Biology 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a

different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BIO 1989 Topics in Biology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **BIO 2020 Ecology 4cr**

Ecology is the study of interactions of organisms with one another and with the physical world. This course covers the ways in which individual species, populations, communities, ecosystems and landscapes are characterized and analyzed, both quantitatively and qualitatively. Some of the various factors that affect the number and distribution of organisms are explored through a combination of lecture and regular laboratory exercise.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 2040 Mammalogy 4cr**

This course explores not just *what* mammals are, but *why* they are. In other words, what ecological and evolutionary forces have led to the world's fascinating array of mammalian wonders? Students explore this question as a learning community through lectures, discussions, lab examination of specimens, field trips, films, and independent projects.

**Prerequisite:** BIO 2020 Ecology or BIO 3220 Genetics.

### **BIO 2080 Cell Biology 4cr**

This course provides a general overview of the cell as the fundamental unit of life. Beginning with the role of cells in determining the properties and behaviors of tissues, the course moves on to describe how the cytoskeleton, membranes, and organelles interact to generate the universal properties of life. Special emphasis is given to cell communication and protein function. Half the class time is devoted to lecture and discussion and half to laboratory exercises involving the fundamental techniques of cell study.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 2100 The Art of Microbiology 4cr**

In this course students isolate and culture unknown bacterial strains, and use interesting and colorful ones to paint pictures on petri dishes. Observations of the microbial behavior on these plates are then used to generate research questions that teams of students answer through their own experimental design. Results are presented to the class in a final graded presentation. This course requires significant independent lab work, troubleshooting, collaboration, and activity collecting and analyzing data outside of class.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2110 Anatomy and Physiology I 4cr**

Anatomy and Physiology I provides an introductory overview of mammalian physiological systems. Cellular and tissue organization and structure and function of mammalian systems is explored. This course focuses on the following mammalian systems: skeletal system, muscular system, digestive system, and nervous system. This course includes organ and tissue dissections as part of the laboratory activities. This course prepares students for advanced studies in anatomy and physiology and provides a foundation for careers in animal and human medicine.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I, or permission of instructor.

### **BIO 2120 Anatomy and Physiology II 4cr**

This course is a continuation of Anatomy and Physiology I. This course focuses on anatomy and physiologies of the mammalian circulatory, respiratory, urinary, endocrine and reproductive organ and tissue systems. Additionally, this course familiarizes and allows for practice of common clinical and

laboratory techniques to evaluate these and other organ systems. This course includes organ and tissue dissections as part of the laboratory activities and prepares students for advanced studies in animal and human medicine.

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I, or permission of instructor.

### **BIO 2190 Plant Morphology and Anatomy 4cr**

This course is a survey of the internal and external forms of plants, fungi, and algae, with emphasis on vascular plants. Adaptive strategies and the structures that pertain to these strategies are emphasized. Laboratory work is designed to familiarize students with anatomical and morphological features and provide skills useful in plant identification.

**Prerequisite:** BIO 2020 Ecology. May be taken concurrently.

### **BIO 2290 Field Mycology 2cr**

Our region has one of the highest diversities of fleshy fungi anywhere in North America, and much of this course focuses on identifying the major genera and species that inhabit this area. During the course, students make several forays into the field to collect samples. In addition to identification, students also learn about fungal growth and reproduction, fungal ecology, and uses of fungi for food and medicine. Although edibility of wild mushrooms is discussed and students have the opportunity to sample some edible species that are found, this course is not intended to make students experts on identification of mushrooms for human consumption. *This course includes a mandatory weekend field trip.*

**Prerequisite:** BIO 2020 Ecology.

### **BIO 2330 Forest Biology 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 3340 Silviculture and ENS 3330 Introduction to Forest Management. Includes a regular lab period. Cross-listed with ENS 2330 Forest Biology.*

**Prerequisite:** BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

### **BIO 2340 General Zoology 4cr**

This course introduces students to the diversity of animal life. We explore form and function, evolutionary relationships, anatomy and physiology, and ecology across the major animal groups. Students gain experience in a variety of computational, laboratory, and field techniques used in the study of animal diversity, in addition to learning the identification and basic biology of local species.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2500 General Botany 4cr**

This course explores the evolutionary, structural, cellular, and ecological aspects of botany. Traditionally, studies of botany included plants, cyanobacteria, fungi, and algae. Modern botany includes studies of vascular plants, as well as the sub-disciplines studying algae (phycology) and fungi (mycology). This course provides a survey of the major groups of plants, algae, and fungi, as well as their evolutionary history, reproduction, and development. Students are exposed to current topics in botany through lectures, labs, field trips, and readings.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2600 Field Studies in Plant Ecology 4cr**

This course exposes students to regional plant ecosystems, field-based research methods, and applications of ecological ideas through field studies in pollination ecology, herbivory, community structure, phenology and other systems. Students gain experience and skills in field techniques, experimental design, data analysis, and scientific writing. To facilitate immersive field-based teaching, the course includes two overnight camping trips and several day-long class sessions.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2913 General Entomology 4cr**

This course explores the science of entomology by focusing on the the basic principles of systematics, morphology, physiology, development, behavior, and ecology. Students will gain basic skills that enable them to collect insects in the field, start and maintain insect collections, and perform population studies that monitor abundance and diversity of terrestrial and aquatic invertebrates. *Cross-listed with ENS 2913 General Entomology.*

**Prerequisite:** BIO 1160 General Biology.

### **BIO 2980 Topics in Biology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BIO 2989 Topics in Biology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **BIO 3020 Aquatic Ecology and Water Pollution 4cr**

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. Includes a regular lab period. Cross-listed with ENS 3020 Aquatic Ecology and Water Pollution. Course Fee.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **BIO 3025 Study Away in Biology 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **BIO 3100 Conservation Biology 4cr**

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is interdisciplinary and reaches into ethics, economics, and sociology. The explicit goal of this discipline is to conserve biodiversity at all levels of organization from genetics to populations, species, communities and ecosystems. We will explore both the theoretical and applied aspects of conversation at the local, national and international scales.

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3180 Ornithology 4cr**

This course explores the evolution, biology, and ecology of birds. Students study avian diversity,

anatomy, physiology, and behaviors related to food, sex, sociality, communication, and migration. During the lab, students conduct an authentic research project with wild birds after learning to identify local species by sight and sound.

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3190 Biology of Fishes 4cr**

Fishes comprise approximately half of the vertebrates extant today. Accordingly, fishes exhibit a wide diversity of adaptations, making the group an excellent model to study form and function, ecology, and evolution. This course surveys the diversity of fishes, covering anatomy, physiology, and behavior. Field and lab exercises provide students the opportunity to learn local species taxonomy and natural history, as well as conduct a scientific research project.

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3220 Genetics 4cr**

This course provides a basic understanding of the nature of genes, the ways they are regulated, and their patterns of inheritance. It focuses primarily on the molecular understanding of genetics, but also introduces the ways in which genes determine an organism's form and function, as well as their role in evolution and speciation. Current molecular methods for analyzing genes are studied through their application to problems in clinical science and conservation biology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisite:** BIO 1160 General Biology.

### **BIO 3400 Plant Ecology 4cr**

Ecology is the study of interrelationships between organisms and their biotic and abiotic environments. It is these relationships that influence the abundance and distribution of organisms in space and through time. This course explores the ecology of plants at four different levels: the individual, the population, the community, and the ecosystem. Students gain hands-on experience designing and conducting plant ecological research. The lab portion of the class strongly emphasizes generating testable hypotheses, designing experiments, using statistics to analyze data, and communicating results in writing.

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3420 Plant Physiology 4cr**

This course is for students interested in the interaction between plants and the environment. Topics covered include structure and cell physiology, photosynthesis, respiration and metabolism, secondary metabolites, hormones and development, stress physiology, and plant biotechnology. The weekly laboratory for this course involves exercises on plant cell structures, photosynthesis, secondary metabolites, plant hormones, and phytochromes.

**Prerequisite:** BIO 2020 Ecology or BIO 3220 Genetics. May be taken concurrently.

### **BIO 3480 Animal Behavior 4cr**

Natural selection has created diversity in a variety of animal traits that aid in survival and reproduction, including the behavioral patterns and strategies used by animals. In this course, the theoretical foundations for the evolution of behavior are presented, including such topics as foraging, defense, aggression, dominance, cooperation, altruism, courtship, parental care, and communication. Techniques used in the study of animal behavior are presented in the lab, and students conduct a small-scale study on a locally available animal species.

**Prerequisite:** BIO 2020 Ecology.

### **BIO 3750 Topics in Biology 2cr**

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide



greater depth in specific fields of study. *May be repeated up to three times for a maximum of 8 credits.*

### **BIO 3760 Topics in Biology 4cr**

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide greater depth in specific fields of study. *May be repeated up to two times for a maximum of 12 credits.*

### **BIO 4020 Evolutionary Biology 4cr**

Evolution is the underlying principle of biology; nothing in biology makes sense without it. A rigorous, comprehensive introduction to this vast and crucial field, this course covers the history of Darwinism, natural selection, evolutionary genetics, paleontology, processes of macroevolution, the origin of life, and human evolution.

**Prerequisite:** BIO 3220 Genetics.

### **BIO 4400 Plant Taxonomy 4cr**

This course acquaints students with aspects of modern plant taxonomy, focusing on families of flowering plants. Students become familiar with characteristics of various plant taxa and techniques and terminology needed to distinguish among them. Vegetative and reproductive morphology, floral dissections, and the use of keys are emphasized, but current approaches, such as molecular taxonomy and phylogenetics, are also included. The history and rationale of various taxonomic approaches are discussed, emphasizing the evolutionary relationships among taxa. A plant collection is required.

**Prerequisite:** BIO 2020 Ecology or BIO 2500 General Botany.

### **BIO 4500 Microbiology 4cr**

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include viruses, bacteria, archaea, protists, algae, and fungi. A recurring theme is how an understanding of the microbial world challenges our metazoan biases about systematics, cell biology, biochemistry, evolution, and genetics. Infectious diseases are studied as problems in evolution and ecology. Class time is split evenly between laboratory exercises and lecture/discussion.

**Prerequisites:** CHM 1170 General Chemistry II and BIO 3220 Genetics.

### **BIO 4720 Topics in Conservation Biology 4cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to two times for a maximum of 12 credits.*

### **BIO 4721 Topics in Conservation Biology 2cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to three times for a maximum of 8 credits.*

### **BIO 4980 Topics in Biology 2cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BIO 4989 Topics in Biology 4cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Business (BA)

### **BA 1020 Foundations of Business Success 2cr**

Designed for students who intend to be business majors, this course offers exposure to various areas of business and management. Course focus will include professional development, career exploration, leadership development and team-building activities to develop tools and resources that students can use to be effective business majors. A diverse group of facilitators will present information in their areas of expertise and engage the class in thought-provoking discussions where participants are encouraged to share their experiences and learn from one another.

### **BA 1100 Climate Change, Economics, and Society 4cr**

The purpose of this course is to teach an appreciation of the economics of climate change and provide skills to communicate clearly about social and economic impacts. This course is designed to provide a fundamental understanding of the relationship between humans and the environment, with a focus on climate change and economic policy and insights. Students select and write about a local topic that examines the economic and social impact of climate change, and they explore possible solutions.

*Cross-listed with ECO 1100 Climate Change, Economics, and Society. GE: Oral and Written Communication*

### **BA 1200 Personal Finance 2cr**

This course sets a foundation for students in the important life skill of personal finance. All students finish the course with personal financial statements ready for use, and an understanding of their financial goals and ways to achieve them. Students study a variety of topics such as budgeting, credit cards and debt management, and investing. The course focuses on common financial challenges as well as the opportunities that exist for those who understand and are able to manage their finances.

### **BA 1970 Topics in Business 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BA 1980 Topics in Business 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **BA 2010 Accounting I 4cr**

This course is an introduction to Financial Accounting using journal entries, financial statement design, and an understanding of the major Balance Sheet accounts. Students are introduced to a range of accounting concepts, with a focus on the fundamental structures, providing them with the capacity to use accounting information in practical applications. Gaining a familiarity with accounting terminology and an understanding of the guiding principles, students are able to interpret financial information and understand the economic events of business. Students can employ this knowledge to shape discussions on community well being, sustainability, and issues of personal concern. Real world examples are incorporated into class assignments.

### **BA 2030 Introduction to Green Entrepreneurship 4cr**

The course investigates the concept of green entrepreneurship by exploring the following questions: What is green entrepreneurship? What are the drivers of contemporary green entrepreneurship? What resources are available for green entrepreneurs? The course also introduces the green entrepreneurship process by assessing environmental challenges, finding a solution, and developing a green business model.



**BA 2040 Entrepreneurial Mindset 4cr**

This course teaches students how to develop an entrepreneurial mindset. Students utilize play, creative problem solving, design thinking, and creativity tools while developing skills to mitigate risk and recognize opportunities.

**BA 2050 Survey in Economics 4cr**

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically, students explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade comprise most of the micro section, while economic growth, inflation, and unemployment make up the macro section. Policy and current issues are integrated throughout the course. *This course is recommended as the prerequisite for those wishing to take upper-level Economics courses. Cross-listed with ECO 2030 Survey in Economics.*

**BA 2111 Principles and Practices of Contemporary Management 4cr**

This course examines principles, practices and procedures for planning, organizing, leading and controlling people within organizations. Topics include organizational design, decision-making, managerial communication, and strategic management. More generally this course is an introduction to the field of Management that helps students think like a manager. Students learn about the environment managers operate in, develop an understanding of the triple bottom line, gain an understanding of the different management functions and some of the tools managers use. By understanding why and how managers do what they do, students are better equipped to be successful in an organization as well as decide whether they are interested in a career in management. **GE: Society and Human Behavior**

**BA 2200 Sustainable Business Practices 4cr**

This course provides a broad overview of business practices in sustainability and is designed to help students develop a strong foundation in this complex subject. The primary focus is helping students understand the business rationale for sustainability. Students will examine why and how a business is addressing environmental and sustainability issues across sectors and industries. Additionally, the course covers the various principles, models, methodologies, and indicators of sustainability to help students understand how business awareness and practices in the field have evolved.

**Prerequisite:** BA 2111 Principles and Practices of Contemporary Management.

**BA 2902 Small Business Management 4cr**

This course focuses on topics in small business management and family business. These include: buying (into), growing, and selling or exiting a small business and family business; self-employment, employees, and contractors; microbusiness topics; hiring, training, and employee development in small and family businesses; planning, organizing, and managing a small business; obtaining and laying out operating facilities; purchasing, inventory, and quality control; risk management, insurance, and prevention; tax and accounting functions in small and family businesses; intellectual property and forms of business ownership; family business strategies; and franchising strategies.

**BA 2970 Topics in Business 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**BA 2980 Topics in Business 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**BA 3025 Study Away in Business 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to

three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **BA 3042 Organizational Finance 4cr**

This course dives deeper into the concepts of financial statements, investing and financial analysis. Students learn how to apply these concepts to both for profit and not for profit organizations. The information studied in this course serves as a foundation for creating detailed business plans and conducting business analysis in graduate school, as an entrepreneur or as an employee within corporate finance.

**Prerequisites:** BA 2050 / ECO 2030 Survey in Economics, and BA 2010 Accounting I.

### **BA 3050 New Venture Business Plan Development 4cr**

Individually or in a team, students write complete business plans for new ventures they originate. Topics covered include research on the target industry and market; analysis of the competition and potential risk; the development of plans for marketing, operations, technology, and management; full pro-forma financial projections and considerations of milestones, exit, and social responsibility.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3150 Human Resource Management 4cr**

This course stresses how the human resource management function and its contemporary activities contribute to organizational effectiveness and the achievement of strategic organizational objectives. It is grounded in the assumption that traditional human resource management practices need to be reconsidered in light of the transformed employment relationship of the twenty-first century. Students consider human resource management issues from both the employer and employee perspectives (as well as other stakeholders where appropriate). The class delves into the material through experiential opportunities including role plays, a semester-long simulation, exercises, and cases.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3202 Social Entrepreneurship: Leading Change 4cr**

This course gives students an appreciation for the field of social entrepreneurship and social innovation. We examine key concepts of the field, including social mission, social innovation, social entrepreneurship, and social value; and we consider the historical perspective of the field to inform our current understanding of the evolution of social problem-solving. The course introduces students to the concepts, strategies, and approaches to social change. We review the necessary skills required of social entrepreneurs and others working to make change in communities around the world. Further, we look at cases of social entrepreneurs, intrapreneurs, innovators, and visionaries who are developing novel methods to address a variety of social issues utilizing different organizational forms, operating in international, domestic, and local contexts.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3205 Strategic Marketing 4cr**

This course is an overview of marketing from a managerial perspective and is experiential and application-oriented. Emphasis is placed on customer-oriented marketing strategies as well as related product, distribution, promotional, and pricing decisions. Topics include the environment, global marketing, consumer behavior, business-to-business marketing, target market selection, e-business, marketing channels, advertising, marketing management, and marketing research. Social responsibility and ethical decision making is integrated throughout the course, and case studies with local, national,

and international perspectives are used. Students immediately apply their marketing knowledge to create a detailed marketing plan for a business of their choice.

**Prerequisite:** Junior standing or permission of instructor.

### **BA 3310 Personal Investing 2cr**

This course expands upon the investing topics covered in BA 1200 Personal Finance. The course offers an in-depth approach to a variety of investing topics, including risk tolerance, sustainable investing, real estate investing, and cryptocurrencies. Students apply this investing knowledge to design a personal investment portfolio and personal investing statement. All topics of the course include practical discussions, analysis of the current market, and direct application of the skills learned.

**Prerequisite:** BA 1200 Personal Finance.

### **BA 3500 College to Career 2cr**

Finding the right job or internship takes strategic planning. In this course, students learn to identify and present themselves to others through reviewing interest and skills inventories; analyzing their cultural and ethical influences; reframing their life experiences to date; reflecting on their values and priorities; and preparing their marketing materials such as resumes and cover letters. Students discover what is possible and what they want by networking with alumni working in business; interviewing business professionals; evaluating their values and; setting personal and professional goals.

### **BA 3510 Understanding Leadership Through Film 2cr**

This course encourages students to actively reflect on leadership practice by viewing cinematic portrayals that could potentially mirror or challenge their own personal values, attitudes, and behaviors. Films are used to illustrate a variety of situations and personalities through which students will be able to analyze, understand, and draw their own conclusions about various principles of leadership. Films are supplemented with readings, exercises, and activities on leadership.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3610 Organizational Behavior 2cr**

This course explores several dimensions of organizational behavior in depth including the dynamics of successful and high performing teams and tools to successfully lead and grow teams within existing or new organizations. Students will learn how to engage more effectively personally, as entrepreneurs, as members of any team, and as employees at any organization.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3620 Cross-Cultural Organizational Behavior 2cr**

This course addresses the opportunities and dilemmas that managers face when working in diverse and global environments. The course is designed to increase managers' effectiveness in identifying, understanding, and managing the cultural components of management, recognizing cultural differences in managerial style, communicating across cultures, creating cultural synergy, managing globally competent people, managing ethically across cultures, and understanding, managing, and valuing diversity. Teaching methods include lectures, experiential exercises, group discussions, and cases.

**Prerequisite:** BA 3610 Organizational Behavior.

### **BA 3715 Entrepreneurial Finance 2cr**

This course introduces the student to the entrepreneurial finance topics of self-funding, friendly funding, seed funding, microlending and microlenders, debt financing, equity financing, and other non-bank financing sources, sources and uses of funds, startup financial statement development and projections, debt and equity term sheets, valuations, and the bookkeeping process.

### **BA 3800 Environmental and Ecological Economics 4cr**

In this course, students explore the relationship between human social and economic systems and the

environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches. Students complete a major class project on an issue selected in coordination with the instructor. *Cross-listed with ECO 3800 Environmental and Ecological Economics.*

**Prerequisite:** BA 2050 / ECO 2030 Survey in Economics.

### **BA 3904 Contemporary Issues in Sports Management 4cr**

This Sports Management course offers an overview of the sports business industry, and examines the principles of sport business and entertainment management in professional, collegiate and Olympic sport. A primary focus of the course is the business of collegiate and professional sports with an additional focus on leadership in sport and diversity and ethical issues in sports. In this course, students apply the topics discussed in class and content from assigned readings and complete assignments that develop communication and presentation skills that contribute to future academic and career success.

**Prerequisite:** Minimum of 1 Oral and Written Communication course.

### **BA 3908 Digital Marketing 2cr**

This course takes an in-depth look at Internet social networks, social media platforms and online advertising. Topics include an exploration of the theory of online marketing, social media technologies, and applications such as Facebook, blogs, Twitter, wikis, and YouTube.

### **BA 3909 Service Marketing 2cr**

This course is based on the premise that the marketing of services has a separate and distinct corpus of knowledge and management/operational challenges that differ from traditional goods marketing practices. The course clarifies these differences and focuses on the marketing objectives and strategies employed by companies in the services sector.

### **BA 3970 Topics in Business 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BA 3980 Topics in Business 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **BA 4000 Applied Business and Consulting Capstone 4cr**

This course synthesizes the knowledge gained in the business discipline by combining all core competencies from marketing to management to finance. Students step out of the classroom and into the business world and act as consultants for a community organization. Each project team tests their core competencies by addressing a specific problem or area of growth for their assigned community partner. Emphasis is placed on demonstrating competence in oral and written communication, thinking critically and culminating with a comprehensive project presentation.

**Prerequisite:** BA 3205 Strategic Marketing.

### **BA 4970 Topics in Business 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **BA 4980 Topics in Business 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Career Development (CD)

### CD 1500 Major Exploration 2cr

This course is designed to help students develop a plan for choosing an academic major and to learn related skills that are valuable throughout college. Students engage in self-assessment, learn about and evaluate majors and careers, and develop strategies for decision-making. The class involves readings, experiential exercises and activities, informational interviews, small group discussions, and written exercises.

### CD 1970 Topics in Career Development 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### CD 1980 Topics in Career Development 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### CD 3500 Career Preparation 2cr

In this course, students focus on the principles, methods, and practice in achieving career goals. Emphasis is placed on the process of self-reflection, exploration of career opportunities, identification of skills and strengths, recognition of identity in the workplace, resume and cover letter development, interviewing, networking, and professionalism.

### CD 3510 Graduate and Professional School Preparation 2cr

This course is designed to help undergraduate students ask and answer questions about graduate and professional school that will help them find the path that is right for them. Graduate school is a large commitment and a big life decision. Being clear about why a student wants to go and what a student intends to pursue helps make the most of time, energy, and money. The course offers an overview of the structure and organization of graduate and professional school education and focuses on helping students learn the skills to find resources, build a network, and make decisions about continuing their studies beyond the baccalaureate. Students work on identifying programs, writing personal statements, and preparing other materials that are necessary for the application process.

### CD 3970 Topics in Career Development 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### CD 3980 Topics in Career Development 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### CD 4840 Academic Internship Seminar 2cr

In this course, students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *This course is a requirement for students interested in receiving academic and/or work credit for an internship.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

**CD 4850 Academic Internship 1-16cr**

This course allows students to gain elective credit based on the work they have completed on-site during their internship experience. Students are eligible for no more than one credit for every 40 hours worked at their internship site, which can only be credited during the semester of their internship experience. *This course must be taken along with CD 4840 Academic Internship Seminar. This course is graded on a pass/fail basis.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

**CD 4860 Advanced Academic Internship Seminar 2cr**

For students completing their *second* internship, this course allows students to take a deeper dive as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *This course is a requirement for students interested in receiving academic and/or work credit for a second internship.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

**CD 4870 Advanced Academic Internship 1-16cr**

This course allows students to gain elective credit based on the work they have completed on-site during a second internship experience. Students are eligible for no more than one credit for every 40 hours worked at their internship site, which can only be credited during the semester of their internship experience. *This course must be taken along with CD 4860 Advanced Academic Internship Seminar. This course is graded on a pass/fail basis.*

**Prerequisite:** Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

**CD 4970 Topics in Career Development 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**CD 4980 Topics in Career Development 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## Chemistry (CHM)

### CHM 1030 Principles of Chemistry 2cr

This course serves students needing additional preparation for CHM 1160 General Chemistry I and introduces most of the major areas of chemistry with emphasis on the chemical basis of earth systems and biological organisms. These emphases make chemistry understandable, applicable, and fun. This includes group and laboratory activities. *Course Fee. This course is graded on a Pass/Fail basis. This course does NOT fulfill the Natural Science General Education requirement.*

### CHM 1150 General Chemistry I Laboratory 0cr

This laboratory course explores reaction types, chemical formulas, stoichiometry, atomic structure, and spectroscopy. The material complements and reinforces the lecture course.

**Corequisite:** CHM 1160 General Chemistry I.

### CHM 1160 General Chemistry I 5cr

This course provides a solid background in the fundamental principles of chemistry for science majors (including Environmental Studies majors). This course assumes a working knowledge of high school algebra and chemistry. Subject areas include atomic structure, thermodynamics, acid-base chemistry, stoichiometry, oxidation-reduction reactions, periodic trends, chemical bonding, and molecular structure. *Course Fee. GE: Natural Science*

**Corequisite:** CHM 1150 General Chemistry I Laboratory.

**Prerequisite:** CHM 1030 Principles of Chemistry, or MAT 1520 Precalculus II: Transcendental Functions, or permission of instructor based on score on a placement test.

### CHM 1170 General Chemistry II 5cr

This course provides a solid background in the fundamental principles of chemistry for science majors and assumes a working knowledge of high school algebra and chemistry. Subject areas include atomic and molecular structure, solutions, gases, acids and bases, buffers, oxidation-reduction reactions, reaction rates, thermodynamics, electrochemistry, and complex equilibria. *Course Fee.*

**Corequisite:** CHM 1180 General Chemistry II Laboratory.

**Prerequisite:** CHM 1160 General Chemistry I with a grade of C- or better, or permission of instructor.

### CHM 1180 General Chemistry II Laboratory 0cr

This laboratory course explores kinetics, equilibria, thermodynamics, and acid-base topics. The material complements and reinforces the lecture course.

**Corequisite:** CHM 1170 General Chemistry II.

### CHM 1950 Topics in Chemistry 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### CHM 1980 Topics in Chemistry 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### CHM 2250 Organic Chemistry I 4cr

This course provides a basic understanding of the structure and function of organic molecules with emphasis on biological implications. Topics include principles of structure and bonding; functional groups; structural analysis; intermolecular forces; organic nomenclature; conformational analysis; stereochemistry; and an introduction to addition, substitution, and elimination reactions. The lab includes



purification, extraction of natural products, synthesis, chromatography, and spectroscopy. *Course Fee.*

**Corequisite:** CHM 2251 Organic Chemistry I Laboratory.

**Prerequisite:** CHM 1170 General Chemistry II with a grade of C- or better, or permission of instructor.

### **CHM 2251 Organic Chemistry I Laboratory 0cr**

This laboratory course introduces fundamental skills including distillation, recrystallization, extraction, IR and NMR spectroscopy, and 1- and 2-step syntheses of small molecules. Modern instrumentation is used extensively. The material complements and reinforces the lecture course.

