THE UNDERGRADUATE SCHOOLS

# WAKE FOREST UNIVERSITY

BULLETIN OF

## Wake Forest College and the School of Business of Wake Forest University

Announcements for 2025-2026

New Series
June 2025
Volume 125, Number 3

# THE UNDERGRADUATE SCHOOLS

## Wake Forest College

*and the School of Business of Wake Forest University*

ANNOUNCEMENTS FOR 2025-2026

www.wfu.edu

The course offerings and requirements are continually under examination, and revisions are expected.
This Bulletin presents the offerings and requirements in effect at the time of publication
and in no way guarantees that the offerings and requirements will remain the same.
Every effort is made to provide advance information of any changes.

# TABLE OF CONTENTS


Home ..... 5
The University ..... 6
University Mission and Purpose ..... 7
Accreditation ..... 9
Degrees and Certificates Offered ..... 10
Buildings and Grounds ..... 12
Enrollment ..... 14
University Policies ..... 15
Family Educational Rights and Privacy Act ..... 15
Intellectual Property and Copyright Policies ..... 16
Non-Discrimination Statement ..... 16
Policy on Sexual Harassment ..... 17
State Authorization Reciprocity Agreements (SARA) ..... 17
Student Code of Conduct ..... 17
Summary of Computing Rights and Responsibilities ..... 31
University Services ..... 32
Global Affairs ..... 32
Center for Global Programs & Studies (GPS) ..... 32
Center for Immigration Services & Support (ISS) ..... 32
Center for Research on Abroad and International Student Engagement (RAISE) ..... 32
Information Systems ..... 33
Libraries ..... 34
Student Health and Wellbeing ..... 35
Campus Recreation ..... 35
CARE Team ..... 35
Center for Learning, Access, and Student Success ..... 36
Chaplain's Office and Religious Life ..... 36
Deacon Health ..... 36
Office of Wellbeing ..... 37
University Counseling Center ..... 37
Transportation and Parking Services ..... 37
University Police and Safety Services ..... 38
Governing and Advisory Boards ..... 39
The Administration ..... 41
Undergraduate ..... 55
Wake Forest College ..... 55
Honor System ..... 55
Rights and Responsibilities: Code of Conduct ..... 55
Undergraduate Honor Code ..... 55
Student Complaints ..... 56
Academic Calendar ..... 56
Procedures ..... 57
Admission ..... 57
Tuition and Fees ..... 58
Refunds ..... 59
Housing ..... 62
Advising and Registration ..... 63
Examinations and Grading ..... 65
Enrollment Policies and Procedures ..... 66
Transfer Credit ..... 68
Financial Aid ..... 69
Special Programs ..... 70
Center for Global Programs and Studies ..... 71
Study Abroad in Affiliate Programs ..... 71
Study Abroad/Away in Wake Forest Programs ..... 72
Requirements for Degrees ..... 73
Majors and Minors ..... 76
Departments/Programs ..... 78
African American Studies (AAS) ..... 78
African American Studies, B.A. ..... 80
African American Studies, Minor ..... 81
Academic Community Engagement (ACE) ..... 82
African Studies (AFS) ..... 84
African Studies, Minor ..... 84
American Ethnic Studies (AES) ..... 85
American Ethnic Studies, Minor ..... 86
Anthropology (ANT) ..... 87
Anthropology, B.A. ..... 90
Anthropology, Minor ..... 90
Art (ART) ..... 91
Art History, B.A. ..... 96
Studio Art, B.A. ..... 97
Art History, Minor ..... 99
Studio Art, Minor ..... 100
Biochemistry and Molecular Biology (BMB) ..... 102
Biochemistry and Molecular Biology, B.S. ..... 103
Bioethics, Humanities and Medicine (BHM) ..... 104
Bioethics, Humanities and Medicine, Minor ..... 105
Biology (BIO) ..... 106
Biology, B.A. ..... 111
Biology, B.S. ..... 112

Biology, Minor ... 113
Chemistry (CHM) ... 113
Chemistry, B.A. ... 115
Chemistry, B.S. ... 116
Chemistry with Concentration in Biochemistry, B.S. ... 117
Chemistry with Concentration in Materials Chemistry, B.S. ... 118
Chemistry with Concentration in Medicinal Chemistry and Drug Discovery, B.S. ... 119
Chemistry, Minor ... 121
Classics (CLA) ... 121
Classical Languages, B.A. ... 123
Classical Studies, BA ... 123
Greek, B.A. ... 124
Latin, B.A. ... 124
Classical Studies, Minor ... 124
Greek, Minor ... 124
Latin, Minor ... 124
Communication (COM) ... 124
Communication, B.A. ... 129
Communication, Minor ... 131
Critical and Creative Media, B.A. ... 132
Marketing Communication, Minor ... 132
Computer Science (CSC) ... 133
Computer Science, B.A. ... 136
Computer Science, B.S. ... 136
Computer Science, Minor ... 137
Contemporary Global Studies (CGS) ... 137
Contemporary Global Studies, Minor ... 138
Counseling (CNS) ... 140
Health and Human Services, Minor ... 141
Cultural Heritage and Preservation Studies (CHP) ... 141
Cultural Heritage & Preservation Studies, Minor ... 142
East Asian Languages and Cultures (EAL) ... 143
Chinese Language and Culture, B.A. ... 145
Japanese Language and Culture, B.A. ... 146
Chinese Language and Culture, Minor ... 147
Japanese Language and Culture, Minor ... 147
Certificate in Chinese for the Global Workplace ... 147
Certificate in Japanese for the Global Workplace ... 147
East Asian Studies (EAS) ... 147
East Asian Studies, Minor ... 148
Economics (ECN) ... 149
Economics, B.A. ... 152
Economics, B.S. ... 152
Economics, Minor ... 152
Certificate in Actuarial Science ... 153
Education (EDU) ... 153
Elementary Education, B.A. ... 157
Schools, Education, and Society, Minor ... 158
Secondary Education, Minor ... 158
Engineering (EGR) ... 159
Engineering, B.S. ... 163
Engineering, Minor ... 166
English (ENG) ... 167
English, B.A. ... 172
Creative Writing, Minor ... 172
English, Minor ... 172
Writing, Minor ... 173
Entrepreneurship (ENT) ... 173
Entrepreneurship, Minor ... 175
Environment and Sustainability Studies Program (ENV) ... 177
Environment and Sustainability Studies, BA ... 179
Environmental Science, BA ... 180
Environmental Science, Minor ... 182
Environmental Studies, Minor ... 182
Film and Media Studies (FLM) ... 184
Film and Media Studies, Minor ... 185
French Studies (FRH) ... 186
French Studies, B.A. ... 188
French Studies, Minor ... 188
French for Business, Concentration ... 189
German and Russian (GER/RUS) ... 189
German Studies, B.A. ... 193
German, B.A. ... 193
Russian, B.A. ... 193
German Studies, Minor ... 193
German, Minor ... 194
Russian, Minor ... 194
Global Trade and Commerce Studies (GTCS) ... 194
Global Trade and Commerce Studies, Minor ... 194
Health and Exercise Science (HES) ... 195
Health and Exercise Science, B.S. ... 197
Health Policy and Administration (HPA) ... 198

Health Policy and Administration, Minor ..... 199
History (HST) ..... 199
History, B.A. ..... 207
History, Minor ..... 208
Interdisciplinary Honors (HON) ..... 208
Interdisciplinary Humanities (HMN) ..... 210
Interdisciplinary Humanities, Minor ..... 212
Interdisciplinary Major (IND) ..... 212
Interdisciplinary Studies, B.A. ..... 212
Interdisciplinary Studies, B.S. ..... 213
Italian Studies (ITA) ..... 213
Italian Language and Culture, Minor ..... 215
Italian Studies ..... 215
Study Abroad Programs in Italian ..... 216
Casa Artom Program ..... 216
Sorrento Program ..... 216
Jewish Studies ..... 216
Jewish Studies, Minor ..... 216
Journalism (JOU) ..... 217
Journalism, Minor ..... 218
Latin-American and Latino Studies (LAS) ..... 219
Latin-American and Latino Studies, Minor ..... 220
Linguistics (LIN) ..... 222
Linguistics, Minor ..... 223
Mathematics (MTH) ..... 224
Applied Mathematics, B.S. ..... 227
Mathematics, B.A. ..... 227
Mathematics, B.S. ..... 228
Mathematics, Minor ..... 228
Medieval and Early Modern Studies ..... 228
Medieval and Early Modern Studies, Minor ..... 229
Middle East and South Asia Studies ..... 229
Arabic, Minor ..... 231
Middle East and South Asia Studies, Minor ..... 231
Military Science (MIL) ..... 233
Music (MSC) ..... 236
Music, B.A. ..... 239
Music, Minor ..... 240
Neuroscience (NEU) ..... 240
Neuroscience, Minor ..... 241
Philosophy (PHI) ..... 241
Philosophy, B.A. ..... 244
Philosophy, Minor ..... 245
Physics (PHY) ..... 245
Biophysics, B.S. ..... 248
Physics, B.A. ..... 249
Physics, B.S. ..... 250
Physics, Minor ..... 251
Politics and International Affairs (POL) ..... 252
Politics and International Affairs, B.A. ..... 256
Politics and International Affairs, Minor ..... 258
Psychology (PSY) ..... 258
Psychology, B.A. ..... 260
Psychology, Minor ..... 261
Religions, Study of (REL) ..... 262
Religious Studies, B.A. ..... 267
Religious Studies, Minor ..... 268
Russian and East European Studies (REE) ..... 269
Russian and East European Studies, Minor ..... 269
Self-Instructional Languages (SIL) ..... 270
Sociology (SOC) ..... 270
Sociology, B.A. ..... 273
Sociology, Minor ..... 275
Spanish (SPA) ..... 275
Spanish, B.A. ..... 280
Spanish, Minor ..... 281
Spanish Studies ..... 281
Spanish for Business, Concentration ..... 282
Spanish for Health Professions, Concentration ..... 282
Spanish Interpreting, Concentration ..... 282
Spanish Translation/Localization, Concentration ..... 282
Summer Programs and Study Abroad ..... 282
Intensive Summer Language Institute (ISLI) ..... 282
Salamanca 212 Program ..... 282
Chile Immersion Program ..... 283
Cuba Program ..... 283
Salamanca Immersion Program ..... 283
Salamanca Internship Program ..... 283
Statistical Sciences (STA) ..... 284
Applied Statistics, B.S. ..... 285
Certificate in Actuarial Science ..... 286
Decision Analytics, B.S. ..... 286
Statistics, B.A. ..... 287
Statistics, B.S. ..... 287

Statistics, Minor ..... 287
Theatre and Dance (THE/DCE) ..... 288
Theatre, B.A. ..... 292
Dance, Minor ..... 292
Theatre, Minor ..... 293
Women's, Gender, and Sexuality Studies (WGS) ..... 293
Women's, Gender, and Sexuality Studies, B.A. ..... 296
Women's, Gender, and Sexuality Studies, Minor ..... 297
Other Courses ..... 298
Wake Forest University School of Business ..... 299
Accreditation ..... 300
Programs and Majors ..... 300
Accountancy, B.S. ..... 307
Business and Enterprise Management, B.S. ..... 308
Decision Analytics, B.S. ..... 308
Finance, B.S. ..... 309
Accountancy, Minor ..... 310
Certificate in Actuarial Science ..... 310
Undergraduate Business Program Admission ..... 310
MSA Program Admission ..... 310
Transfer of Credit from Other Schools ..... 311
Requirements for Continuation ..... 311
Requirements for Graduation ..... 311
Beta Gamma Sigma, National Honor Society ..... 311
Wake Forest College Faculty ..... 311
School of Business Faculty ..... 330
Emeriti ..... 333
Index ..... 340

# HOME

The 2025-2026 Bulletin provides course descriptions and curricular requirements effective Fall 2025 as well as current information and policies for undergraduates in Wake Forest College and the School of Business and for graduate students in the Graduate School of Arts and Sciences, School of Divinity, and School of Professional Studies.

# THE UNIVERSITY

Wake Forest University is characterized by its commitment to the liberal arts and professional education, its strong sense of community and engagement in society, and its encouragement of advancing the spirit of *Pro Humanitate.* Translated as "for humanity," *Pro Humanitate* calls upon the entire University community to engage in the fundamental questions about what it means to be human.

As an institution which respects free inquiry and expression, the University is known for upholding the teacher-scholar ideal; expecting exceptional teaching and outstanding research, scholarship and creativity; and promoting faculty interaction with students both in and out of the classroom that nurtures their intellectual and personal development.

Wake Forest University also welcomes the challenges of cultural diversity and pluralism in all their forms and is committed to addressing these challenges through the cultivation of diverse learning communities that reflect the world in which students and faculty live, work and lead.

**Background**

In 1834, Wake Forest Manual Labor Institute was founded by the Baptist State Convention of North Carolina. Re-chartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894 and was followed by a two-year medical school in 1902. Wake Forest was a college for men until World War II, when women were admitted for the first time. In 1941, the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine.

In 1946, the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem, 100 miles to the west. Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus, and building funds were received from many sources. From 1952 to 1956, the first 14 buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or “old” campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a university in 1967.

The Charles H. Babcock School of Business Administration, first established in 1948, admitted its first graduate students in 1971. In 1972, the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980, the Department of Business and Accountancy was reconstituted as the Wayne Calloway School of Business and Accountancy. In 2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business, and in 2013, the name was changed to the Wake Forest University School of Business.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on the Reynolda Campus, the Brookstown campus and the Wake Downtown campus.

In 1997, the medical school was renamed the Wake Forest University School of Medicine. The University in 2001 created a subsidiary entity, Wake Forest University Health Sciences, which operates the Medical School and is governed by a board of directors that includes in its membership University trustees and the Wake Forest University president. In 2016, the School of Medicine moved its medical education programs to Innovation Quarter in downtown Winston-Salem. n 2020, a health system integration arrangement was entered into with Charlotte-based Atrium Health, Inc. and plans were announced to add a second Medical School campus in Charlotte, which will welcome its first students in 2025. In 2022, Advocate Aurora Health, located in Chicago, Illinois and Milwaukee, Wisconsin, and Atrium Health announced their formal combination creating Advocate Health, which focuses on best meeting patients’ needs by redefining how, when and where care is delivered. The Wake Forest School of Medicine is the academic core of this combined healthcare system.

The School of Divinity was established in 1999 and is located on the Reynolda Campus, and the School of Professional Studies was started in 2021 in Charlotte.

**Governance**

University governance is by an independent Board of Trustees; there are advisory boards of visitors for Wake Forest College, each professional school and Z. Smith Reynolds Library.

**Campuses**

The College, the School of Business, the School of Law, the Graduate School and the School of Divinity are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is located in Innovation Quarter, four miles from the Reynolda Campus, in downtown Winston-Salem. The Brookstown Campus, also located in downtown Winston-Salem, houses select Graduate School programs. The Wake Forest University Charlotte Center is home to select graduate business programs and the newly-formed School of Professional Studies, established in 2021. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, in Wake Washington on Dupont Circle in Washington, D.C., and in several other places around the world.

**Academic Offerings**

The College offers courses in more than 40 fields of study leading to the baccalaureate degree.

The School of Divinity offers the doctor of ministry, master of divinity, and master of arts in religion degrees and joint degree programs in law, education, counseling and sustainability in conjunction with other divisions of the University.

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, decision analytics (offered jointly with the Department of Statistical Sciences), and finance; and four graduate degree programs: master of science in accountancy (MSA), master of science in management (MSM), master of business administration (MBA), and master of science in business analytics (MSBA).

The School of Law offers the juris doctor, doctor of juridical science degree (SJD), master of studies in law degree (MSL), and master of laws

in American law degrees. The school also offers joint JD programs with the School of Business, the School of Divinity and the Graduate School.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the School of Business offer a joint MD/MBA program.

The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry and physics. The Graduate School also offers an MFA in documentary film and dual degree programs with the School of Medicine and the School of Business. Additionally, the school also offers joint degree programs with the School of Law and the School of Divinity.

As the newest school at Wake Forest, the School of Professional Studies provides graduate degree and non-degree programs, including certificates and other credentials, focused on supporting today's working professionals with the skills and knowledge to take their careers to the next level. It also offers custom educational programs to corporate partners to support talent development needs.

**Equity in Athletics**

The Higher Education Act requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual report to any student who requests one. Please contact the Athletic Department to request a copy of this document.

# University Mission and Purpose

## Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, the School of Business, the School of Divinity, and the School of Professional Studies. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, it is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to "educate together" persons of both sexes and from a wide range of backgrounds--racial, ethnic, religious, geographical, socio-economic and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

## History and Development

Since 1834, Wake Forest has been an institution dedicated to providing a quality education to young people interested in using their knowledge and talents to better the world around them. Characterized by exceptional teaching, outstanding research and scholarship, and meaningful connection with one another, a Wake Forest education is designed to help

develop leaders of character intent on working and living in the spirit of Pro Humanitate (for humanity).

The brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed. For more information and a detailed timeline illuminating Wake Forest's history, please visit WFU Timeline (https://zsr.wfu.edu/special/collections/archives/wfu-timeline/#event-college-building-construction).

## Chronological History of Wake Forest University

| Year | Event |
|---|---|
| 1834 | Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. **Samuel Wait, president** |
| 1838 | Named Wake Forest College |
| 1845 | **William Hooper, president** |
| 1849 | **John Brown White, president** |
| 1854 | **Washington Manly Wingate, president** |
| 1879 | **Thomas Henderson Pritchard, president** |
| 1884 | **Charles Elisha Taylor, president** |
| 1894 | School of Law established |
| 1902 | Two-year School of Medicine established |
| 1905 | **William Louis Poteat, president** |
| 1921 | First summer session |
| 1927 | **Francis Pendleton Gaines, president** |
| 1930 | **Thurman D. Kitchin, president** |
| 1941 | Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital |
| 1942 | Women admitted as undergraduate students |
| 1950 | **Harold Wayland Tribble, president** |
| 1953 | Wake Forest becomes a founding member of the Atlantic Coast Conference |
| 1956 | Move to Winston-Salem, 100 miles west, in response to an endowment from the Z. Smith Reynolds Foundation. No American college has picked up roots as deep and moved them so far. |
| 1961 | Graduate School of Arts and Sciences established |
| 1962 | First major private university in the South to integrate with the enrollment of Edward Reynolds |
| 1967 | **James Ralph Scales, president** |
| 1967 | Change of name to Wake Forest University |
| 1969 | Charles H. Babcock Graduate School of Management established |
| 1974 | Purchased Casa Artom in Venice to serve as an academic international house for students |
| 1977 | Purchased Worrell House in London to serve as an academic international house for students |
| 1983 | **Thomas K. Hearn Jr., president** |
| 1984 | Sesquicentennial anniversary |
| 1986 | Established governing independence from the Baptist State Convention of North Carolina |
| 1994 | Carnegie Foundation recognizes Wake Forest as a Doctoral II institution, an upgrade that qualifies the University for consideration as a National University according to U.S. News & World Report rankings |
| 1995 | School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy |
| 1996 | Wake Forest becomes the first college in the history of the U.S. News rankings to advance from classification as a Regional University to a Top-30 National University. It remains the only school to make this jump. |
| 1997 | Change of name to Wake Forest University School of Medicine |
| 1998 | Purchased Flow House in Vienna to serve as an academic international house for students |
| 1999 | Divinity School founded |
| 2005 | **Nathan O. Hatch, president** |
| 2008 | Wake Forest announces it will become the first Top-30 National University to no longer require admission applicants to submit standardized test scores. This is a distinction we still hold. |
| 2009 | The Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business (now named Wake Forest University School of Business) |
| 2010 | Wake Forest begins a 10-year, $625 million construction effort that enhances academic, residential and athletic facilities. |
| 2012 | Opening of Wake Forest University Charlotte Center in uptown Charlotte, N.C. |

| | |
|---|---|
| 2013 | Farrell Hall opens to house the Wake Forest University School of Business; the first of 10 presidential endowed chairs was created to recognize faculty who represent the teacher-scholar ideal. |
| 2014 | Thrive, a comprehensive wellbeing initiative, was launched. |
| 2015 | Summer Immersion Program opens for high school students. |
| 2016 | The School of Medicine moves its medical education programs to Innovation Quarter in downtown Winston-Salem. |
| 2017 | Opening of Wake Downtown, home to new biomedical sciences and engineering programs; opening of the Wake Washington Center at One Dupont Circle, Washington, D.C.; start of a study-abroad program for first-year students in Copenhagen; Wake Forest receives $70 million for scholarships from the late Porter Byrum (JD '42), the largest gift in the University's history; a new residence hall honoring Maya Angelou (LHD '77) is dedicated; Program for Leadership and Character launched. |
| 2018 | Reynolda Cabinet expands to include the chief diversity officer; a three-year project to transform the 1950s Reynolds Gym into a health and wellbeing center is complete. |
| 2019 | The President's Commission on Race, Equity and Community is formed to illuminate the University's history and guide action moving forward; the University ranks 4th among U.S. doctoral colleges and universities in percentage of students studying abroad. |
| 2020 | President Nathan Hatch, on behalf of the University, apologizes for the University's role in the institution of slavery; Wake Will Lead campaign exceeds its $1 billion goal, having created more than 50 endowed professorships, funded renovations and new buildings, provided scholarship dollars to 1 in 5 undergraduates, lowered student debt by 30% and added nearly $400 million to the endowment; a health system integration arrangement is entered into with Charlotte-based Atrium Health, Inc. and plans are announced to add a second Medical School campus in Charlotte. |
| 2021 | School for Professional Studies opens in Charlotte; **Susan R. Wente takes office as president on July 1.** |
| 2022 | Atrium Health joins with Advocate Aurora Health, a leading healthcare organization in Chicago and Milwaukee, to create a new entity called Advocate Health, headquartered in Charlotte. The role of Wake Forest Baptist Medical Center and Wake Forest University School of Medicine as the academic core of Atrium Health will be expanded to serve Advocate Health. |

# Accreditation

**Wake Forest University** is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University 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 College of Arts and Sciences** has a number of program-level accreditations, including the following.

- The Department of Chemistry's BS programs are approved by the American Chemical Society (ACS).
- The School Counseling Program and the Clinical Mental Health Counseling Program are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs). Additionally, the School Counseling Program is accredited by the North Carolina Department of Public Instruction (NCDPI).
- The Department of Education's initial teacher licensure program is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).
- Teacher licensure programs in the Department of Education are approved by the North Carolina Department of Public Instruction (NCDPI).
- The Department of Engineering's BS Engineering degree is ABET Accredited by the Engineering Accreditation Commission (EAC).

**The School of Business** is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

**The School of Divinity** is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS).

**The Graduate School** has a number of program-level accreditations, including the following.

- The Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling.
- The Medical Physics programs are accredited through the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

- The School Counseling Program and the Clinical Mental Health Program are accredited by CACREP (Council on Accreditation of Counseling and Related Programs). Additionally, the School Counseling Program at Wake Forest University is accredited by the North Carolina Department of Public Instruction (NCDPI).

**The School of Law** is accredited by the American Bar Association (ABA). The School of Law is a member of the Association of American Law Schools, and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar.

**The School of Medicine** is a member of the Association of American Medical Colleges and has a number of program-level accreditation, including the following.

- The Doctorate of Medicine Program is accredited by the Liaison Committee on Medical Education (LCME), the joint accrediting body of the Association of American Medical Colleges and the American Medical Association.
- The Nurse Anesthesia Program (NAP) is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA).

Internship/Residency

The American Dental Association, Commission on Dental Accreditation accredits Post-Doctoral-Advanced dental education programs (advanced education in general dentistry and general practice residency).

**The School of Professional Studies** Curriculum and Instruction and Educational Leadership programs are approved by the North Carolina Department of Public Instruction (NCDPI). The Health Informatics and Health Administration programs are Healthcare Information and Management Systems Society (HIMSS) approved education partners.

**Wake Forest University is a member of many major institutional organizations and associations** at the national, regional and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction and North Carolina Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

# Degrees and Certificates Offered

## Accountancy, Business, and Management

| Code | Title | Hours |
|---|---|---|
| Accountancy | | BS, MAcc |
| Accounting Analytics | | MSA |
| Business Analytics | | MSBA |
| Business and Enterprise Management | | BS |
| Business Administration | | MBA |
| Decision Analytics | | BS |
| Finance | | BS |
| Management | | MSM |
| Dual Degree | | JD/MBA, PhD*/MBA |

## Biomedical Sciences

| Code | Title | Hours |
|---|---|---|
| Addiction Research and Clinical Health | | MS |
| Biochemistry and Molecular Biology | | BS, PhD |
| Biomedical Engineering | | MS, PhD |
| Biomedical Informatics | | MS |
| Biomedical Research | | MS |
| Biomedical Science | | MS |
| Cancer Biology | | PhD |
| Clinical Research Management | | MS-online, MS-online/BS, MS-online/BA |
| Clinical and Translational Investigation | | Certificate |
| Comparative Medicine | | MS |
| Genetic Counseling | | MS |
| Health Disparities in Neuroscience-related Disorders | | MS |
| Healthcare Leadership | | MHL-online |
| Integrative Physiology and Pharmacology | | PhD |
| Learning Health System Science | | Certificate |
| Medical Physics | | MS, PhD, Certificate |
| Microbiology and Immunology | | PhD |
| Molecular Genetics and Genomics | | PhD |
| Molecular Medicine and Translational Science | | MS, PhD, PhD/MMS |
| Neuroscience | | MS, PhD, MS/BS, MS/BA |
| Translational Biotechnology | | MS, Certificate |
| Translational & Health System Science | | MS, MS/MD |
| Dual Degree | | PhD*/MD, PhD*/MBA |

## Counseling

| Code | Title | Hours |
|---|---|---|
| Counseling | | MA |
| Counseling | | MA-online |
| Human Services | | MAHS-online |
| Dual Degree | | MDiv/MA |

## Computer and Information Sciences

| Code | Title | Hours |
|---|---|---|
| Computer Science | | BA, BS, BS/MS, MS |
| Data Science | | Certificate |

## Education

| Code | Title | Hours |
|---|---|---|
| Education | | BA, MAEd |
| Elementary Education | | BA |
| Curriculum, Instruction, and Assessment | | Certificate |
| Dual Degree | | MDiv/MAEd |

## Engineering

| Code | Title | Hours |
|---|---|---|
| Engineering | | BS |

## Foreign Languages

| Code | Title | Hours |
|---|---|---|
| Chinese Language and Culture | | BA |
| Japanese Language and Culture | | BA |
| French Studies | | BA |
| German | | BA |
| German Studies | | BA |
| Greek | | BA |
| Latin | | BA |
| Russian | | BA |
| Spanish | | BA |

## Humanities

| Code | Title | Hours |
|---|---|---|
| Classical Languages | | BA |
| Classical Studies | | BA |
| English | | BA, MA |
| History | | BA |
| Philosophy | | BA |
| Religious Studies | | BA, MA, JD/MA |

## Interdisciplinary Programs

| Code | Title | Hours |
|---|---|---|
| African American Studies | | BA |
| Bioethics | | Certificate, MA |
| Biomedical Research Ethics | | Certificate |
| Clinical Bioethics | | Certificate |
| Combined Bioethics | | BS/BA and MA, MDiv/MA, JD/MA, MD/MA |
| Environmental Science | | BA |
| Environmental and Sustainability Studies | | BA |
| Intercultural Services in Healthcare | | MA, Certificate |
| Interdisciplinary Major | | BA, BS |
| Interpreting and Translation Studies | | MA |
| Interpreting Studies | | Certificate |
| Medieval & Early Modern Studies | | Certificate |
| Sustainability | | MA, Certificate |
| Teaching of Interpreting | | MA, Certificate |
| Translation Studies | | Certificate |
| Women's, Gender and Sexuality Studies | | BA |

## Law

| Code | Title | Hours |
|---|---|---|
| Law | | JD, LLM, MSL-online, SJD |
| Dual Degree | | JD/MA in Bioethics, JD/MA in Religious Studies, JD/MA in Sustainability, JD/MBA, JD/MDiv |
| Business Law & Compliance | | Certificate |
| Health Law & Policy | | Certificate |
| Human Resources | | Certificate |
| Workplace Legal Fundamentals | | Certificate |

## Liberal Studies

| Code | Title | Hours |
|---|---|---|
| Liberal Arts Studies | | MA |

## Life and Physical Sciences

| Code | Title | Hours |
|---|---|---|
| Biology | | BA, BS, MS, PhD |
| Chemistry | | BA, BS, MS, PhD |
| Health and Exercise Science | | BS, MS |
| Physics | | BA, BS, MS, PhD |

| | |
|---|---|
| Biophysics | BS |
| Structural and Computational Biophysics | Certificate |

## Mathematics and Statistics

| Code | Title | Hours |
|---|---|---|
| Applied Mathematics | | BS |
| Applied Statistics | | BS |
| Decision Analytics | | BS |
| Mathematics | | BA, BS, MS |
| Statistics | | BA, BS, MS |

## Medicine

| Code | Title | Hours |
|---|---|---|
| Medicine | | MD, MD/PhD*, MD/MA in Bioethics, MD/MS in Translational and Health System Science |
| Nurse Anesthesia | | DNP |
| Nursing Practice | | DNP |
| Physician Assistant | | MMS, MMS/PhD in Molecular Medicine and Translational Science, DMSc |

## Professional Studies

| Code | Title | Hours |
|---|---|---|
| Artificial Intelligence Strategy & Innovation | | MAISI |
| Communications | | MCOM |
| Cybersecurity Leadership | | MCL |
| Digital Marketing | | MDM |
| Digital Marketing and Analytics | | Certificate |
| Educational Leadership | | MEL |
| Enterprise Risk Management | | MERM |
| Financial Technology and Analytics | | MFTA |
| Health Administration | | MHA |
| Health Informatics | | MHI |
| Project Management | | MPM, Certificate |
| Public Administration | | MPA |

## Social and Behavioral Sciences

| Code | Title | Hours |
|---|---|---|
| Anthropology | | BA |
| Communication | | BA, MA |
| Critical and Creative Media | | BA |
| Economics | | BA |
| Politics and International Affairs | | BA |
| Psychology | | BA, MA |
| Sociology | | BA |

## Theology

| Code | Title | Hours |
|---|---|---|
| Ministry | | DMin |
| Divinity | | MDiv |
| Dual Degree | | MDiv/JD, MDiv/MAEd, MDiv/MA in Bioethics, MDiv/MA in Counseling, MDiv/MA in Sustainability |

## Visual and Performing Arts

| Code | Title | Hours |
|---|---|---|
| Art History | | BA |
| Studio Art | | BA |
| Music | | BA |
| Theatre | | BA |
| Documentary Film | | MA, MFA |

* Dual degrees that include the PhD are available in all disciplines in which the PhD is offered.

# Buildings and Grounds

The *Reynolda Campus* of Wake Forest, which opened in the summer of 1956 upon the institution's move from its original home near Raleigh, is situated on approximately 340 acres. Its physical facilities consist of more than 80 buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone.

The main Quadrangle, *Hearn Plaza*, is named for Wake Forest's 12th president, Thomas K. Hearn Jr., who served from 1983 to 2005. *Manchester Plaza*, named for benefactors and Wake Forest parents Doug Manchester (P '03, P '06) and Elizabeth Manchester (P '03, P '06), is located on south campus. The *Reynolda Gardens complex*, consisting of about 128 acres and including *Reynolda Woods*, *Reynolda Village, Reynolda Gardens*, and *Reynolda House and Museum of American Art*, is adjacent to the campus. The *Graylyn International Conference Center* is nearby.

*Wait Chapel*, named in memory of Samuel Wait, the first president of the College, seats 2,227. The *Wait Chapel* tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of 48 bells.

*Divinity and Religious Studies Building* houses the Department for the Study of Religions and the School of Divinity.

*Reynolda Hall*, across the upper plaza from Wait Chapel, houses most of the administration, including offices of the President, the Provost, the Dean of the College, the Center for Global Programs and Studies, the Office of Personal and Career Development, and the University Chaplain. It is also home of a large dining facility for the Reynolda Campus.

*Benson University Center*, named for the father of benefactor Clifton Linwood Benson Jr. ('64), houses the Student Union and is the central hub for student activities, services, and events. The bottom floor of Benson is the home to Pugh Auditorium movie theater and several food venues, and the LGBTQ Center is located on the second floor.

*Z. Smith Reynolds Library* and its *Edwin Graves Wilson Wing*, named in honor of the Class of 1943 graduate who became a distinguished English professor and administrator at his alma mater, house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study.

*Carswell Hall*, named in honor of alumnus and benefactor Guy T. Carswell (1922, LLD '62), houses the Department of Communication and the Annenberg Forum, a large multimedia lecture space.

*Winston Hall* houses the Department of Biology and *Salem Hall* is home to the Department of Chemistry. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* houses the Department of Physics.

*Harold W. Tribble Hall*, named for Wake Forest's 10th president, accommodates primarily humanities departments. It has seminar rooms, a philosophy library, and a multimedia lecture space, DeTamble Auditorium.

*The Timothy S.Y. Lam Museum of Anthropology,* named for alumnus, parent, and benefactor Timothy See Yiu Lam ('60, P '93, P '98) houses North Carolina's only museum dedicated to the study of world cultures.

*Calloway Center for Mathematics and Computer Science* was named in honor of former University Trustee Wayne Calloway ('59, LLD '88, P '95). The building houses the Departments of Mathematics, Statistical Sciences, and Computer Science in Manchester Hall and the Departments of Politics and International Affairs, Economics, and Sociology in Kirby Hall.

*Farrell Hall*, named for Wake Forest parents and benefactors Michael (LLD '13, P '10) and Mary (P '10) Farrell, broke ground in April 2011 and is home to the School of Business. It hosted its first classes in July 2013 and was formally dedicated in November 2013.

*William B. Greene Jr. Hall*, named for alumnus and benefactor Bill Greene ('59), houses the Departments of Psychology, German and Russian, French Studies, and Spanish.

*James R. Scales Fine Arts Center*, named for James Ralph Scales, Wake Forest's 11th president, supports the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama and music. Off its main lobby is the *Charlotte and Philip Hanes Gallery*, a facility for special exhibitions. The art wing includes spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. Adjacent to the art wing is a dance studio for performances and rehearsals. The theatre wing has design and production areas and two technically complete theatres, the larger of traditional design and the smaller for ring productions. The music wing contains classrooms, practice rooms for individuals and groups, the offices of the Department of Music and Brendle Recital Hall for concerts and lectures.

*Worrell Professional Center*, named for alumnus and benefactor T. Eugene Worrell ('40, LHD '79), houses the School of Law. Recent additions to Worrell in 2016 provided a new home for instruction in the Department of Health and Exercise Science.

The *ROTC Building* is home to the Wake Forest Reserve Officers Training Corps program and military science studies.

*Wake Forest Wellbeing Center*, comprised of the *Sutton Center* and the *Historic W.N. Reynolds Gymnasium*, was reimagined and officially dedicated in 2018. The *Sutton Center*, named for alumnus and benefactor Ben Sutton ('80, JD '83, P '14, P '16, P '19), provides a large venue for wellbeing, social and academic gatherings; and *Historic W.N. Reynolds Gymnasium*, named for a prominent member of the family that helped bring the campus to Winston-Salem, has courts for indoor sports, a swimming pool, and Deacon Health.

Wake Forest is home to outstanding athletics facilities designed to enhance the health, wellbeing, and competitive excellence of all Demon Deacon teams.

Adjacent to the *Wellbeing Center* is *Kentner Stadium, Manchester Athletic Center,* and the *Kenneth D. Miller Center*, all of which are named for University benefactors. *Kentner* is home to the Demon Deacon field hockey team and the *Manchester* and *Miller Centers* house athletics administration.

The newest facilities on campus opened in September 2019. The *Sutton Sports Performance Center,* also named for Ben Sutton, and the *Shah Basketball Performance Center*, honoring benefactor and alumnus Mit Shah ('91), are dedicated to the strength, conditioning, sport-specific practice, and nutrition of student-athletes.

*Spry Stadium*, home of Wake Forest men's and women's soccer, is situated across from North Campus housing. Named for the father of benefactor William D. Spry, Jr. (P '97), the facility is one of the best in the country.

*McCreary Field House*, named for alumnus and benefactor Bob McCreary ('61), opened in 2016, providing indoor practice facilities and weightlifting for all of Wake Forest's intercollegiate sports teams.

The *Arnold Palmer Golf Complex*, named in honor of benefactor and Life Trustee Arnold Palmer ('51, LLD '70), includes the *Dianne Dailey Golf Learning Center*, which opened in 2010 and is named for the coach who led the women's golf program for 3o years, and the *Haddock Golf Center,* completed in 2016 and named for Jesse Haddock ('52, P '68), who coached the Deacons to three NCAA championships in his 32 years of service.

The three largest athletics venues are located 1.3 miles off the Reynolda Campus. *BB&T Field* is the home of the football team; basketball teams play in *Lawrence Joel Veterans Memorial Coliseum*, named after a decorated Vietnam War veteran from Winston-Salem; and baseball's home is *David F. Couch Ballpark*, named for a 1984 graduate and benefactor.

Nearby is the *University Corporate Center*, which temporarily houses several administrative departments and serves as home to the new childcare center, established and opening in 2024.

*Alumni Hall* houses the University Police Department and the Department of Parking and Transportation, and is slated for renovation for academic space.

*Porter B. Byrum Welcome Center*, named for alumnus and benefactor Porter B. Byrum (JD '42), is at the entrance to Wake Forest. The building allows prospective students and their families an opportunity to learn more about the University and to meet with admissions staff.

The Wake Forest campus has a wide variety of housing options available to students in residence halls named for alumni, faculty, benefactors, and Wake Forest presidents: *Babcock Hall, Bostwick Hall, Collins Hall, Davis Hall, Efird Hall, Huffman Hall, Johnson Hall, Kitchin Hall, Luter Hall, Martin Hall, North Campus Apartments, Palmer Hall, Piccolo Hall, Polo Hall, Poteat Hall, Student Apartments, South Hall* and *Taylor Hall. Dogwood and Magnolia Residence Halls* opened in August 2013 and are coeducational by floor, wing, or apartment. In January 2014, the *North Dining* facilities opened adjacent to the new residence halls providing alternative dining options to the north side of campus. In January 2017, *Maya Angelou Residence Hall*, named in honor of the distinguished Wake Forest faculty member and internationally acclaimed poet, opened. It is also home to the Office of Residence Life and Housing and the Deacon OneCard Office.

In January 2017, converted tobacco warehouses became the home of new degree programs in biomedical sciences and engineering. Known as *Wake Downtown*, this academic extension is located a 13-minute shuttle ride from the Reynolda Campus. That same year, the University opened *Wake Washington Center*, a home of academic operations on DuPont Circle in Washington, D.C.

Wake Forest also owns academic-residential houses in three foreign countries. The University purchased *Casa Artom*, located on the Grand Canal in Venice and named for beloved medical school professor Dr. Camillo Artom, in 1974. Three years later, it acquired a London facility and named it *Worrell House* in honor of benefactor T. Eugene Worrell ('40, LHD '79) and his wife, Anne Worrell. And in 1998, *Flow House*, located in Vienna and named in honor of alumnus, benefactor, and Life Trustee Victor I. Flow ('52, P '83) and his wife, Roddy Flow (P '83), became part of the Wake Forest family.

# Enrollment

## All Schools—Fall 2024

| School | Men | Women | Total |
|---|---|---|---|
| Undergraduate Schools | 2461 | 3029 | 5490 |
| The Graduate School (Reynolda Campus) | 210 | 494 | 704 |
| The Graduate School (Bowman Gray Campus) | 159 | 255 | 414 |
| The School of Law | 293 | 331 | 624 |
| Divinity School | 29 | 38 | 67 |
| School of Business (Graduate) | 396 | 276 | 672 |
| The Wake Forest School of Medicine (Includes Physician Assistant, Nurse Anesthesia and Doctor of Nursing Practice) | 282 | 573 | 855 |
| **University Totals** | **4,026** | **5,296** | **9,322** |

Geographic Distribution—Undergraduates

### By State (2024)

| State | Number |
|---|---|
| Alabama | 39 |
| Alaska | 2 |
| Arizona | 16 |
| Arkansas | 7 |
| Armed Forces - Europe | 1 |
| Armed Forces - The Pacific | 2 |
| California | 195 |
| Colorado | 49 |
| Connecticut | 240 |
| Delaware | 28 |
| District of Columbia | 33 |
| Florida | 349 |
| Georgia | 219 |
| Hawaii | 4 |
| Idaho | 4 |
| Illinois | 227 |
| Indiana | 20 |
| Iowa | 7 |
| Kansas | 15 |
| Kentucky | 42 |
| Louisiana | 25 |
| Maine | 14 |
| Maryland | 252 |
| Massashusetts | 282 |
| Michigan | 14 |
| Minnesota | 44 |
| Mississippi | 3 |
| Missouri | 47 |
| Montana | 6 |
| Nebraska | 6 |
| Nevada | 8 |
| New Hampshire | 14 |
| New Jersey | 422 |
| New Mexico | 3 |
| New York | 521 |
| North Carolina | 860 |
| North Dakota | 1 |
| Ohio | 87 |
| Oklahoma | 11 |
| Oregon | 9 |
| Pennsylvania | 214 |
| Rhode Island | 13 |
| South Carolina | 100 |

| | |
|---|---|
| South Dakota | 2 |
| Tennessee | 135 |
| Texas | 196 |
| Utah | 5 |
| Vermont | 13 |
| Virginia | 247 |
| Washington | 31 |
| West Virginia | 15 |
| Wisconsin | 18 |
| Wyoming | 3 |

### Countries Represented (Fall 2024)

- Argentina
- Australia
- Bahrain
- Bangladesh
- Bolivia
- Brazil
- Canada
- China
- Czechia
- Denmark
- France
- Georgia
- Germany
- Ghana
- Guatemala
- Honduras
- Hong Kong
- Iceland
- India
- Italy
- Japan
- Kazakhstan
- Korea
- Mexico
- Netherlands
- New Zealand
- Nicaragua
- Nigeria
- Norway
- Panama
- Peru
- Portugal
- Russia
- Senegal
- South Africa
- Spain
- Sweden
- Switzerland
- Taiwan
- Türkiye
- Turks and Caicos Islands
- United Kingdom
- Vietnam

**International Students: 317**

# University Policies

- Family Educational Rights and Privacy Act
- Intellectual Property and Copyright Policies
- Non-Discrimination Statement
- Policy on Sexual Harassment
- State Authorization Reciprocity Agreements (SARA)
- Student Code of Conduct
- Summary of Computing Rights and Responsibilities

**Wake Forest University endorses, as a basic principle of University life, the concept of responsible student freedom**, which carries with it the recognition by each student of the rights and obligations of other members of the University community.

The University encourages students to conduct themselves as mature men and women and invites them to participate in the formation of rules and to assume major responsibility in judicial decisions. At the same time, all participants in University life must remember that, by the charter of the University, the board of trustees is ultimately responsible for the University and for its operation. Wake Forest also expects its students to abide by local, state, and federal laws, as well as by generally accepted moral standards. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise authority for reasons appropriate to its function as an educational institution.

In keeping with its historic concern for students individually and corporately, Wake Forest has a legitimate interest in their welfare in and out of class, on campus and off. The University is concerned with student actions that are inconsistent with student obligations to the educational community. When, in the opinion of the University, the conduct of a student at any place is reprehensible or detrimental to the best interests of that student, his or her fellow students, or the University, appropriate disciplinary action will be taken.

Wake Forest believes in individual freedom, not as a right, but as a responsibility: freedom to be and to become. Attendance at Wake Forest is a privilege, not a right. The University's traditions and principles, accepted by each student in his or her voluntary registration, evolve from the core of this individual concept of freedom and responsibility. Therefore, it is assumed that the student who elects to come to Wake Forest does so with the intent of being, in fact and in spirit, a cooperating member of this community.

# Family Educational Rights and Privacy Act

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

> Directory information may be disclosed by Wake Forest for any purpose in its discretion without the consent of the student. Students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of the

student, or as otherwise allowed by FERPA. Any student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with this institution at the Office of the Registrar. Forms are available at that office. If a refusal is not filed, Wake Forest assumes that a student does not object to the release of the directory information designated.

1. **Right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.
2. **The right to request amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person, company, or governmental unit with whom the University has contracted to perform duties or services involving education records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
   The following information regarding students is considered directory information:
   a. name
   b. address
   c. telephone number
   d. electronic mail addresses
   e. date and place of birth
   f. major field of study
   g. enrollment status (undergraduate or graduate, full or part-time)
   h. grade level
   i. participation in officially recognized activities and sports
   j. weight and height of members of athletic teams
   k. dates of attendance
   l. degrees and awards received
   m. the most recent previous educational agency or institution attended by the student, and
   n. other similar information such as a photograph.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office, U.S. Department of Education
   400 Maryland Avenue S.W.
   Washington, DC 20202-4605.

# Intellectual Property and Copyright Policies

## Intellectual Property Policy

Review the policy here (https://policy.wfu.edu/reynolda-campus-intellectual-property-policy/).

## Copyright Policy

Review the policy here (https://policy.wfu.edu/copyright-policy/).

# Non-Discrimination Statement

Wake Forest University is committed to diversity, inclusion and the spirit of its motto, *Pro Humanitate*. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall 307 Winston-Salem, NC 27106
336-758-7258

Assistant Vice President Human Resources
AskHR@wfu.edu
2958 Reynolda Road, Winston-Salem, NC 27106
(336)758-4700

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit the Office of Civil Rights website (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

# Policy on Sexual Harassment

Wake Forest University expects all members of its community to act in respectful and responsible ways towards each other. Wake Forest University is committed to providing programs, activities and an educational environment free from sex discrimination. This Student Sexual Misconduct Policy sets forth resources available to students, describes prohibited conduct, and establishes procedures for responding to reports of sexual misconduct (including sexual assault, sexual harassment, and other unwelcome sexual behavior), as well as reports of dating violence, domestic violence, and stalking.

As a recipient of Federal funds, Wake Forest is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S. C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct, as defined in this Policy, is a form of sex discrimination prohibited by Title IX.

This policy addresses complaints of sexual misconduct where the accused is a student of Wake Forest University. Complaints relating to sexual misconduct by a member of the University faculty or staff may be reported to the University's Title IX Coordinator. Details regarding Wake Forest's policy directed at sexual harassment by employees may be found at https://hr.wfu.edu/oie/.

# State Authorization Reciprocity Agreements (SARA)

For the purposes of authorization in states outside of North Carolina, Wake Forest University participates in the State Authorization Reciprocity Agreements (SARA). In accordance with its participation in SARA, its other policies, and its mission and purpose, the University endeavours to resolve any student complaints at the institutional level. In some instances, however, students may also have the ability to make a complaint to the National Council for State Authorization Reciprocity Agreements (NC-SARA). For further information, students may contact the offices of the State Authorization Reciprocity Agreement – North Carolina (https://www2.ncseaa.edu/SARANC/) (SARANC) via the North Carolina State Education Assistance Authority (NCSEAA), North Carolina's portal entity for SARA. Upon reviewing the complaint process (https://www2.ncseaa.edu/SARANC/Complaint.aspx), students may complete the complaint form (https://www2.ncseaa.edu/SARANC/docs/SARA-NC-ComplaintForm.pdf) and submit it either via complaint@saranc.org or to:

SARA North Carolina Director
North Carolina State Education Assistance Authority
PO Box 41349
Raleigh, NC 27629
(855) 727-2162 – toll free
(919) 248-4667 – local
(919) 248-6667 – fax
information@saranc.org
www.saranc.org (http://www.saranc.org/)

# Student Code of Conduct

## Introduction

All members of the Wake Forest community will strive to live in and to promote an environment which recognizes individuality, fosters collegiality, respects the rights and privileges of others, and demonstrates responsibility for individual and group actions. If Students or Student Organizations fail to meet these expectations, the University, through the processes set forth in this Student Code of Conduct, will determine the nature and extent of violations and require appropriate outcomes.

Wake Forest is a community of people that seek the enlightenment and freedom which comes through diligent study. An even higher goal, however, is to give life to the University motto, Pro Humanitate, as the passion for knowledge is translated into compassionate service. The honesty, trustworthiness, and personal integrity of each Student is integral to the life and purposes of the Wake Forest community. Furthermore, Wake Forest strives toward a society in which good will, respect, and equality prevail. To that end, hatred and bigotry in any form are rejected, and justice, honor, and mutual trust are promoted.

The Student Code of Conduct supports the mission and motto of Wake Forest University and protects the interests of the Wake Forest community through the use of learning-focused accountability processes designed to facilitate the development of responsible global citizens while valuing the individuality of each person and their lived experiences.

Wake Forest may, from time-to-time, make changes to the Student Code of Conduct or other policies and procedures that are referenced in the Student Code of Conduct. When changes are made to the Student Code of Conduct by Wake Forest, students will be notified by email or other forms of communication.

In addition to this Student Code of Conduct, Wake Forest University students are also subject to other non-academic conduct policies, including, but not limited to, the policies addressing sexual harassment, sexual misconduct, and/or retaliation; the Policy on Ethical Use of Computing Resources; the Anti-Hazing Policy; the Undergraduate Alcohol and Other Drug Policy; the Residence Life and Housing Guide to Community Living; graduate or professional school codes or guides; and/or policies specific to the College or School of admission which set forth expectations regarding conduct of Students and Student Organizations. Concerns regarding possible violations of those policies may be referred to the Office of the Dean of the College and the Graduate School of Arts and Sciences, the Office of the Dean of Students, the Student Services Administrator for the respective School(s), and/or the Office of Institutional Equity regarding Student and Student Organization conduct and disciplinary matters for adjudication.

## Statement on Student Expression

Wake Forest University is committed to diversity, inclusion, and the spirit of Pro Humanitate, and it strives to provide an environment conducive to understanding, fostering, and nurturing the values of mutual respect, dignity, responsibility, and open communication. Free speech and peaceable assembly are basic requirements of a university as a center for free inquiry and the search for knowledge and insight.

The University is committed to providing all students the right to openly dissent and to speak, write, listen, challenge, protest, and learn. Though the vibrant exchange of ideas may become contentious, such interactions, as part of the University's educational mission, can lead to changed perspectives, advanced knowledge, and informed action.

See the "University Policy on Demonstrations, Chalking, and Posting" in the University's Policy library at https://policy.wfu.edu/demonstrations-chalking-and-posting-policy/ for the full policy and information.

# Definitions

"**Business Day**" describes any day of the week, Monday through Friday, excluding University holidays or other official closures.

"**Conduct Officer**" includes any person(s) authorized to manage conduct cases and to administer Resolution processes.

"**Conduct Panel**" or "**Panel**" includes the group of individuals who hear cases of alleged Student or Student Organization misconduct. The composition of the Conduct Panel is determined by the Conduct Officer. A "**Panel Member**" refers to an individual on a Conduct Panel.

"**Dean of Students**" ("DOS") is the person or persons in a School or College with the functional responsibilities for administration of student conduct processes. This may include, but is not limited to, persons with the title "Dean of Students", "Associate Dean", "Assistant Dean", or a committee charged with responsibility for student conduct.

"**Faculty**" refers to persons who hold an academic appointment, whether tenured, tenure track, or non-tenure track, or full or part-time, or any person acting under their direction and/or supervision.

"**Investigator**" includes any individual(s) authorized to conduct investigations of alleged conduct violations.

"**Judicial Council**" refers to the body established to hear appeals of Honor and Ethics Council hearings and Formal Resolution meetings for undergraduate Students and Student Organizations.

"**Office of the Dean of Students**" refers to the named office and includes any other office authorized by a School or College to administer student conduct processes.

"**Preponderance of the Evidence**" is the standard under which alleged conduct violations will be evaluated, and means the information would lead a reasonable person to conclude it is more likely than not a violation occurred.

"**Student(s)**" includes all persons enrolled in undergraduate, graduate, professional, certification, or any other courses at or offered by the University, either full-time or part-time for which a transcripted record is created. Persons who withdraw after allegedly violating the Student Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the University are considered "Students". The term "Student" does not apply to University guests or visitors, even if they are temporarily living in University residence halls. The term "Student" does not refer to students enrolled exclusively in degree and certificate programs at the School of Medicine. The term "student" includes an admitted person who has moved into the residence halls, is attending orientation programs, and/or participating in athletic training programs.

"**Student Code of Conduct**" ("SCC") establishes standards of behavior to support the values of the University and uphold the best interests of Students, Student Organizations, and the University community. This SCC applies to conduct occurring on any University Premises or Property, including all study away and study abroad campuses, or any conduct related to a University Program or Activity, regardless of location.

"**Student Organization**" refers to a group of Students formally recognized as an organization by the University or any of its Schools or the College, except for organizations recognized by the School of Medicine.

"**University**" or "**Wake Forest**" refers to Wake Forest University and includes all offices, departments, agencies, schools, colleges, auxiliaries, and affiliates.

"**University Official**" refers to any person(s) employed by or providing services on behalf of the University, including, but not limited to, faculty, staff, resident advisors, and food service staff.

"**University Premises or Property**" includes all land, buildings, facilities, and other property in the possession of, owned, used, managed, leased, or controlled by the University and/or any of its affiliated entities.

"**University Program or Activity**" includes all programs, events, activities, and functions sponsored, funded, endorsed, supported, or conducted by the University.

# Jurisdictional Statement.

Wake Forest University's SCC applies to alleged non-academic conduct by a Student or Student Organization taking place on University Premises or Property or in a University Program or Activity that adversely impacts the University community and/or the pursuit of the University's educational objectives. Other University offices may be engaged and consulted as needed regarding investigations and outcome resolutions under this SCC. The Deans and Faculty of the College and Schools are responsible for academic conduct and administration of the Honor Code or Council for their respective College and Schools. The SCC applies throughout a Student's entire enrollment at Wake Forest University, including regular academic terms; during academic breaks, like the summer or winter break; and while Students are on personal, medical, or other approved leave. The SCC also applies to any student on a study abroad or away program, whether operated by the University or another entity. The SCC also applies to non-academic conduct for all visiting, guest, auditing, exchange, and others enrolled in Wake Forest University courses.

The University does not seek or support special treatment for its Students who may be apprehended for violation of civil or criminal law. In some instances, an action violating a University policy may also violate local, state, or federal law. Such violations of law may be pursued in civil or criminal court simultaneous with, and separate from, the resolution of a complaint within the University. A pending legal action usually will not delay University action, nor will the outcome of a civil or criminal case determine the outcome of a University proceeding. Information, reports, and materials related to a criminal or civil court proceeding may be considered in University conduct proceedings.

The SCC will also apply if a Student withdraws from Wake Forest while a disciplinary matter is pending. Any such disciplinary matter will need to be resolved in accordance with the procedures of the SCC then currently in effect when and if such a Student subsequently seeks to re-enroll at the University. The University retains the right to withhold transcripts if a Student attempts to transfer while a conduct matter is pending in accordance with state or federal law. The University also has the right to withhold the degree of a Student who has satisfactorily completed all academic requirements but has a conduct matter pending.

Wake Forest University expects Students to engage appropriately with the Dean of Students and Conduct Officers and considers outcomes as a result of the conduct process to be required components of the Student's education. Accordingly, Conduct Officers have the authority to place registration, transcript, and graduation holds in order to require Students to attend meetings related to the conduct process, enforce

outcomes, respond to past due outcomes, or other required student conduct procedures.

Students and Student Organizations may be held responsible for and sanctioned for attempted violations of University policy, even if the Student or Student Organization is prevented from or otherwise does not complete the act of misconduct.

Sometimes Student Organizations co-sponsor events with groups or organizations at other colleges or universities. Wake Forest Students and Student Organizations must adhere to Wake Forest University policies on such occasions, as well as any policies and procedures applicable to such events. Where officials of another college or university notify Wake Forest of incidents giving rise to a possible violation of the SCC, including the the policies addressing sexual harassment, sexual misconduct, and/or retaliation, the case will be processed through the appropriate Wake Forest conduct processes.

Reports of conduct that may also be a violation of the the policies addressing sexual harassment, sexual misconduct, and/or retaliation will be referred to the Title IX Office.

# Prohibited Conduct.

Wake Forest considers the conduct described in the following sections as unacceptable for the University community and in opposition to the University's core values. As used in this SCC, the Prohibited Conduct described below is to be interpreted using ordinary, non-legal meanings. The Conduct Officer will determine the applicability of the SCC.

Any Student or Student Organization found to have engaged in or attempted to engage in the following actions, behaviors, or decisions ("Prohibited Conduct") is subject to the outcomes outlined below.

### Abuse or Obstruction of the Conduct Process.

Deliberately or intentionally abusing, misusing, or misleading the procedural aspects of the conduct process. Examples of this behavior include:

- Destroying or concealing information during an investigation of an alleged policy violation;
- Filing a false conduct report;
- Discouraging an individual's participation in, or use of, the student conduct system; or
- Influencing, or attempting to influence, the impartiality of any Conduct Officer or Panel Member.

### Alcohol or Other Drugs Violation.

Students and Student Organizations with alcohol and/or other drug use resulting in behavior creating a risk of danger to the health and/or safety of themselves or others are subject to this SCC. Students are responsible for compliance with any and all Alcohol and Other Drug policies applicable to their College or School of enrollment.

### Bullying, Cyberbullying, and/or Threatening Behaviors.

Inciting, assisting, supporting, organizing, approving, or otherwise participating in any behavior that would constitute bullying, cyber bullying, and/or threatening behavior. Such behaviors are defined as repeated and/or individual actions, behaviors, communication (written or oral), or gestures directed at another member of the Wake Forest community that reasonably intimidates, humiliates, degrades, defames, controls, threatens, or intentionally causes, or attempts to cause, non-physical harm to the individual. This can include communication or conduct directed to other person/s, groups, or self. Prohibited behaviors may be in person, in print, via electronic means, or through social networking.

### Complicity.

Helping or actively encouraging another person to engage in a violation of University policy.

### Deception.

Making a false statement to a University or other official, or knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification, or financial instruments.

### Destruction or Defacement of Property or Premises.

Attempted or actual damage to or destruction of University Premises or Property or personal property of another person or organization.

### Disorderly Conduct.

Behavior, on-campus or off-campus, which unreasonably interferes with the ability of others to sleep, study, or participate in the programs or activities of the University. Conduct or activity by students living in, hosting functions at, or attending functions at off-campus locations must not unreasonably interfere with the rights of others; and/or violations of University Policy on Demonstrations, Chalking, and Posting.

### Disruption or Obstruction of University Activities.

Conduct that prevents or substantially impedes the normal operations of the University or a University function or activity, such as teaching, research, lectures, meetings, interviews, ceremonies, and public events; blocks the legitimate activities of any person on the campus or in any University building or facility; or violates any University policy or procedure, including University Policy on Demonstrations, Chalking, and Posting.

### Failure to Comply.

Disregard for, refusal to comply with the directives of, or demonstrating uncooperative, abusive, or threatening behavior towards University officials, any law enforcement officer(s), or other first responder(s) during the performance of their duties; failure to identify oneself to these persons when requested to do so; and/or failure to comply with the outcomes resulting from student conduct proceedings or other University policy violations, including resolution agreements for any conduct process or policy.

### Fire Safety.

Violation of applicable local, state, federal or campus fire laws, codes and policies including, but not limited to:

- Intentionally or recklessly causing a fire which damages University or personal property or which causes injury;
- Failure to evacuate University Premises during a fire alarm;
- Use of University fire safety equipment for an improper purpose; or
- Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University premises.

### Gambling and Sports Wagering.

Persons under the age of 21 are prohibited from engaging in gambling or sports wagering in North Carolina. Students are prohibited from:

- engaging in harassment of student-athletes at Wake Forest or at other institutions because of gambling or sports wagering outcomes;
- attempting to gain non-public information from Wake Forest student-athletes for gambling or sports wagering purposes; or
- attempting to work with Wake Forest student-athletes to either place bets for the athlete or to affect gambling or sports wagering outcomes.

### Harassment and Discrimination.

Harassment is any unwelcome conduct (including, but not limited to: verbal assault or abuse, graphic or written statements, use of technology, physical assault) that may be threatening, harmful, or humiliating and is subjectively and objectively offensive. To constitute harassment, the unwelcome behavior or communication, when considered in the totality of the circumstances, is so severe or pervasive that it has the purpose or effect of:

- creating an intimidating, hostile, or demeaning educational, living, or work environment, or
- denying or limiting a person's work performance or a student's ability to participate in or benefit from an educational program or activity.

Harassment is distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.

Discrimination is treating members of a protected category less favorably because of their actual or perceived membership in that category. The conduct may be verbal, nonverbal, written, electronic, or physical behavior and/or communication.

Behavior by an individual based on an individual's or group's sex/gender, sexual orientation, gender identity, or disability is addressed under the policies addressing sexual harassment, sexual misconduct, and/or retaliation or Student Disability Grievance Procedures. Harassment or Discrimination by an Organization based on an individual's or group's sex, sexual orientation, gender identity, or disability; or harassment or discrimination by an individual on the basis of any protected category excluding an individual or group's sex, sexual orientation, gender identity, or disability is addressed through the procedures in this SCC.

### Harm to Others.

Intentionally, knowingly, or recklessly causing, or attempting to cause, physical harm to or endangering the health or safety of any person(s), groups, or self, including any behavior with the intent to kill, injure, or intimidate.

### Hazardous Activity.

Creation of health and/or safety hazards, including, but not limited to, dangerous pranks, hanging out of or climbing from/on/in windows/balconies/roofs, and reckless driving.

### Hazing.

See Anti-Hazing Policy. Any action taken or situation created for the purpose of initiation, admission into, affiliation with, or as a means of maintaining continued membership or favor in a group, organization, or team that: (1) endangers the mental or physical health or safety of any student; (2) unreasonably interferes with a student's academic, professional, or personal obligations; (3) humiliates, demeans, disgraces, or degrades a student; (4) is not relevant to the development of the individual within the context of the group, organization or team, or; (5)the action taken or situation created is excessive and unreasonable within the context of the group, organization or team.

### Retaliation.

An adverse action or threat of adverse action taken against an individual for reporting behavior that may be prohibited by law or policy or participating in an investigation or resolution process related to an allegation of misconduct. Retaliation must be sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive and that adversely affects the targeted individual(s) or student organization's educational, work, or living environment. Retaliation prohibited under the Policy Prohibiting Sex Discrimination, Sex-Based Harassment, and Retaliation will be addressed in accordance with that Policy.

### Stealing.

The unauthorized taking, misappropriation, or possession of any property belonging to, owned by, or maintained by the University, an organization, or another individual, or the possession, retention, or disposal of stolen property.

### Unauthorized Access.

Unapproved entry, or allowing another to enter, into or onto University Premises or Property, or space occupied by another person, without permission or authorization. Unapproved possession, duplication, or use of keys and/or cards, or aiding another in such activity, to gain entry into or onto any University Premises or Property or failing to report a lost Deacon OneCard or key.

### Violation of a University Policy or Law by a Guest.

Any violation of a University policy or law by a guest of a Student or Student Organization.

### Violations of Law or University Policy

Violating any federal, state, or local law or ordinances. Violating other policies, procedures, or rules, of the University or of the relevant College or School including, but not limited to, public health emergency policies, the Demonstrations Policy, and all Residence Life and Housing policies published in the Guide to Community Living (https://rlh.wfu.edu/guide-to-community-living/). In the event a specific policy, procedure, or rule has a process to address violations of that policy, procedure, or rule, University offices or departments may, at their discretion, make referrals to Student Conduct for coordination of response in cases of alleged violations.

### Weapons.

Students may not bring or possess either openly carried or concealed weapons on campus, regardless of any state or federal law to the contrary. Possession, use, storage, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons, and pellet guns), or other weapons or dangerous objects such as arrows, axes, machetes, nunchucks, throwing stars, or knives, on University Premises or Property (whether on one's person, in a parked vehicle, in a building, or in outside spaces), except for authorized use

in the Department of Military Science or authorized use by Campus Recreation.

# Student Organizations

Although not all acts of individual members can or should be attributable to the Organization, an Organization may be held responsible for the actions of its members. Allegations of Student Organization misconduct may be adjudicated before, concurrent with, or following related cases of individual misconduct. Student Organizations can designate up to five (5) members or officers to represent the Student Organization in a Formal Resolution meeting.

Factors used in determining whether alleged violation(s) of the SCC can be attributed to an Organization may include, but are not limited to:

- Whether the alleged misconduct occurred at an event the Student Organization has, formally or informally, sponsored, co-sponsored, planned, financed, advertised, or endorsed;
- The number of Student Organization members and/or officers present;
- Whether the alleged misconduct is committed by members attending a function as a representative of the Student Organization or the University, including, but not limited to, competitions, conferences, and conventions;
- Whether members were acting in the name of the Student Organization;
- Whether the alleged misconduct occurs on the premises owned, leased, or operated by the Student Organization or its members; and/or
- Failure of the Student Organization to implement preventative measures where it is reasonably foreseeable that a violation could occur.

# Interim and Other Actions

## Interim Action

Based on the nature of a Student's or Student Organization's alleged behavior, the Dean of Students or designee may impose an Interim Action prior to the completion of the conduct process. Interim Action may be imposed when the Dean of Students or designee reasonably determines, based on the information available at the time when the decision is made, to:

- ensure the safety and well-being of members of the University community, including visitors, or others, and/or;
- preserve University Premises or Property or the property of any members of the University community, including visitors, and/or
- prevent disruption of, or interference with, the normal operations or activities of the University.

Interim Action may include, but is not limited to, prohibiting the Student or Student Organization from being on University Premises or Property, attending classes, attending programs and activities, or using University facilities. The Student or Student Organization will receive notice of any Interim Action taken in writing to their official University email address. Interim Action may be in place for no more than fifteen (15) business days pending the Resolution Meeting on alleged violation(s), unless the Resolution meeting is delayed due to administrative necessity or at the request of the Student or Student Organization.

At any time prior to the Resolution Meeting, a Student or Student Organization placed on Interim Action may request an Interim Action Review by submitting the request in writing to the Dean of Students or designee. The request for review must include a statement from the Student or Student Organization explaining why the Student or Student Organization believes the Interim Action is not warranted. The Interim Action Review must take place within five (5) business days of receipt of the request for review. A Conduct Officer who did not impose the Interim Action will conduct the Interim Action Review. The Interim Action may be modified, upheld, or reversed, and the Student or Student Organization will be notified of this outcome in writing. The outcome of the Interim Action Review is final, and any Interim Action will remain in effect until the conclusion of the conduct process.

## No Contact Orders

No Contact Orders are issued in writing at the discretion of the Dean of Students or designee, based on administrative review of a situation involving two or more Students or Student Organizations. No Contact Orders are designed to be in the best interest of the Student(s), Student Organizations, or the University community. A No Contact Order is issued when there is reason to believe that an Order would be in the best interest of the involved parties and/or the community for promoting civility, safety and well-being. No Contact Orders do not require the approval, agreement, or prior notice to any Student or Student Organization involved.

1. A No Contact Order is often, but not always, mutual. Orders most frequently are two-way, preventing communication between Student(s) or Student Organization(s) named in the Order.
2. A No Contact Order can be issued prior to or as a result of a Resolution Meeting, or entirely outside of a conduct process for a specified or unlimited duration of time. No Contact Orders do not become part of a Student's or Student Organization's conduct record unless the student violates the order as determined through the University's conduct system, or unless the Order is the result of a conduct outcome.
3. No Contact Orders are not equivalent to court imposed restraining orders and do not guarantee that designated parties will avoid sightings or passing interactions on the campus or in the local community.
4. In some circumstances, a No Contact Order may restrict a Student or Student Organization from parts of the campus where the Student Organization would not have to engage in required activities. Students who are concerned about personal safety should contact University Police.

No Contact Orders are put in place to prevent communication between one or more Students or Student Organizations and specifically prohibits:

1. Direct communication through the means of verbal, written, email or other forms of communication;
2. Indirect communication through social media (including online postings and/or personal references);

3. Third party communication to initiate or transmit communication back to the other person.

Human Resources may initiate No Contact Orders between employees and students using procedures and processes managed by Human Resources.

# Procedures

## Making a Report

Incidents of alleged violations of the SCC should be reported to the Office of the Dean of Students or a conduct officer for the respective College or School. Any member of the University community may make a report concerning alleged violations of the SCC. Any delay in reporting may result in lost information or an inability to investigate the report.

Wake Forest University provides an option for anonymous reporting of any information you have regarding a suspicious person, any suspicious activity, or a crime that has occurred on- or off- campus. To complete an online crime reporting form go to: https://police.wfu.edu/forms/silent-witness-form/. Do not use this form to report crimes in progress. Call 911 from any telephone to report a crime in progress.

## Initial Review

After receiving a report, the Dean of Students or designee will determine if the reported behavior, if true, would constitute a violation of the SCC.The Dean of Students or designee may initiate interim action, in accordance with the Interim Action process.

Individuals who may have been harmed by the acts of a Student are not parties to the SCC process, but may be asked to provide information during an investigation of an alleged violation.

## Notice of the Conduct Process

When a report has been filed and has not been dismissed following the initial review, the Student or Student Organization will receive Notice of the Conduct Process. The Notice of the Conduct Process will include a summary of the reported behavior, the date of the report, the alleged conduct violation(s), the assigned Conduct Officer, and an electronic link to the Code of Conduct. The Dean of Students or designee will initiate a Resolution Meeting and conduct an investigation or further review into the facts of the report.

## Copies of Documents

Copies of documents, reports, letters, and similar information are not provided. Any Student or Student Organization alleged to have violated the SCC can view relevant information by working with the Conduct Officer or designee.

## Publicity and Confidentiality

Investigations, conduct processes, and conduct outcomes are not publicized or open to the public. Conduct-related information is confidential and will only be disclosed in accordance with University policy or as may be permitted by law.

## Disability Accommodations

A Student requesting accommodations must do so through the Wake Forest University Center for Learning, Access, and Student Success. Only accommodations approved through an accommodation letter will be considered.

## Resolution

The process will be resolved either through an Informal Resolution or Formal Resolution meeting. The Dean of Students, or designee, will determine which method for resolution is appropriate and assign a Conduct Officer to the case. When possible, cases are resolved through an Informal Resolution meeting. Factors considered in determining whether a Formal Resolution meeting is appropriate include, but are not limited to, the severity and/or complexity of the alleged incident, possible outcomes, and the Student's or Student Organization's prior conduct record.

## Student Conduct Advisors

Students or Student Organizations scheduled for a Formal Resolution meeting may request an advisor through the Dean of Students or designee. For undergraduate Students, advisors are usually students and are called Student Conduct Advisors (SCA). For graduate and professional Students, the Conduct Officer or Dean's designee may work with Students or Student Organizations to secure an appropriate person to support the Student or Student Organization throughout the conduct process. Advisors are usually Wake Forest University faculty or staff (but may be students) who have experience with student conduct. External advisors not affiliated with the University, including parents or attorneys, are not permitted to serve as advisors. The advisor is the only person a Student may have present in the meeting, unless otherwise permitted in these procedures. The respective Dean of Students or designee can provide information about the scope and role of the advisor.

## Informal Resolution Meeting

If the Dean of Students or designee determines the case may be resolved through an Informal Resolution, the assigned Conduct Officer and the Student or Student Organization will meet to discuss the details of the incident. The Student(s) or Student Organization will be required to make an appointment with the assigned Conduct Officer. The Student or Student Organization is responsible for arranging this meeting within the parameters stated in the Notice of the Conduct Process. If the Student or Student Organization fails to arrange the required meeting, a hold may be placed on the Student or Student Organization's account. Meetings may take place in person or electronically, at the discretion of the Conduct Officer.

The Student or Student Organization may review the information leading to the allegations in advance of the Informal Resolution or may review the information during the resolution meeting. The Student or Student Organization will review all materials gathered by the Conduct Officer, discuss the situation and allegations, and have their account heard.

An Informal Resolution meeting is considered resolved when the following criteria are met:

- the assigned Conduct Officer and the Student or Student Organization agree Informal Resolution is a reasonable option given the circumstances, and the Student or Student Organization has not requested a Formal Resolution meeting;
- the Conduct Officer and the Student or Student Organization agree to the findings (Responsible or Not Responsible) for the alleged violation(s), and;
- the Student or Student Organization agrees to the outcomes.

If a resolution is reached through an Informal Resolution, the Conduct Officer will send the Student or Student Organization a copy of

the decision for review and consideration. The Student or Student Organization will have three (3) business days to accept or reject the informal resolution. If the Student or Student Organization signs the decision, indicating acceptance of the findings and outcomes, the Student or Student Organization acknowledges there will be no further review or appeal of the findings and outcomes. If the Student or Student Organization declines to sign the findings or outcomes, the case will proceed with a Formal Resolution meeting.

## Formal Resolution Meeting

Formal Resolution Meeting: The Student(s) or Student Organization will be notified of the designated meeting date, time, and location. Meetings may take place in person or electronically, at the discretion of the Conduct Officer.

The procedures of a Formal Resolution are as follows:

1. **Timeline**: The Student(s) or Student Organization will receive a Notice of the Conduct Process at least five (5) business days prior to the Formal Resolution meeting. In addition to the summary of the incident, the date of the report, the alleged conduct regulation violation(s), the assigned Conduct Officer, and an electronic link to the Code of Conduct, the Notice will include the designated meeting date, time, and location, the witnesses being called by the University, and any other information (e.g., security video, access records) being presented. At certain times of the year, it may not be possible or practical for the Dean of Students or designee to provide the Student or Student Organization with five (5) business days of notice of the Formal Resolution meeting. In such an event, a Student or Student Organization may either waive this timeline or request, either electronically or in writing, their Formal Resolution meeting be expedited or delayed. The Conduct Officer will make the decision regarding the request and notify the Student or Student Organization electronically or in writing.
2. **Meeting Materials**: The Student(s), Student Organization, and Meeting Panelists may request to view all materials gathered in the case by working with the Conduct Officer or designee, which may include a Student Conduct Advisor. Copies of documents, reports, letters, and similar information are not provided.
3. **Failure to Attend**: Students and Student Organizations are expected and encouraged to attend in order to provide their perspective; if a Student or Student Organization does not attend a Formal Resolution meeting, the Conduct Officer may resolve the case without the Student or Student Organization. The choice not to attend or actively participate in the meeting is not a valid reason for an appeal.
4. **Meeting Panel or Conduct Officer**: The Conduct Officer will determine if the Formal Resolution meeting will be conducted in front of a Meeting Panel or if the Conduct Officer will proceed without a panel. Meeting Panelists will be determined by the School or College and will be selected from a trained, standing group of panelists. Meeting Panel members may include University faculty, staff, and/or students. Meeting Panels should include at least two panelists and a conduct officer to serve as the chair of the Panel, and may include up to ten (10) total members.
5. **Witnesses**: If the Student(s) or Student Organization identifies witnesses, the list of names and contact information must be provided to the Conduct Officer at least two (2) business days in advance of the Formal Resolution Meeting. If a Student, Student Organization, or the University's witness(es) cannot attend the meeting, remote participation may be permitted or a written or video statement may be presented. Only witnesses who can provide relevant information about the alleged violation(s), as determined by the Meeting Panel, will be allowed. Character witness statements or testimony are not permitted.
6. **Recordings**: All meetings will be recorded by the Conduct Officer. Recording by others is not permitted. Recesses and deliberations are not recorded.
7. **Privacy**: Formal Resolution meetings are private. Only the Student or designee(s) of the Student Organization, meeting panelists, Conduct Officer, witnesses, and assigned Student Conduct Advisors are allowed in the meeting. Students or Student Organizations may request one (1) support person who is a current member of the Wake Forest University community. A support person is present only for support of the Student or Student Organization and may not participate in the meeting.
8. **Joint Meetings**: Two or more Students or Student Organizations may participate in a joint Formal Resolution meeting if they are alleged to have participated in the same incident. The allegation/s and/or the alleged factual circumstances need not be identical for participation in a joint meeting. Any Student or Student Organization scheduled to participate in a separate meeting may request, in writing, a joint meeting if all participants agree. If a Student or Student Organization requests a joint meeting prior to the scheduled Formal Resolution, the Conduct Officer will determine the feasibility of the request.
9. **Multiple Incidents**: A Student or Student Organization alleged to have violated the SCC in unrelated incidents in a short period of time (less than 30 business days) may request to have a single Formal Resolution meeting to resolve all allegations. A request for a combined meeting must be submitted in writing to the Dean of Students or a designee prior to the date of the scheduled meeting.
10. **Standard of Responsibility**: The Student or Student Organization alleged to have violated the SCC shall be presumed Not Responsible. The standard of proof for a finding of responsibility shall be a "preponderance of the information", meaning it is "more likely than not" based on the information presented during a Resolution Meeting that the alleged conduct violation(s) occurred. It is the

responsibility of the University to establish whether there is sufficient information to meet the standard. Rules of evidence applied in civil and/or criminal legal cases do not apply to the Informal and Formal Resolution meeting processes.

11. **Request for Delay**: Except in emergency circumstances, at least three (3) business days prior to the scheduled Formal Resolution meeting, the Student or Student Organization may request, in writing to the Conduct Officer, a delay in the Formal Resolution meeting. The request must include the reason for the delay and the length of the delay. The Conduct Officer will make the decision regarding the request and notify the Student or Student Organization electronically or in writing. The Student or Student Organization will be notified if the University must delay a Formal Resolution meeting for administrative purposes.
12. **Order of a Formal Resolution Meeting**: The order of the Formal Resolution meeting will be as follows:

    12.1 The Conduct Officer will begin the meeting with an introduction of Meeting Panelists, if relevant, a review of the proceedings, and a summary of the conduct process.
    12.2 Student(s) alleged to have violated the Code of Conduct are introduced, and an affirmation of honesty (as determined by the College or School) will be administered.
    12.3 The allegation(s) will be read, and the Conduct Officer will present all information regarding the incident. The Student or Student Organization will be asked if they are responsible for the allegation(s).
    12.4 The Student(s) may provide a statement or narrative regarding the incident and the allegations(s).
    12.5 The Student or Student Organization's witness(es) will be called into the Meeting one at a time. Each witness will be introduced and an affirmation of honesty (as determined by the College or School) will be administered. During the Meeting, the witness(es) may read a prepared statement and/or respond to questions from the Student or Student Organization.
    12.6 The Meeting Panelists may ask questions of the Student or Student Organization and any witnesses at any time.
    12.7 The Conduct Officer will call witnesses. Each witness will be introduced and an affirmation of honesty (as determined by the College or School) will be administered. Any witness(es) may read a prepared statement and/or respond to questions from the Conduct Officer.
    12.8 The Meeting Panelists and/or the alleged Student(s) or Student Organization may ask questions of the witness(es) called by the Conduct Officer.
    12.9 After all witnesses have been heard and the Meeting Panelists have concluded asking questions, all witnesses are released from participation in the Formal Resolution Meeting.
    12.10 The Conduct Officer will ask the Student(s) or Student Organization if they would like to share any additional information or make a closing statement.
    12.11 The Meeting is adjourned, the recording is stopped, the alleged Student(s) are released, and the Panelists will remain for deliberation. The Conduct Officer remains to respond to questions of procedural concern or as needed by the Panelists.
13. **Procedural Concern**s: All procedural questions raised during the Formal Resolution process will be addressed by the Conduct Officer, and all decisions of the Conduct Officer are final.
14. **Decisions for Formal Resolution Meetings**: The Formal Resolution Meeting Panel advises the Conduct Officer regarding findings and outcomes. Following the conclusion of a meeting, the Panel will deliberate and advise on Finding(s). If the Panel recommends a finding of "not responsible" for the allegation(s), and the Conduct Officer accepts the Panel's recommendation, there will be no outcomes. If the Panel recommends a finding of "responsible", and the Conduct Officer accepts the Panel's recommendation for the allegation(s), the Panel will recommend appropriate outcome(s). The Conduct Officer is responsible for informing the Panelists of applicable precedent and any previous conduct violations. The Conduct Officer will determine the outcomes for the Student and will deliver an outcome letter to the Student(s) or Student Organization(s) electronically or in writing, generally via email.

# Findings

Wake Forest University recognizes the following as possible outcomes of a conduct meeting:

### Responsible

A Student or Student Organization has accepted responsibility for a violation of the SCC through the Informal Resolution meeting, has been found responsible through a Formal Resolution meeting, or has accepted limited responsibility in accordance with the Proactive Medical Support Policy. A Student or Student Organization who is responsible for a conduct violation may receive one or more of the outcomes listed below.

### Not Responsible

The Student or Student Organization is not responsible for the alleged violation.

# Outcomes

Outcomes are intended to challenge students' moral and ethical decision-making and to change behaviors. If a Student or Student Organization does not meet community expectations, the student conduct process may determine that the Student or Student Organization should no longer share in the privilege of participating in the Wake Forest community. Suspension or Expulsion during a term will not result in a refund of tuition, housing, dining, or other charges.

The nature of the finding(s) and specific circumstance(s) will be considered when determining the outcome of a Resolution meeting. Outcomes are issued on a case-by-case basis and are dependent upon

factors including, but not limited to, the nature and severity of the finding(s), the presence of mitigating or aggravating circumstances, whether the Student or Student Organization has had a prior conduct finding, and the disciplinary status of the Student or Student Organization. Wake Forest facilitates learning through student conduct by providing tools and resources to assist students in learning from their experiences to make better decisions in the future. Wake Forest believes in supporting Students and Student Organizations while challenging their behaviors, decisions, and actions. Conduct Officers and Panelists are encouraged to consider outcomes to encourage critical thinking; outcomes focused on accountability for actions, behaviors, and decisions; and outcomes supporting the safety and security of the University community. Other University policies may have presumptive outcomes, and those presumptions will be considered when determining outcomes.

Outcomes are considered in four broad categories:

## Educational / Developmental

Educational and developmental outcomes are designed to prompt Students and Student Organizations (and their members) to learn, grow, develop, and to support behavioral change through the use of educational, research, and growth-focused strategies. Educational outcomes include, but are not limited to:

**Educational Program**: Attendance at programs, events, services, workshops, trainings, seminars, or activities.

**Educational Papers**: Academic papers which may require components of research, reflection, analysis, and similar academic endeavors designed to encourage and support learning.

**Reflective Papers**: Papers which are not academic, but instead require assessment, reflection, consideration of actions and decisions, and other efforts to prompt behavioral change.

**Substance Use / Abuse / Misuse Assessment**: Educational programs, assessments, and evaluations from an appropriate professional on-campus or off-campus. Additional education or treatment may be required as a result of the assessment.

**Restitution**: Payment for damage caused to the University or a person's property. Such payment may cover costs to restore or recover the value of the property destroyed, damaged, consumed, or stolen; it is not a fine.

## Prevention

**Suspension Withheld**: A specified period of time during which the Student is considered not in good conduct standing with the University. This outcome is assigned for violations serious enough to warrant suspension from the University, but the student is given an opportunity to remain enrolled at the University. During this period, if the Student is found responsible for violating additional parts of the SCC, Suspension may become immediately effective. A Student may be required to meet periodically with a Dean (or other University official) and other actions deemed appropriate by the Conduct Officer may also be imposed, including, but not limited to, restitution, limiting or prohibiting participation in University-affiliated activities and organizations, and ineligibility for service as an officer or to have a leadership role in University organizations or committees.

**Activities Suspension**: Limited participation in non-academic activities for a specified period of time, as identified by the Conduct Officer. This may include ineligibility to participate or hold office in any organization at the University or to represent the University in the greater community. Participation in study abroad programs, non-academic conferences/ retreats, OPCD and job search activities, ambassador roles, intramural teams will be considered by the Conduct Officer or Meeting Panel based on the conduct findings. Work-study jobs are not suspended during this time.

**Disciplinary Probation/Disciplinary Warnin**g: A specified period of time during which a Student has the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the SCC. If the Student is found responsible for another violation of the Code during this period, serious consideration will be given to imposing an outcome of Suspension. A Student may be required to meet periodically with a Dean (or other University official) during their period of probation. A Student on Disciplinary Probation is still in good conduct standing with the University.

**University Housing Probation**: Official notice that if further violations of the SCC occur during a specified probationary period the Student may be immediately removed from University Housing.

**University Housing Reassignment**: Reassignment to another University housing facility as determined by the Department of Residence Life and Housing.

**University Housing Suspension or Expulsion**: Removal from University housing for a specified period of time up to, and including, permanent removal. Conditions for readmission to University housing may be specified. Under this outcome, a Student is required to vacate University housing within 24-hours of notification of the action, though this deadline may be extended upon application to, and at the discretion of, the Executive Director of Residence Life and Housing or designee. This outcome may include a restriction for specified buildings or all University housing during the period of suspension or expulsion.

**On-campus Living Requirement**: Removal from off-campus housing assignment to a University housing facility as determined by the Department of Residence Life and Housing

**Residency Requirement Extension**: Requirement to live on-campus beyond the specified residency requirement period.

**Student Organization Restrictions**: Restriction or removal of some or all of the Student Organization's activities or privileges, including, but not limited to, social, recruitment, and lounge privileges.

**Student Organization Deferred Suspension of University Recognition**: Removal of the Student Organization's recognition by the University is deferred pending the completion of requirements specified in the decision of the Conduct Officer or Meeting Panel. An additional finding of responsibility during the suspension period will result in suspension or revocation of University Recognition.

## Restorative

**Restorative Actions**: Requirement to engage in actions that attempt to make amends for the negative impact of a violation and to repair the harm that resulted from the misconduct. These actions may include, but are not limited to, activities such as letters of apology, drafting and implementing a plan of resolution (together with the Conduct Officer), engaging in restorative justice conferences, or developing plans for reintegration.

**Community Service**: Assignment to work a specific number of hours at a community service site approved by the Conduct Officer and may be on or off campus.

### Separation and Status

**Suspension**: Separation from the University for a specified minimum period of time, after which the student is eligible to return. Eligibility to return may be contingent upon satisfaction of specific conditions noted in the outcome letter. During the suspension period, the Student may not be present on University premises, at University functions, events, and/or activities, on or off campus, without prior written approval from the Dean of Students or designee.

**Expulsion**: Permanent separation from the University without the possibility for re-enrollment. The Student may not be present on University premises, at University functions, events, and/or activities, on or off campus.

**Withholding Degree**: The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all conduct outcomes.

**Student Organization Suspension of University Recognition**: Removal of the organization's recognition by the University for a specific period of time. The period of time and any requirements, which must be satisfied prior to review for reinstatement, will be specified in the decision of the Conduct Officer or Meeting Panel.

**Student Organization Expulsion and Revocation of University Recognition**: Permanent separation from the University and termination of the organization's relationship with the University.

## Appeals

Appeals are considered only for findings and/or outcomes of a Formal Resolution meeting.

The Dean of the School or College, or their designee/s, is the final appeal authority for all SCC violations as determined through a Formal Resolution meeting. The Dean, at their sole discretion, may delegate appeal decisions to an individual, committee, ad hoc group, or similar. The decision of the Dean or designee is final, binding, and the end of the conduct process.

Requests for an appeal must be submitted in writing within 14 calendar days of receipt of the outcome letter. Requests for an appeal must be submitted to the Dean of the School or College or their designee, as noted in the outcome letter.

Students or Student Organizations who have received an outcome other than Suspension or Expulsion are not guaranteed an appeal meeting. Students with an outcome of Suspension or Expulsion will be automatically granted an appeal meeting if the request is made in writing within 14 calendar days of receiving notification of the outcome letter.

An appeal request must state one or more of the following grounds for an appeal:

- insufficiency of information to support the decision;
- severity of the outcome;
- presence of new information not available at the time of the Formal Resolution meeting; or
- procedural error significantly impacting the finding(s) or outcome(s).

If the appeal request is declined, the Student or Student Organization will be notified electronically or in writing by the Dean of the School or College or their designee. If the appeal request is granted, the Dean of the School or College will notify the Student or Student Organization electronically or in writing of the date for the appeal meeting.

Specific appeal procedures for the School and Colleges may be outlined on the Student Conduct website for the School or College of enrollment.

## Student Conduct Records Disclosure

The University determines reportability of conduct records, as outlined below.

### Conduct System Record Disclosure

A Student or a Student Organization has a conduct record if they are found responsible for a violation of this SCC.

- Internal Disclosure of Records: In compliance with the Family Educational Rights and Privacy Act ("FERPA"), University officials with a legitimate educational interest (such as study abroad programs reviewing a Student's eligibility for study abroad, scholarship review committees, etc.) may review a Student's conduct record in the Office of the Dean of Students.
- External Disclosure of Records: The University will disclose information from a Student or Student Organization conduct record to a third party with written consent of the Student or Student Organization or as may otherwise be permissible by law.
- A Student may review all or part of their conduct record by making a request through the Office of the Dean of Students.

### Information subject to disclosure:

The following violations for which the Student or Student Organization was found responsible are reportable conduct violations:

- Theft (value of item/s more than $500)
- Deception (not including possession or use of false identification to change age)
- The policies addressing sexual harassment, sexual misconduct, and/or retaliation
- Use, possession, manufacture, sale, distribution, or transportation of illegal drugs, excluding findings for possession or use of Marijuana/Cannabis. Alcohol misuse and possession or use of Marijuana/Cannabis will be disclosed if the violation results in a Suspension or Expulsion.
- Weapons
- Harm to Others
- Harassment
- Hazing
- Bullying/Cyberbullying, Threatening Behavior

- Retaliation
- Any outcome of Suspension or Expulsion

Reportable violations will include the date of the incident, the date the Student or Student Organization was found responsible, finding(s), outcome(s), outcome completion status, and a brief summary of the incident. Notwithstanding the foregoing, information disclosed pursuant to a legal process will include all information and records that are responsive to the request.

### Pending hearing:

A Student or Student Organization with pending conduct allegations may have a notation reported on their conduct record stating, "This individual has a pending conduct matter for which, if found responsible, would be disclosed externally.

# Related Policies

## Anti-Hazing Policy

Wake Forest University prohibits hazing and any conduct that aids, abets, assists, or supports another in hazing. "Hazing" is any action taken or situation created for the purpose of initiation, admission into, affiliation with, or as a means of maintaining continued membership or favor in a group, organization, or team that: (1) endangers the mental or physical health or safety of any student; (2) unreasonably interferes with a student's academic, professional, or personal obligations; (3) humiliates, demeans, disgraces, or degrades a student; (4) is not relevant to a student's development within the context of the group, organization or team; or (5) the action taken or situation created is excessive and unreasonable within the context of the group, organization or team.

The consent or willingness of the person subjected to hazing, either expressed or implied, is not a defense to hazing.

Wake Forest prohibits retaliation against any person who acts in good faith to stop, prevent, or report potential hazing activity, or who participates in an investigation involving hazing allegations. Wake Forest encourages reports of potential hazing or retaliation, and reports can be made at this website: https://hazing.wfu.edu/report-hazing/ or by calling 336.758.HAZE (4293).

Persons who cause physical injury by hazing, or who aid or abet others in physical injury by hazing, are also subject to arrest and criminal liability under North Carolina law (https://www.ncleg.gov/enactedlegislation/statutes/pdf/bysection/chapter_14/gs_14-35.pdf).

Violations of this policy may result in sanctions under the Student Code of Conduct, up to and including Disciplinary Suspension and Disciplinary Expulsion. The Student Conduct Office will coordinate hazing investigations with other appropriate University units and a proceeding may determine outcomes for alleged violations of this policy and other University policies.

Hazing results from a power imbalance between members of a group, organization or team. Hazing due to this imbalance can impact any member of the group, organization, or team, regardless of status. Hazing can take place in various forms, including Intimidation Hazing, Harassment Hazing, and/or Violent Hazing.

### Intimidation Hazing

This involves conduct that emphasizes the power imbalance between members of the group, organization, or team, and current members, new members, or students seeking or maintaining affiliation. This is termed "intimidation hazing" because this type of hazing is often taken for granted or accepted as harmless or meaningless.

Intimidation hazing typically involves activities or behaviors that breach reasonable standards of mutual respect and results in new members being ridiculed, embarrassed, and/or humiliated. Members often feel the need to endure intimidation hazing to feel like part of the group or community. Examples of intimidation hazing include, but are not limited to:

- Required periods of silence
- Deprivation of privileges
- Social isolation
- Name calling
- Assignment of duties not assigned to other members, including event preparation and/or clean up, driving requirements, and similar obligations or assignments

### Harassment Hazing

This involves conduct that causes emotional anguish or physical discomfort to members so that they feel like part of the group. Members subjected to harassment hazing often experience confusion, frustration, and undue stress. Examples of harassment hazing include, but are not limited to:

- Verbal abuse
- Threats or implied threats
- Sexual simulations or nudity
- Requiring situationally inappropriate attire or changes to physical appearance, such as the cutting of hair, wearing makeup or markers, or other alterations
- Sleep deprivation

### Violent Hazing

This involves conduct that causes or could cause physical or psychological harm. Examples of violent hazing include, but are not limited to:

- Forcing or coercing alcohol or other drug consumption
- Forcing or coercing physical activity or exercise, such as pushups, "planking," ""bows and toes," or similar
- Forcing or coercing sexual acts
- Beating
- Paddling or other forms of battery
- Branding or tattooing
- Creating a threatening circumstance such that a student reasonably fears for their personal safety
- Forcing or coercing ingestion of vile substances
- Placing students in the shower against their will
- Bondage
- Kidnapping
- Expecting participation in illegal activity or in an activity that would otherwise violate the Student Code of Conduct or other University policy.

Disciplinary suspension or disciplinary expulsion will be strongly considered for students and/or student organizations found responsible for violent hazing, harassment hazing, and retaliation. Additionally, students or student organizations who use deception or collude

with others to obstruct a hazing investigation will receive the same disciplinary consideration.

## Alcohol and Other Drug Policy for Undergraduate Students

*General Regulations and Policy*

Possession or consumption of alcoholic beverages and/or other drugs is permitted only in accordance with this policy and applicable laws. Failure to comply with this policy and applicable laws could subject the individual and/or group to conduct action within the University.

When consumption of alcoholic beverages is permitted by students and their guests of legal age on campus, such consumption is limited to beer, unfortified wine, and other malt beverages. Permitted beverages must contain 16% or less alcohol by volume (ABV). Distilled alcoholic beverages and other beverages with an ABV greater than 16% may not be consumed except at events held at a licensed establishment or where alcohol is served by a licensed third-party vendor.

When possession of alcoholic beverages is permitted by students and their guests of legal age on campus, such possession is limited to beer, unfortified wine, and other malt beverages. Permitted beverages must contain 16% or less alcohol by volume (ABV). Distilled alcoholic beverages and other beverages with an ABV greater than 16% may not be possessed on campus.

Students and their guests of legal age may consume alcoholic beverages (beer, unfortified wine, and other malt beverages) in the following locations on the Reynolda campus: residential living spaces within residence halls, leased lounges, independent lounges, common spaces in apartment-style living suites, Shorty's, Zick's, and at special event venues during registered events.

Students and their guests of legal age may consume alcohol on leased patio areas after 5:00 p.m. on weekdays and after 12:00 PM on Saturday and Sunday.

When participating in study/travel abroad programs, students are expected to abide by the legal drinking age and/or applicable laws in the country(ies) where they study/travel.