**Corequisite:** CHM 2250 Organic Chemistry I.

### **CHM 2950 Topics in Chemistry 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **CHM 2980 Topics in Chemistry 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **CHM 3025 Study Away in Chemistry 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **CHM 3201 Organic Chemistry II 4cr**

In this course, important organic mechanisms are carefully explored, and an emphasis is placed on organic synthesis including retrosynthetic analysis. Functional group transformations and carbon-carbon bond-forming reactions are central to this course. *Course Fee.*

**Corequisite:** CHM 3202 Organic Chemistry II Laboratory.

**Prerequisite:** CHM 2250 Organic Chemistry I with a grade of C- or better.

### **CHM 3202 Organic Chemistry II Laboratory 0cr**

This laboratory course builds on fundamental skills of synthesis, purification, and analysis introduced in the Organic Chemistry I Laboratory. Students design and perform a multi-step synthesis project that includes a Grignard reaction. Modern instrumentation is used extensively. The material complements and reinforces the lecture course.

**Corequisite:** CHM 3201 Organic Chemistry II.

### **CHM 3210 Instrumental Methods 4cr**

In this course, students design and execute targeted chemical analyses using modern instruments such as chromatographs (gas and liquid) and spectrometers (emission and mass). Students also use statistical methods to examine the quality of laboratory data and report on their experimentation in concise scientific writing for a variety of target audiences. Finally, students learn to perform basic instrument maintenance and troubleshooting. *Course Fee.*

**Prerequisite:** CHM 1170 General Chemistry II with a grade of C- or better.

### **CHM 3310 Thermodynamics and Kinetics 4cr**

In this course, the first and second laws of thermodynamics are treated in detail from a molecular

perspective. The thermodynamic functions of internal energy, enthalpy, Gibbs energy, Helmholtz energy, and entropy are interpreted and applied in studying chemical equilibrium, colligative properties of solutions, phase equilibria in multi-component systems, and ionic equilibria in electrochemical systems. The rates and mechanisms (kinetics) of reactions occurring on surfaces, in solution, and in the gas phase are also to be explored from a microscopic perspective.

**Prerequisites:** CHM 1170 General Chemistry II, MAT 2420 Calculus II, and PHY 2510 Physics I, all with a grade of C- or better, or permission of instructor.

### **CHM 3320 Quantum Chemistry and Molecular Spectroscopy 4cr**

The topics covered in this course include quantum mechanics, statistical mechanics and spectroscopy. The goal of the course is to interpret and explain the fundamental principles governing the observed spectroscopic behavior of a quantum mechanical system as predicted by statistical mechanics. The quantum mechanics of translation, vibration, rotation, and nuclear states are thoroughly explored. These concepts are then applied in understanding atomic and molecular structure and in interpreting the spectroscopic manifestation of quantum mechanical behavior on an atomic, molecular, and nuclear level.

**Prerequisites:** CHM 1170 General Chemistry II, MAT 2420 Calculus II, and PHY 2520 Physics II, with a grade of C- or better, or permission of instructor.

### **CHM 3330 Physical Chemistry Laboratory 1cr**

Thermodynamic behavior, spectroscopy, phase equilibria for pure substances and mixtures, chemical equilibria, kinetics, and molecular modeling are explored.

**Corequisite:** CHM 3310 Thermodynamics and Kinetics.

### **CHM 3950 Topics in Chemistry 2cr**

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study. *May be repeated up to three times for a maximum of 8 credits.*

### **CHM 3980 Topics in Chemistry 4cr**

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study. *May be repeated up to two times for a maximum of 12 credits.*

### **CHM 4070 Biochemistry I 4cr**

This course explores the molecular logic of living things and the background necessary for understanding, at the molecular level, the life processes encountered in veterinary science, medicine, biotechnology, ecology, animal behavior, and botany. Students gain a detailed understanding of the structure, chemistry, function, and metabolism of the major classes of biological macromolecules. An extensive study is made of enzyme systems in bioenergetics and metabolism. Biomedical and nutritional applications are also reviewed. This course includes an integrated laboratory experience, and there is an emphasis on the importance of learning biochemistry through the observations and measurements in the laboratory. *Prior completion of BIO 2080 Cell Biology is recommended.*

**Prerequisites:** CHM 2250 Organic Chemistry I and BIO 1160 General Biology, with a C- or better, or permission of instructor.

### **CHM 4080 Biochemistry II 4cr**

This course continues the goals of Biochemistry I: understanding the anabolic and catabolic reactions of lipids and proteins. The course also explores the mechanisms of signaling across cell membranes and regulation of processes across the whole organism. Students will investigate nucleic acid chemistry and

the chemistry of the processes involved in translating the genetic code into proteins. Students should enroll in CHM 4090 Biochemistry Laboratory concurrently. *Course Fee.*

**Corequisite:** CHM 4090 Biochemistry Laboratory.

**Prerequisite:** CHM 4070 Biochemistry I with a grade of C- or better.

### **CHM 4090 Biochemistry Laboratory 1cr**

This course introduces students to biochemical laboratory techniques including protein purification, ion exchange and gel permeation chromatography, electrophoresis, immunoassay, enzyme kinetics, and genetic manipulation. Experiments illustrate concepts in the lecture course. Report writing and critical examination of the literature are stressed.

**Corequisite:** CHM 4080 Biochemistry II.

### **CHM 4950 Topics in Chemistry 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **CHM 4980 Topics in Chemistry 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Creative Writing & Writing (WRI)

### WRI 1121 Forms and Theories in Fiction 4cr

Through this course, students are challenged to develop their practice and understanding of the craft of fiction, improve their critical skills in the reading of fiction by others, and gain increased depth and flexibility in their writing of narrative. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary fiction. Students write and revise stories in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

### WRI 1131 Forms and Theories in Poetry 4cr

Through this course, students are challenged to develop their practice and understanding of the craft of poetry, improve their critical skills in the reading of poems by others, and gain increased depth and flexibility in their writing of verse. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary poetry. Students write and revise poems in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

### WRI 1132 Forms and Theories in Creative Nonfiction 4cr

Through this course, students are challenged to develop their practice and understanding of the craft of creative nonfiction, improve their critical skills in the reading of nonfiction by others, and gain increased depth and flexibility in their writing of prose. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary creative nonfiction. Students write and revise nonfiction in a variety of forms and engage in substantial critical reading of published works. Students will focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

### WRI 1970 Topics in Creative Writing 2cr

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### WRI 1980 Topics in Creative Writing 4cr

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme *May be repeated up to two times for a maximum of 12 credits.*

### WRI 2010 Reading Genre and Form 4cr

Understanding the characteristics of genre, the requirements of form, and the evolution of these modes helps students of writing (and students of literature) realize the possibilities of a piece of writing. Students also begin to understand how their generic and formal choices create the context in which we read and write. This course involves the close study of a specific genre and its related forms. Topics vary. Consult the instructor for the specific theme. *May be repeated up to four times for a maximum of 20 credits.* **GE: Oral and Written Communication**

### WRI 2080 Reading Contemporary Writers 4cr

In the arc of literary history, contemporary writing forms the trailing edge; and for student writers, the contemporary forms the immediate context in which they work. Entering the landscape of contemporary writing allows the student of writing (and the student of literature) to gain an awareness of the diversity of

approaches and perspectives available and to consider their connections to historical roots. This course involves the close study of contemporary writing in multiple genres. Topics vary and are organized around movements or themes, or the course may focus on a single contemporary author. Consult the instructor for the specific theme. *May be repeated up to four times for a maximum of 20 credits.*

### **WRI 2201 Writing Across Communities 4cr**

This course explores how a commitment to community engagement and social justice influences our reading, research, and writing choices. We develop strategies to participate in and critique academic conversations, and also to read and write beyond academia. We immerse ourselves in several "communities," such as academic disciplines and social movements, studying how members use texts to build knowledge and effect change, and practicing writing as if we were members of those communities. Students gain extensive practice with reading, research, and writing strategies, and develop control over their own processes. Writing assignments include analyses of shared course texts, and also inquiry-based projects on student-selected topics.

**Prerequisite:** First-Year Seminar.

### **WRI 2210 Processes and Theories of Revision 4cr**

In this multi-genre course, students undertake multiple modes of revision, including the signature revision strategy in academic creative writing, the workshop. Through practice and study of the critiques and theories underpinning the workshop, students will participate in authoring their own workshops. Looking to craft essays, theories of creativity, and accounts of practicing writers for guidance, students begin to understand the many modes and strategies of revision available to them, while also refining their ability to give and receive feedback.

**Prerequisites:** Successful completion of all three 1000-level foundations courses, WRI 1121 Forms and Theories in Fiction, WRI 1131 Forms and Theories in Poetry, and WRI 1132 Forms and Theories in Creative Nonfiction.

### **WRI 2970 Topics in Creative Writing 2cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **WRI 2980 Topics in Creative Writing 4cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **WRI 3000 Literary Magazine: History & Editing 4cr**

This course teaches students the history and purpose of literary magazines and literary publishing through reading, discussions, and magazine production. The course is production-oriented and students read, analyze, and critique blind submissions and learn the process behind editorial decisions; they also learn basic copyediting. Students learn how to market and advertise literary magazines; solicit authors; acquire and publish visual art, poetry, prose, criticism, and book reviews of literary and academic merit; and design layouts. This course includes editorial work, design, events planning, and marketing. *May be repeated up to three times for a maximum of 16 credits.*

**Prerequisite:** Permission of instructor.

### **WRI 3025 Study Away in Creative Writing 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **WRI 3110 Advanced Fiction Workshop 4cr**

Students already familiar with writing fiction generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring fiction to workshop for feedback to assist in the revision process, discuss structure and technique in published fiction (often in the form of written annotations), and complete writing exercises related to discussions of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3130 Advanced Poetry Workshop 4cr**

Students already familiar with writing poetry generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring their poetry to the workshop for feedback to help them in the revision process, study the structure and technique in published poetry (often in the form of written annotations), and complete writing exercises related to the discussion of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3160 Advanced Creative Nonfiction Workshop 4cr**

Students already familiar with writing creative nonfiction generate and revise new work and develop long-term goals they can begin to approach with the help of this course. Students bring nonfiction to the workshop for feedback to help on the revision process, discuss structure and technique in published nonfiction, often in the form of written annotations, and complete writing exercises related to the discussion of the craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** WRI 2210 Processes and Theories of Revision.

### **WRI 3772 ELL I: New Directions in Oral and Written Communication 4cr**

In this course, students whose first language is not English engage in extensive study and practice of linguistic, paralinguistic and rhetorical structures for academic oral and written composition in the area of intercultural understanding. In addition to completing in-class exercises and participating in discussions, students complete an analytical notebook, short formal papers, and oral presentations. Students consult individually with the instructor and design exercises to fit individual needs in the development of critical reading, writing, and thinking in a U.S. college. *This course is open to all non-native speakers of English and required by all English language learners who place below a high-advanced level on the American Council of Teachers of Foreign Languages (ACTFL) proficiency test.*

### **WRI 3780 ELL II: Academic Structures and Rhetoric for Composition 2-4cr**

In this course, students whose first language is not English continue written and oral practice and instruction in English. They participate in discussion and oral presentation, write several short papers, prepare regular reading assignments, and complete grammar exercises as needed.

**Prerequisite:** WRI 3772 ELL I: New Directions in Oral and Written Communication or permission of instructor.



**WRI 3810 Research in Creative Writing 4cr**

Students new to creative writing are often not aware of the substantial work many creative writers do to give their work a solid grounding in fact, or to usefully play with or respond to fact. Reading the work of published authors, students in this course detect the underpinning of research in creative work. Students then develop projects in poetry, fiction, or nonfiction that draw upon their previous studies in both creative writing and other fields, seeking a fruitful intersection of these creative genres and another discipline. They pursue these projects by seeking information discovered through individual research (which may include archival and field work as well as interviews), current course work in other disciplines, and the assistance of librarians and other faculty. The course is organized around an individual research plan developed specifically for each student project. *May be repeated one time for a maximum of 8 credits*

**Prerequisites:** At least two 1000-level creative writing foundations courses and permission of instructor.

**WRI 3940 Creative Writing: MFA Residency 2cr**

Advanced writing students experience a rigorous and immersive course that takes them through a portion of the curriculum of the MFA Winter Residency, engaging them in graduate-level discourse and offering them some sense of the graduate school experience. Students are present for the ten-day January residency of the College's MFA Program, where they attend the readings, lectures, and courses offered by MFA faculty and graduating students. Alongside these events, students engage in seminar discussion of topics raised in the Residency, pursue the readings in greater detail, and map a work plan for the upcoming workshop. *Students may enroll in WRI 3940 alone but are strongly encouraged to enroll in the sequence. They may not take WRI 3950 Creative Writing: MFA Workshop without WRI 3940. An application is required.*

**Prerequisites:** WRI 2210 Processes and Theories of Revision and permission of instructor.

**WRI 3950 Creative Writing: MFA Workshop 2cr**

This course extends the work of WRI 3840 Creative Writing: MFA Residency into a mixed-genre advanced workshop. Students prepare an individual work plan outlining their creative and critical goals and defining the project that will constitute the work of the term. To achieve those goals they actively participate in the writing workshop: writing and revising their work, studying the work of professional authors (often writing critical annotations), and carefully critiquing the work of their peers. *An application is required.*

**Prerequisites:** WRI 3940 Creative Writing: MFA Residency and permission of instructor.

**WRI 3970 Topics in Creative Writing 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**WRI 3980 Topics in Creative Writing 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**WRI 4190 Senior Writing Project 4cr**

This course offers guidance to senior creative writing majors, minors, and those with a creative writing concentration in the English major as they complete a chapbook-length senior writing project. The course helps students to set a revision schedule, to organize the manuscript, and to draft and revise the introduction to the project. The course initiates a discussion, with the help of occasional guests, about the rest of the students' lives as writers, including graduate school, careers for writers, submitting work, publishing, and writers' organizations. Students also plan and prepare for their senior reading. *Graduating students may enroll in either fall or spring semester, but must be prepared to submit their senior project in the same semester.*

**Prerequisites:** Senior standing as a Creative Writing major or minor or English/Creative Writing major, and WRI 3810 Research in Creative Writing.



**WRI 4970 Topics in Creative Writing 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**WRI 4980 Topics in Creative Writing 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Economics (ECO)

### ECO 1100 Climate Change, Economics, and Society 4cr

The purpose of this course is to teach an appreciation of the economics of climate change and provide skills to communicate clearly about social and economic impacts. This course is designed to provide a fundamental understanding of the relationship between humans and the environment, with a focus on climate change and economic policy and insights. Students select and write about a local topic that examines the economic and social impact of climate change, and they explore possible solutions.

*Cross-listed with BA 1100 Climate Change, Economics, and Society. GE: Oral and Written*

**Communication**

### ECO 2030 Survey in Economics 4cr

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically, students explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade comprise most of the micro section, while economic growth, inflation, and unemployment make up the macro section. Policy and current issues are integrated throughout the course. *This course is recommended as the prerequisite for those wishing to take upper-level Economics courses. Cross-listed with BA 2050 Survey in Economics.*

### ECO 2970 Topics in Economics 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### ECO 2980 Topics in Economics 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 8 credits.*

### ECO 3010 Microeconomic Theory 4cr

Microeconomics is the study of how individuals, firms, and state actors make decisions, and how these may generate outcomes for society as a whole. This course introduces students to the theory of microeconomics with the use of elementary but rigorous mathematical techniques. In addition to learning about the behaviors of individuals and firms, students learn why higher taxes are levied on cigarettes, why certain towns have only one internet service provider, why we may need government, and why we may be stuck with voting for the lesser of two evils.

### ECO 3020 Macroeconomic Theory 4cr

Macroeconomics is the study of the economy in aggregate. In this course, students study the factors that determine economic growth, short- and medium-term behavior of economies, monetary policy, fiscal policy, and the financial sector. Throughout, we relate our discussions to contemporary social problems in the United States and around the world.

### ECO 3025 Study Away in Economics 4cr

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ECO 3060 Political Economy and Collective Choice 4cr**

This course introduces students to key issues of political economy such as the provision of public goods, property rights, and the role of the state in economic interactions. We learn how economists have tackled these issues in the past and the advantages and limitations of their approach. We begin the semester with an introduction to game theory to build up a common language. We shall then apply these to modeling power, social norms, and the state. Finally, we shall learn about the theory of voting and the consequences of various mechanisms of collective choice.

**Prerequisite:** BA 2050 / ECO 2030 Survey in Economics, ECO 3010 Microeconomic Theory, or ECO 3020 Macroeconomic Theory.

### **ECO 3800 Environmental and Ecological Economics 4cr**

In this course, students explore the relationship between human social and economic systems and the environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches. Students complete a major class project on an issue selected in coordination with the instructor. *Cross-listed with BA 3800 Environmental and Ecological Economics.*

**Prerequisite:** BA 2050 / ECO 2030 Survey in Economics.

### **ECO 3830 Economic Growth and Development 4cr**

The primary themes of this course are the process of economic development and growth, as well as the sustainability of growth. Topics include the meaning of and measures for development and underdevelopment, the connections between growth and development, the processes that lead to growth and development, and the economic, social, political, and cultural obstacles to growth and development and the policies that can alleviate them. Throughout the class, the sustainability and desirability of growth is continually questioned. Students either write and present a country report, or participate in a regional group project studying a regional development issue. Students apply course material in a specific context, learning research, analysis, writing, and presentation skills.

**Prerequisite:** BA 2050 / ECO 2030 Survey in Economics, ECO 3010 Microeconomic Theory, or ECO 3020 Macroeconomic Theory.

### **ECO 3970 Topics in Economics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ECO 3980 Topics in Economics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Education (EDU)

### **EDU 1050 Weekly Writing Sessions 1cr**

All writers benefit from sharing and discussing their work with knowledgeable, interested readers. This course provides such an opportunity, pairing each student writer with a peer tutor from the Writing Studio for weekly one-on-one writing sessions. With the peer tutor's support, the student writer works on planning, drafting, revising, and editing papers assigned for other classes. Some students bring creative writing. Some use the sessions as check-ins during long research projects, bringing notes, insights, outlines, questions, and drafts. The Writing Studio director oversees the course. Grading is based on participation and a portfolio of work completed for other classes and worked on with the peer tutor. *Students are evaluated on a Pass/Fail basis. May be repeated one time for a maximum of 2 credits.*

### **EDU 1160 College Academic Strategies 1-2cr**

This course is rooted in the theories and practices of "Personalized and Self-Regulated Learning." Students explore the learning terrain—how we think and, as a result, learn through the various channels by which we absorb information. We reflect in order to become more effective and efficient learners. Each student works individually with an instructor to define and address areas of need, strength, and interest to enhance the college academic experience. *Students are evaluated on a Pass/Fail basis. May be repeated for a maximum of 4 credits.*

### **EDU 1500 Language, Literacy, and Social Justice 4cr**

This experiential course combines community engagement with introductory study of theories, practices, and policies informing language and literacy education in the U.S.: both what is and what could be. Each semester, topics evolve to correlate with community-engaged experiences, and to respond to local and national trends. Activities evoke critical thinking about topics such as the primacy of "standard written English" in schools; approaches to sustaining heritage languages; censorship; technological and AI advances in language processing; and ties between literacy instruction and social change. Students put ideas into practice through observing, designing, and/or facilitating lessons through their community placements. **GE: Oral and Written Communication**

### **EDU 1970 Topics in Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **EDU 1980 Topics in Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **EDU 2020 Asset-Based Care and Child Guidance 4cr**

Laying the foundation with the developmental needs children need to thrive, this course explores positive child guidance principles that promote the prosocial development of children. Throughout the semester, our work will concurrently address how to promote and practice asset informed care, gaining a more complete understanding of how trauma impacts children's lives. This course supports students to develop a critical perspective to prepare them to address prejudice and inequity in the field of education. **GE: Society and Human Behavior**

### **EDU 2030 Learning with Children 4cr**

This course provides students an opportunity to study specific concepts related to teaching young children in early education settings. Students gain practical experience observing and learning with infants, toddlers and preschoolers. In addition, students further their knowledge of child development and early childhood best practices, create original curriculum, and learn about appropriate environmental arrangement. This course includes a community engagement component with opportunities to engage

with children and teachers in local childcare settings. This course supports students to develop a critical perspective to prepare them to address prejudice and inequity in the field of education. **GE: Society and Human Behavior**

### **EDU 2050 Educational Psychology 4cr**

This course covers psychological principles and research findings as they apply to teaching and learning. Topics include examination of appropriate developmental practices, intelligence, cognition, motivation, cultural diversity, educational equity and inclusion, classroom community, and classroom management. In addition, students examine and practice the implementation of a variety of instructional strategies that incorporate learning theory. Particular emphasis is placed on the application of research-based practices as they can be used in a variety of learning situations. A community engagement component in which students tutor, mentor, and teach in a public school classroom is a significant component of this course. This course supports students to develop a critical perspective to prepare them to address prejudice and inequity in the field of education. **GE: Society and Human Behavior**

### **EDU 2060 Theory & Practice of Tutoring Writing 2cr**

The course prepares students from all majors to work as interdisciplinary writing tutors at Warren Wilson and also gives them a foundation to teach and mentor in other school, service, and professional settings. Students analyze genres of academic writing; study theories of composing; and explore approaches to working with peers on grammar, style, structure, and argument. Students take the course during their first term working with the Writing Studio or Community Writing Studio; Community Writing Studio tutors are also required to take EDU 2070 Teaching Writing in Communities after completing this course.

**Prerequisite:** Permission of instructor.

### **EDU 2070 Teaching Writing in Communities 2cr**

This course is designed for students who want to teach or tutor writing in college, high school, community settings, or abroad. Students examine writing practices of adolescents and adults, cultural and political dimensions of writing experiences, and local contexts of writing at Warren Wilson and in Buncombe County. Expectations include extensive reading, critical reading responses, a tutoring placement (on campus or through the Center for Experiential Learning), field notes about tutoring, and a research paper.

**Prerequisite:** EDU 2060 Theory & Practice of Tutoring Writing.

### **EDU 2090 Emergent Literacy for Children 4cr**

This course is designed to allow students to examine the significance of emergent literacy skills, while exploring the amazingly rich world of children's literature. Emphasis is placed on understanding the development of literacy skills from infancy through third grade. Students read a variety of children's books from different genres, analyze for quality, discover the benefits of bibliotherapy, create their own children's book, and explore strategies to support the development of children's strong literacy skills for all children. We explore the impact of equity in young children's learning. Throughout the course, students have field experiences to practice teaching core literacy components with children in early childhood and kindergarten classrooms. **GE: Oral and Written Communication, Society and Human Behavior**

### **EDU 2120 Teaching Foundations 4cr**

This course gives students a theoretical framework for exploring the nature of teaching and learning within a public school setting for middle and high school students. Students explore the function of middle and secondary schools, the cognitive and social/emotional development of middle and high school students, and issues of equity and inclusion in schools and classrooms. Students also develop an understanding of contemporary issues facing schools and educators.

**EDU 2140 Survey of the Exceptional Child in Education 4cr**

Students develop a knowledge base and foundational skills to work with children who have diverse learning needs within a mainstream educational setting. A continuum of diverse needs is addressed, with emphasis on exceptionalities of high incidence, the Academically and Intellectually Gifted, and English Language Learners. Strategies and interventions to accommodate and adapt the learning environment to meet learning needs is covered. Historic, contemporary, and legal issues are discussed. In addition, students gain knowledge and experience in collaboration with families, school personnel and community service providers. This class involves a field component in which students observe and engage with teachers and service providers who work with individuals with diverse learning needs and with teachers and service providers. **GE: Society and Human Behavior**

**EDU 2350 Exploring Education 2cr**

This course provides students an opportunity to explore the field of teaching in the early elementary grade levels. Relevant topics prepare students for experiences working with children in classrooms. Students learn about various educational approaches by visiting and observing in a variety of educational settings. This course supports students to develop a critical perspective to tackle prejudice and inequity in the field of education.

**EDU 2400 Multicultural Education and Equity Pedagogy 4cr**

This course is designed to prepare students to work with children and youth from a range of backgrounds and to help students develop a culturally competent teaching practice. Employing the frameworks of both cultural competence and critical pedagogy, we examine the school as a social institution concerned with the transmission of ideological, moral, and cultural values; social reproduction and change; and competing philosophical visions of the purpose of education. Within that context we focus our attention on the relationships between power, privilege, and knowledge both in the production of knowledge and regulation of peoples. The course considers the complicated nature of racism and white supremacy, the role it plays in schooling, and the roles schools play in its perpetuation. The course also explores intersecting categories of oppression related to similar systems of power in educational institutions. Through readings, discussions, classroom activities, and participation in a community based dialogue program, students examine their own relationship to racism and develop strategies to teach equitably in a range of contexts. **GE: Society and Human Behavior**

**EDU 2600 Experiential Education 4cr**

This course provides students a foundation in the history and application of the field of experiential teaching and learning. The course provides a framework for the philosophical foundations of experiential methodology and introduces models that frame the delivery of experiential education. Students explore the contemporary application of experiential methods in traditional and non-traditional learning environments. In this course, students explore and engage in experiential teaching and learning through a significant fieldwork experience. *This course may include an associated course fee.*

**EDU 2970 Topics in Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**EDU 2980 Topics in Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**EDU 3025 Study Away in Education 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
  2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.
- For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **EDU 3500 Group Leadership Practicum 1-2cr**

Students who are selected to be Peer Group Leaders, Peer Tutors and/or Peer Mentors are eligible to receive credit for this course. In addition to engaging fellow students in the peer student role, each student is expected to participate in a training program associated with their role, lead group and individual sessions, coordinate with relevant programs and offices, and meet with the course instructor for individual and/or group course meetings. Students have the opportunity to develop, apply, and assess a broad range of leadership, mentoring and student support skills in group and individual settings. *This course is graded on a Pass/Fail basis. Enrollment is based on application or placement. May be repeated for a maximum of 8 credits.*

### **EDU 3911 The Future of College 1cr**

This course centers on the question: what is the future of college? By exploring a range of ideas, authors, concepts, and structures, we consider both how we got here to this particular place and structure for teaching and learning in higher education and where we might go. The course also serves as an additional opportunity to talk together about what our hopes and dreams are for WWC and planning processes that are underway. Course readings and assignments explore the future trends and issues in higher education and offer students a window into the considerations involved in educational design work at the local and national levels.