*Individual and Organizational Regulations*

1. Alcohol and Other Drug Misuse:

    a. Use of alcohol/or other drugs that results in behaviors, physical signs, and medical consequences, including but not limited to: staggering, difficulty standing or walking, slurred speech, passing out, blackouts (loss of memory), vomiting, retching, bloodshot and/or glassy eyes, strong odor of alcohol and/or other drugs, physical injuries, or other medical problems.

    b. A pattern of recurring episodes of alcohol and/or other drug-related violations of the SCC.

    c. Use of alcohol and/or other drugs in association with inappropriate behavior including/but not limited to:

Harassment

Threatening Behavior

Destruction or Defacement of Property or Grounds

Failure to Comply with the Directions of University Officials

Any other behavior that violates the Undergraduate SCC

2. Assisting or Encouraging Underage Possession, Purchase, or Consumption of Alcoholic Beverages: Helping or actively encouraging another person to engage in violations of University's Undergraduate Alcohol and Other Drug Policy. The student is also responsible for misconduct if they permit underage alcohol use within their residence hall room or off-campus residence, or otherwise provide a setting that allows for the underage consumption of alcohol.

3. Open Containers: Possessing an Alcoholic Beverage in open containers outside Designated Areas. Residents and their guests are not allowed to carry primary or secondary open containers of alcohol to or from suite/floor lounges at any time.

4. Public Consumption: Consumption of Alcoholic Beverages, on or off-campus, in a place which is generally viewable to the public or other students, unless the consumption is permitted as part of a registered event or approved special event (e.g., approved tailgating area).

5. Possession of Prohibited Form of Alcohol: When possession of alcoholic beverages is permitted on-campus, such possession is limited to Alcoholic Beverages with 16% or less alcohol by volume (ABV).

6. Driving While Impaired and/or Driving Under the Influence: Because of the danger that drivers under the influence pose to themselves and to others, the operation of a vehicle while under the influence of alcohol or other drugs is prohibited. For purposes of this policy, "driving under the influence" is defined as a situation in which the operator of any motorized vehicle is determined by admission, by testing for blood alcohol content, or by commonly accepted behavioral observations (e.g., slurred speech, staggering, etc.), to be driving such vehicle after having consumed Alcoholic Beverages or ingested other Drugs or legally controlled substances to a degree that has altered, inhibited, or impaired the student's ability to think and/or act.

7. Underage Purchase or Attempt to Purchase Alcohol: No student under the age of 21 may purchase or attempt to purchase Alcoholic Beverages.

8. Underage Possession and/or Consumption of Alcohol: No student under the age of 21 may possess or consume Alcoholic Beverages. Additionally, no student under the age of 21 may possess empty primary alcohol containers.

9. Sale of Alcoholic Beverages: The sale of Alcoholic Beverages except for sales by University-approved licensed vendors.

10. Use, Possession, Sale, Manufacture, Distribution, or Display of Controlled, Illegal or Prohibited Substances and/or Paraphernalia: Any possession, use, sale, manufacture, distribution, or display of controlled, prohibited, or illegal substances and/or Paraphernalia. The use of (or intent to use) substances for purposes or in manners not as directed. Cannabis is prohibited, including any cannabis product or products that contain any amounts of any form of THC, including edibles, alternative cannabis products (i.e. tinctures, lotions/balms/transdermal patches, concentrates, etc.), vapes for use with cannabis oils, etc. If University officials respond to the smell of cannabis, the University may proceed with a conduct process and determine, based on the totality of the information, that it is more likely than not the substance is cannabis, and thus is prohibited. The factors to be considered include but are not limited to: the smell of cannabis, the presence of paraphernalia related to cannabis use (water bongs, grinders, pipes), behaviors indicative of cannabis/THC intoxication, and any applicable packing or testing.

11. Use of Common Source Containers: The use of common source containers except by University-approved licensed vendors or during events pursuant to University Athletics policies.

12. Drinking Practices or Games that Promote Misuse of Alcohol: Active participation in games and activities that promote high-risk drinking or rapid alcohol consumption. This includes, but is not limited to, flip-cup, pong (including "water pong"), quarters, split-a-bottle, Edward 40-hands, shot-gunning, shots, consuming a minimum volume of alcohol within a set time period, and chugging.

13. Unauthorized Containers or Paraphernalia: Beer bongs, funnels, or any other paraphernalia which encourage or support alcohol misuse are prohibited.

14. Advertising, Referencing or Promoting Alcoholic Beverages, Drug Use, or Bars/Taverns: No reference to alcoholic beverages, illegal drug use or off-campus bars/taverns may appear on any poster, sign, flier, or social media posting (except programming/prevention messaging from approved offices within University departments). This includes, but is not limited to, College Night, Drink Specials, BYOB or Your Favorite Beverage. Student organizations or student initiatives that involve election campaigns are also not allowed to reference alcoholic beverages or off-campus bars/taverns as part of election marketing.

15. Social-Hosting Regulations: Student organizations hosting social functions where alcohol is consumed must abide by all University regulations and applicable laws. Such groups are responsible for managing their social functions in a manner consistent with this policy. For the purposes of this policy, this includes registered student organizations and other informal groups of students hosting social events.

- Persons of legal drinking age may consume alcoholic beverages at social functions registered in accordance with this policy. Attendance at such functions is limited to Wake Forest University students and their invited guests.
- Hosts will verify by checking government-issued identification that individuals who consume alcoholic beverages at a social function are at least 21 years of age. Acceptable forms of identification are valid forms of: Driver's License, State Issued Identification, Passport, or Military Identification.
- Hosts must prominently display information regarding North Carolina state law regarding alcohol use.
- No alcohol is permitted at formal recruitment functions.
- Groups holding social functions at any off-campus location where alcohol is available must abide by all applicable laws and be aware that their organization represents Wake Forest University. The group may be held accountable for its actions and the actions of its members through the University judicial process.
- Alcoholic beverages may not be stored/held in lounges at any time other than during an officially registered social function.
- Alcoholic beverages for social events sponsored by student organizations may not be purchased with Student Activity Fee (SAF) or Student Budget Advisory Committee (SBAC) funds. Student Government and Student Union may utilize SBAC funding to purchase alcohol for Campus-wide events in accordance with University event planning guidelines for undergraduate organizations.
- All social function hosts are responsible for knowing and following the Guidelines for Hosting Social Functions.

*Administration of the Policy*

- The Alcohol and Other Drugs Coalition reviews the University Undergraduate Alcohol Policy and related procedures no less than on a biennial basis. The Alcohol and Other Drugs Coalition reports its findings and makes recommendations to the Vice President for Campus Life.
- The implementation and enforcement of the University Undergraduate Alcohol Policy is under the direction of the Vice President for Campus Life.
- Reported or suspected violations of the University Undergraduate Alcohol Policy will be addressed in accordance with the SCC.

*Definition of Terms*

- Alcoholic Beverage: Any liquid containing at least one-half percent (0.5%) alcohol by volume, including beer, wine, malt beverages, liquor, or mixed drinks.

- Alcohol Paraphernalia: Any material, product, instrument, or item used to create, distribute, manufacture, use, conceal, or ingest alcohol.
- Bar/Tavern: An establishment for the sale of beer and other drinks to be consumed on the premises, sometimes also serving food for which >50% of revenue comes from the sale of alcohol.
- BYOB: A social event where individuals bring their own Alcoholic Beverage. If an event is designated as "BYOB," collective purchasing of alcohol (by members or non-members of the sponsoring organizations) is prohibited.
- Common Source Containers: Kegs, coolers, and similar containers of Alcoholic Beverages intended to serve as a source of such beverages for multiple persons at a party or other gathering.
- Designated Areas: locations on the Reynolda campus where Students, Student Organizations, and their guests of legal age may consume Alcoholic Beverages. The following are Designated Areas: residential living spaces within residence halls, leased lounges, independent lounges, common spaces in apartment-style living suites, Shorty's, Zick's, and at special event venues during Registered events.
- Distribution: "Sharing" or providing access to alcohol or other drugs. It does not require the exchange of money, goods, or services.
- Drug: A chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being; a habit-forming medicinal or illicit substance, especially a narcotic.
- Drug Paraphernalia: Any material, product, instrument, or item used to create, manufacture, distribute, use (ingesting, inhaling, or otherwise introducing any drug into the body), conceal, or otherwise manipulate any drug and includes, but is not limited to, hypodermic needles, syringes, bongs, vaporizers, or pipes.
- Possession: Transportation, ownership, control, or consumption of an Alcoholic Beverage or Drug. Students are presumed more likely than not to be in possession if the item is found in their room, vehicle, belongings, or other space within their direct or indirect control. More than one individual may have possession of an Alcoholic Beverage or Drug.
- Primary Container: The original packaging (including cans, bottles, boxes, or other packaging) in which an Alcoholic Beverage is distributed by the manufacturer.
- Registered: Any social event that has been approved and recorded by the Office of Student Engagement, or other appropriate office.
- Secondary Container: Any device into which an Alcoholic Beverage has been transferred from its primary container. Also, any cup or container used to conceal the identity of the Alcoholic Beverage (such as a Koozie).

## Proactive Medical Support Policy for Undergraduate Students

Wake Forest is committed to the safety and wellbeing of its students. The University encourages and expects students who are concerned about their own health or the health of another student due to alcohol and/or drug use to proactively seek medical support. The University recognizes the potential for a conduct action by the Office of the Dean of Students may deter students from seeking medical assistance, and this Proactive Medical Support Policy is intended to eliminate that barrier.

This Proactive Medical Support Policy applies to:

- Students who proactively seek medical support for themselves due to use of alcohol and/or other drugs,
- Students who proactively seek medical support for another person due to that person's use of alcohol and/or other drugs, and
- Student organizations seeking medical assistance for their members or guests due to the member(s)' or guest(s)'s use of alcohol and/or other drugs.

*Individual*: Students will be eligible for Proactive Medical Support when it is determined they proactively sought medical assistance for themselves or if others sought medical assistance for them in a proactive manner related to the use of alcohol and/or other drugs. The term "proactive manner" means a student would seek out the assistance of law enforcement or medical personnel (examples include a Winston-Salem or University Police Officer or a member of the Wake Forest University Emergency Medical Services staff) or residence hall staff member (examples include a Gra duate Hall Director or Resident Adviser) trained student staff (examples include an Event Resource Manager or Deacon Patrol member), or using a specific university resource (such as Deacon Health Service or calling 911). A student who is seeking Proactive Medical Support for themselves will be required to comply with recommendations of the Office of the Dean of Students. Recommendations may consist of, but not be limited to, the following:

- Educationally-focused outcomes:
  - Referral to an Alcohol and Other Drug Counselor for an alcohol or other drug assessment
  - Educational opportunities to assist in avoiding future high-risk situations
  - Online or in-person educational programs, such as AlcoholEDU, BASICS, or similar
- Prevention-based outcomes:
  - A period of warning or probation
- Restorative and community-focused outcomes:
  - Apology letter
  - Residence Hall programming and/or educational efforts

If the student satisfactorily completes the process through the Office of the Dean of Students, allegations, findings, and outcomes will not be reported externally to graduate or professional schools or on background checks. In addition, Proactive Medical Support will not be granted to students needing medical assistance who refuse to cooperate with medical providers, law enforcement, or University personnel at the time medical assistance is sought.

Students who seek medical assistance for another person experiencing an alcohol or other drug related emergency may also be granted

Proactive Medical Support, in support of their help-seeking behaviors. Outcomes may include the same outcomes noted above.

*Organizational*: Student organizations may be eligible for Proactive Medical Support when it is determined that they sought medical assistance for members and guests in a proactive manner related to the use of alcohol and/or other drugs. The term "proactive manner" means that the student organization would seek out the assistance of law enforcement or medical personnel (examples include a Winston-Salem or University Police Officer or a member of the Wake Forest University Emergency Medical Services staff) or residence hall staff member (examples include a Graduate Hall Director or Resident Advisor) trained student staff (examples include an Event Resource Manager or Deacon Patrol member), or using a specific university resource (such as Student Health Service or calling 911). A student organization seeking Proactive Medical Support will be required to comply with recommendations of the Office of the Dean of Students in order to be granted the amnesty. Failure to seek medical assistance may result in disciplinary action against the student organization and/or its members. The student organization seeking medical attention for another person will not receive charges related to alcohol and other drugs by the Dean of Students or his/her designee, provided the student organization and/or its members complete any educational recommendations assigned by the Office of the Dean of Students. The Office of The Dean of Students reserves the right to notify the Inter/national headquarters of recognized student organizations, even when amnesty is given. Failure to comply with the recommendation(s) may result in alcohol and/or drug violations under the Code of Conduct.

Individual students or organizations that actively seek immediate medical assistance for another person may still receive Proactive Medical Support regardless of the compliance of the individual for whom medical assistance was sought.

If a student and/or a student organization received Proactive Medical Support for a prior incident or has prior alcohol or other drug conduct cases, the availability of amnesty is at the discretion of the Office of the Dean of Students. Proactive Medical Support applies only to alcohol and other drug violations under the SCC and does not eliminate the possibility that other allegations may be made to address other prohibited conduct such as but not limited to, assault, property damage, or distribution of illegal or illicit substances.

This policy applies only to those students or student organizations seeking medical assistance due to alcohol or other drug use and does not apply when the individual in need of medical assistance is found by University employees, including Resident Advisers.

### University Policy On Demonstrations, Chalking, And Posting

Wake Forest University has a policy on demonstrations, chalking, and posting. See the entire policy in the University's Policy Library, https://policy.wfu.edu/demonstrations-chalking-and-posting-policy/.

# Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, tablets, personal computers, laptops, smart phones, computer networks, computer peripherals, and software, whether used for academic, administration, research or other purposes. This also includes use of University data or access to computer systems by personal devices such as computers, tablets, and smart phones by faculty, staff, students and guests. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with an email account. Outside of the classroom, email is an important means of communication between faculty, staff, and students. It is the responsibility of the student to regularly monitor his or her Wake Forest email account for University communications.

**Basic Principles.** The University's computing resources are for administrative, instructional, educational, and research use by the students, faculty, staff, vendors and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of University computing resources.

As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains.

Use of campus resources is restricted to authorized users. For the purposes of the Policy on Ethical and Responsible Use of Computing Resources, an "authorized user" is defined as an individual who has been assigned a login ID and authentication credentials such as a password for use of computing resources. Authorized users are responsible for the proper use of the accounts assigned to them under their login ID and authentication credentials. Users are also responsible for reporting any activities which they believe to be in violation of this policy, just as students are responsible for reporting Honor Code violations.

Use of these resources must be done:

- *In a manner consistent with the terms under which they were granted access*
- *In a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these resources; and*
- *In a responsible manner and consistent with University policies and the workplace and educational environment.*

For faculty, staff, vendors, contractors, and other non-students, limited personal use of University issued computing resources is authorized so long as it does not impact University computers, network, or interfere with work related activities and is not prohibited by this or other University policies.

For students, personal activity is allowed as long as it does not interfere with other University computers or network bandwidth and is not prohibited by this or other University policies.

**Systems Monitoring.** This statement serves as notice to all users of campus computing resources that regular monitoring of system activities occurs and users should have no expectation of privacy while on the WFU network or computer systems. Only people engaged in supporting University computing resources are authorized to perform monitoring of systems and only for systems under their control.

**Policy Violations.** Suspected violation of this policy will be handled through the appropriate University process or office, such as

administrative procedures, The Honor and Ethics Council, the Graduate Council, Dean's office, or Human Resources.

Violation of this policy may result in one or more of the following, in addition to any other actions deemed appropriate by the applicable authority:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to use the University's computing resources.*
- *Suspension of one's ability to send or receive email.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

**Locating Computing Policy Information and Policy Updates.** The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources". This policy and others may be updated and revised from time to time without prior notice.

Full policies can be reviewed online (https://is.wfu.edu/services/policies-and-standards/).

# University Services

- Global Affairs
- Information Systems
- Libraries
- Student Health and Wellbeing
- Transportation and Parking Services
- University Police and Safety Services

# Global Affairs

- Center for Global Programs & Studies (GPS)
- Center for Immigration Services & Support (ISS)
- Center for Research on Abroad and International Student Engagement (RAISE)

# Center for Global Programs & Studies (GPS)

The Center for Global Programs and Studies (GPS) advances a global campus community and cultivates global mindsets through collaborative initiatives, programs, and services for the entire University. A complete list of programs and services offered by GPS is available here (http://global.wfu.edu).

Contact Information:
The Center for Global Programs and Studies
Reynolda Hall, Room 116
Phone: 336-758-5938

## Global Abroad and Away

Global Abroad and Away (http://studyabroad.wfu.edu/) manages the extensive offerings of Wake Forest and Affiliate study abroad/away programs and provides advising to all students pursuing these academic opportunities. Other programs and services include:

- Study abroad/away scholarships (http://studyabroad.wfu.edu/funding/)
- Passport Assistance
- Community-Based Global Learning (CBGL) programs (https://global.wfu.edu/staff/international-service/)
- Cross-Cultural Engagement (CCE) program (https://global.wfu.edu/global-abroad/cross-cultural-engagement/)
- Contemporary Global Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/)
- Global Trade and Commerce Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/global-trade-commerce-studies/)

## Global Campus Programs

The Global Campus Programs (GCP) team is responsible for the planning, design, and implementation of programs focused on building a global campus community. The GCP team is both proactive and responsive to developing collaborative programming based on the needs of students, faculty, staff, and campus partners with the goal of enhancing global mindsets. Hallmark programs include Global Laureates Academy (https://global.wfu.edu/global-laureates-academy/) and the WISE Conference (https://global.wfu.edu/global-campus/wise-conference/) for faculty, staff, and students.

# Center for Immigration Services & Support (ISS)

The Center for Immigration Services & Support (ISS) (https://global.wfu.edu/iss/) provides visa processing and immigration support to international students, faculty, and staff during their time at Wake Forest and beyond. Through maintaining compliance with immigration regulations and accurate reporting to several federal government agencies, the ISS team ensures Wake Forest can continue to host international students, faculty, and staff on its campuses. The ISS staff are the only Designated School Officials (DSO) for Wake Forest University, meaning we are your resources for all immigration-related guidance. ISS organizes many activities to build community and strengthen the sense of belonging for the international population. We also host several immigration information sessions throughout the year to educate campus stakeholders on various processes and procedures. The experts in ISS advocate for services that will enhance the experience of our international population on campus. You may contact ISS by email at iss@wfu.edu.

# Center for Research on Abroad and International Student Engagement (RAISE)

The RAISE Center (https://raisecenter.wfu.edu/) seeks to understand and enhance the experiences, engagement, and development of abroad and international students. Composed of researchers across multiple institutions, the RAISE Center provides the following opportunities for WFU faculty, staff, and students to engage in research and practice in international education:

- Research on International Student Engagement (https://raisecenter.wfu.edu/projects/project-rise/) (Project RISE)
- Academic Research on Education Abroad (https://raisecenter.wfu.edu/projects/area-database/) (AREA) Database

- Global Accelerator Program (https://global.wfu.edu/global-outreach/wfugap/) provides faculty cross-cultural teaching opportunities in China

For more information, please contact raise@wfu.edu

# Information Systems

The Office of Information Systems (https://is.wfu.edu/) (IS) provides modern technology services for the unique academic, research and administrative needs of Wake Forest University (WFU) students, faculty and staff. The IS mission is to empower the WFU campus community in the use of information and digital technologies to further intellectual exploration, informed institutional decisions, and the creation and dissemination of knowledge. Driven by the core values of innovation, collaboration, and leadership, IS partners with the campus community to discover effective technology solutions which support Wake Forest as a vibrant place of learning and discovery.

Wake Forest employs a single sign-on approach for most university systems and logins. When a student is enrolled, and for the duration of their studies, they are provided with an @wfu.edu student account which provides access to Wake Forest's Google Workspace environment (WFU Mail, Docs, Sheets, Forms, Chat, Slides, Calendar and more), software licensing including Microsoft365 and Adobe Creative Cloud apps (Adobe Photoshop, Illustrator, Indesign, Premiere), the Workday student information system (advising, registration, degree planning and financial aid), Canvas and other instructional systems, and many other campus administrative sites and services. A self-service platform for password activation, resets and other needs for the WFU account is provided at account.wfu.edu (https://account.wfu.edu/pwm/public/).

For computing, most Wake Forest students, faculty and staff favor laptops for flexibility and mobility. The campus wireless network is likewise extensive and carefully maintained. Coverage extends to most buildings on campus, as well as numerous outdoor spaces (https://help.wfu.edu/support/solutions/articles/13000199161-outdoor-wireless-on-reynolda-campus/) to support learning and work in the natural surroundings. Through its designation as an eduroam partner site (https://incommon.org/eduroam/eduroam-u-s-locator-map/), Wake Forest extends connectivity to thousands of university and other partner campus networks nation- and worldwide.

The Bridge IT support desk (https://is.wfu.edu/services/service-desk/) provides walk-in technology support for the campus community and is centrally located in the ZSR library. In addition to general IT consultation, support and guidance, The Bridge is also an authorized Apple, Dell, Lenovo ThinkPad, and Microsoft Surface service center. The Bridge offers flexible routes for seeking IT help, with extended walk-in hours, chat support, phone support (758-HELP), and a knowledge library of IT solution articles (https://help.wfu.edu/). Additionally, simple video capture and green screen is available to students in the One Button Studio (https://is.wfu.edu/services/one-button-studio/), a fully automated video production facility in The Bridge.

To support their studies and modern campus needs, all Wake Forest undergraduate students are required to have a laptop meeting core minimum requirements (https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements/). While some students bring their own laptop, many opt to purchase through the University's WakeWare (http://wakeware.wfu.edu/) official laptop program. WakeWare laptops include full on-campus repairs onsite at The Bridge (https://is.wfu.edu/services/service-desk/) and four years of extended warranty and damage protection. During times of repair, loaners are provided to students to minimize disruption to their studies. Undergraduate students receiving institutional aid qualify for a grant to cover the full cost of the WakeWare Standard computer and have two years to redeem their grant.

Digital Accessibility is prioritized through the IS Technology Accessibility Program. In addition to guiding campus with awareness on digital accessibility best practices, IS employs accessibility reviews for university software purchasing, and promotes accessibility of university digital resources through various partnerships and advocacy efforts within and beyond campus.

For some academic programs and courses, students learn necessary skills in powerful software programs such as AutoCAD and COMSOL. Access to these applications is provided to students in a virtualized desktop environment. For advanced processing needs, such as some modeling or analytics exercises, students have access to the WFU Distributed Environment for Academic Computing (DEAC) cluster, a Linux-based High Performance Computing cluster. The DEAC cluster provides supercomputing services for academic research and coursework and are available to students 24 hours a day through connections over the campus network.

Wake Forest leverages the Workday Student platform for campus student information system functions, and the modern and integrated system supports many steps in the student academic journey, including enrollment, advising, registration, student financials and academic records.

The Wake Forest WakerSpace (https://wakerspace.wfu.edu/) is a student-staffed maker facility for student skill-building, creativity and making. Students have access to explore various maker and creative projects using 3D printers, laser cutters, woodworking, soldering, podcasting, knitting, and sewing, with workshops and interest groups holding sessions in the space throughout the year. With academic and extra-curricular programming, and with a creative community of students, faculty and staff alike, the WakerSpace serves a broad range of interests across campus.

Students have access to IS-supported cable television and streaming services. All residence hall rooms are equipped with cable TV connections and/or the ability to stream cable TV. Available to students on- and off-campus, Cable and streaming services (https://is.wfu.edu/services/stream2/) provide access to on demand and scheduled cable network programming as well as local campus information channels and recording storage for every account. Student gaming and other entertainment devices are permitted and may be networked through a special wireless service specifically reserved for these more non-standard devices.

Wake Forest cybersecurity strategy (https://infosec.wfu.edu) is multi-pronged, with technical controls, policy (https://policy.wfu.edu/) and community awareness layers. Campus awareness and guidance around good cybersecurity practices are prioritized in annual programming. An annual student-focused cybersecurity awareness month, required faculty and staff training, as well as outreach and workshops targeted for unique needs of campus audiences all seek to increase campus awareness and efficacy in good information security practices.

Numerous student employment opportunities are available to students with an interest in technology and higher education, and IS offers positions for a variety of interests including technology support, digital

literacy and the WakerSpace. IS consults a student advisory body regularly to seek guidance on various initiatives.

Students also have access to additional computing resources outside the University. Wake Forest is a member of:

- The Inter-University Consortium for Political and Social Research (ICPSR) (https://www.icpsr.umich.edu/web/pages/), located at the University of Michigan. Membership in ICPSR provides students and faculty with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data.
- EDUCAUSE (https://educause.edu), a national consortium of colleges and universities concerned with computing issues.
- Eduroam, a global wireless network access service, available on thousands of partner campuses (https://incommon.org/eduroam/eduroam-u-s-locator-map/) for research and education, accessed using one's home institution credentials (WFU account login).

# Libraries

## Overview

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries and HathiTrust.

The Wake Forest University libraries include: the Z. Smith Reynolds (ZSR) Library (https://zsr.wfu.edu/), located on the Reynolda Campus, supporting the undergraduate College, the Wake Forest School of Business, the Graduate School of Arts and Sciences, the School of Divinity, and the School of Professional Studies; the Law Library (http://library.law.wfu.edu/), housed in the Worrell Professional Center on the Reynolda Campus, serving the School of Law; and the Coy C. Carpenter Library (https://school.wakehealth.edu/Carpenter-Library/) serving the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

### Collections

The three library collections total over 3.4 million titles, including over 2.4 million e-books, more than 180,000 electronic journals and over 240,000 streaming audio and video titles. The Law Library holds over 125,000 volumes and the Coy C. Carpenter Library holds over 29,000 volumes. The ZSR Library and the Law Library serve as selective federal depositories as a part of the Federal Depository Library Program. The three libraries share an online search portal, which provides access to books, electronic resources, journals, databases, and more. Through our interlibrary loan service (https://zsr.wfu.edu/delivers/ill/), students, faculty and staff may obtain materials from other libraries at no charge.

# Z. Smith Reynolds Library

The Z. Smith Reynolds Library (ZSR) provides comprehensive reference and research services (https://zsr.wfu.edu/research/) in-person and online. Research Librarians work with individual classes across the disciplines on research projects and library users can request personal research sessions (https://zsr.wfu.edu/research/support/sessions/) with Research Librarians at all phases of their research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines and special topics in information. The Digital Initiatives & Scholarly Communication (https://zsr.wfu.edu/digital-scholarship/) librarians support faculty scholarship and student digital project coursework through consulting and instruction on tools, methodologies, project management, digital publishing, open education, data management, copyright, and open access.

Special Collections & Archives (SCA) (https://zsr.wfu.edu/special/about/) serves as a research repository for rare, unique, and primary source materials in the Z. Smith Reynolds Library, including nearly 80,000 volumes and 15,000 linear ft. of collections. SCA acquires, preserves, and provides access to a wide range of primary research materials in their original formats, and in particular, seeks to better document underrepresented communities on campus. Major collections include the Baptist Historical Collection of North Carolina, Manuscripts, the Rare Book Collection, and the University Archives (https://zsr.wfu.edu/special/collections/archives/). SCA has a major outreach program offering events and presentations and also frequently hosts Wake Forest faculty and their classes. All are welcome to use the collections, a selection of which are available online in SCA Digital Collections (https://zsr.wfu.edu/special/collections/digital/), which currently numbers over 250,000 items. Please contact archives@wfu.edu for access to the collections by appointment or to submit a specific question.

### Spaces

The Z. Smith Reynolds library has group study rooms equipped with large screen monitors and individual study carrels that can be booked online (https://wfu.libcal.com/reserve/). Windows PCs, Macintosh computers, and media viewing stations are available for public use. Multimedia equipment, Chromebooks, tablets, and other technology devices may be reserved for checkout (https://zsr.wfu.edu/technology/equipment/). ZSR also offers a wide variety of accessories and peripherals (https://zsr.wfu.edu/access/peripherals/) that students can borrow on a first-come, first-served basis. Reference (https://zsr.wfu.edu/research/support/) and online chat (https://zsr.wfu.edu/chat/) are available to help library visitors find resources and research assistance. The library has a 118-seat auditorium that is available to Wake Forest community groups for programs, lectures, and film screenings.

ZSR houses The Bridge Service Desk (https://is.wfu.edu/services/service-desk/), the Center for the Advancement of Teaching (https://cat.wfu.edu/), the Office of Online Education (https://oe.wfu.edu/), CLASS Testing Center (https://class.wfu.edu/test-proctoring/), and The Writing Center (http://writingcenter.wfu.edu/). The Bridge provides hardware and software support for WFU students, faculty, and staff. The Center for the Advancement of Teaching is a resource center for Wake Forest faculty at all stages of their careers. The Office of Online Education is a resource for faculty interested in designing and delivering online learning experiences in the courses they teach. The CLASS Testing Center provides a testing environment for students with approved disability accommodations. The Writing Center provides help to guide students through their writing process.

### Access

ZSR Library is committed to creating an accessible, enriching, and welcoming community space for all. The library's hours vary by semester and can be found at https://zsr.wfu.edu/calendar/. Several large spaces are available via WFU Deacon OneCard entry even when the library is closed. These include over 200 seats of open study, reservable study rooms, vending machines, printers/copiers/scanners, and the library's bank of touchless smart lockers for pickup of requested materials. The Library also houses Smith's Cafe (https://dining.wfu.edu/locations/smithscafe-zsr-library/), our coffee shop. Check out the hours and events

calendar (https://zsr.wfu.edu/calendar/) to stay up to date. See a full description of the ZSR Library resources and services at zsr.wfu.edu (https://zsr.wfu.edu/).

## Bowman Gray Campus and Innovation Quarter

All faculty, staff and students in the Wake Forest University Graduate School of Arts and Sciences have full and unrestricted access to the Coy C. Carpenter Library of Wake Forest School of Medicine at its main facility on the first floor of the Gray Building. The Library is centrally located within the Wake Forest-affiliated hospital (Atrium Health Wake Forest Baptist Medical Center), and most of the resources are available online.

# Student Health and Wellbeing

- Campus Recreation
- CARE Team
- Center for Learning, Access, and Student Success
- Chaplain's Office and Religious Life
- Deacon Health
- Office of Wellbeing
- University Counseling Center

# Campus Recreation

## Campus Recreation

**The Office of Campus Recreation seeks to enrich the quality of life for students, faculty, and staff** by providing a broad program of sports, outdoor, and fitness activities for men and women of all ability levels. Such programs include intramural sports, club sports, Outdoor Pursuits, open recreation, group fitness, and personal training. Campus Recreation is also responsible for managing the Miller Fitness Center and all of the activities within Reynolds Gymnasium. Campus Recreation provides a healthy outlet for every student, and a convenient option for every staff and faculty member in a safe place where the whole person is central each and every day. In support of the gym and the University's extensive wellbeing center facilities, the University is introducing wellness center membership fees for some community members starting September 1. The wellness fee for full-time, Reynolda campus students will be $150 per semester. Graduate students may opt to have the fee waived online through the Wake Information System (WIN). Graduate students who elect to opt out of the wellness fee will not have access to campus wellness, recreation and fitness facilities, equipment and related programs, including intramural sports and club sports.

The spouses and live-in partners of Wake Forest University students who have a wellness membership may purchase their own wellness center membership through Campus Recreation.

**The Miller Fitness Center** houses Campus Recreation's one large group fitness studio. The fitness studio is located on the 4th floor. The Miller Center has two gender-specific locker rooms, each has 12 day-use only lockers and one shower available.

**Reynolds Gymnasium** is the home of Campus Recreation as well as the Office of Wellbeing, Deacon Health, and the Varsity Athletics Gym. The newly renovated state of the art facility includes the following: Welcome Lobby Desk, Living Room lounge space, Indoor Swimming Pool and Whirlpool, Classrooms, 2 Multipurpose Activity Courts (MAC) with dasher boards and goals, Bouldering and Climbing Wall, 5 Cardio and Strength Training Fitness Spaces, and Locker Rooms.

**The Sutton Center** is an expansion of Reynolds Gymnasium. Opened in January, 2016 this expansion includes: two full sized gymnasiums with state of the art sound systems, Outdoor Pursuits retail and rental center, Two connector atriums with an abundance of natural light, digital signage, and lounge areas for student interactions. The gymnasiums are lined to accommodate basketball, volleyball and badminton but can be transformed to host receptions, unique competitions and other university & community events.

**Intramural sports** are competitions between students, faculty, and staff. With undergraduates and graduate students participating every year, competitive games of all levels are offered.

# CARE Team

## CARE Team

**The Campus Assessment, Response, and Evaluation (CARE) Team specializes in listening, responding, and connecting.** Members follow up with referred individuals to hear their stories, identify their needs, and connect them with the resources and interventions that best suit their individual circumstances and our community at large. We care about our fellow Deacons and want to ensure their safety, wellbeing, and success by providing this additional support.

In addition, the CARE Team also educates the campus community about how to identify distressing or concerning behaviors and how to promptly report those worries. To learn more about our community education opportunities available for student groups, faculty departments, or staff offices, visit the We Are Wake (https://we.wfu.edu) website.

The CARE Team is designed to facilitate the identification and management of, but not limited to, behaviors, stressors, and mental health concerns. These concerns may present special challenges to University students and the campus community, including faculty and staff, which may disrupt, impede, or interfere with the day-to-day functions of the identified student, community member, or the University. The CARE Team can follow up (directly or indirectly) with the persons who display behaviors of concern and connect them with appropriate resources as warranted.

The Team is composed of representatives from throughout the University who have specific expertise and professional training in assessing and intervening with individuals whose behaviors, current stressors, and general wellbeing need additional care and support.

The CARE Team is not tasked with responding to emergencies. If this is an emergency and you are in need of immediate assistance or consultation, contact WFU Police at 336.758.5911 or 911 from a campus phone.

**CARE Team Contact Information:**
Email (CARE@wfu.edu)
Website (http://we.wfu.edu)
CARE Team Case Manager – 336.758.CARE (2273)

# Center for Learning, Access, and Student Success

**Wake Forest is an equal access institution that admits qualified applicants without regard to disability**. When a student with a disability is admitted, the University seeks to accommodate those needs that are determined to be reasonable and that do not compromise the integrity of the curriculum.

The Center for Learning, Access, and Student Success (CLASS) provides study skills training and counseling. Students can learn to read critically, take notes effectively, manage their time, improve their motivation, increase their reading speed, and prepare for tests. Assistance is provided through counseling and individual and group tutoring. Students with a wide range of learning and other documented disabilities may also receive academic support, training, and advocacy through the Center for Learning, Access, and Student Success. Our hours of operation are Monday-Friday, 8:30am-5:00pm (excluding Holidays).

Students with a disability who require accommodations should submit a request and documentation to one of the individuals listed below, depending on the nature of the accommodation requested. The information a student provides will be treated confidentially and will be shared with other administrators or faculty members only to the extent necessary to reach decisions and take actions on requests for accommodations.

Please make an appointment at the Center for Learning, Access, and Student Success once you arrive on campus.

Additional information on disability services is available on the Center's website (https://class.wfu.edu/).

If an accommodation is granted, students are responsible for obtaining copies of the accommodation letter from the Center for Learning, Access, and Student Success and for delivering a copy of the letter to their professors at the beginning of each semester.

**Regarding medical or mobility issues:**

Cecil D. Price, M.D.
Deacon Health
P.O. Box 7386
Winston-Salem, NC 27109
Email (price@wfu.edu)
Phone: 336.758.5218

**Regarding learning issues:**
Michael Shuman, Ph.D., Director
Center for Learning, Access, and Student Success
P.O. Box 7283
Winston-Salem, NC 27109
Email (shumanmp@wfu.edu)
Phone: 336.758.5929

# Chaplain's Office and Religious Life

**The Office of the Chaplain and Religious Life seeks to support a diversity of beliefs through the multifaith character of the chaplaincy** and its relationship to some 16 religious life affiliates. The office acknowledges the importance of faith, both in our individual and collective lives, and strives to provide opportunities for members of the Wake Forest community to express and explore their faith in a supportive community.

The core work of chaplaincy is rooted in the care of the whole person – body, soul and spirit. As such, a key aspect of our office is to make available pastoral care and advisement for any member of the Wake Forest community – students, staff, faculty, and alumni. This can happen through individual counsel, programming on critical spiritual themes, intervention in medical emergencies, mortality concerns and presiding at key life rituals.

The University Chaplains and Campus Ministers are available for pastoral counseling on a variety of issues. If ongoing counseling is deemed appropriate, referrals to clinically trained therapists in the University Counseling Center may be made.

Chaplains and Campus Ministers also offer spiritual direction or guidance to members of the Wake Forest community seeking to discern God's call in the midst of everyday life and assistance to persons wishing to grow closer to God through disciplines such as prayer, spiritual reading, and meditation.

Location: Suite 8 Reynolda Hall
Phone: 336.758.5210

# Deacon Health

## Deacon Health

The mission of Deacon Health (DH) is to ***promote and advance the health and wellbeing for all students***. A physician-directed medical staff offers primary care services, urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, radiology, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, and medical information and vaccinations related to travel to international destinations.

### Deacon Health Portal

Students can schedule most appointments online through the Deacon Health Portal (https://wfu.studenthealthportal.com/PyramedPortal/). The portal serves as a secure place to make appointments, view published labs, print off a copy of your immunization history on file, print receipts, and securely communicate with our clinic. Notifications of appointment reminders and secure messages from the clinic will be sent to your WFU email address. Students should book an appointment before coming to our clinic either through the Deacon Health Portal, or by contacting us at apptshs@wfu.edu or 336.758.5218. There will be a wait to see a medical provider if you come into the clinic without an appointment.

### Medical Charges

For full-time Reynolda Campus students, there is no additional cost to be seen at Deacon Health. However, there may be some additional costs for specific treatments, labs, supplies and prescriptions unless you are on the Student Health Insurance Plan (Student Blue (https://shi.wfu.edu/)). Part-time students will be responsible for any charges incurred. In addition, there are discounted "fee-for-service" charges for medications, laboratory tests, observation care, procedures, and some supplies. Payment can be made via cash, check, Deacon OneCard, Student Blue Insurance (https://shi.wfu.edu/), or the charge can be transferred to the student's account in Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service which can be used for insurance filing. DH does not participate in nor file insurance claims on behalf of the patient.

### Radiology

Through a partnership with Atrium Health/Wake Forest Baptist, DH offers on site X-rays. Through this arrangement, Atrium Health, Wake Forest Baptist will be able to bill your medical insurance for these services. All billing will be handled by Atrium Health/Wake Forest Baptist and the remaining portion after your insurance processes the claim will be your responsibility.

### Confidentiality

Student medical records are confidential. Medical records and information contained in the records may be shared with therapists and physicians who are involved in the student's care, and otherwise will not be released without the student's permission except as allowed by law. Students who wish to have their medical records or information released to other parties should complete a release of information form at the time of each office visit or service.

### Class Excuses

The faculty is responsible for excusing students from class. Consequently, DH does not issue excuse notes for students. Students who are evaluated at DH are encouraged to discuss their situations with their professors. A receipt documenting visits is available through the portal. Students may grant permission for Deacon Health to communicate to the Office of Academic Advising when prolonged illness or hospitalization occurs.

### Student Insurance Program

Health insurance is required as a condition of enrollment for all degree-seeking* students at Wake Forest University. Students who demonstrate comparable coverage to WFU's health insurance plan and meet our criteria may waive the coverage provided by WFU. *Specific information about the policy plan, process instructions and full information regarding eligibility can be found at shi.wfu.edu (https://shi.wfu.edu/).

### Severe Weather

When the University is closed due to severe weather, DH may have limited staff and may be able to provide care only for injuries and urgent illnesses. Appointments may be rescheduled.

### Retention of Medical Records

Student medical records are retained for 10 years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

* For full-time Reynolda Campus students, there is no additional cost to be seen at Deacon Health. However, there may be some additional costs for specific treatments, labs, supplies and prescriptions unless you are on the Student Health Insurance Plan (Student Blue (https://shi.wfu.edu/)). Part-time students will be responsible for any charges incurred.

### Deacon Health Information and Immunization Form

All new undergraduate and graduate students are required to be up to date with required vaccines. You and your healthcare physician need to complete the health information and immunization forms (HIIF) available in your Deacon Health Portal (https://wfu.studenthealthportal.com/PyramedPortal/). For steps to upload your documentation visit the Deacon Health website (https://deaconhealth.wfu.edu/new-students/immunization-requirements/#20230414143115).

## Immunization Policy

North Carolina State Law (G.S. 130A-152) and Wake Forest University policy require documentation of certain immunizations for students attending Wake Forest. Students must submit certification of the immunizations set forth below or request and receive approval for a medical or religious exemption PRIOR TO REGISTRATION.

The statute applies to all students except the following:
Students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses (classes beginning after 5 p.m.)
- Weekend courses
- No more than four day credit hours in on-campus courses

**Read the complete immunization policy** at go.wfu.edu/shs-vaccine (https://go.wfu.edu/shs-vaccine/)

# Office of Wellbeing

## Office of Wellbeing

**Thrive is a campus-wide initiative – owned by every member of the Wake Forest University community**. The Office of Wellbeing leads the campus in making wellbeing a part of every experience in the lives of our students, faculty, and staff. Wellbeing is about much more than physical health. It includes the eight dimensions of wellbeing - emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual.

Wake Forest created Thrive to give students, faculty, and staff, the skills, knowledge, and perspective to maintain a healthy, balanced life. Programs include monthly focus on specific dimensions, bystander interventions, dimension champion awards, Gold Apron cooking, WFU Certified Peer Education Program, mindfulness resources, Signs of Stress, and many other initiatives.

# University Counseling Center

## University Counseling Center

**The University Counseling Center, located in 118 Reynolda Hall (Reynolda Campus), provides short-term, time limited counseling and consultation to currently enrolled Reynolda Campus students**. All services are confidential, and no fees are charged to students. The Center offers counseling for a variety of concerns including depression, anxiety, personal adjustment, disordered eating, managing stress, sexuality, and relationship issues. The Center is open Monday-Friday from 8:30 a.m. to 5 p.m. (excluding holidays). For more information or to schedule an appointment, call the center at 336.758.5273. More information is also available online (http://counselingcenter.wfu.edu). For life-threatening emergencies call 911 from a campus phone or 336.758.5911.

# Transportation and Parking Services

## Motor Vehicle Registration and Fees

Anyone affiliated with the university as faculty, staff or student and wishes to park a vehicle in a university parking lot at any time of day or night, including after 4:00 p.m. weekdays, on weekends and during academic breaks, must register that vehicle with the Transportation and Parking Services office. Alumni and visitors coming to WFU more than

once need to register their vehicle. For registration purposes, students, faculty, staff and alumni are defined as:

Student – Anyone enrolled in any class or program at Wake Forest University, including study-abroad programs. Unless formally withdrawn or graduated from the university, students are considered an active student.

Faculty – Assigned teaching responsibilities at Wake Forest University (Does not include students who are teaching assistants).

Staff – Non-faculty Wake Forest employee contracted to work on campus.

Alumni – Graduated from WFU and is not enrolled in a graduate program

All student and employee parking permits are now electronic. Permits are not transferable from person to person.

A person may be asked to relinquish a permit due to a change in the permit holder's role at WFU or due to misuse of the permit.

## Parking Options

- First-year students are required to register their vehicle and park off campus in Lot Z5 in the designated area.
- Sophomore students are required to register their vehicle and park off campus in Lot Z2, which is located on the north side of Polo Rd. Parking in the sophomore parking lot (Z2) is limited.
- Junior and senior resident students are required to register their vehicle.
- Commuting upper-class students are required to register their vehicle and have the options to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus lots (Z3 and Z4). Commuting upper-class students may also purchase an evening only permit. A waitlist will be available, if/when the on-campus or off-campus commuter permits sell out. If Transportation and Parking Services determines space is available in either of these areas, additional permits may be offered to those on the waitlist. Students are encouraged to register for a permit, even if on the waitlist. There is no guarantee the waitlist will be honored.
- The evening parking permit is available to those who ride the shuttle to campus from apartment complexes or students who otherwise reside in off-campus housing and walk or bike to campus between 8:00 a.m. and 4:00 p.m., Monday-Friday.

Fees for parking options can be found online (https://parking.wfu.edu/parking-info/student-parking-information/) during the vehicle registration process. All permits can be ordered online (https://wfuparking.t2hosted.com/Account/Portal/).

Fines are assessed for violating parking regulations and range from $25 to $250. Visitors are subject to all parking rules and regulations (https://parking.wfu.edu/policies-procedures-forms/). Students are responsible for their visitors. Students will be held financially responsible for citation fines issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitors who plan to park on campus for more than one day require a visitor parking pass. Visitor parking passes can be requested via email to the Transportation and Parking Services office.

The Transportation and Parking Services office is located in Alumni Hall, Suite 138. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Thursday and 8:30 a.m. and 3:00 p.m. on Friday.

For more information call 336-758-PARK or email (parking@wfu.edu).

## Alternative Transportation

Wake Forest Transportation and Parking Services adopted an app that it encourages all shuttle riders to download and begin using immediately. The app, Passio GO, is designed to make the shuttle service more convenient for all riders. More information about our shuttles can be found online (https://parking.wfu.edu/ride-the-wake/).

### Bicycle

To register your bicycle, go here (https://parking.wfu.edu/alternative-modes-transportation/bicycle-resources/).

### Zipcar

Wake Forest offers a car-sharing program as an alternative to bringing your own car to campus. Zipcars are an affordable option that are available by the hour or by the day. Cars are parked on campus near the first-year residence halls.

# University Police and Safety Services

## University Police

**To report an emergency dial 911 (on-campus phone) or 336.758.5911.**

The Student's Right-to-Know and Campus Security Act requires institutions of higher learning to issue an annual report describing campus security procedures, facilities, policies, crime prevention programs, statistics, and other information. The purpose of the report is to give individuals in the University community the information they need for their personal safety and security while on campus. A copy of this annual report is available online at www.wfu.edu/police (http://www.wfu.edu/police/). For further information regarding this policy, please call 336.758.3567.

## Safety Services

If a safety escort is required after 3 a.m., one can be provided by calling University Police at 336.758.5911, calling 911 from a campus telephone, or utilizing one of the "call-box" telephones found around campus. The safety escort service is provided by either a police officer in a patrol car or a walking security officer. The timeliness of a safety escort's arrival is dependent on the availability of personnel and the number of high-priority calls to which they may already be committed.

Persons requiring ADA assistance or other special transportation needs that prohibit them from using one of the regular shuttle stops should call University Police at 336.758.5911 (ext. 911 on campus) for alternate arrangements.

Wake Forest University provides a safety app, powered by LiveSafe that can be downloaded to your phone or tablet. LiveSafe is a free personal mobile application for Wake Forest University students, staff, and faculty to engage in a two-way conversation with WFU police. With LiveSafe, you can use your cell phone as a personal security device that allows direct access to police, 911 emergency services, emergency location sharing, information sharing with quick tips, and a peer-to-peer SafeWalk tool. Registration with a Wake Forest University email address is encouraged.

Features:

**Summon Help** – Trigger 911 or the WFU Police Department with the press of a button. Based on your cell phone signal and if your location services is enabled a GPS locator is activated during your call.

**SafeWalk** (a peer-to-peer tool) – Invite friends and family to temporarily follow your location on a real-time map. They will see your approximate location as you walk to your destination and will know when you get there safely.

**Share information** – Submit tips or reports about campus safety concerns and live chat with campus safety officials. You can attach a picture, video, or audio and even send it anonymously if you choose.

**Access Campus Resources and Emergency Information** – Access campus resources, emergency information, and important phone numbers.

# Governing and Advisory Boards

## The Board of Trustees

**Effective as of July 1, 2025*

**2022-2026**

Mr. Alexander Acquavella, *New York, NY*
Mr. Jermyn M. Davis, *Denver, CO*
Mr. James E. Dixon, *Manhasset, NY*
The Honorable Donna F. Edwards, *Oxon Hill, MD*
Ms. Lisbeth Clark Evans, *Roaring Gap, NC*
Mrs. Julie Ann Mullen Hartman, *Austin, TX*
Mr. Frank B. Holding, Jr., *Raleigh, NC*
Mr. Jorge Rodriguez, *Turks and Caicos Islands*
Mr. Mit B. Shah, *Atlanta, GA*
Mrs. Shannan Spence Townsend, *Kiawah, SC*
Mr. Eric C. Wiseman, *Greensboro, NC*

**2023-2027**

Ms. Lynn C. Baranski, *Princeton, NJ*
Ms. Jeanne Whitman Bobbitt, *Dallas, TX*
Mr. Thomas W. Bunn, *Charlotte, NC*
Ms. Jocelyn Burton, *Raleigh, NC*
Mr. David F. Couch, *Summerfield, NC*
Mr. Matthew Starbuck Crawford, *Austin, TX*
Mr. Frederick W. Eubank, II, *Charlotte, NC*
Mr. Curtis C. Farmer, *Dallas, TX*
Rev. Dr. Prince R. Rivers, *Durham, NC*
Mr. Gerald F. Roach, *Raleigh, NC*
Mr. John M. Vann, *Bristol, TN*

**2024-2028**

Mrs. Diana M. Adams, *Bartlesville, OK*
Mrs. Darlene Boytell-Pérez, *Miami, FL*
Mr. Rich Brock, *Davidson, NC*
Mr. Peter M. Carlson, *John's Island, SC*
Mrs. Cantey M. Ergen, *Littleton, CO*
Mrs. Deborah D. Lambert, *Pinehurst, NC*
Mr. Gary S. Pinkus, *Woodside, CA*
Patricia L. Turner, MD, *Chicago, IL*
Mrs. Laura Horton Virkler, *Durham, NC*
Mrs. Katherine B. Wright, *North Palm Beach, FL*

**2025-2029**

Mr. H. Lawrence Culp, Jr. *McLean, VA*
Ms. Serena Fisher Dugan, *Sausalito, CA*
Mrs. Mary R. Farrell, *Summit, NJ*
Mr. Donald E. Flow, *Winston-Salem, NC*
Mr. John M. McAvoy, *Kiawah Island, SC*
Mr. Robert J. McCreary, *Charlotte, NC*
Mr. James M. O'Connell, *Brooklyn, NY*
Mr. Ogden Phipps II, *Locust Valley, NY*
Cathy Wall Thomas, MD, *Carrboro, NC*
Mr. David I. Wahrhaftig, *Larchmont, NY*

Dr. Susan R. Wente, President, *ex officio, Winston-Salem, NC*

**Young Alumni Trustees**

**2023-2026**

Mr. Matthew B. Teller, *New York, NY*

**2024-2027**

Mrs. Hannah Shue, *Aspen, CO*

**Student Trustee**

**2025-2026**

Ms. Alexandria Smith, *Bedford, NY*

**Life Trustees:**

Mr. Jerry H. Baker, *Macon, NC*
Ms. Ranlet S. Bell, *Hobe Sound, FL*
Mr. W. Louis Bissette, Jr., *Asheville, NC*
Dr. Donna A. Boswell, *Winston-Salem, NC*
Mrs. Louise Broyhill, *Winston-Salem, NC*
Mr. Bobby R. Burchfield, *McLean, VA*
Mrs. Janice W. Calloway, *Dallas, TX*
Mr. Ronald E. Deal, *Hickory, NC*
Mr. Thomas A. Dingledine, *Awendaw, SC*
Mr. David W. Dupree, *Washington, DC*
Mr. A. Doyle Early, Jr., *Winston-Salem, NC*
Dr. Herman E. Eure, *Kernersville, NC*
Mr. Victor I. Flow, Jr., *Winston-Salem, NC*
Mr. Murray C. Greason, Jr., *Winston-Salem, NC*
Mr. William B. Greene, Jr., *Boone's Creek, TN*
Mr. Harvey R. Holding, *Ponte Vedra Beach, FL*
Mrs. Beth Norbrey Hopkins, *Winston-Salem, NC*
Mrs. Alice Kirby Horton, *Durham, NC*
Mr. Albert R. Hunt, *Washington, DC*
Mr. James W. Johnston, *Jensen Beach, FL*
Mr. Donald D. Leonard, *Myrtle Beach, SC*
Mrs. Dee Hughes LeRoy, *Winston-Salem, NC*
Mr. James J. Marino, *Charleston, SC*
Mr. William L. Marks, *New Orleans, LA*
Mr. Theodore R. Meredith, *Vero Beach, FL*
Mr. Russell W. Meyer, Jr., *Wichita, KS*
Mr. L. Glenn Orr, Jr., *Winston-Salem, NC*
Mrs. Frances P. Pugh, *Raleigh, NC*
Rev. Michael G. Queen, *Wilmington, NC*
Mr. Harold O. Rosser, *Naples, FL*
Mrs. Deborah K. Rubin, *Winston-Salem, NC*
Mr. Andrew J. Schindler, *Winston-Salem, NC*

Ms. Adelaide A. Sink, *Thonotosassa, FL*
Dr. Lloyd P. Tate, Jr., *Southern Pines, NC*
Kyle A. Young, M.D., *Greensboro, NC*

### Board of Trustees Officers 2025-2026

**Chair:** Ms. Jeanne Whitman Bobbitt
**Vice Chairs**: Mr. Curtis C. Farmer, Mrs. Cantey M. Ergen
**Treasurer:** Dr. Jacqueline A. Travisano
**Secretary:** Dr. Paula Gentius
**Assistant Secretary:** Ms. Molly Field

## Wake Forest College Board of Visitors

**Chairperson:** Alice Brown, *Atlanta, GA*

**Vice Chairperson:** Charlene L. Warren-Davis, *Sandy Spring, MD*

*Terms Expiring June 30, 2026*

Carol B. Adams, *Winston Salem, NC*
Kit Addleman, *Dallas, TX*
Aditya Bhasin, *Charlotte, NC*
Erik J. Bissonnette, *Owings Mills, MD*
Bridget W. Chisholm, *Greensboro, NC*
Robert Getz, *Greenwich, CT*
Ann Harrell, *Jacksonville, FL*
Melissa M. Hawks, *Greenwich, CT*
Jennifer Kassabian, *Scarsdale, NY*
Simon Kassabian, *Scarsdale, NY*
Katie H. Lamont, *Charlotte, NC*
James W. Lewis, *Washington, DC*
Lori A. Martin, *Charlotte, NC*
William A. Martin, *Charlotte, NC*
Michael D. McKinley, *Brooklyn, NY*
Mike Simons, *Charlotte, NC*
Christina M. Thornton, *Burlington, CT*
Mary M. Wallace, *Houston, TX*

*Terms Expiring June 30, 2027*

Beth C. Becton, *Augusta, GA*
John Beekley, *Leesburg, VA*
Karen Beekley, *Leesburg, VA*
Andrew G. Blaisdell, *Atlanta, GA*
Michelle Cruz Peverley, *Boston, MA*
Kevin E. Felder, *Columbia, SC*
Will Giraud, *Houston, TX*
Dave Greenfield, *Pittsburgh, PA*
Mauricio Herrera, *Coral Gables, FL*
Alexa Horton, *Fairfield, CT*
Jordan Janis, *Raleigh, NC*
Rhoda Juckett, *Charlotte, NC*
Fareed Khan, *Evanston, IL*
Andrew Lawrence, *Washington, DC*
Christopher Leonard, *Fort Lauderdale, FL*
Laura Leonard, *Fort Lauderdale, FL*
Richard B. McCaslin, *Wellesley Hills, MA*
Marc Miller, *Winston Salem, NC*
Brenda M. Moreira, *Coral Gables, FL*
Lorraine Ospina-Herrera, *Coral Gables, FL*
Angie Peterman Ponatoski, *Annapolis, MD*
Tisha S. Turner, *Raleigh, NC*
Kara Van Duzee, *Dallas, TX*
Alex Wilson, *Raleigh, NC*
Matt Womble, *Palm Beach, FL*

*Terms Expiring June 30, 2028*

Elizabeth Carlson, *New York, NY*
Martha Clinkscales, *Atlanta, GA*
Chris P. Donahue, *Manakin Sabot, VA*
Jonathan Doorley, *New Canaan, CT*
John J. Earnhardt, *Menlo Park, CA*
Polly R. Fields, *Boulder, CO*
Scott W. Mohr, *Greenwich, CT*
Blair Hendrix, *Wellesley Hills, MA*
Karen C. Hess, *Westport, CT*
Todd Holleman, *New York, NY*
Barry Lewis, *Richmond, VA*
Cathy L. LoDuca, *Briarcliff Manor, NY*
Chris Minnetian, *Tenafly, NJ*
Jamey T. Spencer, *Berkeley, CA*
Darren Sylvia, *Vero Beach, FL*
J. David Vega, *Decatur, GA*

## Wake Forest University School of Business Board of Visitors

**Chairperson:** Ann A. Johnston, *Winston Salem, NC* and C. "Jeff" Triplette ('73) *Oxfrod, MS*

*Terms Expiring June 30, 2026*

Derek Bomar, *London*
Mary E.W. Bourne, *Charlotte, NC*
Michael L. Carter, *West Orange, NJ*
John E. Cogan, *New York, NY*
Sharon French, *Summitt, NJ*
Michael Givner, *Raleigh, NC*
R. Kent Griffin, Jr., *Mount Pleasant, SC*
Marybeth Torbert Hays, *Winston Salem, NC*
Greg Keeley, *Fairfield, CT*
Stephen L. Lineberger, *Winston-Salem, NC*
Cathy J. Pace, *Winston-Salem, NC*
Scott Plumridge, *Washington, DC*
Billy D. Prim, *Winston-Salem, NC*
Patricia A. Shields, *Montclair, NJ*
William C. Sinclair, *New York, NY*
Gerald F. Smith, Jr., *Winchester, VA*
Anthony W. Thomas, *Little Rock, AR*
David I. Wahrhaftig, *New York, NY*

*Terms expiring June 30, 2027*

Piyush Agrawal, *Toronto, ON*
Margaret (George) Beasley, *Charlotte, NC*
Susan Benz, *New York, NY*
Stephen R. Brennan Jr., *Flourtown, PA*
Eugene Castagna CPA, *New Providence, NJ*
Carmine Di Sibio, *New York, NY*
Richard Diamond Jr., *Ridgewood, NJ*
Jessica (Bowers) Good, *Greensboro, NC*
Ameet Gupta, *Nodia, India*
Henry Hager, *Greenwich, CT*
Adam D. Holtzschue, *Waxhaw, NC*
Zenab Keita, *Richmond, CA*

Jean (Davis) Kutzschbach, *Houston, TX*
Steven LaDew, *New York, NY*
Erik Lisher, *New York, NY*
John Miller IV, *New York, NY*
Phillip Neugebauer, *Fairfield, CT*
Mark Owens, *Winston Salem, NC*
Mitchell Perry, *Durham, NC*
Robert Burnie Stenhouse III, *Corte Madera, CA*
Jason Strife, *Charlotte, NC*
Darren Thompson, *Scottsdale, AZ*
W. "Howard" Upchurch Jr., *Winston Salem, NC*

*Terms expiring June 30, 2028*

Nevin Chitkara, *Westwood, MA*
Bernard DiSantis, *Sewickley, PA*
Ann (Aultman) Johnston, *Winston Salem, NC*
Caroline (Ginman) Limehouse, *Atlanta, GA*
Andrea Malik Roe, *Atlanta, GA*
Roderick Parrish, *Raleigh, NC*
Scott Purviance, *Charlotte, NC*
Alexander Team, *Winston Salem, NC*
C. "Jeff" Triplette, *Oxford, MS*
Yunhao Wang, *Hong Kong, China*
Gregory Wessling, *Cornelius, NC*
Eric Wiseman, *Greensboro, NC*

*Lifetime Member*

Janice W. Calloway, Dallas, TX

## Wake Forest University School of Divinity Board of Visitors

**Chairperson:** Mark Holt, *Raleigh, NC*

*Terms expiring June 30, 2026*

Ann Brinson, *High Point, NC*
Sue L. Henderson, *Winston-Salem, NC*
C. Mark Holt, *Raleigh, NC*
Alexis B. Johnson, *Weston, CT*
Brandon C. Jones, *Madison, MS*
Nathan E. Kirkpatrick, *Durham, NC*
Jared G. Lilly, *New York, NY*
Buddy F. Marterre, *Winston-Salem, NC*
Elizabeth O. Seely, *Columbus, OH*

*Terms expiring June 30, 2027*

Kellie J. Browne, *Winston-Salem, NC*
Molly Brummett Wudel, *Durham, NC*
Amber T. Harris, *Winston-Salem, NC*
Richard T. Howerton III, *Winston-Salem, NC*
Paul Jeanes III, *Princeton, NJ*
A. Maria Nkonge Mugweru, *Chapel Hill, NC*
Timothy Peoples, *Dallas, TX*
George Redd, *Winston-Salem, NC*
M. Gray Styers, *Greensboro, NC*

*Terms expiring June 30, 2028*

Darryl W. Aaron, *Greensboro, NC*
Cassandra M. Baker, *Macon, NC*
Jerry H. Baker, *Macon, NC*
Shelmer D. Blackburn Jr., *Purlear, NC*
Alan P. Sherouse, *Greensboro, NC*

*Life Member*

George Williamson, *Katonah, NY*

## Wake Forest ZSR Library Board of Visitors

**Chairperson:** Shannon Bothwell, *Winston Salem, NC*

**Vice Chairpersons:** Bruce Summers, *Washington, DC*
Mary Summers, *Washington, DC*

*Terms Expiring June 30, 2027*

David Bates, *Palm City, FL*
Dan Brienza, *Waxhaw, NC*
Steve Duin, Lake *Oswego, OR*
Sophie Farrara, *Atlanta, GA*
Jeff Hogg, *Winston Salem, NC*
Ken Johnson, *Lexington, NC*
Marilu Madrigal, *Coral Gables, FL*
Brian Lawrence, *Coral Gables, FL*

*Terms Expiring June 30, 2028*

Barry Clendenin, *Herndon, VA*
Danielle Coe, *Atlanta, GA*
Claire Gladding, *Winston Salem, NC*
McFall Pearce, *Winston Salem, NC*
Sarah Pearce, *Winston Salem, NC*
Chris Sears, *Atlanta, GA*

# The Administration

*Administration reflects leadership as of July 1, 2025. Year following name indicates year of hire.*

## Administration - Wake Forest University Cabinet

Susan R. Wente (2021)
President
BS, University of Iowa; PhD, University of California, Berkeley

Michele K. Gillespie (1999)
Provost
BA, Rice University; MA, PhD, Princeton University

Ebony Boulware (2023)
Dean of the Wake Forest University School of Medicine, Chief Science Officer and Vice Chief Academic Officer of Advocate Health
BA English, Vassar College; MD, Duke University School of Medicine; MPH, Johns Hopkins Bloomberg School of Public Health

Ashleigh Brock (2021)
Chief of Staff, President's Office
BA, University of Richmond; MA, Michigan State University; PhD, The College of William and Mary

Andrew R. Chan (2009)
Vice President
BA, MBA, Stanford University

John Currie (2019)
Vice President & Director of Athletics
BA, Wake Forest University; MS, University of Tennessee

James J. Dunn (2009)
Special Assistant to the President & CEO, Verger Capital Management, LLC
BS, Villanova University

Brett Eaton (2011)
Vice President and Chief Communications Officer
BA, Clemson University; MPA, MA, American University

Julie A. Freischlag (2018)
Chief Executive Officer of Atrium Health Wake Forest Baptist, Chief Academic Officer and Executive Vice President of Advocate Health, and Executive Vice President for Health Affairs at Wake Forest University
BS, University of Illinois; MD, Rush University

Paula Gentius (2024)
Board Secretary & Director of the Board Office
BA, Hampton University; MA, Ohio University; JD, University of Detroit Mercy School of Law; PhD, Hampton University

Charles Iacovou (2001)
Dean, School of Professional Studies and Vice Provost for Charlotte Programs
BS, University of Vermont; PhD, University of British Columbia

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MA, University of Georgia; PhD, University of Memphis

Andrew R. Klein (2023)
Dean, School of Law
BA, University of Wisconsin; JD, Emory University School of Law

Jackie Krasas (2023)
Dean of the College and Graduate School of Arts & Sciences
BA, Lehigh University; MS, PhD, University of Southern California

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MS, Indiana University

Mark A. Petersen (2008)
Senior Vice President for University Advancement
BA, Brandeis University; MA, University of Southern California

Lauren Pressley (2025)
Dean of the Z. Smith Reynolds Library
MLIS, University of North Carolina at Greensboro; BA, North Carolina State University

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, UNC-Chapel Hill

Jacqueline A. Travisano (2023)
Executive Vice President and Chief Financial Officer
BA, Robert Morris University; MBA, Chatham University; EdD, Nova Southeastern University

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer
BS, MEd, EdS, PhD, University of Florida

Corey D. B. Walker (2020)
Dean, School of Divinity and Wake Forest Professor of the Humanities
BS, Norfolk State University; MTS, Harvard University; MDiv, Virginia Union University; PhD, The College of William and Mary

Brian White (2023)
Vice President and General Counsel
BA, JD, University of Iowa

## Provost

Michele K. Gillespie (1999)
Provost
BA, Rice University; MA, PhD, Princeton University

Philip G. Handwerk (2013)
Assistant Provost of Institutional Research
BA, Wake Forest University; MS, NC State University; PhD, University of Pennsylvania

Anne E. Hardcastle (2002)
Associate Provost for Academic Affairs and Associate Professor of Spanish
BA, Texas A&M University; MA, PhD, University of Virginia

J. Kline Harrison (1990)
Vice Provost for Global Affairs and Kemper Professor of Business
BS, University of Virginia; PhD, University of Maryland

Beth Hoagland (2004)
Senior Assistant Provost for Budget and Administration
BA, UNC-Charlotte

Stephanie Hudson (2021)
Assistant Director, Provost Communications
BA, Wake Forest University

Michael Lamb (2016)
Director of the Program for Leadership and Character
BA, Rhodes College; BA, University of Oxford (UK); PhD, Princeton University

Kimberly McAllister (2024)
Vice Provost for Research, Scholarly Inquiry, and Creative Activity
BS, Davidson College; PhD, Duke University

Allison Perkins
Executive Director of Reynolda House, Associate Provost for Reynolda House and Reynolda Gardens

Stacie Petter (2022)
Associate Provost for Faculty Affairs
BS, Berry College; MBA, PhD, Georgia State University

## College

Jackie Krasas (2023)
Dean of the College and the Graduate School of Arts & Sciences
BA, Lehigh University; PhD, University of Southern California

Rebecca W. Alexander (2000)
Senior Associate Dean for Research and Community Engagement

BS, Delaware University; PhD, University of Pennsylvania

Karen M. Bennett (1985)
Assistant Dean for Academic Advising
BS, Winston-Salem State University; MA, Wake Forest University

Jane H. Caldwell (1999)
Senior Associate Athletic Director; Assistant to the Dean of the College, Student Athlete Academic Services
BS, UNC-Greensboro; MS, Wake Forest University

Nikki Elston (2022)
Assistant Dean of Academic Advising
BS, University of West Florida; PhD, Georgia State University

T. Nathaniel French (1995)
Director, Magnolia Scholars
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Adam Friedman (2007)
Director of Academic and Instructional Technology
BA, SUNY-Geneseo; MAEd, PhD, University of Virginia

Laura Giovanelli (2014)
Associate Dean for Learning Spaces
BA, UNC-Chapel Hill; MFA, NC State University

Amanda Griffith (2023)
Associate Dean for Academic Planning
BA, Colgate University; MA, PhD, Cornell University

Mike Haggas (2010)
Associate Vice President, Academic Fundraising
BA, Clarke University

Eric Ashley Hairston (2019)
Associate Dean for Academic Advising
BA, Wake Forest University; MA, PhD, University of Virginia; JD, UNC-Chapel Hill

Marina Krcmar (2024)
Associate Dean of Faculty
BA, Fairleigh Dickinson University; PhD, University of Wisconsin-Madison

Seneca Rudd (2011)
Director of Finance and Administration
BS, Appalachian State University

Jackie Sheridan (2020)
Director of Wake Forest Scholars Program
AB, University of Notre Dame; MA, Georgetown University

Erica Still (2007)
Associate Dean for Faculty Recruitment, Diversity, and Inclusion
BA, Temple University; MA, PhD, University of Iowa

Eric Stottlemyer (2012)
Associate Dean for Interdisciplinary Programs and Experiential Learning
BA, Ohio State University; MA, San Diego State University; PhD, University of Nevada

David F. Taylor (2005)
Assistant Dean for Global Study Away Programs, Center for Global Programs and Studies
BA Princeton; MALS, Wake Forest University

Shane Weimer (2023)
Assistant Dean for Academic Advising
BA, Brevard College

Kimberly Wieters (2007)
Assistant Dean for Finance and Administration
BS, College of Charleston

## Graduate School

Jackie Krasas (2023)
Dean of the College and Graduate School of Arts & Sciences
BA, Lehigh University; PhD, University of Southern California

Anthony P. Marsh (1996)
Senior Associate Dean of the Graduate School of Arts & Sciences
BPE, MEd, The University of Western Australia; PhD, Arizona State University

Dwayne Godwin (1997)
Senior Associate Dean of Biomedical Sciences, Bowman Gray Campus
BA, University of West Florida; PhD, University of Alabama at Birmingham

Jennifer Rogers (2012)
Associate Dean for Students, Reynolda Campus
BFA, BA, UNC-Greensboro; MA, Wake Forest University; PhD, Syracuse University

Dixie Ross (2008)
Assistant Dean of Finance and Administration
BS, MBA, Vanderbilt University

## School of Business

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, UNC-Chapel Hill

Mark E. Evans (2014)
Area Chair & Dale K. Cline Associate Dean of Accountancy; Associate Professor
BBA, MBA, Radford University; PhD, Duke University

Mercy Eyadiel (2011)
Chief Corporate Engagement Officer
BA, Southern Nazarene University; MEd, Oklahoma City University

Darrell Farrell (2021)
Executive Director, Finance and Administration
BA, College of Charleston; MBA, Waynesburg University

Keith Gilmer (2015)
Chief Administrative Officer
BS, Lander University; MBA, Vanderbilt University

Sylvia Green (2009)
Chief Marketing Officer
BS, University of Colorado

Kenneth C. Herbst (2007)
Associate Dean of the Undergraduate Business Program; Board of Visitors Faculty Fellow in Marketing; Associate Professor
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Matt W. Imboden (2008)

Chief Academic and Student Services Officer
BA, MA, Wake Forest University, MEd, UNC-Greensboro

Roderick Lewis (2023)
Executive Director, Global Inclusion and Community Impact
BS, University of Alabama; MBA, Georgia Institute of Technology

Norma R. Montague (2010)
Senior Associate Dean of Academic Programs; John B. McKinnon Professor; Associate Professor
BA, MA, NC State University; PhD, University of South Florida

John Montana (2011)
Executive Director, Online Strategy and Instructional Technology Innovation
BA, Hartwick College; MEd, Northeastern University; MBA, Wake Forest University

Sherry Moss (2005)
Associate Dean of MBA Programs; Benson Pruitt Professor in Business; Profesor
BS, PhD, Florida State University

Elizabeth B. Nolan (1996)
Chief Academic Operations Officer
BS, UNC-Chapel Hill; MSL, Wake Forest University

Ajay Patel (1993)
Area Chair of Finance; Thomas S. Goho Chair in Finance; Professor
BS, St. Joseph's College; MBA, University of Baltimore; PhD, University of Georgia

Scott M. Shafer (1998)
Interim Area Chair; Associate Dean of the Master of Science in Business Analytics Programs; Professor
BBA, BS, PhD, University of Cincinnati

Greg Stewart (2025)
Area Chair of Management; Professor
BS, Brigham Young University; PhD, Arizona State University

Thomas (T.J.) Truskowski (2015)
Chief Development Officer, School of Business
BA, Eastern Michigan University; MBA, Davenport University

J. Bren Varner (2006)
Assistant Dean of the the Master of Science in Management Program; Senior Lecturer
BS, Wake Forest University; MBA, University of Virginia

Julie Wayne (1998)
Interim Associate Dean of Faculty and Research, David C. Darnell Presidential Chair in Principled Leadership; Professor
BA, Furman University; PhD, University of Georgia

Ashley Wilcox (2023)
Director, Sustainability Initiatives
BS, Florida State University; MBA, Wake Forest University

## School of Divinity

Corey D. B. Walker (2020)
Dean, School of Divinity and Wake Forest Professor of the Humanities
BS, Norfolk State University; MTS, Harvard University; MDiv, Virginia Union University; PhD, The College of William and Mary

Elizabeth Gandolfo (2015)
Associate Dean of Academic Affairs and Earley Associate Professor of Catholic and Latin American Studies
BA, Saint Joseph's University; MTS, University of Notre Dame; PhD, Emory University

Joshuah Brian Campbell (2021)
Director of Worship, Music, and the Arts; Director of University Gospel Choir
BA, Harvard University; MDiv, Union Theological Seminary

Dan Culpepper (2025)
Director of Marketing, Communications, and Public Relations
BS, BFA, Appalachian State University

Brittani Hunt (2020)
Assistant Dean of Admissions and Student Services
BBA, Tennessee State University; MDiv, Wake Forest University

Hannah McMahan King (2022)
Assistant Dean of Development
BA, Wake Forest University; MDiv, Wake Forest University

John Senior (2011)
Assistant Dean of Vocational Formation and Doctoral Education
Director of the Art of Ministry
AB, Bowdoin College; MDiv, Harvard Divinity School; PhD, Emory University

Shar Seyedin (2022)
Director, Finance and Administration
BS, Pepperdine University; MBA, UNC-Greensboro

## School of Law

Andrew R. Klein (2023)
Dean & Suzanne Reynolds Distinguished Chair in Law
BA, University of Wisconsin; JD, Emory University School of Law

Evan Didier (2022)
Assistant Dean of Admissions and Financial Aid
AA, Bard College at Simon's Rock; BA, Vanderbilt University; JD, University of Virginia School of Law; MEd, Harvard University

Tara Ebrahimi (2021)
Executive Director of Marketing and Communications
BA, University of Virginia; MFA, University of Washington

Allyson E. Gold (2021)
Associate Dean for Experiential Learning, Professor of Law, and Director of Medical-Legal Partnership Clinic
BA, University of Virginia; JD, Emory University

Christopher Knott (2012)
Associate Dean for Information Services and Professor of Law
BA, University of Iowa; JD, University of Michigan; MLIS, Indiana University

Adam Landreth (2024)
Assistant Dean for Online Programs
BA, BS, UNC-Greensboro; MA, Liberty University

Margaret Lankford (1990)
Senior Director, Finance and Administration
BS, UNC-Greensboro

Tanya Marsh (2010)
Senior Associate Dean for Academic Affairs and Professor of Law
BA, Indiana University; JD, Harvard Law School

Chris Martin (2016)
Assistant Dean for Academic Affairs
BBA, Iowa State University; MS, Northwestern University; JD, Chicago-Kent College of Law

Barbara Melendez (2025)
Assistant Dean of Achievement, Belonging, and Impact
BS, Weber State University; JD, Brigham Young University

Sarah J. Morath (2020)
Associate Dean for International Affairs and Professor of Law
BA, Vassar College; JD, University of Montana School of Law

Matt Nelkin (2014)
Senior Director, Law Information Technology
BA, Wake Forest University

Branden Nicholson (2019)
Assistant Dean for Student Affairs
BA, UNC-Charlotte; MEd, Northeastern University

Megan Ratley (2016)
Director of Alumni Engagement
BA, Salem College; MS, High Point University

Logan Roach (2015)
Assistant Dean for Development
BS, Wake Forest University

Keith Robinson (2021)
Associate Dean for Research and Professor of Law
BSE, Duke University; JD, Duke University

Francie Scott (2011)
Assistant Dean of Career and Professional Development
BA, University of Virginia; JD, Wake Forest University; MSW, UNC-Chapel Hill

Margaret Taylor (1991)
Associate Dean for Academic Affairs
BA, University of Texas at Austin; JD, Yale Law School

# School of Professional Studies

Charles Iacovou (2001)
Dean, School of Professional Studies
BSc, University of Vermont; PhD, The University of British Columbia

Lori Bequette (2021)
Assistant Dean, Faculty and Administration
BA, MA, PhD, West Virginia University

Lauren Burns (2021)
Assistant Dean, Marketing, Enrollment Management, and Student Services
BS, University of New Mexico; MS, Colorado State University

Shonda Jones (2011)
Assistant Dean, Academic Programs
BA, MDiv, Texas Christian University; EdD, University of Alabama

Kerry Shronts (2015)
Executive Director, Executive Education
BS, UNC-Charlotte

Erin Cordell (2023)
Executive Director, Finance
BS, Appalachian State University; MBA, Liberty University

Loréal Maguire (2021)
Executive Director, Student Services
BS, MS, Indiana University; DEd, The Pennsylvania State University

John Jones (2025)
Executive Director, Academic Programs
BS, MEd, University of Arkansas

Teronda McNeil (2025)
Executive Director, Academic Programs
BA, Methodist University; MS, Central Michigan University; MBA, UNC-Pembroke; PhD, Capella University

# Wake Forest School of Medicine

L. Ebony Boulware, MD, MPH
Dean, Wake Forest University School of Medicine; Chief Science Officer and Vice Chief Academic Officer, Advocate Health
BA, Vasser College; MD, Duke University School of Medicine; MPH, Johns Hopkins Bloomberg School of Public Health

Amit Acharya, BDS, MS, PhD, FAMIA
Leader, Midwest; President, Advocate Aurora Research Institute; Chief Research Officer and System Vice President, Advocate Aurora Health
BDS, Government Dental College; MS, Western Kentucky University; PhD, University of Medicine and Dentistry of New Jersey

Jamy Ard, MD (2023)
Vice Dean, Clinical Research
BS, Morehouse College; MD, Duke University School of Medicine

Kim Askew, MD (2008)
Associate Dean, Clinical Education-Winston Salem
BS, UNC-Chapel Hill; MD, Wake Forest University School of Medicine

Michele Birch, MD (2023)
Associate Dean, Pre-Clerkship-Charlotte
BA, Stanford University; MD, University of Virginia School of Medicine

Cynthia Burns, MD (2005)
Assistant Dean, Clinical Education-Year 3
BA, Princeton University; MD, Wake Forest University School of Medicine

Cristina M. Furdui, PhD (2023)
Vice Dean, Basic and Pre-Clinical Science
BS, Babes-Bolyai University; PhD, Yale University School of Medicine

Scott L. Furney, MD, MBA (2023)
Vice Dean, Academic Affairs, Charlotte
BS, University of Michigan; MD, University of Michigan Medical School; MBA, University of Massachusetts Amherst

Beth Gianopulos (2018)
Associate Dean, Faculty Relations and Retention, Senior Counsel, Wake Forest Baptist Medical Center Legal Department, and Assistant Professor of Surgery
JD, Wake Forest University

Thomas Hansen, MD, FAAFP, MBA, MDiv, MS (2023)

Leader, Graduate Medical Education
BS, St. Louis University; MDiv, Weston Jesuit School of Theology; MD, Creighton University School of Medicine; MBA, Creighton University College of Business Administration; MS, Northwestern University

Eric S. Kirkendall, MD, MBI (2018)
VP, Chief Medical Information Officer
BS, University of Toledo; MD, University of Cincinnati; MBI, Oregon Health & Science University

Brenda Latham-Sadler (2012)
Vice Dean, Justice, Equity, Diversity, and Inclusion (JEDI)
BS, Pace; MD, Wake Forest University

Margaret Lewis, MD (2023)
Assistant Dean, Clinical Education-Year 4-Charlotte
BS, University of South Carolina; MD, Medical University of South Carolina

Michael P. Lischke (2001)
Associate Dean of Continuing Medical Education and Richard Janeway, MD Distinguished Director, Northwest Area Health Education Center
BA, MPH, Emory; EdD, Temple University

Jennie Q. Lou, MD, MS, FACE (2022)
Senior Associate Dean, Curriculum
MD, Shanghai Medical College, Fudan University; MS, McMaster University

Allison McBride, MD (2005)
Associate Dean, Student Affairs-Winston-Salem
BS, UNC-Chapel Hill; MD, UNC-Chapel Hill School of Medicine

Donald A. McClain (2016)
Vice Dean, Translational Science
MD, PhD, The Rockefeller University, Cornell Medical College

Ruben Mesa, MD (2023)
Vice Dean, Cancer Programs
BS, University of Illinois, Urbana-Champaign; MD, Mayo Clinic Alix School of Medicine

Christopher O'Byrne, MS (2016)
Vice Dean, Administration
BA, Stonehill College; MS, Northeastern University

Tim Peters, MD (2007)
Associate Dean, Longitudinal Curriculum
BS, Loma Linda University; MD, Yale University School of Medicine

Daryl Rosenbaum (2019)
Senior Associate Dean, Admissions
BA, University of Michigan; MD, Wake Forest University

Ameesh Shah, MD (2023)
Assistant Dean, Student Affairs-Charlotte
BA, University of Akron; MD, Northeastern Ohio University College of Medicine

Avinash (Avi) Shetty, (2015)
Associate Dean of Global Health
MBBS, University of Bombay; MD, University of Bombay

Mitchell Sokolosky (2014)
Associate Dean of Graduate Medical Education, ACGME Designated Institutional Official, Associate Professor, Emergency Medicine
MD, West Virginia University School of Medicine

Roy Strowd, III, Med, MD (2023)
Vice Dean, Undergraduate Medical Education
BA, Duke University; MD, Wake Forest University School of Medicine

Lynne Wagenknecht, DrPH (2013)
Vice Dean, Population Health Sciences
BS, Lenoir-Rhyne University; Dr PH, University of Alabama at Birmingham

Catherine Wares, MD (2023)
Associate Dean, Clinical Education-Charlotte
BS, UNC-Charlotte; MD, UNC-Chapel Hill School of Medicine

Marcia M. Wofford (2013)
Associate Dean of Education Excellence
BA, Millsaps College; MD, University of Mississippi Medical Center

Terri S. Yates, PhD (2015)
Vice Dean, Health Professions
BS, MA, Wake Forest University; PhD, UNC-Greensboro

## Admissions and Financial Aid

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MA, Indiana University

Karen Vargas (2017)
Dean of Admissions
BA, Haverford College; MSM, Rosemont College

Dawn E. Calhoun (1999)
Sr. Associate Dean of Admissions - Admissions Programming
BA, MA, Wake Forest University

Sheena Ramirez (2021)
Sr. Associate Dean of Admissions – Admissions Operations
BM, Oberlin College & Conservatory; MM, New England Conservatory of Music; DMA, James Madison University

Tom Benza (2006)
Senior Associate Dean for External Recruitment
BA, BS, Appalachian State University; MA, Wake Forest University

Paul M. Gauthier (2003)
Associate Dean of Merit-Based Scholarships
BA, Wake Forest University; MA, St. Louis University

Mame Mor Ndiaye (2023)
Associate Dean of International Admissions
BA, Truman State University; MA, Webster University

Adrian Greene (2018)
Associate Dean of Admissions Communications
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Susan Faust (2014)
Associate Dean of Admissions
BA, MA, University of Arkansas at Fayetteville

Lowell Tillett (2014)
Associate Dean of Admissions
BA, Wake Forest University; JD, Quinnipiac University

Thomas Ray (2014)

Associate Dean of Admissions
BA, Wake Forest University

Rose Brown (2022)
Assistant Dean of Admissions
BA, UNC-Chapel Hill; MS, John Hopkins University

Riley Hall (2025)
Assistant Dean of Admissions
BA, UNC-Asheville

Bryanna Ledbetter (2024)
Assistant Dean of Admissions
BA, UNC-Chapel Hill

Magdalena Perez Vicente (2022)
Assistant Dean of Admissions
BA, Wake Forest University; MA, Duke University

Jeremy Shearer (2023)
Assistant Dean of Admissions
BS, University of Evansville; MS, Appalachian State University

Matthew Avara (2017)
Assistant Dean of Admissions
BS, Wake Forest University

David Barkley (2024)
Assistant Dean of Admissions
BA, Wake Forest University; MA, University of Virginia

Destiny Peterson (2024)
Assistant Dean of Admissions
BA, DePauw University

Grace Sanabria (2024)
Assistant Dean of Admissions
BA, Guilford College

Ananya Bali (2024)
Admissions Counselor
BA, Wake Forest University

Parker Cabiness (2023)
Admissions Counselor
BS, Wake Forest University

Nolan Mood (2024)
Admissions Counselor
BA, Wake Forest University

Meilyn Norman (2023)
Admissions Counselor
BA, Wake Forest University

Janay Williams (2023)
Admissions Counselor
BA, Wake Forest University; MA, University of Tennessee, Knoxville

Malachi Woodard (2024)
Admissions Counselor
BA, Wake Forest University

Christopher R. Franklin (2013)
Senior Director of Admissions Systems
BS, University of Maryland

Kenya McCoy (2023)
Enrollment Data Analyst
BA, UNC-Chapel Hill; MA, PhD, University of Notre Dame

Craig A. Slaughter (2024)
Executive Director of Financial Aid
BA, Eastman School of Music; MS, Indiana University

Milton W. King (1992)
Associate Director of Financial Aid
BA, MBA, Wake Forest University

Jarrett Zongker (2009)
Associate Director of Financial Aid
BA, University of North Florida

Lauren Trethaway (2013)
Assistant Director of Financial Aid & Student Employment Coordinator
BS, NC State University

Elizabeth G. Sandy (2013)
Coordinator for Study Abroad, External Scholarships & State Grants
BS, MA, Rider University

Lisa A. Myers (1996)
Financial Aid Counselor

Veronica Trujillo-Cuadrado (2024)
Financial Aid Counselor
BSA, UNC-Chapel Hill

Ella R. Jones (2025)
Financial Aid Counselor
BA, MA, Indiana University Northwest

Thomas Ard (2023)
Financial Aid Systems Manager and Report Analyst
BA, Presbyterian College; MPA, Clemson University

Nicole Pare (2024)
Financial Aid Systems Manager
BS, Utica College; MA, University of the Rockies

Brittany Ray
Financial Aid Assistant
UNC-Greensboro

## Athletics

John Currie (2019)
Vice President & Director of Athletics
BA, Wake Forest University; MS, University of Tennessee

Lindsey Babcock (2020)
Deputy Director of Athletics, Chief Operating Officer
BS, Elmira College; MS, West Virginia University

Scott Garrett (2024)
Deputy Athletic Director, Administration, Production & Operations
BA, Illinois State; MS Indiana University

Pete Paukstelis (2019)
Counsel/Senior Athletics Strategy Advisor & Risk Management
BA, University of Kansas; JD, University of Michigan

Jane Caldwell (1999)
Senior Associate Athletics Director for Student-Athlete Services and Assistant to the Dean of the College
BS, UNC-Greensboro; MA, Wake Forest University

Randy Casstevens (2012)
Executive Associate Athletics Director, Chief Financial Officer
BS, MBA, Wake Forest University

Barry Faircloth (2001)
Senior Associate Athletic Director, Development
BS, Wake Forest University

Jordan Jarry (2014)
Associate Athletic Director, Administration
BA, MS Georgetown University

Daren Koudele (2021)
Senior Associate Athletics Director, Compliance & Administration
BS, Kansas State University; MS, Wichita State University; JD, West Virginia University

Annette Medalie (2020)
Senior Associate Athletics Director, Finance
BS, Syracuse University; MBA, Florida Atlantic University

Will Pantages (2019)
Senior Associate Athletics Director, Communications & Content (FB)
BA, Baldwin Wallace University

Michael Piscetelli (2005)
Senior Associate Athletics Director, Principal Gifts
BA, Wake Forest University

Ellie Shannon (2012)
Senior Associate Athletics Director, Administration and Strategic Operations
BS, Grand Valley State University; MS, Kansas State University

Craig Zakrzewski (2002)
Senior Associate Athletics Director, Capital Projects and Operations
BA, Wake Forest University

## Campus Life

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Andrea Bohn (1997)
Associate Vice President, Campus Life Finance & Operations
BS, Gardner-Webb University

Abigail Brumfield (2022)
Director for Strategic Initiatives
BA, University of Arkansas; MA, University of Tennessee, Knoxville

Matthew Clifford (2010)
Associate Vice President, Campus Life and Dean of Students
BA, Davidson College; MEd, University of South Carolina; EdD, University of North Florida

Regina G. Lawson (1989)
Chief of University Police
BS, UNC-Wilmington

Marianne Magjuka (2011)
Assistant Vice President for Campus Life
BA, MEd, University of Notre Dame; EdD, University of Pennsylvania

Warrenetta Mann (2021)
Assistant Vice President for Health and Wellbeing
BA, Vanderbilt University; MA, University of Louisville; PsyD, Spalding University

Debbie Mason (2023)
Executive Assistant for Campus Life
BA, SUNY-Farmingdale

Shana Atkins (2011)
Director of Strategic Communications & Marketing
BA, UNC-Greensboro

Chauncey Bowers (2018)
Emergency Services Manager
BS, University of Maryland Eastern Shore

James Byrd (2012)
Director, Deacon One
BA, Gardner-Webb University; MA, New Orleans Baptist Theological Seminary

Stephanie Carter-Atkins (2017)
Executive Director for Residence Life and Housing
BA, Florida State University; MEd, University of Georgia; EdD, Capella University

Aishah Casseus (2020)
Executive Director & Title IX Coordinator
BS, Troy University; JD, NC Central University

Joseph Cassidy (2016)
Executive Director for Campus Fitness & Recreation
BA, Bellarmine University; MS, Eastern Illinois University; MBA, University of Notre Dame

Denisha Champion (2010)
Director of University Counseling Center
BA, Clemson University; MA, PhD, UNC-Greensboro

Chris Donald (2024)
University Chaplain
AB, College of William & Mary; MDiv, Duke University; EdD, Vanderbilt University

Ashley Hawkins Parham (2010)
Director, Office of Wellbeing
BS, College of Charleston; MA, Wake Forest University

Cathy Higginbotham (2023)
Executive Director of Student Health Service
BS, University of Charleston West Virginia; MA, East Carolina University

Cherise James (2009)
Director of Orientation and Lower Division Programming
BS, University of Florida; MA, Nova Southeastern University; PhD, UNC-Greensboro

Zakiyyah Niang (2023)
Assistant Dean, Community Response and Caring Outreach

BA, Salem College; MA, Liberty University

Jim Settle (2019)
Associate Dean, Student Conduct
BS, Pittsburgh State University; MA, Bowling Green State University; PhD, University of Missouri at Saint Louis

Michael P. Shuman (1997)
Director, Learning Assistance Center and Disability Services
BA, Furman University; MEd, University of South Carolina; PhD, UNC-Greensboro

Demetria Smith (2023)
Director, Fraternity and Sorority Life
BA, East Carolina University; MS, Southern New Hampshire University; EdD, Wingate University

Tim Wilkinson (2015)
Executive Director for Student Engagement
BA, West Chester University; MA, Rider University; EdD, Appalachian State University

Harriet Williams (2019)
Director of Campus Life Talent Management
BA, MA, Stony Brook University; EdD, University of Vermont

## Chaplain's Office

Christopher R. Donald (2024)
University Chaplain
AB, The College of William & Mary; MDiv, Duke University; EdD, Vanderbilt University

Stephanie Marshall (2024)
Assistant Chaplain for Jewish Life/Hillel Director
BA, University of Puget Sound; MAJE, Hebrew Union College-Jewish Institute of Religion

Jacob (Imran) Haq (2024)
Assistant Chaplain for Muslim Life
BA, George Mason University; MA, MA, Hartford International University

Akshay Gupta (2024)
Assistant Chaplain for Hindu Life and Religious Engagement
BA, UNC-Chapel Hill; MA, Duke University; PhD, University of Cambridge

Kellee Monet (K. Monet) Rice (2012)
Associate Chaplain
BA, Louisiana State University; MDiv, Princeton Theological Seminary; DMin, Duke Divinity School

Christine Yucha (2023)
Office Manager
BA, University of Wisconsin-Stevens Point; MAM, Lutheran School of Theology at Chicago

## Finance and Administration

Jacqueline A. Travisano (2023)
Executive Vice President and CFO
BS, Robert Morris University; MBA, Chatham University; EdD, Nova Southeastern University

Dedee DeLongpré Johnston (2009)
Vice President, Institutional Sustainability/CSO and Chief of Staff to the EVP and CFO
BS, University of Southern California; MBA, Presidio Graduate School

Brandon Gilliland (2024, 2007-2017)
Senior Vice President, Finance and Administration
BBA, Northeastern State University; MBA, University of Tulsa

Berthi Hotham (2024)
Assistant Vice President, Business Strategy and Transformation
BS, Universidad del Norte; MS, Florida International University

Christopher H. Kiwus, PE (2024)
Vice President, Facilities, Real Estate, and Planning
BS, Union College; BA, SUNY-Stony Brook; MS, Georgia Institute of Technology; MA, U.S. Naval War College; PhD, Rutgers University

Mur K. Muchane (2015)
Vice President, Information Technology/CIO
BA, Warren Wilson College; MS, University of Tennessee

Mary Lucal (2024)
Vice President and Chief Human Resources Officer
BS, College of Wooster; BS, Ohio State University; MS, Lesley University; PhD, University of Tennessee

John K. Wise (2002)

Associate Vice President, Hospitality & Auxiliary Services
BS, University of Wisconsin-Stout

## Global Wake Forest

J. Kline Harrison (1990)
Associate Vice President
Vice Provost for Global Affairs and Kemper Professor of Business
BS, University of Virginia; PhD, University of Maryland

Leigh Hatchett Stanfield (1999)
Executive Director of Global Engagement and Administration
BA, Wake Forest University

David F. Taylor (2005)
Assistant Dean of Global Study Away
BA, Princeton University; MA, Wake Forest University

Jessica A. Francis (2007)
Executive Director of Global Abroad Programs
BA, St. Edward's University; MA, Wake Forest University

W. Patrick Bingham (2021)
Director of RAISE Center
BA, Virginia Commonwealth University, George Mason University; MA, PhD, University of East Anglia

Nathanial W. Lynch (2024)
Director of Center for Immigration Services & Support
BS, Oklahoma State University; MS, University of Central Arkansas

Steve Seaworth (2017)
Executive Director of INSTEP-WFU Programs
BA, University of Redlands; MA, University of California-Riverside

Janice W. Claybrook (2006)
Associate Director of Global Study Away: Operations & Strategic Initiatives
BA, UNC-Chapel Hill; MS, UNC-Greensboro

Sandra Lisle McMullen (2012)
Assistant Director for Global Campus Programs
BS, Ball State University; MA, Wake Forest University

Cody Ryberg (2016)
Assistant Director of Global Abroad Programs
BA, Luther College; MS, St. Cloud State University

Blair Bocook (2023)
Associate Director of Center for Immigration Services & Support
BA, MA, Marshall University

Greta Smith (2018)
Senior Immigration Specialist
BA, UNC-Greensboro

Rayna Minnigan (2017)
Senior Immigration Specialist
BS, Shaw University; MS, Georgetown University

Lori Crouse (2009)
Operations Specialist
Forsyth Tech

Christina Canon (2022)
Senior Study Abroad Advisor
BA, MA, UNC-Greensboro

Kylie Holloway (2022)
Senior Study Abroad Advisor
BS, Appalachian State University

Timothy Dykes (2023)
Study Abroad Advisor
BS, Florida State University

Amanda E. Batten (2024)
Study Abroad Advisor
BA, Campbell University; MS, Emory University