**Prerequisite:** Sophomore standing or above.

### **EDU 3970 Topics in Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **EDU 3980 Topics in Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## English (ENG)

### **ENG 1010 Introduction to Journalism 4cr**

This course introduces you to what it takes to be a journalist. Prepare to do a lot of interviewing, reporting, and writing – in class and out – some of it on deadline. News writing can be artful, even breathtaking, and journalists play a vital, if sometimes under-appreciated, role in society. By the end of the year, you will be able to judge for yourself what is, and what isn't news. You'll learn the basics of interviewing and note-taking. You'll know techniques for drawing the best material out of sources both friendly and hostile. You'll appreciate the importance of accuracy and integrity in reporting. You will be equipped to write many types of stories, from spot news to features. You will have an understanding of broadcast writing and editing.

### **ENG 1070 Introduction to Film Studies 4cr**

This course is an introduction to film studies, with an emphasis on the visual as text and on spectacle in sound and video. It also considers the evolution of film from novelty or entertainment to film as an art form.

### **ENG 1080 Introduction to Queer Studies 4cr**

This course is an introduction to queer literature, with an emphasis on queer theory and how it can be applied to literature, film, and popular culture. The course considers current terminology in this growing field and includes “queering” various texts.

### **ENG 1200 Reading Lenses 4cr**

In this course, students practice reading and writing literary criticism and experiment with the application of various literary approaches such as feminism, Marxism, queer theory, structuralism, psychoanalysis, reader response, and new criticism.

### **ENG 1400 Introduction to Reading and Writing about Literature and Culture 4cr**

In this introductory-level course, students familiarize themselves with the craft of reading literature and with the process of thinking about literature in various historical and cultural contexts. Students also consider different theoretical approaches to the study of literature and culture so that they become well prepared to meet requirements in subsequent courses.

### **ENG 1410 Media and Society 4cr**

This course introduces students to how media and society influence one another to create culture. To explore this dynamic, the course focuses on the history of media, its role in identity, how audiences function, cultural studies and structuralism, and other key concepts and theories. The course centers on race, class, and gender in order to better understand these topics.

### **ENG 1510 Introduction to Reading Fiction 4cr**

Modern symbolism in literature is a tool for considering and communicating the antitheses and tensions of human living. In this course, students compare various uses of the literary symbol in selected works of fiction.

### **ENG 1550 Introduction to Reading Poetry 4cr**

This course is an introduction to the close reading and interpretation of poetry; it is not an introduction to the writing of poetry. The course includes the basics of prosody--that is, the study of those qualities that make poetry different from prose, such as meter and rhyme. A variety of poems from a broad range of English-language poets spanning several centuries are studied.

**ENG 1910 Communication Practicum 2cr**

For students who want to publish in the student online newspaper, The Echo, in an experiential learning setting. Includes working on all phases of online newspapers: writing, editing, and publishing. Students will learn basic news reporting/editing skills, headline writing, newsworthiness/story ideas and basic news ethics. Students meet with instructor for the first few weeks for a quick overview of journalistic writing and basic tenets. The last few weeks students will attend live “workshopping” sessions as they will be writing for publication, participating in editing and observing the publication process of The Echo. *Students will be graded on a pass/fail basis. May be repeated up to three times for a maximum of 8 credits.*

**ENG 1950 Introduction to Mass Communications 4cr**

In this course, students discover how mass media—especially news media—developed, and examine how media work and why they work that way. Students look at media message and usage and how they influence one another and culture. This is a shared dialogue class between teacher and student and between student and student. Both are encouraged to ask clarifying/probing questions. This dialogue guides the class, which means there is very little lecturing or PowerPoint. Students and professor learn together. Preparing before class is essential.

**ENG 1955 Topics in English 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ENG 1956 Topics in English 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ENG 2240 Global Literature of Imperialism 4cr**

In this course, students explore the development and legacy of British imperialism by reading the work of a variety of major Anglophone (i.e., English-language) novelists, playwrights, and poets. Students also read essays about the colonial and postcolonial conditions by some of the leading thinkers on this subject. Texts include works by authors from India, South Africa, Nigeria, and other post-imperial nations from around the world.

**ENG 2250 Readings in Early Theatre 4cr**

In this course, students read selected works from the ancient Greeks through the eighteenth century, focusing on character, dialogue, plot, symbolism, language, and other aspects of dramatic literature. Students also consider drama in its historical, religious, and political contexts, and some consideration is given to dramatic theory, dramatic innovation, and the modern performance of classical plays.

**ENG 2260 Readings in Modern Theatre 4cr**

In this course, students read selected works from modern drama, with an interdisciplinary focus on literary issues and theatre history. The course may be focused narrowly on a specific writer or period, or it may approach the field broadly.

**ENG 2270 Gender and Sexuality in Literature 4cr**

This course concerns the defining and redefining of gender and sexuality in literature. In order to explore cultural concerns about these concepts that perplex and sometimes polarize society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolve dominant conceptions of gender and sexuality.

**ENG 2280 Readings in Queer Studies 4cr**

Each time it is offered, this course focuses on topics, subfields, and genres in queer studies. Students

apply queer theory, read and analyze queer texts, and consider evolving social/political issues in the field. *May be repeated up to three times for a maximum of 16 credits.*

### **ENG 2295 Horror Film 4cr**

Horror film has a long pedigree reaching back to the earliest narrative films (Thomas Edison's *Frankenstein* in 1910, for example), and the explosion of "monster" movies in the 1930s began a tradition that has continued unabated to the present crop of creators, including Jordan Peele, Ari Aster, James Wan, and a host of others. A recent article in *Forbes* reports research suggesting that "willing exposure to that which scares us can provide a counterbalance to life's stresses. It may also be an effective way to undermine anxiety, and even bolster our resilience." But the genre also has deep political implications, and makes important comments on gender, race, sexuality, capitalism, and everything else that shapes or is shaped by society. This class will focus on key works throughout the history of horror film, exploring various subgenres in terms of both cultural context/commentary and craft. Students will both analyze existing films, and more importantly, make their own. *Course Fee. Cross-listed with ART 2295 Horror Film. GE: Artistic Expression, Oral and Written Communication*

### **ENG 2410 Introduction to Media Writing and Research 4cr**

This course will teach the basics of writing for media professions. This introductory course provides the groundwork for writing website content, press releases, scripts, profile pieces, and strategy decks. The class explores the fundamentals of public relations, advertising, marketing, and journalism with the associated types of writing and research necessary for the fields.

### **ENG 2600 Readings in the Humanities 2cr**

Each semester, topics vary according to areas of student interest. *May be repeated up to four times for a maximum of 10 credits.*

### **ENG 2640 Readings in the Humanities 4cr**

Each semester, topics vary according to areas of student interest. *May be repeated up to four times for a maximum of 20 credits.*

### **ENG 2660 The Novel 4cr**

Each time it is offered, this course focuses on a different topic within the study of the novel. Students explore historical development, cultural contexts, and major authors. *May be repeated one time for a maximum of 8 credits.*

### **ENG 2670 The Short Story 4cr**

Each time it is offered, this course focuses on a different topic within the study of the short story. Students explore historical development, cultural contexts, and major authors.

### **ENG 2680 Readings in Contemporary Theatre 4cr**

In this course, students read selected works from contemporary drama, with an interdisciplinary focus on literary issues and theatre history. The course may be focused narrowly on a specific writer or period, or it may approach the field broadly. *May be repeated one time for a maximum of 8 credits.*

### **ENG 2700 African American Literature 4cr**

Each time it is offered, this course focuses on selected African American writings (verse, drama, fiction, and non-fiction prose). *May be repeated up to two times for a maximum of 12 credits.*

### **ENG 2730 Literature by Women 4cr**

Each time it is offered, this course focuses on English-language poetry, drama, fiction, and nonfiction prose by women and examines the aesthetic, social, and historical contexts of these writings. Readings may focus narrowly on one historical period or location, or may take the form of a broader survey. *May*

*be repeated up to two times for a maximum of 12 credits.* **GE: Humanities - Literary Analysis, Oral and Written Communication**

### **ENG 2740 Religion in Literature 4cr**

Students read selected plays, poems, essays, short fiction, and novels in which writers define and wrestle with world views and existential questions. Through reading and seminar discussion, students explore how authors adapt, reject, or transform religious traditions.

### **ENG 2790 Literature and Philosophy 4cr**

This interdisciplinary course explores mutually illuminating works of literature and philosophy. Readings are divided into topics such as Platonic Idealism, Enlightenment Rationalism, Religious Faith, Marxism, Feminism, and Existentialism. Students read philosophical expositions well as works of fiction, poetry, and/or drama that explore the guiding ideas of each of these topics. A major aim of the course is to enrich the understanding of both literature and philosophy by engaging texts from each of the disciplines in a way that transcends the traditional boundaries between the fields.

### **ENG 2800 Literature and War 4cr**

This course examines literary representations of war. Although the readings are broad-ranging and begin with selections from pre-classical and classical Greece, the main focus is on texts associated with World War One. Authors include Siegfried Sassoon, Erich Maria Remarque, George Orwell, and Kurt Vonnegut. War-related subjects, such as the literature of peace advocacy, are taken up as well.

### **ENG 2965 Topics in English 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ENG 2966 Topics in English 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ENG 3025 Study Away in English 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ENG 3210 Early Modern Literature and Culture 4cr**

In this course, students explore major representative works of sixteenth- and seventeenth-century literature.

### **ENG 3220 Early American Literature 4cr**

In this course, students trace developments in American literature from earliest indigenous writings to the middle of the nineteenth century, considering the literature in the context of American culture. Students also encounter key literary movements and genres.

### **ENG 3250 Irish Literature 4cr**

This course presents an introductory survey of selected works of Anglophone Irish fiction and drama from both the Republic of Ireland and Northern Ireland within the context of Irish political, social, and

cultural history.

### **ENG 3310 Epic-Heroic Mode 4cr**

Rather than simply endorsing values held as heroic in their cultures, ancient writers offered critical examination of such values, challenging accepted attitudes toward war, conquest, and empire as they worked toward reformulations of traditional understandings of the heroic. In this course, students explore the dynamics of such critical reflection in great classical epics; they also consider how later writers, in composing their own works, emulated earlier epics.

### **ENG 3320 Propaganda 4cr**

This interdisciplinary course, co-taught by faculty from the Philosophy and English departments, examines the history, concept, and use of propaganda for political purposes. Focusing on historical topics ranging from British WWI propaganda to Nazi propaganda to contemporary forms of propaganda, this advanced seminar-style course aims at a deeper understanding of what propaganda is, how it is used, and how it relates to similar forms of political influence and disinformation. *Cross-listed with PHI 3320 Propaganda.*

**Prerequisite:** Sophomore standing.

### **ENG 3350 Medieval Life and Literature 4cr**

Students undertake investigations in the history of medieval ideas, cultures, and mentalities in this course. The main focus is the study, in modern English translation, of seminal works of medieval literature, philosophy, theology, mystical speculation, ethics, and political theory, drawn from both English and continental traditions. *First-year students who have not yet completed a college-level literature course should consult with the instructor before enrolling in this course.*

### **ENG 3370 Romanticism 4cr**

Students in this course explore the literature, ideas, and setting of that revolutionary era (late eighteenth and early nineteenth centuries) subsequently called the Romantic period. They consider how Romanticism develops from, yet stands over against Neoclassicism and how Romantic writers anticipate modern concerns. Students read some continental and American works, but their primary focus is on British Romanticism.

### **ENG 3380 Literature and Culture of the Victorian Period 4cr**

This course will introduce the writers, works, and major cultural issues of Great Britain during the Victorian era, demonstrating the diversity of British literary and cultural heritage and the effects of artistic and philosophical influences on these writers and their works. Although a wide range of topics and themes are considered, the course repeatedly draws attention to ideas of class, gender, sexuality, and colonialism.

### **ENG 3390 Modernism 4cr**

In this course, students read some of the major works of the modernist era, a period of great artistic experimentation and innovation. Of particular focus is the relationship between politics and literary production. For example, students explore how the rise of radical feminism and organized labor in the years before the outbreak of World War One, and the development of Communism and Fascism after it, affected fiction, poetry, and plays.

### **ENG 3410 Shakespeare 4cr**

This course offers a close study of the texts of selected plays--histories, comedies, tragedies, and late romances. Students encounter a variety of critical and scholarly approaches to Shakespeare, including stage history and performance studies.

### **ENG 3440 Literature and Culture of the Restoration 4cr**

During this period, English men and women witnessed continual wars with European powers, nation-shaking political plots and intrigues, a devastating outbreak of bubonic plague, the Great Fire of London, and the first actresses upon the London stage. Politicians and some writers of this age sought, against all odds, to restore stability to society and politics, while other writers and artists celebrated the new cultural freedoms at the royal court, as well as innovations in science, literature, and the theatre.

### **ENG 3450 Literature and Culture of the Enlightenment Period 4cr**

This interdisciplinary course explores primarily the literature but also the aesthetics, politics, philosophy, and economic theory of a movement that corresponds roughly with the eighteenth century and whose legacy we are still living today. Works by British, continental, and American writers are considered, and, apart from a central focus on the revolutions in knowledge that characterize this period, literary topics may include the origins of the novel; Neoclassical and proto-Romantic satire, poetry, and poetics; and comic and tragic drama.

### **ENG 3500 Selected Nineteenth-Century American Literature 4cr**

Each year, different American writers from the nineteenth century are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of nineteenth-century culture. *May be repeated one time for a maximum of 8 credits.*

### **ENG 3510 Twentieth- and Twenty-First-Century Literature 4cr**

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of twentieth- and twenty-first-century culture. *May be repeated one time for a maximum of 8 credits.*

### **ENG 3550 Major Authors 4cr**

In this course, students read widely from the works of a notable author or authors focusing on biographical, historical, and aesthetic contexts. Authors to be studied are chosen by the instructor and vary semester to semester. *May be repeated up to two times for a maximum of 12 credits.*

### **ENG 3650 Advanced Readings in the Humanities 2cr**

Each semester, topics vary according to areas of student interest. *May be repeated one time for a maximum of 4 credits.*

### **ENG 3660 Advanced Readings in the Humanities 4cr**

Each semester, topics vary according to areas of student interest. *May be repeated one time for a maximum of 8 credits.*

### **ENG 3975 Topics in English 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ENG 3976 Topics in English 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ENG 4880 Senior Seminar in English 4cr**

This course offers a capstone experience for students majoring in English. Senior English majors reflect on their methodologies and experiences as students of literature and explore post-college professional options. Students each refine and orally present a sustained critical essay that they composed for upper-level literature courses. *This course is offered on a Pass/Fail basis.*



**ENG 4890 Honors Thesis 4cr**

This tutorial allows seniors to engage in intensive research and sustained critical writing. Under the supervision of one or more English faculty, students prepare senior honors theses on subjects of their choice. A departmental committee evaluates these theses. Students refine and orally present sustained critical and scholarly essays that are developed from works they have previously composed for upper-level literature courses.

**ENG 4970 Topics in English 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ENG 4980 Topics in English 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## Environmental Studies (ENS)

### **ENS 1030 Forest Ecology in a Changing World 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Students explore ecological principles, see how they apply to current issues through the lens of climate change, learn to collect and analyze data, and become better acquainted with the ecosystems around them. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. This course meets the Natural Science general education requirement and is intended for non-science majors; it does not apply to a major in biology, environmental studies, or conservation biology.

### **ENS 1170 Introduction to Environmental Science 4cr**

In this solutions-based course, students will explore the chemical, biological and ecological foundations of key local, regional and global environmental issues of the 21st Century and how scientists, land managers, policy makers and the general public can tackle these together. This lab- and field-based course will use the Warren Wilson College Center for Working Lands as a resource for our understanding of issues such as climate change, biodiversity loss, and food and water access, along with potential community-based, sustainable and equitable solutions to these complex problems. This course is intended for students planning on majoring in Environmental Studies, Environmental Science, or Sustainable Agriculture and Food Studies. **GE: Natural Science**

### **ENS 1200 Everybody's Environment! People, Place, and Planet 4cr**

21st-century environmental work is personal and political; scientific and poetic; local, regional and global! And maybe most of all: terrifying and hopeful. With a multi-disciplinary team of environmental faculty and staff for teachers, and our southern Appalachian ecoregion for classroom, students deepen their understanding of today's intersectional environmental problems and solutions, and begin to discern their path through Warren Wilson's rich environmental programs. Collaborative community service provides a hands-on complement to instruction.

### **ENS 1260 Introduction to Environmental Education 4cr**

This course explores the foundations and future of environmental education using service-learning and community engagement with a diversity of audiences, from children to senior citizens. Students gain hands-on experience teaching and learning with local community groups on issues such as nature awareness, food systems, and health and wellness. The course focuses on three aspects of environmental education: education, communication, and community organizing.

### **ENS 1950 Topics in Environmental Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ENS 1951 Topics in Environmental Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ENS 1953 Topics in Environmental Science 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ENS 1954 Topics in Sustainable Agriculture 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ENS 1955 Topics in Food Studies 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ENS 2040 Introduction to Environmental Engineering: Water and Waste Management 4cr**

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and stormwater management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Lectures and field trips to local facilities and projects provide the contextual foundation. Activities include field and laboratory measurement of environmental parameters typically utilized in environmental engineering projects. Case studies are analyzed. Students taking this course must be prepared to be active participants rather than innocent bystanders. *Includes regular lab period.*

**Prerequisite:** CHM 1160 General Chemistry I or ENS 1170 Introduction to Environmental Science.

**ENS 2160 Introduction to Animal Science 4cr**

This course focuses on the biology, husbandry, and human uses of domestic animals and is of special interest to pre-veterinary students and to those interested in small-scale animal agriculture. Topics include domestication, reproduction, basic genetics, artificial selection and breeding, animal health and disease, husbandry (management) of major domesticated animal species, and animal welfare. Laboratory exercises and field trips are incorporated into the schedule.

**Prerequisite:** BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

**ENS 2170 Arthropods and Agriculture 4cr**

This course introduces students to pest management in sustainable agriculture systems. Students investigate the biology of common crop pests and their natural enemies during extensive field exercises. The course culminates with students implementing integrated and ecological pest management techniques to develop a pest management plan for common agricultural pests.

**Prerequisite:** BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

**ENS 2210 Energy and the Environment 4cr**

This course provides a broad understanding of the global energy system, addressing the fundamentals of energy, types of energy and its uses, energy production, conversion, and consumption. Students investigate conventional and alternative energy sources and their role in current and future energy mixes, as well as domestic and international energy-related policy. Students also study and discuss the challenges of transitioning to a just and sustainable energy system, at the local and global scales.

**ENS 2270 Geology of the Southern Appalachians 2cr**

This course is designed to help students gain an understanding of the geologic processes that formed the local environment. There are four field trips in which students observe the geologic environment of the southern Appalachians. There is one evening meeting during the first week TBA, and four meeting times on Saturdays.

**ENS 2280 Geology of National Parks 2cr**

Topics in this course focus on the geologic context of North America through the study of representative national parks. Field trips visit several local parks.

**ENS 2290 Environmental Geology 4cr**

This course covers the geologic conditions that impact development in the area. Topics include landslides, water resources, groundwater pollution, and rural/urban development.

**ENS 2300 Geology 4cr**

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises include map studies and rock and mineral classification. Although primary emphasis is placed on physical geology and the interpretation of geologic processes, an introduction to historical geology is also provided. *Includes a regular lab period.*

**ENS 2330 Forest Biology 4cr**

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 3340 Silviculture and ENS 3330 Introduction to Forest Management. Includes a regular lab period. Cross-listed with BIO 2330 Forest Biology.*

**Prerequisite:** BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

**ENS 2335 Forest Measurements 2cr**

This course introduces students to the quantitative methods used to assess current forest conditions and develop professional forest inventories. Main topics include sampling designs for economic and ecological assessments; stand mapping; forest inventory protocols; and data analysis, interpretation, and presentation. A field component focuses on the use of standard forestry equipment including both analog and digital hypsometers and dendrometers. All data analysis and interpretation is conducted using Microsoft Excel.

**Prerequisite:** BIO 2330 / ENS 2330 Forest Biology.

**ENS 2490 Introduction to Sustainable Agriculture 4cr**

Agriculture is a central human endeavor connected to everything we care about on the planet: human and ecosystem health, food, water, nature, markets and trade, culture, art, power, energy, communities, climate change, and social justice. This course introduces students to principles and practices of sustainable agriculture through reading, writing, discussion, field exercises, and a final project. Students develop an intellectual foundation for the study of agriculture as well as some hands-on farming skills at the College Farm and Garden.

**Prerequisite:** ENS 1170 Introduction to Environmental Science.

**ENS 2500 Topics in Environmental Governance 4cr**

Who determines access to common timber, grasslands and waters? Do rivers and species have "rights" that must be acknowledged? When does the release of wastes and leftovers, a.k.a. "pollution," cross the line from private to public decision? Is democracy compatible with good environmental governance?

"Environmental governance" concerns the exercise of collective human authority over natural resources and systems. In this sophomore-level course, students review basic theories of governance then interweave theory, case studies, and relevant law to complete an introduction to environmental governance. *This course is offered in three versions, which use different topic areas to pursue a single set of learning outcomes. It cannot be re-taken for credit. In the "Woodland, Wetland, and Wild" version, the case studies and laws concern protection of endangered species and their habitats, and wilderness. In "Cleaning Up The Commons," they concern air and water pollution, including pollutants that are considered "hazardous." In "Food, Fiber, and Fuel," they concern agriculture, including its use to produce*

*fuel, in addition to food and fiber. Prior completion of First Year Seminar is strongly recommended.*

### **ENS 2520 Environmental Stewardship in Community 4cr**

In this multidisciplinary applied course, students work with each other and with community partners to advance environmental protection, stewardship and restoration efforts in the Swannanoa River Watershed. Class projects are scoped with Warren Wilson's commitment to equity, justice and sustainability in mind; we support ongoing community efforts, and intentionally integrate environmental and social justice objectives. Instruction in science, policy, research, writing, and other skills is organized through local case studies, and tailored to support class projects. Students are assessed on quality of participation in project work, several research and writing assignments, and final project presentation and report.

**Prerequisites:** Sophomore standing and ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 2907 Environmental Documentary Filmmaking 4cr**

This course is a documentary filmmaking class with an emphasis on telling stories related to environmental issues and solutions. It will consist of an introduction to video field production and editing and culminate in a final video project on an environmental issue in western North Carolina (in spring 2020, it will focus on freshwater resources), in partnership with a local nonprofit organization, such as Mountain True. Class time will consist of instruction and practice of video production concepts, watching relevant environmental films, reading materials related to the technical and ethical aspects of documentary film, and discussing the role and value of documentary film in the environmental movement.

### **ENS 2913 General Entomology 4cr**

This course explores the science of entomology by focusing on the the basic principles of systematics, morphology, physiology, development, behavior, and ecology. Students will gain basic skills that enable them to collect insects in the field, start and maintain insect collections, and perform population studies that monitor abundance and diversity of terrestrial and aquatic invertebrates. *Cross-listed with BIO 2913 General Entomology.*

**Prerequisite:** BIO 1160 General Biology.

### **ENS 2950 Topics in Environmental Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**Prerequisite:** ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 2951 Topics in Environmental Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 2953 Topics in Environmental Science 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 1170 Introduction to Environmental Science.

### **ENS 2954 Topics in Sustainable Agriculture 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 1170 Introduction to Environmental Science.

### **ENS 2955 Topics in Food Studies 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 3020 Aquatic Ecology and Water Pollution 4cr**

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. Includes a regular lab period. Course Fee. Cross-listed with BIO 3020 Aquatic Ecology and Water Pollution.*

**Prerequisites:** BIO 1160 General Biology and CHM 1160 General Chemistry I.

### **ENS 3025 Study Away in Environmental Science 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ENS 3030 Hydrology 4cr**

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus. *Includes a regular lab period.*

**Prerequisite:** ENS 1170 Introduction to Environmental Science or CHM 1160 General Chemistry I.

### **ENS 3190 Community-Based Environmental Education 4cr**

The purpose of this course is to develop and implement programming for community-based environmental education, communication, and organizing. Students collaborate with community partners to address their needs for environmental education programs, from designing field experiences using the campus forest to facilitating workshops on healthful foods. This course involves research and curriculum development, event management, and community organizing with multiple stakeholders, from youth to adults.

### **ENS 3220 Introduction to Environmental Law 4cr**

Environmental law, which began to take shape in earnest in the 1960s, is a relatively young and very dynamic subset of law. After a review of how environmental policy is formulated within the pluralistic majoritarian setting of the United States, students in this course study the constitutional underpinnings of environmental law. Through close work with multiple major laws and case studies, students consider the interrelated importance of legislatures, courts, administrative agencies, and science in establishing and then enacting various versions and visions of environmental quality and protection. Students hear from guest speakers working in the field and take at least one field trip. Reading materials include statutory text, agency regulations, court opinions, and a variety of popular and scholarly articles. *Prior completion of either ENS 2500 Topics in Environmental Governance, or a 2000+ level PSC course, is strongly recommended. Prior completion of ENS 1200 Everybody's Environment! People, Place, and Planet is recommended.*

**Prerequisites:** PSC 1510 Introduction to American Government and junior standing.

### **ENS 3300 Soil Science 4cr**

This course introduces soil as a natural body of critical importance to sustainable natural resource use.



Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course. *Includes a regular lab period.*

**Prerequisite:** CHM 1160 General Chemistry I or ENS 1170 Introduction to Environmental Science.

### **ENS 3330 Introduction to Forest Management 4cr**

This course provides an introduction to forest management policy and decision-making processes. Emphasis is on multiple-use management. Students learn to develop management plans to meet multiple objectives that best use diverse forest resources. *A three-hour lab period is included every other week.*

**Prerequisite:** BIO 2330 / ENS 2330 Forest Biology.

### **ENS 3340 Silviculture 4cr**

Students examine the many silvicultural systems used in the United States with emphasis on the eastern U.S. forests. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. *Includes a regular lab period.*

**Prerequisite:** BIO 2330 / ENS 2330 Forest Biology.

### **ENS 3410 Agroecology 4cr**

This course provides an introduction to agroecology, which we define broadly as a framework for the design and transformation of agri-food systems. We will explore agroecology as a science, movement, and practice through lecture and experiential field learning. This course includes a semester-long agricultural experiment based on traditional agricultural practices. *Includes a regular lab period.*

**Prerequisite:** ENS 2490 Introduction to Sustainable Agriculture.

### **ENS 3502 Career Preparation in Environmental Studies 1cr**

This course assists Environmental Studies students in developing strategies and skills needed for an effective employment or internship search. Students will develop an understanding of their talents in order to identify how these may be best utilized in their future career. Class topics include: resume and cover letter writing; interview best practices; and job and internship search techniques.

### **ENS 3950 Topics in Environmental Studies 2cr**

These rotating courses address recent developments and current issues in the field of Environmental Studies. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through prior coursework in the field, and provide greater depth in specific topics relating to environmental studies and sciences. *May be repeated up to three times for a maximum of 8 credits.*

**Prerequisite:** ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 3951 Topics in Environmental Studies 4cr**

These rotating courses address recent developments and current issues in the field of Environmental Studies. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through prior coursework in the field, and provide greater depth in specific topics relating to environmental studies and sciences. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 3953 Topics in Environmental Science 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisites:** ENS 1170 Introduction to Environmental Science and either BIO 1160 General Biology or CHM 1160 General Chemistry I.

### **ENS 3954 Topics in Sustainable Agriculture 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 2490 Introduction to Sustainable Agriculture.

### **ENS 3955 Topics in Food Studies 4cr**

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**Prerequisite:** ENS 2490 Introduction to Sustainable Agriculture.

### **ENS 4200 Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. *Cross-listed with ODL 4200 Program Planning and Design.*

**Prerequisite:** Junior or senior standing.

### **ENS 4400 Sustainable Farm Management 4cr**

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective and adaptive management strategies. Students develop an understanding of sustainable farm management at the individual farm scale by completing a five-year start-up plan for a new farm business using whole farm planning principles: goal setting, resource assessment, enterprise analysis, goal-directed crop and livestock production, and marketing and monitoring system performance with sustainability indicators.

**Prerequisites:** ENS 2490 Introduction to Sustainable Agriculture and ENS 3410 Agroecology, or permission of instructor.

### **ENS 4600 Environmental Leadership in Community 4cr**

Guided by case studies in successful environmental protection, upper level students apply their interdisciplinary skills and knowledge to help plan and carry out an environmental protection project in the region. Although designed as a capstone course for Environmental Studies majors concentrating in either Conservation and Society or Environmental Policy and Justice, other interested students meeting the prerequisites are welcome. Students are assessed on quality of participation in project work, several research and writing assignments, and final project presentation and report.

**Prerequisites:** Junior Standing. ENS 1170 Introduction to Environmental Science and ENS 1200 Everybody's Environment! People, Place, and Planet.

### **ENS 4750 Topics in Conservation Biology 2cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to seven times for a maximum of 16 credits.*



**ENS 4760 Topics in Conservation Biology 4cr**

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to seven times for a maximum of 16 credits.*

**ENS 4841 Academic Internship Seminar in Environmental Studies 2cr**

In this course, students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. This course is a requirement for students interested in receiving academic and/or work credit for an internship within Environmental Studies.

**Prerequisites:** ENS 3502 Career Preparation in Environmental Studies and prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor for the internship.

## Expressive Arts Therapy (EAT)

### EAT 1960 Topics in Expressive Arts Therapy 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### EAT 1965 Topics in Expressive Arts Therapy 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### EAT 2250 The Art of Art Therapy 4cr

In this course students learn about the history and development of art therapy, theories grounding the practice and the integration of modalities in helping professions. Students actively develop skills and techniques used in art therapy with individuals, groups, and communities. Students gain hands-on experience by engaging in service learning. *Cross-listed with SWK 2250 The Art of Art Therapy.*

### EAT 2550 Introduction to Music in Therapeutic Settings 4cr

Survey of literature from the fields of music therapy, music psychology, and related expressive disciplines about the application of music in psychotherapeutic, medical, and rehabilitative settings. Students examine research, theory, and practical applications through didactic, experiential, and dialogic learning. *Cross-listed with PSY 2550 Introduction to Music in Therapeutic Settings.*

### EAT 2906 Expressive Arts Through Movement 2cr

This course draws on the mind-body connection to explore the ability of movement to help us connect to ourselves, one another, and our environment. Students examine the relationship among bodily movement, health, and healing and learn the theories and principles behind dance and movement-based therapeutic practices. The course explores movement modalities as creative processes that can be utilized to support personal growth and well-being, build empathy, and foster social change in different social and cultural contexts. Class sessions are experientially intensive and designed to give students practice in participating, witnessing, creating, and facilitating expressive art through movement.

*Cross-listed with ANT 2906 Expressive Arts Through Movement. GE: Partially satisfies Artistic Expression*

### EAT 2960 Topics in Expressive Arts Therapy 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### EAT 2965 Topics in Expressive Arts Therapy 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### EAT 3025 Study Away in Expressive Arts Therapy 4cr

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**EAT 3410 Expressive Arts Therapy: History, Foundations, and Practices 4cr**

This course engages students in the examination and experience of the relationship between multimodal creative expression and individual and community mental health; social, psychological, and spiritual well-being; and social change. This course introduces the history, philosophy, and theory of expressive arts therapy, as well as its applications across diverse populations and in a wide range of therapeutic, healing, and self-reflective contexts. Students explore and experience the effects of multi-modal creative expression through texts, discussion, case studies, and experiential activities using many modalities, e.g. music, art, movement, drama, writing, and creative experiences in nature. Students are expected to participate individually and in groups to explore and reflect on their experiences with creative endeavors across these multiple modalities. *Cross-listed with PSY 3410 Expressive Arts Therapy: History, Foundations, and Practices. Prior completion of EAT 2250 / SWK 2250 The Art of Art Therapy, and/or EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings is recommended.*

**Prerequisite:** Either PSY 1000 Introduction to Psychology OR (SWK 2010 Introduction to Social Work plus SWK 2020 Skills for Communication and Partnering)

**EAT 3960 Topics in Expressive Arts Therapy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**EAT 3965 Topics in Expressive Arts Therapy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**EAT 4830 Capstone Proposal: Expressive Arts Therapy 4cr**

Students in this course develop a written proposal and secure approval for their Expressive Arts Therapy practicum project that is completed in the subsequent Capstone Practicum course. This is the first of a two-course sequence required for Expressive Arts Therapy majors.

**Prerequisites:** 1) PSY 2310 Research Methods in Social Science, and 2) At least 8 credits of upper-level expressive arts therapy coursework, including appropriate PSY or SWK courses, and 3) Junior standing OR Permission of instructor.

**EAT 4840 Capstone Practicum: Expressive Arts Therapy 4cr**

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. This is the second of a two-course capstone sequence required for expressive arts therapy majors.

**Prerequisite:** EAT 4830 Capstone Proposal: Expressive Arts Therapy or permission of the instructor.

**EAT 4960 Topics in Expressive Arts Therapy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**EAT 4965 Topics in Expressive Arts Therapy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## First-Year Seminar (FYS)

### FYS 1200 First-Year Seminar 4cr

Warren Wilson College's First-Year Seminar Program is designed to provide students with an engaging and thought-provoking introduction to college-level learning. The program features a range of theme-based, interdisciplinary courses that explore pressing social issues, promote critical thinking, foster the development of key academic and personal skills, and introduce students to the College.

Each seminar is taught by a faculty member from a different discipline, providing students with a rich and diverse learning experience. The seminars are also designed to incorporate oral and written communication skills, with opportunities for students to engage in public speaking, group discussions, and written assignments that encourage reflection and analysis.

One key component of the First Year Seminar Program is community engagement. Through community-engaged and experiential learning opportunities, students are able to put their academic learning into action and make meaningful contributions to their local communities. By connecting academic learning with community engagement, students gain a deeper understanding of the real-world impact of their education and develop a sense of civic responsibility.

## Global Studies (GBL)

### GBL 1170 Introduction to Global Studies 4cr

This course provides an introduction to the broad scope of the interdisciplinary field of global studies. Students explore the unequal spatial distribution of humans, resources, wealth, and other phenomena across the globe and examine the root causes and local effects of these geographic patterns. By examining the many ways in which our world is portrayed - in text, on film, and especially with maps - students analyze the economic, cultural and political impacts of globalization on human-environment interactions. **GE: Society and Human Behavior**

### GBL 1250 Introduction to Appalachian Studies 4cr

This course is an introduction to the field of Appalachian Studies. We study the region's modern history and the development of its distinctive cultural traditions, while learning about environmental and socioeconomic issues that affect the region today. Students become familiar with dominant themes in the interdisciplinary field of Appalachian Studies by engaging with course materials and participating in discussions.

### GBL 1520 Spanish I: Culture, Power & Place 4cr

This course introduces students to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that explore the intersection of culture, power and place. Classes are conducted in Spanish. **GE: Society and Human Behavior**

**Prerequisite:** This course is for students who have had little or no instruction in Spanish or have placed into Spanish I through the placement exam.

### GBL 1530 Spanish II: The Local & the Global 4cr

This course continues the introduction to basic communication in Spanish. Emphasis is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the local Latinx community through various Service-Learning opportunities that consider the complex challenges of negotiating new places and spaces. Classes are conducted in Spanish. **GE: Society and Human Behavior**

**Prerequisite:** GBL 1520 Spanish I, or at least one year of high school Spanish or the equivalent, with placement test and/or permission of instructor.

### GBL 1950 Topics in Global Studies 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### GBL 1960 Topics in Global Studies 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### GBL 2010 Intercultural Communication 4cr

This course is an exploration of the theoretical and practical foundations of intercultural communication. Through course exercises, assignments, service learning, and reflections, students develop competencies of interacting appropriately and effectively in various cultural contexts. Students develop dimensions of intercultural communication including motivation, self-and other-awareness, positive attitudes, and tolerance of uncertainty and ambiguity. As a major component of the course, students interact with others across cultures through experiential education exercises. This course prepares

students for intercultural communication in educational and professional experiences such as study abroad and Peace Corps.

**Prerequisite:** Sophomore standing or permission of the instructor. Students are not permitted to add the course after the first session.

### **GBL 2250 Introduction to Geographic Information Systems 4cr**

This course provides an introduction to geographic information systems (GIS) for students in the natural and social sciences. Students apply concepts and techniques of geographic information science as they view, manipulate, analyze and disseminate geographic data. Topics covered include vector and raster data models, database query, geoprocessing, geocoding, and cartographic techniques. Students conduct an in-depth individual research project that uses GIS techniques to address a particular question or problem.

### **GBL 2520 Spanish III: Peace & Social Justice 4cr**

This course is a continuation of GBL 1530 Spanish II: The Local & the Global. Emphasis in this course is on developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that consider the roles of peace, war, and justice in the era of globalization. The course is conducted in Spanish. **GE: Oral and Written Communication, Society and Human Behavior**

**Prerequisite:** GBL 1530 Spanish II: The Local & the Global or equivalent, with placement test and/or permission of instructor.

### **GBL 2530 Spanish IV: Environment & Society 4cr**

The emphasis in this course is on further developing socially and culturally appropriate proficiency in interpersonal, interpretive and presentational spheres, with a focus on intercultural awareness. This task-based communicative approach engages students in the Latinx community through various Service-Learning opportunities that examine the intersection of politics, the economy, and the environment within the context of globalization. The course is conducted in Spanish. **GE: Oral and Written Communication, Society and Human Behavior**

**Prerequisite:** GBL 2520 Spanish III: Peace & Social Justice or equivalent, with placement test and/or permission from instructor.

### **GBL 2913 Global Health 4cr**

Students in this course will examine health and disease within the context of a globalizing world. Course topics will include disease ecology, medical geography, the colonial legacy of tropical medicine, and the ways in which globalization is creating new patterns of disease emergence and resurgence. Several hands-on labs will introduce students to geographic information systems and other digital tools for analyzing data on health and disease. **GE: Oral and Written Communication**

**Prerequisite:** GBL 1170 Introduction to Global Studies or permission of the instructor.

### **GBL 2950 Topics in Global Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **GBL 2960 Topics in Global Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**GBL 3025 Study Away in Global Studies 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**GBL 3050 Thinking Globally: Contemporary Globalization in Context 4cr**

Just how does one "think globally?" Globalization is arguably the key organizing construct of our time, yet understanding just what it is and what it means for people and places around the globe is a difficult undertaking. This course, designed for upper-level Global Studies majors, focuses on the concepts, theories, thinkers, and debates in contemporary globalization studies. The course provides a solid grounding in globalization thought for students preparing to undertake their own research in the Global Studies Capstone Seminar.

**Prerequisites:** GBL 1170 Introduction to Global Studies and junior or senior standing.

**GBL 3250 Advanced Geographic Information Systems 4cr**

This course is designed for students interested in furthering their understanding of geographic information science. Topics include spatial analysis procedures on raster and vector data, database management, topology, model design, 3D modeling, open source GIS, web mapping, and project management. Students design and conduct significant research projects, often for outside agencies or organizations.

**GBL 3310 The Cold War, Globalization, and Popular Culture 4cr**

Students in this course study the Cold War to enhance their understanding of the history of globalization and the power dynamics within the contemporary world system. First, students learn about the international history of the Cold War. Second, they explore the role of popular culture in that struggle through case studies about subjects ranging from literature in Southeast Asia and art in Europe to jazz in Africa and film making across the globe.

**GBL 3540 Topics in Advanced Spanish 4cr**

This service-learning course is a pursuit of the language in greater depth, focusing on interpretative, presentational and production skills within a particular thematic area. Community engagement opportunities are provided for research and writing in Spanish in addition to intercultural learning and appropriate language use in socio-pragmatic context. The course is conducted in Spanish. *May be repeated up to three times for a maximum of 16 credits.*

**Prerequisite:** GBL 2530 Spanish IV: Environment & Society or permission of instructor.

**GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains 4cr**

This course's title conveys at least two significant meanings: 1) people who self-identify as Appalachian are identifying as Appalachian to distinguish themselves from others, and 2) those who present Appalachian people to the broader public through various media are identifying Appalachian society as exceptional in some way. We analyze many of the ways people understand "Appalachian exceptionalism" by discussing the importance of place to identity formation, scrutinizing popular representations of mountaineers, examining the role of identity in the politics of regional development, and studying the sociological and historical roots for Appalachia's image as "the other America."

**Prerequisite:** GBL 1250 Introduction to Appalachian Studies.



**GBL 3810 Documenting Appalachia 4cr**

This course offers an exploration of feature films and documentaries about the southern mountains. Students watch movies together, but they also read books, articles, and historical documents related to filmmaking and documentary work in the mountains. Students also write and present film reviews to one another.

**GBL 3940 International Field Study 4cr**

This course provides students with an opportunity to participate in a work-study-service field project. Students spend eight weeks in a supervised cultural immersion experience in a program of self-help sponsored by a local agency or organization. Students in this course develop an interdisciplinary, cross-cultural understanding of the community as well as experience conducting research in a cultural context. *Costs are met by the student.*

**Corequisite:** This course must be taken concurrently with GBL 3950 International Development Practicum.

**Prerequisites:** Student application, interview, language training, and orientation are required; a re-entry course may be required as well.

**GBL 3950 International Development Practicum 4cr**

Students in this course participate in a work-study-service field project. The course emphasizes providing useful service to local community programs through the use of appropriate skills acquired in the Warren Wilson College experience and gives students an opportunity to examine and reflect upon acquired perspectives in cultural context.

**Corequisite:** This course must be taken concurrently with GBL 3940 International Field Study.

**Prerequisites:** See requirements listed above for GBL 3940 International Field Study.

**GBL 3988 Topics in Global Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**GBL 3989 Topics in Global Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**GBL 4610 Global Studies Seminar 4cr**

This capstone course provides students with an opportunity to connect their interdisciplinary coursework with a topic examined during their off-campus cross-cultural experience. Students engage with contemporary concepts and theories of globalization while undertaking a substantial writing project. Students conduct research, participate in peer-review writing workshops, and present their findings in a public forum.

**Prerequisite:** Junior or senior standing, or permission of the instructor.

**GBL 4950 Topics in Global Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**GBL 4960 Topics in Global Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## History (HIS)

### **HIS 1110 East Asian Civilization 4cr**

This course is a review of the societies and cultures of major East Asian nations. Included are studies of China, Japan, and the Korean peninsula.

### **HIS 1200 European History: Ancient Greece to 1450 4cr**

This course is a survey of European history from ancient Greece through the Middle Ages. It examines a wide variety of topics in political, social, and economic history, including the nature of Greek society, the rise and fall of the Roman Empire, the spread of Christianity, and the functioning of the feudal system.

### **HIS 1220 European History: 1815 to the Present 4cr**

This course is a survey of European history from the end of the Napoleonic wars to the present. The course combines the approaches of political, economic, and social history to provide an overview of Europe during the nineteenth and twentieth centuries and covers such topics as the revolutions of 1848, World War I, World War II, and the Cold War.

### **HIS 1310 United States History I 4cr**

United States History I covers the period from 1492 to 1877. Beginning with the Age of Discovery, students examine the development of colonial societies and the transition from colonial status to independent nationhood. Following the examination of the era of the American Revolution, this course explores such topics as the Constitution of 1789, westward expansion, the rise of sectionalism, the institution of slavery, the Civil War, and Reconstruction. **GE: Humanities - Historical Analysis**

### **HIS 1320 United States History II 4cr**

United States History II covers the post-Civil War period to the present. A major theme is the transformation of the United States from a predominantly rural and agricultural nation to one that has become urban and industrial in character and emerged as a great global power. This course is intended to foster an understanding of the United States in the 21st century.

### **HIS 1700 Latin American History until 1830 4cr**

This course examines the social and cultural history of Latin America from before the first encounter with Europeans to the creation of independent states at the beginning of the 19th century. The focus is on the interplay between various communities (ethnic and socio-economic) through the lens of daily life. Alongside this history of ordinary people is an outline of institutional histories (religious and governmental), often connected to the histories of elite actors. **GE: Humanities - Historical Analysis**

### **HIS 1800 Histories of Women in the Modern Middle East 4cr**

At the heart of this course is a single question. How did gendered identities change between the 18th century and the 20th century? Building on this central question of change over time, this course will examine a wide range of scholarship from the past two decades. The course will explore the many ways in which women have impacted the history of the modern Middle East. The course will be organized around thematic concepts including labor history, legal history, education, revolution and nationalism.

### **HIS 1900 Global History: Antiquity to the Medieval Era 4cr**

The goal of this course is to survey global history between 10,000 BCE to 1400 CE, especially through the recordings of travelers. The course explores the advent of sedentary societies, the origins of patriarchy, and structures of hierarchical rule. The course also examines Göbekli Tepe, the Axial Age, monotheistic religions, and the Mongol transformation of Eurasia.

### **HIS 1910 Global History: 1400-1982 CE 4cr**

The goal of this course is to survey global history between the 15th and 20th centuries through three lenses. The first lens, entitled history from 10,000 feet will delve into environmental history. From this vaulted height, we will explore large patterns of change over time (disease, climate change, migration, and capitalism). The second lens, entitled history on the stage we will examine the role of individuals in history. This will involve situating the historical camera in the lives of historical actors, synthesizing in the process the fields of history, literature, philosophy and politics. The third lens will be memory, investigating how each of us, in the largest sense of the term, is a historian. **GE: Humanities - Historical Analysis**

### **HIS 1950 Topics in History 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **HIS 1965 Topics in History 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **HIS 2050 Environmental History of the United States 4cr**

This course is a history of the American land, from before settlement by the first immigrants (from Asia) to the present. Emphasis is on the changes in vegetation and landscape that have resulted from human use and management. Agriculture, logging of the old-growth forest, disposal of the public domain, conservation movements, national forests and parks, forestry and natural resource professions, and the environmental movement are all covered.

### **HIS 2060 Global Environmental History 4cr**

This course will introduce students to the field of global environmental history. The course will examine the interplay between culture and nature between the 16th century and the 21st century. The course will balance readings in transnational and global history with readings on the epidemic disease, flora, fauna, climate and geology.

The class will combine readings from the so-called "classics" (composed mostly in the 1970s) with selections from new approaches from the last two decades of scholarly activity. **GE: Humanities - Historical Analysis**

### **HIS 2160 Modern Middle East, 1800-2000 CE 4cr**

This course is premised on getting beyond the media representations of the Middle East by examining the histories of ordinary people during the 19th and 20th centuries. We begin by laying out a series of broad questions. Where is the 'Middle East'? What do we mean by the word 'modern' in history? What are the various approaches to the history of the Middle East? What assumptions do we have about the history of this region?

### **HIS 2300 Women in American History 4cr**

This course examines the social history of women in the United States from the colonial period to the present. Students explore how such issues as race, region, ethnicity, and politics have shaped women's lives and how women, in turn, have shaped their lives in response to these issues. From examining women's history and arguing about its meaning, students should gain a richer understanding of women's experience and a new perspective on American history.

### **HIS 2340 African American Experience to 1877 4cr**

A chronological and thematic study of the experiences of African Americans in the United States from 1619 to 1877 including topics such as West African backgrounds, slavery, resistance, freedom, community building, institution building, organizational activism, work/labor, cultural expression, religion, family, and racial identity. **GE: Humanities - Historical Analysis**

**HIS 2341 African American Experience since 1877 4cr**

A chronological and thematic study of the experiences of African Americans in the United States from 1877 to the present.

**HIS 2510 Appalachian History 4cr**

This course concentrates on central and southern Appalachia from the point of earliest contact between Native Americans and Europeans to the turn of the twenty-first century, providing a cohesive narrative overview of Appalachian history. Students read primary documents that illustrate various topics and incidents in Appalachian history, while course lectures provide an overview of the region's historical development from the age of European colonialism to the present. Focused on the theme of people's relationships to the land, this course primarily explores the social and cultural implications of Appalachia's economic development.

**HIS 2700 Modern German History 4cr**

This course covers German history from the creation of the modern German state in 1871 to the present. The course focuses broadly on the so-called Sonderweg or "different path" of German history while examining such topics as the German state under Bismarck, Weimar culture, the role of ordinary Germans in the Holocaust, East Germany and the state security policy, and life in re-unified Germany. Classic twentieth-century German films of the last 80 years will be used to enhance students' understanding of German culture throughout this period.

**HIS 2950 Topics in History 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**HIS 2965 Topics in History 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**HIS 3010 A Global History of Capitalism 4cr**

This class examines the history of capitalism from the early 17th century to the late 20th century. To help navigate this massive subject, we limit ourselves to a brief survey of seven commodities that have shaped our modern world: sugar, cotton, opium, coal, rubber, oil and uranium.

**HIS 3025 Study Away in History 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**HIS 3270 Renaissance and Reformation 4cr**

This course analyzes the interaction between politics, religion, and society in the period from 1450 to 1680. It examines the erosion of authority of the Catholic Church and the growing centralization of power in the European states. Besides reading works by Machiavelli, Erasmus, Luther, and Calvin, students read several case studies of divorce and witchcraft to examine the intersection of state control and daily life.

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3280 England Since 1603 4cr**

This course examines English history from the Stuart period to the present. It focuses on several themes in England's political, social, and economic history, including the evolution of parliamentary government and democracy, the industrial revolution, England's overseas colonial expansion, and the rise of the welfare state.

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3320 Civil War and Reconstruction 4cr**

This course begins with an analysis of the causes of the Civil War with emphasis on sectional differences over slavery, economic policy, and nationalism. This is followed by an examination of the politics and then analysis of why the North ultimately won the armed struggle. The course concludes with the Era of Reconstruction, in which emphasis is placed on the politics of national unification and the development of post-emancipation race relations.

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3340 Topics in African American History 4cr**

This course encompasses the story of the experience of black people in America over the entire span of the nation's history. Topics vary by semester and may include the African heritage, life under slavery, the impact of emancipation, the northward migration, the civil rights movement, and the continuing quest for full equality.

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3370 Histories of American Radicalism 4cr**

This course examines the notion of "radical" movements in US history. Students explore critical episodes in the history of American radicalism from the 18th century to Black Lives Matter. Subjects include the goals of radicals, the composition of radical groups, their relationship to mainstream society and the government, and their respective successes and failures. Students are asked to reflect from comparative or international points of view.

**HIS 3380 Grassroots Politics in Twentieth Century America 4cr**

This seminar course explores grassroots political movements in the twentieth century, focusing on the methods employed by grassroots groups to spread their message and influence party politics and the relationship between grassroots and national politics. Students also examine the relationship between popular culture and grassroots politics and consider the uses of culture to spread grassroots political ideas.

**Prerequisite:** HIS 1320 United States History II or permission of instructor.

**HIS 3400 Conflict and Community in Early America 4cr**

This course studies the formation of communities in colonial America. It analyzes how communities decided who belonged and who did not and how these decisions varied from place to place and over time. It also examines the complex interactions among Europeans, Africans, and Native Americans as they adapted to life in a country they suddenly shared with one another. The course includes extensive readings and a research paper on early American social or cultural history.

**Prerequisite:** Sophomore standing or permission of instructor.

**HIS 3950 Topics in History 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**HIS 3965 Topics in History 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a

different theme. *May be repeated up to two times for a maximum of 12 credits.*

**HIS 3970 Women and the Civil Rights Movement 4cr**

This course examines the Civil Rights Movement in the United States. The primary focus will be on women's involvement in the legal campaigns, political protests, and organization that responded to decades of racial exclusion and repression in education, public accommodations, politics, and the economy.

**HIS 4800 Senior Seminar in History and Political Science 4cr**

This course is a senior capstone for students majoring in history and political science. In this course, students write a major research paper that relies heavily on primary source documents. The course has three aims: 1) to study and reflect on the disciplines of history and political science, 2) to learn research methods associated with history and political science, and 3) to refine writing skills, especially as they relate to writing a research paper in history and political science. To focus attention on the clarity and logic of writing, students prepare drafts of their papers to be reviewed by the entire class as well as by the instructor.

**Prerequisite:** Senior standing.

**HIS 4950 Topics in History 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**HIS 4960 Topics in History 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## Mathematics (MAT)

### **MAT 1110 Mathematics for Liberal Arts 4cr**

This course is a survey of mathematics that may focus on a historical, philosophical, computational, problem solving, and/or aesthetic point of view. The faculty member teaching this course chooses topics. Students study applications of linear and exponential functions. **GE: Quantitative Reasoning**

### **MAT 1415 Applied Statistics I 2cr**

This is an introductory two-course sequence in descriptive and inferential statistics. Students learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students use the R open-source software programming language to learn data visualization and analysis, which is an industry-standard tool for today's market. Examples cross disciplines and focus on normal and t-distributions, Chi Square procedures, and Analysis of Variance (ANOVA). *Course Fee.* **GE: Partially satisfies Quantitative Reasoning**

### **MAT 1416 Applied Statistics II 2cr**

This is an introductory two-course sequence in descriptive and inferential statistics. Students learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students use the R open-source software programming language to learn data visualization and analysis, which is an industry-standard tool for today's market. Examples cross disciplines and focus on normal and t-distributions, Chi Square procedures, and Analysis of Variance (ANOVA). *Course Fee.* **GE: Partially satisfies Quantitative Reasoning**

**Prerequisite:** MAT 1415 Applied Statistics I.

### **MAT 1510 Precalculus I: Algebraic Functions 2cr**

This course is a continuation of the standard high school algebra sequence. It provides a background in some of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students investigate linear, quadratic, general polynomial, and rational functions. **GE: Partially satisfies Quantitative Reasoning**

### **MAT 1520 Precalculus II: Transcendental Functions 2cr**

This course is a continuation of MAT 1510 Precalculus I. It provides background in more of the basic functions necessary to study MAT 2410 Calculus I and for applications in the sciences, environmental studies, and finance. Students investigate exponential, logarithmic, and trigonometric functions. *Course Fee.* **GE: Partially satisfies Quantitative Reasoning**

**Prerequisite:** MAT 1510 Precalculus I: Algebraic Functions or a sufficient score on the math placement exam.

### **MAT 1970 Topics in Mathematics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MAT 1980 Topics in Mathematics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **MAT 2108 Introduction to Data Science 4cr**

This course is an introduction to data science. It uses a current programming language for data science to subset, efficiently clean and organize, and effectively summarize and visualize the data. Appropriate statistical methods are used to draw conclusions.