Sarah Dale (2018)
Global Records and Data Analyst
BA, Rollins College; MS, University of Texas-Austin

Madison Wood (2025)
Research Coordinator
BS, UNC-Greensboro

Kim Snipes (2008)
Event Manager
Bob Jones University

Christina Deloglos (2019)
Office Administrator
BA, National Louis University

Vickie Smith (2010)
Administrative Assistant
BS, UNC-Greensboro

Silvia Correa (2014)
Assistant to the Vice Provost of Global Affairs
AA, LaGuardia Community College

Robbye Ramirez (2021)
Business Manager, Global Affairs
BS, NC State University

## Hospitality and Auxiliary Services

John K. Wise (2002)
Vice President for Hospitality and Auxiliary Services
BS, University of Wisconsin-Stout

Sharon Bohannon (1997)
Director of Auxiliary Services - Conference and Events

Alex Crist (2010)
Director of Auxiliary Services - Internal Operations
BS, University of Indianapolis

Ben Casstevens (2021)
Director of Auxiliary Services - External Operations
BA, MA, Wake Forest University

Roger Brown (2015)
Director of Food and Beverage - Graylyn
Northern Arizona University

Alexandra Collins, CHSE (2024)
Director of Sales and Marketing - Graylyn
BS, BS, UNC-CH; MA, Cornell University

Mark McFetridge (2006) - Graylyn
Director of Rooms/ Assistant General Manager
BS, University of Florida

Zugehily Nieves (2022)
Director of Finance - Graylyn
MSA, Purdue University

## Information Systems

Mur Muchane (2015)
Vice President for Information Technology & CIO
BA, Warren Wilson College; MS, University of Tennessee

Mary Jones (2015)
Executive Director of IT Finance & Administration
BA, UNC-Chapel Hill

Amy Triana (2022)
Director, Client Services
BA, College of Charleston; MS, University of Georgia

Rob Smith (2017)
Executive Director of IT Infrastructure
BA, The College of William & Mary, University of South Carolina Columbia

Odi Iancu (2009)
Executive Director, Enterprise Systems
PhD, Delft University of Technology, the Netherlands

David Eaton (2019)
Executive Director, Analytics and Data Governance
BS, UNC-Greensboro; MBA, Queens University

Steve Bertino (2018)
Chief Information Security Officer
BA, Rochester Institute of Technology; AAS, Monroe Community College

Hannah Inzko (2017)
Executive Director, Academic Technology

BA, Pennsylvania State University; MSEd, University of Miami

Brent Babb (2015)
Associate Director IT Infrastructure
AA, ECPI

Will Tomlinson (2014)
Associate Director of IT Infrastructure
BA, Elon University

Sarah Wojcik-Gross (2007)
Associate Director, IS Technology Learning & Outreach
BA, Mansfield University; MSEd, Elmira College

Mike Greco (2015)
Principal Client Engagement Specialist
BS, Lenoir-Rhyne College

Anthony Hughes (2010)
Assistant Director Enterprise Systems
BS, Southern Illinois University

Jeffrey Teague (2011)
Associate Director Information Security
BS, MS, NC State University

Greg Collins (2013)
Associate Director of Client Services
BS, East Carolina University

Phil May (1996)
Assistant Director Enterprise Systems & Cloud Platforms
BS, MBA, Wake Forest University

George Campbell (2019)
Assistant Director Analytics & Data Governance
BA, Wake Forest University; MA, Indiana University-Bloomington

Eudora Struble (2015)
Director, Technology Accessibility
BA, University of Colorado-Boulder; MA, University of Chicago

Paul Whitener (2007)
Associate Director Digital Fabrication & Maker Education
BA, UNC-Greensboro; AA, Forsyth Technical College

# Institutional Research

Philip G. Handwerk (2013)
Assistant Provost of Institutional Research
BA, Wake Forest University; MS, NC State University; PhD, University of Pennsylvania

Adam Shick (2001)
Senior Associate Director of Institutional Research
BS, US Merchant Marine Academy; MA, Wake Forest University

Sara Gravitt (1996)
Assistant Director of Institutional Research
BS, High Point University

Ande Thompson (2021)
Data Scientist
BS, DePaul University; MA, Wake Forest University

Nicole Brocato (2014)
Director of Institutional Effectiveness
PhD, University of Maryland, Baltimore County

# Legal Department

Brian White (2023)
Vice President and General Counsel
BA, JD, University of Iowa

Dina J. Marty (2001)
Deputy General Counsel
BA, Drake University; JD, Wake Forest University

Ryan R. Brown (2024)
Associate Counsel
BA, JD, Louisiana State University

Mary H. Crosby (2022)
Associate Counsel
BA, JD, UNC-Chapel Hill

Toni Grace Douglas (2024)
Associate Counsel
BA, Duke University; JD, Wake Forest University

Carrie O. Johnston (2023)
Assistant Counsel
BA, Rhodes College; MA, Johns Hopkins University; JD, Elon University

Peter J. Paukstelis (2019)
Counsel
BA, University of Kansas; JD, University of Michigan

# Libraries

Lauren Pressley (2025)
Dean of the Z. Smith Reynolds Library
MLIS, University of North Carolina at Greensboro; BA, North Carolina State University

Rodrigo Castro (2021)
Director of Public Services, Z. Smith Reynolds Library
BS, Florida International University; MLIS, University of South Florida

Lauren Corbett (2008)
Director, Resource Services, Z. Smith Reynolds Library
BA, Davidson College; MLIS, UNC-Greensboro

Thomas P. Dowling (2012)
Director, Technologies, Z. Smith Reynolds Library
BM, MLIS, University of Michigan

Christopher Knott (2012)
Associate Dean for Information Services and Professor of Law, Professional Center Library
BA, University of Iowa; JD, University of Michigan; MLIS, Indiana University

Joel Rivera (2022)
Assistant Director of Development, Z. Smith Reynolds Library
BA, BS, University of Florida

Sandy Rodriguez (2024)
Associate Dean, Z. Smith Reynolds Library
BM, MLIS, University of Kentucky

Rosalind Tedford (1994)
Director, Research and Instruction, Z. Smith Reynolds Library
BA, MA, Wake Forest University; MLIS, UNC-Greensboro

Brandy Hardy (2016)
Interim Director of the Coy C. Carpenter Library
BS, Winston-Salem State University; MS, University of North Texas

Tanya Zanish-Belcher (2013)
Director, Special Collections and Archives, Z. Smith Reynolds Library
BA, Ohio Wesleyan; MA, Wright State University

## Personal and Career Development

Andy Chan (2009)
Vice President, Personal and Career Development
BA, MBA, Stanford University

Mercy Eyadiel (2011)
Associate Vice President, Career Development and Corporate Engagement
BA, Southern Nazarene University; MAEd, Oklahoma City University

Heidi Robinson (2011)
Associate Vice President for Career Education and Coaching
Professor of the Practice, Department of Education
BA, Edward R Murrow School of Communications; MA, Wake Forest University; PhD, Indiana State University

Allison McWilliams (2010)
Assistant Vice President, Mentoring and Alumni Personal and Career Development
BA, Wake Forest University; MA, PhD, University of Georgia

Lauren Beam (2010)
Associate Director, Mentoring and Alumni Personal and Career Development
BA, Wake Forest University; MS, UNC-Greensboro

Amy Willard (2011)
Director of Career Education and Student Experience, Career Education and Coaching
BA, NC State University; MA, Wake Forest University

Brian Mendenhall (2014)
Senior Associate Director of STEM Career Education, Career Education and Coaching
BA, UNC-Greensboro; JD, Samford University

Cesar Grisales (2019)
Assistant Director of First Generation Success Programs, Career Education and Coaching
BA, Wake Forest University

Donell Moore (2023)
Associate Director, Career Education and Coaching; Coaching, Diversity, Equity, and Inclusion
BA, MA, NC Central University

Kelsey Lane (2025)
Assistant Director for Student Organization Engagement, Career Education and Coaching
BS, UNC-Charlotte; MA, Bowling Green State University

Patrick Sullivan (1997)
Senior Director of Operations and Special Projects, Career Education and Coaching
BA, MBA, Wake Forest University

Shan Woolard (2001)
Associate Director, Career Education and Coaching
BA, Salem College; MS, UNC-Greensboro; MA, Wake Forest University

Sharon Ralston (2020)
Career Coach, Career Education and Coaching
BS, MEd, UNC-Greensboro; MHS, Wake Forest University

Rebecca Johnson Chase (2017)
Career Coach, Career Education and Training
Adjunct Lecturer, Department of Education
BS, MA, Wake Forest University

Dana Steelman Helms (2022)
Assistant Director of Operations and Finance, Career Education and Coaching
BS, UNC-Charlotte; MBA, Wake Forest University

Lisa Simmons (2002)
Associate Director, Marketing and Communications
BS, Rollins College; MALS, Wake Forest University

Dana Hutchens (1991)
Director, Employer Relations
BS, UNC-Greensboro

Amy Bull (2013)
Associate Director, Employer Relations
BA, Grove City College

Ashley Graham Phipps (2014)
Associate Director, Employer Relations
BA, MS, Wake Forest University

Caroline Moore (2007)
Operations Manager, Employer Relations
BFA, Dartmouth College

Jason Wilkinson (2019)
Assistant Director, Employer Experience
BGS, Nicholls State University

Lori Sykes (2004)
Senior Associate Director, Employer Relations
BS, MBA, Appalachian State University

Vicki L. Keslar (2009)
Associate Director, Employer Relations
BS, Indiana University of Pennsylvania; MPM, Carnegie Mellon University

Amy Wagner (1986)
Executive Assistant to the Vice President of Career Development and Assistant to
Associate Vice President of Career Education

Courtney Nance (2019)
Operations and Projects Assistant
AAS, Guilford Technical CC; BA, UNC-Charlotte

Mike Crespi (2004)
Director, Market Readiness and Employment, School of Business

BA, BS, University of New Hampshire; MBA, Wake Forest University

Marcus Sanderlin (2017)
Director, Career Education and Coaching, Market Readiness and Employment, School of Business
BS, University of Central Florida; MA, Michigan State University

Ammuniki Wood (2023)
Assistant Director, Market Readiness and Employment, School of Business
BA, Culver-Stockton College; MBA, DeSales University

Caleigh McElwee (2011)
Associate Director, Market Readiness and Employment, School of Business
BA, Wake Forest University; MS, EdS, UNC-Greensboro

Cheryl Rotyliano (2021)
Associate Director, Market Readiness and Employment, School of Business
BA, Le Moyne College; MS, Ed, Drexel University

Ericka Spradley (2023)
Associate Director, Market Readiness and Employment, School of Business
BA, Strayer University

Lindsey Wuerfel (2025)
Assistant Director, Market Readiness and Employment, School of Business
BA, University of South Carolina; MA, MBA, Appalachian State University

Lisa Bryant (1993)
Associate Director, Market Readiness and Employment
BS, California Coast University

Sally Perez-Ramos (2019)
Associate Director, Market Readiness and Employment, School of Business
BA, University of Texas-Pan American; MA, St. Edward's University

## University Advancement

Mark A. Petersen (2008)
Senior Vice President for University Advancement
BA, Brandeis University; MA, University of Southern California

Melissa N. Combes (1996)
Associate Vice President, Presidential Advancement and Liaison to the Trustees
BA, Washington College; MBA, Wake Forest University

Michael Haggas (2010)
Associate Vice President, Academic Fundraising
BA, Clarke University

Maria Henson (2010)
Associate Vice President and Editor-at-Large Wake Forest Magazine
BA, Wake Forest University

Shaida Horner (1993)
Associate Vice President, Gift Planning
BA, UNC-Chapel Hill; MAcct, UNC-Chapel Hill; JD, Wake Forest University

Dustie Lanier Erik (2015)
Associate Vice President, Individual Development and National Engagement
BA, Wake Forest University

Linda Luvaas (2009)
Associate Vice President, Corporate and Foundation Relations
BA, Allegheny College; MA, Duke University

Minta A. McNally (1978)
Associate Vice President, Office of Family Engagement
BA, Wake Forest University

William T. Snyder (1988)
Senior Associate Vice President, University Advancement
BA, Wake Forest University

Kelly Meachum McConnico (2003)
Assistant Vice President, Alumni and Volunteer Engagement
BS, Wake Forest University

Emily Smith (2006)
Associate Vice President, Philanthropic Engagement
BA, Appalachian State University

T.J. Truskowski (2002)
Executive Director of Development, School of Business
BS, Eastern Michigan University; MBA, Davenport University

Hannah McMahan King (2022)
Assistant Dean of Development, School of Divinity
BA, Wake Forest University; MA, University of Mississippi; MDiv, Wake Forest University

Logan Roach (2015)
Assistant Dean of Development, School of Law
BS, Wake Forest University

Carolyn J. Whitehead (2024)
Vice President, Development and Alumni Engagement
BA, St. Andrew's University

## University Registrar

Brad Maki (2024)
University Registrar
BA, Central Michigan University; MA, Michigan State University, EdD, Central Michigan University

Michael Moore (2019)
Senior Associate University Registrar
BA, Ohio University; MBA, Strayer University; PhD, Old Dominion University

Alicia Trent (2022)
Associate University Registrar
BS, Radford University; MS, UNC-Greensboro

Candace Speaks (2010)
Executive Assistant & Office Manager

Grace Lee-Seo (2022)
Data Analyst
BS, Baylor University; MS, PhD, UNC-Greensboro

Fagueye Ndiaye-Dalmadge (2008)
Assistant Registrar, Manager Reporting

BS, MBA, Southern Illinois University

Damian Patterson (2019)
Director University Registrar Operations
BA, Bridgewater College

Susan Parrott (2007)
NCAA Certification Officer
BA, Duke University; JD, UNC-Chapel Hill School of Law

Leah Farrow Steele (2021)
Assistant Registrar, Academic Records-Commencement Coordination
BS, High Point University

Richard Titus (2019)
Assistant Registrar for Transfer Evaluation
BA, MA, UNC-Greensboro

Daisy Martell Salinas (2022)
Assistant University Registrar, Registration
BS, UNC-Greensboro

Medina Singletary (2022)
Registrar Service Coordinator
AAS, Forsyth Technical Community College

## University Theatre

Kaylin Gess (2023)
Interim Director of University Theatre
BA, Davidson College; MFA, University of Tennessee, Knoxville

Thomas Williams (2012)
Technical Director
BFA, Chicago State University

Leslie Spencer (2001)
Audience Services Coordinator
BA, Salem College

Alice Barsony (2012)
Costume Studio Supervisor
BFA, Rhode Island School of Design; MFA, UNC School of the Arts

Jacquelyn Loy (2022)
Costume and Wardrobe Assistant
BA, Catawba College; MFA, The University of Southern Mississippi

## Other Administrative Offices

Jarrod Atchison (2010)
Professor, Communication
John Kevin Medica Director of Debate
BA, MA, Wake Forest University; PhD, University of Georgia

Jessica Burlingame (2007)
Art Collections Manager
BA, Edinboro University of Pennsylvania; MA, UNC-Greensboro

Andrew W. Gurstelle (2015)
Associate Teaching Professor, Anthropology
Academic Director of the Museum of Anthropology; Associate Teaching Professor
BA, University of Wisconsin-Madison; MA, PhD, University of Michigan

Alessandra Von Burg (2006)
Associate Professor, Communication
Program Director of Casa Artom (Venice)
PhD, University of Pittsburgh

Benjamin T. King (2007)
Professor of Practice (School of Business)
BA, University of Virginia; MBA, Wake Forest University

Peter M. Siavelis (1996)

Professor, Political Science and International Affairs
Director, Chile Across South America Study Abroad Program

Wake Forest University

PS: Political Science and Politics (https://www.google.com/url/?q=https://www.cambridge.org/core/journals/ps-political-science-and-politics&source=gmail-imap&ust=1670619887000000&usg=AOvVaw37H6fD-1ULedv6ceAI4lGI) Co-Editor

BA, Bradley University; MA, PhD, Georgetown University

Christa Colyer (1997)

Professor, Chemistry

Program Director of Worrell House (London)

BSc, Trent University; MSc, University of Guelph; PhD, Queen's University

Jessica Francis (2007)
Executive Director of Global Abroad Programs
BA, St. Edward's University; MA, Wake Forest University

Grant McAllister
Associate Professor, German
Faculty Director of Flow House (Vienna)
BA, PhD, University of Utah

# UNDERGRADUATE

## Wake Forest College

### *and the School of Business of Wake Forest University*

Announcements for 2025/2026

The course offerings and requirements of the undergraduate schools are continually under examination, and revisions are expected. This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

Every effort is made to provide advance information of any changes.

- Wake Forest College
- Academic Calendar
- Procedures
- Financial Aid
- Special Programs
- Center for Global Programs and Studies
- Requirements for Degrees
- Departments/Programs
- Wake Forest University School of Business
- Wake Forest College Faculty
- School of Business Faculty
- Emeriti

# Wake Forest College

Wake Forest College of Wake Forest University is the center of the University's academic life. Through it, the University carries on the tradition of preparing young people to develop their knowledge and hone their skills as they become leaders of character intent on working and living in the spirit of *Pro Humanitate*.

Wake Forest College embraces the liberal arts tradition within the context of an internationally recognized research university by upholding the teacher-scholar idea; expecting exceptional teaching and outstanding research, scholarship and creativity; and promoting faculty engagement with students both in and out of the classroom that nurtures their intellectual and personal development. Wake Forest College also welcomes the challenges of cultural diversity and pluralism in all their forms and is committed to addressing these challenges through the cultivation of inclusive, equitable learning communities that reflect the world in which all our students and faculty live.

Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

## The Undergraduate Schools

The undergraduate schools, Wake Forest College and the Wake Forest School of Business, are governed by the Board of Trustees, the University administration and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools.

In the past several years, Wake Forest College has undertaken bold initiatives, such as leading the adoption of test-optional admissions; developing new programs to educate the whole person; integrating the cultivation of leadership and character; reinventing personal and career development; establishing an engineering program rooted in the liberal arts; and building greater community within the residential college setting.

# Honor System

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards. Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other forms of academic or social misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

The undergraduate student conduct system is jointly administered by the Office of the Dean of the College, the Office of the Dean of Student Services, and the Judicial Council. Complete details are available at the Offices of the Dean of the College and the Dean of Students.

- Rights and Responsibilities: Code of Conduct
- Undergraduate Honor Code

# Rights and Responsibilities: Code of Conduct

In keeping with its historic concern for students, Wake Forest has a legitimate interest in student welfare in and out of class, on campus and off campus. The Wake Forest University Undergraduate Student Code of Conduct (the "Code of Conduct") is grounded in concern for student actions that are inconsistent with obligations as members of the educational community. The Code of Conduct establishes standards of behavior to support the values of the University and uphold the best interests of students. If a student or organization has violated these standards of behavior, appropriate outcomes will be imposed. The resulting findings and outcomes may become part of the conduct record for individual students or organizations.

Student Conduct supports the mission of Wake Forest University through the use of learning-focused, procedurally sound accountability processes designed to facilitate the development of responsible global citizens and find the truth, while valuing the individuality of each person and their lived experiences.

Alleged violations of the Code of Conduct will be heard by and in accordance with procedures set by the Office of the Dean of Students. To review the Code of Conduct, go to: https://studentconduct.wfu.edu/code-of-conduct (https://studentconduct.wfu.edu/code-of-conduct/).

# Undergraduate Honor Code

The Wake Forest Undergraduate Honor Code (the "Honor Code") is grounded in a fundamental commitment from each member of our community to honesty and integrity. Adherence to the

Honor Code enables our community to live and to work together with a shared sense of trust and respect. Violations of the Honor Code are treated with the utmost seriousness because they undermine both personal integrity and community standards. Specific offenses under the Honor Code include cheating, plagiarism, stealing, and deception in both academic and non-academic settings.

Alleged academic violations of the Honor Code will be heard by and in accordance with procedures set by the Honors and Ethics Council.

Alleged non-academic violations of the Honor Code are Code of Conduct Violations and will be heard by and in accordance with procedures set by the Office of the Dean of Students.

# Student Complaints

Situations may arise in which a student believes that they have not received fair treatment by a representative of the University or has a complaint about the performance, actions, or inaction of the staff or faculty affecting a student. There are mechanisms in place for the reporting and resolution of complaints regarding specific types of concern (student conduct, honor system, grade dispute, harassment and discrimination, for instance), and these should be fully used where appropriate. Students are encouraged to seek assistance from faculty advisors, deans' offices in the College or Business School, or the Office of the Dean of Students when evaluating the nature of their complaints and deciding on an appropriate course of action.

The complaint process outlined below is meant to answer and resolve issues arising between individual students and the University and its various offices when a mechanism for reporting and resolution of the specific type of concern is not already in place. A complaint cannot be filed on behalf of another person. A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event.

For complaints in the academic (i.e., classroom) setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (in the Wake Forest School of Business, this would be the dean) for assistance. The chair (or dean) will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student's complaint is not resolved by these procedures, the student should consult with the Office of Academic Advising for assistance. The Associate Dean for Academic Advising will consult with the parties to obtain a resolution. Finally, a student may appeal to the Committee on Academic Affairs, which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

For complaints outside the academic setting, the student should talk personally with or send a written complaint explaining the concern directly to the individual involved. Should the student and individual be unable to resolve the concern, the student may then turn to the appropriate administrative channel for assistance, which may be an immediate supervisor, department head, or Dean. The immediate supervisor, department head, or dean will meet or communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the vice president with administrative responsibility for the issue that is the subject of the concern. The vice president will study the matter, work with the parties, and reach a final resolution. Students uncertain about the proper channels are encouraged to seek advice from faculty advisors, deans' offices, or the Office of the Dean of Students.

# Academic Calendar

The following calendar is effective as of August 1, 2025. Updates may have occurred since the publication of the Bulletin. Please refer to the Academic Services calendar on the Registrar's website (https://registrar.wfu.edu/calendars/) for the most up-to-date version.

## Fall Semester 2025

| Date | Day | Event |
|---|---|---|
| August 25 | Monday | Classes begin |
| September 1 | Monday | Labor Day - classes are in session, staff holiday |
| September 2 | Tuesday | Last day to add full-term classes* |
| September 29 | Monday | Last day to drop a full-term class* |
| October 11-14 | Saturday-Tuesday | Fall Break (No Monday and Tuesday classes) |
| October 27 | Monday | Last day to drop with a grade of "W" |
| November 26- 30 | Wednesday-Sunday | Thanksgiving Holiday |
| December 5 | Friday | Classes end |
| December 6-7 | Saturday-Sunday | Reading Days |
| December 8-13 | Monday-Saturday | Fall final exams |
| December 17 | Wednesday | Fall final grades due by noon |
| December 15-Jan 9 | | Winter Recess |

## Spring Semester 2026

| Date | Day | Event |
|---|---|---|
| January 12 | Monday | Classes begin |
| January 21 | Wednesday | Last day to add full-term classes* |
| February 17 | Tuesday | Last day to drop a full-term class* |
| March 7-15 | Saturday-Sunday | Spring Break (no classes) |
| March 20 | Friday | Last day to drop with a grade of "W"* |
| April 29 | Wednesday | Classes end |
| April 30-May 3 | Thursday-Sunday | Reading Days |
| May 4-9 | Monday-Saturday | Spring final exams |
| May 11 | Monday | Final grades due for May Degree Candidates by noon |
| May 18 | Monday | Commencement |
| May 19 | Tuesday | Final grades due for non-degree candidates by noon |

* *For courses taught in less than the full term's duration (e.g., 7.5 week classes) proportional drop and add deadlines are available on the*

*Academic Services calendar on the* Registrar's website *(*https://registrar.wfu.edu/calendars/*).*

# Procedures

*Students are responsible for familiarizing themselves with the portions of this bulletin that pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule and modality of classes and the cost of instruction at any time within the student's term of enrollment.*

- Admission
- Tuition and Fees
- Refunds
- Housing
- Advising and Registration
- Examinations and Grading
- Enrollment Policies and Procedures
- Transfer Credit

# Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on any submitted standardized tests, written portion of the application, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of 16 units of high school credit. These should include 4 units in English, 3 in mathematics, 2 in history and social studies, 2 in a single foreign language, and 1 in the natural sciences. An applicant who presents at least 12 units of differently distributed college preparatory study can be considered. Homeschooled students submitting all required documentation of the application will be considered. Additional documentation outlining the homeschool curriculum, including transcripts from courses taken outside the home and Advanced Placement or other standardized test scores are welcomed. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

## Application

Instructions for applying to Wake Forest can be found on the Office of Undergraduate Admissions' webpage (https://admissions.wfu.edu/apply/applynow/#:~:text=Apply%20to%20Wake%20Forest%20University).

Applications should be completed and returned to that office no later than January 1 for the fall semester. Most admissions decisions for the fall semester are returned to applicants by April 1.

The admission application requires records and recommendations directly from secondary school officials. Submission of standardized test scores is optional; scores may be self-reported in the admissions application or sent directly to the University by the official testing service. (Note: All international students whose first language is not English are required to submit a TOEFL, IELTS or Duolingo score (https://www.englishtest.duolingo.com/).) The application fee is $85, but may be waived for those experiencing financial hardship. The University reserves the right to reject any application without explanation.

A $1500 nonrefundable enrollment deposit is required of all regularly admitted students. Instructions for submitting that enrollment deposit will be provided after admission. The enrollment deposit is credited toward first semester fees and is nonrefundable. Students seeking admission as a Transfer applicant, whether for the fall or spring academic term, should submit their enrollment deposit within two weeks of receipt of an admissions decision. No deposit is required for summer session enrollment.

## Early Decision and Early Action

Wake Forest has two binding early decision plans for students who have decided conclusively that Wake Forest is their first college choice. While early decision applicants may submit regular decision applications to other institutions, Wake Forest must be the applicant's first choice and only early decision application. Students, parents, and school counselors must sign the Early Decision Agreement stating that the applicant will enroll if admitted and will withdraw all applications to other colleges upon acceptance to Wake Forest.

Early Decision I (ED I) students may apply as early as August 1 but no later than November 15. ED I applicants are notified on a rolling basis, with decisions being released at the end of each month during the Fall.

Early Decision II (ED II) applicants must follow the same exclusivity guidelines as required for ED I. The ED II application deadline is January 1. ED II is not rolling; decisions are released to students with a complete application in mid-February.

A $1500 enrollment deposit is due within two weeks of acceptance notification for both ED I and ED II.

The Early Action application round gives first-generation college students an admissions decision by January 15. Unlike Early Decision admissions, the Early Action decision is non-binding. Admitted first-generation students have until May 1 to decide if they will enroll at Wake Forest.

## Admission of Students with Disabilities

Wake Forest College will consider the application of any qualified student, regardless of disability, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with applicable laws and regulations regarding access for individuals with disabilities. Additionally, services are available to provide reasonable accommodations to students with disabilities. For more information on assistance for undergraduate students, please contact the director of the Center for Learning, Access, and Student Success at 336-758-5929, or refer to Disability Services under Campus Life on the Wake Forest website.

## Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. Transfer students must be eligible for

readmission to the last college attended and must supply a Dean's Statement(s) from all colleges attended. The Dean's Statement addresses any disciplinary action that may have been taken against the student for academic or non-academic reasons. The student must have an overall average of at least C on all college work attempted.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. To earn a baccalaureate degree from Wake Forest University, a minimum of half of the degree requirements must be completed at Wake Forest, the senior year and one other.

Additionally, Wake Forest has a six-semester (typically three-year) residency requirement. Students are required to live in campus housing their first three years. The University is committed to housing students who request to live on-campus after fulfilling the residency requirement. Students who study abroad during the fall or spring semesters are given credit for that time toward their residency requirement; summer sessions do NOT count toward residency requirements. Transfer students are expected to fulfill the six-semester residency requirement. However, transfer students who have lived on campus at another institution are given credit for that time toward their residency requirement. See "Housing" for more information.

# Tuition and Fees

## Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

Charges are due in full on August 1 for the fall semester and December 1 for the spring semester. Students with accounts that are not paid in full by these deadlines may experience certain consequences, including, but not limited to, not being eligible to receive a diploma or register for classes.

All students will be required to acknowledge the "Wake Forest University-Statement of Financial Responsibility" as part of the new and continuing onboarding process via Workday Student; this allows students to clearly understand financial policies. All students have a Student Financial Services- Financial Responsibility Statement Not Acknowledged" hold on their Workday student account until acknowledgement is made.

## Tuition

| Fee | Per Semester | Per Year |
|---|---|---|
| Full-time | $34,565 | $69,130 |
| Part-time | $2,881 (per hour) * | |
| Affiliate Programs | $34,565 | |
| Audit Fee | $75 (per hour) | |
| Summer School 2025 | $950 (per hour) | |

** Students must receive approval prior to the start of classes for part-time study.*

Students should expect an increase yearly in tuition. Students must obtain approval for part-time status prior to the beginning of the semester from the Office of Academic Advising to be eligible for part-time tuition.

Students are required to arrive on campus by the last day to add a course for each semester.

## Room Rates

| Room Type | Per Semester | Per Year |
|---|---|---|
| Deacon Place rooms | $7,083 | $14,166 |
| Single rooms and all apartments | $6,818 | $13,636 |
| Double rooms | $5,781 | $11,562 |
| Summer 2025 session: single | $1,254 | |
| Summer 2025 session: double | $854 | |

## Meal Plans

All resident students are required to sign up for a meal plan. Choose the plan that best fits your lifestyle and the minimum plan for your housing type. To select your plan, first, log in to the Housing Portal (https://wfu.starrezhousing.com/StarRezPortalX/). Off-campus residents may purchase a meal plan, but are not required to do so.

**For specific details on all meal plan choices, including the specific meal plans and prices, please visit Deacon Dining's website (https://dining.wfu.edu/home/meal-plans/).**

All students, regardless of class year, can change (increase or decrease) their meal plan for the fall semester through August 1, adhering to area and class year minimums. **Plan decreases for the fall semester are not allowed after August 1**; however, plan increases will be accepted through September 30, adhering to area and class year minimums. **Plan decreases for the spring semester are not allowed after January 6**; however, plan increases will be accepted through January 31, adhering to area and class year minimums.

## Deacon Dollars

In addition to a meal plan, students may also purchase Deacon Dollars. The Deacon Dollar account is a debit account system on the student ID card that allows purchases throughout campus. Deacon Dollars are not the same as Food Dollars, which can only be used at campus dining facilities.

## Meal Plan Options

| Meal Plan | Food Dollars | Cost/Semester |
|---|---|---|
| Freedom Plan | $400 | $5,025 |
| Black Plus Plan | $300 | $4,200 |
| Base Plan | $250 | $3,500 |
| Forestry Plan | $100 | $3,500 |
| Gold Plan | $750 | $3,450 |
| Screamin' Plan | $325 | $2,300 |
| Apartment Style Plan | $300 | $1,410 |
| Commuter Plan** | $250 | $875 |

*** Commuter students only.*

# Other Fees

An *undergraduate admission fee* of $85 is required with each application for admission to cover the cost of processing and is nonrefundable.

To secure their seats in next year's class, students are required to submit an *enrollment deposit* of $1,500. All enrollment deposits must be submitted via the Admissions portal to the Office of Undergraduate Admissions by May 1st and are nonrefundable. The deposit is credited to the student's account to apply to future charges.

*Individual instruction music fees* are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are billed to the student account by Student Financial Services. The fee is $350 for ½-hour music classes and $700 for 1-hour music classes.

*A one-time nonrefundable new-student orientation fee* of $370 is charged to all new and transfer students during their first semester.

*A mandatory nonrefundable Deacon Health fee* of $584 per year is charged for all students.*

A *mandatory nonrefundable Student Activity fee* of $210 per year is charged to all students.*

A *mandatory nonrefundable Wellness fee* of $408 per year is charged to all students.*

A C*ontinuous Enrollment fee* of $100 per semester is charged to a student who has been granted continuous enrollment.

*Library fees* are charged for lost or damaged books and are payable in the library.

*A Returned Check fee* of $25 is charged for each returned check or returned e-check payment by the Office of Student Financial Services

** Students participating in University-sponsored study abroad/away programs or affiliate programs are not assessed these fees by Wake Forest University.*

# Student Health Insurance

*Student Health Insurance Premium.* Wake Forest University requires health insurance for all full-time, degree-seeking students. Students who demonstrate coverage that meets our criteria may waive the insurance provided by WFU. Students may apply for a waiver or enroll online (http://www.bcbsnc.com/wfu/) beginning July 1st - September 15th. Premiums for student health insurance will be determined each year and published on the Wake Forest University website. Complete details and criteria can be found online (https://shi.wfu.edu/).

*Medical Leave Continuous Enrollment Status.* Students enrolled in the health insurance plan may continue coverage for a maximum of one year while on medical continuous enrollment status approved by the University. Students must intend to return and remain a degree-seeking candidate and remit appropriate premiums. To determine if you are eligible, please contact Student Blue for more information at 800-579-8022 or 336-758-4247.

# Refunds

A student who officially withdraws or is granted continuous enrollment status during a semester may be entitled to a refund of tuition, housing, and dining charges depending on the student's date of withdrawal, date of continuous enrollment status, and/or the last day residing in University housing. A withdrawal, official or otherwise, or grant of continuous enrollment status also affects financial aid eligibility, as outlined in the federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy. A student using scholarships, grants, or loans to pay educational expenses, whose account was paid-in-full prior to withdrawal or grant of continuous enrollment status, is likely to owe the University after withdrawal or grant of continuous enrollment status. Procedures for such changes of status are coordinated by the Office of Academic Advising.

# Refund of Charges Policy

## Tuition and Fees

Tuition refunds are based on the date of official withdrawal or the effective date of continuous enrollment status. Please refer to the official "Schedule of Refunds for Withdrawal or Continuous Enrollment" for the respective semester of enrollment. Refunds will be reduced by the amount of any outstanding charges on a student's account. If refunded charges leave a credit balance on the student account, the student is responsible for completing an online student refund request at (http://finance.wfu.edu/sfs/student-refund/) or the credit balance will remain on the student account and will be applied for future semesters. If the credit is a direct result of Title IV aid, the credit is automatically refunded to the student.

There are no refunds for mandatory fees or course fees after the first class day in a semester as reflected in the academic calendar.

Vehicle registration fees will not be refunded unless the issued permit is returned to Transportation and Parking Services before the first day of class. Students graduating or studying abroad for spring semester may receive a prorated refund of the vehicle registration fee by returning the issued permits to the Transportation and Parking Services office.

For students studying abroad, the WFU Participation and Withdrawal Policy for Study Abroad/Away (https://studyabroad.wfu.edu/resources/accepted-students-guide/#accordion-section-10) applies to both Wake Forest sponsored and Affiliate programs.

## Schedule of Refunds for Withdrawal or Continuous Enrollment

**Fall & Spring Semesters**

| Official Date | Tuition Refunded |
|---|---|
| Before semester begins | 100% tuition, less deposit |
| First week of semester | 85% |
| Second week of semester | 75% |
| Third week of semester | 50% |
| Fourth week of semester | 30% |
| Fifth week of semester | 20% |
| After fifth week of semester | 0% |

**Summer Sessions I & II (6 week sessions)**

| Official Date | Tuition Refunded |
|---|---|
| First three days of session | 100% tuition, less deposit |
| Fourth day of session | 75% |
| Fifth day of session | 50% |
| Sixth day of session | 25% |
| After sixth day of session | 0% |

**Full Summer Session (12 week session)**

| Official Date | Tuition Refunded |
|---|---|
| First five days of session | 100% tuition, less deposit |
| Sixth - Ninth day of session | 75% |
| Tenth - Twelfth day of session | 50% |
| Thirteenth - Fifteenth day of session | 25% |
| After fifteenth day of session | 0% |

Students are responsible for officially dropping courses to be eligible for a refund. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligations and will not drop the student from the class. Student Financial Services calculates the refund of charges and will apply the amount of tuition refunded in the applicable refund schedule listed above. Student Financial Services has available an example of the application of the University Refund of Charges Policy. If charges originally paid by financial aid funds are no longer covered after financial aid funds are returned to the respective programs, the student is responsible for the remaining balance.

## Housing and Dining

Housing and dining refunds for the fall and spring semesters are based on the student's official check-out date from University housing and are calculated based on the official Schedule of Refunds for Withdrawal or Continuous Enrollment (https://finance.wfu.edu/students-parents/sfs/policies/#20230120231628), or the University Disruption Refund Policy (https://finance.wfu.edu/students-parents/sfs/policies/#disruption), for the applicable semester.

Students with dining plans who do not reside in University housing will receive a refund of dining charges based on the date of official withdrawal or the effective date of the continuous enrollment status. Dining refunds are only applicable to dining charges billed to the student account. If a student's dining plan balance is less than the eligible calculated refund then the lesser of the two amounts will be refunded.

**Summer Sessions:**
Housing

Any refund of charges under the Housing Agreement will only be available if a request for cancellation is received by Residence Life & Housing (RL&H) prior to the first day of classes. Once classes begin, no refunds will be made for housing charges.

Meal Plans

Summer meal plans may not be changed once selected. Any refund of charges under the Dining Agreement will only be available if a student withdraws from classes and a request for cancellation is received by RL&H prior to the first day of the first session of summer classes.

## Conduct or Honor Code Violations

Tuition, fees, housing, dining and all other charges will not be refunded when a student is suspended or expelled from the University as a result of a conduct or honor code violation. Similarly, housing charges will not be refunded when a student is suspended or expelled from University housing. Return of Title IV funds are handled in accordance with federal law.

*Refunds will be reduced by the amount of any outstanding charges on a student's account.

# Pursuant to The Veterans Benefits and Transition Act of 2018

GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides to the VA Certifying Official ONE of the following:

- A Certificate of Eligibility, or a Statement of Benefits obtained from the VA's eBenefits web site
- VR&E (Chapter 31) authorization, delivered via the Tungsten Network system
- Notification of intent to use benefits, pending confirmation of eligibility via the VA's Enrollment Manager system.

The student beneficiary must provide proof no later than the first day of a course of education. The student must provide any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

# University Disruption Refund Policy

Circumstances may arise during a semester that cause significant disruptions to University operations and result in the University closing the campus. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the University.

In the event of a significant disruption to University operations either:

- During a semester that results in the University closing campus for the remainder of the semester;
- At the beginning of a semester that delays or prevents the University opening campus; or
- During a semester that results in the University closing campus temporarily during the semester

The University will issue refunds for housing and dining charges and wellness and parking fees to students where applicable and according to the refund schedule below. There will be no refunds for tuition or Deacon Health, Student Activity, or any other fees paid by or on behalf of students. Refunds (if applicable) will be calculated at the end of the semester.

This policy applies to significant disruptions where the University closes campus. It does not apply where students officially withdraw from the University or are officially granted continuous enrollment status during a semester. Refunds, if any, in those circumstances are governed by the University's Refund of Charges Policy.

## Fall & Spring Semesters - University Disruption Refund Schedule

| Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open | Refund Percentage |
|---|---|
| 0 | 100% |
| 1 | 85% |
| 2 | 78% |
| 3 | 71% |
| 4 | 64% |
| 5 | 57% |
| 6 | 50% |
| 7 | 43% |
| 8 | 36% |
| 9 | 29% |
| 10 | 22% |
| 11 | 15% |
| 12 | 10% |
| 13 | No Refund |
| 14 | No Refund |
| 15 | No Refund |
| 16 | No Refund |

## Summer Sessions I & II (6 week sessions) - University Disruption Refund Schedule

| Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open | Refund Percentage |
|---|---|
| 0 | 100% |
| 1 | 75% |
| 2 | 50% |
| 3 | 25% |
| 4 | No Refund |
| 5 | No Refund |
| 6 | No Refund |

## Full Summer Session (12 week session) - University Disruption Refund Schedule

| Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open | Refund Percentage |
|---|---|
| 0 | 100% |
| 1 | 85% |
| 2 | 75% |
| 3 | 65% |
| 4 | 55% |
| 5 | 45% |
| 6 | 35% |
| 7 | 25% |
| 8 | 15% |
| 9 | No Refund |
| 10 | No Refund |
| 11 | No Refund |
| 12 | No Refund |

# Return of Title IV Program Funds Policy

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws.

A student who is not officially withdrawn or granted continuous enrollment status, is nevertheless considered to be withdrawn for the purpose of Title IV, HEA Program funds, upon ceasing academic engagement during a semester.

Wake Forest University's continuous enrollment policy does not exempt any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits.

Title IV Funds subject to return include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Teacher Education Assistance for College & Higher Education Grant, Federal Direct Loan (subsidized and unsubsidized), and Federal Direct PLUS Loan.

Title IV aid is awarded and paid on a payment period basis. For students enrolled in a single session or module of a payment period (such a summer), the single session or module is the payment period. For students who are awarded Title IV aid based on a reported registration in multiple sessions or modules of a payment period, the payment period is the beginning (start date) of the first session or module through the end (last day of exams) of the last session or module. Students who do not complete a payment period upon which Title IV aid was awarded, are considered to be withdrawn from the payment period and are subject to the Return of Title IV Program Funds Policy.

The percentage of the payment period completed is determined by dividing the total number of calendar days comprising the payment period (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is:

1. up through the 60% point in time, the percentage of the payment period completed,
2. after the 60% point in time, 100%.

The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal or post-grant of continuous enrollment status disbursements).

If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

A student who completes all the requirements for graduation from his or her academic program before completing the payment period, is not considered to have withdrawn.

In a program offered in modules, a student is not considered to have withdrawn if the student successfully completes one module that

includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.

In a program offered in modules, a student is not considered to have withdrawn if the student successfully completes a combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.

In a program offered in modules, a student is not considered to have withdrawn if the student successfully completes coursework equal to or greater than the coursework required for definition of a half-time student for the payment period.

Institutional charges (costs) include tuition and required fees, institutionally-controlled housing, and meal plan. Federal aid is considered as first applied toward institutional charges, regardless of other non-federal aid received.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the return of Title IV Program funds may be rounded to the nearest dollar for each aid source.

The student returns any portion of unearned funds not returned by the University. A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant funds by the student is required, only 50% of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds are returned in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teacher Education Assistance for College & Higher Education Grants, and other Title IV funds for which a return of funds is required.

The Office of Student Financial Aid calculates the amount of unearned Title IV grant and loan funds, and has available examples of the application of this federal policy and a copy of the relevant Code of Federal Regulations section (CFR 668.22).

## Return of Non-Title IV Program Funds Policy

The Office of Student Financial Aid calculates the amount of non-Title IV program funds to be returned to the various programs when a recipient withdraws or is granted continuous enrollment status. The return of non-Title IV Program funds may be rounded to the nearest dollar for each aid source.

Return on non-need-based (merit-based, etc.) funds are determined by specific program rules. Return of funds to various state and private aid programs is determined by specific program rules. If rules allow, state and private loan funds are returned before gift funds. State and private funds may be retained in amounts necessary to satisfy the student's remaining University charges or adjusted need, whichever is larger.

Aid from institutional funds for which all disbursement requirements have not been met by the student prior to withdrawal or change to continuous enrollment status are canceled and no disbursements are made.

Upon withdrawal or change to continuous enrollment status, a student's eligibility for need-based aid programs is recalculated based on the withdrawal date, using an adjusted estimated cost of attendance.

The adjusted estimated cost of attendance (COA) is established in two parts.

- For an on-campus student, the first part equals the adjusted tuition and housing charges (not to exceed the standard allowance, and not including charges that result from a student remaining in his/her housing after the date of withdrawal) and the standard allowance for books and supplies; the second part equals prorated estimates (by weeks) of food, transportation, and personal living expenses.
- For an off-campus student, the first part equals the adjusted tuition charge and the standard allowance for books and supplies; the second part equals prorated estimates (by weeks) of housing, food allowance, transportation, and personal living expenses.

Total grants and scholarships are reduced proportionally based on the adjusted estimated cost of attendance, using the percentage of initially-awarded grants and scholarships to the initial full-semester estimated cost of attendance.

The order in which each institutional fund is reduced is determined on a case-by-case basis by the aid office, with the guiding principle being the return of funds to University accounts most likely to be needed by other students.

A student who withdraws or changes to continuous enrollment status after receiving a cash disbursement must repay Wake Forest scholarship funds up to the amount of Title IV funds that the University must return. Fines and other incidental charges not included in the financial aid COA are solely the responsibility of the student. Required returns of funds to all financial aid programs are made prior to the refund to the student.

# Housing

Wake Forest has a six-semester residency requirement and is committed to providing eight semesters of on-campus housing for residential students in good standing.

- Students are expected to fulfill the residency requirement consecutively, barring time away from the University (e.g. Continuous Enrollment Status-CES, withdrawal, etc.)
- Students living in University housing or studying abroad during the fall or spring semester earn a housing credit as of the census date each semester.
- Students who are away from the University (e.g. CES, withdrawal) as of the census date do not earn a housing credit for that semester.
- Summer sessions do not count toward the residency requirement.
- Transfer students will receive a housing credit for each fall or spring semester completed at full-time status at another institution. Residence Life and Housing will work with the Office of the University Registrar on these evaluations.

Students may request an exception to the residency requirement by submitting a request via the Housing Portal (http://go.wfu.edu/housingportal/) should they meet one of the following criteria:

- Living with a Parent/Guardian at their permanent residence in Forsyth County or a contiguous county
  - *Living with a parent or guardian will impact a student's cost of attendance and students receiving financial aid should follow up with Student Financial Aid to determine the impact on financial aid eligibility.*
- Living with and having parental responsibilities for a minor child in Forsyth County or a contiguous county
- Married and living with their spouse in Forsyth County or a contiguous county
- 24 years of age or older
- Financially independent as determined by Student Financial Aid

The University's commitment to providing eight semesters of on-campus housing is for residential students in good standing. Students who are released from, or have fulfilled their residency requirement and do not select housing during the room selection process, may request a return to housing on campus based on availability.

For more information about the Office of Residence Life and Housing as well as their processes and policies, please visit their website at rlh.wfu.edu (https://rlh.wfu.edu/).

### Off-Campus Housing

Students who have earned four housing credits and wish to be released from the University's residency requirement early may enter the Off-Campus Lottery. This indicates a desire to live off-campus prior to fulfilling the residency requirement. As the Office of Residence Life and Housing finalizes the number of students able to live off-campus, they will use a random selection process to release the appropriate number of students.

Students who have earned six housing credits will have the opportunity to declare off-campus intent for future academic years as a part of the University's housing selection process.

For more information on the lottery process and other policies related to living off-campus, please visit the Office of Residence Life and Housing's Off-Campus Housing page (https://rlh.wfu.edu/housing/off-campus-living/student-resources/policies/).

### Off-Campus Address Registration and Orientation

Students approved to live off-campus must register their residential address and complete an online orientation course thereby declaring their compliance with the University's off-campus expectations. Additionally, if a student changes residences, they must re-register their address and check to make sure that the new residence is registered.

Students wishing to live in single-family dwellings must live in registered properties. City of Winston-Salem ordinances state that there shall be no more than four (4) individuals that are not related by blood, adoption, or marriage living together in a single-family dwelling. Residence Life and Housing will monitor the number of students registered in each single-family dwelling and will, at no time, grant permission to any individual(s) to exceed the city ordinance.

# Advising and Registration

## Orientation and Advising

For new students in the College, a required orientation program and a required meeting with the student's lower-division academic advisor precede the beginning of classes and the drop/add period. Some required orientation programs also occur during fall semester of the first year. The lower-division academic advisor provides guidance during and between registration periods until the student declares a major.

During orientation, advisors meet with students both individually and in small groups. A meeting with the advisor is required before all subsequent registration periods. Students are encouraged to take the initiative in arranging additional meetings at any time to seek advice or other assistance. The lower-division advisor works with the student until the student declares a major, typically during the fourth semester. Then, an advisor in the student's major department is assigned.

## Registration

Registration for continuing students in the College and the School of Business undergraduate program typically begins in March for the fall and the summer terms, and in October for the spring term. Consultation with the academic advisor must be completed before registration. New students entering in the fall term register during the prior summer. Readmitted students and those approved for resumption of full- or part-time status, once officially advised, may work with the Office of the University Registrar staff to enroll in classes. Students currently enrolled at the University may register for the summer sessions classes. All tuition and fees must be paid in full to Student Financial Services by the announced deadlines.

## Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of semester hours earned.

The requirements for classification are as follows:

- *Sophomore—completion of no fewer than 25 hours toward a degree;*
- *Junior—completion of no fewer than 55 hours toward a degree;*
- *Senior—completion of no fewer than 87 hours toward a degree.*

## Course Load

Most courses in the College and the School of Business undergraduate program have a value of 3 credit hours, but they may vary from one-half hour to five hours. The normal load for a full-time undergraduate student is 15 credit hours per semester. The maximum credit hours allowed in the College and in the School of Business without permission is 17. A student who feels that he or she has valid and compelling reasons to register for more than the maximum hours in a semester must seek permission each semester after registration has opened for all students (see academic services calendar (https://registrar.wfu.edu/calendars/) for exact date). Only if the advisor, the appropriate staff of the Office of Academic Advising, and the Committee on Academic Affairs agree that the proposed course load is in the best interest of the student will permission be granted. Non-business or non-accounting majors wishing to take courses in the School of Business must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve hours per semester constitute minimum full-time enrollment for undergraduates at the University, but only an average of at least *15 hours* will lead to the requisite 120 hours for graduation in 8 semesters *without* additional summer or transfer hours. Recipients of Wake Forest scholarships and loans, as well as some types of federal aid, must be enrolled for at least 12 hours. Recipients of veterans' benefits, grants

from state government, and other governmental aid must meet the guidelines of the appropriate agencies.

## Part-time Students

A student may not register for part-time status (i.e., fewer than 12 hours in a single semester) without specific permission from the Office of Academic Advising by the last day to add a class. Students enrolled on a part-time basis are not eligible for the Dean's List. Approval for part-time status requires that students pay for such work on a per hour basis. Petitions for part-time status after the last day to add a class will be denied, except in the case of special circumstances, and the student will be required to pay full tuition. For information regarding the consequences of part-time status on tuition, housing, or financial aid, students should visit the offices of Student Financial Services, and Student Financial Aid.

## Summer Full-time Status Policy

A Wake Forest University undergraduate student registered for one (1) or more credit hours at Wake Forest University during the summer is considered to be a full-time student during the summer part-of-term in which they are enrolled (Session I, Session II, or Full Summer).

Important Note: The above definition of full-time status during the summer session may not be coincident with requirements for Federal financial aid eligibility in the summer. For more information, contact Financial Aid (https://financialaid.wfu.edu/) (email (financial-aid@wfu.edu); 336-758-5154)

## Class Attendance

The responsibility for class attendance lies with the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is class attendance; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the appropriate dean in the Office of Academic Advising for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the School of Business.

Students who miss class while acting as duly authorized representatives of the University at events and times approved by the appropriate dean are considered excused. The undergraduate faculties are sensitive to the religious practices of members of the student body. At the beginning of the semester, students who will be absent from class for religious observances should confer with the instructor(s) about the date of the absence. The disposition of missed assignments will be arranged between instructor and student. Students anticipating many excused absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the final grade. For policies pertaining to absences resulting from illness or other extenuating circumstances please see the statement under Deacon Health (https://deaconhealth.wfu.edu/).

## Auditing Courses

When space is available after the registration of degree-seeking students, others may request permission of the instructor to enter a class as auditors. No additional charge is made to full-time students in the College or the School of Business; for others the fee is $75 per hour. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of audit is made on the final grade report and entered on the academic record of students who have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

## Dropping a Course

Students may drop full term courses through the 26th class day. The last day in each term for dropping a class is listed on the Academic Calendar (https://registrar.wfu.edu/calendars/). A student who wishes to drop any course on or before this date must follow the procedure prescribed by the registrar.

## Drop/Add of Partial-Semester Courses

Students adding or dropping classes lasting for shorter durations than the full semester and/or that begin after the opening of the semester may add or drop those classes any time prior to the first class meeting, but instructor's permission may be required. The add and drop period for such classes is proportionate to the duration of the course. Consult with the Academic Services Calendar (https://registrar.wfu.edu/calendars/) or the Office of the University Registrar for the enforced add and drop dates.

## Course Withdrawal

Students may withdraw from one or more full term courses from the 27th class day until five days after interim grades are due. Students may withdraw from one or more half term courses from the 14th instructional day until the 22nd instructional day of each respective half of term. Intentions of course withdrawal (see details below) are due by 5pm on the respective last day for withdrawal. The last day in each term for withdrawing from a course is listed on the Academic Services Calendar (https://registrar.wfu.edu/calendars/).

A "W" grade will be recorded on a student's transcript for any course withdrawal during this period. In order for a course withdrawal to be processed, a student must contact the Office of Academic Advising. The student must consult with his, her, or their course instructor and faculty advisor. The instructor and faculty advisor must indicate that consultation has occurred, not that they necessarily approve of the student's decision. Once the Office of Academic Advising has received the required information, the Office of the University Registrar will process the course withdrawal.

## Independent Study, Individual Study, Directed Reading and Internships

Such work is ordinarily reserved for junior and senior students in the undergraduate schools. Any student requesting approval for such a course must possess a cumulative grade point average of at least 2.0 in Wake Forest courses. All such course requests must be approved by the appropriate department. The academic requirements must be completed during the semester in which a student is enrolled.

The number of credit hours the student registers for in an independent study, individual study, directed reading, or internship course may not be changed during the add period unless approved by the sponsoring faculty member.

## Undergraduates in Graduate Courses

In exceptional circumstances, undergraduate students may enroll in Wake Forest graduate-level courses. Such students must have junior or senior status and must obtain written permission from the course instructor, the student's advisor, and the associate dean for academic advising. Typically, undergraduate students will not be allowed to take 600-level classes for credit if the related 300-level class is available; undergraduate students who wish to take a cross-listed course at the graduate level must follow the procedure described above. Graduate programs have no obligation to admit undergraduate students to their courses and do so at their own discretion.

# Examinations and Grading

## Examinations

Final examinations for each class are scheduled at specific periods during the six final examination days at the end of the term. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty. Students should have no more than two final exams in a 24-hour period. They should be allowed to reschedule exams in excess of two in a 24-hour period.

## Grading

For most courses carrying undergraduate credit, there are twelve final grades: A (exceptionally high achievement), A-, B+, B (superior), B-, C+, C (satisfactory), C-, D+, D, D- (passing but unsatisfactory), and F (failure).

**Incomplete Grade Designation.** "I" (incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other extenuating circumstance that is beyond the student's control. If the work recorded as "I" is not completed within thirty days after the student begins his, her, or their next semester, the grade is automatically changed to the grade of F.

**Not Reported Grade Designation.** "NR" (Not Reported) is an administrative designation assigned by the University Registrar indicating that a faculty member has not reported a grade or grades by the reporting deadline. It is expected that the appropriate earned grade will quickly be reported. However, if the NR grade is not replaced within 45 days after the student enters his, her, or their next semester, the NR is automatically changed to a grade of F.

**Grade Points.** Grades are assigned grade points per hour for the computation of academic averages, class standing, and eligibility for continuation, as follows:

| Grade | Points |
|---|---|
| for each grade of A | 4.00 points |
| for each grade of A- | 3.67 points |
| for each grade of B+ | 3.33 points |
| for each grade of B | 3.00 points |
| for each grade of B- | 2.67 points |
| for each grade of C+ | 2.33 points |
| for each grade of C | 2.00 points |
| for each grade of C- | 1.67 points |
| for each grade of D+ | 1.33 points |
| for each grade of D | 1.00 points |
| for each grade of D- | 0.67 points |
| for each grade of F | no points |
| for each grade of I | no points |
| for each grade of NR | no points |

**Pass/Fail.** To encourage students to venture into fields outside their major areas of competence and concentration, the College makes available the option, under certain conditions, of registering in courses on a pass/fail basis. The criteria for a passing grade can vary, and is established by the instructor. Courses taken under the pass/fail option yield full credit when passed but, whether passed or not, are not computed in the grade point average. The last day to change from grade mode to pass/fail is the drop date. The last day to change from pass/fail to grade mode is the Friday of the twelfth week of the semester.

A student may count no more than 18 hours taken on a student-elected pass/fail basis toward the degree. First-year students are not eligible to elect the pass/fail mode but may enroll for courses offered only on a pass/fail basis. Second, third, and fourth-year students at Wake Forest may count no more than 4 student-elected pass/fail hours in a given semester. Courses used to fulfill core, 21st Century Stewardship (21CS), major, minor, or certificate program requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise and if the student obtains the written or electronic permission of his, her or their academic advisor and the course instructor. Any student who is eligible to enroll for pass/fail credit must follow the prescribed enrollment process overseen by the Office of the University Registrar.

No courses in the School of Business may be taken pass/fail unless they are offered only on that basis.

## Grade Reports and Transcripts

The registrar will announce interim and final grades in the students' Workday account, usually the day following the faculty grade reporting deadline.

Official transcripts of the permanent educational record will be issued by the registrar upon the student's request, unless there are unresolved issues.

Under the Family Educational Rights and Privacy Act (FERPA), the University has the right to inform parents/guardians of dependent students and certain other individuals of the contents of the educational records. Additional information about FERPA can be found in the University Policies section of this Bulletin.

## Dean's List

The Dean's List is issued after the end of the fall and spring semesters. It includes all full-time, degree-seeking students in the College and the School of Business who have a grade point average of 3.4 or better for a full-time course load in the semester and who have earned no grade below C during the semester. Students registered for part-time are not eligible for the Dean's List.

## Graduation Distinctions (Latin Honors)

**Effective for the Class of 2024 forward**, the candidate for a degree with distinction must earn a cumulative grade point average (GPA), based on all grades earned in Wake Forest courses, sufficient to place the candidate in the top 30 percent of their graduating class, with the honors awarded at the following specific percentage cut offs:

- Top 5% are to be awarded the distinction of *summa cum laude*
- Next 10% are to be awarded the distinction of *magna cum laude*
- Next 15% are to be awarded the distinction of *cum laude*

Percentages will be calculated on the basis of those degree candidates for May (GPA cut-offs for May candidates will be in effect for the following August and December degree candidates). Cumulative GPAs will be calculated to three decimal places and truncated without rounding.

## Repetition of Courses

A Wake Forest course can be repeated at Wake Forest if the grade earned is C- or lower. In this case, all grades received will appear on the transcript, but the course will be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be forfeited. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. A grade of irreplaceable F received in a class as a consequence of an honor violation does not prevent a student from repeating the class, but if the repeat successfully earns credit for the class, both the repeat grade and the irreplaceable F will be included in the cumulative grade point average.

# Enrollment Policies and Procedures

## Continuous Enrollment Status

An undergraduate student who needs to interrupt his, her, or their full- or part-time status for personal or medical reasons may petition for continuous enrollment status with the Office of Academic Advising. This status can be approved for one or two semesters. When students approved for continuous enrollment status wish to resume full- or part-time status, they must submit a notification to this effect to the Office of Academic Advising and any other information required by the Committee on Academic Affairs. See Resumption of Full- or Part-time Status for more details.

In the case of change to continuous enrollment status granted during an academic term for medical reasons, the student may request that no grades be recorded for that semester. Such requests require the formal support of either the Deacon Health or the University Counseling Center, and the student's standing in courses at the time of departure may be taken into consideration. The Committee on Academic Affairs has final authority on such requests.

Residence hall keys (if applicable), mailbox keys, the Wake Forest University ID card, along with any other University property in the student's possession, must be returned to the appropriate offices. The student retains active enrollment status with the University and retains email and registration privileges, and all applicable University policies will continue to apply. *Wake Forest University's policy on Continuous Enrollment Status does not exempt any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits.*

A continuous enrollment fee will be assessed.

Please note that at the discretion of Wake Forest, students on CES who have ongoing conduct matters may still be subject to university conduct or grievance processes and should consult the office(s) that oversee such processes for further information.

## Withdrawal

A student who intends to interrupt full- or part-time status for more than two consecutive semesters on a voluntary basis, for whatever reason, and is not granted continuous enrollment status (see above), or any student who is suspended for academic or judicial reasons, is deemed to have withdrawn from the University.

A student who has been granted continuous enrollment status and has exhausted eligibility to remain in such status (more than two consecutive semesters or one year), will be re-classified as withdrawn, will no longer have registration privileges and an email account, and must return all university property to the appropriate office(s). In addition, any student who discontinues class attendance or does not properly resume full- or part-time status, but who has not properly requested continuous enrollment status in advance, will also be deemed to have withdrawn.

A student who discontinues class attendance during an academic term from the College or the School of Business without officially applying for continuous enrollment status or withdrawal is assigned failing grades in all current courses and is deemed to have withdrawn. All university property must be returned to the appropriate offices. Holds may be placed on the record of a student who does not return university property or those who have outstanding financial obligations to the university.

Withdrawn students do not retain email and registration privileges. Return of Title IV funds will be handled in accordance with federal law.

Withdrawing or graduating students with ongoing conduct or grievance processes may still be subject to university action and should consult conduct and grievance procedures and the offices responsible for those processes for further information.

## Probation/Suspension

The Committee on Academic Affairs may at any time suspend or place on probation any student who, in the opinion of the Committee on Academic Affairs, has engaged in academic irresponsibility, such as but not limited to: failing to attend class regularly, disrupting academic instruction or the learning of other students, failing to complete papers, examinations, or other work on time, failure to earn more than six grade points in any semester, or failing to maintain a minimum GPA (see Requirements for Continuation). Students who fail to meet the Requirements for Continuation may be suspended or placed on probation. Any student who is placed on probation because of honor code or conduct code violations may also be placed on academic probation by the Committee on Academic Affairs. A student suspended from Wake Forest is ineligible to represent the University in any way until the period of suspension is completed and the student is returned to good standing.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with an academic counselor or dean in the Office of Academic Advising, petition the Committee on Academic Affairs for further consideration of the student's status. It is within the discretion of the Committee on Academic Affairs to determine

whether such compelling circumstances exist that would support further consideration of the student's status.

In deciding whether to permit exceptions and modify consequences for a student's failure to comply with academic rules, including decisions to place students on probation and suspension, the Committee on Academic Affairs will take into account such factors as violations of the Honor Code or Student Code of Conduct, violations of the law, or any disruption of the academic classroom, the learning of other students, or the ability of the Faculty to teach or otherwise deliver academic instruction.

Any student found responsible for violating the honor code and, as a result, suspended from the University or assigned the penalty of "activities suspension" is ineligible to represent the University in any way until the period of suspension is completed and the student is returned to good standing. Such students also may not be initiated into any fraternity or sorority during the time of the sanction.

No student suspended from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

# Requirements for Continuation

A student's academic eligibility to continue is determined by the number of hours passed and the grade point average. The number of hours passed is the sum of the hours transferred from other institutions and the hours earned in the undergraduate schools of the University. The grade point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain:

| For Hours Passed | A Minimum Cumulative GPA of |
|---|---|
| fewer than 30 | 1.60 |
| at least 30, fewer than 60 | 1.70 |
| at least 60, fewer than 90 | 1.80 |
| 90 and above | 1.90 |

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum will have a grace period of one semester's probation to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn six or fewer grade points in any given semester in courses other than CNS 353; military science courses; MSC 140-MSC 147, MSC 150, MSC 175A-MSC 175H, MSC 185 (ensemble courses); DCE 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the student's control, the student may appeal to the Committee to be reinstated.

Any student who is experiencing academic difficulty is urged to seek advice and counsel from his, her, or their academic advisor, from the Office of Academic Advising, from the Center for Learning, Access, and Student Success, and from the University Counseling Center.

A student who has or develops a health condition which, in the judgment of the Director of Deacon Health, creates a danger to the health and well-being of the student or others may be required to withdraw or convert to continuous enrollment status until the Director of Deacon Health determines that the health condition no longer creates a danger to the health and well-being of others.

# Resumption of Full- or Part-Time Status

The Committee on Academic Affairs oversees matters affecting students who have been granted continuous enrollment status. A student who has been granted continuous enrollment status for medical or psychological reasons must submit documentation from the student's physician or therapist to either the director of the Deacon Health or the director of the University Counseling Center attesting to his, her, or their readiness to resume a full academic program. Resumption of full- or part-time status generally can be accomplished only after an appropriate recovery period. The physician or therapist should also provide professional guidance to these directors as to the nature of the student's ongoing care once a resumption of full- or part-time status has been approved.

In all instances, the student's resumption of full- or part-time status is contingent upon the Committee on Academic Affairs' determination that the student can resume a full academic program. This does not and must not presume an online or remote academic program or experience. Limits on online work apply. (Refer to the Requirements for Degrees for more details.)

Any student who has been granted continuous enrollment status and who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his, her, or their good standing at the institution from which the transfer credit would come. (See Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar.

Should a student, upon interruption of full- or part-time status, fail to comply with procedures for a change to withdrawn or continuous enrollment status, "holds" may be placed upon his, her, or their record that will prevent consideration of readmission or resumption of full- or part-time status. Although a resumption of full- or part-time status can normally be approved (subject to medical or psychological approvals as described here), any request for resumption of full- or part-time status to the University may be denied if a student has violated any laws or regulations or has engaged in conduct or exhibited behaviors that would be considered a violation of the Honor Code or Code of Student Conduct. Notification forms required for resumption of full- or part-time status and deadlines for submission are posted on the Office of Academic Advising website (http://advising.wfu.edu).

Deadlines for the receipt of all necessary information are as follows:

- *Fall Resumption - August 1*
- *Spring Resumption - December 1*
- *Summer Resumption - April 15.*

# Readmission

The Committee on Academic Affairs oversees the readmission of students who have withdrawn from the university for any reason as well as students who have graduated from the undergraduate college or school of business who want to enroll to take additional courses. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student. A student who has withdrawn from the University for medical or psychological reasons must submit documentation from his, her, or their physician or therapist to either the director of the Deacon Health or the director of the University

Counseling Center attesting to his, her, or their readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the student's ongoing care once readmission has been approved.

In all instances, the student's readmission is contingent upon the Committee on Academic Affairs' determination that the student can resume a full academic program. This does not and must not presume an online or remote academic program or experience. Limits on online work apply. (Refer to the Requirements for Degrees for more details.)

Any student who has withdrawn and who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his, her, or their good standing at the institution from which the transfer credit would come. (See Transfer Credit rules.) Additionally, an official copy of the student's transcript must be made available to the Office of the University Registrar.

No student on judicial or academic probation or suspension from the University may take coursework at another institution and have that work transferred to the University for credit. Students whose withdrawals from the University were as the result of an honor or judicial process must satisfy fully any sanctions placed upon them prior to being considered for readmission.

Students who have been ineligible to continue for academic reasons must present to the Committee on Academic Affairs an intentional plan to raise their academic standing to acceptable standards. Any student who has been ineligible to continue for conduct reasons must present to the Committee of Academic Affairs a verification from the appropriate conduct office that the student is cleared to return.

Holds may be placed on the record of a student who fails to comply with proper withdrawal or continuous enrollment procedures. Such holds will prevent consideration of readmission or resumption of full- or part-time status until such matters are resolved.

Any request for readmission to the University may be denied if a student has violated any laws or regulations or has engaged in conduct or exhibited behaviors that would be considered a violation of the Honor Code or the Code of Student Conduct. Such decisions are reviewed and made at the discretion of the Committee on Academic Affairs. Readmission forms and deadlines are posted on the Office of Academic Advising website (http://advising.wfu.edu).

Deadlines for the receipt of all necessary information are as follows:

*Fall Readmission - August 1*

*Spring Readmission - December 1*

*Summer Readmission - April 15.*

# Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

Courses taken outside the U.S. require, in addition, prior approval from the Center for Global Programs and Studies. Students must obtain program approval and course approval through the Center for Global Programs and Studies.

# Transfer Credit

## Advanced Placement, International Baccalaureate, and CLEP

Advanced Placement and International Baccalaureate credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and International Baccalaureate (IB) subject tests. Students are not allowed to exempt divisional core requirements through the Advanced Placement Examination, the College Level Examination, or the International Baccalaureate subject tests. Although students who successfully complete AP or IB exams earn credit towards the 120 hours needed for graduation, such credit courses do not satisfy the divisional requirements as the student must complete the required divisional courses while enrolled at Wake Forest. Students are permitted to take courses at Wake Forest for which they have received Advanced Placement or International Baccalaureate credit. Students must contact the Office of the University Registrar in order to be allowed to do so. When this happens, students lose the AP or IB credit but the notation remains on the transcript. Once such credit has been forfeited it cannot be reinstated.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of business.

## Transfer Credit

All work attempted in other colleges and universities must be reported to the Office of the University Registrar. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0, must not be on academic probation or suspension of any kind from Wake Forest, and must obtain departmental approval following the prescribed process overseen by the Office of the University Registrar. For entering transfer students, credit may be accepted from accredited colleges and universities, including two-year colleges. For enrolled Wake Forest students and students readmitted to Wake Forest, transfer credit is accepted only from approved four-year institutions. For transfer hours to be accepted, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower are not awarded transfer hours in Wake Forest. Of the 120 credit hours required for the baccalaureate, the minimum number of credit hours that must be earned in Wake Forest programs depends on whether the transferred courses were taken before or after enrolling at Wake Forest. (Refer to the Requirements for Degrees for more details.) Courses being considered for transfer that are not based on semester hour credits will not receive a higher conversion value than the value of the Wake Forest course.

After a student enrolls at Wake Forest, courses in anthropology, art, biology, chemistry, computer science, English, German, history, mathematics, philosophy, physics, Russian, or sociology cannot transfer in to satisfy divisional requirements.

Applications for transfer credit from online and distance learning courses are evaluated on an individual basis. No more than 15 credit hours earned through fully online courses taken after matriculation at Wake Forest may be applied toward graduation; of these, no more than eight credit hours taken at another institution after matriculation at Wake Forest may be transferred for credit. It is the responsibility of the student to disclose to the Office of the University Registrar whether a class is an online or

distance learning class. Undergraduate students in the College may not enroll in any online course for credit during their first two semesters at Wake Forest.

Dual enrollment courses, college level courses taken at institutions other than Wake Forest, are treated as transfer credit if the given course meets the University's standard criteria for transfer credit.

Courses with academic merit that meet the general criteria for transfer but are not approved by departments or programs may be eligible for General Elective Credit (GEC). Students should contact the Office of the University Registrar (OUR) for more information.

# Financial Aid

*By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid.*

Financial aid programs include institutional, state, and federal scholarship, loan, and work funds. Financial need is a factor in the awarding of most aid. The annual calculation of need, and therefore award amounts, may vary from year to year. Additional information is provided online (http://financialaid.wfu.edu/helpful-resources/info-undergrad-aid-recipients/). IRS Publication 970 describes the possible taxability of scholarship assistance.

# Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Institutions of higher education must establish minimum standards of satisfactory academic progress for students receiving federal (Title IV) student aid. Wake Forest applies these standards to federal student aid programs, to its own Wake Forest controlled need-based aid programs, and as required to state aid programs.

Certain other aid programs, including merit-based and talent-based scholarships, have higher academic and/or other requirements that are communicated to recipients. Athletic aid eligibility is governed by NCAA rules.

## Frequency of Evaluation

Evaluation is made annually at the end of the summer term, to determine eligibility for the subsequent fall, spring, and summer terms. Students with grade or other academic changes after the annual evaluation may request a reevaluation at any time. Students may also request an additional mid-year evaluation at the end of any fall or spring term. Evaluation is also made upon students' readmittance and/or return to active status following a period of continuous enrollment status.

## Standards

The minimum standards include all coursework that is applicable to a bachelor's degree (regardless of the timing of the student's declaration of a major or change in major), all coursework accepted or credited toward a bachelor's degree (transfer hours, Advanced Placement hours, International Baccalaureate hours, College Level Examination Program hours, etc.), and all other coursework (repeated courses, graduate-level coursework, etc.) taken at Wake Forest while enrolled as an undergraduate student.

During a semester in which a student drops courses or withdraws or begins continuous enrollment status, the number of hours attempted includes those hours attempted as of the earlier of

1. the withdrawal or continuous enrollment status effective date, or
2. the last day to drop a second part-of-term course without penalty (as published in the academic calendar).

To maintain academic eligibility for federal aid, a student must:

**Complete bachelor's degree requirements within 180 hours attempted.** A student is ineligible when it becomes mathematically impossible to complete his/her degree within a maximum number of hours attempted of 180.

**Pass at least 67% of hours attempted.** Incompletes count as hours attempted, unless from a non-credit course. Audited classes do not count as hours attempted.

**Maintain the following minimum cumulative Wake Forest University grade point average on hours attempted** (including courses with a grade of incomplete):

| For Hours Attempted of | A Minimum Cumulative GPA of |
|---|---|
| fewer than 30 | 1.60 |
| at least 30, fewer than 60 | 1.70 |
| at least 60, fewer than 90 | 1.80 |
| 90 and above | 1.90 |

The Wake Forest University grade point average calculation excludes pass/fail courses. In cases where a student repeats a course for which he or she received a grade of C- or lower, the cumulative grade point average is calculated by considering the course as attempted only once, with the grade points assigned reflecting the highest grade received. However, this provision does not apply to any course for which the student has received the grade of an irreplaceable F.

**Avoid academic suspension by the Committee on Academic Affairs**, by earning more than six grade points in any given semester as described in the "Requirements for Continuation (https://bulletin.wfu.edu/undergraduate/procedures/enrollment/#requirementsforcontinuation)" section of the Undergraduate Bulletin.

## Loss of Eligibility

A student not meeting the minimum standards when evaluation is done at the end of each summer term loses eligibility beginning with the next term of her/his enrollment, unless the student successfully appeals and is placed on financial aid probation, which may include the approval of an academic plan. Students who lose eligibility are notified by Student Financial Aid via their Wake Forest email address.

## Appeal Procedure

Loss of eligibility may be appealed in writing to the financial aid committee at finaid@wfu.edu or delivered to Student Financial Aid, Reynolda Hall Room 4.

A student may appeal at any point during the academic year, but requests are typically submitted at the end of a term.

A student's request must include information regarding why the student did not maintain satisfactory academic progress, and what factors have changed that would allow him/her to demonstrate satisfactory academic progress at the next evaluation. Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following: injury or illness of the student or immediate family members—statement from physician that injury or illness interfered

with opportunity for satisfactory progress; death in family—statement of student or minister; temporary or permanent disability—statement from physician. Please note that the committee cannot access students' health or academic records from other University offices. Students must provide directly to the committee, any records or documentation necessary to support their request.

The Committee may grant a probationary reinstatement for a single term or may grant reinstatement based on an academic improvement plan to regain satisfactory academic progress by a specific point in time, with appropriate checkpoints and milestones to be achieved by the student. During a probationary period, students may continue to receive aid. After one term of probationary reinstatement, the committee checks eligibility for the subsequent semester or term, which is based on the student then having regained meeting the academic standards for aid.

## Scholarships

Scholarships are awarded from funds provided by generous gifts to the University from individuals and organizations. A listing and descriptions of permanent scholarship programs is provided online (https://financialaid.wfu.edu/types-of-aid/scholarships/).

## External Assistance

Students must advise Student Financial Aid if they receive any assistance from external organizations, including any local, state, and national scholarship and loan programs. External scholarships are added to an original financial aid package if possible. In some cases based on federal student aid program rules, external scholarships reduce need-based student loan and work-study eligibility. In no case may aid exceed the estimated cost of attendance.

External scholarship donors should include on the check the recipient's name and the term(s) for which the scholarship is intended. Checks should be payable to Wake Forest University (or co-payable to Wake Forest University and the student) and sent to Student Financial Aid, P.O. Box 7246, Winston-Salem, NC, 27109-7246. Checks delivered by donors to the student should be forwarded to the aid office. If a student has instead previously deposited external scholarship funds into her/his personal bank account, the student should notify Student Financial Aid to prevent the expected external scholarship proceeds from showing as an anticipated credit against semester charges on the student's DEAC account. It is not recommended that students deposit external scholarship funds into personal bank accounts; doing so may result in the student losing certain tax benefits.

By submitting, or allowing donors to submit, checks to Wake Forest, a student gives permission for Wake Forest to write the Wake Forest University student identification number on the face of the check. If funds are not received by Wake Forest in a timely manner from an external scholarship donor, the student becomes responsible for payment of charges previously deferred by the anticipated receipt of funds from the donor.

# Special Programs

*Students in the College are encouraged to apply to special programs, both on and off campus, which complement their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described in the courses of instruction.*

## Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under Departments/Programs.

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements are determined by each department.

## Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education, but not necessarily fulfilling all core requirements for the degree. The Committee on Interdisciplinary Majors, as the administrative body for the Open Curriculum Program, selects a limited number of students based on their previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the core requirements is designed by the student and his or her Open Curriculum advisor.

## Study at Salem College

For full-time students in the fall and spring semesters, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered in the curriculum of the other. An application for the Salem/Wake Forest Exchange Credit program must be approved by the academic advisor and the University Registrar or the dean of the School of Business. Please visit the University Registrar to begin the application process. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College under the Exchange Credit program are evaluated as if they were earned at Wake Forest.

Courses that are in the Wake Forest curriculum generally cannot be taken at Salem through this program. In very unusual circumstances, a student may wish to seek assistance in appealing to the Committee on Academic Affairs.

## Center for Global Programs and Studies

The Center for Global Programs & Studies (GPS) advances a global campus community and cultivates global mindsets through collaborative initiatives, programs, and services for the University. Program areas include: study abroad/away, community-based global learning, cross-cultural engagement course series, campus programs with a global learning focus, and Contemporary Global Studies and Global Trade & Commerce minors. A complete list of services offered by GPS can be found online (http://global.wfu.edu).

## Study Abroad/Away

Students interested in studying abroad or away (in the case of the Wake Washington program) should visit GPS for assistance and program information. All students planning to study abroad/away on a Wake Forest or an affiliate program (approved non-Wake Forest program) are required first to schedule an appointment with a study abroad advisor. All students must submit an online study abroad application. For more information visit this website (http://studyabroad.wfu.edu).

## Eligibility for Study Abroad/Away

In order to be eligible for study abroad/away on a Wake Forest or affiliate program (approved non-Wake Forest program) students must:

1. Have completed two semesters of coursework before beginning the program unless approved by the appropriate dean in the College and the Center for Global Programs and Studies
2. Have a cumulative grade point average of 2.0 or above
3. Be in good judicial standing and not be on suspension from Wake Forest
4. Receive clearance from the Dean of the College/Office of Academic Advising
5. Be an active degree seeking student at Wake Forest during the term abroad/away
6. Obtain approval of the program from the Center for Global Programs and Studies before applying to any affiliate program (consult a study abroad advisor for the program approval process)
7. Fulfill all required steps of the study abroad/away process as outlined by the Center for Global Programs and Studies
8. Attend a mandatory pre-departure orientation

Students who do not meet the above criteria will not be eligible for study abroad/away and will not receive credit for any coursework taken outside the U.S. or from a domestic study away program. Students who study abroad/away on affiliate programs must follow all policies on transfer credit as stated in this *Undergraduate Bulletin*.

Note that any student possessing less than a 2.0 cumulative grade point average is not eligible to receive transfer credit from an affiliate study abroad/away program (See the transfer credit section of this *Undergraduate Bulletin*.)

# Center for Global Programs and Studies

The Center for Global Programs and Studies (GPS) advances a global campus community and cultivates global mindsets through collaborative initiatives, programs, and services for the entire University. A complete list of programs and services offered by GPS is available here (http://global.wfu.edu).

Contact Information:
The Center for Global Programs and Studies
Reynolda Hall, Room 116
Phone: 336-758-5938

## Global Abroad and Away

Global Abroad and Away (http://studyabroad.wfu.edu/) manages the extensive offerings of Wake Forest and Affiliate study abroad/away programs and provides advising to all students pursuing these academic opportunities. Other programs and services include:

- Study abroad/away scholarships (http://studyabroad.wfu.edu/funding/)
- Passport Assistance
- Community-Based Global Learning (CBGL) programs (https://global.wfu.edu/staff/international-service/)
- Cross-Cultural Engagement (CCE) program (https://global.wfu.edu/global-abroad/cross-cultural-engagement/)
- Contemporary Global Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/)
- Global Trade and Commerce Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/global-trade-commerce-studies/)

## Global Campus Programs

The Global Campus Programs (GCP) team is responsible for the planning, design, and implementation of programs focused on building a global campus community. The GCP team is both proactive and responsive to developing collaborative programming based on the needs of students, faculty, staff, and campus partners with the goal of enhancing global mindsets. Hallmark programs include Global Laureates Academy (https://global.wfu.edu/global-laureates-academy/) and the WISE Conference (https://global.wfu.edu/global-campus/wise-conference/) for faculty, staff, and students.

# Study Abroad in Affiliate Programs

**Students wishing to study abroad on an affiliate program must visit the Center for Global Programs and Studies for assistance and procedures.** Affiliate programs are approved study abroad programs offered through program providers or other universities. GPS maintains an online database of approved Affiliate programs here (http://studyabroad.wfu.edu). In addition, GPS has a collection of printed materials of approved programs. All students planning to study abroad are required to meet with a study abroad advisor. GPS staff advises students regarding their program options. Students will not receive credit for participation on any unapproved study abroad program.

**Course Approval Process.** Once a student is accepted to a study abroad program, he or she must start the course approval process by scheduling an appointment with a study abroad advisor. In no case may a student undertake study abroad elsewhere without completing this process in advance to the satisfaction of GPS, the Registrar's Office, and the academic departments which oversee course credit approval. Students may not register for fewer than 12 hours or more than 17 hours on a semester study abroad program without the permission of a dean. Department chairs approve specific courses and the number of credit hours earned for those courses.

Grades for approved courses on affiliate study abroad programs will appear on the Wake Forest University transcript, but will NOT be calculated into the Wake Forest grade point average (see section on transfer credit). Students must follow the drop/add policies of the host institution. If the program does not have any relevant policies, then the Wake Forest policy is applied. If a student withdraws from a study abroad program, he or she must notify GPS, the Registrar's Office, and Student Financial Services; the rules for withdrawal, as stated in this *Undergraduate Bulletin*, also apply. For more information, consult GPS.

Students on **Affiliate** semester abroad/away programs pay Wake Forest tuition, with housing, meals, and other non-tuition fees (if applicable) billed directly to the student by the Affiliate program provider or host institution. Most, but not all, Affiliate programs also offer their own funding opportunities.

Students may request to have scholarship and financial aid applied toward Affiliate programs. Scholarships for study abroad are also available. Additional information is available in GPS and the Office of Student Financial Aid.

# Study Abroad/Away in Wake Forest Programs

## Austria (Vienna)

Students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Each semester or summer session, a resident professor leads a group of up to 16 students and offers up to two courses in his or her respective disciplines. Resident professors are chosen from a wide variety of academic departments. In addition, Viennese professors offer courses in the study of German language or literature, Austrian art and architecture, business, music, or history of Austria and Central Europe. Group excursions to Central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Prior study of German language is recommended but not required. Further information may be obtained from the program director, professor Grant McAllister, in the Department of German & Russian.

## Chile (Santiago)

Students have two distinct opportunities to study and live in South America, in the fall fully immersed taking courses at Pontificia Universidad Católica de Chile (PUC) or in the spring on the *Chile Across South America* (CASA) program. Our fall students will have the option to begin the semester with a month-long language immersion experience in Buenos Aires before embarking on travel to Patagonia. Once the students are settled in Santiago, they will begin their coursework at PUC. The fall program is offered in conjunction with Syracuse University.

On the CASA program, students begin the semester in Santiago, spending four weeks starting their courses and becoming accustomed to their homestays. Afterwards, they embark on academic excursions to Argentina, Ecuador, Peru, and Uruguay before returning to Santiago. Following the four weeks of academic travel, students continue with coursework in Santiago. A resident professor leads the group of students and offers two courses in his or her respective discipline. Resident professors are chosen from a variety of academic departments. While in Santiago, students experience Chilean culture through homestays. Further information may be obtained from the program director, professor Peter Siavelis, in the Department of Politics and International Affairs.
England (Cambridge)

Wake Forest offers a semester program in Cambridge, England. The Cambridge INSTEP program, as it is called, emphasizes a close student-to-faculty teaching relationship with most classes taught in the seminar format with five to 12 students. In addition, intensive courses are offered for qualified students in the supervision format with one to four students (who meet course pre-requisites). Courses are taught by Cambridge University professors and provide a contemporary perspective on economics, business, politics, and international relations. Further information may be obtained from the Center for Global Programs and Studies.

## England (London)

Students have the opportunity to study and live at the Worrell House in the Hampstead District of London. Each semester or summer session, a resident professor leads a group of up to 14 students and offers up to two courses in his or her respective discipline. Resident professors are chosen from a wide variety of academic departments. In addition, British professors may offer courses in such areas as the study of art, English, history, politics, and theatre. Group excursions to museums and theatre performances enhance the learning experience as well as integrative experiences within the city itself and throughout the U.K. Further information may be obtained from the program director, professor Christa Colyer, in the Department of Chemistry.

## England (London)

The London INSTEP semester program offers a cross-disciplinary approach in which central themes are examined in the areas of business, political science, international relations, and communications/media. During the spring semester of each year, participants also have the option to complete an internship for academic credit. The program emphasizes a close student-to-faculty teaching relationship common to the English system of higher education. Courses are taught by select faculty members from local universities. Further information may be obtained from the Center for Global Programs and Studies.

## France (Dijon)

Students have the opportunity to study and live in France. Each fall semester a resident professor leads a group of students and offers a course in French. In addition, students take courses at the University of Burgundy. Students experience French culture through homestays and excursions to locations throughout France such as Paris, Provence, and Strasbourg. A major in French is not required, but FRH 212/FRH 213/FRH 214 or its equivalent or any French course above the intermediate level is required. Further information may be obtained from the program director, professor Stephen Murphy, in the Department of French Studies

## Italy (Venice)

Students have the opportunity to study and live at Casa Artom situated along the Grand Canal in Venice. Each semester or summer session, a resident professor leads a group of up to 20 students and offers up to two courses in his or her respective discipline. Resident professors are chosen from a wide variety of academic departments. In addition, Venetian professors offer courses in the study of Italian language or literature, Italian art and architecture, history, and economics to help students integrate into the local culture. Group excursions throughout Venice and in surrounding cities enhance the learning experience as well as numerous integrative experiences within the city itself. Prior study of Italian language is not required, but may be determined by the resident professor. Further information may be obtained from the program director, professor Alessandra Von Burg, in the Department of Communication.

## Spain (Barcelona)

This semester program is specifically designed for business, economics, entrepreneurship, and global trade and commerce students, but it also appeals to those students interested in political science and international studies in general. Based at the Autonomous University of Barcelona's Sant Pau Campus (UAB), the program places students the heart of this city of 1.6 million inhabitants. A Wake Forest on-site administrator oversees program administration and Wake Forest's academic center. Courses are primarily taught in English, with no prior knowledge of Spanish required. Students are required to enroll in one course taught in Spanish or Catalan. Housing options include apartments, student residence halls, or homestays. Further information may be obtained from the Center for Global Programs and Studies.

## Spain (Salamanca)

Students have the opportunity to study and live in Spain. Each semester a resident professor leads a group of students and offers a course in Spanish. In addition, students take courses at the University of

Salamanca. Students experience the Spanish culture through homestays, or dorms at the University of Salamanca and excursions to locations throughout Spain such as Granada, Madrid, and Seville. Internship opportunities are available. A major in Spanish is not required, but one course beyond SPA 212 is required. Further information may be obtained from the program director, professor Kathryn Mayers, in the Department of Spanish.

### Spain (Salamanca)—Internships

Students interested in experiencing the Spanish work environment are encouraged to apply for the Salamanca Summer Internship program. Internships are available during both summer sessions in a wide range of fields (medical, business, teaching, translation/interpretation) and may carry 1.5 or 3 hour credits. Students enroll in an internship course and have the option of taking a conversation course or literature course while in Salamanca. Students live with Spanish families or in dorms at the University of Salamanca. Further information may be obtained from professor Kathryn Mayers in the Department of Spanish.

### Spain (Salamanca)—Neuroscience

Each spring semester, the Wake forest Salamanca Neuroscience Program offers STEM students the opportunity to study science at one of the leading neuroscience institutes in Europe. Students on the program will be enrolled at the Neuroscience Institute at the University of Salamanca (INCyL), a site of cutting-edge research in areas ranging from Parkinson's Disease to regenerative medicine to cell therapy. The University itself has been designated an International University of Excellence in the Teaching of the Biological Sciences and of Spanish as a Second Language. Prerequisites to the program typically include two of the following BIO 150, PSY 151, or NEU 200, or permission of instructor, and one semester of college-level Spanish. All science courses are taught in English. Further information may be obtained from professor Kathryn Mayers in the Department of Spanish.

### United States (Washington, D.C.)

Each fall and spring, the Wake Washington program allows students to study and intern in the nation's capital. The WFU Resident Professor teaches two courses in his/her field, with a focus on taking advantage of Washington D.C.'s resources to enhance the coursework. In addition, students engage in a four-day-per-week internship. Students are responsible for writing a research paper on a topic related to their internship and for participating in weekly meetings which include opportunities to hear prominent speakers. Alumni and parent mentors are available to students throughout the semester. Students earn 6 credits for the coursework taught by the resident professor and 6 credits for the internship experience and related obligations. Further information may be obtained from the program director, professor Will Walldorf in the Department of Politics and International Affairs.

### Additional Summer Programs

Each summer, the University offers a variety of summer study abroad courses led by Wake Forest faculty. There are many types of summer programs including language immersion, field research, specialized academic topics and internships. Wake Forest summer programs are offered throughout Europe, Africa, Asia, and Latin America. Detailed information on summer programs is available on the Center for Global Programs and Studies website (http://studyabroad.wfu.edu). Further information may be obtained from the Center for Global Programs and Studies.

# Requirements for Degrees

## Degrees Offered

The Wake Forest College of Arts and Sciences offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees.

The bachelor of arts degree is conferred with a major in African American studies, anthropology, art history, biology, chemistry, Chinese language and culture, classical languages, classical studies, communication, computer science, critical and creative media, economics, elementary education, English, environment and sustainability studies, environmental science, French studies, German, German studies, Greek, history, Japanese language and culture, Latin, mathematics, music, philosophy, physics, politics and international affairs, psychology, religious studies, Russian, sociology, Spanish, studio art, theatre, or women's, gender, and sexuality studies.

The bachelor of science degree is conferred with a major in applied mathematics, applied statistics, biochemistry and molecular biology, biology, biophysics, chemistry, computer science, decision analytics, economics, engineering, health and exercise science, mathematics, physics, or statistics.

The School of Business offers undergraduate programs leading to the bachelor of science degree with a major in accountancy, business and enterprise management, decision analytics, or finance.

A student may receive only one bachelor's degree (either the bachelor of arts or the bachelor of science) from Wake Forest.

## General Requirements

The basic and divisional course requirements leave students in the College considerable flexibility in planning their courses of study. Students who entered under the bulletins of previous years may make use of new alternative basic and divisional courses announced in this bulletin while still following their original contract for the required totals thereof. Except for HES 100, only courses of 3 or more semester hours count towards satisfying basic and divisional requirements.

All students must complete:

1. the core requirements (unless accepted for the Open Curriculum),
2. a program of study approved by the department or departments of the major, and
3. elective courses, for a total of 120 hours.

In general, no more than 12 hours toward graduation may be earned from among all of the following courses: MSC 140-MSC 147, MSC 150-MSC 151, MSC 175A-MSC 175H, and MSC 183-MSC 185 (repeatable music courses); DCE 128; and elective 100-level courses in health and exercise science. However, music majors may count up to 16 hours in these courses toward graduation. A cross-listed course may be taken one time for hours toward graduation, unless otherwise specified by the course description, and no more than six hours in LIB courses may count toward graduation.

All students must earn a minimum cumulative 2.0 grade point average in Wake Forest College and the School of Business. Once enrolled at Wake Forest, a student may subsequently count, at most, 30 hours of credit from sources other than Wake Forest programs toward the graduation requirement of 120 hours. Students who transfer into Wake Forest must subsequently earn at least 60 hours in Wake Forest programs. Except for

combined degree curricula, the work of the senior year must consist of courses in Wake Forest programs. Any exceptions must be approved by the Committee on Academic Affairs. No more than 15 credit hours earned through fully online courses taken after matriculation at Wake Forest may be applied towards graduation. Of these 15 credit hours, no more than 8 credit hours taken at another institution after matriculation at Wake Forest may be transferred for credit.

Transfer credits will not be used in calculating a student's GPA. This includes affiliate study abroad programs (approved non-Wake Forest programs). However, work from other institutions accepted in transfer will be recorded on the transcript. Graduation distinctions will be based solely on the Wake Forest GPA.

A student graduates under the requirements of the bulletin of the year in which the student enters. However, when a student declares a major or a minor, the requirements for the major or minor that are in effect at the time of declaration will apply. Such requirements might not be congruent with those stated in a given bulletin. Newly admitted majors to the School of Business, will be assigned a catalog year that will reflect their first full academic year as a major in the School. If coursework is not completed within 6 years of entrance, the student must fulfill the requirements for the class in which the student graduates.

The University issues degrees in August, December, and May. All requirements must be completed and certified before a student will be issued a degree and/or can participate in the commencement exercises. However, students may petition for permission to participate in the commencement exercises if all three of the following conditions are met:

1. The student will have completed at least 112 hours by the end of the spring semester preceding commencement.
2. The student will have a minimum 2.0 cumulative GPA and a minimum 2.0 GPA in the major(s).
3. The student has no outstanding judicial sanctions (unpaid fines, owed community service hours, etc.).

Commencement is a celebration of graduation, but not required for graduation. Participation in commencement is at the discretion of the appropriate Dean. The University reserves the right to refuse participation in commencement in certain circumstances (e.g., unfulfilled sanctions for judicial or honor violations).

No further entries or alterations may be made toward the undergraduate degree once a student has been graduated.

To become a degree candidate, a student must submit an application for program completion in Workday that will prompt a review of the student's academic record to assure that all degree requirements have been met. Students who are not enrolled in the term prior to their desired graduation date must contact the Office of the University Registrar before the application deadline. The application deadlines for each graduation date are as follows:

- December graduation: September 1
- May graduation: October 1
- August graduation: May 30

The University conducts one Commencement Ceremony each year in May. Students who have earned their degree the previous August or December are invited to participate in the May ceremony following their graduation.

# Core Requirements (Basic and Divisional combined)

The core requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of these requirements as feasible should be taken in the first two years.

# Basic Requirements

All students must complete four requirements (unless exempted through procedures established by the departments concerned):

- FYS 100 (first-year seminar) - to be taken during first year
- 4 Writing credits to be fulfilled by either: WRI 109 (2 h) and WRI 110 (2 h), **or** WRI 111 (4 h). Should be taken during the first year
- **One 200-level foreign language course**
- **HES 100**

# Foreign Language Placements

All students new to Wake Forest who have studied a foreign language in high school must complete a foreign language placement test in the language(s) studied. Students will not receive credit for a class at a lower level than the level of their placement on the placement exam, unless they:

1. *register for the class in which they placed;*
2. *attend a few class meetings;*
3. *consult with their professor; and*
4. *successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course.*

Students may satisfy the requirement with a foreign language they have not previously studied, and may start at the beginning level (111 or 101, depending on the language) offered at Wake Forest.