**Prerequisites:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence.) May be taken concurrently.



**MAT 2110 Principles of Computer Science with Python 4cr**

This is an introductory course emphasizing the fundamental principles of modern structured and object-oriented programming. Topics include computer and programming basics, data types, control structures, functions/methods, classes and objects, data structures, graphics and an introduction to algorithms. There is significant emphasis on the methodical development of proper (Python) syntax as well as discussions on abstract computer programming concepts. **GE: Quantitative Reasoning**

**MAT 2410 Calculus I 4cr**

This course is an introduction to the mathematics of rates of change. Students explore limits, investigate the concept of the derivative, master differentiation techniques, apply the first and second derivatives to the graphing of functions, related rates problems, and maxima and minima problems, and glimpse an introduction to integration. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.* **GE: Quantitative Reasoning**

**Prerequisite:** MAT 1520 Precalculus II: Transcendental Functions; or a sufficient score on the math placement exam.

**MAT 2420 Calculus II 4cr**

This course builds on the concepts and skills developed in MAT 2410 Calculus I. Students master integration techniques, apply integration to area and volume problems, explore numerical integration, manipulate sequences and series, and employ Taylor's Theorem to approximate transcendental functions. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.*

**Prerequisite:** MAT 2410 Calculus I or sufficient score on the math placement exam.

**MAT 2430 Multivariable Calculus 4cr**

This course is an introduction to the calculus of functions in more than one variable. Students explore topics including vector algebra, lines and planes, partial derivatives, the gradient, graphing in three dimensions, multiple integrals, vector integral calculus, and Stokes' and Divergence Theorems. Mathematical software may be used extensively to explore and reinforce the material.

**Prerequisite:** MAT 2420 Calculus II or permission of the instructor.

**MAT 2500 Linear Algebra 4cr**

This course is an introduction to solving linear systems of equations, matrix algebra, and abstract vector spaces. Students explore methods of solving linear systems of equations including Gaussian elimination, matrix algebra, geometry in three-dimensional Euclidean space, and general vector spaces and master the concepts of linear independence, eigenvalues, and eigenvectors and their applications.

Mathematical software may be used extensively to explore and reinforce the material.

**Prerequisite:** Sophomore standing or permission of the instructor.

**MAT 2510 Differential Equations 4cr**

This course is an introduction to the theory of differential equations--the methods and theory of solving them. Students will learn to classify differential equations by type, to consider uniqueness and existence properties, and to employ analytic methods for solving first-order and second-order differential equations. Students explore series solutions, matrix methods, Laplace transforms, and numerical methods on computers to solve differential equations and applications. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.*

**Prerequisite:** MAT 2420 Calculus II.

**MAT 2880 Mathematical Rigor 4cr**

This course is designed for students desiring to pursue mathematical knowledge beyond Calculus. Students learn the language of mathematics through a study of logic and proof techniques. Students

learn the culture of mathematics by reading and critiquing published, peer-reviewed, undergraduate research papers. Students learn how to use various mathematical software packages such as Maple, Geogebra, and SAS. They also learn how to create mathematical documents using a mark-up language such as Latex.

**Prerequisite:** MAT 2420 Calculus II or equivalent. May be taken concurrently.

### **MAT 2890 Introduction to Mathematical Rigor 1cr**

This course is designed for students with a desire to pursue mathematical knowledge past Calculus. Students learn the language of mathematics through logic and proof techniques in the context of Calculus, geometry, number theory, and graph theory. Students gain experience necessary for the study of abstract and theoretical mathematics.

**Prerequisite:** MAT 2420 Calculus II or permission of instructor. May be taken concurrently.

### **MAT 2970 Topics in Mathematics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MAT 2980 Topics in Mathematics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **MAT 3025 Study Away in Mathematics 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **MAT 3039 Advanced Topics in Data Science 4cr**

This course is a continuation of the Introduction to Data Science course. Students continue to use a current programming language to help with the study of data. In addition to data analysis, students master machine learning techniques such as clustering, classification, and regression.

**Prerequisite:** MAT 2108 Introduction to Data Science or permission of instructor.

### **MAT 3050 Databases 4cr**

This course provides foundations in data management and database systems. It includes the relational database model, manipulating data with an interactive query language (such as SQL) and database programming, database development including internet applications, and database security.

**Prerequisite:** MAT 2110 Principles of Computer Science with Python or MAT 2108 Introduction to Data Science.

### **MAT 3100 Abstract Algebra 4cr**

This course is an introduction to abstract mathematical structures, principally groups, and rings. Students investigate axiomatic and abstract structures by exploring elementary group, ring, and field theory. They examine the properties of Symmetry Groups, Permutation Groups, and subgroups of the Real Numbers, homomorphisms, and isomorphisms and refine proof-writing and proof-reading skills.

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

**MAT 3110 Machine Learning with Python 4cr**

Students will explore data-driven mathematical models to find solutions to complex problems, using techniques collectively known as Machine Learning. Topics include both supervised learning (parametric and nonparametric algorithms, vector solutions, and neural networks) and unsupervised learning (clustering, dimensionality reduction, and deep learning). Prior programming experience with Python is required. Basic understanding of linear algebra is helpful but not required.

**Prerequisite:** MAT 2110 Principles of Computer Science with Python or permission of instructor

**MAT 3200 Geometry 4cr**

This course is an introduction to modern geometries, specifically Euclidean geometry, Riemannian geometry, and hyperbolic geometry. Students investigate the geometric properties of the plane, sphere, cylinder, cone, and hyperbolic plane and write mathematical arguments and proofs based on these investigations. Additionally, students complete a research paper and a written and oral presentation of a proof from Euclid's *The Elements*. Appropriate technologies may be used to explore and reinforce the material.

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

**MAT 3300 Mathematical Modeling 4cr**

This course is designed to focus on the application of mathematical techniques to real world problems. The course content varies depending on instructor and student interest. Students may explore difference equations, Markov Processes and basic probability theory, probability and modeling random phenomena, dynamical systems, fractals, game theory, or mathematical methods in the physical sciences.

**Prerequisite:** Sophomore standing or permission of instructor.

**MAT 3410 History and Philosophy of Mathematics 4cr**

This course is a seminar designed to survey the central ideas in the history and philosophy of mathematics. Students consider mathematics as a human intellectual endeavor inspired by and impacting our culture, history, and philosophy. They explore the history and philosophy of mathematics by studying original proofs of great mathematical theorems, reading and discussing advanced mathematical results in their historical contexts, analyzing mathematical creative thought, rigor, and abstraction by studying mathematical thought from the Greek civilization through the twentieth century, and writing a research paper on a philosophical school and preparing a presentation on a recognized great theorem.

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

**MAT 3660 Number Theory 4cr**

This course is an introduction to both the classical and modern questions about numbers. Students explore the integers, examining issues such as primes, divisibility, congruences, primitive roots, quadratic residues, and quadratic reciprocity. They master a variety of number theoretic techniques and computations and apply these in applications such as cryptography and coding theory.

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

**MAT 3880 Pre-Thesis Research Seminar 2cr**

This course is designed for students preparing to embark upon study for a senior thesis in mathematics (see MAT 4890 Senior Thesis). Students read mathematical journal articles and present the material to the class. Students investigate several topics and, in conference with the professor, choose a particular topic for advanced study. Students complete sufficient background study to develop a cohesive plan for future research. A synopsis of this study together with a written research proposal is submitted to the

mathematics faculty for approval. *Junior standing is recommended.*

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

### **MAT 3955 Topics in Statistics 4cr**

Topics in Statistics are in-depth thematic courses with a focus in Statistics that may be repeated for credit under a different theme. *May be repeated once for a maximum of 8 credits.*

**Prerequisites:** MAT 1415 Applied Statistics I and MAT 1416 Applied Statistics II, and MAT 2108 Introduction to Data Science.

### **MAT 3970 Topics in Mathematics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MAT 3980 Topics in Mathematics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **MAT 4000 Real Analysis 4cr**

This course is a theoretical exploration of the topology and calculus of the real number system. Students examine the real numbers as a linear vector space equipped with a norm; specifically the concepts of open and closed sets, limits, compactness, connectedness, continuity, metric spaces, and continuity of functions on metric spaces.

**Prerequisite:** MAT 2880 Mathematical Rigor or MAT 2890 Introduction to Mathematical Rigor or permission of instructor.

### **MAT 4100 Environmental and Social Advocacy Through Data 2cr**

This course is a “pre-capstone” course. The focus is on using data science to help address problems in environmental sustainability and social justice. By the end of the course, students choose a topic, together with sufficiently robust datasets, to analyze in depth in their capstone project.

**Prerequisite:** Junior standing.

### **MAT 4791 Data Science Thesis 2cr**

This course is designed as the culminating academic experience for students completing the major in data science. Students complete the analysis proposed in the Environmental and Social Advocacy through Data course, submit written reports to data science faculty for approval, and present their work in a public on-campus seminar.

**Prerequisite:** Junior standing.

### **MAT 4890 Senior Thesis 2cr**

This course is designed as the culminating course for students completing a major in mathematics. Students complete the research approved in MAT 3880 Pre-Thesis Research Seminar, submit written reports in the form of a thesis to the mathematics faculty for approval, and present their work in a public on-campus seminar.

**Prerequisite:** MAT 3880 Pre-Thesis Research Seminar.

### **MAT 4970 Topics in Mathematics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MAT 4981 Topics in Mathematics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Music (MUS)

**Applied Music Lessons** - Lessons may be taken in a number of instruments as well as voice. Emphasis is placed on developing individual and ensemble musicianship and performance repertoire. An extra fee per credit is charged for applied music lessons. Off-campus lessons for other instruments may be available for credit. *Contact the Department Chair for more information.*

### MUS 1050 College Choir 1cr

Want to sing and listen and learn songs about resistance, struggle, love, loss, and hope? Want to feel more powerful as a singer in your own right as well as experience ensemble singing? Jump in with both feet to explore a cappella harmony singing from such places as Bosnia, South Africa, and the USA. This ensemble is for students who seek the opportunity to perform at the college level with members who represent a wide variety of academic majors. Auditions are not required, but students must demonstrate competence in musical ability and a desire to sing. Performances may include concerts, flash-mob appearances, and other on-campus and off-campus engagements. *May be repeated up to seven times for a maximum of 8 credits.*

### MUS 1100 Music Appreciation 4cr

This course explores ways of engaging in music as a listener, performer, critic, and more. It focuses primarily on North American popular music. Students improve their ability to listen deeply, describe sound with words, and engage critical social issues in popular music. **GE: Oral and Written Communication**

### MUS 1120 Music Cultures 4cr

This class explores the diversity of music making across time and place as a socially embedded practice. It looks at the value and meaning that music contributes to the lives of individuals and communities, as they seek to understand the past, fully experience the present, and to imagine themselves into the future. Case studies range from the music culture of Warren Wilson College to various international contexts. Along the way, students critique the notion of “music culture” as a fixed or stable entity, and recognize the ways that all individuals exist at the intersection of multiple spheres of cultural influence. This class takes an ethnomusicological approach, and addresses the intersections of music with religion, politics, race, gender, identity, and other critical themes. **GE: Artistic Expression**

### MUS 1170 Applied West African Music 1cr

Through private lessons that meet for 30 minutes once per week, this course is designed to help the student gain proficiency and knowledge in playing and/or singing West African traditional music. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

### MUS 1201 Introduction to Music Theory 4cr

This course introduces basic elements of music theory, including staff notation, time signatures, scales, chords, progressions, and intervals. Introduction to Music Theory is a prerequisite for Music Theory and Ear Training as well as certain applied music courses. It does not count as elective credit for the major or minor. Students with previous theory training are encouraged to take a placement exam to place out of this course.

### MUS 1220 Applied Bass 1cr

This course is designed to prepare bass students for professional work in one or more of the following areas: classical music, jazz, traditional music, and other popular music styles. It develops fundamental abilities, principals, competencies, and concepts, helping students gain an increased repertoire of standard literature or tunes and improvement in the skills necessary for successful bass performance. Such skills may include standard notation reading, bass line construction, improvisation, and technique. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1201 Introduction to Music Theory or permission of instructor.



**MUS 1240 Applied Percussion 1cr**

This course is designed to help the student percussionist develop proficiency in one or more of the following four areas of percussion study: drum set, keyboard percussion, hand percussion, and/or band/orchestral percussion. Students also study relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1201 Introduction to Music Theory or permission of instructor.

**MUS 1270 Jazz Ensemble 1cr**

Each semester, the Jazz Ensemble explores music from a variety of jazz genres and traditions, and gives public performances of works learned. This ensemble is open to all Warren Wilson College students, staff, faculty and alumni. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and performance. *May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** Ensemble members must demonstrate command of their instruments.

**MUS 1290 West African Ensemble 1cr**

Each semester, the West African Music Ensemble explores music from various West African musical traditions and gives public performances of works learned. *May be repeated up to seven times for a maximum of 8 credits.*

**MUS 1300 Applied Piano 1cr**

This course is designed to help the student pianist develop proficiency in piano performance, while also studying relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1201 Introduction to Music Theory or permission of instructor.

**MUS 1350 Applied Voice 1cr**

Students with prior vocal training may take this course. It focuses on development of the student's technical and artistic skills through lessons, practice, performance, and listening. Repertoire may be selected from classical vocal literature or more popular styles depending on student preferences and proficiency. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1201 Introduction to Music Theory or permission of instructor.

**MUS 1390 Applied Woodwinds 1cr**

This course is designed to help students develop proficiency on one or more of the following instruments: flute, clarinet, or saxophone. The student also studies relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**MUS 1400 Old-Time Fiddle I 1cr**

This course for beginning fiddlers is an introduction to the traditions of southern old-time fiddling. Students learn the basics of tuning, fingering, and simple bowing patterns as well as open-string drones and double-stops. The class focuses on a basic repertoire of standard old-time southern dance tunes, in cross-tuning, as well as standard tuning, taught mostly by ear. This course is designed to accommodate those with prior classical training as well as those who are new to the instrument.

**MUS 1550 Appalachian Flatfooting and Clogging 1cr**

In this course, students learn the basics of Appalachian flatfooting and clogging, the traditional step dances of the Appalachian region. They also learn about the traditions of team clogging and have the opportunity to create a clogging group for performance. Through assigned readings, documentary

videos, and possible visits to regional dance venues, students gain an understanding of the roots and history of these traditional dance forms and their role in the Appalachian community, past and present. Although prior dance knowledge is welcome, it is not a prerequisite for the course.

### **MUS 1560 Appalachian Square Dance 1cr**

This course, open to dancers of all levels, focuses on the traditional square dances of the southern Appalachian region. Students learn these dances and gain an understanding of their roots and history as well as their role in the Appalachian community, past and present. Contra dances, reels, and other dance forms that have influenced the southern dance tradition are also examined. Students who wish to (not required) learn how to call dance figures. Although prior dance experience is welcome, it is not a prerequisite for this class.

### **MUS 1570 Beginning String Band 1cr**

In this course for intermediate players with knowledge of basic chords and/or Appalachian repertoire, students learn how to play as an ensemble and create a band with opportunities to perform on campus for dances and other community events. Through the classic Southern Appalachian string band repertoire, the class explores rhythm, arrangements, lead and harmony singing, performance dynamics, and various possibilities of instrumental combinations. *May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** Some proficiency on an appropriate stringed instrument.

### **MUS 1610 Guitar I: Beginning Folk Guitar 1cr**

In this introductory course, students learn the basics of acoustic guitar playing, including tuning, chords, strumming patterns, and picking out melodies. Repertoire is drawn from a variety of styles including folk, country, bluegrass, old-time, blues, and popular music.

### **MUS 1620 Guitar II: Flatpicking and Fingerpicking 1cr**

This intermediate level course is for students who have taken MUS 1610 Guitar I: Beginning Folk Guitar (or have prior experience) and are comfortable with basic guitar chords and technique. Students learn traditional fingerpicking styles as well as basic bluegrass flatpicking technique.

**Prerequisite:** MUS 1610 Guitar I: Beginning Folk Guitar or permission of instructor.

### **MUS 1640 Beginning Old-Time Banjo 1cr**

This course introduces basic techniques and repertoire of clawhammer banjo, with a focus on learning by ear. Tablature is also available. No background knowledge or performance experience is required.

### **MUS 1650 Beginning Bluegrass Banjo 1cr**

This course introduces basic techniques and repertoire of bluegrass banjo, with a focus on learning by ear. No background knowledge or performance experience is required.

### **MUS 1760 Gamelan Ensemble 1cr**

Gamelan is a traditional instrumental ensemble of Indonesia that includes many metal percussion instruments. This ensemble is an introduction to Indonesian gamelan performance, and focuses on Central Javanese style or Sundanese (degung). While auditions are not required, students must demonstrate competence in musical ability. *May be repeated up to seven times for a maximum of 8 credits.*

### **MUS 1800 Appalachian Ballads and Folk Songs 1cr**

This course is an introduction to the unaccompanied ballad and folk song traditions of Appalachia. Students learn Appalachian versions of British ballads that were brought to the southern Appalachians at the end of the 18th century as well as 19th century ballads that are native to America. In addition to singing, students learn about the history of the ballads, their cultural context in Appalachia, and the



ballad collectors ("songcatchers") who came to the region in the early 20th century.

### **MUS 1965 Topics in Music 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MUS 1970 Topics in Music 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **MUS 2010 Music Theory and Ear Training 4cr**

This is the core theory course for music majors and music minors. It is designed to familiarize students with fundamental characteristics of music theory and ear training as applicable to popular music performance, including the vernacular music traditions of North America. It explores relevant aural skills and examines such topics as intervals, chord construction, scales, and modes. In addition, it introduces the Nashville Number System, including concepts of simple chart writing and transposition. The course also covers practical applications of its content in performance settings.

**Prerequisite:** MUS 1201 Introduction to Music Theory or a sufficient score on the music theory placement exam.

### **MUS 2140 Traditional Lead and Harmony Singing - Finding Your Voice 2cr**

This course examines lead vocal and harmony styles as applicable to the traditional vernacular music of North America, with a focus on the music traditions of the southern Appalachian region. Such traditions include old-time music, bluegrass, country music, folk and certain styles of sacred music. The course offers students an opportunity to develop their own unique lead voice in addition to exploring vocal harmony construction, specific vocal parts, singing intervals, elementary ear training and other relevant concepts. Focus on the practical application of these concepts in performance settings and aspects of performance musicality are also covered.

### **MUS 2141 Art of Songwriting 2cr**

This course is an introduction to the craft of songwriting. It explores techniques behind the four components of effective song construction: lyrics, melody, harmony and rhythm. Students work on cultivating lyrics and music from a "seed" idea and fashioning these elements into a complete song. The course concludes with a public performance featuring material that students created based on concepts discussed during the semester. Students need not be experienced singers but must be willing to sing with their accompanying instrument in class and ultimately perform original songs in front of a supportive audience.

### **MUS 2320 Appalachian Music Soundscapes 4cr**

Southern Appalachia is renowned for its rich history of traditional music and dance, but what exactly is "Appalachian Music?" This course examines vernacular music making in the southern Appalachian region across time and place using themes such as music and migration; gender, race, and identity; and commercialization and authenticity. This course also explores the ways that southern Appalachian musicians have been represented, mis-represented, or excluded from popular discourse. Sources include readings, recordings, and documentary films as well as guest artists. **GE: Artistic Expression**

### **MUS 2330 Tunewriting Ensemble 1cr**

This course is both an ensemble and a tunewriting workshop, in which each student writes one tune per week. Students give supportive feedback on each other's tunes, and collaborate together in performing their original tunes in a concert. The expectation is not that students write a "masterpiece" each week; rather the goal is to finish something, however basic or derivative. In this way, students gain experience in the technique and practice of composition. This course is open to students working within all genres

of music. *May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1270 Jazz Ensemble, MUS 2710 Bluegrass Band, or approval of instructor. Students must have a strong grasp of the fundamental techniques on their instrument, and the ability to incorporate new sounds throughout the semester (new chords, new chord voicings, new melodic and rhythmic passages, etc).

### **MUS 2333 Klezmer Ensemble 1cr**

This course introduces intermediate and advanced music students to the world of klezmer: Jewish folk music which originated in Eastern Europe and developed across the Jewish diaspora worldwide. This course explores the history, elements, and ornamentation of klezmer music, as well as seminal recordings in the genre, focusing on klezmer music in America. Using both sheet music and aural skills, students in the ensemble arrange the repertoire for a variety of instruments and perform a concert at the end of the semester. This course satisfies the ensemble requirement for music majors and minors. *May be repeated up to seven times for a maximum of 8 credits.*

### **MUS 2400 Applied Fiddle/Violin 1cr**

This course focuses on techniques and repertoire of the fiddle/violin through weekly individual lessons. Repertoire may be selected from vernacular fiddle styles (bluegrass, old-time, etc.) or classical violin pieces depending on student preferences and proficiency. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1400 Old-Time Fiddle I or permission of the instructor.

### **MUS 2420 Applied Mandolin 1cr**

This course focuses on techniques and repertoire of the mandolin through weekly individual lessons. Repertoire is generally selected from vernacular mandolin styles (bluegrass, old-time, etc.) depending on student preferences and proficiency. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** Prior experience on the mandolin.

### **MUS 2500 Applied Songwriting 1cr**

Students work to deepen their ability to write effective, expressive music and lyrics and gain a better understanding and awareness of how to compose meaningful new songs. They explore relevant music theory, vocal stylings, and project writing assignments. Instructor feedback appropriate to each student's individual ability and goals is a key component of their lessons. Students have an opportunity to perform at the Traditional Music Student Concert held at the end of the semester. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisites:** MUS 2141 Art of Songwriting and permission of instructor.

### **MUS 2570 Old-Time Band 1cr**

This course is for musicians who are proficient on a traditional Appalachian instrument and have already had some experience playing as part of an ensemble. Students work together to form an old-time band that is capable of playing for dances or other performances both on and off campus. Topics include repertoire, arrangements, starting and endings, tempo, rhythm, lead, back-up, chord choices, singing, dynamics, how to achieve a cohesive band sound, and performance for dances and concerts. Students meet once each week with the professor for guidance and feedback and once every week as a group (on their own) for a band practice. *May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisites:** Proficiency on an appropriate stringed instrument, as well as permission of instructor. Students will be asked to audition at the beginning of the semester.

### **MUS 2610 Applied Guitar 1cr**

This course focuses on techniques and repertoire of the guitar through weekly individual lessons. Repertoire is generally selected from vernacular guitar styles (blues, bluegrass, old-time, ragtime, etc.) or

other popular music depending on student preferences and proficiency. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** Prior experience on the acoustic guitar.

### **MUS 2640 Applied Banjo 1cr**

This course features one-on-one instruction for technique, repertoire, and historical background of bluegrass or old-time banjo, with an emphasis on learning by ear. The bluegrass track includes techniques applicable to other musical styles, including improvisation, arranging, and harmony. The old-time track includes clawhammer, fingerstyle, and other regional techniques. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisite:** MUS 1640 Beginning Old-Time Banjo or MUS 1650 Beginning Bluegrass Banjo, or instructor permission.

### **MUS 2710 Bluegrass Band 1cr**

This course focuses on bluegrass repertoire and technique. Students develop arrangements, new material, and ensemble playing skills. Students are expected to challenge themselves by learning repertoire, licks, solos, and vocal parts from recordings; by developing their own approaches to bluegrass improvisation; and by listening closely to each other and supporting each other's sound. One goal of this class is to recognize that bluegrass did not emerge from a blank slate in 1945 with Bill Monroe and the Blue Grass Boys, but arose from a confluence of styles including jazz, blues, Appalachian old-time music, etc. *May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisites:** Proficiency on an appropriate stringed instrument and permission of instructor.

### **MUS 2860 Jazz Appreciation 4cr**

Originating in the cultural and musical milieu of the United States during the early twentieth century, jazz has evolved into a worldwide phenomenon and one of the most influential art forms in modern history. Its development progressed through distinct stylistic periods and legendary performers with music that at times reflected important dynamics of race, class, gender, politics, and other cultural issues within American society. In this course, students engage jazz from the perspectives of musicians, listeners, and critics alike, exploring compelling intersections between certain historical eras, artists, musical concepts, and social issues. They also cultivate critical skills of listening, describing, and contextualizing the music in terms of its structure and performance.

### **MUS 2965 Topics in Music 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MUS 2970 Topics in Music 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **MUS 3025 Study Away in Music 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **MUS 3330 Applied Improvisation 1cr**

This course is for advanced music students who wish to study improvisation beyond the context of their specific instrument. Course content varies according to the interest of the student and covers areas including harmonic substitution, rhythmic displacement, and modal playing. *Course Fee. May be repeated up to seven times for a maximum of 8 credits.*

**Prerequisites:** Instructor permission required. Prior to taking this course, students should acquire advanced technique and repertoire with an instructor of their own instrument. Students are also encouraged to take MUS 2010 Music Theory and Ear Training before registering for this course and should be able to apply those skills (chords, intervals, scales, inversions, etc.) on their instrument. Interested students should contact a member of the music faculty and explain why this class is an appropriate fit for them.

### **MUS 3510 Exploring Music Vocations 4cr**

How do people make careers in music? What kind of paths might a music major pursue to prepare for their post-graduation goals? This course, designed for upper-level music majors, explores these important questions. It provides an opportunity to learn from people who have made careers in various aspects of the music business. It also requires students to think through their own remaining work as music majors and prepares them to undertake their own signature work project in advance of the MUS 4840 Music Project Seminar capstone course.

**Prerequisite:** Music major with junior or senior standing, or permission of instructor.

### **MUS 3890 Traditions of Work and Music in the Southern Mountains 4cr**

What's a gandy dancer? Which side are you on? And why did Gastonia Gallop? Such questions beg an examination of the ways work and music are bound together in modern Appalachian culture, and this course examines those connections while investigating intersections of musical and social history in this region. Students focus on three main themes: work music, music about work, and music as work. The entire class also completes service-learning components at area music events.

**Prerequisites:** MUS 1120 Music Cultures or GBL 1250 Introduction to Appalachian Studies or MUS 2320 Appalachian Music Soundscapes or permission of instructor.