Students whose primary language (the language of instruction in the student's prior schooling) is other than English are exempt from the basic requirement in foreign language. Students must provide evidence that their language of high school instruction was *entirely* in the language for which exemption is sought. For Mandarin, evidence that the language of *middle school* instruction was entirely in Mandarin satisfies the requirement. English language schools or schools with mixed language instruction will not satisfy the requirement for exemption. In the absence of sufficient evidence for exemption, students may take the foreign language placement examination.

Students whose schooling has been in English but who are fluent in a language not taught at Wake Forest must present the equivalent of a 200-level college course or proficiency in reading and writing in the second language to be exempt from the requirement. Such students should contact the Office of Academic Advising. The Associate Dean for Academic Advising will refer each case to a person qualified to make the appropriate determination, *if possible*. Not all languages will be supported by qualified examiners, and in that event, students will need to choose alternative language pathways. If the second language is taught at Wake Forest, the relevant department decides whether the student may complete the requirement in that language or may be regarded as having fulfilled the requirement already. Elective courses in the language or

literature of a student's heritage or country of origin are at the discretion of the department offering the course.

# Divisional Requirements

All students must complete courses in each of the five divisions of the undergraduate curriculum (unless exempted through procedures established by the departments concerned or by participation in the Open Curriculum). Together with the basic requirements these courses form the core of Wake Forest's undergraduate liberal arts education.

| Division | Departments | Number of Courses Required |
|---|---|---|
| I: Humanities | History; Philosophy; Study of Religions; Women's, Gender, and Sexuality Studies | 2 |
| II: Literatures | **Literatures Written in English** (English Department) **In English Translation** (Classical Languages, East Asian Languages and Cultures, French Studies, German and Russian, Spanish and Italian, and the Program in Humanities) | 1 |
| III: Fine Arts | Art, Music, Theatre and Dance | 1 |
| IV. Social Sciences | Anthropology, Communication, Economics, Education, Politics and International Affairs, Psychology, Sociology | 2 |
| V. Math and Natural Sciences | Biology, Chemistry, Computer Science, Engineering, Mathematics, Physics, Statistical Sciences | 2 |

Students are not allowed to exempt divisional core requirements through the Advanced Placement Examination, the College Level Examination Program or the International Baccalaureate Program, although students who complete AP or IB courses and present qualifying exam scores earn credit towards the 120 hours needed for graduation. Departments choose which courses will satisfy divisional requirements. Courses satisfying a divisional requirement are designated (D) after their descriptions in this bulletin. Courses without the (D) designation do not satisfy a divisional requirement.

# Special Restrictions

- In divisions requiring more than one course, students may not choose two courses from within the same department.
- One course cannot satisfy the requirements of two divisions. A cross-listed course satisfies a requirement in one division only.
- Language courses at the 200-level do not fulfill the Division II literature requirement.

# Additional Requirements: 21st Century Stewardship (21CS)

Wake Forest endeavors to prepare students who will be engaged civic actors in a world that needs their perspectives, knowledge, and discernment to create and sustain global social, political, economic, and environmental relationships that are just. The four components of the 21CS requirements introduce diverse disciplines, methodologies, and habits of mind to help students build strong foundations for the kinds of informed, analytical, and ethical decisions the world demands of them.

The four 21CS requirements are two Power, Inequity, and Global Contexts (PIGC) requirements, an Ethical Inquiry (EI) requirement, and a Quantitative Data Analysis (QDA) requirement.

The two PIGC requirements are Power, Oppression, and Resistance (POR) and Studies in World Cultures (SWC). In fulfilling these two PIGC requirements, students will have the opportunity to learn to navigate the points of encounter within and across difference, and reflect on their position in their societies and the world.

## Power, Oppression, and Resistance (POR)

POR courses focus on issues of structural inequalities and systems of power, in any society and any period of human history. POR courses may examine inequalities based on factors such as race, caste, color, ethnicity, language, religion, class, ability/disability, nationality, sexuality, gender, or gender identity, and/or justice-oriented movements, cultural productions, and intellectual traditions that resist systems of injustice. All POR courses should include at least some discussion of the roles of systemic racism and sexism as they are relevant to the particular context of the course. In POR courses, students will:

- demonstrate an understanding of structural sources of disenfranchisement and privilege in a particular context; and
- develop competency in discerning the ways in which factors such as power, place, and privilege shape systems of knowledge and value, cultural productions such as literature and art, and/or the lived experience of individuals.

## Study in World Cultures (SWC)

SWC courses focus on modern and historical cultures and societies outside of the hegemony of the Global North, including those in Africa, Asia, the Caribbean, and Latin America, as well as indigenous cultures of Oceania and North America, and stateless peoples, diasporas, and equity-seeking or marginalized groups within the Global North. All SWC courses should include at least some discussion of the relationship of the culture(s) studied with global systems of power and inequity — such as (but not limited to) colonialism, gender, sexuality, race, ethnicity, class, enslavement, caste, honor, or Orientalism — as they are relevant to the particular context of the course. Such contextualization will help students make connections between their SWC and POR learning. In SWC courses, students will:

- demonstrate a meaningful understanding of the history, perspectives, cultural productions, and values of at least one society or culture outside of the hegemony of the Global North; and
- develop intercultural competence through the study of at least one society or culture outside the hegemony of the Global North.

## Ethical Inquiry (EI)

Ethical Inquiry (EI) courses invite students to engage with ethical questions, practices, values, and decision-making. These courses

integrate ethical considerations in at least one area of inquiry, problem-area or cultural context, or from a more general frame of reference. They may be taught in any discipline, as well as from numerous theoretical and pedagogical approaches. EI courses equip students to do the following:

- Navigate ethical diversity
- Evaluate competing ethical claims
- Respond intentionally to disagreement

### Quantitative Data Analysis (QDA)

Students develop critical and analytical skills and apply them to the analysis and interpretation of real-world quantitative information from a given area of study. These courses teach students to examine, evaluate, and critique quantitative data; to identify patterns; to summarize features of data sets; to create and interpret visualizations; and to provide interpretive insight to raw data sets. Students develop the ability to apply and evaluate quantitative evidence in argumentation in broad contexts. Courses in this group ask students to:

- analyze at least one important form of quantitative information and summarize the results of an analysis in ways that provide insight
- perform analysis using mathematical methods and/or computational tools
- evaluate choices made in selection, analysis, and presentation of quantitative information
- apply these methods and evaluative skills to theoretical and/or real-world examples
- examine some of the mistakes typically made in reasoning and problem solving.

### Requirements of the 21CS Courses

- Each course may additionally fulfill a basic requirement, divisional requirement, or a requirement for a major or minor.
- Any 3- or 4-credit course at the 100 through 300 level that meets the criteria may qualify.
- No 21CS course may be fulfilled by AP, IB, or transfer credits.
- A single course may qualify for more than one 21CS requirement; in those cases, students must elect which one of the requirements the course will fulfill.
- Those POR and SWC courses which do not have prerequisites will not assume specialized background knowledge for students taking them.
- At least two credits of a POR and SWC course (in terms of class sessions or student work) must be devoted to the requirement to qualify.
- At least one credit of an EI and QDA course (in terms of class sessions or student work) must be devoted to the requirement to qualify.

Some multi-section courses are approved for 21CS by section. Students should review the specific section tags in the course schedule each semester to confirm that individual sections satisfy the needed requirement.

## Requirement in Health and Exercise Science

Students must complete HES 100 before beginning additional health and exercise science elective courses, and in any case, before the end of the second year.

# Majors and Minors

## Declaring a Major

Students may declare a major after completing 40 hours. Most students declare a major in the spring of their sophomore year. Students declare a major through a procedure established between the academic departments and the Office of the University Registrar. Information about this process is distributed prior to the designated declaration period.

If the student is accepted into the major, the department provides an advisor who assists the student in planning a program of study for the junior and senior years. A department that rejects a student as a major must notify the Office of the University Registrar and file a written statement indicating the reason(s) for the rejection with the Dean of the College.

Students who need to delay the declaration due to insufficient earned hours or other circumstances should consult the Office of the University Registrar.

A student wishing to major in accountancy, business and enterprise management, decision analytics , or finance should apply to the School of Business. (See the School of Business requirements in this Bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the approval of the departments concerned. The student's program of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the advisor. At least half of the major must be completed at Wake Forest University.

**Please Note.** For credit in the major, courses taken in many programs of study abroad are not automatically equivalent to courses completed at Wake Forest. If a student wishes to take more than half of the coursework for the major in study abroad programs, the student must gain prior approval from the chair of the department. Students should check the Undergraduate Bulletin for additional departmental requirements for the major. Majors are listed alphabetically under Courses of Instruction in this bulletin.

**The following majors are recognized:**

*accountancy • African American studies • anthropology • applied mathematics • applied statistics • art history • biochemistry and molecular biology • biology • biophysics • business and enterprise management • chemistry • Chinese language and culture • classical languages • classical studies • communication • computer science • critical and creative media • decision analytics • economics • education • engineering • English • environment and sustainability studies • environmental science • finance • French studies • German • German studies • Greek • health and exercise science • history • the interdisciplinary major • Japanese language and culture • Latin • mathematics • music • philosophy • physics • politics and international affairs • psychology • religious studies • Russian • sociology • Spanish • statistics • studio art • theatre • women's, gender, and sexuality studies*

## Options for Meeting Major Requirements

To satisfy graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record:

1. A single major
2. A single major and a minor
3. A single major and a double minor
4. A single major and a triple minor
5. A double major
6. A double major and a minor

In order to qualify for options four or six, students must offer a minimum of 135 hours for graduation.

*In addition to these options, a student may complete the requirements of one or more foreign area studies programs and/or any of the Romance languages certificates.*

## Double Majors

A student may major in two different departments in the College with the permission of the chair of each department and on the condition that the student meets all requirements for both majors. A student may not use the same course to meet requirements in both of the majors. The student must designate one of the two fields as the primary major, which appears first on the student's record and determines the degree to be awarded. Only one undergraduate degree will be awarded, even if the student completes two majors.

## Minors

A minor is not required. Students may declare a minor only after declaring at least one major. Students may not declare a major and minor in the same program of study. According to the guidelines listed under Options for Meeting Major Requirements, students choosing either a single or a double major may also choose one or more minors from among the following or from the listing of interdisciplinary minors:

*accountancy • anthropology • Arabic • art history • biology • chemistry • Chinese language and culture • classical studies • communication • computer science • creative writing • dance • economics • engineering • English • French studies • German • German studies • Greek • health and human services • history • Italian language and culture • Japanese language and culture • journalism • Latin • marketing communication • mathematics • music • philosophy • physics • politics and international affairs • psychology • religious studies • Russian • schools, education, and society • secondary education • sociology • Spanish • statistics • studio art • theatre*

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

## Interdisciplinary Major

Highly qualified students may design an interdisciplinary major, focused on a topic not available as a regular major. The interdisciplinary major consists of courses offered by two or more departments, for a minimum of 42 hours. Students submit a proposal outlining the nature of the major, a list of courses to be included, evidence of a comparable major at another university, if available, and letters from at least two relevant faculty members supporting the proposal, one of whom must agree to be the student's primary advisor. The interdisciplinary major may be declared after the student completes 40 hours, however planning for the major should begin as early as possible. A second major may not be declared. A minor may be declared; however, courses used in the interdisciplinary major may not also meet requirements in the minor. Students are required to complete an independent senior project, approved and reviewed by the advisor and readers from participating departments. Proposals are reviewed by the Open Curriculum Committee. Visit the interdisciplinary major website for more details.

## Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under Courses of Instruction in this bulletin. The following programs are offered:

*African American studies • African studies • American ethnic studies • bioethics, humanities and medicine • contemporary global studies • cultural heritage and preservation studies • East Asian studies • entrepreneurship • environmental science • environmental studies • film and media studies • global trade and commerce studies • health policy and administration • interdisciplinary humanities • Jewish studies • Latin-American and Latino studies • linguistics • medieval and early modern studies • Middle East and South Asia studies • neuroscience • Russian and East European studies • women's, gender, and sexuality studies • writing*

## Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty advisor coordinates each foreign area studies program and advises students. Students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year.

Italian Studies and Spanish Studies are offered as foreign area studies programs.

## Senior Testing

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

## Five-year Cooperative Degree Program in Latin-American Studies

Wake Forest and Georgetown universities have instituted a five-year cooperative degree program in Latin-American Studies. Under this program, undergraduate students who minor in Latin-American and Latino Studies at Wake Forest may apply to have a limited number of hours from their undergraduate work count toward a master's degree in Latin-American Studies at Georgetown University in Washington, DC. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose applications are accepted may complete both their BS or BA and MA degrees in a five-year period. To apply for the combined BS/MA or BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then complete the regular Georgetown graduate

application process and seek formal acceptance to the MA program during their senior year.

The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, professor of politics and international affairs and director of the Latin-American and Latino Studies Program.

# Departments/Programs

*Plans of study, course descriptions, and the identification of instructors apply to the academic year 2025-2026, unless otherwise noted, and reflect official faculty action through June 2025.*

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar. The courses listed in this bulletin are not necessarily taught every year; their availability is a function of both staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert their advisors and department heads to their needs and desires as soon as they can be foreseen. For an exact list of courses offered in each particular semester and summer, students should consult the course schedules issued by the Office of the University Registrar during the preceding term. Course descriptions in this bulletin are brief summaries. Students are encouraged to visit departmental and program websites for more detailed information.

## Abbreviations Found in Course Descriptions

| Abbreviation | Description |
|---|---|
| (#h) | Indicates the number of hours earned for successful completion of the course. Follows the course title. |
| P- | A course requires one or more prerequisite courses. |
| C- | A course requires one or more corequisite courses. |
| (CD) | A course satisfies the cultural diversity requirement. |
| (D) | A course satisfies a divisional requirement. |
| (EI) | A course satisfies the ethical inquiry requirement. |
| (POR) | A course satisfies the power, oppression, and resistance requirement. |
| (QR) | A course satisfies the quantitative reasoning requirement. |
| (QDA) | A course satisfies the quantitative data analysis requirement. |
| (SWC) | A course satisfies the studies in world culture requirement. |

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

# African American Studies (AAS)

Interdisciplinary Program

African American Studies is a vibrant and dynamic discipline that creates new knowledge about the world and human existence through the critical and comprehensive study of the peoples, cultures, and ideas of Africa and the African diaspora. African American Studies at Wake Forest University distinguishes its approach to the discipline by its unique focus on the cultures, knowledges, and expressions of African descended people in the southern United States and their global reverberations.

The mission of African American Studies at Wake Forest University is to cultivate, nurture, and support signature intellectual contributions to the discipline of African American Studies, critical interdisciplinary scholarship, and human knowledge and understanding through the critical and comprehensive study of the cultures, experiences, expressions, and ideas of African descended people in the United States and in the African diaspora. African American Studies at Wake Forest University offers major and minor programs that leverage the unique intellectual and institutional strengths of the University.

## Contact Information

The Program in African American Studies (https://afam.wfu.edu/)

Tribble Hall A105

Phone: 336-758-3758

Email: afam@wfu.edu

## Programs

## Major

- African American Studies, B.A.

## Minor

- African American Studies, Minor

## Courses

**AAS 100. Introduction to African American Studies. (3 h)**
Introduces the history and evolution of the discipline, key scholars, ideas, and themes, and central disciplinary questions in African American Studies.

**AAS 103. Introduction to Jazz. (3 h)**
Survey of jazz music from its origins to the present in cultural and historical contexts. Also listed as MSC 103. (CD, D)

**AAS 105. Africa in World History. (3 h)**
Examines the continent of Africa from prehistory to the present in global perspective, as experienced and understood by Africans themselves. Also listed as HST 105. (CD, D)

**AAS 106. Atlantic World since 1500. (3 h)**
Examines the major developments that have linked the civilizations bordering the Atlantic Ocean from 1500 to the present. Themes include exploration; commerce; European colonization and indigenous responses; disease; religious conversion and revivalism; mestizo and creole culture; imperial warfare; enlightenment; revolution; slavery and abolition; extractive economies; nationalism; 'scientific racism;' invented traditions; the black diaspora and negritude; decolonization; the Cold War; segregation and apartheid; dictatorship; neoliberalism; and globalization. Also listed as HST 110. (CD, D)

**AAS 110. Introduction to Africana Philosophy. (3 h)**
Introduces the history and development of Africana philosophy and explores significant issues, themes, and texts in the field.

**AAS 120. Introduction to Black Women's Studies. (3 h)**
Introduces the history and development of Black Women's Studies and explores significant themes and topics in the field.

**AAS 130. Black Queer Studies. (3 h)**
Examines critical topics, themes, and issues in Black Queer and Trans life, thought and culture.

**AAS 170. African Diaspora Studies. (3 h)**
Survey of the key themes, topics, and linkages of the histories, cultures, politics, and ideas of continental and diasporic African communities across space and time.

**AAS 200. Theories and Methods in African American Studies. (3 h)**
Examines the major analytical, conceptual, methodological, and theoretical frameworks in African American Studies and interdisciplinary approaches that inform the discipline.

**AAS 205. Black Cultural Studies. (3 h)**
Interdisciplinary exploration of the conceptual, material, and theoretical dimensions of Black Cultural Studies and the key debates informing the politics and cultures of representation in African American and African diasporic cultural productions.

**AAS 207. Black Popular Culture. (3 h)**
Explores the various forms of Black popular culture and the cultural and intellectual politics the inform its reception and representation by scholars and the general public. Also listed as COM 246.

**AAS 210. African American Intellectual Traditions. (3 h)**
Explores significant figures and schools of thought in African American intellectual history.

**AAS 220. African American Cultural Criticism. (3 h)**
Examines the cultural criticism of significant African American cultural critics and development and evolution of distinctive forms of African American cultural criticism.

**AAS 230. Black Expressive Cultures in the Americas. (3 h)**
Explores the histories and cultures of Black musical, media, and visual practices and aesthetics across African diasporic communities in the Americas.

**AAS 266. The History of the Slave South. (3 h)**
Examines slavery and southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans through the Civil War and Emancipation. Also listed as HST 266. (CD)

**AAS 271. African American History to 1870. (3 h)**
Examines the experiences of African-descended people from Africa to America and from slavery to freedom, with each experience - the slave trade, enslavement, and emancipation - marking a fundamental transformation in black lives. Also listed as HST 271. (CD)

**AAS 272. African American History since 1870. (3 h)**
Examines the experiences of African-descended people from the destruction of slavery to Reconstruction, from rural to urban, and from Jim Crow to Civil Rights, with each experience - emancipation, migration, and enfranchisement - marking a fundamental transformation in black lives. Also listed as HST 272. (CD)

**AAS 280. Race, Environment, and Justice. (3 h)**
Examines the confluence of issues at the intersection of race, environment, and justice in the United States and the African diaspora.

**AAS 290. Black Autobiography and Memoir. (3 h)**
Examines representative text tracing the histories, themes, and trends in Black self-writing.

**AAS 294. Black Art in the US and Great Britain since 1945. (3 h)**
Charts the development of Black Art in the United States and Great Britain from 1945 to the present through Paul Gilroy's notion of the "Black Atlantic" -- the ways that a distinct aesthetic emerged from a fusion of West African, American, and British traditions. Also listed as ART 294. (D, POR)

**AAS 300. Black Feminist Theory. (3 h)**
Examines the history and evolution of Black Feminist theory with a focus on key questions, issues and thinkers that inform Black Feminist thought.

**AAS 305. Mothering While Black. (3 h)**
Examines the histories of Black mothers and Black motherhood in the United States from to the present.

**AAS 310. Organic Leadership: Lessons from the Black Freedom Struggle. (3 h)**
Examines the ideas, models, and philosophies of leadership of select artists, activists, and intellectuals from the modern black freedom movement.

**AAS 315. African American Social and Political Thought. (3 h)**
Examines significant figures, themes, and traditions in African American social and political thought.

**AAS 320. Philosophy and Race. (3 h)**
Examines how and in what ways race is interrogated by African American philosophers and philosophers of African descent with critical attention to issues of identity, ethics, and politics.

**AAS 322. Critical Theories of Race. (3 h)**
Explores conceptions of race informed by Critical Race Theory and other forms of critical thought.

**AAS 324. Race and the Modern World. (3 h)**
Interdisciplinary examination of the intersections of ideas, institutions, ideologies, and practices that have defined race and processes of racialization in the modern era. (POR)

**AAS 325. Roots of Racism: Race and Ethnic Diversity in the U.S.. (3 h)**
Examines biological myths of race and race as a social construction; historical, economic, and political roots of inequalities; institutions and ideologies that buttress and challenge power relations; and implications of anthropological teaching and research for understanding social class and race discrimination in the U.S. Credit not allowed for both ANT 325 and AES 251/WGS 251, Cross-listed as ANT 325. (CD, POR)

**AAS 326. Race, Class, and Gender in a Color-blind Society. (3 h)**
An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as AES 310 and EDU 310.

**AAS 330. Politics of Black Religion. (3 h)**
Examines the complex intersection of politics and Black religion with particular consideration to how political ideas, theories, and movements are influenced by the knowledges, rituals, traditions, and practices of Black religion.

**AAS 340. Ethics of Black Power. (3 h)**
Examines the ethical dimension of Black Power and the cultural, ideological, and political movements influenced by theories and politics of Black Power.

**AAS 341. Africans in the Atlantic World, 1750-1815. (3 h)**
Explores Africans' experience in the Atlantic world (Africa, Europe and the Americas) during the era of the slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. Also listed as HST 341, AES 341. (CD)

**AAS 350. Politics of Black Liberation. (3 h)**
Explores the histories, concepts, and ideas of Black political movements that make explicit claim to enacting liberatory politics.

**AAS 355. Africana Political Philosophy. (3 h)**
Critical examination of the political philosophy of significant Africana thinkers and traditions.

**AAS 370. Special Topics in Arts, Aesthetics, and Expressive Cultures in African American Studies. (1-3 h)**
African American Studies topics of special interest. May be repeated for credit if topic varies.

**AAS 375. Black Lives. (3 h)**
Explores both the lived experience and the historical reality of African Americans. Black lives are profoundly shaped by their group experience, influenced in no small part by the role of racism. The biographical approach individuates historical figures struggling to fashion identity. Topics include character development, intimacy, gender roles, public and private personas, self-deceptions or defenses, and personal perceptions of biases. The craft of writing biography is taught throughout the semester. Also listed as HST 375. (CD)

**AAS 376. Civil Rights and Black Consciousness Movements. (3 h)**
A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as HST 376. (CD)

**AAS 378. Race, Memory, and Identity. (3 h)**
Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as HST 378, REL 348. (CD)

**AAS 380. Special Topics in Ethics, Politics, and Society in African American Studies. (1-3 h)**
African American Studies topics of special interest. May be repeated for credit if topic varies.

**AAS 387. Black Radical Tradition. (3 h)**
Examines the key concepts, texts, theories, and thinkers in the Black Radical Tradition.

**AAS 390. Special Topics in History, Culture, and Theory in African American Studies. (1-3 h)**
African American Studies topics of special interest. May be repeated for credit if topic varies.

**AAS 391. Themes in Africana Philosophy. (3 h)**
Select topics and themes in Africana philosophy. May be repeated for credit if topic varies.

**AAS 392. Seminar in African American Studies. (3 h)**
Offered by members of the African American Studies faculty on a topic of their choice. May be repeated for credit if topic varies.

**AAS 396. Independent Study in African American Studies. (1-3 h)**
Independent research projects in African American Studies which extend study in a particular course or explores new areas of interest. A maximum of 3 hours may apply to the African American Studies major or minor. By prearrangement. May be repeated for credit.

**AAS 397. Directed Reading in African American Studies. (1-3 h)**
Reading in an area of African American Studies not otherwise available. A maximum of 3 hours may apply to the African American Studies major or minor. By prearrangement. May be repeated for credit.

**AAS 399. African American Studies Atelier. (3 h)**
Capstone seminar for African American Studies majors to develop original research projects engaging key theoretical, methodological, and conceptual issues in the discipline.

# Faculty

**Director:** Corey D.B. Walker, Dean of the School of Divinity, and Wake Forest Professor of the Humanities
**Professors:** Shanna Greene Benjamin, Claire Crawford, Melanie L. Harris, Daniel Henry, Alton B. Pollard III, Eshe Sherley
**Affiliated Faculty:** Brittany Battle, Rian Bowie, Terry Brock, Christopher Brown, Hana Brown, Sherri Lawson Clark, Tivia Collins, Regina Joyce Cordy, Phillip Cunningham, Crystal Dixon, Dean Franco, Nate French, Melissa Harris-Perry, Simeon Ilesanmi, Julia Jordan-Zachery, Vivian Laughlin, Lauren E. L. Lowman, Nina Lucas, Judith Madera, Dani Parker Moore, Guy Emerson Mount, Ronald Neal, Anthony Parent, Nate Plageman, Ariel Smith, Erica Still, Ana-Maria González Wahl, Eric King Watts, Betina Cutaia Wilkinson, Kyana R. L. Young

# African American Studies, B.A.

## Requirements

Requires a minimum of 30 hours in the major.

| Code | Title | Hours |
|---|---|---|
| **Core Courses** | | **12** |
| AAS 100 | Introduction to African American Studies | |
| AAS 200 | Theories and Methods in African American Studies | |
| One course which substantially engages slavery and race in the making of the modern world | | |
| AAS 399 | African American Studies Atelier | |
| **Select at least three courses from among the following areas (at the 200 or 300 level):** | | **9** |
| I. Arts, Aesthetics, and Expressive Culture | | |
| II. Ethics, Politics, and Society | | |
| III. History, Culture, and Theory | | |
| **Select nine hours of electives** | | **9** |

# I. Arts, Aesthetics, and Expressive Culture

| Code | Title | Hours |
|---|---|---|
| AAS 207 | Black Popular Culture | 3 |
| AAS 220 | African American Cultural Criticism | 3 |

| | | |
|---|---|---|
| AAS 370 | Special Topics in Arts, Aesthetics, and Expressive Cultures in African American Studies | 3 |
| AAS 294 | Black Art in the US and Great Britain since 1945 | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| ENG 301 | Individual Authors (when topic is Toni Morrison) | 3 |
| ENG 302 | Ideas in Literature (when topic is Black is Beautiful: African American Poetics and Aesthetics 1919-2019) | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENG 381 | Studies in African-American Literature (when topic is appropriate) | 3 |
| ENG 387 | African-American Fiction (when topic is appropriate) | 3 |
| ENG 389 | African-American Poetry | 3 |
| REL 376 | Race, Religion, and Film | 3 |
| THE 376 | Multicultural American Drama | 3 |

## II. Ethics, Politics, and Society

| Code | Title | Hours |
|---|---|---|
| AAS 310 | Organic Leadership: Lessons from the Black Freedom Struggle | 3 |
| AAS 330 | Politics of Black Religion | 3 |
| AAS 340 | Ethics of Black Power | 3 |
| AAS 350 | Politics of Black Liberation | 3 |
| AAS 380 | Special Topics in Ethics, Politics, and Society in African American Studies | 3 |
| ANT 335 | Anthropology of Space and Place in the U.S. | 3,4 |
| SOC 364 | Power, Politics, and Protest | 3 |
| SOC 384 | Special Topics Seminar in Crime and Criminal Justice (when topic is appropriate) | 3 |
| POL 213 | Economic Inequality and American Politics | 3 |
| POL 223 | African American Politics | 3 |
| POL 226 | American Constitutional Law: Civil Rights and Liberties | 3 |
| REL 246 | Religion and Race | 3 |
| REL 338 | Religion, Ethics, and Politics | 3 |
| REL 374 | Black Messiahs and Uncle Toms | 3 |
| REL 375 | Race, Myth, and the American Imagination | 3 |
| WGS 364 | Women of Color, Feminisms, and the Politics of Resistance in the U.S. | 3 |
| WGS 383 | Race, Gender, and the Courts | 3 |

## III. History, Culture, and Theory

| Code | Title | Hours |
|---|---|---|
| AAS 110 | Introduction to Africana Philosophy | 3 |
| AAS 120 | Introduction to Black Women's Studies | 3 |
| AAS 205 | Black Cultural Studies | 3 |
| AAS 210 | African American Intellectual Traditions | 3 |
| AAS 300 | Black Feminist Theory | 3 |
| AAS 315 | African American Social and Political Thought | 3 |
| AAS 320 | Philosophy and Race | 3 |
| AAS 322 | Critical Theories of Race | 3 |
| AAS 324 | Race and the Modern World | 3 |
| AAS 355 | Africana Political Philosophy | 3 |
| AAS 387 | Black Radical Tradition | 3 |
| AAS 391 | Themes in Africana Philosophy | 3 |
| AAS 392 | Seminar in African American Studies | 3 |
| AAS 396 | Independent Study in African American Studies | 1-3 |
| AAS 397 | Directed Reading in African American Studies | 1-3 |
| ANT 325 | Roots of Racism: Race and Ethnic Diversity in the U.S. | 3 |
| ENG 387 | African-American Fiction (when topic is appropriate) | 3 |
| HMN 200 | Introduction to Humanities: Themes in Literature, Culture, and Film | 3 |
| HST 105 | Africa in World History | 3 |
| HST 110 | Atlantic World since 1500 | 3 |
| HST 266 | The History of the Slave South | 3 |
| HST 271 | African American History to 1870 | 3 |
| HST 272 | African American History since 1870 | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 375 | Black Lives | 3 |
| HST 376 | Civil Rights and Black Consciousness Movements | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| REL 107 | Introduction to African Religions | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 373 | Special Topics in African-American Religious Traditions | 3 |
| REL 393 | Topics in Religions of Africa | 3 |
| SOC 359 | Race and Racism | 3 |
| WGS 322 | Feminist, Womanist, Murjerista Theologies: Constructive Perspectives on Christian Thought | 3 |

# African American Studies, Minor

## Requirements

Requires 18 hours:

| Code | Title | Hours |
|---|---|---|
| AAS 100 | Introduction to African American Studies | 3 |
| AAS 200 | Theories and Methods in African American Studies | 3 |
| Select twelve hours of electives (at least two at the 300 level) from among the following areas: | | |
| I. Arts, Aesthetics, and Expressive Culture | | |
| II. Ethics, Politics, and Society | | |
| III. History, Culture, and Theory | | |

## I. Arts, Aesthetics, and Expressive Culture

| Code | Title | Hours |
|---|---|---|
| AAS 207 | Black Popular Culture | 3 |
| AAS 220 | African American Cultural Criticism | 3 |
| AAS 370 | Special Topics in Arts, Aesthetics, and Expressive Cultures in African American Studies | 3 |
| AAS 294 | Black Art in the US and Great Britain since 1945 | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| ENG 301 | Individual Authors (when topic is Toni Morrison) | 3 |
| ENG 302 | Ideas in Literature (when topic is Black is Beautiful: African American Poetics and Aesthetics 1919-2019) | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENG 381 | Studies in African-American Literature (when topic is appropriate) | 3 |
| ENG 387 | African-American Fiction (when topic is appropriate) | 3 |
| ENG 389 | African-American Poetry | 3 |
| REL 376 | Race, Religion, and Film | 3 |
| THE 376 | Multicultural American Drama | 3 |

## II. Ethics, Politics, and Society

| Code | Title | Hours |
|---|---|---|
| AAS 310 | Organic Leadership: Lessons from the Black Freedom Struggle | 3 |
| AAS 330 | Politics of Black Religion | 3 |
| AAS 340 | Ethics of Black Power | 3 |
| AAS 350 | Politics of Black Liberation | 3 |
| AAS 380 | Special Topics in Ethics, Politics, and Society in African American Studies | 3 |
| ANT 335 | Anthropology of Space and Place in the U.S. | 3,4 |
| SOC 364 | Power, Politics, and Protest | 3 |
| SOC 384 | Special Topics Seminar in Crime and Criminal Justice (when topic is appropriate) | 3 |
| POL 213 | Economic Inequality and American Politics | 3 |
| POL 223 | African American Politics | 3 |
| POL 226 | American Constitutional Law: Civil Rights and Liberties | 3 |
| REL 246 | Religion and Race | 3 |
| REL 338 | Religion, Ethics, and Politics | 3 |
| REL 374 | Black Messiahs and Uncle Toms | 3 |
| REL 375 | Race, Myth, and the American Imagination | 3 |
| WGS 364 | Women of Color, Feminisms, and the Politics of Resistance in the U.S. | 3 |
| WGS 383 | Race, Gender, and the Courts | 3 |

## III. History, Culture, and Theory

| Code | Title | Hours |
|---|---|---|
| AAS 110 | Introduction to Africana Philosophy | 3 |
| AAS 120 | Introduction to Black Women's Studies | 3 |
| AAS 205 | Black Cultural Studies | 3 |
| AAS 210 | African American Intellectual Traditions | 3 |
| AAS 300 | Black Feminist Theory | 3 |
| AAS 315 | African American Social and Political Thought | 3 |
| AAS 320 | Philosophy and Race | 3 |
| AAS 322 | Critical Theories of Race | 3 |
| AAS 324 | Race and the Modern World | 3 |
| AAS 355 | Africana Political Philosophy | 3 |
| AAS 387 | Black Radical Tradition | 3 |
| AAS 391 | Themes in Africana Philosophy | 3 |
| AAS 392 | Seminar in African American Studies | 3 |
| AAS 396 | Independent Study in African American Studies | 1-3 |
| AAS 397 | Directed Reading in African American Studies | 1-3 |
| ANT 325 | Roots of Racism: Race and Ethnic Diversity in the U.S. | 3 |
| ENG 387 | African-American Fiction (when topic is appropriate) | 3 |
| HMN 200 | Introduction to Humanities: Themes in Literature, Culture, and Film | 3 |
| HST 105 | Africa in World History | 3 |
| HST 110 | Atlantic World since 1500 | 3 |
| HST 266 | The History of the Slave South | 3 |
| HST 271 | African American History to 1870 | 3 |
| HST 272 | African American History since 1870 | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 375 | Black Lives | 3 |
| HST 376 | Civil Rights and Black Consciousness Movements | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| REL 107 | Introduction to African Religions | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 373 | Special Topics in African-American Religious Traditions | 3 |
| REL 393 | Topics in Religions of Africa | 3 |
| SOC 359 | Race and Racism | 3 |
| WGS 322 | Feminist, Womanist, Murjerista Theologies: Constructive Perspectives on Christian Thought | 3 |

# Academic Community Engagement (ACE)

**Coordinator** Allison Walker, Director of Community Partnerships and Experiential Learning in the Office of Civic and Community Engagement

**Academic Community Engagement (ACE) courses** connect academic content to community engagement through collaboration with community partners. ACE courses align with the Carnegie Foundation's classification of community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

Guided by the principle of Pro Humanitate, ACE-designated courses empower students to apply their academic knowledge in real-world settings, fostering experiential learning and servant leadership through collaborative community partnerships. Through an interdisciplinary, community-based approach to learning, research, and scholarship, students gain the knowledge, values, and skills to address perennial social problems and become catalysts for change, dedicated to serving humanity and advancing social progress for generations to come.

## Vision Statement

The ACE (Academic Community Engagement) Program at Wake Forest University envisions a future where academic inquiry and community service are seamlessly intertwined, nurturing a generation of engaged, ethical leaders committed to the common good. By embracing Wake Forest University's motto of Pro Humanitate, the ACE program fosters the development of empathic servant leaders who are equipped to tackle global issues through local, community-based efforts.

## Mission Statement

The mission of the ACE (Academic Community Engagement) Program at Wake Forest University is to cultivate transformative educational experiences that integrate rigorous academic scholarship with sustained and reciprocal civic engagement.

Guided by the principle of Pro Humanitate, ACE-designated courses empower students to apply their academic knowledge in real-world settings, fostering experiential learning and servant leadership through collaborative partnerships.Through an interdisciplinary, community-based approach to learning, research, and scholarship, students gain the knowledge, values, and skills to address perennial social problems and become catalysts for change, dedicated to serving humanity and advancing social progress for generations to come.

## Contact Information

Office of Civic and Community Engagement (https://communityengagement.wfu.edu/about/)
Benson 505
Phone: 336-758-3742
Email: walkea@wfu.edu

## Courses

ACE courses are approved by the ACE Advisory Council based on criteria that include but are not limited to: reciprocity with community partners; demonstration of relevant and meaningful community engagement; clear articulation of intended student learning outcomes and community goals; methods of assessment of student outcomes and of community outcomes; and evidence of integration of academic and engagement goals. Faculty teaching ACE courses employ a variety of methods to engage students in community.

| Code | Title | Hours |
|---|---|---|
| ANT 325 | Roots of Racism: Race and Ethnic Diversity in the U.S. | 3 |
| ANT 336 | Myth, Ritual, and Symbolism | 3 |
| COM 270 | Special Seminar | 1-3 |
| COM 353 | Persuasion | 3 |
| COM 355 | Survey of Health Communication | 3 |
| DCE 122 | Special Topics in Dance | 1-3 |
| EDU 101 | Issues and Trends in Education | 3 |
| EDU 103A | Preparing for Community Engagement | 1.5 |
| EDU 368 | Professional Experiences in Education | 3 |
| EDU 395 | Teaching Diverse Learners | 3 |
| ENG 302 | Ideas in Literature | 3 |
| ENV 201 | Environmental Issues | 3 |
| FYS 100 | First Year Seminar | 3 |
| HST 367 | Public History | 3 |
| REL 101 | Introduction to Religion | 3 |
| WGS 377 | Special Topics | 1.5-3 |
| WRI 111 | Writing Seminar | 4 |

## Faculty

Affiliated Faculty:

Adam Friedman
Alan Brown
Alessandra Von Burg
Allison Forti
Allison Walker
Allyson Gold
Amanda Jones
Amber Kelsie
Ananda Mitra
Angela King
Anne Boyle
Barbara Lentz
Betina Wilkinson
Brittany Battle
Brook Davis
Carla Emerson
Carmen Perez-Munoz
Carole Gibson
Charles Kennedy
Christina Soriano
Cindy Gendrich
Claudia Falcon
Colleen Foy
Daniel Kim-Shapiro
David Finn
David Phillips
David Yamane
Derek Hicks
Elisabeth Whitehead
Elise Barrella
Eranda Jayawickreme
Erica Still
Francisco Gallegos
George Stoupas
Guy Witzel
Hana Brown
Heidi Robinson
Holly Brower
Ivan Weiss
Jacqui Carrasco
Jane Albrecht
Jarrod Atchison
Jeanne Simonelli
Jennifer Rogers
Jill Crainshaw
Jim Norris

John Dinan
John Llewellyn
John Senior
Julie Velasquez Runk
Justin Green
Katherine A. Shaner
Kathy Smith
Kendall Tarte
Kirby-Straker Rowena
Leah McCoy
Linda Howe
Lisa Blee
Lucas Johnston
Lynn Book
Margaret Bender
Marianne Erhardt
Mary Dalton
Mary Pendergraft
Megan Regan
Melissa Jenkins
Melva Sampson
Meredith Farmer
Michael Gross
Michaelle Browers
Michele Gillespie
Monique O'Connell
Neal Walls
Pat Cunningham
Pat Lord
Patricia Dixon
Paul Thacker
Philip Clarke
Phoebe Zerwick
Raisur Rahman
Rebecca Alexander
Robert Hellyer
Ron Von Burg
Sara Dahill-Brown
Sarah Mason
Scott Baker
Seth Hayden
Sharon Andrews
Sherriann Clark
Simeon Ilesanmi
Stephen Boyd
Steve Folmar
Susan Borwick
Tanisha Ramachandran
Teresa Sanhueza
Terry Blumenthal
THM Gellar-Goad
Ulrike Wiethaus
Wei-Chin Lee
Woodrow Hood

# African Studies (AFS)

Interdisciplinary Minor

The African Studies minor is designed to give students broad multidisciplinary perspectives on African history, politics, culture, and the economy. The program aims to teach students about the diversity of the African experience and to think critically about the generalized and often incomplete information that are encountered in the media, written texts, and pronouncements of experts, casual observers, residents, and visitors to the continent. The educational objectives of the program include helping the students to acquire critical information that would facilitate their understanding of the multiethnic and multicultural world they live in and become, in the process, global citizens.

## Contact Information

African Studies (http://college.wfu.edu/politics/africanstudies/)

## Programs

## Minor

- African Studies, Minor

## Courses

## African Studies (AFS)

**AFS 220. Special Topics in African Studies. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**AFS 250. African Studies: Past and Present. (3 h)**
Interdisciplinary investigation of important issues related to Africa's past and present.

## Faculty

**Coordinator:**
**Nate Plageman**, Associate Professor, Department of History

**Core Faculty:**
**Lina Benabdallah**, Assistant Professor, Department of Politics and International Affairs
**Guillanume Coly**, Assistant Professor, Department of French Studies
**Regina Cordy**, Assistant Professor, Department of Biology
**Andrew Gurstelle**, Assistant Teaching Professor, Department of Anthropology and Director, Museum of Anthropology
**Simeon Ilesanmi**, Washington M. Wingate Professor, Department for the Study of Religions
**Veronique McNeely**, Associate Professor of the Practice, Department of French Studies
**Kimberly Wortmann**, Assistant Professor, Department for the Study of Religions

# African Studies, Minor

## Requirements

The interdisciplinary minor in African Studies offers students the opportunity to pursue a multidisciplinary study of Africa. The minor requires a minimum of 15 hours. Students who intend to minor in African Studies are encouraged to consult the coordinator of the program in their sophomore year.

Candidates for the minor are required to take the following:

| Code | Title | Hours |
|---|---|---|
| HST 105 | Africa in World History | 3 |
| or REL 107 | Introduction to African Religions | |

| | | |
|---|---|---|
| AFS 250 | African Studies: Past and Present | 3 |
| Select 9 hours of Electives | | 9 |

## Electives for African Studies

The program coordinator maintains a complete list of all elective courses that fulfill the minor, as additional elective courses may have been approved since publication of this bulletin. Students may fulfill elective requirements by completing courses related to Africa on a Wake Forest approved study abroad course; they may also seek prior approval from the program coordinator for courses which are not listed here but which have a significant African component. No more than 9 hours within a single discipline may count towards the minor. For course descriptions, see the relevant department's listings in this bulletin.

| Code | Title | Hours |
|---|---|---|
| AFS 220 | Special Topics in African Studies | 1-3 |
| ANT 370 | Origins to Empires: The Archaeology of Africa and Eurasia | 3 |
| ART 104 | Topics in World Art (when topic is appropriate) | 3 |
| DCE 122 | Special Topics in Dance (when topic is African dance) | 1-3 |
| ECN 358 | Economic Growth and Development | 3 |
| ENG 337 | Studies in 18th-Century British Literature (when topic is appropriate) | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENG 358 | Postcolonial Literature | 3 |
| FRH 216 | Studies in French and Francophone Literature and Culture (when topic is appropriate) | 3 |
| FRH 361 | Special Topics in French and Francophone Film Studies (when topic is appropriate) | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| HST 268 | African History to 1870 | 3 |
| HST 269 | African History since 1850 | 3 |
| HST 271 | African American History to 1870 | 3 |
| HST 272 | African American History since 1870 | 3 |
| HST 336 | Gender and Power in African History | 3 |
| HST 340 | Urban Africa | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| MSC 101 | Introduction to the Music of World Cultures | 3 |
| POL 242 | Topics in Comparative Politics (when topic is appropriate) | 3 |
| POL 252 | Topics in International Politics (when topic is appropriate) | 3 |
| POL 257 | Politics of International Development | 3 |
| POL 266 | Modern Civil Wars | 3 |
| POL 274 | Arab and Islamic Political Thought | 3 |
| REL 110 | Introduction to Islamic Traditions (when topic is appropriate) | 3 |
| REL 336 | Religious Traditions and Human Rights | 3 |
| REL 339 | Religion, Power, and Society in Modern Africa | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 362 | Topics in Islam (when topic is appropriate) | 3 |
| REL 393 | Topics in Religions of Africa | 3 |
| SPA 368 | Afro Cuban Cultural Expression | 3 |

# American Ethnic Studies (AES)

Interdisciplinary Minor

The American Ethnic Studies Program at Wake Forest University is a multicultural and multiracial research and teaching unit, dedicated to providing knowledge in the study of race, class, gender and ethnicity. Through the programs' curricula focus on several major ethnic groups including, African American, Asian/Pacific Islanders, Hispanics, and Chicanos, students learn interdisciplinary, ethnic-specific, and comparative concepts, theories, and methods of inquiry, which shape the cultural, literary, social, historical, economic, and political character of selected American ethnic communities.

## Contact Information

American Ethnic Studies (http://college.wfu.edu/aes/)
109 Piccolo Hall
Phone 336-758-3556

## Programs

### Minor

- American Ethnic Studies, Minor

## Courses

### American Ethnic Studies (AES)

**AES 232. The American Jewish Experience. (3 h)**
An interdisciplinary course exploring Jewish immigration to America with a primary focus on the nineteenth and twentieth centuries.

**AES 234. Ethnicity and Immigration. (3 h)**
An exploration of the socio-historical dynamics of the peopling of America in the nineteenth and twentieth centuries. (CD)

**AES 236. Multi-Ethnic Dance. (3 h)**
Exploration of the cultural importance of dance in major ethnic groups in American society. Also listed as DCE 236. (CD)

**AES 251. Race and Ethnic Diversity in America. (3 h)**
Different race and ethnic experiences are examined through an institutional approach that examines religion, work, schooling, marriage patterns, and culture from cross-cultural perspective. Grand theoretical schemes like the "melting pot" are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. Also listed as WGS 251. (CD, POR)

**AES 265. Culture and Religion in Contemporary Native America. (3 h)**
Interdisciplinary survey of American Indian culture, including the arts and literature, religions, and historical changes. Emphasizes the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as REL 265. (CD)

**AES 300. American Ethnic Literature and Film. (3 h)**
Through a discussion of cinematic and literary works from the Caribbean, North Africa, and sub-Saharan Africa, this couse explores how artists have created a space in which to find their voice and cultural identity within both a global and personal history.

**AES 310. Race, Class, and Gender in a Color-blind Society. (3 h)**
An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as EDU 310 and AAS 326.

**AES 341. Africans in the Atlantic World, 1750-1815. (3 h)**
Explores Africans' experience in the Atlantic world (Africa, Europe and the Americas) during the era of the slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. Also listed as AAS 341, HST 341. (CD)

**AES 357. Studies in Chicano/a Literature. (3 h)**
Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Fulfills the American literature requirement. Also listed as ENG 357. (CD, D)

**AES 358. The Italian Experience in America. (3 h)**
Explores issues of ethnicity and identity in the Italian-American experience. A central goal of this course is to understand the inter-relationship of social, economic and political factors that impinge on this large European ethnic group.

**AES 370. Immigration Practices in the U.S. and the European Union. (3 h)**
Explores the history and theory of immigration practices in the U.S. (after 1800) and the European Union (after its establishment in 1957) and compares the discourses and public policies in the two regions.

**AES 387. African-American Fiction. (3 h)**
Selected topics in the development of fiction by American writers of African descent. Fulfills the American literature requirement. Also listed as ENG 387. (CD, D)

**AES 389. African-American Poetry. (3 h)**
Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Fulfills the American literature requirement. Also listed as ENG 389. (CD, D)

**AES 390. Special Topics. (1.5-3 h)**
American ethnic studies topics of special interest. May be repeated for credit if topic varies. Only offered for 1.5 or 3 hours.

**AES 396. Independent Study. (1-3 h)**
Independent projects in American Ethnic Studies which either continue study begun in regular courses or develop new areas of interest. A maximum of 3 hours may apply to the minor. By prearrangement. May be repeated for a maximum of 3 credits.

# Faculty

**Director** Sherriann Lawson Clark
**Core Faculty:** Ana-María González Wahl
**Affiliated Faculty:** Hana E. Brown, Betina Cutaia Wilkinson, Annalise Glauz-Todrank, Derek Hicks, Julia Jordan-Zachery, Jieun Lee, Nina Lucas, Judith Madera, Ronald Neal, Anthony Parent, Erica Still, Alessandra Beasley Von Burg

# American Ethnic Studies, Minor

## Requirements

Requires 15 hours.

| Code | Title | Hours |
|---|---|---|
| AES 251 | Race and Ethnic Diversity in America (during the second or third year at Wake Forest) | 3 |
| or ANT 325 | Roots of Racism: Race and Ethnic Diversity in the U.S. | |
| AES 234 | Ethnicity and Immigration | 3 |
| or SOC 356 | Sociology of Immigration | |
| or COM 339 | Practices of Citizenship | |
| Select a 3-hour course from the behavioral and social sciences | | 3 |
| Select a 3-hour course from the humanities | | 3 |
| Electives | | 3 |

This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

## Electives for American Ethnic Studies

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

| Code | Title | Hours |
|---|---|---|
| ANT 114 | Introduction to Cultural Anthropology | 3 |
| ANT 325 | Roots of Racism: Race and Ethnic Diversity in the U.S. | 3 |
| ANT 374 | North American Archaeology | 3 |
| COM 330 | Communication and Conflict | 3 |
| COM 338 | African-American Rhetoric | 3 |
| COM 339 | Practices of Citizenship | 3 |
| COM 340 | Democracy, Slavery and Sex: Emancipation Discourse from the Founding to the Civil War | 3 |
| COM 341 | Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism | 3 |
| COM 350 | Intercultural Communication | 3 |
| EDU 305 | The Sociology of Education | 3 |
| ENG 371 | American Ethnic Literature | 3 |
| ENG 377 | American Jewish Literature | 3 |
| ENG 379 | Literary Forms of the American Personal Narrative | 3 |
| ENG 381 | Studies in African-American Literature | 3 |
| HST 271 | African American History to 1870 | 3 |
| HST 272 | African American History since 1870 | 3 |
| HST 338 | Sexuality, Race and Class in the United States since 1850 | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 358 | Race, Gender and the Courts | 3 |
| HST 365 | Modern Native American History | 3 |
| HST 376 | Civil Rights and Black Consciousness Movements | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| HST 390 | Research Seminar (Race, Class, Gender and Resistance in the American South) | 4 |

| | | |
|---|---|---|
| HST 390 | Research Seminar (Slave, Narrative and Memory) | 4 |
| MSC 103 | Introduction to Jazz | 3 |
| MSC 108 | American Music | 3 |
| POL 214 | Latina/o/x Politics | 3 |
| POL 223 | African American Politics | 3 |
| PSY 244 | Stereotypes, Prejudice, & Discrimination | 3 |
| PSY 246 | Culture and Psychology | 3 |
| REL 103A | Introduction to Christian Traditions | 3 |
| REL 113 | Introduction to Jewish Traditions | 3 |
| REL 342 | Religious Intolerance in the U.S. | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 357 | Jews in the United States | 3 |
| REL 359 | Hinduism in America | 3 |
| REL 373 | Special Topics in African-American Religious Traditions | 3 |
| REL 374 | Black Messiahs and Uncle Toms | 3 |
| REL 375 | Race, Myth, and the American Imagination | 3 |
| SOC 348 | Sociology of the Family | 3 |
| SOC 356 | Sociology of Immigration | 3 |
| SOC 359 | Race and Racism | 3 |
| SOC 360 | Social Inequality | 3 |
| SOC 362 | Work, Conflict, and Change | 3 |
| SOC 364 | Power, Politics, and Protest | 3 |
| SPA 363 | Cultural and Social Entrepreneurship: Promotion of Latin American and Latino Societies | 3 |
| THE 376 | Multicultural American Drama | 3 |
| WGS 364 | Women of Color, Feminisms, and the Politics of Resistance in the U.S. | 3 |
| WGS 377 | Special Topics (Ethnohistory of Native-American Women, in any semester in which this topic is taught) | 3 |
| WGS 383 | Race, Gender, and the Courts | 3 |

# Anthropology (ANT)

The Department of Anthropology promotes understanding and appreciation of human cultural and biological diversity. Through academic courses, scholarship, and applied research, the Department provides the Wake Forest University community with the tools and knowledge necessary for ethical, just, and responsible local and global partnerships. Composed of scholars representing all four sub-fields of anthropology, and including a dynamic and public-facing museum of anthropology, the Department serves as the foremost academic and practical resource for cross-cultural awareness and education in the University and Triad communities, enhancing the University's commitment to Pro Humanitate.

## Contact Information

Department of Anthropology (https://anthropology.wfu.edu)
Piccolo Hall, Box 7807
Phone 336-758-5945

## Programs

### Major

- Anthropology, B.A.

### Minor

- Anthropology, Minor

## Courses

### Anthropology (ANT)

**ANT 112. Introduction to Archaeology. (3 h)**
Overview of the field of archaeology and its place within anthropology. Includes coverage of methods, theory, history of the field, ethical issues, and discussions of major transitions in world history. (CD, D, SWC)

**ANT 113. Introduction to Biological Anthropology. (3 h)**
Introduction to biological anthropology, including human biology, human variation, human genetics, human evolution, and primatology. (D)

**ANT 114. Introduction to Cultural Anthropology. (3 h)**
Investigates and interprets the cultural diversity of the world's people, through an understanding of economic, social, and political systems, law, and religion; language and culture; gender, race, ethnicity, kinship and the family; and culture change. (CD, D, POR, SWC)

**ANT 115. Language, Culture, and Power: Linguistic Anthropology. (3 h)**
Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, the ethnography of communication, discourse analysis, and sociolinguistics. Topics include: linguistic relativity, grammar and worldview, language use and social inequality, and language and gender. Also listed as LIN 115. (D, POR)

**ANT 150. Introduction to Linguistics. (3 h)**
The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use. Also listed as LIN 150. (CD, D)

**ANT 190. Introduction to Museum Studies. (3 h)**
Survey of museum history and theory. Covers object collections, curation, exhibit design, and cutlural issues in museums. Does not count toward the major or minor in anthropology.

**ANT 305. Museum Anthropology. (3 h)**
Examines the historical, social, and ideological forces shaping the development of museums including the formation of anthropological collections and representation, and the intellectual and social challenges facing museums today. P - ANT 112 or 114, or prerequisite override required. (SWC)

**ANT 308. Archaeological Theory and Practice. (3 h)**
Building knowledge relevant to contemporary society through understanding the interdependent nature of archaeological theory and method. Examination of contemporary archaeological topics through participation in the formulation and implementation of an archaeological research design.

**ANT 315. Artifact Analysis and Laboratory Methods in Archaeology. (4 h)**
An introduction to methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Exploration of data display tools including computer-based illustration, and archeological photography. P-ANT 112 or 114, or prerequisite override required.

**ANT 318. Prehistory and Archaeology of Europe. (3 h)**
Problem-based survey of the archaeological record of Europe. Complex interrelationships of material culture, economy, ideology, and social life from earliest peopling to the late Iron Age. Offered only in WFU Study Abroad programs.

**ANT 325. Roots of Racism: Race and Ethnic Diversity in the U.S.. (3 h)**
Examines biological myths of race and race as a social construction; historical, economic, and political roots of inequalities; institutions and ideologies that buttress and challenge power relations; and implications of anthropological teaching and research for understanding social class and race discrimination in the U.S. Credit not allowed for both ANT 325 and AES 251/WGS 251, Cross-listed as AAS 325. (CD, POR)

**ANT 327. Global Justice and Human Rights in Latin America. (3 h)**
Examines anthropological understandings of human rights, with emphasis on activism and rights-in-practice in Latin America. Explores how human rights are understood, mobilized, and reinterpreted in specific contexts. Investigates how anthropologists negotiate tensions between cutlure and rights, universalism and relativism, and advocacy and neutrality. (CD)

**ANT 329. Anthropology of Gender and Sexuality. (3 h)**
Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between gender and sexuality and anthropology through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how anthropologists have negotiated positions at the intersection of cultural and human rights. Also listed as WGS 329.

**ANT 333. Language and Gender. (3 h)**
Uses an anthropological perspective to examine relationships among language structure, language use, persons, and social categories. Also listed as LIN 333.

**ANT 334. People and Cultures of South Asia. (3 h)**
Surveys of the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The course reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development, and population. (CD)

**ANT 335. Anthropology of Space and Place in the U.S.. (3-4 h)**
Course examines the spatial dimensions of culture by focusing on inequalities in the built environment. Particular attention is paid to the cultural, gendered, economic, political, and regional contexts of housing policies and the impact policies have on children, families and communities. Course includes an optional Service-Learning community asset mapping assignment of a local Winston-Salem neighborhood. Only offered for 3 or 4 hours.

**ANT 336. Myth, Ritual, and Symbolism. (3 h)**
Explores how people envision and manipulate the supernatural in crosscultural perspective. Emphasizes dynamic aspects of religious beliefs and practices. Also listed as REL 304. P-ANT 114 or prerequisite override required. (CD)

**ANT 337. Economic Anthropology. (3 h)**
Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P-ANT 112 or 113 or 114, or prerequisite override required.

**ANT 338. Cyborg Anthropology. (3 h)**
Examines what it means to be human—present and future—in the age of artificial intelligence and climate change. Topics include robots, microbes, pollution, data and biometrics, social media, outer space, and the end of the world. Introduces science and technology studies. (POR)

**ANT 339. Culture and Nature: Introduction to Environmental Anthropology. (3 h)**
Exploration of humanity's 'place' in the cosmos, focusing on different worldviews of nature and culture. Case studies from anthropology, archeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, 'natural' disasters, and resource scarcity.

**ANT 340. Anthropological Theory. (4 h)**
Critical review of the major anthropological theories of humans and society. The relevance and significance of these theories to contemporary anthropology are discussed. P-ANT 112 and 113 and 114, or prerequisite override required.

**ANT 342. Applied Anthropology. (3 h)**
Explores the application of anthropological concepts and methods in the understanding of contemporary problems. (CD)

**ANT 350. Language, Indigeneity and Globalization. (3 h)**
Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion. Also listed as LIN 350. (CD)

**ANT 353. Language in Education. (3 h)**
This seminar explores the role of language in educational contexts; includes the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component. Also listed as EDU 353. (CD)

**ANT 354. Field Methods in Linguistic Anthropology. (4 h)**
Trains students in basic skills of collectiong and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns. Also listed as LIN 354. P-ANT/LIN 150 or prerequisite override required.

**ANT 356. Language and Social Justice: Signs, Stigma and Social Capital. (3 h)**
Explores contemporary topics on how language use creates, sustains, justifies, resists, and alters social and economic inequality; constitutes social action; embeds social orders in linguistic structures. Course is collaborative, hands-on, seminar-style. Also listed as LIN 356. (CD)

**ANT 358. Native Cultures of North America. (3 h)**
Ethnography and ethnohistory of the indigenous peoples and cultures of North America since European contact. Explores historic and contemporary cultures, social and political relationships with Euroamericans, and social justice issues. (CD)

**ANT 360. Anthropology of Global Health. (3 h)**
A critical introduction to the interdisciplinary field of global health, focusing on contributions from medical anthropology. Compares a diversity of health experiences and evaluates interventions across the globe. Explores how biocultural, political, and economic forces shape patterns of illness and disease with special attention to improving the health of the world's most vulnerable citizens.

**ANT 361. Evolution of Human Behavior. (3 h)**
Examines human behavior in light of our shared evolutionary history with apes. Includes explorations of aggression, cooperation, family structures, hierarchy, risk-taking, and other biocultural phenomena influencing our daily lives.

**ANT 362. Medical Anthropology. (3 h)**
Examines conceptions of health, illness, the roles of patient and healer, and the organization of health in diverse cultural contexts. Service learning optional. P-ANT 114, or prerequisite override required. (CD)

**ANT 366. Human Evolution. (3 h)**
The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution.

**ANT 367. Human Biological Diversity. (3 h)**
Seminar focusing on current issues in human biological diversity. Special emphasis on the nature of human variation, and the relationship between human biological diversity and human behavioral diversity. Students learn what is known about how modern human biological variation is patterned, and investigate how this variation is intrepreted culturally.

**ANT 368. Human Osteology. (4 h)**
Survey and analysis of human skeletal anatomy, emphasizing archeological, anthropological, and forensic applications and practice. Lab-4 hours.

**ANT 370. Origins to Empires: The Archaeology of Africa and Eurasia. (3 h)**
Survey of human history from the earliest hominin social behaviors to the rise of cultural complexity and stratified societies in Africa, Asia, and Europe. Detailed examination of the cultural evolution of state societies within important contexts of past environmental, social, and political change. (CD)

**ANT 371. Ritual and Religion, Past and Present. (3 h)**
Explores theoretical and methodological approaches to the study of ritual and religion, with a focus on archaeology and material culture.

**ANT 372. Environmental Archaeology. (3 h)**
Survey of scientific approaches for reconstructing and interpreting the interactions between past human populations and their environments. Integrates geoarchaeological, archaeobotanical, zooarchaeological, and geochronological methods with anthropological understandings of human construction and experience of environment. Problem-based field activities provide experience applying research techniques and anthropological theory.

**ANT 373. Olmec to Inca: States of the Americas. (3 h)**
Examines complex societies, cities, states, and empires that developed in the Americas before European contact, using archaeological and historical evidence. Explores Indigenous American strategies of governance and sociopolitical organization. (SWC)

**ANT 374. North American Archaeology. (3 h)**
The development of indigenous cultures in North America, from the earliest arrival of people to European contact as outlined by archeological research, with an emphasis on ecology and sociocultural processes. (CD)

**ANT 381. Field Program in Anthropological Archeology. (3 h)**
Integrated training in archeological field methods and analytical techniques for researching human history. Students learn archeological survey, mapping, excavation, recording techniques, and artifact and ecofact recovery and analysis. P-ANT 112 or 113 or 114 or prerequisite override required. (D)

**ANT 382. Field Program in Anthropological Archeology. (3 h)**
Integrated training in archeological field methods and analytical techniques for researching human history. Students learn archeological survey, mapping, excavation, recording techniques, and artifact and ecofact recovery and analysis. P-ANT 112 or 113 or 114 or prerequisite override required. (D)

**ANT 383. Field Program in Cultural Anthropology. (3 h)**
The comparative study of culture and training in ethnographic and cultural analysis carried out in the field. P-ANT 112 or 113 or 114 or prerequisite override required. (CD, D)

**ANT 384. Field Program in Cultural Anthropology. (3 h)**
The comparative study of culture and training in ethnographic and cultural analysis carried out in the field. P-ANT 112 or 113 or 114 or prerequisite override required. (CD, D)

**ANT 385. Special Problems Seminar. (3 h)**
Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. May be repeated for credit.

**ANT 386. Special Problems Seminar. (3 h)**
Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. May be repeated for credit.

**ANT 387. Ethnographic Research Methods. (4 h)**
Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Field experience and data analysis. P-ANT 114 or prerequisite override required.

**ANT 390. Student-Faculty Seminar. (4 h)**
A review of contemporary problems in the fields of archeology, linguistics, and biological and cultural anthropology. Senior standing recommended. P-ANT 112, 113 and 114, or prerequisite override required.

**ANT 391. Internship in Anthropology. (1-3 h)**
An internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for credit. P-Prerequisite override required.

**ANT 392. Internship in Anthropology. (1-3 h)**
An internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for credit. P-Prerequisite override required.

**ANT 393. Community-Based Research or Service-Learning in Anthropology. (1-3 h)**
Semester experience to be taken in conjunction with another anthropology course. Involves the application of anthropological methods and theory within a community-based research project or service-learning framework.

**ANT 394. Mentored Research in Anthropology. (1-3 h)**
Undergraduate research mentored by faculty and involving intensive investigation of an anthropological problem. P-Prerequisite override required.

**ANT 395. Honors Thesis in Anthropology. (1-3 h)**
Research, analysis, and writing of an Honors Thesis required for graduation with departmental honors to be carried out under the supervision of a departmental faculty member. Senior standing required. P-Prerequisite override required.

**ANT 398. Individual Study. (1-3 h)**
A reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for credit. P-Prerequisite override required.

**ANT 399. Individual Study. (1-3 h)**
A reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. May be repeated for credit. P-Prerequisite override required.

# Faculty

**Chair** Margaret Bender
**Professor** Margaret Bender, Ellen Miller
**Associate Professors** Sherri Lawson Clark, Steven Folmar, Karin Friederic, Paul Thacker
**Assistant Professors** Timothy Gitzen, Jessica MacLellan
**Academic Director of Museum of Anthropology and Associate Teaching Professor** Andrew Gurstelle

# Anthropology, B.A.

## Requirements

Requires a minimum of 33 hours and must include:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| ANT 112 | Introduction to Archaeology | 3 |
| ANT 113 | Introduction to Biological Anthropology | 3 |
| ANT 114 | Introduction to Cultural Anthropology | 3 |
| ANT 115 | Language, Culture, and Power: Linguistic Anthropology | 3 |
| ANT 340 | Anthropological Theory | 4 |
| ANT 390 | Student-Faculty Seminar | 4 |
| Select one course from Methods Courses | | 3-4 |

Students are encouraged, but not required, to enroll in a course offering intensive field research training.

A minimum GPA of 2.0 in anthropology courses is required at the time the major is declared. A minimum GPA of 2.0 in anthropology courses counted toward the major is required for graduation. Only one course (excluding ANT 112, ANT 113, ANT 114, ANT 115, ANT 340, ANT 390) can be taken under the pass/fail option and used to meet major requirements. A maximum of four hours of course credit from the following can be used to meet major requirements.

| Code | Title | Hours |
|---|---|---|
| ANT 391 | Internship in Anthropology | 1-3 |
| ANT 392 | Internship in Anthropology | 1-3 |
| ANT 393 | Community-Based Research or Service-Learning in Anthropology | 1-3 |
| ANT 394 | Mentored Research in Anthropology | 1-3 |
| ANT 395 | Honors Thesis in Anthropology | 1-3 |
| ANT 398 | Individual Study | 1-3 |
| ANT 399 | Individual Study | 1-3 |

A maximum of six hours of anthropology transfer credit can be used to meet major requirements.

## Methods Courses

| Code | Title | Hours |
|---|---|---|
| ANT 315 | Artifact Analysis and Laboratory Methods in Archaeology | 4 |
| ANT 354 | Field Methods in Linguistic Anthropology | 4 |
| ANT 368 | Human Osteology | 4 |
| ANT 381 | Field Program in Anthropological Archeology | 3 |
| ANT 382 | Field Program in Anthropological Archeology | 3 |
| ANT 383 | Field Program in Cultural Anthropology | 3 |
| ANT 384 | Field Program in Cultural Anthropology | 3 |
| ANT 387 | Ethnographic Research Methods | 4 |

## Honors

To be graduated with the designation “Honors in Anthropology,” highly qualified majors (3.5 GPA in anthropology) should apply to the department for admission to the honors program. Honors students must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

# Anthropology, Minor

## Requirements

Requires 18 hours and must include:

| Code | Title | Hours |
|---|---|---|
| Select two of the following: | | 6 |
| ANT 112 | Introduction to Archaeology | |
| ANT 113 | Introduction to Biological Anthropology | |
| ANT 114 | Introduction to Cultural Anthropology | |
| ANT 115 | Language, Culture, and Power: Linguistic Anthropology | |
| Select a minimum of six hours at the 200-level or above. | | 6 |

Only one course (excluding ANT 112, ANT 113, ANT 114, ANT 115 ) can be taken under the pass/fail option and used to meet minor requirements.

Only three hours from the following may be used toward the minor.

| Code | Title | Hours |
|---|---|---|
| ANT 391 | Internship in Anthropology | 1-3 |
| ANT 392 | Internship in Anthropology | 1-3 |

| | | |
|---|---|---|
| ANT 393 | Community-Based Research or Service-Learning in Anthropology | 1-3 |
| ANT 394 | Mentored Research in Anthropology | 1-3 |
| ANT 395 | Honors Thesis in Anthropology | 1-3 |
| ANT 398 | Individual Study | 1-3 |
| ANT 399 | Individual Study | 1-3 |

Only three hours from the following may be used to meet minor requirements.

| Code | Title | Hours |
|---|---|---|
| ANT 381 | Field Program in Anthropological Archeology | 3 |
| ANT 382 | Field Program in Anthropological Archeology | 3 |
| ANT 383 | Field Program in Cultural Anthropology | 3 |
| ANT 384 | Field Program in Cultural Anthropology | 3 |

A minimum GPA of 2.0 in anthropology courses counted toward the minor is required for graduation.

# Art (ART)

The department offers courses in the history of art, architecture, printmaking, photography, and film from the ancient through modern periods, and the practice of studio art in six areas: drawing, painting, printmaking, sculpture, photography, and video art. Opportunities to supplement the regular academic program of the department include study abroad in Wake Forest residential study centers, changing art exhibitions in the gallery of the Scales Fine Arts Center, exhibition of student work in the START gallery, and internships in local museums and arts organizations. The art department requires a minimum GPA of 2.0 in the major for graduation.

The department offers two majors, art history and studio art, each requiring ten courses of three or more semester hours each. Any student interested in majoring or minoring in art should contact the art department. Students may major in one field and minor in the other by successfully completing a minimum of 13 courses in art, of which at least eight courses must be in the major field and at least four courses in the minor field.

The department accepts only three courses from a non-Wake Forest program for credit toward the major or minor. Of these three courses, only two may be in the same area of concentration as the major or minor. That is, an art history major or minor may take up to two art history courses and one studio course; a studio major or minor may take up to two studio art courses and one art history course at a non-Wake Forest program. All studio courses taken abroad are assigned ART 210.

Students enrolled at Wake Forest may not take courses in studio art or art history at other institutions to satisfy divisional requirements.

## Contact Information

Department of Art (http://college.wfu.edu/art/)
Scales Fine Arts Center 110A, Box 7232
Phone 336-758-5310

## Programs

### Majors

- Art History, B.A.
- Studio Art, B.A.

### Minors

- Art History, Minor
- Studio Art, Minor

## Courses

### Art (ART)

*All studio art courses 200 and above and 110A-H may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.*

**ART 101. Engaging with Art. (1.5 h)**
An opportunity to experience and reflect analytically on the arts in the cultural and intellectual life at Wake Forest, with an emphasis on art exhibitions, lectures, and visiting artist talks. Pass/fail only. May not be repeated.

**ART 103. History of Global Art. (3 h)**
Examines art in selected world cultures with discussions of media, materials, patronage, historical impact, and broader cultural context. (CD, D)

**ART 104. Topics in World Art. (3 h)**
An examination of the visual arts in selected world cultures, with discussions of techniques, styles, broader cultural contexts, and confrontations with varying traditions. Course may be repeated if topic differs. (CD, D)

**ART 105. History of Global Architecture. (3 h)**
Examines architectural monuments in selected world cultures with discussions of the planning, siting, design, construction, patronage, historical impact, and broader cultural context. (CD, D)

**ART 106. Global Contemporary Art. (3 h)**
A global perspective on contemporary artistic trends since 1990, including discussions about art criticism, exhibitions and the changing art world. (D)

**ART 110. Topics in Studio Art. (1-3 h)**
Studio art courses as determined by individual instructors. (D only if taken for 3h). May be repeated for credit if topic varies.

**ART 111. Introduction to Studio Art and Design Fundamentals. (3 h)**
Introduces elements and principles of visual language through hands-on experimentation and critical thinking. (D)

**ART 112. Introduction to Painting. (3 h)**
Introduces the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended. (D)

**ART 113. Drawing with Digital Integration. (3 h)**
Introduces principles of art and drawing with integration of digital media. Broadens the scope of studio exploration and critical thinking. Introduces raster and vector graphics software. (D)

**ART 114. Introduction to Film and Video Art. (3 h)**
Introduces historical, aesthetic, and technical principles of contemporary video art and film production. Students will work in groups to produce a short video and then work individually to create a second short film. (D)

**ART 115. Introduction to Sculpture. (3 h)**
Introduces basic sculptural styles and multimedia, with emphasis on contemporary concepts. Prior studio experience is recommended. (D)

**ART 117. Introduction to Printmaking. (3 h)**
Introduces one or more of the following major divisions of fine art printmaking: relief (woodcuts and linoleum cuts), intaglio (hand engraving and acid etching methods on copper), lithography from limestone slabs, monotype. (D)

**ART 118. Introduction to Drawing. (3 h)**
Drawing fundamentals emphasizing composition, value, line, and form. (D)

**ART 119. Introduction to Darkroom Photography. (3 h)**
An introduction to designing, processing and critiquing black and white photographs, including 35mm camera techniques and lighting. (D)

**ART 120. Introduction to Digital Photography. (3 h)**
An introduction to designing, processing, and critiquing digital photographs printed on digital media. Includes camera techniques and lighting. (Digital camera required)(D)

**ART 121. Design Studio: Ethics and Aesthetics. (3 h)**
Addresses diverse social, environmental, and economic problems through the design of specific objects and environments in a collaborative studio. A variety of approaches to design development are covered, along with prototyping, testing, and presentation. (D)

**ART 122. Design Studio: Visualization of Ideas. (3 h)**
Employing various image-generating techniques, students produce visual representations that communicate content based on specific assigned subjects. Imaging methods may include illustration, typography, photography, video etc., as determined by the instructor. (D)

**ART 123. Digital Practices in Art. (3 h)**
Hands-on exploration of visual language and approaches to leveraging digital tools for conceptual development and artistic invention in various media. Introduces raster and vector graphics software. (D)

**ART 124. Studio Practice with Digital Integration. (3 h)**
Introduces visual language and expands creative and critical thinking through engaging in hands-on experimentation and an iterative design process, integrating digital and traditional media, tools, and techniques. Introduces raster and vector graphics methods of making. (D)

**ART 125. Introduction to Conceptual Art. (3 h)**
Introduces principles and practice of conceptual art. Students will create artwork where an idea, instead of a material art object, is the primary aspect of the project. (D)

**ART 126. Introduction to Ecological Art. (3 h)**
Introduces principles and practice of ecological art, informed by an awareness of local and global environmental concerns. Students will create ecological art projects in a variety of media.. (D)

**ART 127. Introduction to Performance Art. (3 h)**
Introduces principles and practice of performance art. Students will create artwork where an action, instead of a material art object, is the primary aspect of the project. (D)

**ART 128. Introduction to Social Practice Art. (3 h)**
Introduces principles and practice of social practice art. Students will create projects that foster community engagement and social interaction. (D)

**ART 129. Introduction to Installation Art. (3 h)**
Introduces principles and practice of installation art. Students will create art projects with a range of materials and artistic media that engage interior space. (D)

**ART 198. Study Abroad - Art History. (3 h)**
Courses in the history of art associated with Wake Forest study abroad programs. Elective credit only. May be repeated for credit.

**ART 199. International Studies in Art. (1-4 h)**
Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. (D only if taken for 3h or 4h). May be repated when content differs.

**ART 202. Special Topics in Art and Science. (3 h)**
Explores the art of scientific illustrations and how scientific knowledge informed art-making across different cultures and time periods. Course may be repeated if the time period or geographic region differs. (D)

**ART 203. Islamic Art and Architecture. (3 h)**
Subjects of study will be drawn from Spain, North Africa, the eastern Mediterranean, Iran, Central Asia, and India, and will focus on selected periods from 650 to the present. (CD, D)

**ART 204. South Asian Art and Architecture. (3 h)**
Topics range from the material culture of the Indus Valley civilization to the art of contemporary South Asia. (CD, D)

**ART 205. The Architecture of Devotion in South Asia. (3 h)**
Explores architecture associated with the major religions of South Asia, including Buddhism, Hinduism, Islam, Sikhism, and Christianity. Building types include stupas, temples, mosques, shrines, and churches. (CD, D)

**ART 206. Art and Empire: India and Europe, 1500-1900. (3 h)**
Examines artistic exchanges between India and various European powers from c. 1500-1900, beginning with the arrival of the Portuguese in Goa and ending with the British imperial era. Readings include primary sources by European and Indian travelers. (CD, D)

**ART 207. Building Empire: Early Modern Islamic Architecture. (3 h)**
Examines Ottoman, Mughal, and Safavid architecture. Topics include imperial palaces, mosques, and mausoleums; the capital cities of Istanbul, Isfahan, and Delhi; royal court culture; and cultural exchanges with European powers. (CD, D)

**ART 208. Ottoman Art and Architecture. (3 h)**
Examines the visual culture of the Ottoman empire in Turkey, the Balkans, the Eastern Mediterranean, and North Africa. Explores imperial architecture; the history of Istanbul; arts of the royal court; cultural exchanges with other world powers; and Ottoman-inspired visual culture in the modern and contemporary periods. (CD, D)

**ART 209. Special Topics in Art. (1-3 h)**
Variable topics in art. Course can be repeated if topic differs. May be repeated for credit if topic varies.

**ART 210. Topics in Studio Art. (1-4 h)**
Used to designate studio art courses taken at other institutions. May be repeated.

**ART 211. Intermediate Drawing. (4 h)**
Practice and refinement of drawing skills. Emphasis on concept development. May be repeated for credit. P-ART 118 or prerequisite override required.

**ART 212. Painting II. (4 h)**
Continuation of ART 112 with concentrated emphasis on conceptual development and technical exploration. May be repeated for credit. P-ART 112 or prerequisite override required.

**ART 213. Painting III. (4 h)**
An individualized course of study with emphasis on refining the skills and concepts developed in Painting II. May be repeated for credit. P-ART 212 or prerequisite override required.

**ART 214. Film and Video Art: Site Specific. (4 h)**
Continues the historical, aesthetic, and technical exploration of contemporary film and video art production. Students will produce multi-channel video projects that interact with a physical space. May be repeated for credit. P-ART 114 or prerequisite override required. (EI)

**ART 215. Public Art. (4 h)**
Covers art that is sited in the public realm. Exercises with various sites, materials, and audiences, will culminate in a public project. May be repeated for credit. P-ART 115 or prerequisite override required.

**ART 216. Sculpture Fabrication. (4 h)**
Fabrication of small-scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. May be repeated for credit. P-ART 115 or prerequisite override required.

**ART 217. Intermediate Printmaking. (4 h)**
Explorations of multiple-surface and mixed media printmaking methods involving relief, intaglio, and lithography. Color printing methods are explored in the atelier tradition. Strong emphasis on idea development and image generation. P - ART 117 or prerequisite override required.

**ART 218. Life Drawing. (4 h)**
Introduction to drawing the human figure. May be repeated once. P-ART 118 or prerequisite override required.

**ART 219. Darkroom Photography. (4 h)**
Further exploration of traditional black and white photography, with an emphasis on alternative processes, camera techniques, aesthetic and critical issues to increase the understanding of the contemporary photographic image. May be repeated for credit. P-ART 119 or 120 or prerequisite override required.

**ART 221. Advanced Drawing. (4 h)**
Development of a project or series of art works with attention to methodology and material selection. May be repeated for credit. P-ART 211 or prerequisite override required.

**ART 222. Advanced Painting. (4 h)**
A course of individual study with faculty guidance focused on developing a body of work for exhibition. Will cover various aspects of professional practice including artist statements and proposals, and portfolio development. May be repeated for credit. P-ART 212 or prerequisite override required.

**ART 224. Film and Video Art: Cyberspace. (4 h)**
Continues the historical, aesthetic, and technical exploration of contemporary film and video art production. Students will produce multi-channel video projects that interact with cyberspace. May be repeated for credit. P-ART 114 or prerequisite override required. (EI)

**ART 225. Bodies and Objects. (4 h)**
This course will explore the social and psychological ramifications of making objects based on the body through casting and other techniques. P-ART 115 or prerequisite override required.

**ART 226. Installation Art. (4 h)**
Exercises to develop an understanding of material, process, and audience as they relate to contemporary art. The major projects for the course are an installation and a design project. May be repeated for credit. P-ART 115 or prerequisite override required.

**ART 227. Advanced Printmaking. (4 h)**
Advanced development of printmaking techniques with deeper focus on the unique quality of specific processes. Selected technical concentrations are invited. P - ART 217 or prerequisite override required.

**ART 228. Film and Video Art: Theatre Works. (4 h)**
Continues the historical, aesthetic, and technical exploration of contemporary film and video art production. Students will produce single-channel film and video projects for theatre viewing. May be repeated for credit. P-ART 114 or prerequisite override required.

**ART 229. Digital Photography. (4 h)**
Further exploration designing, printing, and critiquing digital photographs, includes lighting and digital camera techniques. May be repeated for credit. P-ART 119 or 120 or PO1 (Digital Camera Required)

**ART 230. Spanish Art and Architecture. (3 h)**
Study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general. Special focus on works viewed during group tours around Spain. Counts as an elective for the Spanish major. Offered in Salamanca.

**ART 231. American Visual Arts. (3 h)**
American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media. (D)

**ART 232. Art, Architecture and Gender. (3 h)**
Introduction to a range of topics which intersect gender, art and architectural practice in a global context. May be repeated for credit. (D)

**ART 233. Architecture of the Americas. (3 h)**
An introduction to the architecture of the broader Americas. Subjects of study will draw from North, Central and South America and will focus on select periods from 1500 to the present. (CD, D)

**ART 234. British Art: Nation, Empire, and Identity. (3 h)**
Examines the central role of art and design in forming national identity in Britian, from Henry VIII to present. Topics include the monarchy and art patronage; the country house; exploration and empire building; political and industrial revolutions; debates about modernity. (D)

**ART 235. Arts of London. (3 h)**
A course focused on the collections, exhibits, and architecture of London. The focus of the course will vary depending upon the specialty of the instructor and specific exhibits on view. Offered in London. (D)

**ART 236. Art of East Asia. (3 h)**
An introduction to the visual arts of historical China, Korea, and Japan in the premodern period. Emphasis will be placed on cultural context and interactions among the three countries. Covers various political, religious, and social perspectives in the traditional cultures of China, Korea, and Japan, and encourages students to expand their intellectual experience as modern global citizens. (CD, D, SWC)

**ART 237. Street Photography. (4 h)**
Using digital cameras, the computer and ink jet printers, students examine the creative, social, and critical aspects of contemporary fine art photographic image making. Emphasis will be placed on the genre of Street Photography. P-ART 119 or 120 or prerequisite override required. (Digital camera required)

**ART 238. Art and Culture of China. (3 h)**
Explores the history of Chinese art through visual, historical, social, religious, and political perspectives from prehistoric times to the avant-garde. Students will have hands-on experience studying artworks and are encouraged to expand their intellectual experience as modern global citizens. (CD, D, SWC)

**ART 239. Photography and the Artist's Book. (4 h)**
Explores the making, editing, and, sequencing of photographic images to direct the audience through the intimate experience of viewing the artist's book in conjunction with the research and discussion of historical and contemporary bookmaking techniques. P-ART 119 or 120 or prerequisite override required.

**ART 240. Ancient American Art and Architecture. (3 h)**
Topics dealing with the material remains of the civilizations of North, Central, and South America prior to European contact. (CD, D)

**ART 241. Ancient Art and Architecture. (3 h)**
Surveys the major monuments of the ancient world, from prehistory through Late Antiquity, including Mesopotamian, Egyptian, Greek, and Roman works of art and architecture. (D)

**ART 242. Masters and Masterpieces of Spanish Art. (3 h)**
The history of Spanish art and architecture from the 16th century to the present. Special attention to masterpieces made for the Church and court. Counts as an elective for the Spanish major. Offered in Salamanca. (D)

**ART 243. The Man and the Legend: Images of Alexander the Great in Ancient and Medieval Art. (3 h)**
Explores the legacy and varied representations of Alexander the Great in Hellenistic, Roman, and medieval art. (D)

**ART 244. Greek Art and Architecture. (3 h)**
Explores the art and architecture of ancient Greece, from the prehistoric Aegean through the Hellenistic period. (D)

**ART 245. Art and Architecture of the Roman World. (3 h)**
Examines the art and architecture of the ancient Roman world, including Europe, North Africa, and the Near East, from pre-Roman Italy through the period of Late Antiquity and the rise of Christianity. (D)

**ART 246. Byzantine Art and Architecture. (3 h)**
Explores the art and architecture of the Mediterranean world from the foundation of Constantinople as the New Rome in the 4th century until the fall of the Byzantine Empire to the Ottoman Turks in 1453. (D)

**ART 248. Film and Video Art: Ecological Works. (4 h)**
Continues the historical, aesthetic, and technical exploration of contemporary video art and filmmaking in a fine art context. Students will create projects that engage with a local ecological issue. P- ART 114 or prerequisite override required. (EI)

**ART 249. The Arts of Medieval Spain. (3 h)**
Examines the visual culture of medieval Spain from the 'barbarian' invasions of Late Antiquity through the Islamic period and the Christian Reconquista. Addresses works from architecture to the minor arts, with particular attention to the interactions among their Christian, Muslim, and Jewish makers. (CD, D)

**ART 250. Artistic Exchanges in the Mediterranean, 500-1400. (3 h)**
Survey of the art and architecture of the medieval Mediterranean (c. 500-1400 CE) in Iberia, Italy, Byzantium, and Islamic dynasties based in the Near East and North Africa. Focuses on the visual interactions and exchanges among different religious and political communities. (CD, D)

**ART 251. Print Culture in East Asia. (3 h)**
Technical and artistic development of prints, and the information revolution they brought about, including Buddhist sutras, book illustrations, and Japanese ukiyo-e. (CD, D)

**ART 252. Romanesque Art and Archiecture. (3 h)**
Explores art and architecture from the Carolingian Renaissance through the 12th century. (D)

**ART 253. The Gothic Cathedral. (3 h)**
The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them. (D)

**ART 254. Luxury Arts in the Middle Ages. (3 h)**
Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course. (D)

**ART 255. History of Global Furniture. (3 h)**
Examines furniture in selected world cultures with discussions of design, construction, distribution, patronage, and historical impacts within broader cultural and political contexts. (CD, D)

**ART 256. First Nations Art and Architecture of the Americas. (3 h)**
Examines First Nations art and architecture of the Americas, from prehistory to 1492, including South, Central, and North America. (CD, D)

**ART 257. Latin American Art and Architecture. (3 h)**
Examines the roles played by art and architecture at the conjunctions of power, privilege, race, resistance, and revolution from pre-contact to the present across Latin America. (CD, D, POR, SWC)

**ART 258. The Printed Image in Early Modern Europe. (3 h)**
Technical and artistic development of prints, and the information revolution they brought about. Prints by Durer, Rembrandt, and others. Students will curate an exhibit from the WFU Pring Collection (D)

**ART 259. The History of Photography. (3 h)**
A historical survey of photography from its moment of invention in the 1830s to the present. Students will consider technological shifts--including digital and social media--and the ways photography crosses cultural borders, whether scientific, legal, documentary, or artistic. (D, POR)

**ART 260. Classics of World Cinema. (3 h)**
Selected masterpieces of world film 1930-1970. Emphasizes developing skills for viewing, discussing, and writing about motion pictures as visual and dramatic art. Students must register for both 260 and 260L. (D)

**ART 260L. Classics of World Cinema Lab. (0 h)**
Group film screening.

**ART 261. Topics in Film History. (3 h)**
Variable topics in film history, including genres, major directors, regional or national cinemas, and historical periods. Course may be repeated if topic is different. (D)

**ART 264. Film Stills: Photographs Inspired by Films. (4 h)**
After viewing and discussing a film, students will ‘respond’ visually by creating digital photographs inspired by the film. We will critique, view another film, and create another group of photographs. P- ART 119 or 120 or prerequisite override required. (Digital camera required)

**ART 265. Art and Life in Renaissance Europe. (3 h)**
Cross-cultural developments in the visual arts in Italy, Flanders, and other European centers in the 15th and 16th century. Topics include the status of artists; the use of art in the home, the church, and political arena; the economics of art; and art used to disseminate discoveries about science and world explorations. (D)

**ART 266. Art in the Age of Giotto, Dante, and the Plague. (3 h)**
Developments in Italian painting, sculpture, and architecture in the 14th century with special attention to the new naturalism of Giotto and the effects of the Great Plague of 1348 on the arts. (D)

**ART 267. Early Italian Renaissance Art. (3 h)**
The development of art and architecture in Italy in the 15th century. Special attention is given to the works of Donatello, Botticelli, and Leonardo da Vinci. (D)

**ART 268. 16th Century Art in Italy: Magnificence and Reform. (3 h)**
The development of art and architecture in Rome, Florence, Venice and other cities. Artists studied include Michelangelo, Raphael, and Titian. (D)

**ART 269. Venetian Renaissance Art. (3 h)**
A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. Offered in Venice. (D)

**ART 270. Northern Renaissance Art. (3 h)**
A survey of painting, sculpture, and printmaking in Northern Europe from the mid-14th century through the 16th century. (D)

**ART 272. 17th-Century European Art: Politics, Power and Patronage. (3 h)**
Examines art and architecture in Baroque Europe in its religious and social context. Artists studied include Caravaggio, Rubens, and Rembrandt. (D)

**ART 273. 18th-Century European Art: the Birth of the Modern World. (3 h)**
Examines cultural production in Europe, c.1680-1800 with particular attention to fine art, design, and the decorative interior within a cultural and historical framework. (D)

**ART 274. 17th-Century Dutch Painting. (3 h)**
Survey of art, artists and cultural issues of the Dutch Golden Age. Artists include Rembrandt, Hals, Steen and Vermeer. (D)

**ART 276. Austrian Art and Architecture. (3 h)**
A study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. Offered in Vienna.

**ART 277. Global Exchange in Early Modern Art and Architecture. (3 h)**
Explores topics related to cultural production generated by global trade and exchange, c. 1500-1800. Course may be repeated if topic is different. (CD, D)

**ART 281. 19th-Century European Art: From Enlightenment to Abstraction. (3 h)**
Considers artistic production (including architecture and design) of Europe from the French Revolution to the discussion of abstraction in the early 20th century. Examines the notion of modernity as a cultural ideal and the development of avant-gardes in the interplay between art, society, politics and economics. (D)

**ART 282. Modern Art in Europe and the Americas. (3 h)**
A survey of European, American, and Latin American art from the years 1890 to 1945 that focuses on how art intertwines with the expansion of capitalism, two world wars, and colonialism. (D)

**ART 284. Post War/Cold War: Global Art 1945-1990. (3 h)**
A global history of art during the Cold War and its immediate aftermath, 1945-1990. Discussion will focus on the ways that art both underpinned and resisted the Cold War's rigid political positions. (CD, D)

**ART 286. Topics in Art and Architectural History. (3 h)**
Variable topics in art and architectural history, such as historical periods, geographic regions, or specific media. Course can be repeated if topic differs. (D)

**ART 287H. Honors in Art History. (3 h)**
P-Prerequisite override required.

**ART 287S. Honors in Studio Art. (4 h)**
P-Prerequisite override required.

**ART 288. Modern and Contemporary Architecture. (3 h)**
Explores modern architecture in a global context from 1880 to the present. (CD, D)

**ART 290. Printmaking Workshop. (4 h)**
A workshop course exploring relief, intaglio, lithography, and monotype techniques. Open to students at any skill level. Offered in the summer. May be repeated for credit.

**ART 291H. Individual Study. (1.5-3 h)**
Independent Study in Art History with faculty guidance. May be repeated for credit. P - Prerequisite override required.

**ART 291S. Individual Study. (1-4 h)**
Independent Study in Studio Art with faculty guidance. May be repeated for credit. P - Prerequisite override required.

**ART 293. Practicum. (3-4 h)**
Internships in local cultural organizations, to be arranged and approved in advance by the art department. Pass/Fail. P-Prerequisite override required. Only offered for 3 or 4 hours.

**ART 294. Black Art in the US and Great Britain since 1945. (3 h)**
Charts the development of Black Art in the United States and Great Britain from 1945 to the present through Paul Gilroy's notion of the "Black Atlantic" -- the ways that a distinct aesthetic emerged from a fusion of West African, American, and British traditions. Also listed as AAS 294. (D, POR)

**ART 295. Studio Seminar. (1-4 h)**
Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. May be repeated for credit. P-Prerequisite override required.

**ART 296. Histories of the Art Museum. (3 h)**
Examines the art museum from its roots in royal collections to current controversies in the field. Students will explore the history of specific art institutions globally and locally and consider the role of the art museum in society. (D)

**ART 297. Management in the Visual Arts. (3 h)**
Provides art students with the skills, experiences, and frameworks for understanding the role that the visual arts play within the national and international economy. Also listed as BEM 382. P-Junior or senior standing and prerequisite override required.

**ART 298. Contemporary Art and Criticism. (1.5-3 h)**
This discussion-based class examines key works of recent art in a sustained and critical manner. The course is associated with the Reece Collection Acquisition trip.

**ART 331. American Foundations. (3 h)**
An interdisciplinary study of American art offered through the Honors program. Also listed as HON 393, 394.

**ART 351. Topics in Gender and Art. (3 h)**
Seminar that addresses a range of topics which intersect gender and artistic practice in various cultures and historical periods. Attention will be paid to the role of art in formulating, subverting, or resisiting gender norms.

**ART 386. Advanced Topics in Art and Architectural History. (3 h)**
Variable topics in art and architectural history focusing on specialized themes, periods, regions, or media. Course may be repeated if topic differs.

**ART 394. Issues in Art History. (4 h)**
A discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline. Intended for art history majors; non-majors P-Prerequisite override required.

**ART 396. Art History Seminar. (4 h)**
Focused readings, discussion, and research on a topic selected by members of the faculty. May be repeated. P-One course in art history or prerequisite override required.

**ART 397. Advanced Topics In Studio Art. (1-4 h)**
Focus on selected studio projects, critical readings, and discussions on topics selected by members of department faculty. May be repeated for credit if topic varies. P-Prerequisite override required.