### **MUS 3950 Creative Practices and Pedagogies 4cr**

What are the creative practices that sustain artists over the course of a lifetime? What are the pedagogical practices that inspire students to want to learn and that help to sustain that learning over a lifetime? Students explore these questions through readings, qualitative research, and reflective work on their own educational and creative experiences. Students in non-musical artistic disciplines are also welcome to enroll.

**Prerequisite:** ONE of the following OR instructor permission: MUS 1100 Music Appreciation, MUS 1120 Music Cultures, MUS 2320 Appalachian Music Soundscapes, ART 1103 Introduction to Craft and Material Studies, ART 2350 Craft Histories: The Cultures of Skill, Labor & Material

### **MUS 3965 Topics in Music 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **MUS 3970 Topics in Music 4cr**

Topics in Music is a course series that examines upper-level topics concerning music and its intersections with culture, creativity, and/or other themes. Each time this course is taught, it has a different focus. Different types of music (or dance) serve as the lens through which ideas are explored, and students may repeat the course for credit. *May be repeated up to two times for a maximum of 12 credits.*

**MUS 4800 Supervised Internship: Swannanoa Gathering 1-16cr**

This supervised work experience will be at least six weeks long and include a minimum of 80 hours of work. In addition to the five summer weeks during the Swannanoa Gathering, an internship will include advance work, prior to the Gathering, either during Term 4 or after the end of spring semester. During the five weeks of the Gathering, interns will be able to audit one class each week. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisite:** Departmental approval of an Internship Application, signed by the academic advisor, prior to registration. The Internship Application should include a job description ("learning contract") that describes in detail the activities involved as well as four "personal learning goals." Application materials may be obtained from Music faculty members.

**MUS 4840 Music Project Seminar 4cr**

This capstone course provides music majors with an opportunity to connect their liberal arts coursework in music and other disciplines with a culminating senior music project. Students conduct research, participate in peer-review workshops, and present their work in a public forum. The result of this project may be a written thesis (most common), or students may propose an alternative format (e.g., a film, a recording project, or the development of a viable music business plan).

**Prerequisite:** Music major with junior or senior standing, or permission of instructor.

**MUS 4850 Senior Recital Practicum I 1cr**

For this practicum course, senior majors complete work toward effectively designing, preparing, and promoting a senior music recital that culminates in their selected area(s) of performance specialization. During the senior year of study, music majors enroll in MUS 4850 in their first semester and MUS 4851 in their second semester. A student's primary applied instructor supervises senior recital practicum work.

**Prerequisite:** Music major with senior standing, or permission of the instructor.

**MUS 4851 Senior Recital Practicum II 1cr**

For this practicum course, senior music majors complete work toward effectively designing, preparing, and promoting a senior music recital that culminates in their selected area(s) of performance specialization. During the senior year of study, music majors enroll in MUS 4850 in their first semester and MUS 4851 in their second semester. A student's primary applied instructor supervises senior recital practicum work.

**Prerequisite:** Music major with senior standing, or permission of the instructor.

**MUS 4970 Topics in Music 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**MUS 4980 Topics in Music 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*



## Outdoor Leadership (ODL)

### **ODL 1000 History and Philosophy of Outdoor Adventure Education 4cr**

Through discussions, guest speakers, readings, and student presentations, this course explores the history, philosophies, approaches, and prospects for outdoor adventure education and recreation. Students become familiar with private, state, and federal organizations that offer outdoor adventure education and recreation programming.

### **ODL 1090 Whitewater Canoeing 1cr**

This course is a basic introduction to recreational white water canoeing. Students learn to paddle a canoe effectively and safely through experience and instruction on the water. This two-day progression takes place on a *weekend*. During the course, students become familiar with the following equipment and paddling skills: parts of a canoe, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **ODL 1110 Whitewater Kayaking 1cr**

This course is a basic introduction to recreational white water kayaking. Students learn to paddle a kayak effectively and safely through experience and instruction on the water. This two-day progression takes place on a *weekend*. During the course, students become familiar with the following equipment and paddling skills: parts of a kayak, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **ODL 1250 Introduction to Rock Climbing 1cr**

This course provides an overview of the fundamentals of rock climbing - personal equipment, appropriate knots, belaying, safety checks and effective communication. During one weekend field trip, students explore these topics while climbing in a natural outdoor climbing venue (weather permitting). This course also provides instruction on climbing ethics, environmental stewardship and risk management. *Course Fee. Students evaluated on a pass/fail basis based on active participation.*

### **ODL 1260 Backpacking 1cr**

This course provides an introduction to a lifetime leisure skill, as well as a technical skill utilized in many outdoor programs. During one *weekend* field trip, students develop the following backpacking skills: selection of proper clothing, packing a pack, appropriate choice of backpacking foods, safe travel techniques in a group, use of camp stoves, safety concerns while cooking, knowledge and treatment of environmental hazards, and low-impact camping techniques. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **ODL 1280 Orienteering 1cr**

This course is a basic introduction to the use of map and compass for field work and recreation. Through course discussion, on campus practice and a field trip, students develop the following orienteering skills: parts of a compass, reading a compass, features of a map, reading a map, following a bearing, using map and compass together, triangulation and its uses, and safety concerns for off-trail travel. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **ODL 1970 Topics in Outdoor Leadership 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ODL 1980 Topics in Outdoor Leadership 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **ODL 2100 Backcountry Skills and Techniques 4cr**

This course provides students with the opportunity to learn and practice the skills necessary to become competent backcountry instructors. To accomplish this goal, *students are required to participate in two overnight field trips that take place on two separate weekends.* During these trips, students have the opportunity to refine existing outdoor skills, develop new ones, and practice methods of relaying these skills to others. This is *not* a survival skills/minimalist course. Rather, students learn about and use specialized equipment and techniques associated with backcountry travel, while emphasizing safety and risk management. Students are asked to demonstrate a strong commitment to teaching others in a group setting, and to participating in the trip planning process. *This course includes two required weekend field trips. Course Fee.*

### **ODL 2110 Intermediate Paddling 1cr**

This course is an intermediate level whitewater paddling course. Students establish personal goals or key skills that they would like to work toward. Students choose to canoe or kayak (decision based on which whitewater intro course the student has taken) with the goal of increasing paddling skills to accommodate class III whitewater safely. During a one *weekend* river trip, students have the opportunity to increase skills, learn more advanced river reading skills, and more advanced strokes. Students also learn self-rescue techniques applicable to an intermediate whitewater setting. *Course Fee. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** ODL 1110 Whitewater Kayaking, ODL 1090 Whitewater Canoeing, or permission of instructor.

### **ODL 2120 Survival Skills & Nature Connection 2cr**

This course provides students with the opportunity to learn and develop outdoor survival skills with a focus on the psychology of survival, indigenous living skills, and modern survival skills for the backcountry setting. Students are given the opportunity to develop and improve outdoor survival skills, including fire making, wild plants and their uses, shelter making, water treatment, and other skills that the class is interested in learning. Students also learn to understand and integrate the psychology associated with the fear response and learn to think about maintaining positive psychology throughout a crisis, build and understand how to think about a personalized survival kit, investigate survival situations and how to avoid them, and learn about Leave No Trace outdoor ethics for low impact survival training.

### **ODL 2150 Teambuilding and Group Facilitation 4cr**

Many outdoor adventure education/recreation programs and school systems across the country utilize initiatives as part of their program offerings. This course is designed to help students learn about a program component that emphasizes the development of self-concept, group cooperation, and physical abilities. Students experience a variety of activities designed to promote group development and personal growth, while also developing skills in the areas of facilitation and debriefing. Students design and facilitate programs with local community groups as part of the course.

### **ODL 2200 Wilderness First Responder 1-4cr**

This is a nine-day course in emergency medical care that addresses the issues of long-term patient care, backcountry rescue techniques, and survival skills. This is a professionally focused course for those individuals working with groups in back country settings. Participants who successfully complete the course are certified in Wilderness First Responder and CPR. The course normally takes place during our January break and is held off campus. *Course Fee.*



**ODL 2240 Swiftwater Rescue 1cr**

This swiftwater course introduces rescue philosophies; recognition and management of risks; knowledge and execution of systems; and techniques associated with rescues of self and others in swift water. This course emphasizes personal safety and simple, commonly used skills through demonstrations and scenarios to provide participants practice both individually and within a team/group context. *The course meets for one weekend. Course Fee. Students evaluated on a Pass/Fail basis.*

**Prerequisite:** ODL 1090 Whitewater Canoeing; or ODL 1110 Whitewater Kayaking; or ODL 2110 Intermediate Paddling; or permission of instructor.

**ODL 2270 Top Rope Site Management 2cr**

This course explores the industry best practices for effectively managing a top rope climbing site - applicable to either a professional or recreational capacity. This class meets weekly for 2.5 hours in Bryson Gym and has one weekend field trip assessment. This course combines practical skills (establishing climbs, partner rescues, belayed rappels, personal security) as well as academic content (reading reflections and incident analysis presentations) with less of a focus on time spent rock-climbing. *Course Fee. Students will be evaluated based on the practical assessment and completed assignments and assigned a grade.*

**Prerequisite:** ODL 1250 Introduction to Rock Climbing.

**ODL 2350 Intermediate Rock Climbing 1cr**

This course builds on the knowledge of a novice climber who already has a basic understanding of climbing and belay systems. During *two weekend field trips*, students explore complex belay systems, anchoring, and rappelling while climbing in a natural outdoor climbing venue (weather permitting). *Course Fee. Students evaluated on a pass/fail basis based on active participation.*

**Prerequisite:** ODL 1250 Introduction to Rock Climbing.

**ODL 2410 Natural Environments and Health 4cr**

Why do so many of us instinctively feel better when we are outside, near plants, or even simply have a view of nature from a window? This class begins to answer this question by exploring current research and writing about human-natural environment interactions, with a specific focus on the impacts of the natural environment on human health and well-being. In order to accomplish this task, this course encompasses a variety of readings, class discussion, experiential learning components (labs), engagement with community partners, and formal and informal writing assignments. This course highlights a variety of theories regarding this relationship, and students work towards articulation of their own views and application of course material to current issues. **GE: Oral and Written Communication**

**ODL 2500 Shackleton: Resilience and Leadership 2cr**

In 1914, in one of the last major expeditions of the Heroic Age of Polar Exploration, Sir Ernest Shackleton and 27 sailors, 69 dogs, and one cat set sail to be the first people to cross the Antarctic continent. Surviving impossible odds, the crew provides one of the best examples of leadership and lessons in resilience—lessons especially important in modern times. Through discussion and reflection, this course serves as a philosophical dive into principles of leadership, resilience, and service through reading Endurance and supplementary materials.

**ODL 2970 Topics in Outdoor Leadership 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ODL 2980 Topics in Outdoor Leadership 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits*

### **ODL 3025 Study Away in Outdoor Leadership 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **ODL 3100 Leadership for Adventure Education 4cr**

This course is designed to examine the principles and practice of leadership in adventure education programs. Course time is spent on the examination of theories, practices, and problems of leadership in a backcountry environment. The course utilizes a number of case studies as well as direct, firsthand experiences where students are expected to engage in lesson planning and peer facilitation. Students are asked to engage in personal reflection in order to connect classroom learning with past and future leadership experiences in a variety of settings.

**Prerequisites:** Any ODL Outdoor Recreational Activities course and ODL 2100 Backcountry Skills and Techniques, or permission of instructor.

### **ODL 3220 Challenge Course Facilitation and Management 4cr**

The major focus of this course is to provide students with the opportunity to gain the skills and knowledge that help them become effective, confident, competent, and safe challenge course leaders. The course is highly experiential and takes place at the Gossmann and Cannon Adventure Learning Lab. Course topics include policies and procedures of a challenge course; safety systems and standards; maintenance, inspection, and set up of courses; program planning and design; leadership issues; briefing/debriefing, accessible challenge programming; risk management, record keeping, and forms. Students work with both on- and off-campus groups on the challenge course.

### **ODL 3251 Universal Adventure Programming 4cr**

In this course, students explore “JEDI” – “Justice, Equity, Diversity and Inclusion” – in pursuit of creating socially just outdoor adventure education opportunities for all. Students gain the knowledge, understanding, and ability to provide quality adventure programming in relation to staff and clientele's race, class, gender, and ability. We explore how to create socially just adventure programming through examining environmental, leadership, legal, and equipment modification opportunities for individuals and organizations. Students gain knowledge and experience in "universal adventure programming" through field experiences, guest speakers, experiential course sessions, readings, reflective writing, and active leadership opportunities.

### **ODL 3510 Leadership Practicum 1-4cr**

This practicum allows students to integrate and apply high-level leadership experiences within outdoor adventure programming. Students work with a faculty member to develop the practicum experience.

*May be repeated for a maximum of 6 credits.*

**Prerequisite:** Permission of instructor.

### **ODL 3970 Topics in Outdoor Leadership 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **ODL 3980 Topics in Outdoor Leadership 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**ODL 4100 Administration and Management of Adventure Education Programs 4cr**

This course is an advanced study of outdoor adventure program management and administration. Students acquire knowledge and understanding in planning and administration related to safety and risk management in outdoor adventure programs. Specific focus on key aspects of management include staffing, fiscal management, public relations, strategic planning, liability, and risk management. Students also develop research and grant writing skills during the course.

**Prerequisite:** Junior or senior status, or permission of instructor.

**ODL 4200 Program Planning and Design 4cr**

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. *Cross-listed with ENS 4200 Program Planning and Design.*

**Prerequisite:** Junior or senior status.

**ODL 4970 Topics in Outdoor Leadership 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**ODL 4980 Topics in Outdoor Leadership 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Peace and Justice Studies (PAX)

### **PAX 1100 Introduction to Peace and Justice Studies 4cr**

After an introduction to the peace philosophies of M. Gandhi, M.L. King, Jr., and others, this course examines the causes of conflict and peace and the roles of the United Nations and international law in resolving or containing conflicts and promoting weapon bans and nuclear disarmament treaties. Recent and current events and the work of some living peace promoters are also studied.

### **PAX 1970 Topics in Peace and Justice Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PAX 1980 Topics in Peace and Justice Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PAX 2460 Martin Luther King Jr. and the Civil Rights Movement 4cr**

This course covers the civil rights movement in the United States with a focus on Martin Luther King Jr.'s quest for social justice through non-violent means. Topics include King's social movements, his envisioned "Beloved Community," the struggle for workers' rights and gender equality, as well as the role of the US Supreme Court and national legislation.

### **PAX 2800 Immigration Policy 4cr**

This course surveys migration theory, the history of the U.S. immigration policy, and the resulting multifaceted issues within the current system. The goal of the course is to enable students to brainstorm solutions to some of the most complex issues of our time.

### **PAX 2970 Topics in Peace and Justice Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PAX 2980 Topics in Peace and Justice Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PAX 3025 Study Away in Peace and Justice Studies 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **PAX 3100 Race and the Politics of Crime 4cr**

This course examines the historical antecedent of the present-day prison system and the multiple dimensions in which criminal justice policies impact particular communities today. The first half of the semester focuses on philosophies of punishment, theologies of race, and nineteenth-century economies of plantations, jails, and prisons. Over the second half of the semester, students examine present-day patterns of punishment, specifically addressing moral discourse in contemporary politics, the

school-to-prison pipeline, and successful activist challenges to the pervasiveness of exploiting criminalized persons.

**PAX 3270 Environmental Justice: Peace or Conflict 4cr**

This course deals with the differing ways that human societies historically have interacted with and impacted on their natural environments so as either to intensify inequality and conflict leading in some cases to war and extinction or to achieve long-term environmental justice and peace. Case studies of societies of varying sizes, levels of technology, geographical locations, and time periods are examined.

**PAX 3970 Topics in Peace and Justice Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PAX 3980 Topics in Peace and Justice Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**PAX 4970 Topics in Peace and Justice Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PAX 4980 Topics in Peace and Justice Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme.

*May be repeated up to two times for a maximum of 12 credits.*

## Philosophy (PHI)

### **PHI 1110 Introduction to Philosophy: A Search for Meaning 4cr**

This course offers an investigation into the meaning and structure of human existence by critically analyzing some of the perennial questions of human experience. In this course, students analyze important concepts and issues in metaphysics (the study of being), epistemology (the theory of knowledge), and ethics by considering the views of some of the great philosophers of the Western Tradition, as well as a diverse range of contemporary philosophers critical of that tradition. Students critically think through diverse positions and arguments, appreciating the depth and richness of the perennial “problems of being human.” **GE: Humanities - Philosophical Inquiry**

### **PHI 1320 Argumentation 4cr**

This course provides an intensive study of three models of argumentation: classical argument and logic; Toulmin argumentation (a contemporary rethinking of classical argument), and Rogerian argumentation (aimed at building and maintaining community in the course of argumentative deliberation, rather than the adversarial dynamic of the other two models). Students explore each of these models in their own writing (a shorter paper with required revision for each model), and they write a longer researched argumentative essay employing whatever models they believe appropriate to their intended audiences. There are other short, informal, ungraded writing assignments as well. The course includes whole-class, small-group, and one-on-one workshoping of drafts. We shall also devote some attention to the ethics of public deliberation. **GE: Humanities - Philosophical Inquiry, Oral and Written Communication**

### **PHI 1950 Topics in Philosophy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PHI 1960 Topics in Philosophy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PHI 2500 Philosophy and Art at Black Mountain College 4cr**

Black Mountain College is best known as the famous interdisciplinary art school that attracted internationally-renowned (and in many cases, exiled) artists, musicians, poets, and inventors to the rural mountains of North Carolina. But what were the philosophical ideals that gave rise to Black Mountain College's unique spirit of collaboration, experimentation, and community? How did these develop in response to the politics of World War II? In this course, students explore how philosophical ideas (John Dewey, Kant, Confucius) relate to artistic practices (John Cage, Buckminster Fuller, Robert Rauschenberg). Students gain an appreciation of philosophy's role in the complex dynamic between art, community, education, and politics.

### **PHI 2510 Philosophy of Art 4cr**

This course offers an analysis and philosophical evaluation of problems in art appreciation, art criticism and theories of art. Special emphasis is placed on understanding art in the context of concurrent artistic endeavor or experience. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

### **PHI 2520 Environmental Ethics 4cr**

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In doing so, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and



animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

### **PHI 2560 Political Philosophy 4cr**

This course offers an investigation into political philosophy from the beginning of the Modern period to the present. Students gain an understanding of important political philosophers such as Hobbes, Rousseau, Locke, Kant, Mill, and Marx. In addition, students read contemporary essays, which focus on issues in contemporary society regarding race, gender, sex, and class theory, written by some of the top theorists in their respective fields. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

### **PHI 2570 Ethical Theory and Practical Issues 4cr**

This course investigates the fundamental philosophical issues and arguments involved in contemporary ethical problems such as capital punishment, euthanasia, animal rights, parenting issues, gay marriage, cloning, and free speech. The first month of the course focuses primarily on theory, the remainder on the practical issues. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

### **PHI 2575 Critical Race Theory 4cr**

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation. *Cross-listed with SOC 2575 Critical Race Theory.* **GE: Humanities - Philosophical Inquiry**

### **PHI 2580 Feminist Philosophy 4cr**

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.*

### **PHI 2589 Gender Troubles in Ancient Greek Thought 4cr**

In this course students critically investigate and analyze how central philosophical ideas – truth, justice, revenge, relation to the divine, law, and love – were coded along gendered (as well as class, race, and ethnic) lines by the Hellenic people during different times in the Pre-Classical and Classical period. As we rethink many aspects of gender today, understanding its deep history in Ancient Greek culture and the thought to which we are the heirs enriches our own understanding. Students read and critically think through canonical texts of the Western tradition, including: the *Odyssey*, *Homeric Hymn to Demeter*, *Antigone*, Plato's *Symposium*, and other works of the Archaic and Classical period. Students also choose and read a contemporary novel that takes up ancient gender themes in a contemporary perspective. **GE: Humanities - Philosophical Inquiry**



**PHI 2590 Ancient Philosophy: Problems of Truth and Goodness 4cr**

This course investigates some of the basic questions of human life concerning how truth, justice, revenge, relation to the divine, law, and love were lived and understood by the Greeks during the Classical Period of ancient Greek history. Students discover the beginnings of systematic Western philosophy in Plato and Aristotle, touching on some of their influences, such as Socrates, Heraclitus, and Parmenides. One theme of this course, justice, is considered not only through the philosophical writings, but also in the context of Greek tragedy. Students read some of the most incredible works of tragedy of the Western tradition: *The Antigone* by Sophocles and *The Bacchae* by Euripides.

**PHI 2720 Introduction to Nietzsche 4cr**

This course offers an introduction into Nietzsche's thought. Students read and discuss several of Nietzsche's works and investigate important Nietzschean concepts such as the Transvaluation of Values, the Will to Power, and the Eternal Return, and furthermore understand these concepts as a fruitful way of approaching and critiquing philosophy and culture. In the last few weeks of the course, students explore contemporary interpretations of Nietzsche's texts by thinkers such as Derrida. These critiques allow students to see Nietzsche as a pivotal figure, a Modern thinker whose ideas open up philosophical possibilities by questioning the very foundations of the subject, truth, and philosophy.

**PHI 2900 Existentialism Through Film and Fiction 4cr**

Existentialist philosophy represents a crucial development in the 20<sup>th</sup> Century, and calls on us to reflect meaningfully on our lives, particularly on our social and personal values. This course ties existentialist philosophy to social-philosophical questions in today's world, particularly those regarding race, gender, oppression and liberty. Students critically analyze pivotal existentialist texts alongside related films and novels, including: Nietzsche's *The Gay Science*/*Groundhog Day*; Sartre's *Existentialism is a Humanism*/*Crimes and Misdemeanors*; Camus' *The Stranger*; the film, *Ikiru*; de Beauvoir's *The Second Sex*/Monk Kid's *The Invention of Wings*, and Fanon's *Black Skin/White Mask*. Students appreciate the relevance of existentialist thought to issues of social, economic, and psychological oppression, especially in terms of race, class, and gender. **GE: Humanities - Philosophical Inquiry**

**PHI 2904 Contemporary Philosophy 4cr**

This course offers an investigation into several leading contemporary thinkers in Continental philosophy: Michel Foucault, Angela Davis, Luce Irigaray, Judith Butler, bell hooks, Giorgio Agamben, Linda Alcoff, Gayle Salamon, and more. The general theme of the course centers on these philosophers' respective attempts to open up new ways of thinking about subjectivity, embodiment, rationality, gender, race, and citizenship that take into consideration the role of institutions such as language and social-political structures. Students critically analyze questions and ideas developed in the late 20th and early 21st centuries that Continental philosophers are working on right now.

**Prerequisite:** One previous course in Philosophy.

**PHI 2950 Topics in Philosophy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.* **GE: Partially satisfies Humanities - Philosophical Inquiry**

**PHI 2960 Topics in Philosophy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.* **GE: Humanities - Philosophical Inquiry**

**PHI 3025 Study Away in Philosophy 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**PHI 3320 Propaganda 4cr**

This interdisciplinary course, co-taught by faculty from the Philosophy and English departments, examines the history, concept, and use of propaganda for political purposes. Focusing on historical topics ranging from British WWI propaganda to Nazi propaganda to contemporary forms of propaganda, this advanced seminar-style course aims at a deeper understanding of what propaganda is, how it is used, and how it relates to similar forms of political influence and disinformation. *Cross-listed with ENG 3320 Propaganda.*

**Prerequisite:** Sophomore standing.

**PHI 3530 Modern Philosophy 4cr**

This course offers a study of some of the key thinkers during this broad period in the history of philosophy (16th-19th Centuries). We are today the inheritors of the Modern tradition in philosophy and in science. Students analyze the rich diversity in the Modern philosophers' respective methods and theories regarding knowledge, truth, and reality. Students read original texts by Bacon, Galileo, Descartes, Berkeley, Spinoza, Hume, Kant, and Hegel, and pay particular attention to the connection between philosophical and scientific method and theory.

**Prerequisites:** One previous course in Philosophy and sophomore standing.

**PHI 3560 Advanced Contemporary Philosophy 4cr**

This course offers an investigation into several leading contemporary thinkers in Continental philosophy and runs simultaneously with PHI 2904 Contemporary Philosophy.

**Prerequisites:** Two previous courses in Philosophy and sophomore standing.

**PHI 3890 Multiculturalism and the Politics of Identity 4cr**

In this course, students explore a broad range of issues concerning identity and multiculturalism relevant to the field of political philosophy. These topics include core questions about what constitutes individual and collective identity as well as a number of specific questions about the status of identity forms with respect to legal rights, social customs, and cultural recognition.

**PHI 3950 Topics in Philosophy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PHI 3960 Topics in Philosophy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**PHI 4701 Capstone Research and Thesis 4cr**

This course is a senior capstone for students majoring in Philosophy. In this course, students research and craft multiple drafts of a major research paper that focuses on advanced level primary texts and secondary sources in a given topic or historical movement, with the goal of refining the students' researching, writing, and oral argumentation skills at the highest undergraduate level. Students present

their research and arguments at the Capstone Carnival in the spring.

**Prerequisites:** 1) Section I of the Philosophy major requirements, 2) PHI 2589 Gender Troubles in Ancient Greek Thought OR PHI 2590 Ancient Philosophy: Problems of Truth and Goodness, 3) PHI 3530 Modern Philosophy, and 4) have at least junior standing to enroll in a capstone seminar in Philosophy.

### **PHI 4950 Topics in Philosophy 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PHI 4960 Topics in Philosophy 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Physical Education (PED)

### **PED 1070 Strength Training I 2cr**

This introductory course provides instruction and participation in proper strength training techniques and injury prevention for the novice exerciser. Students gain competency in the stabilization and strength endurance phases of strength training. Students learn how to develop and implement strength training programs without machines. Students also learn flexibility and self-myofascial release training. The course covers body weight, exercise tubing, exercise ball, and foam roller training. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **PED 1080 Introduction to Cardiovascular and Core Fitness Training 2cr**

This introductory course provides instruction and participation in proper cardiovascular and core stabilization training techniques for the novice exerciser. Core stabilization includes exercises to strengthen the trunk of the body (shoulders, torso, and hips). Students are introduced to a variety of cardiovascular options, including basic jogging, cycling, rowing, and elliptical training. The course also includes flexibility and self-myofascial release training. *Course Fee. Students evaluated on a Pass/Fail basis.*

### **PED 1120 Tennis 1cr**

This course provides instruction in the basic techniques of various tennis strokes and is geared toward beginning tennis players. *Students evaluated on a Pass/Fail basis.*

### **PED 1160 Lifeguard Training 2cr**

Students successfully completing this American Red Cross sponsored course are awarded academic credit and certification for three years in Lifeguard training and CPR/AED certification for one year. There is a pre-course test given on the first day of class that students must pass in order to continue in the course. This is not a learn-to-swim class, but a class for students already comfortable with swimming who are interested in learning rescue skills used for professional Lifeguards. *ARC standards limit class size to 10 students.*

### **PED 1288 - 1450 Varsity Sport Participation 1cr**

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for credit in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to a total of four semester credit hours throughout the student athlete's college career. Students who participate in multiple sports in a year may earn credit only for one sport in that year. *A course or a combination of sports courses may be repeated for credit up to 4 credits.*

### **PED 1902 Mindfulness and Meditation 2cr**

This introductory course introduces the concepts, uses, benefits and misunderstandings of mindfulness and meditation when integrated into daily life. Mindfulness is defined as deliberately paying attention to what is happening around and within the body, heart, and mind. Mindfulness is awareness without criticism or judgment.

This course focuses on techniques to practice mindfulness during everyday moments, utilizing meditation as a means to achieve a more readily available state of mindfulness, and to build towards peak moments when completely aware. In order to facilitate this process, movement and breath work is integrated into the course through Yin Yoga (deep stretch), Vinyasa Yoga (breath linked yoga flow postures) and Pranayama (guided breathwork). *Course Fee. Students evaluated on a Pass/Fail basis.*

### **PED 1951 Flow and Yin Yoga 2cr**

This is an introductory course designed for students to learn the practices of yoga asanas (flowing

physical postures for strength) and Yin Yoga (deep, long held postures for flexibility). *Course Fee. Students evaluated on a Pass/Fail basis.*

### **PED 1960 Topics in Physical Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme.

*May be repeated up to three times for a maximum of 8 credits.*

### **PED 1965 Topics in Physical Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PED 2050 Foundations of Yoga 2cr**

Students engage in the practice of yoga on a physical, spiritual, emotional, and mental level. This course includes an understanding of and embodiment of the eight limbs of yoga, as outlined by Patanjali in the Yoga Sutras. Students learn asana (posture), pranayama (breath work), mantra, and meditation as well as some traditional yogic lifestyle choices. Students are responsible for attending class as well as work outside of the classroom. *Course Fee. Students are graded on a Pass/Fail Basis.*

### **PED 2060 Yoga for Resilience 2cr**

Students will engage in the practice of gentle and restorative yoga, meditation, breath work and multiple relaxation techniques rooted in the context of yoga. This course will be accessible to all levels and will focus on the practical skills that can profoundly impact our day to day lives, both on the mat and off the mat. Techniques for addressing stress, tension, anxiety, overwhelm, depression as well as habits for well-being will be shared. *Course Fee. Students are graded on a Pass/Fail Basis.*

### **PED 2070 Strength Training II 2cr**

This intermediate level course provides instruction and participation in strength training techniques and injury prevention for students who have basic strength training experience. Students gain competency in the strength endurance, muscle hypertrophy, and maximal strength phases of training. Students practice self-myofascial release and flexibility training in each class session. *Course Fee. Students are graded on a Pass/Fail Basis.*

**Prerequisite:** PED 1070 Strength Training I or proven strength training experience.

### **PED 2080 Advanced Cardiovascular and Core Fitness Training 2cr**

This course provides instruction and participation in high intensity cardiovascular and core fitness training for the experienced exerciser. Prior to the completion of the course, students complete a 50-mile bike ride; a 10-mile, high intensity hike; and a 3-mile run. Alternative modalities are provided based on student need. This course also introduces the concepts of intervals and power training techniques. *Course Fee. Students are graded on a Pass/Fail Basis.*

**Prerequisite:** PED 1080 Introduction to Cardiovascular and Core Fitness Training or proven cardiovascular training experience.

### **PED 2960 Topics in Physical Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PED 2965 Topics in Physical Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**PED 3070 Strength Training III 2cr**

This advanced course provides instruction and participation in strength training techniques for the experienced exerciser. Preferably, students will have completed PED 2070 Strength Training II and have been practicing strength training for at least six weeks prior to the beginning of the course. Students gain competency in the muscle hypertrophy, maximal strength, and power phases of training. The course utilizes a variety of equipment, both in and out of the weight room. *Course Fee. Students are graded on a Pass/Fail Basis. In season athletes are excluded from this course.*

**Prerequisite:** PED 2070 Strength Training II or permission of instructor.

**PED 3960 Topics in Physical Education 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PED 3965 Topics in Physical Education 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Physics (PHY)

### PHY 1180 Contemporary Astronomy 4cr

This course introduces students to the science of astronomy through regular observations, hands-on telescope use, location and identification of celestial objects, and photography with cameras, telescopes, and computer imaging equipment. Topics include the solar system, stars and measurements of stars, galaxies, black holes, stellar composition, and stellar evolution. Students also learn the properties of light, color, gravity, Newton's laws, and Einstein's principles. The students participate actively in the observations and measurements of astronomical phenomena. *Students are expected to complete evening observation sessions throughout the term.* **GE: Natural Science**

### PHY 1970 Topics in Physics 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### PHY 1980 Topics in Physics 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### PHY 2510 Physics I 4cr

This course offers an introduction to physics provided through the study of Newtonian physics, energy, thermodynamics, and statistical thermodynamics. Special emphasis is given to contemporary physics. Students learn skills useful in other disciplines as well as physics: laboratory record-keeping, problem solving, and computer simulation. This course is centered around laboratory experience and the importance of learning physics through the observations and measurements in the laboratory.

**Prerequisite:** MAT 2410 Calculus I or permission of instructor.

### PHY 2520 Physics II 4cr

This course continues PHY 2510 Physics I. Topics include electricity and magnetism, electronics, optics, light, and special relativity. Calculus is used. *Prior completion of MAT 2420 Calculus II is recommended but not required.*

**Prerequisite:** PHY 2510 Physics I with a C- or better or permission of instructor.

### PHY 2970 Topics in Physics 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### PHY 2980 Topics in Physics 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### PHY 3025 Study Away in Physics 4cr

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*



**PHY 3970 Topics in Physics 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PHY 3980 Topics in Physics 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Political Science (PSC)

### **PSC 1510 Introduction to American Government 4cr**

This course is an introduction to the major institutions and actors of the American political system, including parties, interest groups, and the legislative, executive, and judicial branches of government. Attention is given to cultural, ideological, and economic contexts. The fundamental concepts of political science are applied to the structure of power and the policy-making process in America.

### **PSC 1960 Topics in Political Science 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PSC 1970 Topics in Political Science 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PSC 2370 Voting, Campaigns, and Elections 4cr**

This course explores the electoral process in the United States with special attention paid to the current election, including study of the factors that influence individual voting behavior; the actions that candidates, political parties, and interest groups take to influence election outcomes; and the importance of the structure of electoral institutions.

### **PSC 2380 The American Presidency 4cr**

This course examines the role of the presidency in American politics. Topics include the evolution and contemporary status of the American presidency, nomination and election politics, relations with Congress and party leadership, control of the bureaucracy, the international political role, and presidential psychology and decision-making.

### **PSC 2430 Agriculture, Community, and the Environment 4cr**

Agriculture is an important part of any society. But in America, this primary sector only accounts for one percent of the GDP and only two percent of the workforce. Most people do not have any agricultural skills, and most young people do not know where their food comes from and how their food is produced. They do not understand the importance of agriculture and its implications for our community and our environment. This course will discuss the evolution of agriculture in the U.S. and in the world, how our country and our world is faced with an agricultural crisis, and how this agricultural crisis is also related with many of our social crises, like homelessness, substance abuse, and more importantly, environmental crises. We have to solve many of our problems through solving our agricultural crises first. We will explore these issues as they relate to many parts of the world, but we will pay specific attention to these issues in China and the U.S. **GE: Humanities - Historical Analysis**

### **PSC 2450 Environmental Politics in Global Perspectives 4cr**

This course surveys the emerging global environmental legal structures, norms, and standards. It examines the role of international non-governmental organizations (NGOs) in creating international regimes, and monitoring and tracking compliance of different states. It will also look into the dynamics of interactions between IGOs and NGOs in creating new global discourse communities in an era of increased environmental awareness.

### **PSC 2570 International Relations 4cr**

This course is a general survey of the essential concepts and practices of international politics, examining the historical past of international communities as well as current international concerns and issues.

**PSC 2580 Comparative Government: Global North 4cr**

This course examines the structure of government and political culture in the states of the Global North. The course focuses on, but is not limited to, the governments of Great Britain, Japan, France, Russia, and Germany. The principal forms of government, including parliamentary and presidential systems, are examined along with a wide variety of party systems and electoral systems. In addition, students compare and analyze the public policies of industrialized states in the areas of immigration, health care, education, and the environment.

**PSC 2590 Comparative Government: Global South 4cr**

This course is a systematic and comparative study of the important political institutions, political culture, political legitimacy, policies, and politics of major developing countries in Asia, Africa, and Latin America. Students examine in a comparative manner what makes a state strong or weak in the global system, and why certain governments behave the way they do.

**PSC 2922 Introduction to Public Policy 4cr**

This course examines theories of public policy formation in the United States. Attention will also be paid to substantive policy areas such as drug and alcohol regulation, criminal justice, and immigration. By the end of the semester, students will be able to understand the theories of public policy and how they apply to policy making, implementation, and execution. Students will also have a basic understanding of specific substantive policy areas such as: welfare, immigration, criminal justice, and drugs and alcohol.

**PSC 2960 Topics in Political Science 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PSC 2970 Topics in Political Science 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**PSC 3025 Study Away in Political Science 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**PSC 3200 Chinese Government and Politics 4cr**

This course is an in-depth study of the origin and evolution of Chinese revolutions, and their impact on world power configuration and on transforming Chinese society and culture. Students study the dramatic events of the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square Incident and their aftermath for China and the world. Students learn to appreciate the dynamics of Chinese politics and their impact on regional as well as world politics.

**PSC 3300 Politics of Developing States 4cr**

This issue-oriented course examines important questions in the politics of developing states. Students look at the legacies of colonialism, neocolonialism, and nationalism in the developing state, as well as the impact of modernization, the WTO, IMF, World Bank, and other international institutions. Population growth and its environmental impact are also examined through different case studies.

**PSC 3360 United States Foreign Policy 4cr**

This course covers United States foreign policy and its geo-political consequences from the turn of the twentieth century to the present. Study begins with constitutional authority, and then students determine how foreign policy has been made, tracing various influences such as public opinion, the media, interest groups, and multinational corporations, as well as the military, congress, and the president. Students engage in extensive research into a major crisis in American foreign policy in the past thirty years, analyze the role played by dominant influences, and evaluate the leadership of the sitting administration in the crisis. Awareness of and application to current foreign policy issues continues throughout the course.

**PSC 3400 International Politics in the Pacific 4cr**

This course examines the dynamics of international relations among major Asia-Pacific Nations including the United States, China, Russia, Japan, the two Koreas, Southeast Asian Nations, as well as the importance of the overseas Chinese community in Southeast Asian countries. Students strive to understand the cooperation and rivalry of these different nations through a discussion of the history, culture, economic, and security concerns of these different nations from World War II to the present.

**PSC 3500 Political Parties and Interest Groups 4cr**

This course focuses on the roots of organized political power in American government. Students explore the role and influence of interest groups and political parties in the electoral process and in government. Historical and theoretical perspectives are used to analyze topics such as money in politics, lobbying and corporate power, social movements, political coalitions, third parties, and political polarization.

**PSC 3913 Topics in Public Policy 4cr**

Each time this course is taught, it addresses a different public policy. Students explore the topic in depth, using current journal and newspaper articles and recent books in a seminar format. Recent topics have included "Institutional Segregation." *May be repeated one time for a maximum of 8 credits.*

**PSC 3922 Social Networks 4 cr**

In this course students learn the theory, methods, and applications of a systematic study of networks in politics. Networks are a ubiquitous feature of the natural and social world, and this course draws upon examples and lessons from many fields, from genetics to anthropology, to understand how networks operate in politics. The course covers theories of social network analysis and applies them to questions of politics. To do so, students apply methodological tools and software to social network data. The course is introductory and provides a survey of the field. Students are not required to have a quantitative background, but those who have previous experience with statistics or data analysis may have an advantage in becoming familiar with the techniques.

**PSC 3960 Topics in Political Science 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PSC 3970 Topics in Political Science 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**PSC 4310 Constitutional Law 4cr**

Using a combination of history, jurisprudence, and case law, this course investigates the evolving role of the Supreme Court in shaping American politics. Topics to be considered include governmental structures, powers, and relationships; civil liberties; and civil rights. Students study legal history, legal theory, and examine some of the most important decisions handed down by the Supreme Court.

**Prerequisites:** PSC 1510 Introduction to American Government and junior or senior standing or

permission of the instructor.

**PSC 4960 Topics in Political Science 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PSC 4970 Topics in Political Science 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Psychology (PSY)

### **PSY 1000 Introduction to Psychology 4cr**

This course provides a comprehensive overview of the field of psychology. Topics include the philosophical and scientific origins of psychology, research methods in psychology, biological and perceptual processes, learning, cognition and memory, emotion, personality, social psychology, psychological distress and well-being, and psychotherapy. **GE: Society and Human Behavior**

### **PSY 1210 Sport Psychology 4cr**

This course examines theoretical, clinical, and applied aspects of sport psychology. It provides a broad overview of the major topics in the area (e.g., performance enhancement, mental rehearsal, motivation, competitive anxiety, aggression, injury recovery). The primary course objective is to facilitate understanding of how psychological factors influence involvement and performance in sport settings, and how participation in sports affects individuals and groups.

### **PSY 1310 Drugs and Behavior 4cr**

The use of psychoactive drugs in human societies has a long history. This course provides an overview of drug-brain-behavior interactions. Accordingly, students will study a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic uses of behaviorally active drugs, drug abuse and its treatment, and social policy. The term "drugs" is broadly defined and includes both legal and illegal substances.

### **PSY 1960 Topics in Psychology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PSY 1965 Topics in Psychology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PSY 2010 Infant and Child Development 4cr**

In this course, students explore the remarkable development of humans from conception to age 12. This course covers information and issues in prenatal care and the development of physical, socio-emotional, linguistic, and cognitive processes in the context of home and school. Students analyze, interpret and apply theory to issues in the discipline.

### **PSY 2040 Adolescent Development 4cr**

In this course, students explore the roles of home and school in the physical, cognitive, socio-emotional development of people between ages 13-18. The course emphasizes the use of psychological theories to understand the complexities of developmental processes.

### **PSY 2060 Adult Development 4cr**

This course examines human development from early adulthood through old age. Areas of inquiry include physical, cognitive, social, and personality development as well as issues in aging and death.

### **PSY 2250 Explorations in the Psychology Major 2cr**

This course is for newly declared Psychology and Expressive Arts Therapy majors - or those who are considering declaring one of these majors. It provides an opportunity for students to understand themselves, their majors, and future careers. As a part of the course, students create a plan that enables them to achieve their educational and career goals and practice major skills of the discipline.

**PSY 2310 Research Methods in Social Science 4cr**

This course provides students the opportunity to build skills for interpreting and designing research in the social sciences. Students learn to transform ideas into researchable questions by examining the nature of scientific thinking, research design, hypothesis testing, and quantitative methodology. Students apply their knowledge of research methods to prepare to conduct their own research, to become better able to critique scholarly reports of research, and to become better consumers of social science research presented in the media.

**Prerequisites:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence) and SOC 1000 Introduction to Sociology or PSY 1000 Introduction to Psychology or permission of instructor.

**PSY 2550 Introduction to Music in Therapeutic Settings 4cr**

Survey of literature from the fields of music therapy, music psychology, and related expressive disciplines about the application of music in psychotherapeutic, medical, and rehabilitative settings. Students examine research, theory, and practical applications through didactic, experiential, and dialogic learning. *Cross-listed with EAT 2550 Introduction to Music in Therapeutic Settings.*

**PSY 2790 Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

**PSY 2960 Topics in Psychology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PSY 2965 Topics in Psychology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 12 credits.*

**PSY 3025 Study Away in Psychology 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

**PSY 3100 Biopsychology 4cr**

Biopsychology is the study of how our behavior, thoughts, and emotions are supported by the nervous system. This course focuses on the fundamental brain structures and biological processes that underlie many different behaviors and disorders studied by psychologists, and may include exploration of topics such as development, brain injury, autism, movement, motivation, and addiction.

**Prerequisite:** PSY 1000 Introduction to Psychology.

**PSY 3110 Theories of Personality 4cr**

This course engages students in critical examination of theory and research in the study of human personality, individual differences, motivation and well-being. Theoretical approaches explored include



psychoanalytic, dispositional, biopsychological, cognitive, phenomenological, humanistic, behavioral, and social learning perspectives. Students engage in comparison and contrast of these different perspectives and their underlying assumptions. This course also provides the opportunity for students to integrate their study across broad areas of psychology and to apply the study of personality to other fields such as creative writing, literature, philosophy, education, outdoor leadership, business, and social work.

**Prerequisites:** PSY 1000 Introduction to Psychology and sophomore standing, or permission of instructor.

### **PSY 3120 Psychology of Mental Health and Distress 4cr**

This course provides a broad survey of mental health and distress. Students become familiar with current psychological science in this area, including the clinical and research findings upon which our knowledge of psychological disorders is based. Students critically analyze, discuss, and review research with a particular emphasis on how psychological distress and disorders are experienced and portrayed across multiple settings and cultures. It is expected that students not only gain an increased understanding of psychological disorders, but that they will have deepened empathy for all who experience distress in its various forms. *Prior completion of PSY 2310 Research Methods in Social Science is recommended.*

**Prerequisite:** PSY 1000 Introduction to Psychology

### **PSY 3170 Health Psychology 4cr**

The interaction between psychological, social, and biological factors has become increasingly clear. This course examines psychosocial factors in health and disease. Students will understand influences on how people stay healthy, why they become ill, and how they respond when they are ill. This course also helps students gain a better understanding of how their behavioral, emotional, and lifestyle patterns affect their health and wellness.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3180 Social Psychology 4cr**

Social psychology studies how the behavior of individuals and groups are influenced. This survey course examines the major theories and research traditions in social psychology. Topics include social cognition, perception of self and others, stereotypes and prejudice, social influence and persuasion, interpersonal attraction, group dynamics and leadership, conformity, aggression, and prosocial behavior. Students will explore applications to behaviors that impact environmental quality and sustainability, health and well-being, political participation and influence, and the workings of our legal system. *Prior completion of PSY 2310 Research Methods in Social Science is recommended.*

**Prerequisite:** PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology

### **PSY 3240 Sensation and Perception 4cr**

This course explores how human beings gather and interpret information provided by the sensory systems. The physical properties of the sensory signal, the physiological mechanisms of the sensory organs, and the psychological processes that filter, construct, and influence our perceptual experiences are examined.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3260 Theories and Techniques in Counseling and Psychotherapy 4cr**

This course explores major theories and techniques utilized in psychotherapeutic settings. Through a combination of readings, discussion, and active role-playing, students examine behavioral, cognitive, existential, humanistic, interpersonal, and psychodynamic approaches to treatment. Counseling skills (e.g., empathy and problem solving) are practiced in a supportive classroom setting. Students also present a clinical case study to their classmates focusing on a specific therapy approach.

**Prerequisite:** PSY 1000 Introduction to Psychology.

### **PSY 3410 Expressive Arts Therapy: History, Foundations, and Practices 4cr**

This course engages students in the examination and experience of the relationship between multimodal creative expression and individual and community mental health; social, psychological, and spiritual well-being; and social change. This course introduces the history, philosophy, and theory of expressive arts therapy, as well as its applications across diverse populations and in a wide range of therapeutic, healing, and self-reflective contexts. Students explore and experience the effects of multi-modal creative expression through texts, discussion, case studies, and experiential activities using many modalities, e.g. music, art, movement, drama, writing, and creative experiences in nature. Students are expected to participate individually and in groups to explore and reflect on their experiences with creative endeavors across these multiple modalities. *Cross-listed with EAT 3410 Expressive Arts Therapy: History, Foundations, and Practices. Prior completion of EAT 2250 / SWK 2250 The Art of Art Therapy, and/or EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings is recommended.*

**Prerequisites:** Either PSY 1000 Introduction to Psychology OR (SWK 2010 Introduction to Social Work and SWK 2020 Skills for Communication and Partnering).

### **PSY 3960 Topics in Psychology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **PSY 3965 Topics in Psychology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **PSY 4010 Selected Readings in Psychology 2cr**

This course provides an opportunity for the investigation of important original contributions to psychological inquiry. It is organized around a particular theme, which may change from semester to semester. Readings may include theoretical and empirical scholarly articles and book chapters that have historical or contemporary importance for the field of psychology.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods in Social Science, or permission of the instructor.

### **PSY 4020 History of Psychology 2cr**

This course explores the history of psychology through the use of primary sources. Students gain an understanding of important themes, developments, and figures in the history of psychology. Students read materials from archives and other sources in order to learn about the broad sociocultural context in which psychology has emerged. Further, in a fascinating component to the course, students peek in on original letters sent by leaders in the field in order to learn about important events, successes, and struggles through the individuals' own words.

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 2310 Research Methods in Social Science.

### **PSY 4160 Ecopsychology 2cr**

Ecopsychology examines relationships between people and the rest of nature. As a collection of theoretical perspectives, ecopsychology asserts that people have essential, unconscious connections with the rest of nature. Ecopsychology proposes that detachment from this relationship has dire psychological and environmental consequences and that restoration of this relationship furthers individual, community, and planetary health. This course critically explores ecopsychology as a theory and as a worldview. Through writing, direct experiences, and close reading of primary sources, students critically examine ecopsychology's theoretical roots and practical implications. Students also explore the relationship of ecopsychology to psychodynamic theory, transpersonal psychology, existentialism and

phenomenology, deep ecology, ecofeminism, sociobiology, and evolutionary psychology.

**Prerequisite:** ODL 2410 Natural Environments and Health, or PSY 3110 Theories of Personality, or PHI 2520 Environmental Ethics, or permission of instructor.

### **PSY 4210 Behavioral and Cognitive Neuroscience 4cr**

This course will explore the wide variety of theories and studies that have helped us to better understand conscious thought and action as well as nonconscious regulation of behavior. Specifically, we'll focus on research into the neural mechanisms of thirst and hunger, emotion, attention, learning and memory, language, and decision-making. Students will participate in a number of lab exercises and demonstrations used to investigate course concepts. Students will also engage with primary sources to examine the purpose, methods, and implications of research into the biology that underlies the human experience.

**Prerequisite:** PSY 3100 Biopsychology, PSY 3240 Sensation and Perception, or permission of instructor.

### **PSY 4250 Social Neuroscience 4cr**

Social neuroscience integrates theories and methods of social psychology and cognitive neuroscience in order to explain social and emotional behavior at three levels of analysis: social, cognitive, and neural. Students use key concepts and methods from social neuroscience to analyze findings in core areas of social psychology, including emotional appraisal, person perception, emotion regulation, stereotyping, attitudes and beliefs, social decision making, cooperation, personality, and individual differences. *Prior completion of PSY 2310 Research Methods in Social Science or its equivalent is recommended.*

**Prerequisites:** PSY 1000 Introduction to Psychology and PSY 3100 Biopsychology or permission of instructor.

### **PSY 4790 Supervised Internship in Psychology 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Students must be of junior or senior standing. Prior to registration students must obtain departmental approval of a written proposal that describes in detail the activities and educational objectives of the internship. Application materials may be obtained from Psychology faculty members.

### **PSY 4830 Capstone Proposal: Psychology 4cr**

Students in this course develop a written proposal and secure approval for their Capstone Practicum or Thesis project that is completed in the subsequent PSY 4840 Capstone Practicum: Psychology or PSY 4850 Capstone Thesis: Psychology course. *This is the first of two capstone courses required for psychology majors.*

**Prerequisites:** 1) PSY 1000 Introduction to Psychology, 2) MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence), 3) PSY 2250 Explorations in the Psychology Major, 4) PSY 2310 Research Methods in Social Science, 5) at least 8 credits of upper level psychology coursework, and 6) Junior standing or permission of instructor.

### **PSY 4840 Capstone Practicum: Psychology 4cr**

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. *This is the second of two capstone courses required for psychology majors.*

**Prerequisite:** PSY 4830 Capstone Proposal: Psychology or permission of instructor.

**PSY 4850 Capstone Thesis: Psychology 4cr**

Students in this course conduct and present their capstone research projects that were designed and approved in the PSY 4830 Capstone Proposal: Psychology. Students meet regularly with their thesis advisor and other student researchers to engage in collaborative problem solving. Students demonstrate competency in professional and research ethics, implementation of research plans, theory use, critical evaluation of research findings, and written and oral communication of their research. This course is strongly recommended for all students considering application to graduate school in psychology. This is the second of two capstone courses required for psychology majors who entered Warren Wilson College beginning Fall 2014.

**Prerequisite:** PSY 4830 Capstone Proposal: Psychology or permission of the instructor.

**PSY 4890 Independent Research in Psychology 2-16cr**

The student completes an independent research project. The project proposal must be approved in advance by a faculty sponsor and by the department chair. The thesis report must be presented before a faculty committee selected by the student and faculty sponsor.

**Prerequisite:** Department approval of a written research proposal.

**PSY 4960 Topics in Psychology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**PSY 4965 Topics in Psychology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Religious Studies (REL)

### REL 1110 Exploring Religions 4cr

Exploring Religions is a survey designed to introduce students to selected religions of the world and to the academic study of religion. This course carefully examines a wide variety of primary and secondary sources to help students understand and appreciate the diversity of ways in which human beings have asked, answered, and responded to questions of life and death, values and ethics, power and danger. This course does not aspire nor pretend to cover all religions or the entirety of any one tradition. Students learn how to employ research methods in the academic study of religion through their textual research and possibly on-site field experiences.

### REL 1210 Introduction to Interfaith Leadership 4cr

This course serves as an overview of the multiple components of interfaith leadership. Students are introduced to the development and basic principles of interfaith work, dive deeply into the theological claims that guide individual engagement with the religious other, obtain first-hand experience working and serving across lines of religious difference, and examine various critiques of this particular form of engagement with religious diversity. The course looks at various local and national examples of interfaith dialogue as well as engaging in a series of case studies.

### REL 1950 Topics in Religious Studies 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### REL 1960 Topics in Religious Studies 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### REL 2090 Introduction to Islam 4cr

This course is a historical and thematic survey of the origins and development of Islam. The primary historical period covered is the so-called "classical period" of Islam (700 - 1300 CE). Students study the life and career of Muhammad as the Prophet of Islam in the 7th century and the rise of the early Muslim community. Formation of the Islamic polity and its struggles and challenges in terms of succession, cohesion, and expansion are surveyed. Central themes in this course include traditional *hadith* (known as "The Hadith of Gabriel"), *islam* ("submission"), *iman* ("faith"), and *ihsan* ("excellence"). Exploration of these dimensions of Islam is anchored on the Qur'an - its historical, theological, intellectual, juridical, and ritual aspects - and on Islamic "mysticism" as represented in the various Sufi movements. This course also examines the enduring significance of Islam in the modern world.