# Faculty

**Chair** John J. Curley
**Professors** John J. Curley, David L. Faber, Morna O'Neill, Rudy Shepherd, Joel Tauber
**Associate Professors** John R. Pickel
**Assistant Professor** Merih Danali, Ruiying Gao, Molly Kaderka, Nikki Moore
**Teaching Professors** Jennifer Gentry, Leigh Ann Hallberg
**Visiting Assistant Professors** Endia Beal, Katherine Gregory
**Adjunct Assistant Professor** Bryan Ellis
**Lecturers** Rachel Barnes (London), Maria A. Chiari (Venice)
**Adjunct Lecturer** Ashley Givens
**Research Professors** David Finn, Page H. Laughlin

# Art History, B.A.

## Requirements

At least eight courses in art history and two courses in studio art are required.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| ART 103 | History of Global Art | 3 |
| or ART 105 | History of Global Architecture | |
| ART 394 | Issues in Art History | 4 |
| Select one Art History Seminar | | |
| Select two Studio Art courses | | 6 |
| Or one Studio Art course and one course that combines art history and studio art or offers direct experience with works of art (for example ART 199, 293, 297) | | |
| Select one Art History course in each of the following: * | | |
| A course with a primary focus before 1400 | | |
| A course with a primary focus between 1400 and 1800 | | |
| A course with a primary focus after 1800 | | |
| Select one course from a non-western artistic tradition * | | |
| Submit a portfolio of written work ** | | |

* The same course can be used to fulfill both of these requirements.
*** For precise instructions, contact the art department.*

## Art History Courses

| Code | Title | Hours |
|---|---|---|
| ART 103 | History of Global Art | 3 |
| ART 104 | Topics in World Art | 3 |
| ART 105 | History of Global Architecture | 3 |
| ART 106 | Global Contemporary Art | 3 |
| ART 198 | Study Abroad - Art History | 3 |
| ART 199 | International Studies in Art | 1-4 |
| ART 202 | Special Topics in Art and Science | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 205 | The Architecture of Devotion in South Asia | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 207 | Building Empire: Early Modern Islamic Architecture | 3 |
| ART 208 | Ottoman Art and Architecture | 3 |
| ART 231 | American Visual Arts | 3 |
| ART 232 | Art, Architecture and Gender | 3 |
| ART 233 | Architecture of the Americas | 3 |
| ART 234 | British Art: Nation, Empire, and Identity | 3 |
| ART 235 | Arts of London | 3 |
| ART 236 | Art of East Asia | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 240 | Ancient American Art and Architecture | 3 |
| ART 241 | Ancient Art and Architecture | 3 |
| ART 243 | The Man and the Legend: Images of Alexander the Great in Ancient and Medieval Art | 3 |
| ART 244 | Greek Art and Architecture | 3 |
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 246 | Byzantine Art and Architecture | 3 |
| ART 249 | The Arts of Medieval Spain | 3 |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | 3 |
| ART 251 | Print Culture in East Asia | 3 |
| ART 252 | Romanesque Art and Archiecture | 3 |
| ART 253 | The Gothic Cathedral | 3 |
| ART 254 | Luxury Arts in the Middle Ages | 3 |
| ART 255 | History of Global Furniture | 3 |
| ART 256 | First Nations Art and Architecture of the Americas | 3 |
| ART 257 | Latin American Art and Architecture | 3 |
| ART 258 | The Printed Image in Early Modern Europe | 3 |
| ART 259 | The History of Photography | 3 |
| ART 260 | Classics of World Cinema | 3 |
| ART 260L | Classics of World Cinema Lab | 0 |
| ART 261 | Topics in Film History | 3 |
| ART 265 | Art and Life in Renaissance Europe | 3 |
| ART 266 | Art in the Age of Giotto, Dante, and the Plague | 3 |
| ART 267 | Early Italian Renaissance Art | 3 |
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art | 3 |
| ART 270 | Northern Renaissance Art | 3 |
| ART 272 | 17th-Century European Art: Politics, Power and Patronage | 3 |
| ART 273 | 18th-Century European Art: the Birth of the Modern World | 3 |

| | | |
|---|---|---|
| ART 274 | 17th-Century Dutch Painting | 3 |
| ART 276 | Austrian Art and Architecture | 3 |
| ART 277 | Global Exchange in Early Modern Art and Architecture | 3 |
| ART 281 | 19th-Century European Art: From Enlightenment to Abstraction | 3 |
| ART 282 | Modern Art in Europe and the Americas | 3 |
| ART 284 | Post War/Cold War: Global Art 1945-1990 | 3 |
| ART 286 | Topics in Art and Architectural History | 3 |
| ART 288 | Modern and Contemporary Architecture | 3 |
| ART 294 | Black Art in the US and Great Britain since 1945 | 3 |
| ART 298 | Contemporary Art and Criticism | 3 |
| ART 331 | American Foundations | 3 |
| ART 351 | Topics in Gender and Art | 3 |
| ART 386 | Advanced Topics in Art and Architectural History | 3 |
| ART 394 | Issues in Art History | 4 |
| ART 396 | Art History Seminar | 4 |

## Studio Art Courses

*All studio art courses 200 and above and 110 may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.*

| Code | Title | Hours |
|---|---|---|
| ART 110 | Topics in Studio Art | 1-3 |
| ART 111 | Introduction to Studio Art and Design Fundamentals | 3 |
| ART 112 | Introduction to Painting | 3 |
| ART 113 | Drawing with Digital Integration | 3 |
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 115 | Introduction to Sculpture | 3 |
| ART 117 | Introduction to Printmaking | 3 |
| ART 118 | Introduction to Drawing | 3 |
| ART 119 | Introduction to Darkroom Photography | 3 |
| ART 120 | Introduction to Digital Photography | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 124 | Studio Practice with Digital Integration | 3 |
| ART 125 | Introduction to Conceptual Art | 3 |
| ART 126 | Introduction to Ecological Art | 3 |
| ART 127 | Introduction to Performance Art | 3 |
| ART 128 | Introduction to Social Practice Art | 3 |
| ART 129 | Introduction to Installation Art | 3 |
| ART 210 | Topics in Studio Art | 1-4 |
| ART 211 | Intermediate Drawing | 4 |
| ART 212 | Painting II | 4 |
| ART 213 | Painting III | 4 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 215 | Public Art | 4 |
| ART 216 | Sculpture Fabrication | 4 |
| ART 217 | Intermediate Printmaking | 4 |
| ART 218 | Life Drawing | 4 |
| ART 219 | Darkroom Photography | 4 |
| ART 221 | Advanced Drawing | 4 |
| ART 222 | Advanced Painting | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 225 | Bodies and Objects | 4 |
| ART 226 | Installation Art | 4 |
| ART 227 | Advanced Printmaking | 4 |
| ART 228 | Film and Video Art: Theatre Works | 4 |
| ART 229 | Digital Photography | 4 |
| ART 239 | Photography and the Artist's Book | 4 |
| ART 248 | Film and Video Art: Ecological Works | 4 |
| ART 264 | Film Stills: Photographs Inspired by Films | 4 |
| ART 290 | Printmaking Workshop | 4 |
| ART 295 | Studio Seminar | 1-4 |
| ART 397 | Advanced Topics In Studio Art | 1-4 |

## Honors

Qualified students in both the studio and art history areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of department faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

# Studio Art, B.A.

## Requirements

Eight courses in studio art and two courses in art history are required.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Select three of the four following: | | 9-12 |
| | Printmaking, Drawing, or 2D Design | |
| | Painting or ART 111 | |
| | Photography or Film/Video | |
| | Sculpture or 3D Design * | |
| Select two Art History courses | | |
| | Or one Art History course and one course that combines art history and studio art or offers direct experience with works of art (for example ART 199, 293, 297) | |
| Submit a portfolio of visual work ** | | |

* Sculpture or 3D Design is required as one of the three areas

** *For precise instructions, contact the art department.*

For concentration the studio major requires a three-course sequence in one core area of study. The remainder of the courses for the major may be fulfilled by courses in any studio area. Studio courses at the 200 level may be repeated once. Studio art majors who are serious about pursuing a career in art are encouraged to take as many art courses as possible in consultation with their advisor.

Students interested in enrolling in ART 291S must have taken at least one regular course in studio art in the Art Department. An application must be presented to the studio faculty well before advising and registration,

the semester before taking the class. Please see the Individual Study Guidelines in the Art Office or speak to a studio faculty member for more details.

## Studio Art Courses

*All studio art courses 200 and above and 110 may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.*

| Code | Title | Hours |
|---|---|---|
| ART 110 | Topics in Studio Art | 1-3 |
| ART 111 | Introduction to Studio Art and Design Fundamentals | 3 |
| ART 112 | Introduction to Painting | 3 |
| ART 113 | Drawing with Digital Integration | 3 |
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 115 | Introduction to Sculpture | 3 |
| ART 117 | Introduction to Printmaking | 3 |
| ART 118 | Introduction to Drawing | 3 |
| ART 119 | Introduction to Darkroom Photography | 3 |
| ART 120 | Introduction to Digital Photography | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 124 | Studio Practice with Digital Integration | 3 |
| ART 125 | Introduction to Conceptual Art | 3 |
| ART 126 | Introduction to Ecological Art | 3 |
| ART 127 | Introduction to Performance Art | 3 |
| ART 128 | Introduction to Social Practice Art | 3 |
| ART 129 | Introduction to Installation Art | 3 |
| ART 210 | Topics in Studio Art | 1-4 |
| ART 211 | Intermediate Drawing | 4 |
| ART 212 | Painting II | 4 |
| ART 213 | Painting III | 4 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 215 | Public Art | 4 |
| ART 216 | Sculpture Fabrication | 4 |
| ART 217 | Intermediate Printmaking | 4 |
| ART 218 | Life Drawing | 4 |
| ART 219 | Darkroom Photography | 4 |
| ART 221 | Advanced Drawing | 4 |
| ART 222 | Advanced Painting | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 225 | Bodies and Objects | 4 |
| ART 226 | Installation Art | 4 |
| ART 227 | Advanced Printmaking | 4 |
| ART 228 | Film and Video Art: Theatre Works | 4 |
| ART 229 | Digital Photography | 4 |
| ART 239 | Photography and the Artist's Book | 4 |
| ART 248 | Film and Video Art: Ecological Works | 4 |
| ART 264 | Film Stills: Photographs Inspired by Films | 4 |
| ART 290 | Printmaking Workshop | 4 |
| ART 295 | Studio Seminar | 1-4 |
| ART 397 | Advanced Topics In Studio Art | 1-4 |

## Art History Courses

| Code | Title | Hours |
|---|---|---|
| ART 103 | History of Global Art | 3 |
| ART 104 | Topics in World Art | 3 |
| ART 105 | History of Global Architecture | 3 |
| ART 106 | Global Contemporary Art | 3 |
| ART 198 | Study Abroad - Art History | 3 |
| ART 199 | International Studies in Art | 1-4 |
| ART 202 | Special Topics in Art and Science | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 205 | The Architecture of Devotion in South Asia | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 207 | Building Empire: Early Modern Islamic Architecture | 3 |
| ART 208 | Ottoman Art and Architecture | 3 |
| ART 231 | American Visual Arts | 3 |
| ART 232 | Art, Architecture and Gender | 3 |
| ART 233 | Architecture of the Americas | 3 |
| ART 234 | British Art: Nation, Empire, and Identity | 3 |
| ART 235 | Arts of London | 3 |
| ART 236 | Art of East Asia | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 240 | Ancient American Art and Architecture | 3 |
| ART 241 | Ancient Art and Architecture | 3 |
| ART 243 | The Man and the Legend: Images of Alexander the Great in Ancient and Medieval Art | 3 |
| ART 244 | Greek Art and Architecture | 3 |
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 246 | Byzantine Art and Architecture | 3 |
| ART 249 | The Arts of Medieval Spain | 3 |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | 3 |
| ART 251 | Print Culture in East Asia | 3 |
| ART 252 | Romanesque Art and Archiecture | 3 |
| ART 253 | The Gothic Cathedral | 3 |
| ART 254 | Luxury Arts in the Middle Ages | 3 |
| ART 255 | History of Global Furniture | 3 |
| ART 256 | First Nations Art and Architecture of the Americas | 3 |
| ART 257 | Latin American Art and Architecture | 3 |
| ART 258 | The Printed Image in Early Modern Europe | 3 |
| ART 259 | The History of Photography | 3 |
| ART 260 | Classics of World Cinema | 3 |
| ART 260L | Classics of World Cinema Lab | 0 |
| ART 261 | Topics in Film History | 3 |
| ART 265 | Art and Life in Renaissance Europe | 3 |
| ART 266 | Art in the Age of Giotto, Dante, and the Plague | 3 |
| ART 267 | Early Italian Renaissance Art | 3 |

| | | |
|---|---|---|
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art | 3 |
| ART 270 | Northern Renaissance Art | 3 |
| ART 272 | 17th-Century European Art: Politics, Power and Patronage | 3 |
| ART 273 | 18th-Century European Art: the Birth of the Modern World | 3 |
| ART 274 | 17th-Century Dutch Painting | 3 |
| ART 276 | Austrian Art and Architecture | 3 |
| ART 277 | Global Exchange in Early Modern Art and Architecture | 3 |
| ART 281 | 19th-Century European Art: From Enlightenment to Abstraction | 3 |
| ART 282 | Modern Art in Europe and the Americas | 3 |
| ART 284 | Post War/Cold War: Global Art 1945-1990 | 3 |
| ART 286 | Topics in Art and Architectural History | 3 |
| ART 288 | Modern and Contemporary Architecture | 3 |
| ART 294 | Black Art in the US and Great Britain since 1945 | 3 |
| ART 298 | Contemporary Art and Criticism | 3 |
| ART 331 | American Foundations | 3 |
| ART 351 | Topics in Gender and Art | 3 |
| ART 386 | Advanced Topics in Art and Architectural History | 3 |
| ART 394 | Issues in Art History | 4 |
| ART 396 | Art History Seminar | 4 |

## Honors

Qualified students in both the studio and art history areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of department faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

# Art History, Minor

## Requirements

| Code | Title | Hours |
|---|---|---|
| Select four courses in Art History | | |
| | Or three Art History courses and one course that combines art history and studio art or offers direct experience with works of art (for example ART 199, 293, 297) | |
| Select one course in Studio Art | | |

Students may double minor in art history and studio art, but must complete all minor requirements of each.

All courses in the minor must be three or more semester hours.

## Art History Courses

| Code | Title | Hours |
|---|---|---|
| ART 103 | History of Global Art | 3 |
| ART 104 | Topics in World Art | 3 |
| ART 105 | History of Global Architecture | 3 |
| ART 106 | Global Contemporary Art | 3 |
| ART 198 | Study Abroad - Art History | 3 |
| ART 199 | International Studies in Art | 1-4 |
| ART 202 | Special Topics in Art and Science | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 205 | The Architecture of Devotion in South Asia | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 207 | Building Empire: Early Modern Islamic Architecture | 3 |
| ART 208 | Ottoman Art and Architecture | 3 |
| ART 231 | American Visual Arts | 3 |
| ART 232 | Art, Architecture and Gender | 3 |
| ART 233 | Architecture of the Americas | 3 |
| ART 234 | British Art: Nation, Empire, and Identity | 3 |
| ART 235 | Arts of London | 3 |
| ART 236 | Art of East Asia | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 240 | Ancient American Art and Architecture | 3 |
| ART 241 | Ancient Art and Architecture | 3 |
| ART 243 | The Man and the Legend: Images of Alexander the Great in Ancient and Medieval Art | 3 |
| ART 244 | Greek Art and Architecture | 3 |
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 246 | Byzantine Art and Architecture | 3 |
| ART 249 | The Arts of Medieval Spain | 3 |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | 3 |
| ART 251 | Print Culture in East Asia | 3 |
| ART 252 | Romanesque Art and Archiecture | 3 |
| ART 253 | The Gothic Cathedral | 3 |
| ART 254 | Luxury Arts in the Middle Ages | 3 |
| ART 255 | History of Global Furniture | 3 |
| ART 256 | First Nations Art and Architecture of the Americas | 3 |
| ART 257 | Latin American Art and Architecture | 3 |
| ART 258 | The Printed Image in Early Modern Europe | 3 |
| ART 259 | The History of Photography | 3 |
| ART 260 | Classics of World Cinema | 3 |
| ART 260L | Classics of World Cinema Lab | 0 |
| ART 261 | Topics in Film History | 3 |
| ART 265 | Art and Life in Renaissance Europe | 3 |
| ART 266 | Art in the Age of Giotto, Dante, and the Plague | 3 |
| ART 267 | Early Italian Renaissance Art | 3 |
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art | 3 |
| ART 270 | Northern Renaissance Art | 3 |
| ART 272 | 17th-Century European Art: Politics, Power and Patronage | 3 |

| | | |
|---|---|---|
| ART 273 | 18th-Century European Art: the Birth of the Modern World | 3 |
| ART 274 | 17th-Century Dutch Painting | 3 |
| ART 276 | Austrian Art and Architecture | 3 |
| ART 277 | Global Exchange in Early Modern Art and Architecture | 3 |
| ART 281 | 19th-Century European Art: From Enlightenment to Abstraction | 3 |
| ART 282 | Modern Art in Europe and the Americas | 3 |
| ART 284 | Post War/Cold War: Global Art 1945-1990 | 3 |
| ART 286 | Topics in Art and Architectural History | 3 |
| ART 288 | Modern and Contemporary Architecture | 3 |
| ART 294 | Black Art in the US and Great Britain since 1945 | 3 |
| ART 298 | Contemporary Art and Criticism | 3 |
| ART 331 | American Foundations | 3 |
| ART 351 | Topics in Gender and Art | 3 |
| ART 386 | Advanced Topics in Art and Architectural History | 3 |
| ART 394 | Issues in Art History | 4 |
| ART 396 | Art History Seminar | 4 |

## Studio Art Courses

*All studio art courses 200 and above and 110 may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.*

| Code | Title | Hours |
|---|---|---|
| ART 110 | Topics in Studio Art | 1-3 |
| ART 111 | Introduction to Studio Art and Design Fundamentals | 3 |
| ART 112 | Introduction to Painting | 3 |
| ART 113 | Drawing with Digital Integration | 3 |
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 115 | Introduction to Sculpture | 3 |
| ART 117 | Introduction to Printmaking | 3 |
| ART 118 | Introduction to Drawing | 3 |
| ART 119 | Introduction to Darkroom Photography | 3 |
| ART 120 | Introduction to Digital Photography | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 124 | Studio Practice with Digital Integration | 3 |
| ART 125 | Introduction to Conceptual Art | 3 |
| ART 126 | Introduction to Ecological Art | 3 |
| ART 127 | Introduction to Performance Art | 3 |
| ART 128 | Introduction to Social Practice Art | 3 |
| ART 129 | Introduction to Installation Art | 3 |
| ART 210 | Topics in Studio Art | 1-4 |
| ART 211 | Intermediate Drawing | 4 |
| ART 212 | Painting II | 4 |
| ART 213 | Painting III | 4 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 215 | Public Art | 4 |
| ART 216 | Sculpture Fabrication | 4 |
| ART 217 | Intermediate Printmaking | 4 |
| ART 218 | Life Drawing | 4 |
| ART 219 | Darkroom Photography | 4 |
| ART 221 | Advanced Drawing | 4 |
| ART 222 | Advanced Painting | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 225 | Bodies and Objects | 4 |
| ART 226 | Installation Art | 4 |
| ART 227 | Advanced Printmaking | 4 |
| ART 228 | Film and Video Art: Theatre Works | 4 |
| ART 229 | Digital Photography | 4 |
| ART 239 | Photography and the Artist's Book | 4 |
| ART 248 | Film and Video Art: Ecological Works | 4 |
| ART 264 | Film Stills: Photographs Inspired by Films | 4 |
| ART 290 | Printmaking Workshop | 4 |
| ART 295 | Studio Seminar | 1-4 |
| ART 397 | Advanced Topics In Studio Art | 1-4 |

# Studio Art, Minor

## Requirements

| Code | Title | Hours |
|---|---|---|
| Select four courses in Studio Art | | |
| | Or three Studio Art courses and one course that combines art history and studio art or offers direct experience with works of art (for example ART 199, 293, 297) | |
| Select one course in Art History | | |

Students may double minor in art history and studio art, but must complete all minor requirements of each.

All courses in the minor must be three or more semester hours.

## Studio Art Courses

*All studio art courses 200 and above and 110 may be repeated. Prerequisites may be waived with permission of instructor. All studio art courses may be taken with permission of instructor.*

| Code | Title | Hours |
|---|---|---|
| ART 110 | Topics in Studio Art | 1-3 |
| ART 111 | Introduction to Studio Art and Design Fundamentals | 3 |
| ART 112 | Introduction to Painting | 3 |
| ART 113 | Drawing with Digital Integration | 3 |
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 115 | Introduction to Sculpture | 3 |
| ART 117 | Introduction to Printmaking | 3 |
| ART 118 | Introduction to Drawing | 3 |
| ART 119 | Introduction to Darkroom Photography | 3 |
| ART 120 | Introduction to Digital Photography | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 124 | Studio Practice with Digital Integration | 3 |
| ART 125 | Introduction to Conceptual Art | 3 |
| ART 126 | Introduction to Ecological Art | 3 |

| | | |
|---|---|---|
| ART 127 | Introduction to Performance Art | 3 |
| ART 128 | Introduction to Social Practice Art | 3 |
| ART 129 | Introduction to Installation Art | 3 |
| ART 210 | Topics in Studio Art | 1-4 |
| ART 211 | Intermediate Drawing | 4 |
| ART 212 | Painting II | 4 |
| ART 213 | Painting III | 4 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 215 | Public Art | 4 |
| ART 216 | Sculpture Fabrication | 4 |
| ART 217 | Intermediate Printmaking | 4 |
| ART 218 | Life Drawing | 4 |
| ART 219 | Darkroom Photography | 4 |
| ART 221 | Advanced Drawing | 4 |
| ART 222 | Advanced Painting | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 225 | Bodies and Objects | 4 |
| ART 226 | Installation Art | 4 |
| ART 227 | Advanced Printmaking | 4 |
| ART 228 | Film and Video Art: Theatre Works | 4 |
| ART 229 | Digital Photography | 4 |
| ART 239 | Photography and the Artist's Book | 4 |
| ART 248 | Film and Video Art: Ecological Works | 4 |
| ART 264 | Film Stills: Photographs Inspired by Films | 4 |
| ART 290 | Printmaking Workshop | 4 |
| ART 295 | Studio Seminar | 1-4 |
| ART 397 | Advanced Topics In Studio Art | 1-4 |

## Art History Courses

| Code | Title | Hours |
|---|---|---|
| ART 103 | History of Global Art | 3 |
| ART 104 | Topics in World Art | 3 |
| ART 105 | History of Global Architecture | 3 |
| ART 106 | Global Contemporary Art | 3 |
| ART 198 | Study Abroad - Art History | 3 |
| ART 199 | International Studies in Art | 1-4 |
| ART 202 | Special Topics in Art and Science | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 205 | The Architecture of Devotion in South Asia | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 207 | Building Empire: Early Modern Islamic Architecture | 3 |
| ART 208 | Ottoman Art and Architecture | 3 |
| ART 231 | American Visual Arts | 3 |
| ART 232 | Art, Architecture and Gender | 3 |
| ART 233 | Architecture of the Americas | 3 |
| ART 234 | British Art: Nation, Empire, and Identity | 3 |
| ART 235 | Arts of London | 3 |
| ART 236 | Art of East Asia | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 240 | Ancient American Art and Architecture | 3 |
| ART 241 | Ancient Art and Architecture | 3 |
| ART 243 | The Man and the Legend: Images of Alexander the Great in Ancient and Medieval Art | 3 |
| ART 244 | Greek Art and Architecture | 3 |
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 246 | Byzantine Art and Architecture | 3 |
| ART 249 | The Arts of Medieval Spain | 3 |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | 3 |
| ART 251 | Print Culture in East Asia | 3 |
| ART 252 | Romanesque Art and Archiecture | 3 |
| ART 253 | The Gothic Cathedral | 3 |
| ART 254 | Luxury Arts in the Middle Ages | 3 |
| ART 255 | History of Global Furniture | 3 |
| ART 256 | First Nations Art and Architecture of the Americas | 3 |
| ART 257 | Latin American Art and Architecture | 3 |
| ART 258 | The Printed Image in Early Modern Europe | 3 |
| ART 259 | The History of Photography | 3 |
| ART 260 | Classics of World Cinema | 3 |
| ART 260L | Classics of World Cinema Lab | 0 |
| ART 261 | Topics in Film History | 3 |
| ART 265 | Art and Life in Renaissance Europe | 3 |
| ART 266 | Art in the Age of Giotto, Dante, and the Plague | 3 |
| ART 267 | Early Italian Renaissance Art | 3 |
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art | 3 |
| ART 270 | Northern Renaissance Art | 3 |
| ART 272 | 17th-Century European Art: Politics, Power and Patronage | 3 |
| ART 273 | 18th-Century European Art: the Birth of the Modern World | 3 |
| ART 274 | 17th-Century Dutch Painting | 3 |
| ART 276 | Austrian Art and Architecture | 3 |
| ART 277 | Global Exchange in Early Modern Art and Architecture | 3 |
| ART 281 | 19th-Century European Art: From Enlightenment to Abstraction | 3 |
| ART 282 | Modern Art in Europe and the Americas | 3 |
| ART 284 | Post War/Cold War: Global Art 1945-1990 | 3 |
| ART 286 | Topics in Art and Architectural History | 3 |
| ART 288 | Modern and Contemporary Architecture | 3 |
| ART 294 | Black Art in the US and Great Britain since 1945 | 3 |
| ART 298 | Contemporary Art and Criticism | 3 |
| ART 331 | American Foundations | 3 |
| ART 351 | Topics in Gender and Art | 3 |
| ART 386 | Advanced Topics in Art and Architectural History | 3 |

| | | |
|---|---|---|
| ART 394 | Issues in Art History | 4 |
| ART 396 | Art History Seminar | 4 |

# Biochemistry and Molecular Biology (BMB)

Interdisciplinary Major

This interdisciplinary Bachelor of Science major, jointly offered by the Departments of Biology and Chemistry, provides a strong foundation in biological chemistry and molecular biology, and related topics at the interface of these two disciplines. The major is designed to build conceptual understanding and practical and critical thinking skills to address current biological, biochemical, and biomedical challenges. A required research experience spanning multiple semesters, culminating in a senior project, will give students strong experimental skills and provide insight into biochemical and molecular biological experimental approaches and results that demonstrate the function of biological molecules. To graduate with a biochemistry and molecular biology major, students must have a minimum GPA of 2.0 in required and elective BIO, BMB, and CHM courses taken at Wake Forest. At the time of major declaration, students will select a major concentration either in biochemistry or in molecular biology. Policies for transfer credits are set by the biology and chemistry departments, as outlined in their bulletin sections.

## Policies for the Majors and Minors and other Programs of Study

1. The Bachelor of Science in Biochemistry and Molecular Biology, regardless of concentration, cannot be used as a double major with Biology or Chemistry.

2. Due to the number of shared courses, a Biochemistry and Molecular Biology major, regardless of concentration, cannot declare a minor in Biology or Chemistry.

## Contact Information

Biochemistry and Molecular Biology (https://bmb.wfu.edu/)
Wake Downtown Main Office
Phone 336-702-1926
e-mail: bmb@wfu.edu

## Programs

## Major

- Biochemistry and Molecular Biology, B.S.

## Courses

## Biochemistry and Molecular Biology (BMB)

**BMB 301. Special Topics in Biochemistry and Molecular Biology. (3 h)**
Courses in selected special topics in biochemistry and molecular biology. May be repeated for credit if course content differs. P - Prerequisite override required.

**BMB 331. Microbial Physiology. (3 h)**
A molecular study of how prokaryotes obtain the energy and nutrients required to live and reproduce amidst diverse environmental stressors, with an emphasis on structure-function relationships. Topics include molecular bioenergetics, central metabolism, macromolecule biosynthesis, and integration of metabolic events. P-BIO 370/BMB 370/CHM 370 or BIO 332.

**BMB 360. Metabolic Diseases. (3 h)**
Explores genetic and biochemical pathways in the context of inborn errors of metabolism. P-BIO 370/CHM 370/BMB 370.

**BMB 367. Molecular Virology. (3 h)**
Introduces molecular mechanisms of eukaryotic viral replication, viral-cell interactions, viral disease, and immune responses to viral infections . P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BMB 370. Biochemistry I: Macromolecules and Metabolism. (3 h)**
Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BIO 370 and CHM 370. P-any two of the following with associated labs: CHM 122 (or CHM 123), CHM 280 or BIO 265.

**BMB 371L. Advanced Biochemistry Lab. (1.5 h)**
Emphasizes approaches for isolation and analysis of enzymes. Required for BMB major and the chemistry major with concentration in biochemistry. Recommended for research focused students. Also listed as BIO 371L and CHM 371L. Credit allowed for BIO 370L/CHM 370L, or BMB 371L/BIO 371L/CHM 371L, but not both. P or C-BMB 370/BIO 370/CHM 370.

**BMB 372. Advanced Molecular Biology. (3 h)**
Presents molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature. Also listed as BIO 372. P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BMB 372L. Advanced Molecular Biology Laboratory. (1.5 h)**
Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. Also listed as BIO 372L. P or C-BIO 372/BMB 372 or BMB 373/CHM 373.

**BMB 373. Biochemistry II. (3 h)**
Examines the structure, function, and synthesis of proteins and nucleic acids and includes advanced topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. Also listed as CHM 373. P-CHM 223 and BIO 370/BMB 370/CHM 370.

**BMB 376. Biophysical Chemistry. (3 h)**
Fundamentals of physical chemistry applied to biological molecules, including thermodynamics, kinetics, quantum mechanics, and spectroscopy. Emphasizes modern experimental approaches used to analyze biological systems. Also listed as CHM 376. P-CHM 280, BIO/BMB/CHM 370, PHY 114. P or C-MTH 112.

**BMB 381. Epigenetics. (3 h)**
Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease. Also listed as BIO 381. P-BIO 265 and BIO/BMB/CHM 370.

**BMB 381L. Epigenetics Laboratory. (1 h)**
Provides hands-on experiences with genome editing and molecular genetics to address the function and expression of genes. Also listed as BIO 381L. P or C-BIO 381 or prerequisite override required.

**BMB 382. Molecular Signaling. (3 h)**
Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature. Also listed as BIO 382. P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BMB 383. Genomics. (3 h)**
Examines the architecture, expression, and evolution of genomes. Uses current primary literature to examine the functional and evolutionary dynamics of genomes and the modern analytic techniques used to investigate genome-wide phenomena. Also listed as BIO 383. P-BIO 235.

**BMB 383L. Genomics Lab. (1 h)**
Introduces analytic methods and interpretation of genome wide data through practical tutorials. Also listed as BIO 383L. P or C-BIO 383.

**BMB 388. Senior Seminar in Biochemistry and Molecular Biology. (1 h)**
Discussion of contemporary research and introduction to the biochemical and molecular biology literature and research skills and approaches. Pass/Fail only. Senior status required. P-BMB 370/BIO 370/CHM 370.

**BMB 390. Biochemistry and Molecular Biology Research Experience. (0-2 h)**
Research experience and written report for off campus or summer research by prearrangement. Pass/Fail only. May be repeated for credit. P-Prerequisite override required.

**BMB 391. Independent Research. (0.5-2 h)**
Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. P-Prerequisite override required.

**BMB 392. Independent Research. (0.5-2 h)**
Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. P-Prerequisite override required.

**BMB 393. Independent Research. (0.5-2 h)**
Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. P-Prerequisite override required.

**BMB 394. Independent Research. (0.5-2 h)**
Working under the guidance of a faculty member or research staff member, students will conduct an independent research project that involves the collection and analysis of data, and that culminates in a written paper or poster to be submitted to the sponsoring faculty or staff member. P-Prerequisite override required.

**BMB 395. Senior Research Project. (2 h)**
Writing of senior research project or honors thesis. Senior status required. P or C-two of the following: BMB 390/BMB 391/BIO 391/CHM 391, BMB 392/BIO 392/CHM 392.

# Faculty

**Program Coordinator and Charles M. Allen Professor of Biology:** Gloria K. Muday
**Professors** Rebecca Alexander, Patricia Dos Santos, Erik C. Johnson
**Associate Professors** Lindsay Comstock-Ferguson, Sarah McDonald Esstman, James B. Pease, Ke Zhang
**Assistant Professors** Katherine Albanese, Josh Currie, Troy Stich
**Associate Teaching Professor** Diana R. Arnett
**Assistant Teaching Professor** Jesalyn Bolduc, Michael Rizzo

# Biochemistry and Molecular Biology, B.S.

## Requirements

The biochemistry and molecular biology major requires 48 credits of BIO, BMB, or CHM courses, and students will need to take at least two courses from these requirements each semester for adequate progress in the major.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Broad Foundation in Chemistry: * | | |
| CHM 111<br>& 111L | College Chemistry I<br>and College Chemistry I Lab | 4 |
| CHM 280<br>& 280L | College Chemistry II<br>and Theory and Methods of Quantitative Analysis Lab | 4 |
| CHM 122<br>& 122L | Organic Chemistry I<br>and Organic Chemistry I Lab | 4 |
| or CHM 123<br>& 123L | Organic Chemistry I Honors<br>and Organic Chemistry I Honors Lab | |
| CHM 223<br>& 223L | Organic Chemistry II<br>and Organic Chemistry II Lab | 4 |
| Broad Foundation in Biology: * | | |
| BIO 150<br>& 150L | Biology I<br>and Biology I Lab | 4 |
| BIO 160<br>& 160L | Biology II<br>and Biology II Lab | 4 |
| BIO 265 | Cellular and Molecular Biology | 3 |
| BMB Core Sequence: | | |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism (Third Year) | 3 |
| BMB 372 | Advanced Molecular Biology | 3 |
| BMB 373 | Biochemistry II | 3 |
| BMB 371L | Advanced Biochemistry Lab | 1.5 |
| BMB 372L | Advanced Molecular Biology Laboratory | 1.5 |
| BMB 388 | Senior Seminar in Biochemistry and Molecular Biology (Senior year only) | 1 |
| The BMB research requirement of two semesters or summers of research fulfilled by enrolling in two of the following courses: BMB 390, BMB 391, BIO 391, CHM 391, BMB 392, BIO 392, or CHM 392. ** | | 0-6 |
| BMB 395 | Senior Research Project (Senior year only; guided by a faculty member) | 2 |
| Electives | | |
| **Co-Requirements** *** | | |

| | | |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| PHY 113 | General Physics I | 4 |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |

* *These biology and chemistry core courses should be completed in the first two years of study.*

** *At least two semesters or summers of research are required for research performed in a laboratory at Wake Forest University or the Wake Forest School of Medicine.*

****Should also be completed by the end of the third year*.

Candidates for the BS degree in BMB must have a minimum GPA of 2.0 in their biology, chemistry, and BMB courses numbered 200 or above. Required physics and mathematics courses must be taken for a letter grade and may not be taken pass/fail.

Elective courses must be selected from the following list. For course descriptions, see the relevant department's listing in this publication. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. Students choosing the concentration in molecular biology can take any two from the list, while students choosing the biochemistry concentration must take either CHM 376 or CHM 341 and one other elective.

## Elective Courses

| Code | Title | Hours |
|---|---|---|
| BMB 301 | Special Topics in Biochemistry and Molecular Biology | 3 |
| BMB/BIO 381 | Epigenetics | 3 |
| BMB/BIO 382 | Molecular Signaling | 3 |
| BMB/BIO 383 | Genomics | 3 |
| BIO 317 & 317L | Plant Physiology and Development and Plant Physiology and Development Lab (lab is optional) | 3-4 |
| BIO 336 & 336L | Development and Development Lab (lab is optional) | 3-4 |
| BIO 343 | Molecular Neuroscience | 3 |
| BIO 360 | Metabolic Diseases | 3 |
| BIO 362 | Immunology | 3 |
| BIO 365 | Biology of the Cell | 3 |
| BIO 367 | Molecular Virology | 3 |
| BIO 369 | Cancer Biology | 3 |
| BIO 374 | Neuropharmacology | 3 |
| BIO 386 | Genetics & African Diaspora | 3 |
| BIO 388 | Methods in Molecular Genetics | 4 |
| CHM 324 | Medicinal Chemistry I | 3 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 376 | Biophysical Chemistry | 3 |
| CSC/BIO 385 | Bioinformatics | 3 |
| CSC/BIO 387 | Computational Systems Biology | 3 |
| PHY/BIO 307 | Biophysics | 3 |
| PHY 320 | Physics of Biological Macromolecules | 3 |

## Honors

Highly qualified majors may be eligible to graduate with honors in biochemistry and molecular biology if their research project is of sufficient quality. To be awarded the distinction "Honors in Biochemistry and Molecular Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in required and elective BIO, BMB, and CHM courses. Honors students will have begun research before their senior year. Students interested in pursuing an honors degree must obtain preapproval from the program coordinator during the fall of the senior year and enroll in BMB 395 during their senior year. The student must prepare an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to, and approved by, an advisory committee. Honors students are also required to make a short oral presentation at the end of their senior year. For additional information, please consult the program coordinator or BMB faculty advisors.

# Bioethics, Humanities and Medicine (BHM)

Interdisciplinary Minor

The interdisciplinary minor in Bioethics, Humanities and Medicine is designed to foster students' understanding of the ethical dimensions of science, health research and health care delivery; to provide students with the knowledge and skills necessary to engage and analyze these dimensions; to facilitate students' integration of their education in the humanities and their understanding of, and approach to, medicine and health care; and to allow students to bring this interdisciplinary knowledge to bear in medical education and practice.

Contact Information

Center for Bioethics, Health & Society (http://college.wfu.edu/bhmminor/)
Tribble Hall B313, Box 7332
Phone 336-758-4256

## Programs

## Minor

- Bioethics, Humanities and Medicine, Minor

## Courses

**BHM 100. Introduction to Bioethics, Health and Society. (3 h)**
An interdisciplinary study of ethical, social, and policy issues related to clinical medicine, public health, health policy, and human research. Cannot receive credit for both BHM 100 and PHI 161. P-Prerequisite override required.

**BHM 310. The Art and Science of Health and Healing. (3 h)**
Brings together perspectives from the humanities and the clinic to explore health and disease, suffering and dying, as well as the art and science of healing.

**BHM 385. Special Topics in Bioethics, Humanities, and Medicine. (1-3 h)**
Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P-Prerequisite override required.

**BHM 395. Independent Study in Bioethics, Humanities, and Medicine. (1-3 h)**
Reading, research, or internship courses designed to meet the needs and interests of students, to be carried out under the supervision of a faculty member. May be repeated for credit. P-Prerequisite override required.

# Faculty

**Director, Professor of Philosophy** Ana S. Iltis

**Steering Committee**
Simone Caron - Professor of History
Amanda Gengler - Assistant Professor of Sociology
Pat Lord - Teaching Professor of Biology

# Bioethics, Humanities and Medicine, Minor

## Requirements

The minor requires 18 hours. No more than three credits counting towards a major and no more than six credits counting towards another minor can also count towards the Bioethics, Humanities and Medicine minor.

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| BHM 310 | The Art and Science of Health and Healing * | 3 |
| or HMN 370 | Medicine and the Humanities | |
| or HST 339 | Sickness and Health in American History | |
| Select one of the following: | | 3 |
| BHM 100 | Introduction to Bioethics, Health and Society | |
| PHI 161 | Introduction to Bioethics | |
| PHI 367 | Philosophical Theories in Bioethics | |
| BIO 210 | Ethical Decision-Making in Biology and Medicine | |
| Select 6 credit hours of Electives from Group A ** | | 6 |
| Select 6 credit hours of Electives from Group B *** | | 6 |

* For HST 339 to fulfill the core requirement, students must obtain the permission of the instructor and complete assignments designed to fulfill the goals of the core requirement.

** *Courses in Group A must be taken in two different departments.*

*** *Courses in Group B must be taken in two different departments.*

## Group A

| Code | Title | Hours |
|---|---|---|
| BHM 385 | Special Topics in Bioethics, Humanities, and Medicine (with approval of steering committee) | 1-3 |
| BHM 395 | Independent Study in Bioethics, Humanities, and Medicine (with approval of steering committee) | 1-3 |
| ANT 360 | Anthropology of Global Health | 3 |
| ANT 362 | Medical Anthropology | 3 |
| BIO 386 | Genetics & African Diaspora | 3 |
| COM 345 | Rhetoric of Science and Technology | 3 |
| COM 355 | Survey of Health Communication | 3 |
| COM 356 | Health Communication: Patient-Provider | 3 |
| COM 357 | Health Communication Campaigns | 3 |
| COM 358 | Health Communication and Bioethics | 3 |
| COM 361 | Family Communication and Health across the Lifespan | 3 |
| COM 364 | Narrative, Communication, and Health | 3 |
| COM 370 | Special Topics (when taught as Health Policy Communication) | 1-3 |
| CNS 334 | Ethics in Health and Human Services | 3 |
| CNS 335 | Health and Human Services in a Diverse Society | 3 |
| ECN 240 | Economics of Health and Medicine | 3 |
| HES 360 | Epidemiology | 3 |
| HPA 150 | Introduction to Public Health | 3 |
| SOC 329 | Health Inequalities | 3 |
| SOC 331 | The Social and Legal Contexts of Medicine | 3 |
| SOC 335 | Sociology of Health and Illness | 3 |
| SOC 336 | Money, Markets and Medicine | 3 |
| SOC 368 | Death and Dying | 1.5 |
| SOC 369 | Social Movements | 3 |
| SOC 383 | Special Topics Seminar in Medicine and Health Care | 3 |
| WGS 330 | Gender and the Politics of Health | 3 |

## Group B

| Code | Title | Hours |
|---|---|---|
| BHM 310 | The Art and Science of Health and Healing *** | 3 |
| BHM 385 | Special Topics in Bioethics, Humanities, and Medicine (with approval of steering committee) | 1-3 |
| BHM 395 | Independent Study in Bioethics, Humanities, and Medicine (with approval of steering committee) | 1-3 |
| BIO 210 | Ethical Decision-Making in Biology and Medicine * | 3 |
| ENG 175 | Studies in American Literature (when taught as Narrative Medicine) | 3 |
| HMN 365 | Humanity and Nature | 3 |
| HMN 370 | Medicine and the Humanities *** | 3 |
| HST 113 | Health, Disease and Healing in World History | 3 |
| HST 339 | Sickness and Health in American History (if HST 339 is not used to fulfill core requirement) | 3 |
| PHI 161 | Introduction to Bioethics ** | 3 |
| PHI 163 | Introduction to Environmental Ethics **** | 3 |
| PHI 359 | Environmental Ethics **** | 3 |
| PHI 360 | Ethics | 3 |

| | | |
|---|---|---|
| PHI 367 | Philosophical Theories in Bioethics *** | 3 |
| PHI 368 | Concepts of Health & Disease | 3 |
| PHI 382 | Seminar in Public Philosophy (When taught as Bioethics) | 3 |
| REL 307 | Magic, Science and Religion | 3 |
| REL 329 | Asian Medicine, Health, and Healing Traditions | 3 |
| REL 330 | Pope, Jefferson and Imam: A Study in Comparative Ethics | 3 |
| REL 380 | Islamic Bioethics | 3 |
| REL 390 | Special Topics in Religion (Environmental Ethics) **** | 1.5-3 |

* *If* PHI 367 *is used to fulfill core requirement and if* PHI 161 *is not used as a Group B elective.*

** *If* PHI 367 *is used to fulfill core requirement and if* BIO 210 *is not used as a Group B elective.*

*** *Can only be used as a Group B elective if it is not used to fulfill a core requirement.*

**** *Only one of these courses (PHI 163, PHI 359, or REL 390 Special Topics (Environmental Ethics) may be used as a Group B elective.*

Other courses, including Special Topics courses in a number of departments, may be suitable as electives in the minor. These courses can be counted toward the minor with the approval of the interdisciplinary minor in Bioethics, Humanities and Medicine committee.

# Biology (BIO)

The department offers programs leading to Bachelor of Arts and Bachelor of Science degrees in biology. Students electing to major in biology should consult with their major advisor to determine which degree program is most appropriate for their current career objectives. The requirements for completion of Biology degree programs are those in effect at the time of the declaration of the major, as the curriculum and the departmental requirements may change slightly during the student's period of residence.

**Special Note.** Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy the divisional requirement.

## Contact Information

Department of Biology (http://college.wfu.edu/biology/)
Winston Hall 226, Box 7325
Phone 336-758-5322

## Programs

### Majors

- Biology, B.A.
- Biology, B.S.

### Minor

- Biology, Minor

## Courses

### Biology (BIO)

All BIO courses numbered 211 through 399 require BIO 150, BIO 150L, BIO 160, and BIO 160L as prerequisites. Additional prerequisites may be required and are noted in individual course descriptions.

Under special circumstances, an exceptional student lacking a prerequisite for a particular course may be allowed to enroll in that course by receiving a prerequisite override from the instructor.

The same numbered course cannot be repeated unless it is a topics course (BIO 301-BIO 306) with a different title.

A maximum of four hours of research in biology (BIO 390, BIO 391, and/or BIO 392) may be applied toward the major, but an additional four hours in research (BIO 392, BIO 393, and/or BIO 394) may be taken and applied as elective hours towards graduation. Research courses should be taken in consecutive order. Only BIO major and minors are eligible to receive BIO credit for research. Only BA majors are eligible to take BIO 399.

**BIO 101. Biology and the Human Condition. (4 h)**
Introduction to basic principles in biology, emphasizing recent advances in biology in the context of their ethical, social, political, and economic considerations. Intended for students with little or no previous experience in biology. BIO 101 is not recommended for those pursuing a career in the health professions or who are planning to continue in biology. Does NOT count toward the biology major or minor. Credit not given for both BIO 101 and BIO 111. C-BIO 101L. (D)

**BIO 101L. Biology and the Human Condition-Lab. (0 h)**
Lab only. No credit.

**BIO 105. Plants and People. (4 h)**
Explores the numerous associations between plants and people, the fundamental importance of plant diversity to humans and their role in the sustainability of the biosphere. This course is intended for students with little or no previous experience in biology and does NOT count toward the major or minor in Biology. (D)

**BIO 111. Biological Principles. (4 h)**
Study of the general principles of living things with focus on the cellular, organismal, and population levels of biological organization, emphasizing the role of heredity and evolution in these systems. Used as equivalent credit for prior college level or transfer course work only. Does NOT count toward the major or minor in biology. Credit not given for both BIO 101 and BIO 111. (D)

**BIO 111L. Biological Principles Lab. (0 h)**
Lab only. No credit.

**BIO 150. Biology I. (3 h)**
Introduction to macromolecules, cells, tissues, and resource acquisition. Both BIO 150 and BIO 150L must be taken to meet the divisional requirement. May not be taken Pass/Fail. (D)

**BIO 150L. Biology I Lab. (1 h)**
May not be taken Pass/Fail. P or C-BIO 150.

**BIO 160. Biology II. (3 h)**
Introduction to molecular genetics, evolution, ecology, and the environment. May not be taken Pass/Fail. P-BIO 150.

**BIO 160L. Biology II Lab. (1 h)**
May not be taken Pass/Fail. P-BIO 150 and 150L. P or C-BIO 160.

**BIO 202. Bird Taxonomy (Florida). (2 h)**
Immersion in bird taxonomy and ecology, conducted in southern Florida during six days of Spring Break. Two on-campus meetings are followed by a trip to top birding sites in North America, viewing over 100 species and covering most of the world's orders of birds. Out-of-pocket costs for food, transportation, and lodging expected to be $200 or less. P-Prerequisite override required.

**BIO 208. Understanding Climate Change. (1.5 h)**
Introduction to the scientific evidence for climate change.

**BIO 210. Ethical Decision-Making in Biology and Medicine. (3 h)**
Examines contemporary issues in bioethics, including responsible conduct in research, implications of technological advances in biology, environmental issues, and controversies in health care and medical practice.

**BIO 212. Biodiversity. (4 h)**
Investigates the history of life on earth and examines its diversification in an evolutionary and ecological context. Lectures cover the mechanisms of biological diversification and survey life on earth. Labs introduce students to the broad diversity of life through exercises with living organisms. P-BIO 150, 150L, 160, and BIO 160L. (D)

**BIO 220. Introduction to Earth Science. (3 h)**
Explores Earth's origin and history as well as the internal and external forces and processes that shape the planet. Emphasis on plate tectonics, natural hazards, Earth materials, the hydrosphere, climate, and deep time. Also listed as ENV 220.

**BIO 225. Field Biology and Natural History. (3 h)**
Provides a hands-on study of organisms in their natural habitats with an emphasis on local North Carolina biodiversity. Well-established sampling methods in field biology are blended with emerging technologies. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 235. Genetics. (3 h)**
Exploration of genetic inheritance, molecular genetics, population genetics, and genomics. Intended as an intermediate course for developing skills towards advanced studies in genetics, evolution, ecology, and molecular biology. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 245. Comparative Animal Physiology. (3 h)**
Introduction to animal physiology in the context of animal diversity and evolution. P-BIO 150, BIO 150L, and BIO 160. P or C- BIO 160L.

**BIO 265. Cellular and Molecular Biology. (3 h)**
Exploration of the molecular mechanisms of cellular functions. P-BIO 150, BIO 150L, and BIO 160. P or C- BIO 160L.

**BIO 301. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 302. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 303. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 304. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 305. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 306. Topics in Biology. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs. Prerequisites may vary; check with the department.

**BIO 307. Biophysics. (3 h)**
Introduction to macromolecules with studies of important biophysical tools, such as sedimentation, centrifugation, electrophoresis, X-ray crystallography, absorption and emission light spectroscopy, fluorescence, single molecule techniques and a survey of membrane biophysics. Also listed as PHY 307. P-BIO 150, PHY 113 or 123, PHY 114 or 124, or prerequisite override required.

**BIO 308. Biomechanics. (3 h)**
Analyzes the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 308L. Biomechanics Lab. (1 h)**
Laboratory study of biomechanics. P or C-BIO 308.

**BIO 309. Comparative Anatomy. (4 h)**
Study of the vertebrate body from an evolutionary, functional, and developmental perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 311. Ecology and Conservation Biology of Coral Reefs. (4 h)**
In-depth study of the various biotic and abiotic components that come together to structure ecosystem function and biodiversity at all spatial scales in one of Earth's most productive and diverse environments, yet one most threatened by human use and climate change. Lab component is a one-week field trip over Spring Break. Fees are associated with the required travel component of the course. Interested students are advised to inquire about available scholarships. P-BIO 150, 150L, 160, 160L and prerequisite override required.

**BIO 313. Herpetology. (4 h)**
Explores the biology of reptiles and amphibians, emphasizing their unique morphological, physiological, behavioral and life-history adaptations, and their evolutionary relationships. The lab consists mostly of field trips. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 314. Evolution. (3 h)**
Study of the evolutionary analysis of biological change in populations, lineages, and the history of Earth. Explores reconstruction of evolutionary histories, adaptation, complexity, and biodiversity through primary literature. P-BIO 150, 150L, 160, and BIO 160L..

**BIO 314L. Evolution Lab. (1 h)**
Introduces evolutionary analytic methods and interpretation of trait and molecular data through practical tutorials. P or C-BIO 314.

**BIO 315. Population Genetics. (3 h)**
Study of the amount and distribution of genetic variation in populations of organisms and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures introduce theoretical studies and include discussion of molecular and phenotypic variation in natural populations. P-BIO 235. (QR)

**BIO 315L. Population Genetics Lab. (1 h)**
Introduces quantitative modeling of population genetic dynamics, and experiments using populations of organisms. P or C-BIO 315.

**BIO 316. Biology of Birds. (4 h)**
Lecture plus lab course emphasizing ecological and evolutionary influences on the physiology, behavior, diversity, and population biology of birds, and case studies in conservation biology. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 317. Plant Physiology and Development. (3 h)**
Examines the molecular mechanisms that control growth, development, and physiological processes of plants. Control of these processes is examined on genetic, biochemical, and whole plant levels. P-BIO 265.

**BIO 317L. Plant Physiology and Development Lab. (1 h)**
Consists of structured experiments and an independently designed research project. P or C-BIO 317.

**BIO 319. Biology of Soils. (3 h)**
A survey of soil structure and biodiversity, with a detailed study of ecological interactions within soil communities and the impact of the soil biota on soil formation, nutrient cycling, and bioremediation within pristine, managed, and damaged soils. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 319L. Biology of Soils Lab. (1 h)**
Laboratory study of physical, chemical, and biological methods for analyzing the soil habitat. P or C-BIO 319.

**BIO 323. Animal Behavior. (3 h)**
A survey of laboratory and field research on animal behavior. P-BIO 150, 150L, 160, or BIO 160L.

**BIO 323L. Animal Behavior Lab. (1 h)**
Laboratory study of animal behavior. P or C-BIO 323.

**BIO 324. Hormones and Behavior. (3 h)**
Exploration of the mechanisms of hormonal influences on behavior. P-BIO 150, BIO 150L, BIO 160, BIO 160L AND either BIO 245, HES 350 OR PSY 220.

**BIO 327. Mycology: Biology of Fungi. (4 h)**
Introduces fungi, their evolution and natural taxonomy; cell and molecular biology; genetics, mating, and development; primary and secondary biochemistry; and their interactions with other organisms and the environment. Lab introduces culturing, microscopic and molecular techniques. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 330. Land and Natural Resource Management. (3 h)**
Provides a fundamental understanding of land and resource management. The major focus is on federal oversight and policies but state, local, non-profit, and international aspects are included. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 331. Microbial Physiology. (3 h)**
A molecular study of how prokaryotes obtain the energy and nutrients required to live and reproduce amidst diverse environmental stressors, with an emphasis on structure-function relationships. Topics include molecular bioenergetics, central metabolism, macromolecule biosynthesis, and integration of metabolic events. P-BIO 370/BMB 370/CHM 370 or BIO 332.

**BIO 332. Microbiology. (4 h)**
Overview of the biology of microorganisms with emphasis on prokaryotes. Topics include cell structure and function, genetics and evolution, metabolic and ecological diversity, and medical microbiology. Lab emphasizes inquiry-based study of environmental microorganisms through a blend of classical and modern techniques. P-CHM 122 (or CHM 123) and BIO 150, BIO 150L, BIO 160, and BIO 160L.

**BIO 334. Parasitology. (4 h)**
Survey of protozoan, helminth, and arthropod parasites with a focus on cellular biology, life cycles, host-parasite relationships, and public health implications. Laboratory emphasizes microscopy-based techniques for examining parasite morphology and intracellular structures. P-BIO 265.

**BIO 336. Development. (3 h)**
Study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P-BIO 265.

**BIO 336L. Development Lab. (1 h)**
Laboratory study of the molecular, cellular, and anatomical aspects of embryonic development of invertebrate and vertebrate animals. P or C-BIO 336.

**BIO 339. Animal Cognition. (3 h)**
A survey of learning, reasoning and social cognition in animals, with an emphasis on species other than widely-used models such as rodents or primates. Classes are initially mostly lecture, and then mostly discussion of empirical studies from the primary literature. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 340. Ecology. (4 h)**
Introduction to the interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. P-BIO 150, 150L, 160, and BIO 160L. (QR)

**BIO 341. Marine Biology. (3 h)**
Introduction to marine organismal and habitat diversity and marine ecological processes. P-BIO 150, 150L, 160, and BIO 160L and C-BIO 341L.

**BIO 341L. Marine Biology. (1 h)**
Develops practical knowledge of marine environments through extensive field work. C-BIO 341.

**BIO 342. Oceanography. (4 h)**
Introduces the geological, physical, chemical, and biological processes that govern the global oceans and their role in climate change. Lab focus is on tools and research questions pertinent to the field of biological oceanography and includes a five-day field trip over Fall Break. Fees are associated with the required travel component of the course. Interested students are advised to inquire about available scholarships. P-CHM 111 and BIO 150, 150L, 160, and BIO 160L and prerequisite override required.

**BIO 343. Molecular Neuroscience. (3 h)**
Investigates the cellular and molecular basis of neural function, including the molecular basis of neurological disorders. P-BIO 245 or BIO 265.

**BIO 346. Neurobiology. (3 h)**
Studies electrical and chemical signaling allowing nerve cell communication as the starting point for investigating molecular, cellular, and systems-level mechanisms underlying the generation and control of behavior. P-BIO 245 or NEU 200.

**BIO 346L. Neurobiology Lab. (1 h)**
Laboratory emphasizing electrophysiological techniques with experiments from the cellular to the behavioral level. Students will design and complete their own projects. C-BIO 346.

**BIO 348. Physiological Plant Ecology. (3 h)**
Provides a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 348L. Physiological Plant Ecology. (1 h)**
Physiological plant ecology lab. P or C-BIO 348.

**BIO 349. Tropical Biodiversity of the Amazon and Andes. (4 h)**
Intensive field course in tropical biodiversity focusing on ecosystems, natural resource management, and conservation. Students will travel to major tropical biomes in the vast tropical wildernesses. Lectures emphasize the basic ecological principles important in each ecosystem. Field-based labs focus on student-designed projects. Offered in the summer only. Fees are associated with the required travel component of the course. Interested students are advised to inquire about available scholarships. Prerequisite override required.

**BIO 352. Developmental Neuroscience. (4 h)**
Examines the development of neural structures and the plasticity of the mature nervous system. Laboratory covers the basics of embryology, immunocytochemistry, and primary neuron culture. P- BIO 265 or BIO 343 or BIO 346/BIO 346L.

**BIO 353. Functional Neuroanatomy. (3 h)**
Focuses on the functional organization of the vertebrate central nervous system, including regions, systems, and circuits, with emphasis on application to current topics, neuropathology, and clinical cases. P-BIO 245 or NEU 200 or HES 350.

**BIO 354. Methods in Neuroscience. (3 h)**
Introduces the techniques used in the field of neuroscience. Anatomical, physiological, molecular and behavioral methods are covered through lectures, laboratory work, and reading the primary literature. Also offered in Salamanca. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 354L. Neuroscience Methods Lab. (1 h)**
Introduces the techniques used in the field of neuroscience. Offered in Salamanca. (C-BIO 354)

**BIO 356. Ecology and Resource Management of Southeast Australia. (4 h)**
Intensive field-oriented course focusing on ecosystems, natural resource management and environmental conservation of southeastern Australia. Students travel to major biomes including sub-tropical rainforests, coral reefs and the Australian urban environment. Laboratories are field-based, with some consisting of student-designed projects. Taught only in summers in Australia. Fees are associated with the required travel component of the course. Interested students are advised to inquire about available scholarships. P-BIO 150, 150L, 160, and BIO 160L and prerequisite override required.

**BIO 360. Metabolic Diseases. (3 h)**
Explores genetic and biochemical pathways in the context of inborn errors of metabolism. P-BIO 370/CHM 370/BMB 370.

**BIO 361. Principles of Biological Microscopy. (4 h)**
Introduces the fundamentals of biological imaging techniques. Students will explore a variety of microscopic methods as well as image acquisition, post-image processing, and scientific figure creation. Emphasis will be on both a theoretical and practical understanding of microscopic imaging principles. Concepts of experimental design and data critique will be explored through student projects and presentations. P-BIO 265.

**BIO 362. Immunology. (3 h)**
Study of the components and protective mechanisms of the human immune system, including innate and acquired immunity. P-BIO 265.

**BIO 363. Sensory Biology. (3 h)**
Introduction to sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Also offered in Salamanca. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 363L. Sensory Biology Lab. (1 h)**
Laboratory emphasizing electrophysiological and behavioral techniques to examine sensory systems. Students will design and complete their own projects. C-BIO 363.

**BIO 365. Biology of the Cell. (3 h)**
Lecture course on classic and recent experiments in cell biology. Analysis and interpretation of experimental data from the primary literature is emphasized. P-BIO 265.

**BIO 365L. Biology of the Cell Lab. (1 h)**
Laboratory course introducing basic techniques in cell biology, leading to an independent project. P or C-BIO 365.

**BIO 367. Molecular Virology. (3 h)**
Introduces molecular mechanisms of eukaryotic viral replication, viral-cell interactions, viral disease, and immune responses to viral infections . P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BIO 367L. Molecular Virology Lab. (1 h)**
Provides hands-on experience with modern molecular virology techniques. Students will learn how to cultivate, quantify, and detect eukaryotic viruses. P or C-BIO 367.

**BIO 368. Cells and Molecules of Disease. (3 h)**
Examines defects in molecular and cellular mechanisms that underlie disease states. P-BIO 265.

**BIO 368L. Cells and Molecules of Disease Lab. (1 h)**
Use of microscopy and histological techniques to identify changes to normal cells and tissues as a result of disease. Lab is 3 hours. P or C-BIO 368.

**BIO 369. Cancer Biology. (3 h)**
Analysis of molecular and cellular mechanisms that transform normal cells, trigger abnormal proliferation, and lead to tumor formation. Emphasis is on the biological basis of cancer, with some exploration of clinical consequences. P-BIO 235 or BIO 245 or BIO 265.

**BIO 370. Biochemistry I: Macromolecules and Metabolism. (3 h)**
Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BMB 370 and CHM 370. P-any two of the following with associated labs: CHM 122 (or CHM 123), CHM 280 or BIO 265.

**BIO 370L. Biochemistry Lab. (1 h)**
Overview of biochemical approaches to study structure and function of macromolecules. Does not count towards the chemistry major with concentration in biochemistry. Also listed as CHM 370L. Credit allowed for CHM 370L/BIO 370L or CHM 371L/BIO 371L/BMB 371L, but not both. P or C-CHM 370/BIO 370/BMB 370.

**BIO 371L. Advanced Biochemistry Lab. (1.5 h)**
Emphasizes approaches for isolation and analysis of enzymes. Required for BMB major and the chemistry major with concentration in biochemistry. Recommended for research focused students. Also listed as CHM 371L and BMB 371L. Credit allowed for BIO 370L/CHM 370L, or BMB 371L/BIO 371L/CHM 371L, but not both. P or C-BMB 370/BIO 370/CHM 370.

**BIO 372. Advanced Molecular Biology. (3 h)**
Presents molecular mechanisms by which stored genetic information is expressed including the mechanisms for and regulation of gene expression, protein synthesis, and genome editing. Emphasizes analysis and interpretation of experimental data from the primary literature. Also listed as BMB 372. P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BIO 372L. Advanced Molecular Biology Laboratory. (1.5 h)**
Introduces modern methods of molecular biology to analyze and manipulate expression of genes and function of gene products. Also listed as BMB 372L. P or C-BIO 372/BMB 372 or BMB 373/CHM 373.

**BIO 374. Neuropharmacology. (3 h)**
Introduces how pharmacological agents affect cellular and molecular functions in the nervous system of normal and disease states. Lecture and case studies will be used to examine topics including drugs targeting mood and emotion, memory and dementia, and movement disorders. Drugs of abuse and the neurological basis of addiction will also be evaluated. P-BIO 150, 150L, 160, and BIO 160L AND either BIO 265 or NEU 200.

**BIO 379. Introduction to Geographic Information Systems (GIS). (3 h)**
Introduces the concepts and use of GIS as a mapping and analytical tool with emphasis on applications in environmental modeling, global change, sociodemographic change, and site suitability analyses. Students may not receive credit for both ENV 379 and BIO 379. C-BIO 379L. P-BIO 150, 150L, 160, and BIO 160L or prerequisite override required.

**BIO 379L. Geographic Information Systems (GIS) Lab. (1 h)**
Students may not receive credit for both ENV 379L and BIO 379L. C - BIO 379.

**BIO 380. Biostatistics. (3 h)**
Introduction to inferential methods in biology. Focuses on recognizing, quantifying, and communicating uncertainty in biological data. Topics include summarizing data, making predictions, and testing hypotheses. Special emphasis on communicating statistics to scientific and general audiences. P-BIO 150, 150L, 160, and BIO 160L. (QR)

**BIO 381. Epigenetics. (3 h)**
Studies the molecular mechanisms for inheritance of genome modifications. Uses primary literature to explore the environmental and developmental signals that influence epigenetic controls of gene expression and disease. Also listed as BMB 381. P-BIO 265 and BIO/BMB/CHM 370.

**BIO 381L. Epigenetics Laboratory. (1 h)**
Provides hands-on experiences with genome editing and molecular genetics to address the function and expression of genes. Also listed as BMB 381L. P or C-BIO 381 or prerequisite override required.

**BIO 382. Molecular Signaling. (3 h)**
Examines the molecular and biochemical mechanisms by which hormones, neurotransmitters, and other signaling molecules act to change growth, development, and physiological and behavioral responses of organisms with a focus on discussion of primary literature. Also listed as BMB 382. P-BIO 265 and BIO 370/BMB 370/CHM 370.

**BIO 383. Genomics. (3 h)**
Examines the architecture, expression, and evolution of genomes. Uses current primary literature to examine the functional and evolutionary dynamics of genomes and the modern analytic techniques used to investigate genome-wide phenomena. Also listed as BMB 383. P-BIO 235.

**BIO 383L. Genomics Lab. (1 h)**
Introduces analytic methods and interpretation of genome wide data through practical tutorials. Also listed as BMB 383L. P or C-BIO 383.

**BIO 385. Bioinformatics. (3 h)**
Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Credit not allowed for both BIO 385 and CSC 385 or PHY 385. P-BIO 150, 150L, 160, and BIO 160L (and CSC 201 or 221 if taken as CSC 385) or prerequisite override required.

**BIO 386. Genetics & African Diaspora. (3 h)**
Study of modern human population divergence from a genomic perspective, focusing on the role of parasites in driving evolutionary adaptations. Explores the intersection of genetic diversity, health and disease in humans of the African diaspora. P-BIO 265. (SWC)

**BIO 387. Computational Systems Biology. (3 h)**
Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication. Credit not allowed for both BIO 387 and CSC 387. P-BIO 150, 150L, 160, and BIO 160L (and CSC 201 or 221 if taken as CSC 387) or prerequisite override required.

**BIO 388. Methods in Molecular Genetics. (4 h)**
Hybrid lecture/laboratory course gives students a hands-on introduction to a diverse array of techniques commonly used in molecular genetics laboratories. P-BIO 150, 150L, 160, and BIO 160L.

**BIO 390. Mentored Research. (2 h)**
Introduces the technology and techniques of research. Working under the supervision of a faculty member or research staff, students will obtain experience in experimental design and analysis. Credit not given for both BIO 390 and BIO 391. Satisfies the research requirement for the BA and BS degrees. Pass/Fail only. P-BIO 150, 150L, 160, 160L, and prerequisite override required.

**BIO 391. Independent Research. (2 h)**
Students participate in a research project involving collection or analysis of data to investigate a defined research question. Students are required to submit a written paper or poster documenting research progress. The same numbered course cannot be repeated. Subsequent courses must be taken in consecutive order. Credit not given for both BIO 390 and BIO 391. Satisfies the research requirement for the BA and BS degree. May not be taken pass/fail. P-BIO 150, 150L, 160, 160L and prerequisite override required.

**BIO 392. Independent Research. (2 h)**
Continuation of research beyond BIO 391. Students are required to submit a written paper or poster documenting research progress. The same numbered course cannot be repeated. Pass/Fail option. P-BIO 391 and prerequisite override required.

**BIO 393. Research in Biology. (2 h)**
Continuation of research beyond BIO 392. Students are required to submit a written paper or poster documenting research progress. The same numbered course cannot be repeated. Pass/Fail option. P-BIO 392 and prerequisite override required.

**BIO 394. Research in Biology. (2 h)**
Continuation of research beyond BIO 393. Students are required to submit a written paper or poster documenting research progress. The same numbered course cannot be repeated. Pass/Fail option. P-BIO 393 and prerequisite override required.

**BIO 399. Mentored Biology. (2 h)**
Students explore career opportunities in biology-related fields or experiences. Students are required to submit a written paper or poster describing research internship or experience to their advisor. Plans must be approved in advance by the advisor. Course can be repeated for credit, but only 4 total hours will count toward the BA BIO major. Does not count toward the BS BIO major or the BIO minor. Pass/Fail only. P-BIO 150, 150L, 160, 160L and prerequisite override required.

# Faculty

**Chair** Erik C. Johnson
**Andrew Sabin Family Foundation Presidential Chair in Conservation Biology** Miles R. Silman
**Charles M. Allen Professor of Biology** Gloria K. Muday
**Reynolds Babcock Chaired Professor of Biology** William K. Smith
**Reynolds Professor** Susan E. Fahrbach
**Professors** David J. Anderson, T. Michael Anderson, Miriam A. Ashley-Ross,James F. Curran, Erik C. Johnson, Clifford W. Zeyl
**Teaching Professors** A. Daniel Johnson, Anna Kate Lack
**Associate Professors** Sarah Esstman, Sheri A. Floge, James B. Pease, Ke Reid, Brian W. Tague
**Associate Teaching Professors** Diana R. Arnett
**Assistant Professors** Regina J. Cordy, Joshua Currie, Nicholas Kortessis, Lara do Amaral Silva
**Assistant Teaching Professor** Anna Parker, Andrew R. St. James
**Director of Microscopy** Glen S. Marrs

# Biology, B.A.

## Requirements

Requires at least 34 hours in the department.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| BIO 160 & 160L | Biology II and Biology II Lab | 4 |
| Select at least three 300-level four-hour Biology courses | | 12 |
| BIO 390 | Mentored Research | 2 |
| or BIO 391 | Independent Research | |
| or BIO 399 | Mentored Biology | |
| Additional hours in Biology beyond BIO 201 | | 12 |
| **Co-Requirements** | | |
| Choose five of the following * | | 15-20 |

* *Note that co-requirements cannot be satisfied with courses that are cross-listed between Biology and another department or between Biology and the BMB major. Co-required courses may be used to satisfy a minor in another department or interdisciplinary program but cannot be counted toward a second major. Note that some of the courses listed may have non-BIO prerequisites.*

| Code | Title | Hours |
|---|---|---|
| Any CHM course at the 100-, 200-, 300-level except CHM 108, 301, 302, 381, 390, 391, 392, or CHM 395 | | |
| ANT 113 | Introduction to Biological Anthropology | 3 |
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ANT 360 | Anthropology of Global Health | 3 |
| ANT 362 | Medical Anthropology | 3 |
| ANT 366 | Human Evolution | 3 |
| ANT 368 | Human Osteology | 4 |
| CNS 335 | Health and Human Services in a Diverse Society | 3 |
| CNS 340 | Professional Orientation to Health and Human Services | 3 |
| COM 345 | Rhetoric of Science and Technology | 3 |
| COM 356 | Health Communication: Patient-Provider | 3 |
| COM 358 | Health Communication and Bioethics | 3 |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |
| ECN 240 | Economics of Health and Medicine | 3 |
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| EDU 201 | Educational Policy and Practice | 3 |
| EDU 311 | Learning and Cognitive Science | 3 |
| ENG 341 | Literature and the Environment | 3 |
| ENG 361 | Literature and Science | 3 |
| HES 262 | Statistics in the Health Sciences | 3 |
| HES 350 | Human Physiology | 3 |
| HES 352 | Human Gross Anatomy | 4 |
| HES 360 | Epidemiology | 3 |
| HMN 365 | Humanity and Nature | 3 |
| HPA 150 | Introduction to Public Health | 3 |
| HST 113 | Health, Disease and Healing in World History | 3 |
| HST 339 | Sickness and Health in American History | 3 |
| JOU 375 | Special Topics in Journalism (when topic is Environmental and Science Reporting) | 1-3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| PHY 113 | General Physics I | 4 |
| PHY 114 | General Physics II | 4 |
| PHY 120 | Physics and Chemistry of Environment | 4 |
| PHY 123 | General Physics I - Studio Format | 4 |
| PHY 124 | General Physics II - Studio Format | 4 |
| POL 281 | Environmental Political Thought | 3 |
| REL 307 | Magic, Science and Religion | 3 |
| REL 329 | Asian Medicine, Health, and Healing Traditions | 3 |
| REL 341 | Religion and Ecology | 3 |
| STA 111 | Elementary Probability and Statistics | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |
| WRI 320 | Writing in and about Science: Scientists as Writers and Writers as Scientists | 3 |

For the B.A. major, the schedule of biology and related courses is flexible. After completing BIO 150, BIO 150L, BIO 160, and BIO 160L, students should select courses from the 200- and 300-levels in accord with their interests and career goals. Students may elect to take BIO 150, BIO 150L, BIO 160, and BIO 160L in the first year, BIO 150 and BIO 150L only in the first year, or take BIO 150, BIO 150L, BIO 160, and BIO 160L in fall and spring of the second year. Students taking the B.A. major with an interest in a health profession career are advised to take CHM 111 and CHM 111L in the fall of the first year and to select additional co-requirements after consulting with a health professions advisor.

A maximum of four hours of 390-sequence courses may be counted as hours in the major, but an additional four hours may be taken and applied toward graduation as elective hours. A minimum GPA of 2.0 in biology courses taken at Wake Forest is required for graduation with a major in biology. The Biology Department may require participation in assessment activities as part of ongoing program evaluation.

## Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in biology during the Fall Semester of their senior year. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Students are also required to make a short oral presentation to the Biology department at the end of Spring Semester. Specific details regarding the honors program, including selecting an advisor and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental Undergraduate Research Committee.

# Biology, B.S.

## Requirements

Requires at least 34 hours in the department.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| BIO 160 & 160L | Biology II and Biology II Lab | 4 |
| Select at least three 300-level four-hour Biology courses | | 12 |
| BIO 390 | Mentored Research | 2 |
| or BIO 391 | Independent Research | |
| Additional hours in Biology beyond BIO 201 | | 12 |
| **Co-Requirements** | | |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| STA 111 | Elementary Probability and Statistics * | 4 |
| Choose three of the following ** | | 9-12 |

* *STA 111 is recommended, but this co-requirement may also be fulfilled by one of the following: HES 262, PSY 211, SOC 271, or STA 112. BIO 380 may be used to fill this requirement, but in that case cannot be counted toward the major requirement as hours in biology. Similarly STA 112 may be used to fill this requirement but in that case cannot be counted towards the major requirement as an "other" co-requisite course.*

** *Note that co-requirements cannot be satisfied with courses that are cross-listed between Biology and another department or between Biology and the BMB major. Co-required courses may be used to satisfy a minor in another department or interdisciplinary program but cannot be counted toward a second major. Note that some of the courses listed may have non-BIO prerequisites.*

| Code | Title | Hours |
|---|---|---|
| Any CHM course at the 100-, 200-, or 300-level except CHM 108, 301, 302, 381, 390, 391, 392, or CHM 395 | | |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| PHY 113 | General Physics I | 4 |
| PHY 114 | General Physics II | 4 |
| PHY 123 | General Physics I - Studio Format | 4 |
| PHY 124 | General Physics II - Studio Format | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |

For the B.S. major, the schedule of biology and related courses is flexible. After completing BIO 150, BIO 150L, BIO 160, and BIO 160L, students should select courses from the 200- and 300-levels in accord with their interests and career goals. It is recommended that all prospective majors take CHM 111 and CHM 111L in the fall of the first year and complete BIO 150 and BIO 150L and STA 111 or an equivalent course during either the fall or spring of the first year. Students taking the B.S. major with an interest in a health profession career are additionally advised to take CHM 122 and CHM 122L in the spring of the first year. These students should select additional co-requirements after consulting with a health professions adviser.

A maximum of four hours of 390-sequence courses (except BIO 399) may be counted as hours in the major, but an additional four hours may be taken and applied toward graduation as elective hours. A minimum GPA of 2.0 in biology courses taken at Wake Forest is required for graduation with a major in biology. The Biology Department may require participation in assessment activities as part of ongoing program evaluation.

## Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in biology during the Fall Semester of their senior year. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Students are also required to make a short oral presentation to the Biology department at the end of Spring Semester. Specific details regarding the honors program, including selecting an advisor and an advisory committee, deadlines, and writing

of the honors thesis, may be obtained from the chair of the departmental Undergraduate Research Committee.

# Biology, Minor

## Requirements

A minor in Biology requires a total of 18 hours. All minors must complete BIO 150, BIO 150L, BIO 160, BIO 160L and at least one 300-level lab or field course (3 h lecture and 1 h lab or 4 h integrated lecture and lab class). No more than 4 hours in the minor can be fulfilled with biology research courses. BIO minors may not count BIO 399 as hours in the minor. A minimum overall GPA of 2.0 must be earned on all Wake Forest Biology courses taken to complete the minor. The requirements for the minor are those that are in effect at the time of the declaration of the minor, as the curriculum and the departmental requirements may change slightly during the student's period of residence. A minimum of eight hours in Biology must be taken at Wake Forest.

# Chemistry (CHM)

The department offers programs leading to the BA and BS degrees in chemistry. The BS degrees are certified by the American Chemical Society. A minimum GPA of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above. Unless otherwise stated, all chemistry courses are open to chemistry majors and minors on a letter-grade basis only (even those courses not required for the major or minor). Majors are required to complete on a letter-grade basis the required physics, biology, and mathematics courses. The BS programs are designed for those students who plan a career in chemistry at the bachelor or advanced degree level. The BA program is designed for those students who do not plan to do graduate work in the physical sciences but desire a stronger background in chemistry than is provided by the chemistry minor program.

The department will accept transfer courses completed at four-year colleges and universities but will not award transfer credit towards the chemistry major and minor except from schools offering a major in chemistry. These courses must be equivalent in content and level to courses offered at Wake Forest (as judged by the department). Transfer credit will not be awarded for online lab classes nor for online lecture courses that have co-requisite labs on our campus. Courses taken in summer school elsewhere, or in study abroad programs, must meet these same criteria and receive pre-approval. Advanced courses, 300-level and above, are typically not transferable. Students enrolled at Wake Forest may not take courses in chemistry at other institutions to satisfy divisional requirements.

**The Health Professions Program** at Wake Forest recommends that students take the following chemistry courses and their associated labs before the end of the third year.

| Code | Title | Hours |
|---|---|---|
| CHM 111 | College Chemistry I | 3 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 280 | College Chemistry II | 3 |

Students interested in this track should see the Health Professions Program advisor for more information.

## Contact Information

Chemistry Department (http://college.wfu.edu/chemistry/)
Salem Hall, Box 7486
Phone 336-758-6139

## Programs

### Majors

- Chemistry, B.A.
- Chemistry, B.S.
- Chemistry with Concentration in Biochemistry, B.S.
- Chemistry with Concentration in Materials Chemistry, B.S.
- Chemistry with Concentration in Medicinal Chemistry and Drug Discovery, B.S.

### Minor

- Chemistry, Minor

## Courses

Course listings specify prerequisites and corequisites, although admission by permission of instructor through a prerequisite override may be granted under special circumstances.

## Chemistry (CHM)

**CHM 108. Everyday Chemistry. (4 h)**
Introduction to chemistry for non-science majors. Laboratory covers experimental aspects of topics discussed in lecture. Does not count towards the major or minor in chemistry. C-CHM 108L. (D, QR)

**CHM 108L. Everyday Chemistry Lab. (0 h)**
C-CHM 108.

**CHM 111. College Chemistry I. (3 h)**
Fundamental chemical principles. Also offered in Salamanca. C-CHM 111L. (D, QR) (Offered Fall Only)

**CHM 111L. College Chemistry I Lab. (1 h)**
Laboratory covers experimental aspects of basic concepts. C-CHM 111. (Offered Fall Only)

**CHM 111S. Problem Solving in Chemistry. (1 h)**
Explores and introduces problem-solving skills in chemistry through active and peer-to-peer learning. Pass/Fail only. P—Prerequisite override required. C—CHM 111.

**CHM 120. Physics and Chemistry of Environment. (4 h)**
Covers the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. Also listed as PHY 120. C-PHY 120L. (D, QR)

**CHM 120L. Physics and Chemistry of the Environment Lab. (0 h)**
C-PHY 120/CHM 120.

**CHM 122. Organic Chemistry I. (3 h)**
Principles and reactions of organic chemistry. Students may not receive credit for both CHM 122 and CHM 123. P-a grade of C or higher in CHM 111. C-CHM 122L. (D)

**CHM 122L. Organic Chemistry I Lab. (1 h)**
P-CHM 111. C-CHM 122.

**CHM 123. Organic Chemistry I Honors. (3 h)**
Principles and reactions of organic chemistry. Freshmen only, by invitation. P-CHM 111. C-CHM 123L. (D) (Offered Fall Only)

**CHM 123L. Organic Chemistry I Honors Lab. (1 h)**
P-CHM 111. C-CHM 123. (Offered Fall Only)

**CHM 223. Organic Chemistry II. (3 h)**
Principles and reactions of organic chemistry. P-a grade of C or higher in CHM 122 or 123.

**CHM 223L. Organic Chemistry II Lab. (1 h)**
P-CHM 122L or 123L. P or C-CHM 223.

**CHM 280. College Chemistry II. (3 h)**
Advanced study of fundamental chemical principles. P-CHM 111. (D, QR)

**CHM 280L. Theory and Methods of Quantitative Analysis Lab. (1 h)**
Emphasizes technique development for accuracy and precision. P or C-CHM 280.

**CHM 301. Elective Research. (0 h)**
May be repeated. P-Prerequisite override required. Summers only.

**CHM 302. Elective Research. (0 h)**
May be repeated. P-Prerequisite override required. Summers only.

**CHM 311. Current Topics. (1-4 h)**
Course exploring current topics in chemistry. May be repeated for credit if course content differs. Does not count toward the major or minor in chemistry. P-Prerequisite override required.

**CHM 321. Intermediate Organic Chemistry. (3 h)**
Survey of advanced topics in organic chemistry including stereochemistry, conformational analysis, reaction mechanisms, organometallic chemistry and asymmetric synthesis. P-CHM 223, CHM 223L, and CHM 280.

**CHM 324. Medicinal Chemistry I. (3 h)**
An introduction to drug targets, mechanism, design, and synthesis. P-CHM 223, 370. (Offered Fall Only)

**CHM 324L. Medicinal Chemistry Laboratory. (1.5 h)**
A lab designed to introduce the concept of structure-activity relationships (SAR) using computation, synthetic chemical, physiochemical, and biological techniques. P-CHM 223L. P or C-CHM 324.

**CHM 334. Chemical Analysis. (4 h)**
Theoretical and practical applications of modern methods of chemical analysis. P-CHM 280L. C-CHM 334L. (Offered Fall Only)

**CHM 334L. Chemical Analysis Lab. (0 h)**
Lab only. No credit. C-CHM 334.

**CHM 341. Physical Chemistry I. (3 h)**
Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. Also offered in Salamanca. P-CHM 280, MTH 112. P or C-PHY 114 or 124. (Offered Fall Only)

**CHM 341L. Physical Chemistry I Lab. (1 h)**
P-CHM 280L. P or C-CHM 341, PHY 114 or 124.

**CHM 342. Physical Chemistry II. (3 h)**
Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P-CHM 341, MTH 112, and PHY 114 or 124. P or C-MTH 113. (Offered Spring Only)

**CHM 342L. Physical Chemistry II Lab. (1 h)**
P or C-CHM 342.

**CHM 351. Special Topics in Chemistry. (3 h)**
Courses in selected special topics in chemistry. May be repeated for credit if course content differs. P- Prerequisite override required.

**CHM 361. Inorganic Chemistry. (3 h)**
Principles and reactions of inorganic chemistry. P or C-CHM 280. C-CHM 361L. (Offered Spring only)

**CHM 361L. Inorganic Chemistry Lab. (1 h)**
P-CHM 280L. C-CHM 361.

**CHM 362. Nanochemistry in Energy and Medicine. (3 h)**
Advanced topics in nanomaterials science, photochemistry, energy conversion optoelectronics and biomedical photonics. P-CHM 280 and CHM 280L.

**CHM 364. Materials Chemistry. (3 h)**
A survey of inorganic-, organic-, bio-, and nano-materials, including hybrid materials and applications. P-CHM 280 (Offered every other spring).

**CHM 364L. Materials Chemistry Lab. (1 h)**
Synthesis of inorganic and organic based materials and their characterization. P-CHM 280L. P or C-CHM 364.

**CHM 366. Chemistry and Physics of Solid State Materials. (3 h)**
Design, synthesis, structure, chemical and physical properties, and the application of solid state materials. P- CHM 280.

**CHM 370. Biochemistry I: Macromolecules and Metabolism. (3 h)**
Introduces principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BIO 370 and BMB 370. P-any two of the following with associated labs: CHM 122 (or CHM 123), CHM 280 or BIO 265.

**CHM 370L. Biochemistry Lab. (1 h)**
Overview of biochemical approaches to study structure and function of macromolecules. Does not count towards the chemistry major with concentration in biochemistry. Also listed as BIO 370L. Credit allowed for CHM 370L/BIO 370L or CHM 371L/BIO 371L/BMB 371L, but not both. P or C-CHM 370/BIO 370/BMB 370.

**CHM 371L. Advanced Biochemistry Lab. (1.5 h)**
Emphasizes approaches for isolation and analysis of enzymes. Required for BMB major and the chemistry major with concentration in biochemistry. Recommended for research focused students. Also listed as BIO 371L and BMB 371L. Credit allowed for BIO 370L/CHM 370L, or BMB 371L/BIO 371L/CHM 371L, but not both. P or C-BMB 370/BIO 370/CHM 370.

**CHM 373. Biochemistry II. (3 h)**
Examines the structure, function, and synthesis of proteins and nucleic acids and includes advanced topics in biochemistry including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. Also listed as BMB 373. P-CHM 223 and BIO 370/BMB 370/CHM 370.

**CHM 376. Biophysical Chemistry. (3 h)**
Fundamentals of physical chemistry applied to biological molecules, including thermodynamics, kinetics, quantum mechanics, and spectroscopy. Emphasizes modern experimental approaches used to analyze biological systems. Also listed as BMB 376. P-CHM 280, BIO/BMB/CHM 370, PHY 114. P or C-MTH 112.

**CHM 381. Chemistry Seminar and Literature. (0.5 h)**
Discussions of contemporary research and introduction to the chemical literature and acquisitions of chemical information. Pass/Fail only. P-CHM 122 or 123. (Offered Fall Only)

**CHM 390. Chemical Research Experience. (0-1.5 h)**
Research experience and written report. Requires pre-approval of research project conducted off the Reynolda campus, by prearrangement. Pass/Fail only. May be repeated for credit. Only offered for 0 or 1.5 hours. P-Prerequisite override required.

**CHM 391. Undergraduate Research. (0.5-3 h)**
Undergraduate research and written report. Lab-3-16 hours. May be repeated for credit. P-Prerequisite override required. (Offered Fall Only)

**CHM 392. Undergraduate Research. (0.5-3 h)**
Undergraduate research and written report. Lab-3-16 hours. May be repeated for credit. P-Prerequisite override required. (Offered Spring Only)

**CHM 395. Senior Capstone. (0.5 h)**
Discussions of contemporary research and integration of chemical information with scientific dissemination. Pass/fail only. P or C-CHM 361. (Offered Spring Only)

# Faculty

**Chair** Lindsay R. Comstock-Ferguson,
**Thurman D. Kitchin Professor of Chemistry** S. Bruce King
**John B. White Professor of Chemistry** Willie L. Hinze
**Professors** Rebecca W. Alexander, Ulrich Bierbach, Christa L. Colyer, Patricia Dos Santos, Bradley T. Jones, Abdessadek Lachgar, Akbar Salam
**Associate Professors** Lindsay R. Comstock-Ferguson, Amanda C. Jones, Paul B. Jones, John C. Lukesh
**Assistant Professors** Katherine I. Albanese, Wendu Ding, Elham Ghadiri, Mallory Green, Cedric Schaack, Troy A. Stich
**Teaching Professors** Angela Glisan King
**Associate Teaching Professors** Carthene Bazemore-Walker, Scott Geyer, John Tomlinson
**Associate Teaching Professor and Director of Chemistry Center** David Wren
**Assistant Teaching Professor** Jes Bolduc

# Chemistry, B.A.

## Requirements

Requires a minimum of 34 hours in chemistry and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| Select two of the following: | | 6 |
| CHM 223 | Organic Chemistry II | |
| CHM 321 | Intermediate Organic Chemistry | |
| CHM 324 | Medicinal Chemistry I | |
| CHM 342 | Physical Chemistry II | |
| CHM 351 | Special Topics in Chemistry | |
| CHM 362 | Nanochemistry in Energy and Medicine | |
| CHM 364 | Materials Chemistry | |
| CHM 366 | Chemistry and Physics of Solid State Materials | |
| CHM 373 | Biochemistry II | |
| CHM 376 | Biophysical Chemistry | |
| Select one of the following: | | 0-3 |
| CHM 381 | Chemistry Seminar and Literature | |
| CHM 390 | Chemical Research Experience | |
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| **Co-Requirements** | | |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |

For the **B.A. major,** the following schedule of chemistry and related courses is typical:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| **Sophomore** | | |
| CHM 280 | College Chemistry II | 3 |

| | | |
|---|---|---|
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| **Junior or Senior** | | |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| Select one of the following: | | 0-3 |
| CHM 381 | Chemistry Seminar and Literature | |
| CHM 390 | Chemical Research Experience | |
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| One upper-level CHM elective | | |
| **Senior** | | |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| Upper-level CHM elective | | |

*Variations in the schedules above are possible to accommodate study abroad and other special circumstances, in which case, the student should consult a member of the faculty in chemistry.*

## Honors

Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research advisor or co-advisor. For additional information, members of the departmental faculty should be consulted.

# Chemistry, B.S.

## Requirements

Requires 43-46 hours in chemistry and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 342 | Physical Chemistry II | 3 |
| CHM 342L | Physical Chemistry II Lab | 1 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| CHM 395 | Senior Capstone | 0.5 |
| Select one of the following options: | | 0-3 |
| Option 1: | | |
| CHM 390 | Chemical Research Experience | |
| Option 2: | | |
| Select no fewer than 1.5 hours of the following: | | |
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| Select two of the following: | | 6 |
| CHM 321 | Intermediate Organic Chemistry | |
| CHM 324 | Medicinal Chemistry I | |
| CHM 351 | Special Topics in Chemistry | |
| CHM 362 | Nanochemistry in Energy and Medicine | |
| CHM 364 | Materials Chemistry | |
| CHM 366 | Chemistry and Physics of Solid State Materials | |
| CHM 373 | Biochemistry II | |
| CHM 376 | Biophysical Chemistry | |
| Any chemistry graduate class (POI) | | |
| **Co-Requirements** | | |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |

For the **B.S. major,** the following schedule of chemistry and related courses is typical:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| CHM 111 | College Chemistry I | 3 |

| | | |
|---|---|---|
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| **Sophomore** | | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| MTH 113 | Multivariable Calculus | 4 |
| **Junior** | | |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 342 | Physical Chemistry II | 3 |
| CHM 342L | Physical Chemistry II Lab | 1 |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| **Junior or Senior** | | |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 391 | Undergraduate Research | 0-3 |
| or CHM 392 | Undergraduate Research | |
| or CHM 390 | Chemical Research Experience | |
| Upper-level CHM elective | | |
| **Senior** | | |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 395 | Senior Capstone | 0.5 |
| Upper-level CHM elective | | |

## Honors

Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research advisor or co-advisor. For additional information, members of the departmental faculty should be consulted.

# Chemistry with Concentration in Biochemistry, B.S.

## Requirements

Requires 39.5-42.5 hours in chemistry and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 371L | Advanced Biochemistry Lab | 1.5 |
| CHM 373 | Biochemistry II | 3 |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| CHM 395 | Senior Capstone | 0.5 |
| Select one of the following options: | | 0-3 |
| Option 1: | | |
| CHM 390 | Chemical Research Experience | |
| Option 2: | | |
| Select no fewer than 1.5 hours of the following: | | |
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| Select one of the following: | | 3 |
| CHM 321 | Intermediate Organic Chemistry | |
| CHM 324 | Medicinal Chemistry I | |
| CHM 342 | Physical Chemistry II | |
| CHM 351 | Special Topics in Chemistry | |
| CHM 362 | Nanochemistry in Energy and Medicine | |
| CHM 364 | Materials Chemistry | |
| CHM 366 | Chemistry and Physics of Solid State Materials | |
| CHM 376 | Biophysical Chemistry | |
| Any chemistry graduate class (POI) | | |
| **Co-Requirements** | | |
| BIO 265 | Cellular and Molecular Biology | 3 |

| | | |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |

For the **B.S. major with concentration in biochemistry,** the following schedule of chemistry and related courses is typical:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| BIO 150 | Biology I | 3 |
| BIO 150L | Biology I Lab | 1 |
| BIO 160 | Biology II | 3 |
| BIO 160L | Biology II Lab | 1 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| **Sophomore** | | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| BIO 265 | Cellular and Molecular Biology | 3 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| **Junior** | | |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 371L | Advanced Biochemistry Lab | 1.5 |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| **Junior or Senior** | | |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 391 | Undergraduate Research | 0-3 |
| or CHM 392 | Undergraduate Research | |
| or CHM 390 | Chemical Research Experience | |
| **Senior** | | |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 373 | Biochemistry II | 3 |
| CHM 395 | Senior Capstone | 0.5 |
| Upper-level CHM elective | | |

## Honors

Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research advisor or co-advisor. For additional information, members of the departmental faculty should be consulted.

# Chemistry with Concentration in Materials Chemistry, B.S.

## Requirements

Requires 43-46 hours in chemistry and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 342 | Physical Chemistry II | 3 |
| CHM 342L | Physical Chemistry II Lab | 1 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 364 | Materials Chemistry | 3 |
| CHM 364L | Materials Chemistry Lab | 1 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| CHM 395 | Senior Capstone | 0.5 |
| Select one of the following Options: | | 0-3 |
| Option 1: | | |
| CHM 390 | Chemical Research Experience | |
| Option 2: | | |
| Select no fewer than 1.5 hours of the following: | | |

| | | |
|---|---|---|
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| Select two of the following: | | 6 |
| CHM 223 | Organic Chemistry II | |
| CHM 321 | Intermediate Organic Chemistry | |
| CHM 324 | Medicinal Chemistry I | |
| CHM 351 | Special Topics in Chemistry | |
| CHM 362 | Nanochemistry in Energy and Medicine | |
| CHM 366 | Chemistry and Physics of Solid State Materials | |
| CHM 373 | Biochemistry II | |
| CHM 376 | Biophysical Chemistry | |
| EGR 322 | Materials Engineering and Characterization | |
| PHY 354 | Introduction to Solid State Physics | |
| **Co-Requirements** | | |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |

For the **B.S. major with concentration in materials chemistry,** the following schedule of chemistry and related courses is typical:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| **Sophomore** | | |
| CHM 223 | Organic Chemistry II (Elective) | 3 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| MTH 113 | Multivariable Calculus | 4 |
| **Junior** | | |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 341L | Physical Chemistry I Lab | 1 |
| CHM 342 | Physical Chemistry II | 3 |
| CHM 342L | Physical Chemistry II Lab | 1 |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| **Junior or Senior** | | |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 364 | Materials Chemistry | 3 |
| CHM 364L | Materials Chemistry Lab | 1 |
| CHM 391 | Undergraduate Research | 0-3 |
| or CHM 392 | Undergraduate Research | |
| or CHM 390 | Chemical Research Experience | |
| **Senior** | | |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 395 | Senior Capstone | 0.5 |
| Upper-level CHM or PHY elective | | |

## Honors

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research advisor or co-advisor. For additional information, members of the departmental faculty should be consulted.

# Chemistry with Concentration in Medicinal Chemistry and Drug Discovery, B.S.

## Requirements

Requires 39.5-45.5 hours in chemistry and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| CHM 324 | Medicinal Chemistry I | 3 |
| CHM 324L | Medicinal Chemistry Laboratory | 1.5 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |

| | | |
|---|---|---|
| CHM 341 | Physical Chemistry I | 3 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| CHM 395 | Senior Capstone | 0.5 |
| Select one of the following Options: | | 0-3 |
| Option 1: | | |
| CHM 390 | Chemical Research Experience | |
| Option 2: | | |
| Select no fewer than 1.5 hours of the following: | | |
| CHM 391 | Undergraduate Research | |
| CHM 392 | Undergraduate Research | |
| Select one of the Medicinal Chemistry electives: | | |
| CHM 321 | Intermediate Organic Chemistry | 3 |
| CHM 373 | Biochemistry II | 3 |
| CHM 376 | Biophysical Chemistry | 3 |
| BIO 265 | Cellular and Molecular Biology | 3 |
| Select one of the following: | | 3 |
| CHM 321 | Intermediate Organic Chemistry * | |
| CHM 342 | Physical Chemistry II | |
| CHM 351 | Special Topics in Chemistry | |
| CHM 362 | Nanochemistry in Energy and Medicine | |
| CHM 364 | Materials Chemistry | |
| CHM 366 | Chemistry and Physics of Solid State Materials | |
| CHM 373 | Biochemistry II * | |
| CHM 376 | Biophysical Chemistry * | |
| Any chemistry graduate class (POI) | | |
| **Co-Requirements** | | |
| BIO 150 | Biology I | 3 |
| BIO 150L | Biology I Lab | 1 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |

* Can only be used to fulfill this requirement if not also used to fill the medicinal chemistry elective requirement.