### REL 2130 Religion and Environmental Justice 4cr

This course explores the ethical responsibilities of people who work to ameliorate environmental degradation as well as end oppression of human beings. Students explore the religious tenets of environmental justice movements internationally and in the United States. Course topics focus on Theravada Buddhism in Thailand, indigenous East African beliefs in Kenya, Catholic social teachings in the United States farmworkers' movement, and black liberation theology in the United States movement against toxic waste dumping in politically marginalized communities. Finally, students gain an understanding of the cultural symbols and negotiated relationships that are critical for successfully countering environmental degradation in complicated political contexts.

### REL 2380 History and Literature of Buddhism 4cr

This course introduces students to the history, fundamental doctrines, and practices of Buddhist traditions. It pays close attention to how Buddhism influenced the collective histories and personal lives of the people who identify themselves as "Buddhists" across the expanse of time and space. Readings

of translations of Sanskrit, Pali, Chinese, and Tibetan primary texts are complemented with biographies, ethnographies, and documentary films. Special attention is given to Thai, East Asian, and Tibetan Buddhism.

### **REL 2950 Topics in Religious Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **REL 2960 Topics in Religious Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **REL 3025 Study Away in Religious Studies 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **REL 3210 Religion, Peace, and Social Justice 4cr**

This advanced seminar examines key religious values and practices, sacred and classic writings, and case studies of religious leaders and cultures where religions have contributed significantly to the making and sustaining of peace. Movements include the 19th-century abolitionist movement, the 20th-century Social Gospel movement, and the movement for civil rights.

**Prerequisite:** One prior course in Religious Studies or permission of instructor.

### **REL 3950 Topics in Religious Studies 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **REL 3960 Topics in Religious Studies 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **REL 4251 Interfaith Leadership Capstone 2cr**

The purpose of this study is to reflect on Interfaith Leadership experiences, integrating previous classroom work, civic engagement and work opportunities. The emphasis is on vocational discernment and exploring ways in which students might utilize their interfaith work in their post-graduation lives. Students engage in dialogue facilitation training, the production of an interfaith education tool (podcast series, training workshops, mini-conference or something similar), and the development of a portfolio that prepares them to demonstrate what they have learned to future employers and graduate programs. Alongside these projects, we read and reflect together on the nature of Interfaith Studies as an emerging field of study and explore questions of vocation through the lenses of interfaith leaders from multiple religious and ethical traditions.



## Science Communication and Research (SCI)

### SCI 2900 Science Communication and Outreach 4cr

Understanding how to effectively communicate science and conduct impactful outreach is an increasingly important tool for all science students. In this course, students learn and practice traditional aspects of science communication, including scientific writing and presentation, but also expand into digital outreach approaches through the practice of video, photography, and podcasting. Students use each of these media in depth, creating usable products and gaining experience with outreach tools such as social media, story mapping, and other web-based resources to disseminate their products. Scientific projects highlighted include Warren Wilson College faculty and student research, aiding our community in its efforts to communicate our science to the public. **GE: Oral and Written Communication**

### SCI 3025 Study Away in Science Communication & Research 4cr

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### SCI 3900 Capstone Research Design 2cr

In this course, students begin the Natural Science Undergraduate Research Sequence. Included are lectures and activities that teach literature searching, experimental design, sampling, statistics, writing, and speaking. Students consult with faculty members, choose a research advisor, choose a research project, and develop a formal research proposal. Students also attend and critique Natural Science Undergraduate Research Presentations.

**Prerequisites:** MAT 1415 Applied Statistics I (2cr) & MAT 1416 Applied Statistics II (2cr) (Students must complete the two-course Statistics sequence) or MAT 2410 Calculus I.

### SCI 4100 Science Communication and Outreach Portfolio 1cr

Students develop a web-based portfolio for dissemination of the products they have created throughout their minor experience, including SCI 2900 Science Communication and Outreach and their 12 credits of production courses. In addition to curating their portfolio of products, students produce a written reflection on at least one scientific issue they have addressed through their minor. This paper includes a discussion of the role and importance of the scientific issue in society, the challenges with presenting the issue to the general public, and how they feel they achieved communication of the issue through their production pieces. This reflection serves as an introductory page on the student's web portfolio.

**Prerequisites:** SCI 2900 Science Communication and Outreach and declaration of minor in Science Communication.

### SCI 4870 Natural Science Capstone Research 1cr

This term course is not part of the standard, required research sequence but is designed to supplement the SCI 4880/4890 only for students whose research may extend into an additional term. Students finalize their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour. This course does not fulfill general education requirements or major requirements in the natural sciences.

**Prerequisite:** SCI 4890 Advanced Natural Science Capstone Research.

### SCI 4880 Natural Science Capstone Research 1cr

This term course (along with SCI 4890) is for students doing research for the Natural Science



Undergraduate Research Sequence. After completing SCI 3900 Capstone Research Design, students are ready to begin their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour.

**Prerequisite:** SCI 3900 Capstone Research Design.

### **SCI 4890 Advanced Natural Science Capstone Research 1cr**

In this term course, students conduct and finalize research for the Natural Science Undergraduate Research Sequence. Students work directly with a faculty research mentor to conduct research and to analyze and to interpret their data.

**Prerequisite:** SCI 4880 Natural Science Capstone Research.

### **SCI 4930 Capstone Thesis Preparation and Presentation 1cr**

Some of the most essential skills for natural scientists include the abilities to investigate, organize, and present concepts to their peers--both orally and in written format. In this course, each student presents a 15-20 minute oral presentation on his/her research project and submits a formal thesis to the College archives. Attendance at weekly student presentations throughout the term is required. The thesis is presented in a format that mirrors that of a peer-reviewed article and includes a title, abstract, introduction, methods, results, and discussion. *A completed Research and Disciplinary Discourse paper must be submitted before the end of this course. The scheduling for the seminar presentation takes place during SCI 3900 Capstone Research Design one year before the presentation.*

**Prerequisite:** SCI 4890 Advanced Natural Science Capstone Research.

## Social Work (SWK)

### SWK 1965 Topics in Social Work 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### SWK 2010 Introduction to Social Work 2cr

This course explores social work as a possible career path and as a professional means by which to affect individual and system change. Students learn about the values and ethics of the social work profession as well as the social, economic, political, historical, and cultural injustices that social work advocates to change. Through community engagement in a local social service agency and reflection on their experience, students examine their interest in the social work profession. **GE: Partially satisfies Society and Human Behavior**

### SWK 2020 Skills for Communication and Partnering 2cr

This course assists students in developing skills necessary to establish and build helping relationships. Skills covered include both verbal and non-verbal communication. Active listening and empathetic communication are emphasized. This course creates a foundation for further course work in social work practice or other disciplines that use primarily verbal communication to enhance problem solving. Through experiential learning that involves direct interaction with others and reflection on their experience, students examine their interest in the social work profession and other helping roles. **GE: Partially satisfies Society and Human Behavior**

### SWK 2030 Advocacy from the Ground Up 2cr

Students engage in project-based experiential learning as they learn how to advocate for policy change at the state level. Students develop and practice the professional skills of advocacy through independent and small group research on social welfare policy priorities identified by the North Carolina Chapter of the National Association of Social Workers. Students practice advocacy skills and travel to Raleigh to participate in Social Work Advocacy Day at the North Carolina General Assembly. There, we network with over 600 social workers from around the state to advocate legislators on issues imperative to social work practice and values and ethics. Upon return to campus, students create and disseminate outcomes of their advocacy efforts to the Warren Wilson College community and the larger community.

### SWK 2100 Resist. Reform. Revolt: History of Social Welfare 4cr

This course explores the history and development of the social work profession and social welfare systems in the US within a contemporary global context. Emphasis is placed on the historical roots of societal values and beliefs that have influenced the development of social welfare policies and programs. This course also includes an examination of contemporary social welfare policies and programs and an introduction to policy analysis. Through 25 hours of community engagement, students are exposed to current, local policy issues, and they reflect on the role of policy practice in generalist social work. **GE: Oral and Written Communication, Society and Human Behavior**

### SWK 2250 The Art of Art Therapy 4cr

In this course students learn about the history and development of art therapy, theories grounding the practice and the integration of modalities in helping professions. Students actively develop skills and techniques used in art therapy with individuals, groups, and communities. Students gain hands-on experience by engaging in service learning. *Cross-listed with EAT 2250 The Art of Art Therapy.*

### SWK 2952 Topics in Social Work 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **SWK 2965 Topics in Social Work 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **SWK 3025 Study Away in Social Work 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **SWK 3050 Human Behavior in the Social Environment I: The Life Course 4cr**

This course explores human development across the life course with emphasis on the biological, psychological, social, cultural, and spiritual dimensions. Students study the concept of generalist social work from an ecological systems perspective that emphasizes the intersecting dynamics of humans with their environments. Consideration is given to the impact of human diversity, discrimination and oppression on the individual's ability to reach or maintain optimal health and well being across the life course. Students complete 25 hours of community engagement in which they explore life-course issues and reflect on a multigenerational perspective.

**Prerequisites:** BIO 1090 Human Biology and either PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology or permission of instructor.

### **SWK 3060 Human Behavior in the Social Environment II: Social Contexts 4cr**

This course is an exploration of social work from an ecological and social systems perspective to understand family, group, organization, and community systems. As a class group, students complete 15 hours of community engagement at a local human services agency. Special attention is given to the impact of human diversity, discrimination, and oppression in the contexts of families, groups, organizations, and community on individuals' and systems' abilities to reach or maintain optimal health, well being, functioning, and change.

**Corequisite:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families or permission of instructor.

### **SWK 3200 Engaging the Change Process: Social Work Practice With Individuals and Families 4cr**

This course focuses on the development of social work values, knowledge and skills in generalist social work practice with individuals and families. An ecological systems perspective is used to explore issues of diversity, discrimination, oppression and privilege in relation to assessment, problem-solving, intervention and evaluation in practice. Through 25 hours of community engagement in which they work closely with individuals, families and/or small groups, students identify and reflect on their strengths and challenge areas in relation to interpersonal, micro practice skills, knowledge and values.

**Corequisite:** SWK 3060 Human Behavior in the Social Environment II: Social Contexts.

**Prerequisites:** Formal declaration of the Social Work major, junior standing; and SWK 2010 Introduction to Social Work, SWK 2020 Skills for Communication and Partnering, SWK 2100 Resist. Reform. Revolt: History of Social Welfare, SWK 3050 Human Behavior in the Social Environment I: The Life Course.

### **SWK 3952 Topics in Social Work 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**SWK 3965 Topics in Social Work 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**SWK 4100 Policy Advocacy for Social Change 4cr**

This course continues the exploration of social work knowledge and skills initiated in SWK 2100 Resist. Reform. Revolt: History of Social Welfare regarding social welfare policies and services. Students learn to analyze current social policy within the context of historical and contemporary factors that shape policy. Content is presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice. Contemporary social welfare programs and policies in the US are examined in a global context.

**Prerequisites:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing.

**SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities 4cr**

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change). Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice.

**Prerequisites:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing, or permission of the instructor.

**SWK 4250 Orientation to Field Education 2cr**

This course prepares students for the block field education placement. Students review knowledge, skills, and social work values related to generalist social work practice in a field agency setting. Students develop a professional portfolio that includes a resume, reference letters, and examples of written work, as well as a comprehensive reflection of how their education through liberal arts and applied learning has contributed to their knowledge and skills in the practice of social work. Students apply for, interview, and establish an internship arrangement for the following semester. In preparation for their internship, students complete 12 hours of pre-service orienting and acclimating to their field placement agency.

**Prerequisites:** SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing.

**SWK 4300 Field Education 12cr**

This is the social work field education practicum in which students intern four days per week in a social service agency. Professional social workers provide students supervision. Students perform a range of practice functions appropriate to beginning generalist social work practice such as intake, assessment, advocacy, case management, research, and education, as well as policy and program development and implementation. This course is PEG 3.

**Corequisite:** SWK 4350 Field Education Seminar.

**Prerequisites:** SWK 4250 Orientation to Field Education and formal admission to Field Education (see Field Education Manual).

**SWK 4350 Field Education Seminar 4cr**

This seminar is taken concurrently with SWK 4300 Field Education. This course allows students to integrate their academic preparation with their professional field experience. Students demonstrate professional competency in beginning level generalist social work through written and oral presentations that highlight skills, knowledge, and values necessary for micro, mezzo, and macro practice. Students engage in group discussions related to the field practicum experience including topics such as practice and ethical considerations, race, class, environment, gender, age, cultural competency, sexual orientation, research, policy, and problem-solving.

**Corequisite:** SWK 4300 Field Education.

**SWK 4952 Topics in Social Work 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**SWK 4965 Topics in Social Work 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Sociology (SOC)

### **SOC 1000 Introduction to Sociology 4cr**

This course provides an introduction to the basic principles and procedures of sociology. Topics range from the micro-level analysis of everyday life (why don't we bump into each other when we cross the street?) to the macro-level analysis of inequality (will the poor always be with us?). Major topics include culture, socialization, deviance, and stratification both from local and global contexts. **GE: Society and Human Behavior**

### **SOC 1030 Introduction to Gender and Women's Studies 4cr**

This course focuses on critical examination and understanding of the social construction of gender. Students explore a range of gendered experiences, including gender socialization, body image, reproductive rights, gender and work, and gendered violence, as well as how these differ by race, class, and sexuality. The course examines theoretical frameworks and methodological approaches to the critical examination of women's realities. This course provides a foundation for further courses in the Gender and Women's Studies major or minor. **GE: Society and Human Behavior**

### **SOC 1100 Introduction to Africana Studies 4cr**

The Introduction to Africana Studies course explores the history, field, and function of the discipline of Africana Studies, including engagement of sources detailing student organizations, nomenclature, debates over whether it is multidisciplinary, interdisciplinary, or transdisciplinary; its major figures, ideas, personalities, theories, governing bodies, and a foray into its impact on contemporary culture and academic inquiry. The course is a mode of inquiry on how to engage the study of the African(a) world, a survey of best practices. **GE: Society and Human Behavior**

### **SOC 1950 Topics in Sociology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **SOC 1951 Topics in Sociology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **SOC 2110 The Family 4cr**

This course is a comparative study of the family as a social institution and as the most intimate environment of interpersonal relations. Students explore both theoretical perspectives and applied analytical approaches toward families in local and global environments. The main themes covered are diversity, change, and problems faced by the family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. This is a Service Learning course that requires students to engage in an in-depth service experience connected to issues addressed in the course. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.*

### **SOC 2510 Societies in Southeast Asia 4cr**

This course is designed as an interdisciplinary introduction to the societies and cultures of Southeast Asia. Students explore regional patterns, diversity, and uniquely local features of the societies. Through this course, students acquire a sense of the geography and history of the region while exploring some local social, cultural, political, religious, and economic issues. Through readings and assignments, students are exposed to and understand various problems in the region such as ethnic conflicts and regional tensions as well as the natural and cultural wealth of Southeast Asian societies. *Satisfies requirement for the Sociology Concentration.* **GE: Society and Human Behavior**



**SOC 2575 Critical Race Theory 4cr**

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation.

*Cross-listed with PHI 2575 Critical Race Theory. GE: Humanities - Philosophical Inquiry*

**SOC 2710 Environmental Sociology 4cr**

This course focuses on the interrelationship between natural and social environments. Although the course covers a broad range of issues, emphasis will be given to the development of environmental sociology; various perspectives in environmental sociology; environment and culture; environmental justice; the interrelationship of ideology, materialism, and the environment; global environmental issues; and environmental activism. *Satisfies requirement for the Sociology Concentration. GE: Society and Human Behavior*

**Prerequisite:** Sophomore standing or permission of instructor.

**SOC 2790 Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisite:** Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

**SOC 2950 Topics in Sociology 2cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**SOC 2951 Topics in Sociology 4cr**

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

**SOC 3012 Women of Color and Feminism 4cr**

This course analyzes social inequality and offers critiques of dominant Western feminist thought as it relates to women of color. Students learn the diversity of experiences among women of color in a national or local context by reading interdisciplinary works ranging from autobiographies and activist discourse to academic treatises. Through an intersectional framework, special attention is given to the diversity of knowledge among Black, Indigenous, Latinx, Asian American and other women of color. Students discuss how people who identify as women work to decolonize and democratize feminist practices. Topics covered include resistance and resilience; gender racism; sexual oppression; violence; stigmas and stereotypes; capitalism; reproductive rights; homophobia; and critiques of white feminism.

**SOC 3025 Study Away in Social Work 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*



### **SOC 3100 Media and Social Inequality 4cr**

This course allows students to examine the development of mass media and to examine data pertaining to the way in which different media operate. Students explore patterns of media ownership, including trends toward consolidation and conglomeration, and discuss ways in which these patterns may shape media content. In addition, course readings and discussions examine regulation of media, the influences of politics on media and of media on politics, media and violence, and the role of mass media in reflecting and/or shaping social inequality--particularly regarding race, class, gender, and sexual orientation. Students discuss tools and strategies for critical analysis of media and active responses to media. *Satisfies requirement for the Sociology Concentration and/or Gender and Women's Studies Concentrations.*

**Prerequisite:** SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, or SOC 1030 Introduction to Gender and Women's Studies.

### **SOC 3120 Disaster and Society 4cr**

This course addresses the intersection of disaster and social inequality in local and global contexts. Disaster is perceived as a social process impacting different segments of societies unevenly depending on their positions in social stratification. Using sociological perspectives and other perspectives in social sciences, this course provides a critical analysis of how various groups of people are differentially at risk before, during, and after disaster. The main focus of this course is on natural induced disasters such as hurricane, earthquake, tsunami, and flood and how these disasters intersect with social, cultural, and political factors. *Satisfies requirement for the Sociology Concentration.*

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or permission of instructor.

### **SOC 3170 Social Theory 4cr**

This course presents a history of the great adventure of social theory through the close study of the original writings of many of the most influential sociologists and anthropologists, from the mid-19th century to the present. The seminar explores the ways in which different paradigms have addressed the big issues concerned with understanding the human experience: power, social and cultural change, gender and other forms of identity, the relationship between agency and structure, the relationship between culture, society, and the environment and forms of subsistence, and the nature of our emerging global society. *This course is offered every fall, and Sociology and Anthropology majors are urged to take it during their junior years, but may take it their senior year, if necessary.*

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior standing, or permission of instructor.

### **SOC 3240 Difference and Inequality 4cr**

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The course employs the concept of social location to explore ways in which socioeconomic class, gender, race, sexuality, and disability affect life chances and life outcomes. The course considers how systems of social inequality are maintained, reproduced, resisted, and changed. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.*

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC 1030 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC 3250 Gender, Development, and the Environment 4cr**

This course examines the changes in gender relations and the lives of women in the global South as effected by the development process and their incorporation into global economic and political systems. Special focus is given to the interconnection of gender issues, development, and environmental problems in postcolonial societies or the Global South. Students learn how the history of colonization,

and local as well as global inequalities, affect gender relations and environmental conditions in various countries and how development programs and policies may alter the position of women and gender relations. The course also addresses the agency of postcolonial societies to decolonize development and gender relations. *Satisfies requirement for the Sociology and/or Gender and Women's Studies Concentrations.*

**Prerequisite:** SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC 1030 Introduction to Gender and Women's Studies, or permission of instructor.

### **SOC 3950 Topics in Sociology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **SOC 3951 Topics in Sociology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **SOC 4020 Sociology/Anthropology Research Craft 4cr**

This course covers research methods specific to both sociology and anthropology through directed readings, lectures, and projects designed to prepare students for the applied research undertaken in SOC 4100 Directed Research in Sociology/Anthropology. Focus is on survey and field research, field notes, methods of ethnographic documenting, in-depth interviewing, content analysis, and questionnaire development. *Students are required to have their research proposals approved by the Social Sciences Institutional Review Board by the end of the semester. This course is offered every fall semester.*

**Prerequisites:** SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior or senior standing, or permission of instructor.

### **SOC 4100 Directed Research in Sociology/Anthropology 4cr**

In this course, students are engaged in applied research, write their theses and present their theses to the public. Students' work could be used in the following ways: by agencies in planning or policy development; in articles published for educational purposes; and for cultural documentation for museums, historical associations, communities and/or ethnic groups. *Students are required to have their research proposal completed and approved by the Social Sciences Institutional Review Board before starting this course. This course is offered every Spring semester.*

**Prerequisites:** SOC 4020 Sociology/Anthropology Research Craft and approval of research proposal by the Institutional Review Board.

### **SOC 4790 Supervised Internship 1-16cr**

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

**Prerequisites:** Junior or senior standing. Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

### **SOC 4950 Topics in Sociology 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **SOC 4951 Topics in Sociology 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

## Theatre (THR)

### THR 1010 Performance/Production Practicum I 1-2cr

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. **GE:**

**Partially satisfies Artistic Expression, Oral and Written Communication**

**Prerequisite:** Permission of Artistic Director of the Warren Wilson College Theatre.

### THR 1130 Technical Theatre 4cr

An introduction to several aspects of backstage work, this course includes set construction, working from scale drawings, scene painting techniques, prop construction, stage lighting, and stage sound equipment. Students learn how to safely use construction tools, lighting equipment, and stage rigging. Class work is divided between lecture, discussion, and hands-on demonstrations and projects. **GE:**

**Artistic Expression**

### THR 1170 Acting I 4cr

This course introduces techniques and games applicable to acting for the stage and is appropriate for students with varying degrees of theatre experience, including none at all. Daily physical and vocal exercises, exercises in concentration/focus, observation, imitation, and representation comprise the bulk of classroom instruction. In order to intelligently and authentically perform contemporary theatrical texts, students are also required to participate fully in classroom discussions, spend time rehearsing together outside of class, read and analyze scripts, and write short reflection and research papers. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances may be required. **GE:**

**Artistic Expression, Oral and Written Communication**

### THR 1400-1500 Topics in Dance 2cr

These courses teach basic concepts in various dance techniques. The styles change each term. Offerings may include: Ballet, Tap, Jazz, Hip Hop, African, Burlesque, and Salsa, among others. *May be repeated up to three times for a maximum of 8 credits.* **GE: Partially satisfies Artistic Expression**

### THR 1970 Topics in Theatre 2cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### THR 1980 Topics in Theatre 4cr

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### THR 2010 Performance/Production Practicum II 1-2cr

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. **GE:**

**Partially satisfies Artistic Expression, Oral and Written Communication**

**Prerequisites:** THR 1010 Performance/Production Practicum I and permission of Artistic Director of the

Warren Wilson College Theatre.

### **THR 2030 Voice and Speech 4cr**

Speaking with expression, clarity, and vocal freedom is a vital skill for actors and others. In this course, students employ daily practice to learn new possibilities for the use of their voices, as well as expanding their interpretive and expressive abilities. Students are given individual attention as they learn techniques to interpret text for speaking, to improve the muscularity of their articulators, and to free their breathing through methods meant to improve spontaneity and richness of vocal tone; therefore, this course involves regular physical exercises in breathing and stretching. Students are required to see performances presented both on campus and off and write papers detailing and reflecting the vocal aspects of these performances. **GE: Artistic Expression, Oral and Written Communication**

### **THR 2440 Improvisation for the Actor 2cr**

The ability to identify and act on impulses is central to acting and many other activities. This course teaches students to access their innate abilities to create spontaneously, and, in the process, to build self-confidence and collaborative skills. Activities include theatre games, movement exercises, storytelling exercises, and mask work. Because the work can lead in a number of directions (such as explorations of personality, social status, role-playing, character, and the use of improvisation as a rehearsal tool), the specific content of the course may change from year to year.

### **THR 2970 Topics in Theatre 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **THR 2980 Topics in Theatre 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **THR 3010 Performance/Production Practicum III 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. **GE: Partially satisfies Artistic Expression, Oral and Written Communication**

**Prerequisites:** THR 2010 Performance/Production Practicum II and permission of Artistic Director of the Warren Wilson College Theatre.

### **THR 3025 Study Away in Theatre 4cr**

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to two times for a maximum of 12 credits.*

### **THR 3040 Acting II 4cr**

The purpose of this course is to give students with some background in actor training an opportunity to deepen and broaden the various techniques that enable an actor to perform with commitment,

sensitivity, honesty, and courage, and to collaborate successfully with others. Therefore, the course involves individual attention as well as deep collaboration. Students also expand the ability to analyze, perform, and critique contemporary plays, and should emerge from the class with a better knowledge of contemporary drama, both comic and dramatic. Students gain skill in building characters, expand ability to recognize dramatic action, increase skill and confidence in putting that action visibly on the stage, and work collaboratively with other members of the ensemble. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** THR 1170 Acting I or permission of instructor.

### **THR 3410 Shakespeare in Performance 4cr**

This course combines classical acting theory and practice with close study of Shakespearean texts. There is special emphasis on vocal and text preparation methods. Projects include the presentation of an ample selection of scenes, monologues, and sonnets. Students read and discuss several Shakespearean plays, considering Elizabethan context, as well as learn proper pronunciation of Shakespearean vocabulary. Students are required to memorize and perform these texts in both solo and ensemble situations. When possible, the class culminates in a public performance. Attending some live performance events in the community and writing papers detailing and reflecting on these performances is required. *May be repeated one time for a maximum of 8 credits.*

**Prerequisite:** THR 1170 Acting I or permission of instructor.

### **THR 3970 Topics in Theatre 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

### **THR 3980 Topics in Theatre 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*

### **THR 4010 Performance/Production Practicum IV 1-2cr**

This course allows students to earn credit for participating in a theatre project directed or supervised by a member of the Theatre Department faculty. Students' involvement might be as an actor, playwright, designer, stage manager, running crew or other technician, publicist, box office manager or staff, or in another approved manner. The Department strives to offer opportunities to work on productions in a wide variety of styles and genres. In addition to fulfilling production duties, Practicum students write a critical reflection on the production experience in light of their previous experience and future goals. **GE:**

**Partially satisfies Artistic Expression, Oral and Written Communication**

**Prerequisites:** THR 3010 Performance/Production Practicum III and permission of Artistic Director of the Warren Wilson College Theatre.

### **THR 4890 Senior Project 4cr**

In this course, Theatre/English majors elect to undertake a project of substantial scope and challenge. Senior Projects in performance, directing, design and production are given departmental resources and public performances. Students may choose to undertake a project in dramaturgical or performance studies research, or creative writing for the theatre. All projects require a written comprehensive self-evaluation and analysis. *Students must submit a formal Senior Project Proposal in February in their junior year. Approved Senior Projects will be coordinated with other department productions, and seniors may be required to combine projects. Students should also plan to enroll in an Independent Study in the fall of senior year to prepare for spring project work.*

**Prerequisites:** Expected successful completion of the requirements for the Theatre/English major, a grade average of B or better in all Theatre courses, and permission of Artistic Director of the Warren Wilson College Theatre.

**THR 4970 Topics in Theatre 2cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to three times for a maximum of 8 credits.*

**THR 4980 Topics in Theatre 4cr**

Topics courses are 2 or 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to two times for a maximum of 12 credits.*