For the **B.S. major with concentration in medicinal chemistry and drug discovery,** the following schedule of chemistry and related courses is typical:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| CHM 111 | College Chemistry I | 3 |
| CHM 111L | College Chemistry I Lab | 1 |
| CHM 122 | Organic Chemistry I | 3 |
| or CHM 123 | Organic Chemistry I Honors | |
| CHM 122L | Organic Chemistry I Lab | 1 |
| or CHM 123L | Organic Chemistry I Honors Lab | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| **Sophomore** | | |
| BIO 150 | Biology I | 3 |
| BIO 150L | Biology I Lab | 1 |
| CHM 223 | Organic Chemistry II | 3 |
| CHM 223L | Organic Chemistry II Lab | 1 |
| CHM 280 | College Chemistry II | 3 |
| CHM 280L | Theory and Methods of Quantitative Analysis Lab | 1 |
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| **Junior** | | |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 370L | Biochemistry Lab | 1 |
| or CHM 371L | Advanced Biochemistry Lab | |
| CHM 381 | Chemistry Seminar and Literature | 0.5 |
| **Junior or Senior** | | |
| CHM 334 | Chemical Analysis | 4 |
| CHM 334L | Chemical Analysis Lab | 0 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 391 | Undergraduate Research | 0-3 |
| or CHM 392 | Undergraduate Research | |
| or CHM 390 | Chemical Research Experience | |
| Medicinal Chemistry Elective | | |
| **Senior** | | |
| CHM 324 | Medicinal Chemistry I | 3 |
| CHM 324L | Medicinal Chemistry Laboratory | 1.5 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 361L | Inorganic Chemistry Lab | 1 |
| CHM 395 | Senior Capstone | 0.5 |
| Upper-level CHM elective | | |

# Honors

Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. Honors thesis research must be conducted on the Wake Forest University campus with a WFU Chemistry faculty member as research advisor or co-advisor. For additional information, members of the departmental faculty should be consulted.

# Chemistry, Minor

## Requirements

Requires at least 19 hours in chemistry and must include at least one of:

| Code | Title | Hours |
|---|---|---|
| CHM 321 | Intermediate Organic Chemistry | 3 |
| CHM 324 | Medicinal Chemistry I | 3 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 341 | Physical Chemistry I | 3 |
| CHM 342 | Physical Chemistry II | 3 |
| CHM 351 | Special Topics in Chemistry | 3 |
| CHM 361 | Inorganic Chemistry | 3 |
| CHM 362 | Nanochemistry in Energy and Medicine | 3 |
| CHM 364 | Materials Chemistry | 3 |
| CHM 366 | Chemistry and Physics of Solid State Materials | 3 |
| CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |
| CHM 373 | Biochemistry II | 3 |
| CHM 376 | Biophysical Chemistry | 3 |

No more than nine hours of chemistry courses completed elsewhere can be counted toward the minor, and a minimum grade point average of 2.0 in Wake Forest chemistry courses is required to complete the minor.

# Classics (CLA)

The Department of Classics offers four majors and three minors: majors in Classical Languages, Classical Studies, Greek, and Latin, and minors in Classical Studies, Greek, and Latin. An overall minimum GPA of 2.0 is required for graduation in courses that compose a major in the department.

**Major/minor combinations.** Within the department no more than six hours of major credit may also count toward a minor.

**Greek and Latin courses** at the 100-level may not be taken pass-fail. Any exception to the policy must arise from exceptional circumstances and must be approved by the Chair of the department.

# Contact Information

Department of Classic (http://college.wfu.edu/classics/)s (http://classics.wfu.edu/)
Tribble Hall C301, PO Box 7343
Phone 336-758-5330

# Programs

## Majors

- Classical Languages, B.A.
- Classical Studies, BA
- Greek, B.A.
- Latin, B.A.

## Minors

- Classical Studies, Minor
- Greek, Minor
- Latin, Minor

# Courses

## Classics (CLA)

**CLA 151. Ethics in Greece and Rome. (1.5-3 h)**
Study and reflection on ethical questions, practices, values, and decision-making in ancient Greece and/or Rome. Only offered for 1.5 or 3 hours. (D only with the 3-hour option)

**CLA 152. Women, Gender, and Sexuality in Antiquity. (3 h)**
Exploration of women's roles in the ancient Mediterranean world and the intersections of gender, sexuality, and power in Greek and Roman society through the study of historical, archaeological, artistic, and literary sources, with a variety of theoretical and methodological approaches. A knowledge of the Greek and Latin languages is not required. (CD, D)

**CLA 155. Classical Epic: Iliad, Odyssey, Aeneid. (3 h)**
Study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required. (D)

**CLA 159. Vergil and His English Legacy. (3 h)**
Study of Vergil's Eclogues, Georgics, and selected passages of Aeneid, and their reception by English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (D)

**CLA 161. Greek Myth. (3 h)**
Consideration, principally through close study of selected literary works, of Greek myth from the Classical, Archaic, and Hellenistic periods, and in Roman literature; the course also will consider Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required. (D)

**CLA 163. Greek Tragedy. (3 h)**
Study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek language is not required. (D, EI)

**CLA 164. Greek & Roman Comedy. (3 h)**
Study of representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the performance and audiences of comedy and to the differences among and within comic genres. A knowledge of the Greek and Latin languages is not required. (D)

**CLA 169. Gaming the Ancient World. (1.5-3 h)**
Experiential study of ancient board games and modern games (board, role-playing, digital) dealing with ancient cultures. Readings: ancient literature about play and games; ancient literature underpinning modern game themes. Analyses informed by critical game studies and cultural appropriation studies. (D only if taken for 3h)

**CLA 172. A Survey of Latin Literature (in English). (3 h)**
Study of selections from Latin literature in English translation. A knowledge of Latin language is not required. (D)

**CLA 174. Special Topics. (1.5-3 h)**
Special topics in classical literature and culture. May be repeated for credit.

**CLA 175. The Age of Pericles. (3 h)**
Study of Greek culture in all its aspects during the 5th century. A knowledge of the Greek language is not required. (CD, D)

**CLA 176. The Age of Augustus. (3 h)**
Study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required. (CD, D)

**CLA 179. The Art, Archaeology, and Culture of the Ancient World. (1.5 h)**
Study abroad. Immerse yourself in the physical world and material culture of the ancient world. Encounter some of the most important sites of antiquity, and examine in-person and up-close aspects of ancient history, prehistory, art, and culture. This program will embed readings of literature and modern scholarship in the physical contexts of the ancient world. Study abroad required. P-Prerequisite override required.

**CLA 180. Topics in the Ancient Mediterranean World. (3 h)**
Study of topics in the literary and material culture of the Greco-Roman World. (CD, D)

**CLA 181. Classics Beyond Whiteness. (1.5-3 h)**
Studies misconceptions that ancient Greeks and Romans were white; race in Graeco-Roman societies; the role of Classics in modern racial politics; and non-white approaches to Classics. Considers race as social construct; white supremacy, fragility, and privilege; and critical-race-theoretical study of ancient cultures. Only offered for 1.5 or 3 hours. (CD, D only with the 3-hour option)

**CLA 381. Seminar in Classical Studies. (3 h)**
Offered by members of the faculty on topics of their choice. A knowledge of Greek and Latin languages is not required. May be repeated for credit. P-any previous course in Classics, Greek, or Latin, or prerequisite override required.

**CLA 388. Individual Study. (1.5-3 h)**
Course may be repeated for a total of 6 hours. P-Prerequisite override required. Only offered for 1.5 or 3 hours.

**CLA 391. Honors in Classical Studies. (1.5 h)**
Directed research for the honors paper. P-Prerequisite override required.

**CLA 392. Honors in Classical Studies. (1.5 h)**
Directed research for the honors paper. P-Prerequisite override required.

# Greek (GRK)

**GRK 111. Elementary Greek. (3 h)**
Introduction to the language; provides a foundation for reading the ancient authors. P-Prerequisite override required.

**GRK 112. Elementary Greek. (3 h)**
Introduction to the language; provides a foundation for reading the ancient authors. P-Prerequisite override required.

**GRK 113. Intensive Elementary Greek. (3 h)**
Accelerated introduction to the language; provides a foundation for reading the ancient authors. Not open to students who have received credit GRK 111-112. C-GRK 113L.

**GRK 113L. Intensive Elementary Greek Lab. (2 h)**
Concentration on sight-reading and composition in Greek. Must be taken in the same semester as GRK 113.

**GRK 153. Intermediate Greek. (3 h)**
Review of grammar; readings in classical authors. P-Greek 112 or equivalent.

**GRK 154. Intensive Intermediate Greek. (3 h)**
Review of grammar in the context of reading classical authors. P - 113 or equivalent. C-GRK 154L.

**GRK 154L. Intensive Intermediate Greek Lab. (2 h)**
Concentration on sight-reading and composition in Greek. Must be taken in the same semester as GRK 154.

**GRK 201. Intermediate Greek. (3 h)**
Review of grammar; readings in classical authors. P-GRK 153.

**GRK 211. Introduction to Greek Prose. (3 h)**
Selections from the dialogues of Plato or other Attic prose. P-GRK 153, 154 or equivalent.

**GRK 312. Greek Poetry. (3 h)**
Selections from the Iliad and the Odyssey or from didactic and lyric poetry. P - Greek 211 or equivalent.

**GRK 321. Greek Readings. (0.5-3 h)**
Designed to meet individual needs and interests. Course may be repeated for a total of six credit hours. P-Prerequisite override required.

**GRK 325. Advanced Grammar and Composition. (3 h)**
Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—GRK 211 or equivalent.

**GRK 331. Greek Biblical Texts. (3 h)**
Selections from Greek Biblical texts. P-GRK 211 or equivalent.

**GRK 341. Greek Tragedy. (3 h)**
Close study of a selected tragedy or tragedies. P—GRK 211 or equivalent.

**GRK 342. Greek Comedy. (3 h)**
Close study of a selected comedy or comedies of Aristophanes or Menander. P—GRK 211 or equivalent.

**GRK 391. Honors in Greek. (1.5 h)**
Directed research for honors paper. P-Prerequisite override required.

**GRK 392. Honors in Greek. (1.5 h)**
Directed research for honors paper. P-Prerequisite override required.

# Latin (LAT)

**LAT 111. Elementary Latin. (3 h)**
Introduction to the language; provides a foundation for reading in the ancient authors.

**LAT 112. Elementary Latin. (3 h)**
Introduction to the language; provides a foundation for reading in the ancient authors.

**LAT 113. Intensive Elementary Latin. (3 h)**
An introduction to the language; the course covers the material of LAT 111 and LAT 112 in one semester. Students may not receive credit for both LAT 113 and LAT 112.

**LAT 113L. Intensive Elementary Latin Lab. (2 h)**
Concentration on sight-reading and composition in Latin. Must be taken in the same semester as LAT 113.

**LAT 120. Reading Medieval Latin. (1.5-3 h)**
Introduction to post-classical Latin with readings in selected works from late antiquity and the middle ages. P-LAT 112 or equivalent.

**LAT 153. Intermediate Latin. (3 h)**
Review of grammar and selected introductory readings. P-LAT 112, 113 or equivalent.

**LAT 153L. Intermediate Latin Lab. (2 h)**
Concentration on sight-reading and composition in Latin. Must be taken in the same semester as LAT 153.

**LAT 211. Introduction to Latin Poetry. (3 h)**
Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P-LAT 153 or equivalent.

**LAT 212. Introduction to Latin Prose. (3 h)**
Readings primarily from the works of Cicero, with attention to their artistry and historical context. P-LAT 153 or equivalent.

**LAT 316. Roman Lyric Poetry. (3 h)**
Interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P-LAT 211 or 212, or equivalent.

**LAT 318. Roman Epic Poetry. (3 h)**
Reading in the epics of Virgil and Ovid, with attention to their position in the epic tradition. P-LAT 211 or 212, or equivalent.

**LAT 321. Roman Historians. (3 h)**
Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P-LAT 211 or 212, or equivalent.

**LAT 325. Roman Epistolography. (3 h)**
Selected readings from the correspondence of Cecero and Pliny the Younger and the verse epistles of Horace and Ovid. P-LAT 211 or 212, or equivalent.

**LAT 326. Roman Comedy. (3 h)**
Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P-LAT 211 or 212, or equivalent.

**LAT 331. Roman Elegy. (3 h)**
Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P-LAT 211 or 212, or equivalent.

**LAT 333. Lucretius. (3 h)**
Selected readings from Lucretius' De Rerum Natura, with attention to its position in Graeco-Roman traditions of philosophy and hexameter poetry. P-LAT 211 or 212, or equivalent.

**LAT 341. Roman Satire. (3 h)**
Selected readings from Horace, Lucilius, Persius, or Juvenal, with attention to the origin and development of hexameter satire. P- LAT 211 or 212, or equivalent.

**LAT 343. Latin Readings. (1.5-3 h)**
Designed to meet individual need and interests. Course may be repeated for a total of six credit hours. P-Prerequisite override required. Only offered for 1.5 or 3 hours.

**LAT 350. Advanced Grammar and Composition. (3 h)**
Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P-LAT 211 or 212, or equivalent.

**LAT 360. Seminar in Latin Poetry. (3 h)**
Advanced study in selected poets and genres. A research paper is required. P-LAT 211 or 212, or equivalent.

**LAT 380. Seminar in Latin Prose. (3 h)**
Advanced study in selected authors and topics. A research paper is required. P-LAT 211 or 212, or equivalent.

**LAT 391. Honors in Latin. (1.5 h)**
Directed research for the honors paper. P-Prerequisite override required.

**LAT 392. Honors in Latin. (1.5 h)**
Directed research for the honors paper. P-Prerequisite override required.

# Faculty

**Chair** E. Ashley Hairston
**Professor** Michael C. Sloan
**Associate Professors** T.H.M. Gellar-Goad, Amy K. Lather, John M. Oksanish
**Associate Teaching Professor** Brian M. Warren
**Assistant Professors** Vivian Laughlin, Cassandra Tran

# Classical Languages, B.A.

## Requirements

Requires at least 27 hours in the Department.

For students emphasizing Latin the following are required:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Select four courses in Latin beyond 153 * | | 12 |
| Select 12 hours in Greek including at least one course above 154 | | 12 |
| CLA 181 | Classics Beyond Whiteness | 1.5,3 |

* *Three must be at the 300-level and include LAT 350 .*

For students emphasizing Greek the following are required:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Select four courses in Greek beyond 154 * | | 12 |
| Select 12 hours in Latin including at least one course above 153 | | 12 |
| CLA 181 | Classics Beyond Whiteness | 1.5,3 |

* *Three must be at the 300-level.*

## Honors

Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or Classical Studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted. (Refer to the section "Honors Study" in this bulletin for minimum college requirements.)

# Classical Studies, BA

## Requirements

Requires 30 hours in the department. The following are required:

| Code | Title | Hours |
|---|---|---|
| CLA 175 | The Age of Pericles | 3 |
| CLA 176 | The Age of Augustus | 3 |
| CLA 181 | Classics Beyond Whiteness | 1.5,3 |
| CLA 381 | Seminar in Classical Studies | 3 |

Other courses may be substituted by permission of the department.

## Honors

Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or Classical Studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted.

(Refer to the section “Honors Study” in this bulletin for minimum college requirements.)

# Greek, B.A.

## Requirements

Requires 27 hours in the department beyond GRK 112 or GRK 113.

| Code | Title | Hours |
|---|---|---|
| Select 24 hours in Greek | | 24 |
| CLA 181 | Classics Beyond Whiteness | 1.5,3 |

## Honors

Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or Classical Studies. To be graduated with the designation “Honors in Latin,” “Honors in Greek,” or “Honors in Classical Studies,” a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted. (Refer to the section “Honors Study” in this bulletin for minimum college requirements.)

# Latin, B.A.

## Requirements

Requires 27 hours in the department beyond LAT 153.

| Code | Title | Hours |
|---|---|---|
| Select 21 hours in Latin | | 21 |
| LAT 350 | Advanced Grammar and Composition | 3 |
| CLA 181 | Classics Beyond Whiteness | 1.5, 3 |

## Honors

Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or Classical Studies. To be graduated with the designation “Honors in Latin,” “Honors in Greek,” or “Honors in Classical Studies,” a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted. (Refer to the section “Honors Study” in this bulletin for minimum college requirements.)

# Classical Studies, Minor

## Requirements

Requires a minimum of 18 hours in the department.

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| CLA 175 | The Age of Pericles | 3 |
| or CLA 176 | The Age of Augustus | |
| CLA 181 | Classics Beyond Whiteness | 1.5, 3 |
| CLA 381 | Seminar in Classical Studies | 3 |

# Greek, Minor

## Requirements

Requires 15-17 hours:

| Code | Title | Hours |
|---|---|---|
| GRK 153 | Intermediate Greek | 3 |
| Or | | |
| GRK 154 & 154L | Intensive Intermediate Greek and Intensive Intermediate Greek Lab | 5 |
| Select two 200 or 300 level courses in Greek | | 6 |
| CLA 181 | Classics Beyond Whiteness | 1.5, 3 |
| Select one additional course in CLA, GRK (300-level), or LAT | | 1.5-3 |

# Latin, Minor

## Requirements

Requires 15 hours:

| Code | Title | Hours |
|---|---|---|
| Select three 200- or 300-level courses in Latin | | 9 |
| CLA 181 | Classics Beyond Whiteness | 1.5, 3 |
| Select one or two additional course(s) in CLA, GRK, or LAT (300-level) | | 3-4.5 |

# Communication (COM)

The Communication Department studies the phenomenon of human communication in all its aspects. We support a liberal arts approach to communication through scholarship, creative production, and teaching in six concentrations: a general concentration, communication science, health communication, integrated communication strategies, media studies, and public advocacy. Our goal for undergraduate majors and minors is to prepare them for the responsibilities of citizenship and for the many career paths in which knowledge of communication is a critical asset.

## Contact Information

Communication Department (http://college.wfu.edu/communication/)
Carswell Hall 117, Box 7347
Phone 336-758-5405

## Programs

### Major

- Communication, B.A.
- Critical and Creative Media, B.A.

### Minor

- Communication, Minor
- Marketing Communication, Minor

# Courses
# Communication (COM)

**COM 100. Introduction to Communication and Rhetoric. (3 h)**
An introduction to the discipline of Communication through an overview of related subfields, including their history, influential theories, and trends in research and practice.

**COM 102. Debate and Advocacy. (3 h)**
The use of argumentative techniques in oral advocacy: research, speeches, and debate. (D)

**COM 110. Public Speaking. (3 h)**
A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches. (D)

**COM 113. Relational Communication. (3 h)**
Introduction to relational communication theory, research and principles. (D)

**COM 120. Introduction to Critical and Creative Media. (3 h)**
Introduction to the major theories and aesthetics of motion pictures and other media forms through a study of styles related to writing, directing, cinematography, editing, and sound. Students are introduced to oral, written, and visual competencies required for successful completion of the major or minor. (D)

**COM 162. Introduction to Integrated Marketing Communications. (3 h)**
Provides a broad and basic understanding of the principles of integrated marketing communication in all its forms. The course is a foundational course for the ICS concentration for those wishing to pursue marketing communication as a career. Covers the building blocks of integrated marketing communication, the strategic use of such communication to reach a specific target across multiple media platforms, and the understanding of how to develop and shape messages to suit platform, purpose and audience. (D)

**COM 215. Broadcast Journalism. (3 h)**
An introduction to the theory and practice of broadcast journalism. Topics will include ethics, technology, and the media as industry. Projects will address writing, producing, and performing for radio and television. Also listed as JOU 355.

**COM 220. Empirical Research in Communication. (3 h)**
An introduction to methodological design and univariate statistics as used in communication research. (QR)

**COM 225. Rhetorical Theory and Criticism. (3 h)**
Introduces students to rhetorical theory and criticism with a view to researching and composing a critical essay in the field.

**COM 230. Interactive Digital Media. (3 h)**
Theoretical and applied study of new digital technologies. Students produce a short-form interactive media project. Offered only in Salamanca.

**COM 245. Introduction to Mass Communication. (3 h)**
A historical survey of mass media and an examination of major contemporary media issues. (D)

**COM 246. Black Popular Culture. (3 h)**
Explores the various forms of Black popular culture and the cultural and intellectual politics the inform its reception and representation by scholars and the general public. Also listed as AAS 207.

**COM 247. Media Production I. (3 h)**
Students produce a variety of short-form media projects. P-COM 120.

**COM 249. Sound Design & Soundtracks. (3 h)**
A project-based exploration of sound design and soundtracks for media, film, and performance. Assignments will include field recording, Foley, ADR, synthesis, mixing, mastering, and using artificial intelligence for soundtracking and underscoring. No prior knowledge or experience is necessary. CCM, production.

**COM 250. Communicating for an Entrepreneurial Mindset. (3 h)**
Exploration of communication in today's workplaces and the expectations for leaders and employees to communicate "entrepreneurially." Focus on communication across settings where teamwork is prioritized. Also listed as ENT 250.

**COM 262. Writing for Public Relations and Advertising. (3 h)**
Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. P-COM 162.

**COM 264. Digital & Social Media Marketing. (3 h)**
This course outlines the principles and practice of digital and social media marketing in integrated marketing communication. Includes the digital consumer journey, the role of major social media platforms in engaging consumers, and the importance of a data-driven approach to measuring effectiveness.

**COM 270. Special Seminar. (1-3 h)**
An examination of selected topics in communication. May be repeated for credit if topic varies.

**COM 271. Sports Broadcasting. (3 h)**
Learn about sportscasting through hands-on projects that involve writing, reporting, anchoring, play-by-play and hosting. Go behind the scenes with a diverse group of working sportscasters, who will show and tell what their jobs entail.

**COM 275. Local Environmental Narratives. (3 h)**
History, principles, discourse, community narratives, and complexities of the environmental justice movement and framework.

**COM 276. Global Environmental Narratives. (3 h)**
Exploration of environmental communication strategies used globally and curation of stories for public audiences. Also listed as ENV 275.

**COM 280. Communication Internship I. (1.5-3 h)**
Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty advisor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 282. Debate Practicum I. (1.5 h)**
Individual projects in debate to be approved, supervised and evaluated by an appropriate faculty advisor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 283. Debate Practicum II. (1.5 h)**
Individual projects in debate to be approved, supervised and evaluated by an appropriate faculty advisor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 284. Production Practicum I. (1.5 h)**
Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty advisor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 285. Production Practicum II. (1.5 h)**
Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty advisor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 286. Individual Study. (1-3 h)**
Directed study in an area of interest to be approved and supervised by a faculty advisor. May be repeated for credit. P-Prerequisite override required.

**COM 287. Research Practicum I. (1.5 h)**
Credit opportunities for students to collaborate with faculty on research projects. Awards credit to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 288. Research Practicum II. (1.5 h)**
Credit opportunities for students to collaborate with faculty on research projects. Awards credit to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**COM 300. Ancient Persuasions: Rhetoric and Democracy in Greece and Rome. (3 h)**
A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine.

**COM 301. Film Genre. (3 h)**
Explores the conventions and variations of film and media genres such as Science Fiction, Horror, Western, Anime, Epic, Noir, and others (content variable). Explores the history of the content in an international context from the beginning of the genre to the present. Film Genre may be repeated for credit as long as the genre type is different.

**COM 302. Argumentation Theory. (3 h)**
An examination of argumentation theory and criticism; examines both theoretical issues and social practices.

**COM 305. Communication and Ethics. (3 h)**
A study of the role of communication in ethical controversies.

**COM 307. The Prophetic Mode in American Public Discourse. (3 h)**
Investigates prophetism as a rhetorical act by examining Biblical forms of prophetic speech and investigating how these forms influence American public discourse.

**COM 308. Speechwriting. (3 h)**
Examines representative historic and contemporary speechwriting, including composition and delivery of ceremonial, legal, and political speeches. Builds practical knowledge through delivery, discussion, and interviews with professional speechwriters.

**COM 309. Visual Storytelling. (3 h)**
The course overviews digital media as well as studying the meaning of how visual images are used in our society. The course is designed to look at the changing landscape of visual storytelling.

**COM 310. Media Production II. (3 h)**
Students produce advanced media projects over which they assume significant creative control. P-COM 247.

**COM 311. Narrative Production. (3 h)**
From script to screen, covers theory and practice of digital cinema production by creating short fiction films with emphasis placed on storytelling and collaboration. Working solo and in groups, students develop their storytelling skills and gain experience with conceptualization, project development, camerawork, sound recording, and editing. P-COM 247.

**COM 312. Film History to 1945. (3 h)**
A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

**COM 313. Film History Since 1945. (3 h)**
A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

**COM 314. Media Effects. (3 h)**
Theory and research on the influence and effects of mass media on audiences. These include reception, cognitive processing, and attitudinal and behavioral influences.

**COM 315. Communication and Technology. (3 h)**
An exploration of how communication technologies influence the social, political, and organizational practices of everyday life.

**COM 316. Screenwriting. (3 h)**
Introduction to the art and practice of writing for the screen. Through numerous exercises, students learn to use experiences, observations, and imagination to create compelling characters and stories for a variety of mediums and complete an original, short screenplay.

**COM 317. Communication and Popular Culture. (3 h)**
Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts.

**COM 318. Culture and Sitcom. (3 h)**
Explores the intersection of American culture and the television situation comedy, one of the oldest and most ubiquitous forms of television programming.

**COM 319. Media Ethics. (3 h)**
Examines historical and contemporary ethical issues in the media professions within the context of selected major ethical theories while covering, among other areas, issues relevant to: journalism, advertising, public relations, filmmaking, and media management.

**COM 320. Media Theory and Criticism. (3 h)**
Critical study of media including a survey of major theoretical frameworks. P-COM 120.

**COM 323. Superheroes, Cinema, and American Mythology. (3 h)**
Examines the emergence of superhero films in American cinema as a representation and response to historical and ideological contexts.

**COM 324. Children and Media. (3 h)**
Investigates theory and research in media and child development in order to explore how children and adolescents process and are affected by electronic media from television to new media.

**COM 325. On Camera Performance. (3 h)**
Introduces the theory and practice of performing for the camera. Covers basic camera, commercial work, how-to videos, newscasting, and other performance formats.

**COM 326. Advanced Screenwriting. (3 h)**
An advanced approach to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of film genre on screenwriting, and the politics of nontraditional narrative structures. Students are expected to complete an original, feature-length screenplay. P-COM 316.

**COM 327. Social Media Effects. (3 h)**
Explores how we use, make sense of and are affected by social media both intrapersonally and interpersonally. Traditional media and information processing theories are explored; recent research on social media effects is discussed.

**COM 329. The Arab-Israeli-Palestinian Conflict as a Communication Phenomenon. (3 h)**
Explores the evolution of the Arab-Israeli-Palestinian conflict as a communication phenomenon; focusing on the narratives of the parties to the conflict as viewed through the lens of extant communication-grounded conflict theory.

**COM 330. Communication and Conflict. (3 h)**
A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.

**COM 331. Communication and Terrorism. (3 h)**
Examines domestic and international terrorism as grounded in extant communication theory, with emphasis on explicating the role that communication plays in current conceptualizations and responses to terrorism.

**COM 332. Sports, Culture, and Society. (3 h)**
Examines how sport media coverage frames our understanding of society's biggest social issues, including race, gender, and human rights and challenges students to find their voices on these issues through participatory exercises and production projects.

**COM 333. Business of Sports Media. (3 h)**
Examines the intersection of media content, production and business practices, and examines how the digital revolution is changing the game for content creators, leagues and teams.

**COM 334. Entrepreneurial Communities and Winston-Salem. (3 h)**
This course uses narrative theory to examine how myths, stories, and other tropes form the basis on which we understand entrepreneurs and entrepreneurship. Attention is given to diverse and alternative stories and practices. Students will collect and analyze entrepreneur narratives. Also listed as ENT 334.

**COM 335. Survey of Organizational Communication. (3 h)**
An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.

**COM 336. Organizational Rhetoric. (3 h)**
Explores the persuasive nature of organizational messages--dealing with risk, reputation, image, legitimacy and strategic communication--including those exchanged between organizational members and those presented in behalf of the organization as a whole.

**COM 337. Social Media Marketing in the Creative Arts. (3 h)**
Explores how social media is changing not just what content creators produce, but also how creators engage with their audience through the use of social media and marketing techinques.

**COM 338. African-American Rhetoric. (3 h)**
This course explores how Black public voices and identities have been invented, cultivated, and muted in the interests of shaping Black culture. The course focuses on how aesthetic and artistic practices, in particular, act as forms of rhetorical invention of culture. (CD)

**COM 339. Practices of Citizenship. (3 h)**
Explores the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication with an emphasis on participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members. (EI)

**COM 340. Democracy, Slavery and Sex: Emancipation Discourse from the Founding to the Civil War. (3 h)**
Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents with emphasis on abolition of slavery and woman's rights.

**COM 341. Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism. (3 h)**
Examines the influence of emancipation movements on American public discourse by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student protest, and women's liberation.

**COM 342. Political Communication. (3 h)**
Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.

**COM 343. Presidential Rhetoric. (3 h)**
Examines theory and practice of speechmaking and mediated presidential communication.

**COM 344. Conspiracy Theories in American Public Discourse. (3 h)**
Study of the role of conspiracy discourse in American public discourse from the nation's founding through modern events.

**COM 345. Rhetoric of Science and Technology. (3 h)**
Examination of how scientific and technological discourses function rhetorically in public arenas to affect non-scientific publics' understanding.

**COM 346. Sport, Media, and Communication. (3 h)**
Examines the role of sport in society, cultural, and institutional practice. Surveys the value represented by interpersonal and mediated messages regarding key dimensions of sport including competition, ethics, gender, and race.

**COM 347. Rhetoric of the Law. (3 h)**
Examination of legal discourses including trial and appeal processes through motions to closing arguments.

**COM 348. Legal Theory, Practice, and Communication. (3 h)**
Introduces students to legal education, the legal system and legal analysis. (Co-taught by Law and Communication faculty - summer)

**COM 349. Advocacy, Debate and the Law. (3 h)**
Students develop and critique speeches, debates, trial practice and moot court across a variety of legal speaking venues. (Co-taught by Law and Communication Faculty - summer).

**COM 350. Intercultural Communication. (3 h)**
Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. (CD)

**COM 351. Comparative Communication. (1.5-3 h)**
A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. Only offered for 1.5 or 3 hours. (CD)

**COM 351A. Comparative Communication: Japan. (1.5-3 h)**
Only offered for 1.5 or 3 hours.

**COM 351B. Comparative Communication: Russia. (1.5-3 h)**
Only offered for 1.5 or 3 hours.

**COM 351C. Comparative Communication: Great Britain. (1.5-3 h)**
Only offered for 1.5 or 3 hours.

**COM 351D. Comparative Communications: Multiple Countries. (1.5-3 h)**
Only offered for 1.5 or 3 hours.

**COM 351E. Comparative Communication: China. (1.5-3 h)**
Only offered for 1.5 or 3 hours.

**COM 352. Interpersonal Seminar. (3 h)**
Advanced study of theories and research in one or more of the specialized concentrations of interpersonal communications.

**COM 353. Persuasion. (3 h)**
An examination of theories and research concerning the process of social influence in contemporary society.

**COM 354. International Communication. (3 h)**
An in-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems. (CD)

**COM 355. Survey of Health Communication. (3 h)**
An examination of theories, research, and processes of health communication in contemporary society.

**COM 356. Health Communication: Patient-Provider. (3 h)**
Explores contemporary issues related to communication in health care contexts, notably theories and research on patient-provider communication.

**COM 357. Health Communication Campaigns. (3 h)**
Examination of the principles behind designing, implementing, and evaluating a health campaign, including message design and application of media theories for behavior change.

**COM 358. Health Communication and Bioethics. (3 h)**
Examination of the problems of justice in health care and the meaning of human dignity in the face of illness and the technologies of treatment .

**COM 359. Diversity in the Media. (3 h)**
This course examines the role of media in the construction of social categories such as gender, race, class, and sexual orientation. The course presents a variety of perspectives that address diversity in relation to media, with an emphasis on entertainment media. (POR)

**COM 360. Communication and Cultures of India: Immersed in India. (3 h)**
Examines the different patterns of communication of the people of India through an immmersive experience, a journey from the Himalayas to the oceans, studying the connections between the geography, history, and cultures of India.

**COM 361. Family Communication and Health across the Lifespan. (3 h)**
Investigates how family communication intersects with physical, psychological, and social health across the lifespan.

**COM 362. Advanced Campaigns. (3 h)**
Creation of fully integrated communication campaigns for major brands, from uncovering target audience insights to articulating brand strategy and key messaging, through development of the big campaign idea and activation plans for the market. Culminates with team presentation pitches to their 'client' and is designed for Communication majors who have demonstrated interest in pursuing careers in marketing communication. P-COM 262 or JOU 350.

**COM 363. Communication and Consumer Behavior. (3 h)**
Focuses on understanding the psychology of consumer purchasing behavior and how marketing communications can influence that. Examines consumer motivations, influences, decision-making processes, and behaviors as they relate to the development of a marketing communications strategy. P-COM 162.

**COM 364. Narrative, Communication, and Health. (3 h)**
Combines theory and research in social science with narrative in multiple forms: film, visual art, memoir, short story, and poetry. Explores the power of story to transform human lives with an emphasis on health. Asks: What is narrative? How does narrative shape who we are? How does narrative inform our understanding and experience of wellness and illness? How does narrative influence health communication in our personal relationships? What role can narrative play in medical education, medical practice, and public health campaigns? Through careful study and reflection, students discover how story can create positive change on a personal, professional, and societal level.

**COM 365. Imagination Project. (3 h)**
The production of short films, digital study guides, or E-books and/or other types of multimedia materials on important social, political, cultural and economic issues. Opportunities for students to immerse themselves in a topic and interact with scholars from various disciplines (topics vary each year).

**COM 366. Rhetoric of the South. (3 h)**
This course analyzes the wide range of public discourse that constitutes the "South" and what it means to be "Southern." Students will engage in texts ranging from founding documents to secession speeches to music and even Southern food. The goal of the course is to come to a clearer understanding of where concepts of the South come from, how they circulate, and whether or not they have room for change.

**COM 367. Integrated Marketing Communication for Non-Profit Organizations. (3 h)**
Designed for students whose interests involve creating strategic integrated advertising and marketing communications programs for nonprofit organizations. The course explores the many stakeholders served by nonprofits and the variety of messages and communication platforms nonprofits must take into account to meet the organization's objectives. P- COM 162.

**COM 370. Special Topics. (1-3 h)**
An examination of topics not covered in the regular curriculum. May be repeated for credit if topic varies.

**COM 371. Feminist Media Studies. (3 h)**
Employs critical and transnational approaches to media texts and the industry that produces them. Students will gain a deeper theoretical and critical understanding of media texts and how they both reflect and construct the human condition through reading, viewing, discussion, and writing. (POR)

**COM 372. Environmental Communication: Risk & Crisis. (3 h)**
Explores scholarship and practice of environmental risk and crisis communication for attitude and behavior change. Applies theory to strategic environmental risk and crisis communication plans for community organizations.

**COM 380. Great Teachers. (1-3 h)**
An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students will interact with each teacher during a two- to three-day visit to Wake Forest. May be repeated for credit.

# Faculty

**Chair** Eric Watts
**Larry J. and LeeAnn E. Merlo Presidential Chair in Communication and Entrepreneurship and Associate Professor** Rebecca Gill
**Professor and John Kevin Medica Director of Debate** Jarrod Atchison

**Professors** Mary Dalton, Michael Hazen, Woody Hood, Marina Krcmar, Ananda Mitra, Randall Rogan, Eric Watts
**Associate Professors** Steven Giles, John Llewellyn, Mollie V. Rose, Alessandra Von Burg, Ron Von Burg, Margaret Zulick
**Assistant Professors** Phillip Cunningham, Rowie Kirby-Straker, Xavier Scruggs
**Professor of the Practice** Justin Green (Head Debate Coach)
**Teaching Professor and Executive Director of First in the Forest** Nate French
**Associate Teaching Professors** Polly Black, Cagney Gentry
**Assistant Professor of the Practice** Taylor Brough
**Assistant Teaching Professors** Robin Lindner, James Proszek
**Visiting Assistant Professors** Rebecca Marie Johnson, Alex Avril Klein
**Visiting Assistant Professors of the Practice** Raegan Burden, Kate Masten
**Adjunct Lecturer** Nanelle Napp
**Adjunct Lecturers of the Practice** David Goren, Melissa Painter-Greene
**Supervisor, Media Studies** Steve Jarrett

# Communication, B.A.

Requires 30 hours, at least 12 of which must be at the 300-level.

All majors should begin their study of communication with these courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| COM 102 | Debate and Advocacy | 3 |
| or COM 110 | Public Speaking | |
| COM 220 | Empirical Research in Communication | 3 |
| COM 225 | Rhetorical Theory and Criticism | 3 |

An overall minimum GPA of 2.0 in all communication courses attempted is required for graduation.

# Concentrations

The Department of Communication offers its majors the opportunity to concentrate (https://bulletin.wfu.edu/undergraduate/departments-programs/communication/ba-communication/#concentrationstext) in special areas of study. Communication majors may choose to concentrate in Health, Environmental and Risk Communication; Integrated Communication Strategies; Media Studies; and Public Advocacy. Students may also opt to choose courses across the concentrations as a general communication major.

In addition to the major course requirements, COM 102 or COM 110, COM 220, and COM 225, students who want to declare a concentration must successfully complete four courses within their chosen concentration. Students may declare two concentrations within the department; however, they may not count a course used to meet the required four courses for one concentration to fulfill requirements for a second concentration. A list of courses approved to fulfill the concentrations in Health, Environment, and Risk Communication; Integrated Communication Strategies; Media Studies; and Public Advocacy is maintained by the Communication Department. Students declaring a concentration must do so prior to the beginning of their final semester.

# Study Abroad and Transfer Credit

Up to half of a student's total hours toward their communication degree can come from study abroad or transfer credits. Courses that do not significantly match COM courses in the academic bulletin may earn elective credit in COM (COM 500) or general University elective credit not applied to COM (COM 520). These courses do not satisfy the 300-level requirement. Transfer and study abroad courses must be approved by the Department prior to enrollment in those courses.

# Internship and Practicum

Internship and Practicum is open only to majors and minors who satisfy departmental requirements. For three hours of internship credit, students need a minimum of 120 on-site contact hours; applications for internship hours need to be approved by a faculty supervisor and the internship director, or the director of undergraduate studies. Only three internship credit hours can count towards a major or minor. Students may enroll in up to three hours of practicum in any semester (see course listings for practicum options). Practicum hours need to be approved by supervising faculty. In total, students can earn a maximum of six hours of practicum credit; however only three hours of these may be counted toward a major or minor in communication. All internship and practicum credits are graded pass/fail.

# Concentrations

# Communication Concentrations

## The General Concentration

Some Communication majors may wish to focus their coursework on a particular area in the communication discipline. The five concentrations explained below provide a range of choices. However, it is important to note that It is entirely acceptable for communication majors to opt instead to pursue a general concentration. In this approach, students can sample widely and follow their own interests in selecting from departmental offerings while fulfilling the requirements of the major. Whether one selects a general concentration or one of the focal areas defined below, communication courses present a strong foundation for a Wake Forest liberal arts education.

## Health, Environmental, and Risk Communication Concentration

The Health, Environmental, and Risk Communication Concentration (HERC) offers a course of study that investigates how communication shapes health, environmental, and risk issues from a socio-ecological perspective. HERC classes explore the use of empirical, rhetorical, and critical/creative methods to build a more equitable, sustainable world. In these classes students investigate (1) intrapersonal processes of communication (beliefs, values, attitudes), (2) social influence factors like stigma, stereotyping, and group norms, (3) interpersonal/relational aspects ranging from family coping to patient-provider interactions, (4) public and mass media contexts such as public health crises, health/risk communication campaigns, community change programs, and integrated arts initiatives, and (5) societal discourses informing health and environmental policy. HERC concentration students have the option to obtain course credit by working with faculty and community advisors to complete community-based research, internships, and other forms of local civic engagement. Students who complete the HERC concentration will be better prepared for careers in healthcare practice, the helping professions, public health advocacy, medical and science journalism, federal agencies, and nonprofit health and environmental organizations.

| Code | Title | Hours |
|---|---|---|
| **Select 4 courses from:** | | |
| *Core Group (at least 3 courses from this group)* | | |

| | | |
|---|---|---|
| COM 270 | Special Seminar (Community Narratives: Environmental Justice; Environmental Risk Communication) | 1-3 |
| COM 355 | Survey of Health Communication | 3 |
| COM 356 | Health Communication: Patient-Provider | 3 |
| COM 357 | Health Communication Campaigns | 3 |
| COM 361 | Family Communication and Health across the Lifespan | 3 |
| COM 364 | Narrative, Communication, and Health | 3 |
| COM 370 | Special Topics (Body Image and Communication; Health Communication in Developing Countries; Environmental Communication: Risk & Crisis) | 1-3 |
| *Electives* | | |
| COM 113 | Relational Communication | 3 |
| COM 270 | Special Seminar (Intergroup Dialogues; Listening to Community Stories) | 1-3 |
| COM 315 | Communication and Technology | 3 |
| COM 330 | Communication and Conflict | 3 |
| COM 336 | Organizational Rhetoric | 3 |
| COM 339 | Practices of Citizenship | 3 |
| COM 345 | Rhetoric of Science and Technology | 3 |
| COM 349 | Advocacy, Debate and the Law | 3 |
| COM 350 | Intercultural Communication | 3 |
| COM 353 | Persuasion | 3 |
| COM 370 | Special Topics ( Rotating Courses) | 1-3 |
| COM 380 | Great Teachers (Rotates Among Concentrations) | 1-3 |

## Integrated Communication Strategies Concentration

The Integrated Communication Strategies (ICS) concentration educates students about the integration of communications in both online and offline contexts including traditional forms of mass communication such as TV, radio, print, and public speaking as well as new forms such as websites, blogs and social media. The goal is to ensure that all messages emanating from an organization or social movement are coordinated and aligned across all contexts to strengthen and focus the communication. The concentration is intended for those students wishing to pursue a career that involves positioning, defining or promoting organizations and their mission, services and products.

| Code | Title | Hours |
|---|---|---|
| **Select 4 courses from:** | | |
| COM 162 | Introduction to Integrated Marketing Communications | 3 |
| COM 215 | Broadcast Journalism | 3 |
| COM 245 | Introduction to Mass Communication | 3 |
| COM 250 | Communicating for an Entrepreneurial Mindset | 3 |
| COM 262 | Writing for Public Relations and Advertising | 3 |
| COM 270 | Special Seminar (Digital and Social Media Marketing; Sports Broadcasting) | 1-3 |
| COM 271 | Sports Broadcasting | 3 |
| COM 305 | Communication and Ethics | 3 |
| COM 308 | Speechwriting | 3 |
| COM 309 | Visual Storytelling | 3 |
| COM 315 | Communication and Technology | 3 |
| COM 327 | Social Media Effects | 3 |
| COM 334 | Entrepreneurial Communities and Winston-Salem | 3 |
| COM 335 | Survey of Organizational Communication | 3 |
| COM 336 | Organizational Rhetoric | 3 |
| COM 342 | Political Communication | 3 |
| COM 346 | Sport, Media, and Communication | 3 |
| COM 350 | Intercultural Communication | 3 |
| COM 353 | Persuasion | 3 |
| COM 354 | International Communication | 3 |
| COM 357 | Health Communication Campaigns | 3 |
| COM 362 | Advanced Campaigns | 3 |
| COM 363 | Communication and Consumer Behavior | 3 |

## Media Studies Concentration

The Media Studies concentration considers the production, interpretation, and theoretical analysis of communication that is (1) disseminated to a broad and largely anonymous audience and (2) mediated by the various technological devices that make such broad dissemination of the message possible. Production courses combine technical instruction in the use of the relevant tools with aesthetic instruction in how to use those tools most effectively. The study of the interpretation, criticism, and production of the moving image receives a special emphasis in our curriculum in a core of film studies courses. Practicum work and internship experience enhance the program to prepare students to begin a career in film and media or for further study as graduate students.

| Code | Title | Hours |
|---|---|---|
| **Select 4 courses from:** | | |
| COM 120 | Introduction to Critical and Creative Media | 3 |
| COM 215 | Broadcast Journalism | 3 |
| COM 245 | Introduction to Mass Communication | 3 |
| COM 247 | Media Production I | 3 |
| COM 250 | Communicating for an Entrepreneurial Mindset | 3 |
| COM 262 | Writing for Public Relations and Advertising | 3 |
| COM 270 | Special Seminar (Soundtracks & Sound Design) | 1-3 |
| COM 271 | Sports Broadcasting | 3 |
| COM 284 | Production Practicum I | 1.5 |
| COM 285 | Production Practicum II | 1.5 |
| COM 286 | Individual Study | 1-3 |
| COM 287 | Research Practicum I | 1.5 |
| COM 288 | Research Practicum II | 1.5 |
| COM 301 | Film Genre (Science Fiction Cinema; Horror Cinema; Sports and Cinema) | 3 |
| COM 305 | Communication and Ethics | 3 |
| COM 310 | Media Production II | 3 |
| COM 312 | Film History to 1945 | 3 |
| COM 313 | Film History Since 1945 | 3 |
| COM 314 | Media Effects | 3 |
| COM 315 | Communication and Technology | 3 |
| COM 316 | Screenwriting | 3 |
| COM 317 | Communication and Popular Culture | 3 |

| | | |
|---|---|---|
| COM 318 | Culture and Sitcom | 3 |
| COM 319 | Media Ethics | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| COM 323 | Superheroes, Cinema, and American Mythology | 3 |
| COM 324 | Children and Media | 3 |
| COM 325 | On Camera Performance | 3 |
| COM 326 | Advanced Screenwriting | 3 |
| COM 327 | Social Media Effects | 3 |
| COM 337 | Social Media Marketing in the Creative Arts | 3 |
| COM 342 | Political Communication | 3 |
| COM 346 | Sport, Media, and Communication | 3 |
| COM 351 | Comparative Communication | 1.5,3 |
| COM 354 | International Communication | 3 |
| COM 370 | Special Topics (Black Popular Culture; Black Athletes, Media, and Memory; Diversity in the Media; Documentary Production; International Cinema; Great Film Directors; Intro to Feminist Television Studies; Narrative Production) | 1-3 |
| COM 380 | Great Teachers (Rotates Among Concentrations) | 1-3 |

### Public Advocacy Concentration

In line with the Wake Forest University motto, *Pro Humanitate*, the Public Advocacy concentration combines public speaking, debate, rhetorical theory, and public address with a focus on direct engagement with the community. This concentration prepares students to serve as leaders, practicing what they learn in class and teaching, sharing, and collaborating with others both within and outside of Wake Forest. The Public Advocacy concentration provides students with the critical thinking and communication skills necessary to advance careers and causes in multiple settings: academic, legal, political, entrepreneurial, environmental, medical, and social.

| Code | Title | Hours |
|---|---|---|
| **Select 4 courses from:** | | |
| COM 262 | Writing for Public Relations and Advertising | 3 |
| COM 270 | Special Seminar (Rhetorics of Activism and Advocacy; Community Narratives: Environmental Justice; Peer Consulting in Oral Communication; Speaking & Listening for Understanding) | 1-3 |
| COM 282 | Debate Practicum I | 1.5 |
| COM 283 | Debate Practicum II | 1.5 |
| COM 300 | Ancient Persuasions: Rhetoric and Democracy in Greece and Rome | 3 |
| COM 302 | Argumentation Theory | 3 |
| COM 305 | Communication and Ethics | 3 |
| COM 307 | The Prophetic Mode in American Public Discourse | 3 |
| COM 308 | Speechwriting | 3 |
| COM 317 | Communication and Popular Culture | 3 |
| COM 334 | Entrepreneurial Communities and Winston-Salem | 3 |
| COM 335 | Survey of Organizational Communication | 3 |
| COM 336 | Organizational Rhetoric | 3 |
| COM 338 | African-American Rhetoric | 3 |
| COM 339 | Practices of Citizenship | 3 |
| COM 340 | Democracy, Slavery and Sex: Emancipation Discourse from the Founding to the Civil War | 3 |
| COM 341 | Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism | 3 |
| COM 342 | Political Communication | 3 |
| COM 344 | Conspiracy Theories in American Public Discourse | 3 |
| COM 345 | Rhetoric of Science and Technology | 3 |
| COM 346 | Sport, Media, and Communication | 3 |
| COM 347 | Rhetoric of the Law | 3 |
| COM 348 | Legal Theory, Practice, and Communication | 3 |
| COM 349 | Advocacy, Debate and the Law | 3 |
| COM 366 | Rhetoric of the South | 3 |
| COM 370 | Special Topics (Environmental Communication: Risk & Crisis; Music and the American Voice; Queer and Trans Rhetoric; Rhetoric of the South; Where Are You From?) | 1-3 |
| COM 380 | Great Teachers (Rotates Among Concentrations) | 1-3 |

## Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in communication. Invitations are sent to eligible students in late fall of their senior year. To graduate with the designation “Honors in Communication,” students must have a major GPA of 3.8 or above prior to entering their final semester, declare for honors by the week before the last add/drop date in their final semester, select a faculty advisor and work with that advisor to revise a paper or creative work adapted from an existing piece. The final version of a paper or creative work must be submitted to the advisor and Undergraduate Committee for acceptance by the Committee. If accepted, the student must present the work at the award ceremony of the Department of Communication.

# Communication, Minor

## Requirements

The minor requires 18 hours.

Minors are encouraged to begin their study of communication with these courses:

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| COM 102 | Debate and Advocacy | 3 |
| or COM 110 | Public Speaking | |
| COM 220 | Empirical Research in Communication | 3 |
| or COM 225 | Rhetorical Theory and Criticism | |
| 12 elective credit hours at least six of which at the 300-level | | |

An overall minimum GPA of 2.0 in all communication courses attempted is required for graduation.

## Study Abroad and Transfer Credit

Up to half of a student's total hours toward their communication degree can come from study abroad or transfer credits. Courses that do not significantly match COM courses in the academic bulletin may earn elective credit in COM (COM 500) or general University elective credit not applied to COM (COM 520). These courses do not satisfy the 300-level requirement. Transfer and study abroad courses must be approved by the Department prior to enrollment in those courses.

## Internship and Practicum

Internship and Practicum is open only to majors and minors who satisfy departmental requirements. For three hours of internship credit, students need a minimum of 120 on-site contact hours; applications for internship hours need to be approved by a faculty supervisor and the internship director, or the director of undergraduate studies. Only three internship credit hours can count towards a major or minor. Students may enroll in up to three hours of practicum in any semester (see course listings for practicum options). Practicum hours need to be approved by supervising faculty. In total, students can earn a maximum of six hours of practicum credit; however only three hours of these may be counted toward a major or minor in communication. All internship and practicum credits are graded pass/fail.

# Critical and Creative Media, B.A.

## Requirements

A major in Critical and Creative Media requires a total of 30 hours. At least 5 classes must be at the 300-level.

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| COM 102 | Debate and Advocacy | 3 |
| or COM 110 | Public Speaking | |
| COM 120 | Introduction to Critical and Creative Media | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| *At least one of the following* | | *3* |
| COM 246 | Black Popular Culture | |
| COM 319 | Media Ethics | |
| COM 359 | Diversity in the Media | |
| COM 371 | Feminist Media Studies | |
| FLM 310 | International Cinema | |
| *At least one production course* | | *3* |
| COM 215 | Broadcast Journalism | |
| COM 247 | Media Production I | |
| COM 249 | Sound Design & Soundtracks | |
| COM 310 | Media Production II | |
| COM 316 | Screenwriting | |
| COM 326 | Advanced Screenwriting | |
| COM 365 | Imagination Project | |
| *Four electives in Critical and Creative Media* | | |
| COM 215 | Broadcast Journalism | |
| COM 247 | Media Production I | |
| COM 270 | Special Seminar | |
| COM 280 | Communication Internship I * | |
| COM 284 | Production Practicum I * | |
| COM 285 | Production Practicum II * | |
| COM 286 | Individual Study * | |
| COM 301 | Film Genre | |
| COM 316 | Screenwriting | |
| COM 310 | Media Production II | |
| COM 312 | Film History to 1945 | |
| COM 313 | Film History Since 1945 | |
| COM 318 | Culture and Sitcom | |
| COM 323 | Superheroes, Cinema, and American Mythology | |
| COM 365 | Imagination Project | |
| COM 370 | Special Topics | |
| Any 200 or 300 level COM course | | 3 |

* No student may take more than a total of 9 hours in internship, practicum, and individual study combined, and only 3 hours of internship, practicum, or individual study can count toward the major.

## Concentrations

## Film Studies Concentration

Film Studies concentration for Critical and Creative Media requires 18 hours.

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| COM 120 | Introduction to Critical and Creative Media | 3 |
| COM 312 | Film History to 1945 | 3 |
| COM 313 | Film History Since 1945 | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| *Two production courses* | | *6* |
| COM 215 | Broadcast Journalism | |
| COM 247 | Media Production I | |
| COM 310 | Media Production II | |
| COM 316 | Screenwriting | |
| COM 365 | Imagination Project | |
| **Total Hours** | | **18** |

## Honors

Highly qualified majors are invited to apply for admission to the honors program in Critical and Creative Media. To be graduated with the designation "Honors in Critical and Creative Media," students must have a major GPA of 3.8 or above prior to entering their final semester, declare for honors by the week before the last add/drop date, select a paper or creative project to work on at an advanced level, secure a faculty member to advise the scholarly or creative project, and submit the final version of the project to the Honors Committee for acceptance.

# Marketing Communication, Minor

The minor requires 18 hours, of which up to 9 credit hours may be double counted between the COM Major and the MarCom Minor. All minors are required to take the following:

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| COM 102 | Debate and Advocacy | 3 |
| or COM 110 | Public Speaking | |
| COM 162 | Introduction to Integrated Marketing Communications | 3 |
| *Additional electives* * | | *12* |
| COM 250 | Communicating for an Entrepreneurial Mindset | |
| COM 262 | Writing for Public Relations and Advertising | |
| COM 264 | Digital & Social Media Marketing | |
| COM 270 | Special Seminar (Selected special topics courses that are marketing communication related (1-3h) ) | |
| COM 280 | Communication Internship I | |
| COM 309 | Visual Storytelling | |
| COM 315 | Communication and Technology | |
| COM 336 | Organizational Rhetoric | |
| COM 337 | Social Media Marketing in the Creative Arts | |
| COM 346 | Sport, Media, and Communication | |
| COM 353 | Persuasion | |
| COM 354 | International Communication | |
| COM 357 | Health Communication Campaigns | |
| COM 362 | Advanced Campaigns | |
| COM 363 | Communication and Consumer Behavior | |
| COM 367 | Integrated Marketing Communication for Non-Profit Organizations | |
| COM 370 | Special Topics (Selected special topics courses that are marketing communication related (1-3h).) | |
| **Total Hours** | | **18** |

* 6 hours must be at the 300 level.

Students may count 3 credit hours from the Summer Management Program towards their requirements for the Marketing Communication Minor. This does not replace required courses nor the requirement for two 300 level COM courses.

# Computer Science (CSC)

A minimum GPA of 2.0 in the computer science courses that comprise a major or minor in the department is required for graduation.

Students who are enrolled at Wake Forest University may not take courses in computer science at other institutions to satisfy divisional requirements.

Students with a special interest in multidisciplinary work should consider a program of study that combines computer science with another discipline through either a double major or a minor.

## Planning for a Major or Minor in Computer Science

Students do **not** need prior computer science experience to major in computer science. While not required, students interested in the major are encouraged to:

- take CSC 111 and MTH 117 in their freshman year. Students with AP scores of 4 or 5 may receive credit for CSC 111 and begin the computer science curriculum with CSC 112.
- take CSC 112 and CSC 201 as early as feasible. Completing these courses in the sophomore year provides the most flexibility in scheduling other required courses and electives. While not necessary, completing CSC 111, CSC 112, CSC 201, and MTH 117 by the end of the fall semester of the sophomore year provides the best flexibility, especially for the BS.
- consider taking another 200-level course in the sophomore year. Reviewing prerequisites for the 300-level electives may help in the decision regarding which 200-level courses to take early. For example, CSC 250 and CSC 251 are prerequisites for CSC 348.

To declare a major or minor in computer science, the student must have a minimum 2.0 GPA in computer science courses required for the major or minor including CSC 112.

## Transfer Credit

A maximum of 7 hours at the 200-level or above may be transferred toward the BA or BS in computer science, with a maximum of 3 hours at the 300 level. For the computer science minor, all computer science electives at 193-level and above must be taken at Wake Forest.

## Contact Information

Department of Computer Science (http://college.wfu.edu/cs/)
Manchester Hall 233, Box 7311
Phone 336-758-4982

## Programs

## Majors

- Computer Science, B.A.
- Computer Science, B.S.

## Minor

- Computer Science, Minor

## Courses

## Computer Science (CSC)

**CSC 101. Overview of Computer Science. (3 h)**
An introduction to fundamental principles of computer science including abstraction, data and information, the World Wide Web, algorithms, programs, creative computer use, and the global impact of computing. Students cultivate their understanding by working with data, logically solving problems individually and collaboratively, and writing simple computer programs. May not be counted towards the computer science major or minor. (D)

**CSC 102. Problem Solving with Python. (3 h)**
An introduction to fundamental principles of computer science including abstraction, data and information, algorithm development, and computer programming. Students apply computational problem solving skills to representative problems from a range of domains using the Python programming language. Appropriate for students who want computing experience applicable to other disciplines. May not be counted towards the computer science major or minor. (D)

**CSC 103. Introduction to Web and Mobile Applications. (3 h)**
An overview of the key concepts and practical skills required to build computer applications, including mobile and web development. Topics include web technology, design thinking, prototyping, application architecture, and utilizing low-code and no-code platforms. The course also includes an introductory look at artificial intelligence with a focus on large language models. No programming or other computer science experience needed. May not be counted towards a computer science major or minor.

**CSC 111. Introduction to Computer Science. (4 h)**
Introduction to computer programming and algorithmic problem solving in an object-oriented programming language. Topics include basic control structures, methods, parameters, objects, classes, arrays, and program testing and debugging. Recommended as the first course for students considering a major or minor in computer science. (D)

**CSC 112. Fundamentals of Computer Science. (4 h)**
A study of algorithm development and problem solving using top-down design, data abstraction, object-oriented programming, and program debugging and testing. Topics include memory allocation, recursion, data structures such as arrays, lists, stacks, queues, and trees, simple sorting and searching algorithms, and algorithm complexity. P-CSC 111 or prerequisite override required. (D)

**CSC 165. Problem Solving Seminar. (1 h)**
A weekly seminar designed for students to develop their problem solving skills designing and implementing software. Does not count towards the computer science major or minor. May be taken twice. Pass/Fail. P-CSC 112 or prerequisite override required.

**CSC 181. Introduction to Computer Science Research. (3 h)**
Introduction to concepts, conventions, and techniques used in computer science research. Students will learn research methods, evaluation of data, the presentation and dissemination of results, and research ethics within the context of computer science. Students interested in the Honors in Computer Science program are encouraged to take this course. Does not count towards the computer science major or minor. Pass/Fail only. P-CSC 201 or prerequisite override required.

**CSC 191. Special Topics. (1-3 h)**
Topics in computer science that are not covered in regular courses or that give special practice in skills used in other courses. Not to be counted toward the bachelor of science in computer science. May be repeated for up to 6 hours if the topic changes.

**CSC 192. STEM Incubator. (1 h)**
An engaging and relevant introduction to STEM (science, technology, engineering, and mathematics) through creative exploration, collaboration, and computational problem-solving. Pass/Fail. May be repeated once.

**CSC 192H. Honors STEM Incubator. (1 h)**
Leadership role in developing STEM (science, technology, engineering, and mathematics) ideas and applications through scientific exploration, creative collaboration, and computational problem-solving. For students with some programming experience. Pass/Fail. May be repeated once. P - Prerequisite override required.

**CSC 193. Independent Study. (1-3 h)**
A course of independent study directed by a faculty advisor, not to be counted toward the bachelor of science in computer science. May be repeated for up to 3 hours. Enrollment requires prearrangement with a computer science faculty member and departmental approval P-Prerequisite override required.

**CSC 201. Data Structures and Algorithms. (3 h)**
A study of fundamental data structures and the algorithms that act upon them. Data structure topics include the application, implementation, and complexity analysis of trees, hash tables, heaps, maps, sets, and graphs. Algorithmic topics include advanced sorting and searching methods and an introduction to divide-and-conquer and greedy techniques, graph algorithms, backtracking, and dynamic programming. P-CSC 112 and MTH 117. (D)

**CSC 231. Programming Languages. (3 h)**
Comparative study of programming language paradigms, including imperative languages, functional programming, logic programming, and object-oriented programming. Syntax, semantics, parsing, grammars, and issues in language design are covered. P-CSC 112 and MST 117.

**CSC 250. Computer Systems I. (4 h)**
Study of computer system mechanisms supporting program execution, with a focus on mapping programs to underlying hardware. Topics include data representation, assembly language, processor architecture, and the memory system, with an introduction to system-level programming. P-CSC 112 and MTH 117. (D)

**CSC 251. Computer Systems II. (3 h)**
Study of computer system mechanisms supporting program execution, with a focus on process and resource management. Topics include process control, virtual memory, concurrency, parallelism, file-based and network-based I/O, and additional coverage of system-level programming. P-CSC 250.

**CSC 301. Algorithm Design and Analysis. (3 h)**
A study of techniques for designing algorithms, analyzing their time and space complexity, and demonstrating their correctness. The algorithm design techniques include divide-and-conquer, greedy algorithms, dynamic programming, randomized algorithms, string processing algorithms, and parallel algorithms. The algorithm analysis includes computational models, best/average/worst case analysis, and computational complexity (including lower bounds and NP-completeness). P-CSC 201 and MTH 112. (QR)

**CSC 311. Computer Architecture. (3 h)**
An in-depth study of computer system and architecture design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures. P-CSC 211 or 250.

**CSC 321. Database Management Systems. (3 h)**
Introduction to database management systems. Topics include data independence, database models, query languages, security, integrity, and transactions. P-CSC 201 or 221.

**CSC 322. Data Management and Analytics. (3 h)**
Management, analysis, and visualization of large-scale data sets. Topics includes key-value databases, distributed file systems, map-reduce techniques, similarity measures, link analysis, and clustering. P - CSC 321.

**CSC 331. Software Engineering. (3 h)**
Study of fundamental topics in software engineering including software processes, agile software development and project management, requirements engineering, system modeling, design patterns and implementation, and software testing. Students practice software engineering principles through team projects. P-CSC 201 or 221.

**CSC 332. Mobile and Pervasive Computing. (3 h)**
Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms. P-CSC 201 or 221.

**CSC 333. Principles of Translators for Compilers and Interpreters. (3 h)**
Study of techniques for translating high-level programming languages to a target language. Typical target languages include Java bytecode and assembly language. Topics include lexical analysis, parsing, intermediate representations, language semantics, code generation, and optimization. P-CSC 231 and either CSC 211 or 250.

**CSC 341. Operating Systems. (3 h)**
Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security. P-CSC 241 or 251.

**CSC 343. Internet Protocols. (3 h)**
Study of wide area connectivity through interconnection networks. Emphasis is placed on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security. P-CSC 241 or 251.

**CSC 346. Parallel Computation. (3 h)**
Study of techniques for parallel and high performance computing. Topics include an overview of modern high-performance computer design, pipelining, concurrency, data dependency, shared memory, message passing, and graphics processors. Select parallel algorithms and methods for asymptotic scalability analysis are also presented. Assignments may include coding with OpenMP, MPI, and the CUDA library. P-CSC 201 or 221.

**CSC 347. GPU Programming. (3 h)**
An introduction to general purpose parallel program development on Graphics Processing Units (GPUs). Topics covered will include data parallelism, memory and data locality, parallel algorithm patterns and performance metrics, and application test studies. P-CSC 201 or 221 and MTH 121 or 205.

**CSC 348. Computer Security. (3 h)**
Introduction to computer security concepts and associated theory. Detailed coverage of the core concepts of access control, cryptography, trusted computing bases, digital signatures, authentication, network security, and secure architectures. Legal issues, security policies, risk management, certification and accreditation are covered in their supporting roles. Students will learn to analyze, design, and build secure systems of moderate complexity. P-CSC 241 or 251.

**CSC 352. Numerical Linear Algebra. (3 h)**
Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to applications. Credit not allowed for both CSC 352 and MTH 326. P-MTH 112; and MTH 121 or 205.

**CSC 355. Introduction to Numerical Methods. (3 h)**
Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both CSC 355 and MTH 355. P-MTH 112; and MTH 121 or 205.

**CSC 361. Digital Media. (3 h)**
Study of the mathematics and algorithms underlying digital sounds, image, and video manipulation. Topics may include sampling and quantization, resolution, filters, transforms, data encoding and compression, multimedia file types and transmission, 3D printing, and digital media in multimedia and web programming. P-CSC 201 or 221 and MTH 111 or 112.

**CSC 363. Computer Graphics. (3 h)**
Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P-CSC 201 or 221; and either MTH 121 or 205.

**CSC 365. Image Processing Fundamentals. (3 h)**
Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis. P-CSC 112; and MTH 121 or 205.

**CSC 371. Artificial Intelligence. (3 h)**
An overview of areas of study in artificial intelligence. Topics are chosen from among knowledge representation, formal logic, fuzzy logic, intelligent agents, expert systems, machine learning, robotics, and natural language processing. P-CSC 201 or 221.

**CSC 373. Data Mining. (3 h)**
An overview of data mining methods and algorithms for classification, association analysis, clustering, and anomaly detection. A major focus will be on the implementation of algorithms for and design and construction of solutions to data mining problems. Applications and ethical considerations of data mining in humanities, arts, and healthcare are discussed. P-CSC 201 or 221.

**CSC 374. Machine Learning. (3 h)**
An introduction to concepts and application of machine learning algorithms and techniques, focusing on supervised and unsupervised learning. Students learn the theoretical concepts behind several types of machine learning algorithms and gain practical experience applying them. Algorithms covered could include logistic regression, support vector machines, regularization, dimensional reduction, clustering, and neural networks. P-CSC 201 or 221, MTH 112 and MTH 121 or 205.

**CSC 375. Neural Networks and Deep Learning. (3 h)**
An introduction to concepts and applications of neural networks and deep learning, a branch of machine learning that uses additional layers of high-level representations of data to maximize performance on a given task. The topics covered may include basic neural networks, deep neural networks, and convolutional and recurrent neural networks. Students learn the theoretical concepts behind several types of neural network algorithms and gain practical experience applying them. P-CSC 201 or 221, MTH 112, and MTH 121 or 205.

**CSC 385. Bioinformatics. (3 h)**
Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Credit not allowed for both CSC 385 and BIO 385 or PHY 385. P-CSC 201 or 221 (and BIO 150, 150L, 160, and 160L if taken as BIO 385) or prerequisite override required.

**CSC 387. Computational Systems Biology. (3 h)**
Introduction of concepts and development of skills for comprehension of systems biology problems, including both biological and computational aspects. Topics may include genome-wide transcriptomic analysis, protein interaction networks, large-scale proteomics experiments, and computational approaches for modeling, storing, and analyzing the resulting data sets. Emphasizes interdisciplinary interaction and communication. Credit not allowed for both CSC 387 and BIO 387. P-CSC 201 or 221 (also requires BIO 150, 150L, 160, and 160L if taken as BIO 387) or prerequisite override required.

**CSC 391. Selected Topics. (1-3 h)**
Topics in computer science that are not studied in regular courses or which further examine topics covered in regular courses. May be repeated if topic changes. P - any 200-level CSC course and prerequisite override required.

**CSC 393. Individual Study. (1-3 h)**
Independent study directed by a faculty advisor. By prearrangement. No more than three hours may be counted toward a computer science major or minor. Enrollment requires prearrangement with a computer science faculty member and departmental approval. May be repeated for credit. P-any 200-level CSC course and prerequisite override required.

**CSC 399. Computer Science Mastery Exam. (0 h)**
Evaluation of student mastery of core topics in the computer science discipline through standardized testing. Taken during the senior year. Pass/Fail.

# Faculty

**Chair** William Turkett
**Reynolds Professor of Computer Science and Mathematics (Emeritus)** Robert Plemmons
**Professors** Errin Fulp, V. Paúl Pauca, Peter Santago
**Professors Emeritus** Jennifer J. Burg, David John
**Associate Professors** Sarra Alqahtani, Grey Ballard, Minghan Chen, Daniel Cañas, Samuel Cho, Natalia Khuri, William Turkett
**Associate Professor Emeritus** Stan Thomas
**Assistant Professors** Aditya Devarakonda, Fan Yang, Ying Zhang
**Assistant Teaching Professor** William Cochran, Sarah Parsons
**Katherine and Dickerson Wright Presidential Chair in Computer Science and Entrepreneurship** Ron Doyle
**Affiliate Professor** Jennifer Erway
**Affiliate Associate Professor** James Pease
**Affiliate Assistant Professor** Kyle Luthy
**Adjunct Professors** Sean Anderson, Bruno Belkhiter, Adam Carlson, Kelly Kuykendall, Rob Robless, Cody Stevens

# Computer Science, B.A.

## Requirements

Requires a minimum of 30 hours in computer science and three courses in mathematics or statistics.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |
| CSC 250 | Computer Systems I | 4 |
| CSC 251 | Computer Systems II | 3 |
| CSC 399 | Computer Science Mastery Exam | 0 |
| Select three hours at the 191-level or higher | | 3 |
| Select three hours at the 200-level or higher | | 3 |
| Select six hours at the 300-level or higher | | 6 |
| **Co-Requirements** | | |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 4 |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| Select one of the following: | | 3-4 |
| MTH 112 | Calculus with Analytic Geometry II | |
| STA 111 | Elementary Probability and Statistics | |
| STA 112 | Introduction to Regression and Data Science | |
| Any statistics course approved by the Computer Science Department | | |

## Honors

Highly qualified majors are invited by the department chair to apply for admission to the Honors program. Students not invited may petition the department chair to enter the Honors program. To be graduated with a designation of “Honors in Computer Science,” students must satisfactorily complete a senior Honors report and graduate with a minimum GPA of 3.5 in the major and 3.0 in all college work. The Honors designation does not carry academic credit. Rather, it is intended as a special project that reflects the student's ability to go above and beyond the usual course work and carries significant prestige for graduation. The Honors designation appears on the student's transcript.

# Computer Science, B.S.

## Requirements

Requires a minimum of 36 hours in computer science and three courses in mathematics.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |

| | | |
|---|---|---|
| CSC 231 | Programming Languages | 3 |
| CSC 250 | Computer Systems I | 4 |
| CSC 251 | Computer Systems II | 3 |
| CSC 301 | Algorithm Design and Analysis | 3 |
| CSC 399 | Computer Science Mastery Exam | 0 |
| Select at least 12 hours in computer science courses at the 300-level or higher | | 12 |
| **Co-Requirements** | | |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 4 |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |

## Honors

Highly qualified majors are invited by the department chair to apply for admission to the Honors program. Students not invited may petition the department chair to enter the Honors program. To be graduated with a designation of "Honors in Computer Science," students must satisfactorily complete a senior Honors report and graduate with a minimum GPA of 3.5 in the major and 3.0 in all college work. The Honors designation does not carry academic credit. Rather, it is intended as a special project that reflects the student's ability to go above and beyond the usual course work and carries significant prestige for graduation. The Honors designation appears on the student's transcript.

# Computer Science, Minor

Requires a minimum of 17 hours in computer science and MTH 117.

| Code | Title | Hours |
|---|---|---|
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |
| Select three hours at the 191-level or higher | | 3 |
| Select three hours at the 300-level or higher | | 3 |
| MTH 117 | Discrete Mathematics | 4 |

# Contemporary Global Studies (CGS)

Interdisciplinary Minor

The minor provides an opportunity to explore the various facets of an increasingly globalized world. It is designed to expose students to a variety of trans-regional themes on the one hand and particular knowledge of specific regions on the other. Building upon an approved study abroad experience, students are able to develop a broader understanding of the complex and interdependent global forces that shape our current world. The minor concludes with the capstone seminar (CGS 250) in which students in their senior year are given an opportunity to pull together many of the themes that they have studied in the relevant courses and explore a particular research topic in great detail through the writing of a major paper.

## Contact Information

Contemporary Global Studies (https://global.wfu.edu/global-campus/international-minors/international-studies/)

## Programs

## Minor

- Contemporary Global Studies, Minor

## Courses

## Contemporary Global Studies (CGS)

**CGS 101. Overseas Study. (1-3 h)**
Directed reading and/or field work as part of an approved overseas program under the supervision of a professor, instructor, or the program director/coordinator or the Center for Global Programs and Studies. May be repeated for credit. P-Prerequisite override required.

**CGS 105. City as Text. (1-3 h)**
Introduction to the historical, cultural, and physical geography of the host city for Wake Forest study abroad programs. Participants travel throughout the city visiting plazas, neighborhoods, museums and other points of interest. Specific attention is given to areas of artistic, architectural, cultural, and historical significance. Students maintain journals and complete reflection papers. Only offered at Wake Forest study abroad locations.

**CGS 120. Language and Culture Study. (1-3 h)**
Provides communicative and cultural training to students studying on Wake Forest study abroad programs in locations where the languages of the host country is not currently taught at Wake Forest. Course intended to ensure students are not linguistically isolated while abroad; prepares students to interact with locals and increase their ability to reflect on the cross-cultural experience of living in the host country. Topics include explorations of language, culture, art, history, film, and current events. Only offered at Wake Forest study abroad locations.

**CGS 130. Global Village Living and Learning Community. (1-3 h)**
This interdisciplinary course is designed to create discussion around global issues and global citizenship for residents of the Global Village Living and Learning Community. Students are exposed to a variety of ways to view global citizenship through five global competencies - expression, engagement, discourse, inquiry, and connections. This class is designed to be taken twice, once in the Fall semester and once in Spring semester.

**CGS 150. Preparing for Cross-Cultural Engagement Abroad. (1 h)**
Introduces students to theoretically-based issues and skills needed for understanding and interacting with people in other cultures. Taken in the semester before the student studies abroad. Pass/Fail only. P-Prerequisite override required.

**CGS 151. Cross-Cultural Engagement Abroad. (1 h)**
Gives students the opportunity to apply knowledge and skills gained from CGS 150 to develop a better understanding of cultural variables such as value orientations, communication styles, and nonverbal communication. Taken while the student is abroad. Pass/Fail only. P-Prerequisite override required.

**CGS 152. Cross-Cultural Engagement and Re-entry. (1 h)**
Students reflect on their experience abroad and the cultural learning that occurred there. They also develop strategies for dealing with re-entry and applying the lessons learned now and in the future. Taken in the semester after the student has studied abroad. Pass/ Fail only. P-Prerequisite override required.

**CGS 153. Intro US and Univ Culture. (1-3 h)**
This course provides students with a better understanding of the framework and cultural milieu of life in the U.S. and at U.S. universities in order to help them make sense of the cultural differences they (will) encounter in academics, customs, politics, media, and sports, among others. Taken by international students prior to or during their first semester at Wake Forest. Pass/Fail only.

**CGS 154. Community Based Global Learning. (0-3 h)**
Focuses on understanding community based global service engagement in a global context. Students explore the history of service, charity, and ethical service around the world. Using case studies, students consider the role of volunteers as effective global change agents, causes of and barriers to success for global service providers, and the structure and operation of international nonprofit organizations. The course introduces students to theoretically-based issues and skills needed for understanding and interacting with people from cultures different from their own.

**CGS 170. Special Topics. (0-3 h)**
Topics that are not covered in other international studies courses. May be repeated for up to six hours if the topic changes.

**CGS 228. Individual Study. (1-3 h)**
Intensive research leading to the completion of an individual project conducted under the supervision of a faculty member. Students are responsible for initiating the project and securing permission of an appropriate faculty member. P-Prerequisite override required.

**CGS 229. Internship in International Studies. (1-3 h)**
Field work directly related to international issues in a public or private setting under the supervision of a faculty member. Related readings and an analytical paper are minimum requirements. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P-Prerequisite override required.

**CGS 250. Introduction to Contemporary Global Studies. (3 h)**
An overview of key themes related to the study of international issues. Topics include but are not limited to migration, urbanization, economic development, trade, foreign aid, nationalism and identify, consumerism, gender and culture. (CD)

**CGS 260. Seminar in Global Trade and Commerce Studies. (3 h)**
Provides integrative knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce. P-Completion of and/or enrollment in 12 credit hours towards the GTCS minor.

**CGS 363. Global Capitalism. (3 h)**
An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. Also listed as SOC 363.

# Faculty

**Coordinator, Professor of Sociology and Contemporary Global Studies** Ian Taplin
**Research Associate Professor** Nelson Brunsting
**Research Assistant Professor** Patrick Bingham

# Contemporary Global Studies, Minor

## Requirements

Consists of a total of 18 hours which must include:

| Code | Title | Hours |
|---|---|---|
| CGS 250 | Introduction to Contemporary Global Studies * | 3 |
| Select 15 additional hours from approved International Courses including: | | 15 |
| | Three courses from Global Thematic Studies | |
| | Two courses from Regional Studies | |
| Approved Study Abroad Program ** | | 3 |

* *Must be taken in either the fall or spring semester of the senior year, and it must follow completion of the other aforementioned requirements.*

** *In which a minimum of three credits are earned. International students residing in the U.S. in a non-immigrant visa status are exempt from the study abroad requirement.*

No more than six of the 18 hours for the minor may be taken from a single discipline.

The current list of approved courses is available in the Center for Global Programs and Studies and on its website. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

## Global Thematic Studies

Three courses (preferably selected from two categories). Categories include cultural studies (religion, music, and literature), socioeconomic studies, and geopolitical studies.

| Code | Title | Hours |
|---|---|---|
| **Cultural Studies** | | |
| ANT 336 | Myth, Ritual, and Symbolism | 3 |
| ANT 350 | Language, Indigeneity and Globalization | 3 |
| ANT 360 | Anthropology of Global Health | 3 |
| ANT 383 & ANT 384 | Field Program in Cultural Anthropology and Field Program in Cultural Anthropology | 6 |
| ART 260 | Classics of World Cinema | 3 |
| COM 350 | Intercultural Communication | 3 |
| COM 351A | Comparative Communication: Japan | 3 |
| COM 354 | International Communication | 3 |
| COM 370 | Special Topics (when topic is Cross-Cultural Communication in Multinational Organizations) | 3 |
| ENG 358 | Postcolonial Literature | 3 |
| ENG 359 | Studies in Postcolonial Literature | 3 |
| FRH 216 | Studies in French and Francophone Literature and Culture | 3 |
| FRH 370 | Seminar in French and Francophone Studies | 3 |
| HMN 225 | Literature, Travel, and Discovery | 3 |

| | | |
|---|---|---|
| HMN 290 | The Humanities through Film, Literature and Media | 3 |
| HST 256 | The U.S and the World, 1763-1914 | 3 |
| HST 257 | The U.S and the World since 1914 | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 343 | The Silk Roads | 3 |
| HST 384 | Global Outlaws History since 1500 | 3 |
| CGS 150<br>& CGS 151<br>& CGS 152 | Preparing for Cross-Cultural Engagement Abroad<br>and Cross-Cultural Engagement Abroad<br>and Cross-Cultural Engagement and Re-entry (all 3 courses must be taken to count for the minor) | 3 |
| MSC 101 | Introduction to the Music of World Cultures | 3 |
| PSY 246 | Culture and Psychology | 3 |
| REL 305 | Ethnography of Religion | 3 |
| REL 361 | Topics in Buddhism | 3 |
| REL 362 | Topics in Islam | 3 |
| REL 381 | Zen Buddhism | 3 |
| SPA 347 | Contemporary Theater in Spain and Spanish America | 3 |
| SPA 356 | Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures | 3 |
| THE 374 | Contemporary World Drama | 3 |
| **Socio-economic Studies** | | |
| ANT 337 | Economic Anthropology | 3 |
| BEM 315 | Managing in a Global Context | 3 |
| BEM 322 | Global Marketing Strategy | 3 |
| BEM 391 | Global Business Studies | 3 |
| ECN 351 | International Trade | 3 |
| ECN 352 | International Finance | 3 |
| ECN 358 | Economic Growth and Development | 3 |
| FIN 234 | International Finance | 3 |
| HST 350 | World Economic History: Globalization, Wealth and Poverty, 1500-Present | 3 |
| CGS 260 | Seminar in Global Trade and Commerce Studies | 3 |
| POL 239 | State, Economy, and International Competitiveness | 3 |
| SOC 363 | Global Capitalism | 3 |
| **Geopolitical Studies** | | |
| ANT 329 | Anthropology of Gender and Sexuality | 3 |
| EDU 271 | Geography: The Human Environment | 3 |
| EDU 273 | Geography: The Natural Environment | 3 |
| EDU 274 | Environmental Geography | 3 |
| HST 309 | European International Relations since World War I | 3 |
| HST 369 | Modern Military History | 3 |
| POL 237 | The Comparative Politics of Welfare States | 3 |
| POL 238 | Comparative Economic and Political Development | 3 |
| POL 245 | Ethnonationalism | 3 |
| POL 253 | International Political Economy | 3 |
| POL 255 | Terrorism and Political Violence | 3 |
| POL 256 | International Security | 3 |
| POL 261 | International Law | 3 |
| POL 262 | International Organizations | 3 |
| POL 263 | U.S. Foreign Policy in the Middle East | 3 |
| POL 264 | Moral Dilemmas in International Politics | 3 |
| PHI 366 | Global Justice | 3 |

## Regional Studies

Two courses preferably selected from a single region. Regions include Africa, Asia, Europe, Latin America, and the Middle East.

| Code | Title | Hours |
|---|---|---|
| **Africa** | | |
| ENG 356 | Literature of the Caribbean | 3 |
| HST 269 | African History since 1850 | 3 |
| HST 336 | Gender and Power in African History | 3 |
| HST 340 | Urban Africa | 3 |
| HST 341 | Africans in the Atlantic World, 1750-1815 | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| POL 242 | Topics in Comparative Politics | 3 |
| POL 252 | Topics in International Politics | 3 |
| REL 339 | Religion, Power, and Society in Modern Africa | 3 |
| **Asia** | | |
| ANT 334 | People and Cultures of South Asia | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| EAL 271 | Mass Culture in Modern China | 3 |
| EAL 272 | Fiction and Film from Hong Kong, Taiwan, and Beyond | 3 |
| EAL 375 | Senior Research Seminar | 3 |
| EAS 311 | Special Topics in East Asian Studies | 1-3 |
| EAS 381 | Independent Research in East Asian Studies | 1-3 |
| HST 245 | Modern China since 1850 | 3 |
| HST 247 | Japan since 1600 | 3 |
| HST 347 | The Rise of Asian Economic Power since WWII | 3 |
| POL 241 | Contemporary India | 3 |
| POL 246 | Politics and Policies in South Asia | 3 |
| POL 248 | Chinese Politics | 3 |
| REL 263 | The Religions of Japan | 3 |
| REL 282 | Religion and Culture in China | 3 |
| REL 361 | Topics in Buddhism | 3 |
| REL 381 | Zen Buddhism | 3 |
| REL 385 | Topics in South Asian Religions | 3 |
| REL 386 | The Mahābhārata: Heroes, Demons, Women, and War. | 3 |
| **Europe** | | |
| ART 230 | Spanish Art and Architecture | 3 |
| ART 235 | Arts of London | 3 |
| ART 276 | Austrian Art and Architecture | 3 |
| ECN 372 | Selected Areas in Economics | 1-3 |
| ENG 362 | Irish Literature in the Twentieth Century | 3 |

| | | |
|---|---|---|
| ENG 368 | Studies in Irish Literature | 3 |
| FRH 360 | Cinema and Society | 3 |
| FRH 363 | Trends in French and Francophone Poetry | 3 |
| FRH 364 | French and Francophone Prose Fiction | 3 |
| FRH 365 | French and Francophone Drama | 3 |
| GER 214 | Masterpieces of Austrian Literature | 3 |
| GER 321 | German Culture and Civilization II | 3 |
| GER 350 | German-Jewish Literature and Culture | 3 |
| GER 381 | German Literature from 1700-1815 | 3 |
| GER 383 | German Literature from 1815-1900 | 3 |
| GER 385 | German Literature from 1900 to Present | 3 |
| GES 335 | German Film | 3 |
| GES 337 | National Identity Formation | 3 |
| GES 341 | Austrian Literature in Translation | 3 |
| GES 390 | German Women Writers | 3 |
| GES 397 | German Classical Period | 3 |
| HST 218 | France since 1815 | 3 |
| HST 220 | Germany: Unification to Unification 1871 to 1990 | 3 |
| HST 224 | Great Britain since 1750 | 3 |
| HST 225 | History of Venice | 3 |
| HST 231 | Russia and Soviet Union: 1865 to Present | 3 |
| HST 309 | European International Relations since World War I | 3 |
| HST 318 | Weimar Germany | 3 |
| HST 328 | History of the English Common Law | 3 |
| HST 333 | European Diplomacy 1848-1914 | 3 |
| HST 389 | The British Empire in the Middle East | 3 |
| HMN 228 | Viennese Culture 1860-1914 | 3 |
| IAS 325 | Italian Neorealism in Films and Novels | 3 |
| ITA 324 | Italian Regional Cultures | 3 |
| ITA 326 | Comedy in Italian Cinema | 3 |
| ITA 327 | Modern Italian Cinema | 3 |
| ITA 333 | Italian Theatre | 3 |
| ITA 335 | Italian Women Writers | 3 |
| ITA 336 | Italian Women and the City | 3 |
| ITA 338 | South in Contemporary Italy | 3 |
| POL 202 | Political Structures of Present-day Spain | 3 |
| POL 231 | Western European Politics | 3 |
| POL 232 | Politics in Russia and Eurasia | 3 |
| POL 233 | The Politics of Modern Germany | 3 |
| POL 234 | United Kingdom Politics in a Global Age | 3 |
| POL 235 | European Integration | 3 |
| REE 200 | Introduction to Russian and East European Studies | 3 |
| RUS 210 | Russians and Their World | 3 |
| RUS 341 | Russian Literature in Translation | 3 |
| SPA 334 | Voices of Modern Spain | 3 |
| SPA 342 | From Colonial to Postcolonial Voices | 3 |
| SPA 346 | Transatlantic Transitions: Postdictatorship in Spain and the Southern Cone | 3 |
| SPA 348 | Contemporary Women Novelists and their Female Characters | 3 |
| SPA 349 | Great Authors and Directors | 1.5-3 |
| SPA 351 | Cinema and Society | 3 |
| **Latin America** | | |
| BEM 322 | Global Marketing Strategy | 3 |
| EDU 373 | Comparative and International Education (offered in Spain) | 3 |
| HST 275 | Modern Latin America | 3 |
| HST 284 | Latin America's Colonial Past | 3 |
| HST 374 | Protest and Rebellion in Latin America | 3 |
| LAS 210 | Introduction to Latin-American and Latino Studies | 3 |
| LAS 310 | Special Topics in Latin American and Latino Studies | 3 |
| LAS 398 | Individual Study | 3 |
| MSC 104 | Music of Latin America | 3 |
| POL 236 | Government and Politics in Latin America | 3 |
| POL 257 | Politics of International Development | 3 |
| SPA 342 | From Colonial to Postcolonial Voices | 3 |
| SPA 347 | Contemporary Theater in Spain and Spanish America | 3 |
| SPA 355 | Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia | 3 |
| SPA 356 | Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures | 3 |
| SPA 360 | Contemporary Theatre | 3 |
| SPA 368 | Afro Cuban Cultural Expression | 3 |
| **Middle East** | | |
| HST 388 | Nation, Faith, and Gender in the Middle East | 3 |
| HST 389 | The British Empire in the Middle East | 3 |
| POL 259 | Palestine and the Arab-Israeli Conflict | 3 |
| POL 263 | U.S. Foreign Policy in the Middle East | 3 |
| POL 274 | Arab and Islamic Political Thought | 3 |

# Counseling (CNS)

The Department of Counseling offers courses at the graduate and undergraduate levels.

The Health and Human Services minor allows students to learn basic concepts and skills applicable to allied helping fields that are identified as health and human services. The goal of health and human services work is to improve the quality of life for those who are served and facilitate positive changes for individuals and communities. Therefore this minor focuses on knowledge and abilities for the service professions such as counseling, social work, medicine, dentistry, health policy, allied medical sciences, athletic training, physical therapy, and health promotion. Students supplement their major field of study by learning skills related to health and human services.

## Contact Information

Department of Counseling (http://college.wfu.edu/counseling/)
Carswell 216, Box 7406
Phone 336-758-6502

## Programs
## Minor

- Health and Human Services, Minor

## Courses
## Counseling (CNS)

**CNS 253. Peer Education. (2 h)**
Investigation into the creation, implementation, and evaluation of a peer education program. Covers general peer education competencies including programming strategies, behavior change models, and assisting distressed peers.

**CNS 334. Ethics in Health and Human Services. (3 h)**
Investigation of the ethical parameters of health and human services work. Topics include least restrictive interventions, privacy, human dignity and compassionate service . NOHS standards will be studied. (EI)

**CNS 335. Health and Human Services in a Diverse Society. (3 h)**
Covers the range and characteristics of health and human services systems and organization, the populations served and their needs and the models for prevention, maintenance, intervention, rehabilitation and healthy functioning. (CD, POR)

**CNS 337. Skills in Human Services. (3 h)**
Introduction to communication skills of listening, reflecting, questioning, and problem-solving. These skills will be examined and practiced using role play and simulations with individuals and groups.

**CNS 340. Professional Orientation to Health and Human Services. (3 h)**
Provides an overview of health and human services including history, roles, organizational structures, ethics, standards, specializations, and credentialing. Public policy processes and contemporary issues are also considered.

**CNS 342. Group Procedures. (3 h)**
A conceptual exploration of the psychological dynamics and interpersonal communication of teams and systems including structure, leadership models, process and practice, stages of development, techniques, and ethical principles.

**CNS 350. Wellness and Prevention. (3 h)**
An investigation of holistic approaches to wellness and prevention; frameworks for increasing positive well-being through empirically supported, strength-based concepts; levels of prevention across applied health and human services settings.

**CNS 352. Addiction. (3 h)**
An exploration of the causes of addiction and pathways to recovery. Medical aspects of addiction and the impact of addiction on the brain and body, theories and models of addiction and recovery, and diagnosis and treatment of persons with substance abuse and co-occurring disorders are considered.

**CNS 353. College Student Development. (2 h)**
A course of study for resident advisors that provides the skills and knowledge necessary to work successfully with college students in a residence environment. Includes student development theory, coping with behavior problems, crisis management, mediating conflict, and other issues. P-Prerequisite override required.

**CNS 364. Creative Arts in Counseling. (3 h)**
Examines the history, theories, processes and techniques of using the creative arts in counseling with clients throughout the lifespan. Attention is given to the visual and performing arts such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama and music. Juniors and Seniors only.

**CNS 396. Independent Study. (1-3 h)**
Independent study with faculty guidance. May be repeated for up to 6 credit hours. By prearrangement.

## Faculty

**Chair** David A. Johnson
**Professors** Nathaniel N. Ivers, Mark B. Scholl, José A. Villalba
**Associate Professors** Erin E. Binkley, Donald R. Casares, Jamie E. Crockett, Isabel C. Farrell, Michelle R. Ghoston, Seth C. Hayden, David A. Johnson, Jennifer L. Rogers
**Assistant Professors** Jasmine Graham, Tameka Grimes, Amy Grybush
**Teaching Professor** Allison M. Forti
**Associate Teaching Professors** Tammy H. Cashwell, Philip B. Clarke, Nikki C. Elston, George Stoupas
**Assistant Teaching Professors** Sharon Jones, Sarah A. Moore, Saudra Penn, Kenneth Simington, Brittany Wyche
**Visiting Assistant Professor** Jabari Adams
**Clinical Program Manager** Carla H. Emerson
**Assistant Clinical Program Manager** Brittany Hall

# Health and Human Services, Minor

## Requirements

Requires a minimum of 15 hours. Each course must be completed with a grade of C or better. Courses taken as pass/fail do not count toward the minor. Students intending to complete this minor should consult with the health and human services minor coordinator early in their sophomore year.

| Code | Title | Hours |
|---|---|---|
| CNS 334 | Ethics in Health and Human Services | 3 |
| CNS 335 | Health and Human Services in a Diverse Society | 3 |
| CNS 337 | Skills in Human Services | 3 |
| CNS 340 | Professional Orientation to Health and Human Services | 3 |
| CNS 350 | Wellness and Prevention | 3 |
| or CNS 352 | Addiction | |

# Cultural Heritage and Preservation Studies (CHP)

Interdisciplinary Minor

The Departments of Anthropology, Art, History, and Music offer an interdisciplinary minor in Cultural Heritage and Preservation Studies which gives students education and experience in the field of historic preservation and cultural heritage studies aimed at the protection and enhancement of archaeological, historical, and architectural resources. The minor provides focused preparation for graduate study and/or employment in museums; preservation, conservation, and other cultural non-profit organizations; and public cultural agencies.

# Contact Information

Cultural Heritage & Preservation Studies (http://college.wfu.edu/chp/)

# Programs

## Minor

- Cultural Heritage & Preservation Studies, Minor

# Courses

## Cultural Heritage and Preservation Studies (CHP)

**CHP 200. Special Topics. (1-3 h)**
Cultural Heritage and Preservation Studies topics of special interest. Topic varies with instructor. May be repeated for credit.

**CHP 300. Internship. (1-3 h)**
Internship in the community that involves both hands-on experience and academic study in the broad field of cultural heritage and preservation studies. To be arranged in advance with the program coordinator. May be repeated for credit. P-Prerequisite override required.

# Faculty

**Director**
Dr. Lisa Blee, Associate Professor of History

**Core Faculty**
Dr. Chanchal Dadlani, Associate Professor of Art History
Dr. Morna O'Neill - Professor of Art History
Dr. Elizabeth Clendinning - Associate Professor of Music

**Affiliated Faculty**
Dr. Merih Danali - Assistant Professor of Art
Dr. Andrew Gurstelle - Associate Teaching Professor of Anthropology and Director of the Timothy S.Y. Lam Museum of Anthropology
Dr. Stephanie Koscak - Associate Professor of History
Dr. Jessica MacLellan - Assistant Professor of Anthropology
Dr. John Pickel - Associate Professor of Art
Dr. John Ruddiman - Associate Professor of History
Dr. Paul Thacker - Associate Professor of Anthropology

**Research Associate**
Dr. Terry Brock - Manager of Archaeology and Research, Wake Forest Historical Museum

# Cultural Heritage & Preservation Studies, Minor

## Requirements

**The minor** requires 18 hours distributed among at least three departments.

| Code | Title | Hours |
|---|---|---|
| **Core Courses** | | |
| Select three of the following required courses distributed across three departments: | | 9 |
| ANT 112 | Introduction to Archaeology | |
| ANT 190 | Introduction to Museum Studies | |
| ART 103 | History of Global Art | |
| ART 105 | History of Global Architecture | |
| ART 240 | Ancient American Art and Architecture | |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | |
| HST 366 | Historic Preservation and Conservation | |
| HST 367 | Public History | |
| HST 372 | Queer Public Histories | |
| MSC 101 | Introduction to the Music of World Cultures | |
| Select a three hour internship or practicum course in one of the affiliated departments | | 3 |
| Select the remaining six hours from the following: | | 6 |
| Additional Core Courses | | |
| Approved Elective Courses | | |

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list (http://chp.wfu.edu/classes-offered/) of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

## Cultural Resource Preservation Electives

| Code | Title | Hours |
|---|---|---|
| CHP 200 | Special Topics (may be repeated for credit if topic changes) | 1-3 |
| AAS 370 | Special Topics in Arts, Aesthetics, and Expressive Cultures in African American Studies (subject to approval) | 1-3 |
| ANT 305 | Museum Anthropology | 3 |
| ANT 308 | Archaeological Theory and Practice | 3 |
| ANT 315 | Artifact Analysis and Laboratory Methods in Archaeology | 4 |
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ANT 370 | Origins to Empires: The Archaeology of Africa and Eurasia | 3 |
| ANT 373 | Olmec to Inca: States of the Americas | 3 |
| ANT 374 | North American Archaeology | 3 |
| ANT 381 | Field Program in Anthropological Archeology | 3 |
| ANT 382 | Field Program in Anthropological Archeology | 3 |
| ANT 385 | Special Problems Seminar (subject to approval) | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 233 | Architecture of the Americas | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 244 | Greek Art and Architecture | 3 |
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 246 | Byzantine Art and Architecture | 3 |
| ART 250 | Artistic Exchanges in the Mediterranean, 500-1400 | 3 |
| ART 259 | The History of Photography | 3 |
| ART 396 | Art History Seminar (subject to approval) | 4 |

| | | |
|---|---|---|
| CLA 176 | The Age of Augustus | 3 |
| CLA 180 | Topics in the Ancient Mediterranean World | 3 |
| CLA 181 | Classics Beyond Whiteness | 1.5-3 |
| HMN 275 | Inclusive Public Spaces: Examining Role of Space, Place and Gender | 3 |
| HST 161 | History Museums | 1.5 |
| HST 266 | The History of the Slave South | 3 |
| HST 267 | The Making of the Modern South since the Civil War | 3 |
| HST 302 | Plants of Empire: Power and Pleasure | 3 |
| HST 323 | Wives, Writers, and Witches: Women and Gender in Early Modern Europe, 1500-1800 | 3 |
| HST 324 | Fashion in the Eighteenth Century | 3 |
| HST 325 | English Kings, Queens, and Spectacle | 3 |
| HST 361 | A History of Hip Hop | 3 |
| HST 368 | U.S. Environmental History | 3 |
| HST 370 | Topics in North Carolina History (subject to approval) | 3 |
| JOU 375 | Special Topics in Journalism (Imagination Project: Digital Storytelling and Social Justice) | 1-3 |
| LIB 290 | Topics in Information (Archives and Primary Sources) | 1-3 |
| MSC 105 | Performing Arts of Asia | 3 |
| MSC 106 | Performing Arts of Bali | 3 |
| WGS 200 | The WGS Field Guide to Museums (subject to approval) | 1.5 |

## Internships Approved for Cultural Heritage & Preservation Studies Minors

| Code | Title | Hours |
|---|---|---|
| CHP 300 | Internship | 1-3 |
| ANT 391 | Internship in Anthropology | 1-3 |
| ART 293 | Practicum | 3,4 |
| HST 395 | Internship in History | 1-3 |

Students intending to minor in Cultural Heritage & Preservation Studies should consult the program coordinator. Equivalent courses must be approved by the program coordinator.

# East Asian Languages and Cultures (EAL)

The department offers courses of study leading to majors and minors in Chinese Language and Culture and Japanese Language and Culture respectively. Because of the number of prerequisite courses and the study abroad requirement for the majors, students are encouraged to start the major as early as possible. Requests for substitutions and exceptions to the stated curriculum should be made to the department chair. The requirements for completion of each degree program are those in effect in the bulletin year when the students declare the major or minor.

| Code | Title | Hours |
|---|---|---|
| **Prerequisites** | | |
| CHI 101 | First-year Chinese I | 4 |
| or JPN 101 | First-year Japanese I | |
| CHI 102 | First-year Chinese II | 4 |
| or JPN 102 | First-year Japanese II | |
| CHI 153 | Second-year Chinese I | 4 |
| or JPN 153 | Second-year Japanese I | |
| CHI 201 | Second-year Chinese II | 4 |
| or JPN 201 | Second-year Japanese II | |

**Study abroad credit transfer.** Non-equivalent courses approved as CHI/JPN/EAL 500 will count toward the major or minor. Courses approved as CHI/JPN/EAL 520 will count as elective hours toward graduation only.

Chinese and Japanese courses at the 100-level may not be taken pass-fail. Any exception to the policy must arise from exceptional circumstances and must be approved by the Chair of the department.

## Contact Information

Department of East Asian Languages and Cultures (https://ealc.wfu.edu)
Carswell Hall 022, Box 7457
Phone 336-758-4817

## Programs

## Majors

- Chinese Language and Culture, B.A.
- Japanese Language and Culture, B.A.

## Minors

- Chinese Language and Culture, Minor
- Japanese Language and Culture, Minor

## Certificates

- Certificate in Chinese for the Global Workplace
- Certificate in Japanese for the Global Workplace

## Courses

## East Asian Languages and Cultures (EAL; Taught in English)

**EAL 219. Major Works of Japanese Literature I. (3 h)**
Surveys major works of Japanese and Japanophone literatures from the late-19th century to the present with special attention to their cultural and socio-historical contexts. (CD, D, POR, SWC)

**EAL 220. Major Works of Japanese Literature II. (3 h)**
Surveys major works of premodern and early modern Japanese literature in the major genres (mythology, fiction, poetry, travelogues, diaries, and drama) with special attention to their cultural and socio-historical contexts. (CD, D, POR, SWC)

**EAL 221. Themes in Chinese Literature I. (3 h)**
Examines selected themes in Chinese fiction, drama, and poetry with an emphasis on the modern and early modern periods. (CD, D)

**EAL 222. Themes in Chinese Literature II. (3 h)**
Examines selected themes in Chinese fiction, drama, and poetry with an emphasis on the early modern and pre-modern periods. (CD, D)

**EAL 223. Traditional Chinese Literature. (3 h)**
Surveys the history of the traditional Chinese fictional narrative across a variety of genres and forms such as the classical anecdote, folktale, vernacular story, dramas, and novel. (CD, D)

**EAL 231. Experiments in Modern Chinese Literature and Visual Culture. (3 h)**
Explores experiments in modern Chinese literature, photography, art, architecture and design. (CD, D)

**EAL 241. Gender and Sexuality in Modern and Contemporary Japan. (3 h)**
Explores representations, expressions, and ideologies of gender and sexuality in modern and contemporary Japanese culture through close examinations of literature, film, and visual culture. (CD, POR, SWC)

**EAL 252. Chinese Cinemas. (3 h)**
Examines Chinese-language cinemas from mainland China, Hong Kong, and Taiwan, paying special attention to films' aesthetic responses to historical change, political upheaval, and social transformation. (CD)

**EAL 253. Japanese Film: Themes and Methods. (3 h)**
Explores themes, artistic visions, and techniques in a variety of film genres, from historical dramas to contemporary comedies and from realism to fantasy and science fiction. Special focus is given to the films' historical and political context. (CD, SWC)

**EAL 260. Global Work and Life: A Chinese Linguistics Approach. (3 h)**
Explores how Chinese language and applied linguistics interact with global life and work (food, business, politics). Applies quantitative and qualitative methods to an interdisciplinary inquiry in students' interest. No Chinese language background is required. Also listed as LIN 260. (CD, SWC)

**EAL 270. Contemporary Japanese Culture. (3 h)**
Selected topics in Japanese literature, pop culture, film, animation, and other forms. May be repeated for credit when topic differs. (CD, POR, SWC)

**EAL 271. Mass Culture in Modern China. (3 h)**
Inquires into the manifestations of Chinese mass and popular culture in a variety of media forms (including newspapers, fiction, advertising, pop music, film, political propaganda, television and the internet) and traces the aesthetic, political, and affective impacts of cultural production on narratives of modern Chinese history and society. (CD)

**EAL 272. Fiction and Film from Hong Kong, Taiwan, and Beyond. (3 h)**
Explores the historical and critical formulation of the "Sinophone" through film and literature from Hong Kong, Taiwan, Southeast Asia, and the United States. This diversity of geographies, languages, and politics expands, complicates, and challenges received notions of Chinese culture. (CD, SWC)

**EAL 273. Kung Fu China: Culture, Narrative, Globalization. (3 h)**
Surveys narratives of Chinese martial arts in fiction, film, and culture from ancient origins to the present day. Explores the forces of physical combat alongside issues such as philosophy, politics, gender, technology, and globalization. (CD, POR, SWC)

**EAL 275. Survey of East Asian Cultures. (3 h)**
Explores the cultural traditions of China, Japan and Korean in their historical, regional and global contexts. (CD)

**EAL 279. Korean Cinema: History, Gender, and Genre. (3 h)**
Examines the history of Korean film and its political, historical, and aesthetic contexts. Pays special attention to the issues of gender, memory, technology, and the globalization of contemporary Korean popular culture. (POR, SWC)

**EAL 285. Contemporary East Asian Cinema. (3 h)**
Explores the cinematic landscape of contemporary East Asia. Focuses on recent works from auteur directors, genre film, and blockbusters. (CD)

**EAL 290. Special Topics. (1-3 h)**
Selected themes and approaches to East Asian literature, drama, culture, and film. Specific topics decided by faculty prior to the term the course is offered. May be repeated for credit. P-Prerequisite override required.

**EAL 299. Individual Study. (1-3 h)**
May be repeated for credit. P-Prerequisite override required.

**EAL 303. Field Research Preparation. (1 h)**
Development of target language (Chinese or Japanese) field research materials and preparation for field research practicum in Chinese- or Japanese-speaking countries, areas, or communities. P-Prerequisite override required.

**EAL 304. Field Research Practicum. (2 h)**
Use of target language research materials in a field research project in Chinese- or Japanese-speaking countries, areas, or communities to investigate aspects of culture and belief systems and to apply specific disciplinary frameworks. Offered only as an off-site field experience. P-Prerequisite override required.

**EAL 375. Senior Research Seminar. (3 h)**
Provides a critical and practical foundation for developing students' capstone research projects in the field of East Asian cultural studies.

**EAL 376. Honors Thesis. (3 h)**
Directed research for the honors thesis. P-EAL 375 and prerequisite override required.

# Chinese (CHI)

**CHI 101. First-year Chinese I. (4 h)**
First half of a year-long sequence designed to develop students' elementary Chinese communication skills in simple daily life contexts. Reading, writing, listening, and speaking are given equal weight, with emphasis on listening and speaking skills in class.

**CHI 102. First-year Chinese II. (4 h)**
Second half of a year-long sequence designed to develop students' elementary Chinese communication skills in simple daily life contexts. Reading, writing, listening, and speaking are given equal weight, with emphasis on listening and speaking skills in class. P-CHI 101 or equivalent.

**CHI 153. Second-year Chinese I. (4 h)**
First half of a year-long sequence designed to develop students' Chinese communication skills in a wide range of daily life contexts, including some work scenarios. Students will gain a basic appreciation of cultural differences. P - CHI 102 or equivalent.

**CHI 201. Second-year Chinese II. (4 h)**
Second half of a year-long sequence designed to develop students' Chinese communication skills in a wide range of daily life contexts, including some work scenarios. Students will gain a basic appreciation of cultural differences. P - CHI 153 or equivalent.

**CHI 220. Third-year Chinese I. (4 h)**
First half of a year-long sequence designed to enhance students' Chinese communication skills, with emphasis on accuracy and fluency on various topics at more abstract levels. Students will deepen their understanding of cultural differences. P - CHI 201.

**CHI 230. Third-year Chinese II. (4 h)**
Second half of a year-long sequence designed to enhance students' Chinese communication skills, with emphasis on accuracy and fluency on various topics at more abstract levels. Students will deepen their understanding of cultural differences. P - CHI 220 or prerequisite override required.

**CHI 231. Global Topics in Chinese. (3 h)**
Continuation of CHI 230, with emphasis on developing intercultural awareness and competence when encountering people and cultures from the Chinese-speaking communities through experiential learning. P - CHI 230 or prerequisite override required.

**CHI 255. Business Chinese. (3 h)**
Focuses on communication in Mandarin Chinese for business and professional purposes. Prepares students to start a job search and build partnerships with Chinese-speaking communities, with an emphasis on developing advanced intercultural communicative capability for the global workplace. P-CHI 230 or prerequisite override required.

**CHI 291. Special Topics in Chinese. (1-3 h)**
Develops students' confidence and skills in handling topical issues in Chinese society and culture using authentic materials. Designed for students who have completed CHI 231 at Wake Forest and/or through study abroad. P-CHI 231 or prerequisite override required.

**CHI 296. Chinese across the Curriculum. (1 h)**
Coursework in Chinese completed as an adjunct to specially-designated courses throughout the college curriculum. P-Prerequisite override required.

**CHI 299. Individual Study. (1-3 h)**
May be repeated for credit. P-Prerequisite override required.

**CHI 351. Classical Chinese. (3 h)**
Teaches vocabulary and syntax of the written Chinese language prior to the 20th century, including readings from Chinese philosophy, historiography, poetry, and traditional tales. P-Prerequisite override required.

# Japanese (JPN)

**JPN 101. First-year Japanese I. (4 h)**
First half of a year-long sequence designed to develop students' elementary Japanese communication skills in simple daily life contexts. Focuses on developing proficiency in listening, speaking, reading, and writing.

**JPN 102. First-year Japanese II. (4 h)**
Second half of a year-long sequence designed to develop students' elementary Japanese communication skills in simple daily life contexts. Focuses on developing proficiency in listening, speaking, reading, and writing. P- JPN 101 or equivalent.

**JPN 153. Second-year Japanese I. (4 h)**
First half of a year-long sequence at the intermediate level. Continues to focus on developing proficiency in listening, speaking, reading, and writing. Expands students' ability to communicate with a broader range of vocabulary and grammar. P-JPN 102 or equivalent.

**JPN 201. Second-year Japanese II. (4 h)**
Second half of a year-long sequence at the intermediate level. Continues to focus on developing proficiency in listening, speaking, reading, and writing. Expands students' ability to communicate with a broader range of vocabulary and grammar. P-JPN 153 or equivalent.

**JPN 220. Third-year Japanese I. (4 h)**
Two-semester sequence that enhances students' reading, speaking, writing, and listening skills by dealing with a variety of topics at an advanced linguistic level. Integrates conversation, discussion, and presentation with emphasis on written and multimedia sources. P-JPN 201 or prerequisite override required.

**JPN 230. Third-year Japanese II. (4 h)**
Two-semester sequence that enhances students' reading, speaking, writing, and listening skills by dealing with a variety of topics at an advanced linguistic level. Integrates conversation, discussion, and presentation with emphasis on written and multimedia sources. P-JPN 220 or equivalent.

**JPN 231. Fourth-year Japanese. (3 h)**
Two-semester sequence that enhances students' reading, speaking, writing, and listening skills by dealing with a variety of topics at an advanced linguistic level. Integrates conversation, discussion, and presentation with emphasis on written and multimedia sources. P-JPN 230 or equivalent.

**JPN 250. Introduction to Literature Written in Japanese. (1-3 h)**
Develops students' productive skills at the discursive and rhetorical levels using authentic materials. Designed for students who have completed the cycle of Japanese courses at Wake Forest and/or through study abroad. P-JPN 231 or prerequisite override required.

**JPN 255. Professional Japanese. (3 h)**
Focuses on professional topics with an emphasis on developing intermediate and advanced language and intercultural communication skills for the global workplace. P - JPN 230 or prerequisite override required.

**JPN 291. Special Topics in Japanese. (1-3 h)**
Develops students' confidence and skills in handling topical issues in Japanese society and culture using authentic materials. May be repeated for credit if topic varies. P-JPN 230 or prerequisite override required.

**JPN 296. Japanese across the Curriculum. (1 h)**
Coursework in Japanese done as an adjunct to specially-designated courses throughout the college curriculum. P-Prerequisite override required.

**JPN 299. Individual Study. (1-3 h)**
May be repeated for credit. P-Prerequisite override required.

# Faculty

**Chair** Andy Rodekohr
**Associate Professor** Andy Rodekohr, Yaohua Shi, Qiaona Yu
**Assistant Professor** Mari Ishida
**Professor of the Practice** Yasuko T. Rallings
**Associate Teaching Professor** Ziyi Geng
**Assistant Teaching Professor** Kanako Yao

# Chinese Language and Culture, B.A.

## Requirements

Requires 29 hours including four advanced language courses beyond CHI 201. Study abroad in China or Taiwan is also highly recommended.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| CHI 220 | Third-year Chinese I | 4 |
| CHI 230 | Third-year Chinese II | 4 |

| | | |
|---|---|---|
| CHI 231 | Global Topics in Chinese | 3 |
| CHI 255 | Business Chinese | 3 |
| or CHI 291 | Special Topics in Chinese | |
| EAL 375 | Senior Research Seminar | 3 |
| Select one elective in Chinese art, history, politics, or religion: | | 3 |
| ART 238 | Art and Culture of China | |
| HST 244 | Pre-Modern China to 1850 | |
| HST 245 | Modern China since 1850 | |
| HST 344 | Early Modernity in China | |
| HST 345 | China and the World in the Age of Discover | |
| HST 352 | Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976 | |
| POL 248 | Chinese Politics | |
| REL 282 | Religion and Culture in China | |
| Select two electives in Chinese literature, film and/or culture: | | 6 |
| EAL 221 | Themes in Chinese Literature I | |
| EAL 222 | Themes in Chinese Literature II | |
| EAL 223 | Traditional Chinese Literature | |
| EAL 231 | Experiments in Modern Chinese Literature and Visual Culture | |
| EAL 252 | Chinese Cinemas | |
| EAL 260 | Global Work and Life: A Chinese Linguistics Approach | |
| EAL 271 | Mass Culture in Modern China | |
| EAL 272 | Fiction and Film from Hong Kong, Taiwan, and Beyond | |
| EAL 273 | Kung Fu China: Culture, Narrative, Globalization | |
| Select one elective in East Asian/Korean/Japanese culture: | | 3 |
| EAL 219 | Major Works of Japanese Literature I | |
| EAL 220 | Major Works of Japanese Literature II | |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | |
| EAL 253 | Japanese Film: Themes and Methods | |
| EAL 270 | Contemporary Japanese Culture | |
| EAL 275 | Survey of East Asian Cultures | |
| EAL 279 | Korean Cinema: History, Gender, and Genre | |
| EAL 285 | Contemporary East Asian Cinema | |
| ART 236 | Art of East Asia | |
| REL 329 | Asian Medicine, Health, and Healing Traditions | |

A minimum C average is required for all courses in the major.

## Honors

To graduate with the designation "Honors in Chinese Language and Culture," following completion of EAL 375, the student must enroll in EAL 376, submit an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall GPA of 3.0 with an average of 3.3 on work in courses taken as part of the major in Chinese. For additional information, students should consult their Chinese Language and Culture major advisor or the EAL 375 instructor.

# Japanese Language and Culture, B.A.

## Requirements

Requires 29 hours, including three advanced language courses beyond JPN 201.* Study abroad in Japan is also highly recommended.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| JPN 220 | Third-year Japanese I | 4 |
| JPN 230 | Third-year Japanese II | 4 |
| JPN 231 | Fourth-year Japanese * | 3 |
| or JPN 255 | Professional Japanese | |
| or JPN 291 | Special Topics in Japanese | |
| EAL 375 | Senior Research Seminar | 3 |
| Select three electives in Japanese literature, film and/or culture: * | | 9 |
| EAL 219 | Major Works of Japanese Literature I | |
| EAL 220 | Major Works of Japanese Literature II | |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | |
| EAL 253 | Japanese Film: Themes and Methods | |
| EAL 270 | Contemporary Japanese Culture | |
| Select one of the following Japanese history and/or religion courses: | | 3 |
| HST 246 | Japan before 1600 | |
| HST 247 | Japan since 1600 | |
| HST 347 | The Rise of Asian Economic Power since WWII | |
| HST 348 | Samurai and Geisha: Fact, Film, and Fiction | |
| REL 350 | Religion in Manga, Anime, and Popular Media | |
| REL 263 | The Religions of Japan | |
| REL 381 | Zen Buddhism | |
| Select one course in East Asian/Korean/Chinese literature, film, or culture: | | 3 |
| EAL 221 | Themes in Chinese Literature I | |
| EAL 222 | Themes in Chinese Literature II | |
| EAL 223 | Traditional Chinese Literature | |
| EAL 231 | Experiments in Modern Chinese Literature and Visual Culture | |
| EAL 252 | Chinese Cinemas | |
| EAL 260 | Global Work and Life: A Chinese Linguistics Approach | |
| EAL 271 | Mass Culture in Modern China | |
| EAL 272 | Fiction and Film from Hong Kong, Taiwan, and Beyond | |
| EAL 273 | Kung Fu China: Culture, Narrative, Globalization | |
| EAL 275 | Survey of East Asian Cultures | |
| EAL 279 | Korean Cinema: History, Gender, and Genre | |
| EAL 285 | Contemporary East Asian Cinema | |
| ART 236 | Art of East Asia | |
| REL 329 | Asian Medicine, Health, and Healing Traditions | |

* Students may take up to fourteen hours of Japanese language courses, three hours of which (either JPN 231, JPN 255, or JPN 291) may substitute as a Japanese literature, film, and culture elective.

A minimum C average is required for all courses in the major.

## Honors

To graduate with the distinction "Honors in Japanese Language and Culture," following the completion of EAL 375 the student must enroll in EAL 376, submit an honors-quality research paper, successfully defend the paper in an oral examination, and earn and overall GPA of 3.0 with an average of 3.3 on work in courses taken as part of the major in Japanese. For additional information, students should consult their Japanese Language and Culture major advisor or the EAL 375 instructor.

# Chinese Language and Culture, Minor

## Requirements

Requires fourteen hours, including two advanced language courses beyond CHI 201. Study abroad in China or Taiwan is also highly recommended.

| Code | Title | Hours |
|---|---|---|
| CHI 220 | Third-year Chinese I | 4 |
| CHI 230 | Third-year Chinese II | 4 |
| Select two electives in Chinese literature, film and/or culture of China: | | 6 |
| EAL 221 | Themes in Chinese Literature I | |
| EAL 222 | Themes in Chinese Literature II | |
| EAL 223 | Traditional Chinese Literature | |
| EAL 231 | Experiments in Modern Chinese Literature and Visual Culture | |
| EAL 252 | Chinese Cinemas | |
| EAL 260 | Global Work and Life: A Chinese Linguistics Approach | |
| EAL 271 | Mass Culture in Modern China | |
| EAL 272 | Fiction and Film from Hong Kong, Taiwan, and Beyond | |
| EAL 273 | Kung Fu China: Culture, Narrative, Globalization | |

A minimum C average is required for all courses in the minor.

# Japanese Language and Culture, Minor

## Requirements

Requires fourteen hours, including eight hours of advanced study in the language beyond JPN 201. Study abroad in Japan is also highly recommended.

| Code | Title | Hours |
|---|---|---|
| JPN 220 | Third-year Japanese I | 4 |
| JPN 230 | Third-year Japanese II | 4 |
| Select two electives in literature, film and/or culture of Japan: | | 6 |
| EAL 219 | Major Works of Japanese Literature I | |
| EAL 220 | Major Works of Japanese Literature II | |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | |
| EAL 253 | Japanese Film: Themes and Methods | |
| EAL 270 | Contemporary Japanese Culture | |
| EAL 285 | Contemporary East Asian Cinema | |

A minimum C average is required for all courses in the minor.

# Certificate in Chinese for the Global Workplace

| Code | Title | Hours |
|---|---|---|
| CHI 220 | Third-year Chinese I | 4 |
| CHI 230 | Third-year Chinese II | 4 |
| CHI 231 | Global Topics in Chinese | 3 |
| or CHI 291 | Special Topics in Chinese | |
| CHI 255 | Business Chinese | 3 |

To declare the certificate in Chinese for the Global Workplace, a student must receive at least a C or AP credit in each of CHI 101, CHI 102, CHI 153, and CHI 201.

To complete the certificate, during the spring semester of their senior year or after completing CHI 255 and CHI 231 or CHI 291, students must complete an ACTFL Oral Proficiency Interview (OPI), conducted by a designated and certified faculty member in the Chinese program. The expectation is that students' oral proficiency reach the level of Intermediate-Mid or higher. For more information on the process to obtain the certificate, consult the language faculty of the Chinese program.

# Certificate in Japanese for the Global Workplace

| Code | Title | Hours |
|---|---|---|
| JPN 220 | Third-year Japanese I | 4 |
| JPN 230 | Third-year Japanese II | 4 |
| JPN 231 | Fourth-year Japanese | 3 |
| or JPN 291 | Special Topics in Japanese | |
| JPN 255 | Professional Japanese | 3 |

To declare the certificate in Japanese for the Global Workplace, a student must receive at least a C or AP credit in each of JPN 101, JPN 102, JPN 153, and JPN 201.

To complete the certificate, during the spring semester of their senior year or after completing JPN 255 and JPN 231 or JPN 291, students must complete an ACTFL Oral Proficiency Interview (OPI), conducted by a designated and certified faculty member in the Japanese program. The expectation is that students' oral proficiency reach the level of Intermediate-Mid or higher. For more information on the process to obtain the certificate, consult the language faculty of the Japanese program.

# East Asian Studies (EAS)

Interdisciplinary Minor

The East Asian Studies Minor provides an opportunity for students to undertake interdisciplinary study of the art, film, history, literature, music, philosophy, politics, religion, and culture of East Asia, including connections with Northeast, Central and Southeast Asia.

# Contact Information

East Asian Studies (http://college.wfu.edu/eas/)

# Programs

## Minor

- East Asian Studies, Minor

# Courses

**EAS 311. Special Topics in East Asian Studies. (1-3 h)**
An intensive survey of one or more important issues in East Asian studies not included in the regular course offerings. May be repeated for credit. P-Prerequisite override required.

**EAS 381. Independent Research in East Asian Studies. (1-3 h)**
Supervised independent research project on a topic related to East Asia. May be repeated for credit. P-Permission of both instructor and coordinator of East Asian Studies.

# Faculty

**Coordinator, Associate Professor of History** Qiong Zhang

**List of Affiliated Faculty**
Lina Benabdallah, Associate Professor, Politics and International Affairs
Stewart Carter, Professor, Music
Elizabeth Clendinning, Associate Professor, Music
Ruiying Gao, Assistant Professor, Art
Timothy Gitzen, Assistant Professor, Anthropology
Robert Hellyer, Professor, History
Eunice Jianping Hu, Postdoctoral Fellow, Program in Leadership and Character
Mari Ishida, Assistant Professor, East Asian Languages and Cultures
Wei-chin Lee, Professor, Politics and International Affairs
Win-Chiat Lee, Professor, Philosophy
Andy Rodekohr, Associate Professor, East Asian Languages and Cultures
Yaohua Shi, Associate Professor, East Asian Languages and Cultures
Emily B. Simpson, Assistant Professor, Religion
Qiaona Yu, Associate Professor, East Asian Languages and Cultures
Qiong Zhang, Associate Professor, History

# East Asian Studies, Minor

## Requirements

The minor consists of a total of 15 hours.

| Code | Title | Hours |
|---|---|---|
| Select at least one course from two of the four following curriculum groupings: | | |
| | Literature and Humanities Electives | |
| | Art, Music, Philosophy, and Study of Religions Electives | |
| | Social Sciences Electives | |
| | History Electives | |

Three or more of the hours towards the minor must focus on a geographical area—Japan, China, or Korea.

Appropriate credit in various fields of East Asian Studies also may be obtained by study abroad in programs approved by the coordinator. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated advisor to discuss their interests and structure a coherent course of study.

Courses may be chosen from among the list of approved courses. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

## East Asian Studies Electives Group One: Literature & Humanities

| Code | Title | Hours |
|---|---|---|
| EAL 219 | Major Works of Japanese Literature I | 3 |
| EAL 220 | Major Works of Japanese Literature II | 3 |
| EAL 221 | Themes in Chinese Literature I | 3 |
| EAL 222 | Themes in Chinese Literature II | 3 |
| EAL 223 | Traditional Chinese Literature | 3 |
| EAL 231 | Experiments in Modern Chinese Literature and Visual Culture | 3 |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | 3 |
| EAL 252 | Chinese Cinemas | 3 |
| EAL 253 | Japanese Film: Themes and Methods | 3 |
| EAL 260 | Global Work and Life: A Chinese Linguistics Approach | 3 |
| EAL 270 | Contemporary Japanese Culture | 3 |
| EAL 271 | Mass Culture in Modern China | 3 |
| EAL 272 | Fiction and Film from Hong Kong, Taiwan, and Beyond | 3 |
| EAL 273 | Kung Fu China: Culture, Narrative, Globalization | 3 |
| EAL 275 | Survey of East Asian Cultures | 3 |
| EAL 279 | Korean Cinema: History, Gender, and Genre | 3 |
| EAL 285 | Contemporary East Asian Cinema | 3 |
| ENG 345 | Studies in Fiction (when the topic is related to Asian-Americans) | 3 |
| HMN 211 | Dialogues with Antiquity | 3 |
| HMN 219 | Introduction to Japanese Literature | 3 |

## East Asian Studies Electives Group Two: Art, Music, Philosophy, and Study of Religions

| Code | Title | Hours |
|---|---|---|
| ART 104 | Topics in World Art (when focus is East Asia) | 3 |
| ART 236 | Art of East Asia | 3 |
| ART 238 | Art and Culture of China | 3 |
| ART 251 | Print Culture in East Asia | 3 |
| MSC 105 | Performing Arts of Asia | 3 |

| | | |
|---|---|---|
| MSC 151 | Chinese Ensemble | 1 |
| PHI 235 | Main Streams of Chinese Philosophy | 3 |
| REL 104C | Introduction to East Asian Religions | 3 |
| REL 109 | Introduction to Buddhist Traditions | 3 |
| REL 263 | The Religions of Japan | 3 |
| REL 282 | Religion and Culture in China | 3 |
| REL 329 | Asian Medicine, Health, and Healing Traditions | 3 |
| REL 349 | Asian Meditation Practices | 3 |
| REL 350 | Religion in Manga, Anime, and Popular Media | 3 |
| REL 361 | Topics in Buddhism | 3 |
| REL 381 | Zen Buddhism | 3 |
| REL 391 | Topics in East Asian Religions | 3 |

## East Asian Studies Electives Group Three: Social Sciences

| Code | Title | Hours |
|---|---|---|
| COM 351A | Comparative Communication: Japan | 1.5,3 |
| COM 351E | Comparative Communication: China | 1.5,3 |
| POL 242 | Topics in Comparative Politics (when topic is China-Africa Encounters) | 3 |
| POL 248 | Chinese Politics | 3 |
| POL 260 | United States and East Asia | 3 |
| WGS 363 | Gender and Sexuality in Contemporary Korea | 3 |

## East Asian Studies Electives Group Four: History

| Code | Title | Hours |
|---|---|---|
| HST 109 | Asia and the World | 3 |
| HST 244 | Pre-Modern China to 1850 | 3 |
| HST 245 | Modern China since 1850 | 3 |
| HST 246 | Japan before 1600 | 3 |
| HST 247 | Japan since 1600 | 3 |
| HST 343 | The Silk Roads | 3 |
| HST 344 | Early Modernity in China | 3 |
| HST 345 | China and the World in the Age of Discover | 3 |
| HST 346 | Tea in Global History & Art | 3 |
| HST 347 | The Rise of Asian Economic Power since WWII | 3 |
| HST 348 | Samurai and Geisha: Fact, Film, and Fiction | 3 |
| HST 352 | Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976 | 3 |

# Economics (ECN)

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government. Any (3h) economics course satisfies a divisional requirement.

## Contact Information

Department of Economics (http://college.wfu.edu/economics/)
Kirby Hall 225, Box 7505
Phone 336-758-5334

## Programs

## Majors

- Economics, B.A.
- Economics, B.S.

## Minor

- Economics, Minor

## Certificate

- Certificate in Actuarial Science

## Courses

## Economics (ECN)

**ECN 150. Introduction to Economics. (3 h)**
A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. (D)

**ECN 205. Intermediate Microeconomics. (3 h)**
Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P-ECN 150 and MTH 111 or 112. (D)

**ECN 207. Intermediate Macroeconomics. (3 h)**
Development of macroeconomic concepts of national income, circular flow, income determination, causes of unemployment, IS-LM analysis, inflation, and growth models. Emphasizes contributions of Keynes and the Keynesian tradition. P-ECN 150 and MTH 111 or 112. (D)

**ECN 209. Applied Econometrics. (3 h)**
An introduction to regression analysis methods used to estimate and test relationships among economic variables. Selected applications from microeconomics and macroeconomics are studied. Emphasis is on examining economic data, identifying when particular methods are appropriate and interpreting statistical results. P-ECN 150 and STA 111, (or similar course, including ANT 380; BIO 380; BEM 201; HES 262; SOC 271, or STA 311). (D, QR, QDA)

**ECN 210. Intermediate Mathematical Microeconomics. (3 h)**
Mathematically intensive approach to demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P - ECN 150 and MTH 112. (D)

**ECN 211. Intermediate Mathematical Macroeconomics. (3 h)**
Mathematically intensive approach to macroeconomic analysis of national income, unemployment, inflation, and growth. P - ECN 150 and MTH 112. (D)

**ECN 215. Econometric Theory and Methods. (3 h)**
Estimation and inference in relation to quantitative economic models. Methods covered include Ordinary Least Squares, Generalized Least Squares and Maximum Likelihood. P-ECN 150, STA 111 or MTH 357/ STA 310, MTH 113 and MTH 121. (D, QR)

**ECN 240. Economics of Health and Medicine. (3 h)**
Applications of the methods of economic analysis to the study of the health care industry. P-ECN 150 and an applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, PSY 311, SOC 271 or STA 111, or prerequisite override required. (D)

**ECN 241. Environmental and Natural Resource Economics. (3 h)**
Develops the economic theory of natural resource markets and explores public policy issues in natural resources and the environment. P-ECN 150 (D)

**ECN 242. Economics of Gender. (3 h)**
Applications of the methods of microeconomic analysis to the study of gender and explores public policy issues in labor and care markets. P-ECN 150 or prerequisite override required. (D)

**ECN 260. History of Economic Development. (3 h)**
Examines various explanations for differences in economic development across countries in historical perspective. P-ECN 150 (D)

**ECN 261. American Economic Development. (3 h)**
The application of economic theory to historical problems and issues in the American economy. P-ECN 150. (D)

**ECN 262. History of Economic Thought. (3 h)**
Historical survey of the main developments in economic thought from ancient times to the 20th century. P—ECN 150. (D)

**ECN 270. Current Economic Issues. (3 h)**
Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, Social Security, war, climate change, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P-ECN 150. (D)

**ECN 271. Selected Areas in Economics. (1-3 h)**
Survey of an important area in economics not included in the regular course offerings. Students should consult the instructor to ascertain topic before enrolling. May be taken more than once for credit if topic differs. Additional pre-requisites may vary, check with department. P—ECN 150. (D)

**ECN 280. Economics Internship. (1 h)**
Receive course credit in the form of an internship class in order to satisfy Curricular Practical Training (CPT) to be approved, supervised, and evaluated by an appropriate faculty advisor. International students must also meet a set of eligibility criteria for CPT. One hour of credit from Washington DC Internship (WDC 100) or Wake West Internship may be approved for ECN 280. Does not count towards the Economics B.A., the Mathematical Economics B.S., the Economics B.S., or the Economics Minor. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**ECN 291. College Fed Challenge I. (1.5 h)**
Spring semester preparation course for the annual College Fed Challenge competition. The course will focus on understanding current macroeconomic events and theoretical economic models through the lens of monetary policy. P-Prerequisite override required.

**ECN 292. College Fed Challenge II. (1.5 h)**
Preparation for the annual fall College Fed Challenge competition. The course will focus on preparing a presentation on current economic conditions and a monetary policy recommendation for the competition. P-Prerequisite override required.

**ECN 306. Topics in Advanced Microeconomics. (3 h)**
More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P-ECN 205 or 210. (D)

**ECN 311. Advanced Research Methods. (1.5 h)**
Provides fundamental skills needed for research in economics. Topics will include coding skills to read, extract, manage, combine, prepare, and analyze large data sets. Ideal for students wishing to work with professors as a research assistant, undertake independent research, or work with data in any setting. Emphasis will be placed on reproducibility and replicability of results. P-ECN 209 or ECN 215 or prerequisite override required.

**ECN 316. Game Theory. (3 h)**
An introduction to mathematical models of social and strategic interactions. P-ECN 205 or 210 and STA 111. (D)

**ECN 317. Market Design. (3 h)**
Theoretical analysis of the design of rules and algorithms to allocate scarce resources. Topics include matching markets, such as those for school choice, entry-level labor markets, and kidney exchanges; auctions with applications to the sale of natural resources, financial assets, and advertising; and online platforms. P-ECN 205 or 210. (D)

**ECN 318. Advanced Topics in Mathematical Economics. (3 h)**
Advanced mathematical techniques such as dynamic programming or lattice theory, and the applications of these techniques to optimization and equilibrium problems in various fields of economics such as growth theory, search theory, and auction theory. P-ECN 210, 211 and MTH 112. (D)

**ECN 319. Behavioral Economics. (3 h)**
This course analyzes ways of decision-making that deviate from the standard economic understanding of rational decision-making. The main focus is on behaviors that fall under the umbrella of prospect theory. P-ECN 205 or 210. (D)

**ECN 321. Public Finance. (3 h)**
An examination of the economic behavior of government. Includes reasons for and against government action, the appropriate response of governments in cases of market failures, and how private agents will respond to those government actions. P-ECN 209 or 215; and ECN 205 or 210. (D)

**ECN 322. Money, Banking, & Financial Markets. (3 h)**
A study of the functions, structure, and performance of financial markets with a focus on monetary policy. P - ECN 207 or ECN 211. (D)

**ECN 324. Law and Economics. (3 h)**
An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P-ECN 205 or 210. (D, EI)

**ECN 326. Theory of Social Choice. (3 h)**
Development of Constitutional Economics in establishing rules for governmental and group decision-making by democratic means. Implications for various voting rules are considered in terms of both positive and normative criteria. P-ECN 205 or 210. (D)

**ECN 331. Economics of Industry. (3 h)**
Analysis of the link between market structure and market performance in United States industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors Case studies include automobiles, steel, agriculture, computers, sports, and telecommunications. P—ECN 205 or 210 and ECN 209 or 215. (D)

**ECN 333. Economics in Sports. (3 h)**
Study of the design of sporting contests with particular attention paid to league governance decisions, measuring competitor productivity, and strategies used by competitors. P-ECN 205 or 210. (D)

**ECN 334. The Future of Work. (3 h)**
A survey of macroeconomic trends affecting the workplace, including technological change and globalization, use of alternative work arrangements, and employer monopsony power. Focus on group discussion and empirical applications. P-ECN 207 or ECN 211. (D)

**ECN 335. Economics of Labor Markets. (3 h)**
A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P-ECN 205 or 210. (D)

**ECN 336. Economics of Higher Education. (3 h)**
Applies economic theory and data analysis in an investigation of important current issues in higher education. Issues of prestige, admissions, financial aid, access, student and faculty quality, alumni giving and endowments, and externalities will be addressed. P-ECN 205 or 210 and ECN 209 or ECN 215. (D)

**ECN 341. Economics of the Environment. (3 h)**
Introduces environmental economics both in theory and in practice. The efficiency of policy instruments to deal with market failures, non-market valuation methods, and estimation of climate change/pollution effects will be addressed. P- ECN 205 or 210; and ECN 209 or 215. (D)

**ECN 345. Prediction Markets. (3 h)**
Prediction markets help make forecasts about upcoming events, and are used by large companies to manage risk. This course provides background on what these markets are, the theoretical reasons why they might work, and studies real world applications such as election forecasting. Students will participate and trade in a live prediction market throughout the semester. P – ECN 205 or 210; and ECN 209 or 215. (D)

**ECN 351. International Trade. (3 h)**
Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P-ECN 205 or 210. (D)

**ECN 352. International Finance. (3 h)**
The study of the open macroeconomy, with a particular focus on the foreign exchange market and the history of the international monetary system. P-ECN 205 or 210 and ECN 207 or 211. (D)

**ECN 353. Economics of Digitization. (3 h)**
Examines the transformation of the economy enabled by digital technologies. Topics include piracy, e-commerce, two-sided networks and platforms, sharing economy, digital marketing, social media, privacy, and impacts on macroeconomy. Extensive reading and discussion of research literature. P—ECN 209 or ECN 215. (D)

**ECN 358. Economic Growth and Development. (3 h)**
A study of the root causes of economic development, with particular attention to countries in the Global South, using economic theory and empirical evidence to study policy-relevant issues around human capital formation, firm productivity, financial constraints, social norms, violence, and poverty traps. P- ECN 205 or ECN 210 or prerequisite override required. (D)

**ECN 365. Economic Philosophers. (3 h)**
An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P-ECN 205 or 210 and ECN 207 or 211. (D)

**ECN 372. Selected Areas in Economics. (1-3 h)**
Survey of an important area in economics not included in the regular course offerings. Students should consult the instructor to ascertain topic before enrolling. May be taken more than once for credit if topic differs. Additional pre-requisites may vary, check with department. P–ECN 205 or ECN 210.(D)

**ECN 373. Selected Areas in Economics. (1-3 h)**
Survey of an important area in economics not included in the regular course offerings. Students should consult the instructor to ascertain topic before enrolling. May be taken more than once for credit if topic differs. Additional pre-requisites may vary, check with department. P–ECN 207 or ECN 211. (D)

**ECN 374. Topics in Macroeconomics. (3 h)**
Considers significant issues and debates in macroeconomic theory and policy. Examples might include a New Classical-New Keynesian debate, currency crises, conversion of federal deficit to surplus, competing models of economic growth, alternative monetary and fiscal policy targets. P-ECN 207 or 211. (D)

**ECN 375. Macroeconomic Models. (3 h)**
Development of formal macroeconomic models of both Keynesian and classical types. Involves exploration of comparative statics, dynamic analysis and policy assessment. P-ECN 207 or ECN 211. C or P- MTH 113 and MTH 121. (D)

**ECN 390. Individual Study. (1.5-3 h)**
Directed readings in a specialized area of economics. May be repeated for credit. P-Prerequisite override required.

**ECN 392. Public Choice. (3 h)**
Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P-ECN 209 or 215; and ECN 205 or 210. (D)

**ECN 398. Honors I. (1.5 h)**
Designed to assist students in selecting a research topic and beginning a research project on the selected topic. P-ECN 209 or 215 and prerequisite override required.

**ECN 399. Honors II. (1.5 h)**
Completion of a senior research project. Required of candidates for departmental honors. P-ECN 398 and prerequisite override required.

# Faculty

**Chair** E. Mark Curtis
**Professor and Burchfield Presidential Chair of Political Economy** Koleman Strumpf
**Professors** Frederick H. Chen, Amanda L. Griffith, Robert M. Whaples
**Associate Professors** E. Mark Curtis, Christina M. Dalton, John T. Dalton, Aeimit Lakdawala, Leah K. Lakdawala, Tin Cheuk (Tommy) Leung, Erik K. Nesson
**Assistant Professors**Fabiola Alba Vivar, Brian Marein, Andre Mouton, Giorgi Nikolaishvili, Andreea Rotarescu, Chu (Alex) Yu
**Associate Teaching Professors** John MacDonald, Todd McFall
**Assistant Teaching Professor** Megan Regan
**Visiting Assistant Professor** Estonia Black, Tabitha Knott

# Economics, B.A.

## Requirements

Prior to declaring the major, students must have minimum grade C or AP credit in ECN 150. The major in economics consists of 30 hours in economics* including:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| ECN 150 | Introduction to Economics ** | 3 |
| ECN 205 | Intermediate Microeconomics *** | 3 |
| or ECN 210 | Intermediate Mathematical Microeconomics | |
| ECN 207 | Intermediate Macroeconomics *** | 3 |
| or ECN 211 | Intermediate Mathematical Macroeconomics | |
| ECN 209 | Applied Econometrics *** | 3 |
| 300-level courses | | 9 |
| **Co-Requirements** | | |
| The student must make a minimum grade of C- in the following: | | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| STA 111 | Elementary Probability and Statistics **** | 4 |

* *Co-requisite hours are not counted towards these 30 hours in economics.*

** *Students must receive a grade of C or higher in* ECN 150 *to enroll in* ECN 205 *or* ECN 210*,* ECN 207 *or* ECN 211 *and/or* ECN 209*.*

*** *A minimum grade of C- is required in* ECN 205 *or* ECN 210*,* ECN 207 *or* ECN 211*, and* ECN 209*.* Additionally, only one of ECN 205 or ECN 210, and one of ECN 207 or ECN 211 can be counted towards the major.

**** *Or similar course, including* BIO 380*,* BEM 201*,* HES 262*,* SOC 271*, or* STA 311*.*

In addition, students must achieve an overall 2.0 average in economics courses.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty advisor will assist each student in determining the particular combination of courses that satisfies his or her needs.

## Honors

Students who have a GPA of at least 3.0 overall and 3.3 in economics, and who complete the research course, ECN 399, will be considered by the department faculty for the graduation distinction “Honors in Economics.”

# Economics, B.S.

## Requirements

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| ECN 150 | Introduction to Economics | 3 |
| ECN 209 | Applied Econometrics | 3 |
| ECN 210 | Intermediate Mathematical Microeconomics | 3 |
| ECN 211 | Intermediate Mathematical Macroeconomics | 3 |
| ECN 318 | Advanced Topics in Mathematical Economics | 3 |
| **Co-Requirements** | | |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 121 | Linear Algebra I | 3 |
| STA 111 | Elementary Probability and Statistics | 4 |
| **Electives** | | |
| *Quantitative Methods (choose 2 courses from the following)* * | | |
| MTH 251 | Ordinary Differential Equations | |
| MTH 253 | Operations Research | |
| MTH 254 | Optimization Theory | |
| STA 112 | Introduction to Regression and Data Science | |
| STA 214 | Applied Generalized Linear Models | |
| STA 247 | Design and Sampling | |
| STA 310 | Probability | |
| STA 311 | Statistical Inference | |
| STA 312 | Linear Models | |
| STA 352 | Networks: Models and Analysis | |
| CSC 102 | Problem Solving with Python | |
| CSC 111 | Introduction to Computer Science | |
| CSC 112 | Fundamentals of Computer Science | |

*Additional electives in economics (4 courses). At least 2 must have as a prerequisite ECN 209. At least 3 must be at the 300 level.*

* *AP credit cannot be used to fulfill the quantitative methods electives requirement.*

Prior to declaring the major, students must have a minimum grade of B- or AP credit in ECN 150 and MTH 112. Graduation requirements include a grade of at least a C- in MTH 113, MTH 121, ECN 210 and ECN 211.

## Honors

Students who have a GPA of at least 3.0 overall and 3.3 in economics, and who complete the research course, ECN 399 (prerequisite is ECN 398), will be considered by the department faculty for the graduation distinction “Honors in Economics”.

# Economics, Minor

## Requirements

Prior to declaring the minor, students must have minimum grade C or AP credit in ECN 150. Consists of 18 hours, including:

| Code | Title | Hours |
|---|---|---|
| ECN 150 | Introduction to Economics | 3 |
| ECN 205 | Intermediate Microeconomics * | 3 |
| or ECN 210 | Intermediate Mathematical Microeconomics | |
| ECN 207 | Intermediate Macroeconomics * | 3 |
| or ECN 211 | Intermediate Mathematical Macroeconomics | |

* Only one of ECN 205 or ECN 210, and one of ECN 207 or ECN 211 can be counted towards the minor.

At least 9 hours must be taken at Wake Forest.

The mathematics and minimum grade requirements for the minor are the same as for the major.

# Certificate in Actuarial Science

| Code | Title | Hours |
|---|---|---|
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| ECN 205 | Intermediate Microeconomics | 3 |
| or ECN 210 | Intermediate Mathematical Microeconomics | |
| ECN 207 | Intermediate Macroeconomics | 3 |
| or ECN 211 | Intermediate Mathematical Macroeconomics | |
| FIN 231 | Principles of Finance | 3 |
| STA 310 | Probability | 3 |
| STA 311 | Statistical Inference | 3 |

To declare the certificate in actuarial science, a student must receive at least a C or AP credit in each of ACC 111, ECN 150, and MTH 112. Upon declaration, students are eligible for reserved seats during registration, as determined by each department and by the School of Business.

Students are strongly encouraged to take Society of Actuaries (SOA) Exam P shortly after completing STA 310, and SOA Exam FM shortly after completing FIN 231. For more information on these exams, consult the SOA. Students are also strongly encouraged to seek an actuarial internship in the summer after their junior year.

Students can apply for Validation by Education Experience (VEE) credit with the SOA after passing at least two actuarial exams.

# Education (EDU)

Wake Forest University's Department of Education seeks to prepare future teachers, school leaders, and educational policy makers while informing students across disciplines for caring and effective service in classroom, school, community, nonprofit, and public policy positions. The Department of Education offers a major in Elementary Education and minors in Secondary Education and Schools, Education, and Society. The Department of Education also houses the university's College-to-Career Course Series, which provides students with an opportunity to explore personal attributes that influence future academic and professional decisions and to consider the factors that create a meaningful, fulfilling life after Wake Forest.

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. Wake Forest's teacher education program is proud to meet rigorous state and national standards for educator preparation, including our initial teacher licensure program, which is fully accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Prospective elementary teachers earn a major in education. Prospective secondary teachers of English, mathematics, biology, chemistry, and physics major in that discipline and minor in education. Prospective secondary social studies teachers major in a social studies-related discipline (such as history, political science, economics, sociology, or anthropology), complete content requirements, and minor in education. In addition to the professional program, the department provides elective courses open to all students.

## Teacher Licensure

The state of North Carolina issues the Initial Class A Teacher's License to graduates who have completed an approved program including the specified courses in their teaching fields and the prescribed courses in education, who meet licensure requirements, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

## Teacher Education Admission Requirements

Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires Teacher Education Program applicants to submit qualifying SAT, ACT, or Praxis core scores before being formally admitted.

All students are required to have a 2.7 or better GPA before being formally accepted to the Teacher Education Program. Formal acceptance into the program should take place by April 1 of the junior year for secondary students and by January 1 of the junior year for elementary students.

## Teacher Education Program Area Goals

The goals and objectives for each licensure area are available on the department website (https://education.wfu.edu/).

## Teacher Education Course Requirements

The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the advisor in conference with the candidate.

## Student Teaching

Prerequisites for registering for student teaching include:

1. senior, graduate, or special student classification
2. completion of prerequisite courses
3. formal admission to the Teacher Education Program

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

# College to Career Courses

EDU 120, EDU 220, EDU 320, EDU 360, and EDU 370 compose the five-course "College-to-Career" strand of courses.

| Code | Title | Hours |
|---|---|---|
| EDU 120 | Personal Framework for Career Exploration (recommended for first-year students in their second semester and sophomores) | 1.5 |
| EDU 220 | Options in the World of Work (recommended for first-year students in their second semester and sophomores) | 1.5 |
| EDU 320 | Strategic Job Search Processes (recommended for juniors and seniors) | 1.5 |
| EDU 360 | Professional and Life Skills (open only to seniors) | 1.5 |
| EDU 370 | Professional Experience in the Engaged Liberal Arts | 3 |
| EDU 299 | Career Planning * | 1.5 |

* EDU 299 *is a survey course containing elements of* EDU 120*,* EDU 220*, and* EDU 320*. It is reserved for juniors and seniors who have not had an opportunity to take the recommended four-course strand.*

# Contact Information

Department of Education (https://education.wfu.edu/)
Tribble Hall B201, Box 7266
Phone 336-758-5341

# Programs

## Major

- Elementary Education, B.A.

## Minors

- Schools, Education, and Society, Minor
- Secondary Education, Minor

# Courses

## Education (EDU)

**EDU 101. Issues and Trends in Education. (3 h)**
Educational issues and trends with a focus on K-12 schools and teachers. Focus will vary by instructor. Course can be repeated if topic differs. (D)

**EDU 102L. Exploring School Communities. (2 h)**
Field experience and seminar with a focus on K-12 schools in surrounding communities. Pass/Fail only.

**EDU 103A. Preparing for Community Engagement. (1.5 h)**
Prepares students to extend their education beyond the classroom setting. Includes a focus on community-engaged service, mentoring, tutoring, teaching, and learning. Pass/Fail only.

**EDU 103B. Participating in Community Engagement. (1.5 h)**
Allows students to learn more about and participate in community-engaged service as part of a tutoring/mentoring practicum experience. Course can be repeated if topic differs. Pass/Fail only. P-Prerequisite override required.

**EDU 111. Special Topics. (1-3 h)**
A survey of topics in education. Focus will vary by instructor. May be repeated for credit if topic varies.

**EDU 120. Personal Framework for Career Exploration. (1.5 h)**
First course in the College to Career series. Focuses on student self-assessment including personal attributes such as values, interests, personality/temperament, strengths, and beliefs. Begins the process of connecting student attributes with the exploration of options in the world of work. Open to all students, but designed especially for first- and second-year students. Students may not enroll in EDU 120 and EDU 299 in the same semester. Half semester.

**EDU 201. Educational Policy and Practice. (3 h)**
Philosophical, historical and sociological foundations of education, including analysis of contemporary accountability systems. (CD, D)

**EDU 202. Field Experience One. (2 h)**
Practical experiences in classrooms. Weekly public school experience and seminar.Pass/Fail only.

**EDU 202L. Exploring Global Schools. (1-3 h)**
Field experience and seminar with a focus on K-12 schools in international communities. May be repeated for credit.

**EDU 203L. Methodology and Management Lab. (2 h)**
Elementary education students observe classroom pedagogy and gain teaching experience in a diverse elementary school classroom through weekly observations and WFU seminars. Service Learning. Pass/Fail only. P - EDU 102L, or prerequisite override required.

**EDU 204. Integrating Literacy, Technology and the Arts across the Elementary Curriculum. (2 h)**
Practical strategies for integrating literacy, technology and the arts in all areas of the elementary curriculum, including math, science, social studies and health.

**EDU 205A. Developing Literacy and Communication Skills in Elementary Schools, K-2. (2 h)**
Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-2. P-Prerequisite override required.

**EDU 205B. Developing Literacy and Communication Skills in Elementary Schools, Grades 3-6. (2 h)**
Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades 3-6. P-Prerequisite override required.

**EDU 206. Assessment for Positive Student Outcomes. (2 h)**
An exploration of K – 6 assessment models and strategies to support positive student outcomes.

**EDU 220. Options in the World of Work. (1.5 h)**
Second course in the College to Career series. Explores structure of the world of work, job functions and roles. Focus on nature and expectations of the world of work, including exploration of opportunities aligned with interests of students, and correlation between careers and education, career trajectories, graduate school, employment trends and the unique role work plays in creating meaning in the life of the individual. Open to all students, but designed for first and second year students. Students may not enroll in EDU 220 and EDU 299 in the same semester. Half semester.

**EDU 221. Children's Literature. (1-3 h)**
A survey of the types and uses of literature appropriate for elementary grades, including multicultural literature.

**EDU 222. Integrating the Arts and Movement into the School Curriculum. (1-3 h)**
Surveys the materials, methods, theories, and techniques of integrating the arts and physical development into the school curriculum.

**EDU 223. Theatre in Education. (3 h)**
Practical experience for theater and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as THE 270.

**EDU 231. Adolescent Literature. (3 h)**
A survey of literature that centers on the lives of adolescents and young adults. Attention is given to the reading and interpretation of classic and contemporary literature across genres.

**EDU 236. Creativity, Innovation, and Entrepreneurial Thinking in Education. (1-3 h)**
Engages students in recognizing economic, business, and education changes brought about by increased globalization. Focuses on the opportunities and challenges of increasing creativity, innovation, and entrepreneurial thinking in a global economy.

**EDU 250L. Student Teaching: Elementary. (10 h)**
Supervised teaching experience in grades K-6. Full-time. Includes a weekly reflective seminar. Service Learning. Pass/Fail only. P-Prerequisite override required.

**EDU 271. Geography: The Human Environment. (3 h)**
A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization. Credit not allowed for both EDU 271 and 274.

**EDU 272. Geography Study Tour. (3 h)**
A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. Offered in the summer. (CD)

**EDU 273. Geography: The Natural Environment. (3 h)**
A systematic study of the major components of physical geography with special emphasis on climate and topography.

**EDU 274. Environmental Geography. (3 h)**
A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. Credit not allowed for both EDU 274 and 271.

**EDU 281. Public Life and the Liberal Arts. (3 h)**
Devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics.

**EDU 293. Professional Development Seminar: Elementary. (3 h)**
Students reflect on all aspects of the elementary school curriculum, including meeting the needs of diverse learners, lesson planning, best practices, classroom management, and leadership. Required completion and submission of edTPA portfolio. Pass/Fail only. P-Prerequisite override required.

**EDU 294. Teaching Elementary Language Arts. (3 h)**
Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P-Prerequisite override required.

**EDU 295. Teaching Elementary Social Studies. (3 h)**
Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P-Prerequisite override required.

**EDU 296. Elementary Mathematics Methods: Inquiry Teaching and Learning. (3 h)**
Methods and materials for teaching elementary mathematics content, including adaptations for diverse and exceptional learners. P-Prerequisite override required.

**EDU 298. Elementary Science Methods: Inquiry Teaching and Learning. (3 h)**
Methods and materials for teaching elementary science content, including adaptations for diverse and exceptional learners. P-Prerequisite override required.

**EDU 299. Career Planning. (1.5 h)**
Covers personal assessment of work-related values, interests and skills; exploration of career options; and resume writing, interviewing, and job-search skills. Junior or senior standing only. Students may not enroll in EDU 299 in the same semester as EDU 120, EDU 220, or EDU 320. Half-semester course.

**EDU 300. School Leadership. (1 h)**
Development of leadership skills within the context of school and professional learning communities. P-EDU 250.

**EDU 303. History of Western Education. (3 h)**
Educational theory and practice from ancient times through the modern period, including American education.

**EDU 304. Social Justice Issues in Education. (3 h)**
This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multi-cultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations. (CD)

**EDU 305. The Sociology of Education. (3 h)**
A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

**EDU 307. Instructional Design, Assessment, and Technology. (3 h)**
Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice. P - EDU 311.

**EDU 308. School and Society. (3 h)**
A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements.

**EDU 309L. Introduction to Secondary Education. (2 h)**
Practical experiences in classrooms with focus on secondary classrooms and students. Public school experience and seminar. Pass/Fail only. P-EDU 102L, or prerequisite override required.

**EDU 310. Race, Class, and Gender in a Color-blind Society. (3 h)**
An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as AES 310 and AAS 326.

**EDU 311. Learning and Cognitive Science. (3 h)**
Theories and principles of cognition applied to teaching and learning. (CD, D)

**EDU 312. Teaching Exceptional Children. (3 h)**
Examines the various types of learning differences in K-12 schools. Emphasis is on instructional planning, identification of interventions, and assessment techniques to support diverse learners.

**EDU 313. Human Growth and Development. (3 h)**
A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

**EDU 315. Literacy Interventions. (3 h)**
Strategies for assessing the literacy skills of students who struggle with reading and writing and providing them with appropriate interventions. Students attend seminars focused on diagnosis and remediation, provide remedial instruction for one student, and complete a research case study on that student. Service Learning.

**EDU 316L. Elementary Literacy Interventions. (2 h)**
A field experience for elementary education candidates focused on early literacy, including diagnosis and remediation of reading and writing skills. Public school experience and seminar. Pass/Fail only. P-Prerequisite override required.

**EDU 319. Environmental Education Methods. (3 h)**
Explores theory, research, and practice with various environmental education methods in both traditional and non-traditional classrooms. Learn how to use and design effective environmental education and communication strategies. Place-based learning will be emphasized.

**EDU 320. Strategic Job Search Processes. (1.5 h)**
Third course in the College to Career series. Provides students with the fundamental knowledge and skills for an effective job search, including interviewing, communicating, networking, branding, marketing, evaluating offers, and negotiating. Half-semester course.

**EDU 321. Advanced Issues and Trends in Education. (1-3 h)**
Special topics course related to advanced educational issues and trends with a focus on K-12 schools and teachers. Focus will vary by instructor. Course can be repeated if topic differs.

**EDU 330. Fathers and Daughters. (3 h)**
Explores father-daughter relationships in contemporary American society through an interdisciplinary lens of film, literature, music, theater, media, and social science research. P-sophomore standing.

**EDU 337. TESOL Linguistics. (3 h)**
Introduces the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the United States or abroad. Also listed as LIN 337. P-LIN 150/ANT 150 or ENG 304 or prerequisite override required; knowledge of a second language is recommended.

**EDU 351. Adolescent Psychology. (1-3 h)**
Introduction to theories of adolescent psychology. Content emphasizes research, scholarship, and techniques related to parenting, teaching, and counseling young people.

**EDU 353. Language in Education. (3 h)**
This seminar explores the role of language in educational contexts; includes the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component. Also listed as ANT 353. (CD)

**EDU 354. Content Pedagogy. (3 h)**
Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). P-Prerequisite override required.

**EDU 354A. Teaching Secondary English. (3 h)**
Methods and materials used in teaching secondary English. P-Prerequisite override required.

**EDU 354B. Teaching Secondary Mathematics. (3 h)**
Methods and materials used in teaching secondary mathematics. P-Prerequisite override required.

**EDU 354C. Teaching Secondary Social Studies. (3 h)**
Methods and materials used in teaching secondary social studies. P-Prerequisite override required.

**EDU 354D. Teaching Secondary Science. (3 h)**
Methods and materials used in teaching secondary science. P-Prerequisite override required.

**EDU 354E. Teaching World Languages. (3 h)**
Methods and materials used in teaching world languages. P-Prerequisite override required.

**EDU 354L. Field Lab III. (2 h)**
Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Service Learning. Pass/Fail only.

**EDU 357. Crisis in Higher Education. (3 h)**
Explores the current crisis in higher education by providing historical context and considering emerging trends. Includes topics such as issues of student access, public and private institutional funding, the evolving landscape of modern employment, and public perceptions of higher education.

**EDU 358. Leadership and Assessment in K-12 Schools. (3 h)**
Focuses on the assessment of learning from a theoretical and practical perspective, examining the wide variety of data sources available to teachers and school leaders. Emphasis on the elements of highly effective leadership that are necessary for continuous school improvement.

**EDU 359. Model of Experiential Learning. (3 h)**
Explores various approaches to hands-on, interactive learning. Engages in a process that includes preparation, action, and reflection to develop the habits of mind required to evolve effectively from experience and inspire life-long learning.

**EDU 360. Professional and Life Skills. (1.5 h)**
Fourth course in the College to Career series. Transition to life and work after college. Discusses work ethics and etiquette, work relationships, and ongoing career management. Also covers personal life skills such as budgeting and financial management, stress management, and avocations. Course applies liberal arts education to successful, meaningful life after college, including creation of an e-portfolio demonstrating professional competencies gained through the course of their Wake Forest experience. Senior standing only. Half semester.

**EDU 364L. Student Teaching: Secondary. (9 h)**
Supervised teaching internship in grades 9-12. Full-time, 15-week field experience. Service Learning. Pass/Fail only. P-Prerequisite override required.

**EDU 365. Professional Development Seminars. (3 h)**
Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. Required completion and submission of edTPA portfolio. Pass/Fail only. P- Prerequisite override required.

**EDU 368. Professional Experiences in Education. (3 h)**
This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, student examine a critical topic in a local school, a community agency, a non-profit organization, or other educational setting. P-minimum gpa of 2.7 and prerequisite override required.

**EDU 370. Professional Experience in the Engaged Liberal Arts. (3 h)**
This course offers students an opportunity to develop professional experience while exploring the value of their liberal arts education. Students will develop a professional plan and capture evidence of their own impact using the tools of the engaged liberal arts. During this internship, students will examine a critical topic related to leadership or professional development. P-Prerequisite override required.

**EDU 373. Comparative and International Education. (3 h)**
A study of various historical, political, economic, cultural, and social issues shaping education in selected countries throughout the world. The course aims to expand student understanding of differing educational and pedagogical structures and comparatively investigate educational issues around the globe. (CD)

**EDU 374. Student Teaching Seminar. (1.5 h)**
Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.

**EDU 377. Literacy in the 21st Century. (3 h)**
This course examines the impact of emerging literacy trends on 21st century students in a digital, global world.

**EDU 381. Teaching Students with Special Needs. (1-3 h)**
Studies contemporary topics and issues about working with students with special needs in an educational setting.

**EDU 382. Teaching Elementary Reading. (3 h)**
Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P-Prerequisite override required.

**EDU 383. Classroom Management Seminar. (1 h)**
Examination of research and practice based strategies for secondary school classroom management and discipline. Pass/Fail Only.

**EDU 385. Diversity Seminar. (1 h)**
Exploration of multi-cultural issues and relevant Spanish language and cultural teaching practices essential for classroom communication. Pass/Fail only.

**EDU 387. Tutoring Writing. (1.5 h)**
Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and WRI 341.

**EDU 388. How We Learn to Write. (1-3 h)**
Examines writing instruction theories with a focus on how these ideas have shaped writers' identities and practices. Students from all content areas will explore how writing is taught within different disciplines, how real-world writing differs from academic writing, and how writing feedback can transform thinking.

**EDU 390. Methods and Materials for Teaching Foreign Languages (K-6). (3 h)**
A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6.

**EDU 391. Teaching the Gifted. (3 h)**
An investigation of theory and practice pertinent to teachers of the gifted.

**EDU 392. The Psychology of the Gifted Child. (3 h)**
A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

**EDU 393. Individual Study. (1-3 h)**
A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student. May be repeated for credit.

**EDU 394. Internship in Education of the Gifted. (3 h)**
An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

**EDU 395. Teaching Diverse Learners. (3 h)**
This course addresses diversity in the classroom, particularly the needs of English Learners (EL) and exceptional children (EC). Examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

# Faculty

**Chair** Alan Brown
**Francis P. Gaines Professor** Patricia M. Cunningham
**Professors**Alan Brown, Adam M. Friedman, Leah P. McCoy, Linda N. Nielsen
**Associate Professors** R. Scott Baker, Debbie French, Dónal Mulcahy, Danielle Parker-Moore
**Assistant Professor**Michele Myers
**Associate Professors of the Practice** Brian Calhoun, Heidi Robinson
**Associate Teaching Professor** Ali Sakkal
**Assistant Teaching Professor** Eleni F. Caldwell
**Visiting Assistant Professor** Casey Holmes, Joan F. Mitchell
**Visiting Clinical Professor**Jeffrey Faullin
**Postdoctoral Fellow** Christina Richardson
**Adjunct Professors** Nate French, Cheon Graham, Robert Kennedy, Andrew Kraft, Helen Morgan, Kathryn Pegram, Alexander Tabori, Cristofer C. Wiley

# Elementary Education, B.A.

## Requirements

The elementary education major offers two pathways to the major: a Non-licensure Pathway and a Professional Licensure Pathway. All majors must complete the following core education courses:

| Code | Title | Hours |
|---|---|---|
| **Education Core Courses** | | |
| EDU 102L | Exploring School Communities | 2 |
| EDU 201 | Educational Policy and Practice | 3 |
| EDU 203L | Methodology and Management Lab | 2 |
| EDU 205A | Developing Literacy and Communication Skills in Elementary Schools, K-2 | 2 |
| EDU 205B | Developing Literacy and Communication Skills in Elementary Schools, Grades 3-6 | 2 |
| EDU 295 | Teaching Elementary Social Studies | 3 |
| EDU 296 | Elementary Mathematics Methods: Inquiry Teaching and Learning | 3 |

| | | |
|---|---|---|
| EDU 298 | Elementary Science Methods: Inquiry Teaching and Learning | 3 |
| EDU 307 | Instructional Design, Assessment, and Technology | 3 |
| EDU 311 | Learning and Cognitive Science | 3 |
| EDU 395 | Teaching Diverse Learners | 3 |

## Non-Licensure Pathway

The elementary education major non-licensure pathway requires 35 hours in the following courses:

| Code | Title | Hours |
|---|---|---|
| Education Core | | 29 |
| Elective Major Courses * | | 6 |

* Courses may be chosen from among the list of approved courses. Additional elective courses may have been approved since publication of this bulletin. The major advisor maintains a complete list of all approved elective courses. For course descriptions, see the course listings in this bulletin.

## Professional Licensure Pathway

The elementary education major professional licensure pathway requires 47 hours in the following courses:

| Code | Title | Hours |
|---|---|---|
| Education Core | | 29 |
| EDU 250L | Student Teaching: Elementary | 10 |
| EDU 293 | Professional Development Seminar: Elementary | 3 |
| EDU 312 | Teaching Exceptional Children | 3 |
| EDU 316L | Elementary Literacy Interventions | 2 |

## Exit Requirements

Graduation requirements for professional licensure candidates include: (1) have a minimum grade of C in each course attempted in education, (2) maintain at least a 2.7 GPA while enrolled in the Teacher Education Program, and (3) submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. Additional requirements for candidates to be recommended for professional licensure include passing all appropriate state-required standardized tests.

# Schools, Education, and Society, Minor

## Requirements

The minor in Schools, Education, and Society requires 17 hours:

| Code | Title | Hours |
|---|---|---|
| EDU 102L | Exploring School Communities | 2 |
| EDU 201 | Educational Policy and Practice | 3 |
| EDU 311 | Learning and Cognitive Science | 3 |
| EDU 368 | Professional Experiences in Education | 3 |
| Select two of the following: | | 6 |
| EDU 221 | Children's Literature | |
| EDU 222 | Integrating the Arts and Movement into the School Curriculum | |
| EDU 231 | Adolescent Literature | |
| EDU 236 | Creativity, Innovation, and Entrepreneurial Thinking in Education | |
| EDU 304 | Social Justice Issues in Education | |
| EDU 305 | The Sociology of Education | |
| EDU 307 | Instructional Design, Assessment, and Technology | |
| EDU 308 | School and Society | |
| EDU 310 | Race, Class, and Gender in a Color-blind Society | |
| EDU 312 | Teaching Exceptional Children | |
| EDU 321 | Advanced Issues and Trends in Education | |
| EDU 330 | Fathers and Daughters | |
| EDU 351 | Adolescent Psychology | |
| EDU 353 | Language in Education | |
| EDU 354 | Content Pedagogy | |
| EDU 357 | Crisis in Higher Education | |
| EDU 358 | Leadership and Assessment in K-12 Schools | |
| EDU 359 | Model of Experiential Learning | |
| EDU 373 | Comparative and International Education | |
| EDU 377 | Literacy in the 21st Century | |
| EDU 381 | Teaching Students with Special Needs | |
| EDU 388 | How We Learn to Write | |
| EDU 395 | Teaching Diverse Learners | |
| LIN 337 | TESOL Linguistics | |
| THE 270 | Theatre in Education | |

This minor is intended for students who have an interest in education but who are not pursuing a teaching license. However, any student who wishes to major in elementary education or pursue the licensure minor in secondary education and also undertake the minor in Schools, Education, and Society must complete at least nine additional, unique hours of coursework, including EDU 368 and two designated education electives. Some courses are not offered every semester; students should plan ahead in order to fulfill all requirements.

# Secondary Education, Minor

## Requirements

The secondary education minor offers two pathways: a Non-licensure Pathway and a Professional Licensure Pathway. All students minoring in secondary education must complete the following core education courses:

| Code | Title | Hours |
|---|---|---|
| **Education Core Courses** | | |
| EDU 102L | Exploring School Communities | 2 |
| EDU 201 | Educational Policy and Practice | 3 |
| EDU 309L | Introduction to Secondary Education | 2 |
| EDU 311 | Learning and Cognitive Science | 3 |
| One content pedagogy course: | | 3 |
| EDU 354A | Teaching Secondary English | |

| | |
|---|---|
| EDU 354B | Teaching Secondary Mathematics |
| EDU 354C | Teaching Secondary Social Studies |
| EDU 354D | Teaching Secondary Science |

Select a major in one of the following secondary license areas:

- English
- Mathematics
- Science
- Social Studies

## Non-Licensure Pathway

The secondary education minor non-licensure pathway requires 19 hours in the following courses:

| Code | Title | Hours |
|---|---|---|
| Education Core | | 13 |
| Elective Minor Courses * | | 6 |

* Courses may be chosen from among the list of approved courses. Additional elective courses may have been approved since publication of this bulletin. The minor advisor maintains a complete list of all approved elective courses. For course descriptions, see the course listings in this bulletin.

## Professional Licensure Pathway

The secondary education minor professional licensure pathway requires 31 hours in the following courses:

| Code | Title | Hours |
|---|---|---|
| Education Core | | 13 |
| EDU 307 | Instructional Design, Assessment, and Technology | 3 |
| EDU 364L | Student Teaching: Secondary | 9 |
| EDU 365 | Professional Development Seminars | 3 |
| EDU 395 | Teaching Diverse Learners | 3 |

## Exit Requirements

Graduation requirements for professional licensure candidates include: (1) have a minimum grade of C in each course attempted in education, (2) maintain at least a 2.7 GPA while enrolled in the Teacher Education Program, and (3) submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. Additional requirements for candidates to be recommended for professional licensure include passing all appropriate state-required standardized tests.

## English Content Requirements

33 hours, including:

| Code | Title | Hours |
|---|---|---|
| ENG 265 | British Literature before 1800 | 3 |
| ENG 266 | British Literature 1800 to the Present | 3 |
| or ENG 275 | American Literature | |
| ENG 290 | Foundations in Literary Criticism | 3 |

Select at least one 200-300 level writing or creative writing course

Select at least one 200-300 level course matching the following criteria:

- Pre-1800 Literature
- American Literature
- Shakespeare
- Multicultural or World Literature
- Linguistics or Grammar
- Poetry, Theatre/Drama, or Film

## Mathematics Content Requirements

33 hours, including:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 3 |
| MTH 321 | Modern Algebra I | 3 |
| MTH 331 | Geometry | 3 |
| MTH 357 | Probability | 3 |
| or STA 310 | Probability | |
| Select three other courses beyond MTH 113 | | |

## Science Content Requirements

Licensure in the individual fields of science: biology (34 hours), chemistry (34.5-35.5 hours for BA), and physics (25 hours). All courses must be from the same courses required for majors in those fields.

## Social Studies Content Requirements

30 hours, including:

| Code | Title | Hours |
|---|---|---|
| **History** | | |
| Select six hours from European or World History | | 6 |
| Select six hours from U.S. History | | 6 |
| Select six hours from Nonwestern History | | 6 |
| **Social Sciences** | | |
| Select one course from Economics | | 3 |
| Select one course from Geography | | 3 |
| Select one course from Political Science | | 3 |
| Select one course from Anthropology or Sociology | | 3 |

# Engineering (EGR)

The mission of the engineering major is to educate students in an engineering curriculum that embraces and supports the unique culture of Wake Forest by combining the liberal arts core, innovative entrepreneurship, and engineering. The program provides an undergraduate engineering education that embodies the teacher-scholar ideal, emphasizing the close faculty-student engagement that is the hallmark of the Wake Forest community. Our goal is to attract enthusiastic students from around the US and the world who will make important contributions to solving society's most pressing problems, fulfilling the *Pro Humanitate* motto of Wake Forest University.

## Declaring a Major

In declaring Engineering as a major, we recommend students declare as soon as they complete 40 credit hours at WFU. All students majoring in Engineering will be assigned an Engineering Faculty Major Advisor to support progress towards degree completion. Students must first declare the major before declaring an Engineering Concentration.

Students choosing to double major in Engineering and another major may count any class *required* by both majors as fulfilling the requirements of both majors. The courses required for the Bachelor of Science in Engineering degree that fall into this category are: EGR 111, EGR 112, EGR 211, EGR 212, EGR 311, EGR 312, EGR 313, EGR 314, EGR 315, PHY 113/PHY 113L, MTH 111, MTH 112, MTH 113, and MTH 205. Any courses not on this list are considered electives. Electives towards the required 47 credits of engineering may be counted for only one major. However, electives towards the required 30 credits of Math/Basic Science may count towards other majors as well, whether required or not.

Note that when a student declares a major or minor, the requirements for the major or minor that are in effect *at the time* of declaration will apply. See the Requirements for Degrees section for further details.

## Study Abroad

Students considering study abroad should consult with the Engineering Academic Advisor. The second year or fall of the third year are the most flexible semesters for Engineering students to study abroad. Students are recommended to go to the Study Abroad office to discuss potential programs during their first year. Students cannot take courses abroad to count towards any core Engineering courses (EGR 111, EGR 112, EGR 211, EGR 212, EGR 311, EGR 312, EGR 313, EGR 314, or EGR 315), however, they can take courses to count towards any other major or minor requirements. Courses taken to count towards EGR technical elective requirements are not pre-approved by the Engineering Department. To seek approval, the student must submit the course syllabus to the Engineering Academic Advisor for pre-screening and then submit all course work after course completion to be considered.

## Undergraduate Research

At the start of each semester, we source research projects that our students can pursue via EGR 281s or EGR 381s. Students are encouraged to talk with Engineering Faculty if they are interested in pursuing research.

## Internships

Unpaid internships may be eligible for course credit and the possibility of engineering technical elective credit. Students should consult with their Engineering major advisor about course-credit options for internship opportunities.

**Special Note.** Students enrolled at Wake Forest may not take courses in engineering at other institutions to satisfy the divisional requirement.

## Contact Information

Department of Engineering (http://college.wfu.edu/engineering/)
Wake Downtown
455 Vine Street
Bldg 60 South, Rm 460X
Phone 336-702-1926

# Programs

## Major

- Engineering, B.S.

## Minor

- Engineering, Minor

# Courses

## Engineering Courses for Divisional Credit

**EGR 111. Introduction to Engineering Design. (4 h)**
Introduction to the study and practice of engineering, systems thinking, design, research, creative and analytical problem-solving practices, and engineering for humanity. With laboratory. This course is targeted at students who are interested in majoring or minoring in Engineering. (D).

## Required Engineering Courses for the Bachelor of Science in Engineering Degree

**EGR 111. Introduction to Engineering Design. (4 h)**
Introduction to the study and practice of engineering, systems thinking, design, research, creative and analytical problem-solving practices, and engineering for humanity. With laboratory. This course is targeted at students who are interested in majoring or minoring in Engineering. (D).

**EGR 112. Introduction to Engineering Experimentation. (4 h)**
Exploration of tools, processes, and quantitative and qualitative analysis for modern engineering practice. With laboratory.

**EGR 211. Materials and Mechanics. (4 h)**
Fundamentals of materials and mechanics (statics and dynamics) for engineering applications. With laboratory. P-EGR 111, EGR 112, MTH 111, PHY 113. P or C-MTH 112.

**EGR 212. Transport Phenomena. (4 h)**
An integrated course in the fundamentals of thermodynamics, fluid mechanics, and heat transfer with emphasis on principles of conservation and transport of mass, energy, and momentum. With laboratory. P-EGR 111, EGR 112, MTH 111, MTH 112, PHY 113, and CHM 111/111L or CHM 120/120L or PHY 114/114L or BIO 150/150L. P or C-MTH 113.

**EGR 311. Control Systems and Instrumentation. (4 h)**
Fundamentals of circuits and semiconductor electronics as applied to the analysis and design of engineering instrumentation and control systems. With laboratory. P-EGR 211, MTH 112, and CHM 111/111L or CHM 120/120L or PHY 114/114L or BIO 150/150L. P or C - MTH 205 (or MTH 121 and MTH 251). Credit not allowed for EGR 311 and PHY 230. Engineering majors MUST take EGR 311.

**EGR 312. Computational Modeling in Engineering. (4 h)**
Fundamentals of computational problem solving tools (programming, systems modeling, numerical methods) for diverse engineering applications, with consideration of the economic and ethical outcomes of decisions that are made using such techniques. With laboratory. P-EGR 211, EGR 212, MTH 113, MTH 205 (or MTH 121 and MTH 251). (QDA)

**EGR 313. Capstone Design I. (1 h)**
The first course of the capstone design experience. P or C-EGR 311.

**EGR 314. Capstone Design II. (4 h)**
The second course of the capstone design experience. With laboratory. P-EGR 311, EGR 313, P or C-EGR 312.

**EGR 315. Capstone Design III. (4 h)**
The third course of the capstone design experience. With laboratory. P-EGR 314.

# General Elective Courses in Engineering

**EGR 100. Basics of Prototyping with Hand and Power Tools. (1 h)**
An introduction to the safe use of hand tools, power tools, and other machinery for creative prototyping and problem solving. This is a hands-on, project-based learning experience. Open to all majors and minors. Does not count towards engineering technical elective credit for EGR majors.

**EGR 101. Basics of 3D Prototyping. (1 h)**
An introduction to basic computer aided design (CAD) concepts and the safe use of 3D printers and other prototyping techniques. This is a hands-on, project-based learning experience. Open to all majors and minors. Does not count towards engineering technical elective credit for EGR majors.

**EGR 113. Integrated Sciences. (4 h)**
An integrated basic science course covering topics in the biological, chemical, and physical sciences.

**EGR 280. Projects with Engineering for Non-Majors. (1-4 h)**
Specialized and focused learning via experiential projects. With laboratory. May be repeated for credit. P-Prerequisite override required.

**EGR 281. Introductory Projects with Engineering for Majors. (1-4 h)**
Specialized and focused learning via experiential projects. Does not count towards engineering technical elective credit. With laboratory. May be repeated for credit. P-Prerequisite override required.

**EGR 300. Engineering Seminar. (1 h)**
A seminar to expose students to diverse career paths that can be pursued with an engineering degree inspiring career exploration, to connect current students with Alumni and other external experts, and to infuse important topics and skills pertinent to career and professional development. May be repeated for credit. Pass/Fail only.

**EGR 301. Special Topics in Engineering. (1-4 h)**
Seminar and/or lecture and/or project-based and/or laboratory courses in selected topics. Does not count towards engineering technical elective credit unless a designation of 'Technical Elective' is noted. May be repeated if the course title changes. Prerequisites may vary; check with the department.

**EGR 302. Engineering Internship. (0 h)**
Independent study in Engineering under faculty mentorship. May be repeated. P-Prerequisite override required.

**EGR 310. Capstone Design for Non-Majors. (1-4 h)**
This course is designed for Engineering Minors or other students interested in participating in the engineering capstone design experience. May be repeated for credit. P-Prerequisite override required.

**EGR 380. Fundamentals of Engineering Exam Prep. (1 h)**
Review of engineering fundamentals in preparation for Fundamentals of Engineering exam. May be repeated for credit. P or C -EGR 311, EGR 312.

**EGR 381. Engineering Research. (1-4 h)**
Engineering research project conducted under the guidance of a research mentor. Does not count towards engineering technical elective credit unless a designation of “Technical Elective” is in the course title. Upon completion and review of project deliverables, engineering technical elective credit may be granted. May be repeated for credit. A total of three or more hours of approved EGR 381 technical elective credit can be used to count as one course toward a concentration. P-Prerequisite override required.

**EGR 382. Engineering Topics Abroad. (1-4 h)**
Engineering topics course taken while abroad. Upon completion and review of course deliverables, engineering technical elective credit may be granted. May be repeated for credit. A total of three or more hours of approved EGR 382 technical elective credit can be used to count as one course toward the concentration.

# Engineering Technical Elective Courses

**EGR 213. Mechanical Computer Aided Design I. (3 h)**
Introduction to Computer Aided Design (CAD) for mechanical assemblies and civil applications using a variety of CAD software tools. The course covers design planning of additive and subtractive techniques. Counts for ME and CEE Concentration. P-EGR 111.

**EGR 214. Embedded Microcontroller Systems. (3 h)**
Examination of the structure of digital electronic systems with specific focus on microcontroller architectures for embedded system applications, as well as interfacing with analog and digital peripherals. Counts for ECE Concentration. P- EGR 112 and CSC 111 or prerequisite override required.

**EGR 215. Digital Electronics. (3 h)**
Design and hardware implementation of digital electronic systems using basic boolean logic gates and other common digital logic tools such as multiplexers, decoders, flip-flops, shift registers, and counters. Counts for ECE Concentration. P—EGR 112 .

**EGR 216. Intro to Program for Engineers. (3 h)**
Introductory programming fundamentals (predominantly in MATLAB) to develop good coding practices, function development, data processing and visualization, image processing fundamentals, graphical user interfaces, and more. Counts for ECE Concentration. P-EGR 111 and MTH 111.

**EGR 316. Mechanical Computer Aided Design II. (3 h)**
Advanced Computer Aided Design (CAD) for mechanical systems with consideration of material properties, stress analysis, and manufacturability. Counts for ME Concentration. P-EGR 211, EGR 213.

**EGR 317. Renewable Energy Systems. (3 h)**
Fundamentals of renewable energy systems, including wind, solar, biomass, and hydroelectric with economic evaluation and understanding technological innovations. Counts for ME Concentration. P-EGR 212.

**EGR 318. Biomimetic Engineering. (3 h)**
Fundamentals of bioinspired design, functional modeling, and reverse engineering principles towards innovative solutions. Counts for ME, BME, or CEE Concentration. P-EGR 211 or EGR 212 or PHY 262.

**EGR 319. Environmental Engineering. (3 h)**
Fundamentals of environmental systems, including water treatment, air pollution, soil remediation, environmental risk assessment, and climate variation. Explore how engineers both leverage and sustain these systems and inform environmental and public health policies. Counts for CEE Concentration. P-EGR 211, EGR 212, CHM 111/111L.

**EGR 320. Biomedical Engineering Applications. (3 h)**
An overview of biomedical engineering applications such as cardiovascular fluid mechanics, biomechanics, biomaterials, tissue engineering, signal processing and instrumentation, and biomedical ethics. Counts for BME Concentration. P-EGR 211, EGR 212, and MTH 205 (or MTH 121 and MTH 251).

**EGR 321. Chemical Engineering Separations. (3 h)**
Theory and design of chemical separation processes, and related flow diagrams, by applying material and energy balances and chemical equilibria fundamentals. Includes distillation, liquid-liquid extraction, ion exchange, and gas absorption. Counts for MCE Concentration. P-EGR 212, MTH 205 (or MTH 121 and MTH 251), CHM 122 (or CHM 123), CHM 280.

**EGR 322. Materials Engineering and Characterization. (3 h)**
Relationships between atomic structure, microstructure, and observable properties of metallic, ceramic, and polymeric materials. Measurement and modification of material properties. Counts for MCE Concentration. P-MTH 112, and EGR 211 or CHM 364.

**EGR 324. Hydrologic and Hydraulic Engineering. (3 h)**
Fundamentals of hydrologic processes, estimating hydrologic fluxes, watershed-scale modelling, and open channel hydraulics. Counts for CEE and ME Concentration. P-EGR 211, 212.

**EGR 325. Medical Product Design. (3 h)**
Fundamentals of innovative and user-centered product design processes. Use of clinical observations and client interviews to derive new medical device designs and analysis for improving system performance. Counts for BME Concentration. P—EGR 211, EGR 212 .

**EGR 326. Human Factors Engineering. (3 h)**
A systems approach to understanding human-machine interfaces, psychology of design, ergonomics, human error and system reliability. P-EGR 211, EGR 212.

**EGR 327. Microengineering. (3 h)**
An overview of microengineering systems and an exploration of how size affects critical scaling law parameters, material properties, fabrication techniques, design and use. P-EGR 211, EGR 212.

**EGR 328. Inverse Problems in Engineering. (3 h)**
Fundamental approaches and techniques in solving inverse problems using mathematical, numerical, and statistical formulations. Applications include satellite remote sensing of the earth and environment, medical imaging, image and signal processing, and machine learning. Counts for CEE Concentration. P-EGR 211, MTH 205 (or MTH 121 and MTH 251), MTH 113. (STA 111 highly encouraged but not required).

**EGR 330. Infrastructure Systems Design. (3 h)**
Explore principles of infrastructure systems through experiential learning and application of concepts to design or redesign a local system with consideration of technical, social, environmental, and economic factors. Counts for CEE Concentration. P-EGR 211, EGR 212.

**EGR 331. Thermal Fluid Systems. (3 h)**
Applying fundamentals of fluid mechanics, heat transfer, and thermodynamics across diverse engineering applications in the analysis and design of thermal fluid systems. Counts for ME Concentration. P-EGR 212, MTH 205 (or MTH 121 and MTH 251).

**EGR 332. Structural Engineering I. (3 h)**
An introduction to structural engineering systems and materials such as steel, wood, and concrete. Emphasis on understanding the load path within real structures and how that impacts their design. Counts for CEE Concentration. P—EGR 211.

**EGR 333. Tissue Engineering. (3 h)**
Fundamentals of biomaterials, stem cells, and imaging technologies to analyze novel tissue engineering applications. Counts for BME Concentration. P-EGR 211 and EGR 212.

**EGR 334. Mobile Robotics. (3 h)**
Introduction to mobile robotics, from hardware (energy, locomotion, sensors) and software (signal processing, control, localization, trajectory planning, high-level control). Counts for ECE and ME Concentration. P-EGR 311 or CSC 112.

**EGR 335. Field Programmable Gate Array (FPGA) Design and Implementation. (3 h)**
An introduction to field programmable gate array (FPGA) design and system implementation. Counts for ECE Concentration. P—EGR 215 or CSC 250.

**EGR 336. Healthcare Engineering. (3 h)**
Beyond biomedical engineering, engineers play a critical role in bettering healthcare systems via big data analytics, next generation technologies, translational science and engineering, precision medicine, and diagnostic AI. Counts for BME Concentration. P — EGR 312.

**EGR 337. Biofluid Mechanics. (3 h)**
Introduction to Bioengineering principles applied to the cardiovascular system. Specifically, this course will apply relevant theories in Fluid Mechanics and Solid Mechanics to the cardiovascular system. Counts for BME and ME Concentration. P — EGR 211, EGR 212.

**EGR 338. Bioprinting and Biofabrication. (3 h)**
Engineering principles applied to bioprinting and biofabrication with fundamentals of biomaterials, tissue engineering, and tissue construct design principles. Counts for BME and MCE Concentration. P—EGR 211.

**EGR 341. 3D Modeling and Additive Manufacturing. (3 h)**
Fundamentals of a variety of 3D printing techniques for rapid prototyping, 3D modeling of standard machine elements, creation of engineering drawings and animations. Counts for ME Concentration. P-EGR 211.

**EGR 342. Design of Machine Elements. (3 h)**
Application of design theories to practical machine elements and selection of machine components for diverse applications. Counts for ME Concentration. P-EGR 211.

**EGR 343. Biomaterials. (3 h)**
Fundamentals of different types of biomaterials and their application across a diverse set of biomedical scenarios. Counts for BME and MCE Concentration. P-EGR 211.

**EGR 344. Mechanics of Intelligent Material Systems. (3 h)**
Fundamentals of material systems as actuator, sensors, and energy harvesters across diverse applications, including artificial muscle electroactive polymer technologies, with an emphasis on materials science and engineering design. Counts for MCE and BME Concentration. P-EGR 211.

**EGR 345. System Engineering and Control Theory. (3 h)**
Fundamentals of system engineering and control theory across diverse applications, including mechanical, electrical, environmental, biological, and socio-economic systems. With laboratory. P-EGR 311 and 312.

**EGR 346. Engineering Analysis of Vibrations. (3 h)**
Modeling and solution of free and forced vibrating dynamic systems, including single and multiple degree of freedom systems, as well as continuous systems. Applications includes earthquake modeling, beam and membrane vibrations, etc. Counts for ME and CEE Concentration. P-EGR 211.

**EGR 347. Finite Element Analysis of Engineering Systems. (3 h)**
Fundamentals of finite element methods and commercial finite element codes for solid mechanics, heat transfer, and fluid mechanics applications in one, two, and three dimensions. Counts for ME Concentration. P—EGR 312.

**EGR 348. Advanced Fluid Mechanics. (3 h)**
Advanced fluid kinematics, finite control volume analysis, and differential analysis of fluid flows. Includes applications of inviscid and viscous flows, similitude, dimensional analysis, open channel flows, compressible flows and flow in turbomachines. Counts for ME Concentration. P-EGR 212.

**EGR 349. Human Biomechanics. (3 h)**
Fundamentals of human movement and modeling of skeletal, muscular, and neurological motion. Kinematic analysis of human movement, and kinetics (forces) required to generate movement. Counts for BME and ME Concentration. P-EGR 211.

**EGR 350. Advanced Electronics. (3 h)**
Exploration and applications of operational amplifiers and other analog linear integrated circuits. Counts for ECE Concentration. P—EGR 311.

**EGR 351. Biomechanics of Animal Locomotion. (3 h)**
Biological and mechanical principles of animal movement on both solid ground and through fluids, including flight, swimming, running, jumping, climbing, etc. Considers force production and patterns of movement including muscular action and vortex behavior. Counts for BME and ME Concentration. P-EGR 211, EGR 212.

**EGR 352. Natural Hazards Engineering. (3 h)**
An introduction to how natural hazards, such as earthquakes, hurricanes, tsunamis, and others, affect the built environment and communities and how engineers can design for natural hazards considering life safety and resilience. Counts for CEE Concentration. P—EGR 211.

**EGR 353. Green Energy Technologies. (3 h)**
Fundamentals of energy conversion technologies and how “green” they are. Counts for CEE and MCE Concentration. P-EGR 211 and EGR 212.

**EGR 355. Engineering Economics. (3 h)**
Modeling and evaluation of economic benefits and costs of projects involving engineering design and analysis. Methods include cash flow analysis, time value of money, cost benefit analysis, forecasting, financial management of technologies over their lifecycle, evaluation of new ventures, etc. For EGR Majors or prerequisite override required.

**EGR 358. Underwater System Design. (3 h)**
Focus on the design of underwater systems with emphasis on material, mechanical, electrical, and environmental considerations for operation in constrained and harsh environments. Project-based experiences involving hands-on design and implementation of electromechanical systems. Counts for ECE and ME concentrations. P-EGR 311, EGR 212. Programming experience recommended.

# Faculty

**Chair** Michael Gross
**Professors** Michael Gross, Olga Pierrakos, Saami Yazdani
**Associate Professors** Patricia Clayton, Courtney Di Vittorio, Erin Henslee, Lauren Lowman, Kyana Young
**Assistant Professors** Hussein Abdeltawab, Kyle Luthy
**Associate Teaching Professor** Melissa Kenny
**Assistant Teaching Professor** William Crowe

# Engineering, B.S.

## Requirements

The program for each student majoring in engineering is developed individually through consultation with the student’s major advisor and leads to a Bachelor of Science in Engineering. The Bachelor of Science in Engineering degree is ABET accredited by the Engineering Accreditation Commission and envisioned as an interdisciplinary and integrated engineering degree to help students lay a strong foundation toward diverse engineering pathways and diverse areas of engineering professional practice. The Bachelor of Science in Engineering degree offers a versatility that lays the foundation for a lifetime of careers. Over 75% of our graduates pursue minors or second majors beyond Engineering. In their pursuit of knowledge and expertise, our hope is for students to explore within and beyond Engineering.

A minimum of 30 hours of basic science and mathematics credits are required for the Bachelor of Science in Engineering degree. Students must complete the following:

| Code | Title | Hours |
|---|---|---|
| **Basic Science and Mathematics** | | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| PHY 113 & 113L | General Physics I and General Physics Lab | 4 |
| or PHY 123 & 123L | General Physics I - Studio Format and General Physics I - Studio Format Lab | |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| or PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | |
| or PHY 114 & 114L | General Physics II and General Physics II Lab | |
| or BIO 150 & 150L | Biology I and Biology I Lab | |

Basic sciences consist of disciplines focused on knowledge or understanding of the fundamental aspects of natural phenomena such as chemistry, physics, and the life, earth, and space sciences. For the remainder of the minimum 30 credit hours of basic science and mathematics topics, students have the flexibility to select mathematics and basic science elective credits that promote the student’s progress toward the completion of a minor or other relevant interests. Students must consult with an Engineering Faculty or their Engineering Academic Advisor to ensure that the elective mathematics and basic science credits of interest will count toward this requirement.

A minimum of 47 hours of engineering topics are required for the Bachelor of Science in Engineering degree. Students must complete the following:

| Code | Title | Hours |
|---|---|---|
| EGR 111 | Introduction to Engineering Design | 4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |

| | | |
|---|---|---|
| EGR 211 | Materials and Mechanics | 4 |
| EGR 212 | Transport Phenomena | 4 |
| EGR 311 | Control Systems and Instrumentation | 4 |
| EGR 312 | Computational Modeling in Engineering | 4 |
| EGR 313 | Capstone Design I | 1 |
| EGR 314 | Capstone Design II | 4 |
| EGR 315 | Capstone Design III | 4 |
| A minimum of 14 additional credit hours in engineering topics must be satisfied through engineering technical electives and courses designated as engineering topics. Computer Science (CSC) topics may count as part of the minimum of 47 semester credit hours of engineering topics. The pre-approved Computer Science courses that may count are CSC 102, 111, 112, 201, 250, 251, 301, 311, 331, 371, 373, 374, 375. A maximum of 4 credit hours may come from either CSC 111 or CSC 112 towards the minimum of 47 credit hours of engineering topics. If a student would like to petition for a different Computer Science course to count towards engineering topics, they must request this in writing from the Engineering Academic Advisor and include a copy of the course syllabus. | | |

To be well-positioned for junior-level EGR coursework and to complete the degree in four years, students should complete the following courses during the first two years and should earn a minimum overall GPA of 2.0 in the following courses:

| Code | Title | Hours |
|---|---|---|
| EGR 111 | Introduction to Engineering Design | 4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| EGR 211 | Materials and Mechanics | 4 |
| EGR 212 | Transport Phenomena | 4 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations ** | 4 |
| PHY 113 & 113L | General Physics I and General Physics Lab *** | 4 |
| or PHY 123 & 123L | General Physics I - Studio Format and General Physics I - Studio Format Lab | |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| or PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | |
| or PHY 114 & 114L | General Physics II and General Physics II Lab | |
| or BIO 150 & 150L | Biology I and Biology I Lab | |

** Students may substitute MTH 121 and MTH 251 in place of MTH 205. This might be of particular interest to those who are thinking of a Mathematics minor and/or graduate school in an engineering field.

*** Students may substitute PHY 123 in place of PHY 113. Please also note that if a student received AP/IB credit for PHY 111, they cannot receive credit for both PHY 113 and PHY 111 according to the bulletin for the Department of Physics. In this scenario, students should meet with the Engineering Academic Advisor (Dr. Melissa Kenny) to discuss their two potential options: (1) to take PHY 114 in place of PHY 113 to meet this requirement, or (2) to decline to accept their PHY 111 AP/IB credits and take PHY 113 to meet this requirement.

Note that EGR 111 is not a pre-requisite for EGR 112, so either EGR 111 or EGR 112 can be taken first. Similarly, EGR 211 is not a pre-requisite for EGR 212 and EGR 311 not a pre-requisite for EGR 312, so either EGR 211 or EGR 212 can be taken first and either EGR 311 or EGR 312 can be taken first.

## Engineering Concentrations

Pursuit of an Engineering Concentration does not change the degree which is a Bachelor of Science in Engineering. Pursuit of an Engineering Concentration allows students to show focus in their selection of engineering technical elective courses.

## Four-Year Planning

A typical, yet customizable, schedule for the BS Engineering major is:

| Code | Title | Hours |
|---|---|---|
| **First Year** | | |
| EGR 111 | Introduction to Engineering Design | 4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| PHY 113 | General Physics I | 4 |
| or PHY 123 | General Physics I - Studio Format | |
| **Second Year** | | |
| EGR 211 | Materials and Mechanics | 4 |
| EGR 212 | Transport Phenomena | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| or PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | |
| or PHY 114 & 114L | General Physics II and General Physics II Lab | |
| or BIO 150 & 150L | Biology I and Biology I Lab | |
| **Third Year** | | |
| EGR 311 | Control Systems and Instrumentation | 4 |
| EGR 312 | Computational Modeling in Engineering | 4 |
| EGR 313 | Capstone Design I | 1 |
| EGR technical electives | | |
| Math and/or Basic Science course | | |
| **Fourth Year** | | |
| EGR 314 | Capstone Design II | 4 |
| EGR 315 | Capstone Design III | 4 |
| EGR technical electives | | |
| Math and/or Basic Science course | | |

Current lists covering all categories of approved courses are available in the Engineering Department and on its website. Additional courses and course updates may have been approved since the publication of this bulletin. The majority of engineering courses integrate theory and practice (e.g., labs, projects, studio) as well as personal and professional development skills.

# Concentrations

# Engineering Concentrations

The Engineering curriculum is designed to promote the interdisciplinary nature of engineering and taking courses across a range of engineering sub-disciplines is encouraged. Students who wish to focus their technical elective coursework in a specific field of engineering can pursue an Engineering Concentration. Pursuit of an Engineering Concentration does not change the degree, which is a Bachelor of Science in Engineering.

A concentration requires at least 4 technical elective courses with a focus in the concentration area, as well as the completion of a basic math and science elective from a shortlist specific to the concentration. Each completed technical elective course can only be counted toward one concentration, however, a math and science elective can count towards more than one concentration. AP credits cannot count towards any of the courses. A minimum overall GPA of 2.0 must be earned on all Wake Forest courses taken to complete the concentration. The requirements for the concentration are those that are in effect at the time of the declaration of the concentration, as the curriculum and the departmental requirements may change slightly during the student's period of residence. Students interested in a concentration should contact an Engineering Faculty. Students cannot declare a concentration until they have completed at least 2 engineering technical elective courses. The Engineering Department does not guarantee that technical electives for all concentrations will be offered in a given semester. Students should talk with their major advisors about the frequency with which specific technical electives are offered.

## Biomedical Engineering Concentration (BME)

| Code | Title | Hours |
|---|---|---|
| Select 4 courses in engineering technical electives with biomedical focus from: | | |
| EGR 318 | Biomimetic Engineering | 3 |
| EGR 320 | Biomedical Engineering Applications | 3 |
| EGR 325 | Medical Product Design | 3 |
| EGR 333 | Tissue Engineering | 3 |
| EGR 344 | Mechanics of Intelligent Material Systems | 3 |
| EGR 336 | Healthcare Engineering | 3 |
| EGR 337 | Biofluid Mechanics | 3 |
| EGR 338 | Bioprinting and Biofabrication | 3 |
| EGR 343 | Biomaterials | 3 |
| EGR 349 | Human Biomechanics | 3 |
| EGR 351 | Biomechanics of Animal Locomotion | 3 |
| EGR 381 | Engineering Research * | 2 |
| EGR 382 | Engineering Topics Abroad | 1-4 |
| At least one from the following to satisfy basic math and science electives in the concentration: | | |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| HES 350 | Human Physiology | 3 |
| HES 365 | Anatomy and Physiology | 3 |

## Civil and Environmental Concentration (CEE)

| Code | Title | Hours |
|---|---|---|
| Select 4 courses in engineering technical electives with a civil/environmental focus from: | | |
| EGR 318 | Biomimetic Engineering | 3 |
| EGR 319 | Environmental Engineering | 3 |
| EGR 324 | Hydrologic and Hydraulic Engineering | 3 |
| EGR 328 | Inverse Problems in Engineering | 3 |
| EGR 330 | Infrastructure Systems Design | 3 |
| EGR 332 | Structural Engineering I | 3 |
| EGR 346 | Engineering Analysis of Vibrations | 3 |
| EGR 352 | Natural Hazards Engineering | 3 |
| EGR 353 | Green Energy Technologies | 3 |
| EGR 381 | Engineering Research * | 2 |
| EGR 382 | Engineering Topics Abroad | 1-4 |
| At least one from the following to satisfy basic math and science electives in the concentration: | | |
| ENV 220 | Introduction to Earth Science | 3 |
| PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | 4 |
| STA 111 | Elementary Probability and Statistics | 4 |
| STA 112 | Introduction to Regression and Data Science (formerly STA 212) | 3 |

## Electrical and Computer Engineering Concentration (ECE)

| Code | Title | Hours |
|---|---|---|
| Select 4 courses in engineering technical electives (at least 1 course must be an EGR course) with an electrical focus from: | | |
| EGR 214 | Embedded Microcontroller Systems | 3 |
| EGR 215 | Digital Electronics | 3 |
| EGR 216 | Intro to Program for Engineers | 3 |
| EGR 334 | Mobile Robotics | 3 |
| EGR 335 | Field Programmable Gate Array (FPGA) Design and Implementation | 3 |
| EGR 350 | Advanced Electronics | 3 |
| EGR 358 | Underwater System Design | 3 |
| EGR 381 | Engineering Research * | 2 |
| EGR 382 | Engineering Topics Abroad | 1-4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| CSC 201 | Data Structures and Algorithms | 3 |
| CSC 250 | Computer Systems I | 4 |
| CSC 251 | Computer Systems II | 3 |
| CSC 311 | Computer Architecture | 3 |
| CSC 331 | Software Engineering | 3 |
| CSC 332 | Mobile and Pervasive Computing | 3 |
| CSC 341 | Operating Systems | 3 |
| At least one from the following to satisfy basic math and science electives in the concentration: | | |
| PHY 114 | General Physics II | 4 |

| | | |
|---|---|---|
| or PHY 124 | General Physics II - Studio Format | |
| MTH 117 | Discrete Mathematics | 4 |

### Materials and Chemical Engineering Concentration (MCE)

| Code | Title | Hours |
|---|---|---|
| Select 4 courses in engineering technical electives with a materials/chemical focus from: | | |
| EGR 321 | Chemical Engineering Separations | 3 |
| EGR 322 | Materials Engineering and Characterization | 3 |
| EGR 344 | Mechanics of Intelligent Material Systems | 3 |
| EGR 353 | Green Energy Technologies | 3 |
| EGR 381 | Engineering Research * | 2 |
| EGR 382 | Engineering Topics Abroad | 1-4 |
| At least one from the following to satisfy basic math and science electives in the concentration: | | |
| CHM 122 & 122L | Organic Chemistry I and Organic Chemistry I Lab | 4 |
| or CHM 123 & 123L | Organic Chemistry I Honors and Organic Chemistry I Honors Lab | |
| CHM 280 | College Chemistry II | 3 |
| CHM 364 & 364L | Materials Chemistry and Materials Chemistry Lab | 4 |

### Mechanical Engineering Concentration (ME)

| Code | Title | Hours |
|---|---|---|
| Select 4 courses in engineering technical electives with a mechanical focus from: | | |
| EGR 213 | Mechanical Computer Aided Design I | 3 |
| EGR 316 | Mechanical Computer Aided Design II | 3 |
| EGR 317 | Renewable Energy Systems | 3 |
| EGR 318 | Biomimetic Engineering | 3 |
| EGR 324 | Hydrologic and Hydraulic Engineering | 3 |
| EGR 331 | Thermal Fluid Systems | 3 |
| EGR 334 | Mobile Robotics | 3 |
| EGR 337 | Biofluid Mechanics | 3 |
| EGR 341 | 3D Modeling and Additive Manufacturing | 3 |
| EGR 342 | Design of Machine Elements | 3 |
| EGR 346 | Engineering Analysis of Vibrations | 3 |
| EGR 347 | Finite Element Analysis of Engineering Systems | 3 |
| EGR 348 | Advanced Fluid Mechanics | 3 |
| EGR 349 | Human Biomechanics | 3 |
| EGR 351 | Biomechanics of Animal Locomotion | 3 |
| EGR 358 | Underwater System Design | 3 |
| EGR 381 | Engineering Research * | 2 |
| EGR 382 | Engineering Topics Abroad | 1-4 |
| At least one from the following to satisfy basic math and science electives in the concentration: | | |
| MTH 254 | Optimization Theory | 3 |
| MTH 352 | Partial Differential Equations | 3 |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| PHY 262 | Mechanics | 3 |

* 3 credits of EGR 381 taken for technical elective can be counted as 1 course towards the concentrations.

## Honors

Qualified majors are considered for honors in engineering. Students should consult with Engineering Department faculty or the major advisor in the fall of the Junior year for additional details.

Honors in Engineering is designed to recognize the achievements of students that go above and beyond the required course work. This can be accomplished through research projects, design projects, or other independent study experiences. Importantly, these must be distinctly different from their classroom work. Students interested in pursuing an honors degree must obtain pre- approval of their project from the Engineering curriculum committee no later than the Spring of their junior year.

To graduate with the distinction “Honors in Engineering,” a student must:

- Have a minimum GPA of 3.0 in all courses and a 3.4 in engineering courses;
- Submit an honors paper describing the project which is approved by an advisory committee;
- Prepare a presentation derived from their honors paper to be delivered the semester of graduation.

If the paper is approved, the minimum GPA requirements are met, and the student has presented their work to the department, the student will graduate with Honors in Engineering.

# Engineering, Minor

## Requirements

| Code | Title | Hours |
|---|---|---|
| **Required Courses** | | |
| EGR 111 | Introduction to Engineering Design | 4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| PHY 113 & 113L | General Physics I and General Physics Lab | 4 |
| or PHY 123 & 123L | General Physics I - Studio Format and General Physics I - Studio Format Lab | |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| or MTH 112 | Calculus with Analytic Geometry II | |
| or MTH 113 | Multivariable Calculus | |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| *EGR courses 200-level or higher* * | | *8* |
| **Total Hours** | | **24** |

* Either PHY 230 or PHY 262 can be substituted for an EGR course.

A minimum overall GPA of 2.0 must be earned on all Wake Forest courses taken to complete the minor. The requirements for the minor are those that are in effect at the time of the declaration of the minor, as the

curriculum and the departmental requirements may change slightly during the student's period of residence. Students interested in the minor should contact an Engineering Faculty or Engineering Academic Advisor.

# English (ENG)

**The English department offers courses in three programs:** Creative Writing (CRW), English Literature and Language (ENG), and Writing (WRI).

**Journalism courses are offered** by the journalism program as related subjects but do not count toward an English major or minor; they may be taken as electives regardless of the field of study in which a student majors. *(See section on* Journalism*.)*

## Contact Information

English Department (http://college.wfu.edu/english/)

Tribble Hall C201, Box 7387
336-758-5383

## Programs

### Major

- English, B.A.

### Minors

- Creative Writing, Minor
- English, Minor
- Writing, Minor

## Courses

### Creative Writing Courses (CRW)

*WRI 110 or WRI 111 or exemption therefrom is a prerequisite for any creative writing course.*

**CRW 100. Introduction to Creative Writing. (3 h)**
This workshop explores the fundamentals of writing poetry, fiction, and creative nonfiction. Students analyze the forms of each genre with an eye toward creating literary texts of their own. Through workshops and class discussions, students also learn how to revise their own writing and offer feedback on the work of classmates.

**CRW 285. Poetry Workshop. (1.5-3 h)**
Craft course in the writing of poetry with an emphasis on developing, reading, and discussing student poems in a supportive classroom community. Study of poetic techniques, forms, and revision as well as the works of historical and/or contemporary poets. Only offered for 1.5 or 3 hours.

**CRW 286. Short Story Workshop. (1.5-3 h)**
Study of fundamental principles of short fiction writing; practice in writing; extensive study of short story form. Only offered for 1.5 or 3 hours.

**CRW 287. Literary Nonfiction Workshop. (3 h)**
Study of the fundamental principles of literary nonfiction, with a focus on subgenres, techniques, and the works of important literary nonfiction writers.

**CRW 300. Topics in Creative Writing. (3 h)**
Workshop centering on theme instead of genre. Students study creative writing through the lens of ideas such as hybridity, ecology, and the visual. Through analyzing important texts, workshops, and class discussions, students hone their skills in fiction, poetry, and/or literary nonfiction, as well as improve their abilities to revise and offer feedback on classmates' work. May be repeated with permission. P-a 200-level CRW course or prerequisite override required.

**CRW 384. Playwriting. (3 h)**
This course will examine the elements of dramatic structure and their representations in a variety of dramatic writings. It will explore the fundamentals of playwriting through a series of writing exercises. Also listed as THE 360.

**CRW 385. Advanced Poetry Workshop. (3 h)**
Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. May be repeated once. P-a 200-level CRW course or prerequisite override required.

**CRW 386. Advanced Fiction Writing. (3 h)**
Primarily a short-story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once. P-a 200-level CRW course or prerequisite override required.

**CRW 387. Advanced Literary Nonfiction Workshop. (3 h)**
Emphasis on the theory and craft of creative nonfiction as well as on contemporary writers of creative nonfiction. May be repeated once. P-a 200-level CRW course or prerequisite override required.

### English Courses (ENG)

*WRI 110 or WRI 111 or exemption therefrom is a prerequisite or a co-requisite for any English course 150 or above. Any 3-credit ENG course numbered ENG 150-ENG 190, ENG 265, ENG 266, ENG 275, or ENG 301-ENG 396, except, ENG 386, ENG 388, and ENG 390 satisfies the Division II literature requirement. Students enrolled at Wake Forest may not take literature courses in English at other institutions to satisfy Division II requirements. This includes courses taken within non-WFU study abroad programs by continuing students.*

**ENG 101. The Discipline of English Studies. (1 h)**
An opportunity to experience and reflect analytically in writing on the diverse cultural and intellectual life at Wake Forest, with an emphasis on literary studies, rhetorical studies, and creative writing events and topics. Pass/fail only. May not be repeated.

**ENG 150. Literature Interprets the World. (3 h)**
Introduction to ways literary artists shape experience, focusing on one topic or selected topics; primarily discussion; writing intensive. P or C-WRI 110, WRI 111, or exemption therefrom. (D)

**ENG 165. Studies in British Literature. (3 h)**
Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P or C-WRI 110, WRI 111, or exemption therefrom. (D)

**ENG 175. Studies in American Literature. (3 h)**
Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P or C-WRI 110, WRI 111, or exemption therefrom. (D)

**ENG 185. Studies in Global Literature. (3 h)**
Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P or C-WRI 110, WRI 111, or exemption therefrom. (D)

**ENG 190. Literary Genres. (3 h)**
Emphasis on poetry, fiction, or drama; primarily discussion; writing intensive. P or C-WRI 110, WRI 111, or exemption therefrom. (D)

**ENG 265. British Literature before 1800. (3 h)**
Gateway course for the major. Significant works from the British literary tradition before 1800 and introduction to key ideas in literary interpretation. Required for all majors. (D)

**ENG 266. British Literature 1800 to the Present. (3 h)**
Gateway course for the major. Significant works from the British and postcolonial literary traditions since 1800. Either ENG 266 or ENG 275 required for all majors. (D)

**ENG 275. American Literature. (3 h)**
Gateway course for the major. Significant works from the American literary tradition. Either ENG 275 or ENG 266 required for all majors. (D)

**ENG 290. Foundations in Literary Criticism. (3 h)**
Considers figures and schools of thought significant in the history of literary criticism. Required for all majors. (D)

**ENG 298. WFU Press Internship. (1.5-3 h)**
Semester-length practical experience in literary publishing while working at WFU Press, the premier publisher of Irish poetry in North America. Interns learn aspects of editorial review, production, proofreading, marketing, and promotion. Students must submit a formal application through WFU Press before registering (wfupress.wfu.edu). Pass/Fail. Does not count toward the English Major or Minor. May be repeated once for credit.

**ENG 299. Individual Study. (1.5-3 h)**
Independent study with faculty guidance. Granted upon departmental approval of petition presented by a qualified student. May be repeated once for credit.

**ENG 301. Individual Authors. (3 h)**
Study of selected work from an important American or British author. May be repeated once for credit. (D)

**ENG 302. Ideas in Literature. (3 h)**
Study of a significant literary theme in selected works. May be repeated when the course is taught by a different professor on a different topic. (D)

**ENG 304. History of the English Language. (3 h)**
A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

**ENG 305. Old English Language and Literature. (3 h)**
An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose. Fulfills pre-1800 British literature requirement. (D)

**ENG 308. Beowulf. (3 h)**
Intensive study of the poem; emphasis on language, translation skills and critical context. Fulfills pre-1800 British literature requirement. P-ENG 305 or prerequisite override required. (D)

**ENG 309. Modern English Grammar. (3 h)**
A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority. Also listed as LIN 309.

**ENG 310. The Medieval World. (3 h)**
Examines theological, philosophical, and cultural assumptions of the Middle Ages through the reading of primary texts. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. Fulfills pre-1800 British literature requirement. (CD - Depending on topic covered.) (D)

**ENG 311. The Legend of Arthur. (3 h)**
The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory. Fulfills pre-1800 British literature requirement. (D)

**ENG 312. Medieval Poetry. (3 h)**
The origin and development of poetic genres and lyric forms of medieval vernacular poetry. Fulfills pre-1800 British literature requirement. (D)

**ENG 313. Roots of Song. (3 h)**
Interdisciplinary investigation of poetry and song in the Middle Ages and early Renaissance. Study of the evolution of poetic and musical genres and styles, both sacred and secular. Students must complete a project or projects on the technical or theoretical aspects of early song. Fulfills pre-1800 British literature requirement. (D)

**ENG 315. Chaucer. (3 h)**
Emphasis on The Canterbury Tales and Troilus and Criseyde, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background. Fulfills pre-1800 British literature requirement. (D)

**ENG 320. British Drama to 1642. (3 h)**
British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Fulfills pre-1800 British literature requirement. Also listed as THE 320.

**ENG 323. Shakespeare. (3 h)**
Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Fulfills pre-1800 British literature requirement. Also listed as THE 323.

**ENG 325. 16th-Century British Literature. (3 h)**
Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and The Faerie Queene. Fulfills pre-1800 British literature requirement. (D)

**ENG 326. Studies in English Renaissance Literature. (3 h)**
Selected topics in Renaissance literature. Consideration of texts and their cultural background. Fulfills pre-1800 British literature requirement. May be repeated once for credit pending approval of instructor. (D)

**ENG 327. Milton. (3 h)**
The poetry and selected prose of John Milton, with emphasis on Paradise Lost. Fulfills pre-1800 British literature requirement. (D)

**ENG 328. 17th-Century British Literature. (3 h)**
Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

**ENG 330. Restoration and 18th-Century British Literature. (3 h)**
Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends. Fulfills pre-1800 British literature requirement. (D)

**ENG 333. Jane Austen. (3 h)**
An intensive study of the works of British novelist Jane Austen, and her cultural contexts.

**ENG 335. 18th-Century British Fiction. (3 h)**
Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Fulfills pre-1800 British literature requirement. (D)

**ENG 336. Restoration and 18th-Century British Drama. (3 h)**
British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Fulfills pre-1800 British literature requirement. Also listed as THE 336.

**ENG 337. Studies in 18th-Century British Literature. (3 h)**
Selected topics in 18th-century literature. Consideration of texts and their cultural background. Fulfills pre-1800 British literature requirement. (D)

**ENG 338. Studies in Gender and Literature. (3 h)**
Thematic and/or theoretical approaches to the study of gender in literature. (D)

**ENG 339. Studies in Sexuality and Literature. (3 h)**
Thematic and/or theoretical approaches to the study of sexuality in literature. (D)

**ENG 340. Studies in Women and Literature. (3 h)**
Women writers in society. May be repeated when the course is taught by a different professor on a different topic. (D)

**ENG 341. Literature and the Environment. (3 h)**
Studies of the relationship between environmental experience and literary representation. (D)

**ENG 344. Studies in Poetry. (3 h)**
Selected topics in poetry. May be repeated when the course is taught by a different professor on a different topic. (D)

**ENG 345. Studies in Fiction. (3 h)**
Selected topics in fiction. May be repeated when the course is taught by a different professor on a different topic. (D)

**ENG 346. Studies in Theatre. (3 h)**
Selected topics in drama. May be repeated when the course is taught by a different professor on a different topic. (D)

**ENG 347. Modern English and Continental Drama and the London Stage. (3 h)**
Explores the works of major playwrights of England and Europe from 1875 to the present. May also include contemporary production of classic plays. Emphasizes plays currently being presented in London theatres. Offered in London. (D)

**ENG 350. British Romantic Poets. (3 h)**
A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period. (D)

**ENG 351. Studies in Romanticism. (3 h)**
Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature. (D)

**ENG 353. 19th-Century British Fiction. (3 h)**
Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontes, and others. (D)

**ENG 354. Victorian Poetry. (3 h)**
A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet. (D)

**ENG 356. Literature of the Caribbean. (3 h)**
Readings include significant works by authors from the Caribbean and authors writing about the Caribbean. Critical, historical, and cultural approaches are emphasized. All texts are in English. (CD, D)

**ENG 357. Studies in Chicano/a Literature. (3 h)**
Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Fulfills the American literature requirement. Also listed as AES 357. (CD, D)

**ENG 358. Postcolonial Literature. (3 h)**
A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender and class. (CD, D)

**ENG 359. Studies in Postcolonial Literature. (3 h)**
Examination of themes and issues in post-colonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. (CD, D)

**ENG 360. Studies in Victorian Literature. (3 h)**
Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose. (D)

**ENG 361. Literature and Science. (3 h)**
Literature of and about science. Topics will vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature. (D)

**ENG 362. Irish Literature in the Twentieth Century. (3 h)**
A study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Course consists of overviews of the period as well as specific considerations of genre and of individual writers. (D)

**ENG 363. Studies in Modernism. (3 h)**
Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors. (D)

**ENG 364. Advanced Studies in Literary Criticism. (3 h)**
Consideration of certain figures and schools of thought significant in the history of literary criticism. Builds on ENG 290 Foundations in Literary Criticism. (D)

**ENG 365. 20th-Century British Fiction. (3 h)**
A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds. (D)

**ENG 366. James Joyce. (3 h)**
The major works by James Joyce, with an emphasis on Ulysses. (D)

**ENG 367. 20th-Century English Poetry. (3 h)**
A study of 20th-century poets of the English language, exclusive of the United States poets, are read in relation to the literary and social history of the period. (D)

**ENG 368. Studies in Irish Literature. (3 h)**
The development of Irish literature from the 18th century through the early 20th century in historical perspective, with attention to issues of linguistic and national identity. (D)

**ENG 369. Modern Drama. (3 h)**
Main currents in modern drama from 19th-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, focus is on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller. (D)

**ENG 370. American Literature to 1820. (3 h)**
Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods. Fulfills the American literature requirement. (D)

**ENG 371. American Ethnic Literature. (3 h)**
Introduction to the diverse field of literature about race and racial formation as experienced by African Americans, Asian Americans, Jewish Americans, Chicana/o, Latinx, and Native American writers. The course introduces key genealogies of thought in critical race theory, intersectionality, diaspora, identity, alienation, assimilation, multiculturalism, stereotyping, systemic racism, and social justice. Fulfills the American literature requirement. (CD, D)

**ENG 372. American Romanticism. (3 h)**
Writers of the mid-19th century, including Emerson, Thoreau, Hawthorne, and Melville. Fulfills the American literature requirement. (D)

**ENG 373. Literature and Film. (3 h)**
Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres. (D)

**ENG 374. American Fiction before 1865. (3 h)**
Novels and short fiction by such writers as Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis. Fulfills the American literature requirement. (D)

**ENG 375. American Drama. (3 h)**
A historical overview of drama in the United States, covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. Also listed as THE 375.

**ENG 376. American Poetry before 1900. (3 h)**
Readings and critical analysis of American poetry from its beginnings to the end of the 19th century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson. Fulfills the American literature requirement. (D)

**ENG 377. American Jewish Literature. (3 h)**
Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions. Fulfills the American literature requirement. (CD, D)

**ENG 378. Literature of the American South. (3 h)**
Study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron. Fulfills the American literature requirement. (D)

**ENG 379. Literary Forms of the American Personal Narrative. (3 h)**
Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard. Fulfills the American literature requirement. (D)

**ENG 380. American Fiction 1865 to 1915. (3 h)**
Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather. Fulfills the American literature requirement. (D)

**ENG 381. Studies in African-American Literature. (3 h)**
Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent. Fulfills the American literature requirement. (CD, D)

**ENG 382. Modern American Fiction, 1915 to 1965. (3 h)**
Includes such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon. Fulfills the American literature requirement. (D)

**ENG 385. 20th-Century American Poetry. (3 h)**
Readings of modern American poetry in relation to the literary and social history of the period. Fulfills the American literature requirement. (D)

**ENG 386. Directed Reading. (1.5-3 h)**
A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student. May be repeated once for credit.

**ENG 387. African-American Fiction. (3 h)**
Selected topics in the development of fiction by American writers of African descent. Fulfills the American literature requirement. Also listed as AES 387. (CD, D)

**ENG 388. Honors in English. (3 h)**
A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

**ENG 389. African-American Poetry. (3 h)**
Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Fulfills the American literature requirement. Also listed as AES 389. (CD, D)

**ENG 390. The Structure of English. (3 h)**
An introduction to the principles and techniques of modern linguistics applied to contemporary American English. Also listed as LIN 390.

**ENG 391. Studies in Postmodernism. (3 h)**
Interdisciplinary, comparative, and theoretical approaches to works and authors.

**ENG 393. Multicultural American Drama. (3 h)**
Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. The course will include consideration of issues, themes, style, and form. Also listed as ENG 393. (CD)

**ENG 394. Contemporary Drama. (3 h)**
The course will consider varieties of form and substance in plays and performance texts from Godot to the present. Readings will cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. Also listed as THE 372.

**ENG 395. Contemporary American Literature. (3 h)**
A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich. Fulfills the American literature requirement. (D)

**ENG 396. Contemporary British Fiction. (3 h)**
Study of the British novel and short story, including works by Rushdie, Amis, Winterson and Ishiguro. (D)

**ENG 397. Internship in the Major. (1.5 h)**
Internship that involves both hands-on experience and academic study. Students will partner with a literature faculty member to integrate work in the community and engagement with his or her academic plan of study. P-Prerequisite override required.

**ENG 398. English Studies and the Professions. (1.5 h)**
A practicum course focused on career design and career planning, specific to career options in humanities fields. The course will broaden awareness of career opportunities available to English majors and minors. Pass-Fail Only. Cannot be repeated.

# Writing Program (WRI)

*WRI 110 or WRI 111 is a prerequisite for any Writing course above 111. To fulfill the College's Writing Requirement, students must take 4 Writing credits:*

*either WRI 109 (2 h) and WRI 110 (2 h),* ***or*** *WRI 111 (4 h). Should be taken in the first year. WRI 110 or WRI 111 will satisfy the Basic Writing Requirement. WRI 109 is a prerequisite for WRI 110. Enrollment limited .*

## First-Year Writing Seminars

**WRI 109. Writing Seminar, Part I. (2 h)**
First course of a two-semester sequence in which students explore writing as a recursive process. Students practice engaging with others' views and texts; developing and reflecting on their own claims, evidence, and reasoning; connecting writing choices with rhetorical purposes and effects; and composing in various genres. Enrollment limited. Students who have earned credit for WRI 111 may not enroll in WRI 109.

**WRI 110. Writing Seminar, Part II. (2 h)**
Second course in a two-semester sequence in which students explore writing as a recursive process. Students practice engaging with others' views and texts; developing and reflecting on their own claims, evidence, and reasoning; connecting writing choices with rhetorical purposes and effects; and composing in various genres. Enrollment limited. Credit not allowed for both WRI 110 and WRI 111. P-WRI 109.

**WRI 111. Writing Seminar. (4 h)**
Foundational course in which students explore writing as a recursive process. Students practice engaging with others' views and texts; developing and reflecting on their own claims, evidence, and reasoning; connecting writing choices with rhetorical purposes and effects; and composing in various genres. Enrollment limited. Credit not allowed for both WRI 110 and WRI 111.

## Upper Level Writing Courses

**WRI 210. Exploring Academic Genres. (3 h)**
An advanced composition course focused on the study of academic writing. Students consider the rhetorical and linguistic features of research-based writing, examine methods of research and evidence-gathering, and analyze argumentation across disciplines. Enrollment limited. P - WRI 110 or WRI 111.

**WRI 212. Literary Nonfiction: Art of the Essay. (3 h)**
Reading, writing, and analysis of the essay. Consideration of the rise and evolution of various forms of the essay; inclusive of essayists from a variety of disciplines. Enrollment limited. P - WRI 110 or WRI 111.

**WRI 306. Special Topics in Rhetoric and Writing. (1.5-3 h)**
Study of significant rhetorical or writing theories and practices focused on one area of study. May be repeated once for credit. Only offered for 1.5 or 3 hours. Prerequisites may vary; check with the department.

**WRI 307. Contemporary Theory of Rhetoric and Writing. (1.5-3 h)**
Study of key historical developments and theories in the current field of rhetoric and writing studies since its 20th-century inception. May be repeated once for credit. Only offered for 1.5 or 3 hours. Prerequisites may vary; check with the department.

**WRI 310. Interaction in Language: Introduction to Written Discourse Studies. (3 h)**
Analysis of theoretical traditions in discourse studies, including Pragmatics, Analysis of Institutional Talk, Genre Analysis, and Corpus Linguistics, designed to provide students with new approaches and tools with which to question, investigate, and critique how language works in discourses that are meaningful to them. P - WRI 110 or WRI 111.

**WRI 320. Writing in and about Science: Scientists as Writers and Writers as Scientists. (3 h)**
Reading, writing, and analysis of scholarly and popular science writing. Consideration of scientists as writers and rhetoricians, namely, the varied purposes and audiences for which scientists and science writers compose. Enrollment limited. P - WRI 110 or WRI 111.

**WRI 340. Practice in Rhetoric and Composition. (3 h)**
Training and practice in rhetorical analysis and composition. Students work on developing effective composing processes and strategies, then put them into practice toward a variety of purposes. Course topics vary across semesters. May be repeated once for credit. P - WRI 110 or WRI 111.

**WRI 341. Writing Center Pedagogy. (3 h)**
Introduction to composition pedagogy and writing center theory and practices, with special emphasis on one-to-one and small group peer tutoring techniques. The course includes classroom-based work - reading, writing, and exploring instruction and consultation processes - and field experiences. Students spend a total of 20 hours observing in writing classrooms, the WFU Writing Center and/or community sites, and tutoring. Students reflect on these experiences to prepare a final researched writing project. Required for undergraduates interested in working in the Writing Center as peer tutors. P - WRI 110 or WRI 111.

**WRI 342. Writing Practicum. (1-3 h)**
Practical or professional experience in writing, rhetoric, and composition. Students must be supervised and mentored by a faculty advisor. May be repeated for credit. P-Prerequisite override required.

**WRI 343. Independent Study. (1-3 h)**
Independent study with faculty guidance. By prearrangement. May be repeated for credit. P-Prerequisite override required.

**WRI 350. Writing Minor Capstone. (3 h)**
Seminar course in which students read widely in writing studies, compose new and revise previous essays, and create an e-portfolio. Required of all students wishing to graduate with an interdisciplinary writing minor. P-Prerequisite override required.

# Faculty

**Chair** Chris Brown
**Associate Chair** Judith Madera
**Director of Writing Program** Erin Branch
**Director of English Undergraduate Studies** Sarah Hogan
**Director of Graduate Study** Lucy Alfrod, Zak Lancaster
**Director of English Core Curriculum** Rian Bowie
**Director of Creative Writing Program** Eric Wilson
**Director of Writing Center** Ryan Shirey
**Reynolds Professor of English** Herman Rapaport
**Thomas H. Pritchard Professor of English** Eric G. Wilson
**Wake Forest Professor of Humanities** Corey D.B. Walker
**Winifred W. Palmer Professor in Literature** Dean J. Franco
**Ollen R. Nally Faculty Fellow** Sarah Hogan
**Susan & Gene Goodson Faculty Fellow** Zak Lancaster
**Z. Smith Reynolds Foundation Faculty Fellow** Rian Bowie
**Z. Smith Reynolds Foundation Faculty Fellow** Erin Branch
**Professors** Amy Catanzano, Jennifer Greiman, Susan Harlan, Jefferson Holdridge, Scott Klein, Joanna Ruocco, Gale Sigal, Corey D.B. Walker
**Associate Professors** Lucy Alford, Wanda Balzano, Chris Brown, Sarah Hogan, Melissa Jenkins, Zak Lancaster, Derek Lee, Judith Irwin Madera, Jessica Richard, Jeff Solomon, Erica Still, Olga Valbuena-Hanson
**Assistant Professors** Amy Clark, Kevin MacDonnell, Kaitlin Moore, Juan Moisés García Rentería, Alisa Russell

**Professor of the Practice** Justin J. Catanoso
**Teaching Professor** Rian Bowie, Erin Branch, Eric Ekstrand, Laura Giovanelli, Jennifer Pyke, Randi Saloman, Eric Stottlemyer, Ryan Shirey, Elisabeth Whitehead
**Associate Teaching Professors** Keri Epps, Marianne Erhardt, Meredith Farmer, Matt Garite, Danielle Koupf, Jonathan Smart, Carter Smith
**Assistant Teaching Professors** Kendra Andrews, Hannah Harrison, Jeremy Levine, Elena Makarion, Sebastián Terneus, Franziska Tsufim, Guy Witzel
**Visiting Assistant Professors** Jennifer Conlon, Adam Fagin, Cindy Damm McPeters, Arielle McKee, Sara Littlejohn, Clara Wild
**Adjunct Professor** Adrian Greene
**Part-time Assistant Professor** Gail Clements

# English, B.A.

## Requirements

Requires a minimum of 33 hours in courses ENG 150 and above. (WRI 110 and WRI 111, basic writing requirements, do not count toward the major or minor nor do they count as a divisional requirement.) The courses for the major must include:

| Code | Title | Hours |
|---|---|---|
| **Gateway Courses** | | **9** |
| ENG 265 | British Literature before 1800 | |
| ENG 266 | British Literature 1800 to the Present | |
| or ENG 275 | American Literature | |
| ENG 290 | Foundations in Literary Criticism | |
| **Overlay Requirements** | | **12** |
| Two 300-level pre-1800 literature courses | | |
| One 300-level American Literature course | | |
| One 300-level Race and Racialization course | | |
| Certain 300-level courses may satisfy more than one overlay requirement at the same time. Students may count one course toward multiple overlays, but will still be required to complete 33 hours overall (at least 21 at the 300 level) for the major. | | |
| **Electives** | | **12** |
| Select nine hours of electives at 300-level (may include up to two 300-level Creative Writing or Writing courses) | | |
| Select any three-hour ENG course numbered 150 or above, or a three-hour 200-level course in either Creative Writing or Writing | | |

All students must take two 300-level ENG courses that fulfill the pre-1800 literature requirement, one 300-level ENG course that fulfills the American literature requirement, and one 300-level course that fulfills the Race and Racialization requirement. These are "overlay" requirements, which means that one course may be designated as fulfilling more than one of these requirements. Students who count one course towards multiple overlays will still be required to complete 33 hours overall for the major, of which at least 21 hours must be at the 300 level.

Majors and their advisors plan individual programs to meet these requirements; majors are urged to take their gateway requirements as early as possible in their college careers. No more than two courses (six hours) taken elsewhere may be counted toward the major. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

## Honors

Highly qualified majors recommended by the English faculty are invited to apply to the honors program in English during the second semester of their junior year. To graduate with "Honors in English," students must have a minimum GPA of 3.5 in the major and 3.2 in all course work. Students must also fulfill the 10-page writing requirement in the fall semester that allows them to enroll in ENG 388 the spring semester of their senior year. Finally, they must satisfy the requirements of the program by completing and successfully defending their honors thesis as part of ENG 388 Honors in English. Interested students may consult the director of the English honors program for further information.

# Creative Writing, Minor

## Requirements

Creative writing courses are open to minors and non-minors. Students who declare a Creative Writing Minor receive first preference in enrolling in creative writing courses in the English department during pre-registration periods.

The Creative Writing minor requires five course (15 hours), including one 300-level literature course offered by the English department. The remaining four courses will consist of Creative Writing workshops offered by the English department (poetry, fiction, literary nonfiction, and the 100-level multi-genre course) or cross-listed with the minor (playwriting and screenwriting); at least two of these must be at the 300-level. While CRW 100 counts towards the minor for students who wish to take this course, it is not required. To enroll in a 300-level workshop, students must have taken a 200-level workshop.

English majors may earn a Creative Writing minor by taking four creative writing courses (at least two at the 300-level) exclusive of courses used to complete their major.

| Code | Title | Hours |
|---|---|---|
| **Creative Writing (CRW) courses that fulfill the minor** | | |
| CRW 100 | Introduction to Creative Writing | 3 |
| CRW 285 | Poetry Workshop | 3 |
| CRW 286 | Short Story Workshop | 3 |
| CRW 287 | Literary Nonfiction Workshop | 3 |
| CRW 300 | Topics in Creative Writing | 3 |
| CRW 384 | Playwriting | 3 |
| CRW 385 | Advanced Poetry Workshop | 3 |
| CRW 386 | Advanced Fiction Writing | 3 |
| CRW 387 | Advanced Literary Nonfiction Workshop | 3 |
| **Electives that fulfill the minor** | | |
| COM 316 | Screenwriting | 3 |

# English, Minor

## Requirements

The minor in English requires 18 hours in courses ENG 150 and above, at least 15 of which must be at the 300-level. No more than two advanced Creative Writing or Writing courses may be counted toward the minor. Each minor will be assigned an advisor in the English department who

will plan a program of study with the student. No more than one course (three hours) taken elsewhere may be counted toward the minor. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

# Writing, Minor

## Requirements

Students in the Writing minor will develop their academic, critical, and rhetorical writing skills in ways that enhance their major courses of study. By moving beyond the competencies introduced in the first-year writing seminar, the Writing minor will provide students with opportunities to practice, refine, and extend their skills as academic, professional, and creative writers. The curriculum, composed of new and existing courses in rhetoric and writing, as well as writing-enhanced courses across the disciplines, prepares students to participate in various writing situations both inside and outside the academy.

At least 18 credits of coursework, including:

| Code | Title | Hours |
|---|---|---|
| Select one 3-credit gateway course | | 3 |
| Select one 3-credit capstone course | | 3 |
| Select an additional six credits from upper level writing courses | | 6 |
| Select six credits from elective or upper-level writing courses | | 6 |

## Gateway Courses: Introduction to the Minor

| Code | Title | Hours |
|---|---|---|
| WRI 210 | Exploring Academic Genres * | 3 |
| or WRI 212 | Literary Nonfiction: Art of the Essay | |

* *The course not taken as the introduction to the minor may be taken in the second category.*

## Upper Level Writing Courses

Minimum of 6 credits:

| Code | Title | Hours |
|---|---|---|
| WRI 210 | Exploring Academic Genres | 3 |
| WRI 212 | Literary Nonfiction: Art of the Essay | 3 |
| WRI 306 | Special Topics in Rhetoric and Writing | 1.5,3 |
| WRI 307 | Contemporary Theory of Rhetoric and Writing | 1.5,3 |
| WRI 310 | Interaction in Language: Introduction to Written Discourse Studies | 3 |
| WRI 320 | Writing in and about Science: Scientists as Writers and Writers as Scientists | 3 |
| WRI 340 | Practice in Rhetoric and Composition * | 3 |
| WRI 341 | Writing Center Pedagogy | 3 |
| WRI 344 | Magazine Writing | 3 |
| ENG 309 | Modern English Grammar | 3 |
| ENG 390 | The Structure of English | 3 |

* *May be repeated once for credit towards the minor.*

## Writing Electives

Any upper level writing course or writing-enriched courses across the disciplines that do not satisfy the gateway course or the 6 credits toward the minor may be used as electives. (A list of writing enhanced courses will be found on the Writing Program's webpage.)

## Writing Minor Capstone

| Code | Title | Hours |
|---|---|---|
| WRI 350 | Writing Minor Capstone | 3 |

The Writing Minor is intended to complement a student's major, and "double dipping" is discouraged. No more than one course may count toward another program of study.

# Entrepreneurship (ENT)

## Overview

Interdisciplinary Minor

The Wake Forest Center for Entrepreneurship offers an interdisciplinary minor in entrepreneurship. Through a modern evidence-based entrepreneurship curriculum, emphasis on deliberate practice, and strong teaching and mentorship, the Center seeks to ignite passion for entrepreneurial action, to develop entrepreneurial self-efficacy, and to cultivate a growth mindset for entrepreneurship. The entrepreneurship minor can be coupled with any liberal arts major and gives students valuable skills for their future careers, including risk and uncertainty management, interpersonal and networking management, innovation and product development, and opportunity recognition.

## Contact Information

Center for Entrepreneurship (http://entrepreneurship.wfu.edu/)
Reynolda Hall 230
Phone 336-758-3153

## Programs

## Minor

- Entrepreneurship, Minor

## Courses

**ENT 105. The Entrepreneurial Experience: From Mindset to Entrepreneurial Identity. (1 h)**
An exploration and analysis of the entrepreneurial lifecycle from ideation, concept development, launching and building a company, and eventually exiting, with specific focus on developing an entrepreneurial mindset and forming an entrepreneurial identity. The course features guest speakers who have founded companies in various industries.

**ENT 200. Foundations of Entrepreneurship: Identifying and Cultivating Valuable Ideas. (3 h)**
Examines and cultivates the notion of creativity from the perspective of value creation, inquiry, opportunity recognition, and idea generation. Topics examined through writing and design assignments, group projects, and discussions include awareness, empathy, risk, ethics, self-agency, and social engagement with the express objective of identifying and creating valuable ideas. Provides an introduction to the practice of entrepreneurship and design thinking, along with the development of an entrepreneurial mindset.

**ENT 201. Evidence-Based Entrepreneurship: Developing Validated Concepts. (3 h)**
Examines how individuals use entrepreneurial skills to craft innovative responses to societal and market needs. Using customer discovery and other evidence-based entrepreneurial methods, students participate in the progression of ideas into validated concepts. P-ENT 200.

**ENT 205. Scaling the Entrepreneurial Venture: From Concept to Harvest. (3 h)**
Explores the stage in the entrepreneurial lifecycle where validated concepts transition to established ventures. The course is designed to provide exposure to topics critical to success, such as how to scale the venture past early adopters to meet the needs of more mainstream customers. It covers key functional domains including entrepreneurial marketing, finance, fundraising, leadership, and strategy. P - ENT 201.

**ENT 250. Communicating for an Entrepreneurial Mindset. (3 h)**
Exploration of communication in today's workplaces and the expectations for leaders and employees to communicate "entrepreneurially." Focus on communication across settings where teamwork is prioritized. Also listed as COM 250.

**ENT 301. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 302. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 303. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 304. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 305. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 306. Topics in Entrepreneurship. (1.5-3 h)**
Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs. Only offered for 1.5 or 3 hours.

**ENT 310. Arts Entrepreneurship. (3 h)**
Introduces entrepreneurial processes and practices in the visual arts, theater, dance, music, and creative writing. Seminar format includes encounters with arts entrepreneurs, investigation of case studies, and research in new and evolving models for creative application of entrepreneurial practices in the arts.

**ENT 311. Entrepreneurship Marketing. (3 h)**
Explore and examine entrepreneurial marketing strategies that early-stage entrepreneurs with limited resources can implement immediately. Focus includes: digital marketing, branding, messaging, and a hands-on approach to developing an online marketing strategy.

**ENT 313. Whole Person Creativity. (3 h)**
Interactive studio/seminar that introduces students to the concepts and practices of creativity, innovation, design, and sustainability. Through whole-person engagement, architectural design processes, and place-making studies, students explore the impact of human behaviors on all areas of life and society along a continuum of local to global.

**ENT 314. Leadership and Character in Entrepreneurship. (3 h)**
Explores and examines the leadership and character challenges accompanying the entrepreneurial journey. Includes ways to develop personal perspective, how to frame challenges and ethically navigate them, and how to lead with purpose and principle.

**ENT 315. Nonprofit Arts and Education Entrepreneurship: Promotion of Latin-American and Latino Visual Culture. (3 h)**
Explores entrepreneurship in promoting Latin-American and U.S. Latino cultures through educational and artistic events and fundraisers on campuses and in the community. Students gain hands-on experience by assisting in the production of Wake Forest exhibitions, events promoting Latin-American and U.S. Latino heritage and culture, related community fundraisers, and nonprofit organizations.

**ENT 320. Social Entrepreneurship. (3 h)**
Interdisciplinary seminar that introduces the concepts of entrepreneurship with a focus on entrepreneurial activities that further the public good through the integration of core concepts of social and cultural values and ecological sustainability.

**ENT 323. Social Entrepreneurship Summer Program. (3 h)**
This trans-disciplinary, 4-week program explores the role of social entrepreneurship in society today and challenges students, through a rigorous and integrated curriculum to master the entrepreneurial process involved in furthering the public good through community-based engagement and social change. P-Prerequisite override required.

**ENT 324. Entrepreneurship Marketing. (3 h)**
Explores and examines entrepreneurial marketing strategies that early-stage entrepreneurs with limited resources can implement immediately. Topics include branding, messaging, digital marketing, and online marketing strategies.

**ENT 325. Black Entrepreneurship in America. (3 h)**
Surveys African American entrepreneurial activity in the United States and explores the varied and complex nature of American enterprise in conjunction with the African American experience.

**ENT 330. Entrepreneurship for Scientists. (3 h)**
Introduces students to the routes by which scientific discoveries and new technologies find their way to the market place. Covers ideation, determining market potential, business planning, intellectual property, entrepreneurship ethics, venture capital, and venture incubation.

**ENT 334. Entrepreneurial Communities and Winston-Salem. (3 h)**
This course uses narrative theory to examine how myths, stories, and other tropes form the basis on which we understand entrepreneurs and entrepreneurship. Attention is given to diverse and alternative stories and practices. Students will collect and analyze entrepreneur narratives. Also listed as COM 334.

**ENT 335. Renewable Energy Entrepreneurship: Science, Policy, and Economics. (4 h)**
This team-taught course provides overviews of the most important renewable energy sources. Explores the science, policy and economic issues related to renewable energy and investigates the potential for new markets, new products, and new entrepreneurial opportunities in the marketplace. P - Junior standing and Div V requirements, or prerequisite override required.

**ENT 350. Internships in Entrepreneurial Studies. (1.5-3 h)**
Offers the opportunity to apply knowledge in an entrepreneurial for-profit or not-for-profit environment. Requirements include a course journal and a comprehensive report that showcase the student's specific achievements and analyze the quality of his or her experience. Only offered for 1.5 or 3 hours. P - Prerequisite override required.

**ENT 351. Green Technologies: Science and Entrepreneurship. (2-3 h)**
Introduces the science and entrepreneurship opportunities of select green technologies. Students learn in the fundamental science associated with energy use and renewable energy and selected green technologies. Students also learn the basics of starting a new business and develop a business plan to bring a "green product" to the market. P-CHM 341 or ENT 201 or prerequisite override required. Only offered for 2 or 3 hours.

**ENT 384. Design-Thinking and High-Performance Teams. (3 h)**
In this experiential class, we study the evolution of high-performance teams in design-thinking environments. At its core, design thinking is an approach to innovative problem solving that balances art, science, and business perspectives in realistic and highly impactful ways. In this course we develop the ability to participate in and lead high-performance teams within a design-thinking environment. The course involves an action-learning project that applies the perspectives of anthropology, history, political science, communication, and psychology, among others, in solving a real-world problem. Also listed as BEM 384.

**ENT 391. Independent Study in Entrepreneurship. (1.5-3 h)**
An independent project involving entrepreneurship or social enterprise carried out under the supervision of the faculty member. May be repeated for credit. P-Prerequisite override required.

**ENT 392. Independent Study in Entrepreneurship. (1.5-3 h)**
An independent project involving entrepreneurship or social enterprise carried out under the supervision of a faculty member. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**ENT 394A. Student Entrepreneurship in Action. (1.5-3 h)**
This course is built around the real-time challenges and learning that occur as the students in the class launch, run, build, and sell or transition their venture. Promotes intense rigorous intellectual exchange in a seminar setting in which all will not only participate in critical thinking and analysis, but also in problem solving and leadership. Course may be repeated for credit. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**ENT 394B. Student Entrepreneurship in Action. (1.5-3 h)**
This course is built around the real-time challenges and learning that occur as the students in the class launch, run, build, and sell or transition their venture. Promotes intense rigorous intellectual exchange in a seminar setting in which all will not only participate in critical thinking and analysis, but also in problem solving and leadership. Course may be repeated for credit. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**ENT 397. Applied Venture Creation. (1.5 h)**
Applies initial steps of establishing an entrepreneurial entity using evidence-based principles and practices in entrepreneurship. P-Prerequisite override required.

**ENT 398. Deacon Springboard. (3 h)**
Applies evidence-based principles of customer discovery to the creation and iteration of an entrepreneurial idea. P-Prerequisite override required.

**ENT 399. Startup Lab. (3 h)**
Startup Lab is designed to help students take high potential ideas and, after learning best practices on evidence-based entrepreneurship, apply lean startup methodology to their own startup. Students will learn key aspects of building an early stage company such as how to make crucial early stage sales, how to build brand loyalty with early stage customers, key aspects of accounting, finance, and human resources that apply to startups, and how to lead a team. This is a practicum and much of the learning is application-oriented and focuses directly on the startup or the startup team. P-Prerequisite override required.

## Faculty

**John C. Whitaker Jr. Executive Director Center for Entrepreneurship, Professor of Practice** Daniel Cohen
**David and Leila Farr Professor and Faculty Director** Michael Gross
**Merlo Presidential Chair and Associate Professor in Communication and Entrepreneurship** Rebecca Gill
**Katherine and Dickerson Wright Presidential Chair in Computer Science and Entrepreneurship** Ron Doyle
**Associate Professor of the Practice** Gregory Pool
**Assistant Professor of the Practice** Louis Foreman
**Assistant Teaching Professors** Fatima Hamdulay, Ariel Smith
**Adjunct Professor** Drew Hancock, Steven Nedvidek

# Entrepreneurship, Minor

## Requirements

**The minor** requires a minimum of 19 hours in core and elective courses.

| Code | Title | Hours |
|---|---|---|
| ENT 105 | The Entrepreneurial Experience: From Mindset to Entrepreneurial Identity | 1 |
| ENT 200 | Foundations of Entrepreneurship: Identifying and Cultivating Valuable Ideas | 3 |
| ENT 201 | Evidence-Based Entrepreneurship: Developing Validated Concepts | 3 |
| ENT 205 | Scaling the Entrepreneurial Venture: From Concept to Harvest | 3 |
| Select nine hours from the following electives: * | | |
| ENT Electives for the Minor | | |
| General Electives for the Minor | | |

* All students may fulfill three of their elective hours by taking the Summer Management Program (BUS 295). No more than six of the elective hours may be counted from a student's major. No more than six hours can be taken under the pass/fail option and used to meet the minor requirements. No more than six hours can be taken abroad.

Course plans will be made in consultation with the director of the minor. It is strongly suggested that interested students take ENT 105 by their sophomore year and note the prerequisites for ENT 201 and ENT 205.

## ENT Electives for the Minor

| Code | Title | Hours |
|---|---|---|
| ENT 250 | Communicating for an Entrepreneurial Mindset | 3 |
| ENT 301 | Topics in Entrepreneurship | 1.5,3 |
| ENT 302 | Topics in Entrepreneurship | 1.5,3 |
| ENT 303 | Topics in Entrepreneurship | 1.5,3 |
| ENT 304 | Topics in Entrepreneurship | 1.5,3 |
| ENT 305 | Topics in Entrepreneurship | 1.5,3 |
| ENT 306 | Topics in Entrepreneurship | 1.5,3 |
| ENT 310 | Arts Entrepreneurship | 3 |
| ENT 313 | Whole Person Creativity | 3 |
| ENT 315 | Nonprofit Arts and Education Entrepreneurship: Promotion of Latin-American and Latino Visual Culture | 3 |
| ENT 320 | Social Entrepreneurship | 3 |
| ENT 323 | Social Entrepreneurship Summer Program | 3 |
| ENT 330 | Entrepreneurship for Scientists | 3 |
| ENT 334 | Entrepreneurial Communities and Winston-Salem | 3 |
| ENT 335 | Renewable Energy Entrepreneurship: Science, Policy, and Economics | 4 |
| ENT 350 | Internships in Entrepreneurial Studies | 1.5,3 |
| ENT 351 | Green Technologies: Science and Entrepreneurship | 2,3 |
| ENT 384 | Design-Thinking and High-Performance Teams | 3 |
| ENT 391 | Independent Study in Entrepreneurship | 1.5,3 |
| ENT 392 | Independent Study in Entrepreneurship | 1.5,3 |
| ENT 394A | Student Entrepreneurship in Action | 1.5,3 |
| ENT 394B | Student Entrepreneurship in Action | 1.5,3 |
| ENT 399 | Startup Lab | 3 |

## General Electives for the Minor

| Code | Title | Hours |
|---|---|---|
| ACC 111 | Introductory Financial Accounting | 3 |
| ANT 305 | Museum Anthropology | 3 |
| ANT 342 | Applied Anthropology | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 215 | Public Art | 4 |
| ART 297 | Management in the Visual Arts | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 316 | Leading in Nonprofit Sector | 3 |
| BEM 371 | Strategic Management | 3 |
| BEM 372 | Strategic Management in Entrepreneurial Firms | 3 |
| BEM 377 | Entrepreneurship | 3 |
| BEM 383 | Seminar in Negotiations | 3 |
| BEM 384 | Design-Thinking and High-Performance Teams | 3 |
| BUS 295 | Summer Management Program | 8 |
| COM 250 | Communicating for an Entrepreneurial Mindset | 3 |
| COM 262 | Writing for Public Relations and Advertising | 3 |
| COM 315 | Communication and Technology | 3 |
| COM 334 | Entrepreneurial Communities and Winston-Salem | 3 |
| COM 353 | Persuasion | 3 |
| COM 370 | Special Topics (when topic is Storytelling and the Entrepreneur ) | 1-3 |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 331 | Software Engineering | 3 |
| CSC 332 | Mobile and Pervasive Computing | 3 |
| CSC 361 | Digital Media | 3 |
| CSC 385 | Bioinformatics | 3 |
| ECN 205 | Intermediate Microeconomics | 3 |
| EGR 111 | Introduction to Engineering Design | 4 |
| EGR 313 | Capstone Design I | 1 |
| EGR 314 | Capstone Design II | 4 |
| EGR 315 | Capstone Design III | 4 |
| ENV 201 | Environmental Issues | 3 |
| FRH 329 | French for Business Communication | 3 |
| GER 330 | German for Professional Purposes II | 3 |
| HMN 295 | Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change | 3 |
| HST 350 | World Economic History: Globalization, Wealth and Poverty, 1500-Present | 3 |
| HST 380 | America at Work | 3 |
| CGS 154 | Community Based Global Learning | 0-3 |
| CGS 260 | Seminar in Global Trade and Commerce Studies | 3 |
| LIB 235 | Research Methods for Entrepreneurs | 1.5 |
| PHI 161 | Introduction to Bioethics | 3 |
| PHI 163 | Introduction to Environmental Ethics | 3 |
| PHI 367 | Philosophical Theories in Bioethics | 3 |
| PHI 368 | Concepts of Health & Disease | 3 |
| PHY 385 | Bioinformatics | 3 |
| POL 238 | Comparative Economic and Political Development | 3 |
| POL 239 | State, Economy, and International Competitiveness | 3 |
| PSY 242 | Social Psychology | 3 |
| PSY 246 | Culture and Psychology | 3 |

| | | |
|---|---|---|
| PSY 261 | Organizational Psychology | 3 |
| PSY 350 | Research in Judgment and Decision Making | 3 |
| REL 332 | Religion and Public Engagement | 3 |
| SOC 351 | Management and Organizations | 3 |
| SOC 362 | Work, Conflict, and Change | 3 |
| SOC 363 | Global Capitalism | 3 |
| SOC 365 | Technology, Culture, and Change | 3 |
| THE 259 | Theatre Management | 3 |
| WGS 326 | Telling Women's Lives: Writing about Entrepreneurs, Activists, and Thought Leaders | 3 |

# Environment and Sustainability Studies Program (ENV)

Interdisciplinary Program

The goal of the Environment and Sustainability Studies (ENV) Program is to prepare students to create just and sustainable futures. The ENV Program at Wake Forest University is centered on the dynamic, generative space created by combining the natural sciences, humanities, and social sciences to address environmental challenges and to act within communities for environmental justice.

The Environment and Sustainability Studies Program faculty apply biology, English, earth sciences, anthropology, history, geography, art, economics, engineering, communication, philosophy, physics, education, political sciences, business, dance, statistics, religion, public health, journalism, computer sciences, and law to human-environment relationships and are committed to transformative environmental change. The ENV Program at Wake Forest University offers two majors, in 1) Environmental Science and 2) Environment and Sustainability Studies, and two minors, in 1) Environmental Science and 2) Environmental Studies.

## Policies for the Majors and Minors and other Programs of Study

1. The Bachelor of Arts in Environment and Sustainability, regardless of track, cannot be used as a double major with Biology, Biochemistry and Molecular Biology, or Chemistry with a concentration in Biochemistry.
2. A Biology major can elect the minor in Environmental Studies. A Biology major can also elect the minor in Environmental Science, however ENV 220 cannot be counted toward both the Biology major requirements and the Environmental Studies Minor.
3. Because of the number of shared courses, Environment and Sustainability Studies majors and/or Environmental Science majors cannot declare the Biology minor.
4. Students can minor in both Biology and Environmental Science or Environmental Studies.

## Contact Information

Environment and Sustainability Studies Program (https://env.wfu.edu/)

## Programs

## Majors

- Environment and Sustainability Studies, BA
- Environmental Science, BA

## Minors

- Environmental Science, Minor
- Environmental Studies, Minor

## Courses

## Environmental Program (ENV)

**ENV 163. Introduction to Environmental Ethics. (3 h)**
An examination of ethical issues concerning the environment as they arise in individual lives and public policy. (D)

**ENV 201. Environmental Issues. (3 h)**
Topics include environmental literature, environmental history, human populations, resource management, pollution, global change, environmental activism and environmental ethics. (EI, POR)

**ENV 202. Environmental Solutions. (3 h)**
Learn how to improve our environment by identifying and exploring innovative environmental solutions. Counts towards Environmental Minor requirements.

**ENV 203. Leadership for Sustainability. (3 h)**
Develops knowledge and practice for effective change agency. Students articulate their own emerging leadership perspectives, create fundamental elements of a peer education and/or outreach campaign, and identify a range of locally appropriate solutions to systemic problems contributing to global climate change. (EI)

**ENV 214. Atlantic History to 1800: Science, Empire, and Environment. (3 h)**
Explores the ways in which western science and empire developed in tandem to control natural resources in the Americas, Africa, and Europe until 1800.

**ENV 215. Atlantic History from 1800: Science, Empire, Environment. (3 h)**
Inquiry into the ways in which colonialism and the practices of western science have shaped social, political, and terrestrial landscapes in the Americas, Africa, and Europe from 1800.

**ENV 220. Introduction to Earth Science. (3 h)**
Explores Earth's origin and history as well as the internal and external forces and processes that shape the planet. Emphasis on plate tectonics, natural hazards, Earth materials, the hydrosphere, climate, and deep time. Also listed as BIO 220.

**ENV 220L. Introduction to Earth Science Lab. (1 h)**
Laboratory complement to ENV 220. Provides an opportunity to work with rock and mineral samples, analyze maps, experiment with models, and collect and synthesize geologic data. Includes local field trips. C-ENV 220.

**ENV 248. Film and Video Art: Ecological Works. (4 h)**
Continues the historical, aesthetic, and technical exploration of contemporary video art and filmmaking in a fine art context. Students will create projects that engage with a local ecological issue. P- ART 114 or prerequisite override required. (EI)

**ENV 250. Methods for Environmental Community Collaboration and Justice. (3 h)**
Provides approaches and experiential learning on how to work with communities on socio-environmental issues. Draws from social justice work, participatory action research, citizen science, Indigenous methods, and anticolonial activism to build collaboration with community partners and cultivate a more equitable society.

**ENV 275. Global Environmental Narratives. (3 h)**
Exploration of environmental communication strategies used globally and curation of stories for public audiences. Also listed as COM 276.

**ENV 301. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 302. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 303. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 304. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 305. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 306. Topics in Environmental Studies. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**ENV 312. Plants of Empire: Power and Pleasure. (3 h)**
Study of the social, cultural, and political meaning of plants grown to finance and maintain empires since 1500. Includes analysis of both production and use of plant products like sugar, coffee, and opium. (POR)

**ENV 320. Earth's Dynamic Surface. (3 h)**
Investigation into the formation and evolution of Earth's landscapes. Topics include mountains, rivers, coasts, and glaciers. Course activities include digital and field-based data collection and analysis; weekend field trips may be required. P-ENV 220.

**ENV 321. Earth's Dynamic Surface. (3 h)**
Investigation into the processes responsible for the formation and subsequent evolution of Earth's landforms. Course activities examine Earth surface features using maps, digital and/or field-based data collection and analysis, and the fundamental geologic constraints on environmental problems. P ENV 220.

**ENV 325. Contemporary Environmental Writing. (3 h)**
Study and practice of various modes of contemporary nature and environmental writing. Examines the innovations, rhetorical techniques, and representational practices of modern environmental writers with particular emphasis on efforts to grapple with climate change and ecological crises. P - WRI 110 or WRI 111 or POI. Also listed as WRI 325.

**ENV 340. Water Resources. (3 h)**
Examines the quality and quantity of local, national, and global water resources. Topics include hydrology, flooding, and water scarcity, pollution, usage, policy, and management. Emphasizes Yadkin River basin, including how the region's history influences local water systems and the communities that depend on them.

**ENV 341. Economics of the Environment. (3 h)**
Introduces environmental economics both in theory and in practice. The efficiency of policy instruments to deal with market failures, non-market valuation methods, and estimation of climate change/pollution effects will be addressed. P- ECN 205 or 210; and ECN 209 or 215. (D)

**ENV 350. Ethnobotany. (3 h)**
Surveys the complex interrelationships of people and plants throughout space and time. Uses experiential and embodied approaches to learning about plants in landscapes and labs. (POR, SWC)

**ENV 350L. Ethnobotany Lab. (1 h)**
C- ENV 350.

**ENV 359. Environmental Ethics. (3 h)**
An advanced exploration of ethical principles and their application to environmental sustainability, preparing participants to navigate ecological issues with effective strategies for ethical decision-making. Also listed as ENV 305. PHI 359. P-one course in PHI.

**ENV 360. Climate Change. (3 h)**
Explores the socio-ecology of climate change, pursuing the topic through the natural sciences, social sciences, and humanities. Includes how to affect change and climate justice. (EI)

**ENV 372. Environmental Communication: Risk & Crisis. (3 h)**
Explores scholarship and practice of environmental risk and crisis communication for attitude and behavior change. Applies theory to strategic environmental risk and crisis communication plans for community organizations.

**ENV 379. Introduction to Geographic Information Systems (GIS). (3 h)**
Introduces the concepts and use of GIS as a digital mapping and analytical tool with emphasis on environmental applications in modeling, global change, sociodemographic change, site suitability analysis, and restoration. C-ENV 379L. Students may not receive credit for both BIO 379 and ENV 379. (QDA)

**ENV 379L. Introduction to Geographic Information Systems (GIS) Lab. (1 h)**
C-ENV 379.

**ENV 380. Cultivating Food Justice. (3 h)**
Explores how global and local pressures on land and food systems affect local experiences of food access, sovereignty and justice, and impact local agroecosystems. Emphasis on community engagement and experiential learning.

**ENV 381. Wilderness, the Anthropocene, and Global Sustainability. (3 h)**
Intensive, writing-centered, experiential field course focusing on the relationships between humans and the natural world in the context of sustainability issues. Field components of the course take place in Alaska. P-Prerequisite override required.

**ENV 391. Individual Study. (1-4 h)**
A field study, internship, project or research investigation carried out under the supervision of a member of the environmental program faculty. Pass/fail or for a grade at the discretion of the instructor. Pass/fail is not an option if used as an elective for the environmental science or environmental studies minor. May be repeated for credit.

**ENV 394. Environmental Internship. (1-4 h)**
Supervised internships with governmental agencies, nonprofit organizations and businesses. P-Prerequisite override required.

**ENV 395. Sustainability Lab/Clinic. (4 h)**
Focuses on practical solutions to sustainability problems, and includes the use of makerspace, the fabrication lab, and the visualization lab.

# Faculty

**Director:**
Debbie French (Interim through 12/25)
**Core Faculty:**
Courtney Di Vittorio (Department of Engineering)
Sheri Floge (Biology Department)
Melanie Harris (African American Studies Program/Divinity School)
Lucas Johnston (Department for the Study of Religions)
Lauren Lowman (Department of Engineering)
Miles Silman (Biology Department)
Stephen Smith (Environment and Sustainability Studies Program)
Eric Stottlemyer (English Department/Office of the Dean of the College)
**Affiliate Faculty:**
E. Mark Curtis (Economics Department)
Robert Erhardt (Mathematics and Statistics Department)
Meredith Farmer (English Department)
Andrius Galisanka (Department of Politics and International Affairs)
Frederick Harris (School of Business)
Rowie Kirby-Straker (Communication Department)
Abdou Lachgar (Department of Chemistry)
Jed Macosko (Physics Department)
Judith Madera (English Department)
Stan Meiburg (Sustainability Program)
Monique O'Connell (Department of History)
Paúl Pauca (Computer Science Department)
Scott Schang (Law School)
Paul Thacker (Department of Anthropology)
Alessandra Von Burg (Communication Department)
Ron Von Burg (Communication Department)
Kyana Young (Department of Engineering)

# Environment and Sustainability Studies, BA

## Requirements

Requires 35 hours. These must include:

| Code | Title | Hours |
|---|---|---|
| **Environment and Sustainability Core** | | |
| ENV 201 | Environmental Issues | 3 |
| ENV 203 | Leadership for Sustainability | 3 |
| ENV 220 | Introduction to Earth Science | 3 |
| ENV 379 & 379L | Introduction to Geographic Information Systems (GIS) and Introduction to Geographic Information Systems (GIS) Lab | 4 |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| BIO 160 & 160L | Biology II and Biology II Lab | 4 |
| **Co-Required Courses** | | |
| PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | 4 |
| or ENV 360 | Climate Change | |
| **Interdisciplinary Area Requirements** | | |
| Natural Science Requirement | | 3-6 |
| Social Science, Humanities, Policy, and Sustainable Design | | 9 |
| Applied Sustainability | | 3-6 |

## Natural Science

| Code | Title | Hours |
|---|---|---|
| BIO 225 | Field Biology and Natural History | 3 |
| BIO 235 | Genetics | 3 |
| BIO 245 | Comparative Animal Physiology | 3 |
| BIO 311 | Ecology and Conservation Biology of Coral Reefs | 4 |
| BIO 313 | Herpetology | 4 |
| BIO 315 & 315L | Population Genetics and Population Genetics Lab | 3-4 |
| BIO 316 | Biology of Birds | 4 |
| BIO 317 & 317L | Plant Physiology and Development and Plant Physiology and Development Lab | 3-4 |
| BIO 319 & 319L | Biology of Soils and Biology of Soils Lab | 3-4 |
| BIO 323 & 323L | Animal Behavior and Animal Behavior Lab | 3-4 |
| BIO 327 | Mycology: Biology of Fungi | 4 |
| BIO 330 | Land and Natural Resource Management | 3 |
| BIO 332 | Microbiology | 4 |
| BIO 340 | Ecology | 4 |
| BIO 342 | Oceanography | 4 |
| BIO 348 & 348L | Physiological Plant Ecology and Physiological Plant Ecology | 3-4 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| BIO 356 | Ecology and Resource Management of Southeast Australia | 4 |
| BIO 380 | Biostatistics | 3 |
| BIO 383 & 383L | Genomics and Genomics Lab | 3-4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| EGR 319 | Environmental Engineering | 3 |
| EGR 324 | Hydrologic and Hydraulic Engineering | 3 |
| ENV 301 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 302 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 303 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 304 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 305 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 306 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 321 | Earth's Dynamic Surface | 3 |
| ENV 320 | Earth's Dynamic Surface | 3 |
| ENV 340 | Water Resources | 3 |

| | | |
|---|---|---|
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| ENV 360 | Climate Change | 3 |

## Social Science, Humanities, Policy, and Sustainable Design

| Code | Title | Hours |
|---|---|---|
| **Social Science Electives** | | |
| AAS 280 | Race, Environment, and Justice | 3 |
| AAS 392 | Seminar in African American Studies (when topic is Black Ecologies) | 3 |
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ANT 372 | Environmental Archaeology | 3 |
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| ECN 341 | Economics of the Environment | 3 |
| EDU 319 | Environmental Education Methods | 3 |
| ENV 250 | Methods for Environmental Community Collaboration and Justice | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| POL 210 | Topics In United States Politics and Policy (when topic is Environmental Policy) | 1-3 |
| POL 281 | Environmental Political Thought | 3 |
| **Humanities Electives** | | |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 210 | Topics in Studio Art (when topic is environmental) | 1-4 |
| ENG 341 | Literature and the Environment | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENV 381 | Wilderness, the Anthropocene, and Global Sustainability | 3 |
| HMN 292 | Environmentalism, the Humanities, and Gender | 3 |
| HMN 365 | Humanity and Nature | 1.5,3 |
| HST 112 | Big History: A History of the Cosmos and Humanity's Place In It | 3 |
| HST 214 | Atlantic History to 1800: Science, Empire, and Environment | 3 |
| HST 215 | Atlantic History from 1800: Science, Empire, Environment | 3 |
| HST 302 | Plants of Empire: Power and Pleasure | 3 |
| HST 350 | World Economic History: Globalization, Wealth and Poverty, 1500-Present | 3 |
| HST 368 | U.S. Environmental History | 3 |
| JOU 321 | Environmental Journalism | 3 |
| JOU 375 | Special Topics in Journalism (when topic is Science Writing for the Public or Environmental Journalism) | 1-3 |
| PHI 163 | Introduction to Environmental Ethics | 3 |
| REL 341 | Religion and Ecology | 3 |

## Applied Sustainability

| Code | Title | Hours |
|---|---|---|
| COM 372 | Environmental Communication: Risk & Crisis (when it has a community component) | 3 |
| ENV 381 | Wilderness, the Anthropocene, and Global Sustainability | 3 |
| ENV 394 | Environmental Internship | 1-4 |
| ENV 395 | Sustainability Lab/Clinic | 4 |

# Environmental Science, BA

## Requirements

Requires 38 hours. These must include:

| Code | Title | Hours |
|---|---|---|
| **Environment and Sustainability Core** | | |
| ENV 201 | Environmental Issues | 3 |
| ENV 203 | Leadership for Sustainability | 3 |
| ENV 220 | Introduction to Earth Science | 3 |
| ENV 379 & 379L | Introduction to Geographic Information Systems (GIS) and Introduction to Geographic Information Systems (GIS) Lab | 4 |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| BIO 160 & 160L | Biology II and Biology II Lab | 4 |
| **Co-Required Courses** | | |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |
| or HES 262 | Statistics in the Health Sciences | |
| or SOC 271 | Social Statistics | |
| or BIO 380 | Biostatistics | |
| **Interdisciplinary Area Requirements** | | |
| Natural Science | | 6 |
| Social Science, Humanities, Policy, and Sustainable Design | | 9 |
| Applied Sustainability | | 3-6 |

* Course(s) of the student's choosing must be approved by the program co-directors.

## Natural Science

| Code | Title | Hours |
|---|---|---|
| BIO 225 | Field Biology and Natural History | 3 |
| BIO 235 | Genetics | 3 |
| BIO 245 | Comparative Animal Physiology | 3 |
| BIO 311 | Ecology and Conservation Biology of Coral Reefs | 4 |
| BIO 313 | Herpetology | 4 |
| BIO 315 & 315L | Population Genetics and Population Genetics Lab | 3-4 |

| | | |
|---|---|---|
| BIO 316 | Biology of Birds | 4 |
| BIO 317 & 317L | Plant Physiology and Development and Plant Physiology and Development Lab | 3-4 |
| BIO 319 & 319L | Biology of Soils and Biology of Soils Lab | 3-4 |
| BIO 323 & 323L | Animal Behavior and Animal Behavior Lab | 3-4 |
| BIO 327 | Mycology: Biology of Fungi | 4 |
| BIO 330 | Land and Natural Resource Management | 3 |
| BIO 332 | Microbiology | 4 |
| BIO 340 | Ecology | 4 |
| BIO 342 | Oceanography | 4 |
| BIO 348 & 348L | Physiological Plant Ecology and Physiological Plant Ecology | 3-4 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| BIO 356 | Ecology and Resource Management of Southeast Australia | 4 |
| BIO 380 | Biostatistics | 3 |
| BIO 383 & 383L | Genomics and Genomics Lab | 3-4 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| EGR 319 | Environmental Engineering | 3 |
| EGR 324 | Hydrologic and Hydraulic Engineering | 3 |
| ENV 301 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 302 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 303 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 304 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 305 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 306 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 321 | Earth's Dynamic Surface | 3 |
| ENV 320 | Earth's Dynamic Surface | 3 |
| ENV 340 | Water Resources | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| ENV 360 | Climate Change | 3 |

# Social Science, Humanities, Policy, and Sustainable Design

| Code | Title | Hours |
|---|---|---|
| **Social Science Electives** | | |
| AAS 280 | Race, Environment, and Justice | 3 |
| AAS 392 | Seminar in African American Studies (when topic is Black Ecologies) | 3 |
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ANT 372 | Environmental Archaeology | 3 |
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| ECN 341 | Economics of the Environment | 3 |
| EDU 319 | Environmental Education Methods | 3 |
| ENV 250 | Methods for Environmental Community Collaboration and Justice | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| POL 210 | Topics In United States Politics and Policy (when topic is Environmental Policy) | 1-3 |
| POL 281 | Environmental Political Thought | 3 |
| **Humanities Electives** | | |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| ART 210 | Topics in Studio Art (when topic is environmental) | 1-4 |
| ENG 341 | Literature and the Environment | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENV 381 | Wilderness, the Anthropocene, and Global Sustainability | 3 |
| HMN 292 | Environmentalism, the Humanities, and Gender | 3 |
| HMN 365 | Humanity and Nature | 1.5,3 |
| HST 112 | Big History: A History of the Cosmos and Humanity's Place In It | 3 |
| HST 214 | Atlantic History to 1800: Science, Empire, and Environment | 3 |
| HST 215 | Atlantic History from 1800: Science, Empire, Environment | 3 |
| HST 302 | Plants of Empire: Power and Pleasure | 3 |
| HST 350 | World Economic History: Globalization, Wealth and Poverty, 1500-Present | 3 |
| HST 368 | U.S. Environmental History | 3 |
| JOU 321 | Environmental Journalism | 3 |
| JOU 375 | Special Topics in Journalism (when topic is Science Writing for the Public or Environmental Journalism) | 1-3 |
| PHI 163 | Introduction to Environmental Ethics | 3 |
| REL 341 | Religion and Ecology | 3 |

# Applied Sustainability

| Code | Title | Hours |
|---|---|---|
| COM 372 | Environmental Communication: Risk & Crisis (when it has a community component) | 3 |
| ENV 381 | Wilderness, the Anthropocene, and Global Sustainability | 3 |
| ENV 394 | Environmental Internship | 1-4 |
| ENV 395 | Sustainability Lab/Clinic | 4 |

# Environmental Science, Minor

## Requirements

A total of 18 hours, including 11 hours of elective courses, is required for the minor.

| Code | Title | Hours |
|---|---|---|
| **Required Minor Courses** | | |
| ENV 201 | Environmental Issues | 3 |
| ENV 220 | Introduction to Earth Science | 3 |
| PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | 4 |
| or ENV 360 | Climate Change | |
| Select 8 hours of electives | | 8 |

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

## Electives for Environmental Science Minor

| Code | Title | Hours |
|---|---|---|
| BIO 306 | Topics in Biology | 1-4 |
| BIO 311 | Ecology and Conservation Biology of Coral Reefs | 4 |
| BIO 316 | Biology of Birds | 4 |
| BIO 319 & 319L | Biology of Soils and Biology of Soils Lab | 3-4 |
| BIO 327 | Mycology: Biology of Fungi | 4 |
| BIO 330 | Land and Natural Resource Management | 3 |
| BIO 332 | Microbiology | 4 |
| BIO 340 | Ecology | 4 |
| BIO 341 & 341L | Marine Biology and Marine Biology | 4 |
| BIO 348 & 348L | Physiological Plant Ecology and Physiological Plant Ecology | 3-4 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| BIO 356 | Ecology and Resource Management of Southeast Australia | 4 |
| BIO 380 | Biostatistics | 3 |
| BIO 383 & 383L | Genomics and Genomics Lab | 3-4 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 351 | Special Topics in Chemistry (Green Technologies: Science and Entrepreneurship) | 3 |
| CHM 351 | Special Topics in Chemistry (Chemistry of Food) | 3 |
| CHM 391 | Undergraduate Research | 1-3 |
| CHM 392 | Undergraduate Research | 1-3 |
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| ECN 341 | Economics of the Environment | 3 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| EGR 319 | Environmental Engineering | 3 |
| EGR 324 | Hydrologic and Hydraulic Engineering | 3 |
| ENT 335 | Renewable Energy Entrepreneurship: Science, Policy, and Economics | 4 |
| ENT 351 | Green Technologies: Science and Entrepreneurship | 2,3 |
| ENV 202 | Environmental Solutions | 3 |
| ENV 203 | Leadership for Sustainability | 3 |
| ENV 304 | Topics in Environmental Studies | 1-4 |
| ENV 305 | Topics in Environmental Studies | 1-4 |
| ENV 320 | Earth's Dynamic Surface | 3 |
| ENV 321 | Earth's Dynamic Surface | 3 |
| ENV 340 | Water Resources | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3 |
| ENV 360 | Climate Change | 3 |
| ENV 379 & 379L | Introduction to Geographic Information Systems (GIS) and Introduction to Geographic Information Systems (GIS) Lab | 4 |
| ENV 380 | Cultivating Food Justice | 3 |
| HMN 227 | Engaging the Humanities: Social Justice and Equity in Communities | 3 |
| HMN 365 | Humanity and Nature | 3 |
| JOU 321 | Environmental Journalism | 3 |
| POL 210 | Topics In United States Politics and Policy (when topic is 'Disaster, Race, and American Politics' or 'Race, Land, and Power') | 1-3 |
| STA 112 | Introduction to Regression and Data Science | 3 |

# Environmental Studies, Minor

## Requirements

A total of 18 hours is required for the minor.

| Code | Title | Hours |
|---|---|---|
| ENV 201 | Environmental Issues | 3 |
| Select one course from each of the following: | | 15 |
| I. Social Sciences | | |
| II. Natural and Physical Sciences | | |
| III. Humanities | | |

## I. Social Sciences

| Code | Title | Hours |
|---|---|---|
| AAS 280 | Race, Environment, and Justice | 3 |
| AAS 392 | Seminar in African American Studies (when topic is Black Ecologies) | 3 |
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ANT 372 | Environmental Archaeology | 3 |

| | | |
|---|---|---|
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| ECN 341 | Economics of the Environment | 3 |
| EDU 319 | Environmental Education Methods | 3 |
| ENV 202 | Environmental Solutions | 3 |
| ENV 250 | Methods for Environmental Community Collaboration and Justice | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| POL 210 | Topics In United States Politics and Policy (when topic is 'Disaster, Race, and American Politics' or 'Race, Land, and Power') | 1-3 |
| POL 281 | Environmental Political Thought | 3 |

## II. Natural and Physical Sciences

| Code | Title | Hours |
|---|---|---|
| BIO 306 | Topics in Biology | 3 |
| BIO 311 | Ecology and Conservation Biology of Coral Reefs | 4 |
| BIO 319 & 319L | Biology of Soils and Biology of Soils Lab | 3-4 |
| BIO 327 | Mycology: Biology of Fungi | 4 |
| BIO 330 | Land and Natural Resource Management | 3 |
| BIO 340 | Ecology | 4 |
| BIO 341 & 341L | Marine Biology and Marine Biology | 4 |
| BIO 348 & 348L | Physiological Plant Ecology and Physiological Plant Ecology | 3-4 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| BIO 356 | Ecology and Resource Management of Southeast Australia | 4 |
| BIO 380 | Biostatistics | 3 |
| EGR 112 | Introduction to Engineering Experimentation | 4 |
| ENV 220 | Introduction to Earth Science | 3 |
| ENV 301 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 302 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 303 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 304 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 305 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 306 | Topics in Environmental Studies (when topic is approved by program director) | 1-4 |
| ENV 340 | Water Resources | 3 |
| ENV 350 & 350L | Ethnobotany and Ethnobotany Lab | 3-4 |
| ENV 360 | Climate Change | 3 |
| ENV 379 & 379L | Introduction to Geographic Information Systems (GIS) and Introduction to Geographic Information Systems (GIS) Lab | 4 |
| ENV 321 | Earth's Dynamic Surface | 3 |
| PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |

## III. Humanities

| Code | Title | Hours |
|---|---|---|
| ART 210 | Topics in Studio Art (when topic is environmental) | 1-4 |
| CRW 387 | Advanced Literary Nonfiction Workshop (Environmental Essay) | 3 |
| ENG 341 | Literature and the Environment | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENV 381 | Wilderness, the Anthropocene, and Global Sustainability | 3 |
| HMN 227 | Engaging the Humanities: Social Justice and Equity in Communities | 3 |
| HMN 292 | Environmentalism, the Humanities, and Gender | 3 |
| HMN 365 | Humanity and Nature | 3 |
| HST 112 | Big History: A History of the Cosmos and Humanity's Place In It | 3 |
| HST 214 | Atlantic History to 1800: Science, Empire, and Environment | 3 |
| HST 215 | Atlantic History from 1800: Science, Empire, Environment | 3 |
| HST 302 | Plants of Empire: Power and Pleasure | 3 |
| HST 311 | Special Topics in History (East Asian Environmental History) | 1-3 |
| HST 368 | U.S. Environmental History | 3 |
| JOU 321 | Environmental Journalism | 3 |
| PHI 163 | Introduction to Environmental Ethics | 3 |
| REL 341 | Religion and Ecology | 3 |

**The following courses can serve as electives for the environmental studies minor.** Additional courses may have been approved since the publication of this bulletin. The program director maintains a complete list of all approved courses. For course descriptions, see the relevant department's listings in this bulletin.

| Code | Title | Hours |
|---|---|---|
| ANT 339 | Culture and Nature: Introduction to Environmental Anthropology | 3 |
| ART 121 | Design Studio: Ethics and Aesthetics | 3 |
| BIO 304 | Topics in Biology (Land Use and Policy) | 1-4 |
| BIO 306 | Topics in Biology (Geographical Information Systems) | 3 |
| BIO 330 | Land and Natural Resource Management | 3 |
| BIO 340 | Ecology | 4 |

| | | |
|---|---|---|
| BIO 341 & 341L | Marine Biology and Marine Biology | 4 |
| BIO 348 & 348L | Physiological Plant Ecology and Physiological Plant Ecology | 3-4 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| BIO 356 | Ecology and Resource Management of Southeast Australia | 4 |
| BIO 380 | Biostatistics | 3 |
| CHM 334 | Chemical Analysis | 4 |
| CHM 351 | Special Topics in Chemistry (Green Technologies: Science and Entrepreneurship) | 3 |
| CHM 351 | Special Topics in Chemistry (Chemistry of Food) | 3 |
| COM 345 | Rhetoric of Science and Technology | 3 |
| CRW 387 | Advanced Literary Nonfiction Workshop | 3 |
| ECN 241 | Environmental and Natural Resource Economics | 3 |
| ENG 341 | Literature and the Environment | 3 |
| ENG 356 | Literature of the Caribbean | 3 |
| ENT 335 | Renewable Energy Entrepreneurship: Science, Policy, and Economics | 4 |
| ENT 351 | Green Technologies: Science and Entrepreneurship | 2,3 |
| ENV 203 | Leadership for Sustainability | 3 |
| ENV 301 | Topics in Environmental Studies | 1-4 |
| ENV 302 | Topics in Environmental Studies | 1-4 |
| ENV 303 | Topics in Environmental Studies | 1-4 |
| ENV 304 | Topics in Environmental Studies | 1-4 |
| ENV 305 | Topics in Environmental Studies | 1-4 |
| ENV 306 | Topics in Environmental Studies | 1-4 |
| ENV 391 | Individual Study | 1.5 |
| ENV 394 | Environmental Internship | 1-4 |
| HMN 365 | Humanity and Nature | 3 |
| HST 112 | Big History: A History of the Cosmos and Humanity's Place In It | 3 |
| JOU 321 | Environmental Journalism | 3 |
| PHY 120 & 120L | Physics and Chemistry of Environment and Physics and Chemistry of the Environment Lab | 4 |
| POL 281 | Environmental Political Thought | 3 |
| REL 341 | Religion and Ecology | 3 |

# Film and Media Studies (FLM)

Interdisciplinary Minor

Film and media studies offers an interdisciplinary approach to the study of film through a body of courses that exposes students to the cultural, political, and social implications of this art form. Courses in the minor provide students with the critical tools necessary for both evaluating and producing film texts, and they prepare qualified students to choose critical and/or creative paths for further study or toward a profession.

## Contact Information

Film and Media Studies (http://college.wfu.edu/filmstudies/)

## Programs

## Minor

- Film and Media Studies, Minor

## Courses

## Film Studies (FLM)

**FLM 101. Internship in Film and Media Studies I. (1.5-3 h)**
Individual internships in film studies, to be approved, supervised, and evaluated by an appropriate member of the film studies faculty. The nature and extent of the internship will determine whether both sections can be taken simultaneously. Pass/fail only. P-Prerequisite override required.

**FLM 102. Internship in Film and Media Studies II. (1.5-3 h)**
Individual internships in film studies, to be approved, supervised, and evaluated by an appropriate member of the film studies faculty. The nature and extent of the internship will determine whether both sections can be taken simultaneously. Pass/fail only. P-Prerequisite override required.

**FLM 201. Film & Media Studies Practicum. (1.5-3 h)**
Practicum in film and media studies, to be approved, supervised, and evaluated by an appropriate member of the film studies faculty. May be repeated for up to six hours. Pass/fail only.

**FLM 286. Individual Study in Film and Media Studies. (1.5-3 h)**
Directed study in an area of interest to be approved and supervised by a faculty advisor. P-Prerequisite override required.

**FLM 310. International Cinema. (3 h)**
This course is an interdisciplinary approach to international film and media studies and cultural studies taught from a variety of perspectives by instructors from different departments. (CD, SWC)

**FLM 320. New Media. (3 h)**
Explores new and old trends in storytelling such as (but not limited to) anime/animation, digital storytelling, websites, augmented reality, virtual reality, artificial intelligence, and more.

**FLM 350. Film Adaptation. (3 h)**
A study of various types of film adaptation through topics such as: translation in subtitles, Hollywood remakes, science in film, literature and theater in cinema, and other approaches.

**FLM 390. Special Topics in Film and Media Studies. (1.5-3 h)**
Selected topics in film studies. May be repeated for credit if topic varies.

## Faculty

**Director, Professor of Communication** Woodrow Hood

**Core Faculty**
Mary M. Dalton
Anne E. Hardcastle
Raisur Rahman
Andy Rodekohr

**Affiliated Faculty**
Saylor Breckenridge
Cagney Gentry
Molly Knight

Anadra Mitra
Thomas Southerland
Joel Tauber

**Teaching Staff**
Steve Jarrett

# Film and Media Studies, Minor

## Requirements

A minor in film and media studies requires a minimum of 18 hours of approved courses. Candidates for the minor must complete:

| Code | Title | Hours |
|---|---|---|
| **Film & Media Studies Required Courses** | | |
| COM 120 | Introduction to Critical and Creative Media | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| **Film & Media Studies Electives** | | |
| Select one Film & Media Studies Electives in International Cinema | | 3 |
| Select one Film & Media Studies Electives in Production | | 3 |
| Select two General Film & Media Studies Electives | | 6 |

A maximum of three hours of internship credit may be counted towards the minor.

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

## Film & Media Studies Electives in International Cinema

| Code | Title | Hours |
|---|---|---|
| ART 261 | Topics in Film History (when topic relates to international cinema) | 3 |
| ART 396 | Art History Seminar (when topic relates to international cinema) | 4 |
| COM 312 | Film History to 1945 | 3 |
| COM 313 | Film History Since 1945 | 3 |
| COM 370 | Special Topics (when topic relates to international cinema) | 3 |
| EAL 252 | Chinese Cinemas | 3 |
| EAL 253 | Japanese Film: Themes and Methods | 3 |
| EAL 285 | Contemporary East Asian Cinema | 3 |
| FLM 310 | International Cinema | 3 |
| FLM 350 | Film Adaptation (when topic relates to international cinema) | 3 |
| FRH 360 | Cinema and Society | 3 |
| FRH 361 | Special Topics in French and Francophone Film Studies | 3 |
| GES 335 | German Film | 3 |
| GES 336 | Special Topics in German Film | 3 |
| HST 385 | History through Film: Bollywood and the Making of Modern India | 3 |
| IAS 325 | Italian Neorealism in Films and Novels | 3 |
| ITA 326 | Comedy in Italian Cinema | 3 |
| ITA 327 | Modern Italian Cinema | 3 |
| SPA 313 | Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World | 3 |
| SPA 349 | Great Authors and Directors (when topic relates to film studies) | 1.5-3 |
| SPA 351 | Cinema and Society (May be repeated for credit when focus changes) | 3 |

## Film & Media Studies Electives in Production

| Code | Title | Hours |
|---|---|---|
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 228 | Film and Video Art: Theatre Works | 4 |
| COM 247 | Media Production I | 3 |
| COM 249 | Sound Design & Soundtracks | 3 |
| COM 310 | Media Production II | 3 |
| COM 316 | Screenwriting | 3 |
| COM 325 | On Camera Performance | 3 |
| COM 326 | Advanced Screenwriting | 3 |

## General Film & Media Studies Electives

| Code | Title | Hours |
|---|---|---|
| ART 260 | Classics of World Cinema | 3 |
| ART 261 | Topics in Film History | 3 |
| ART 396 | Art History Seminar (when topic is film related) | 4 |
| COM 301 | Film Genre | 3 |
| COM 312 | Film History to 1945 | 3 |
| COM 313 | Film History Since 1945 | 3 |
| COM 318 | Culture and Sitcom | 3 |
| COM 323 | Superheroes, Cinema, and American Mythology | 3 |
| COM 370 | Special Topics (when topic relates to film studies) | 1-3 |
| COM 371 | Feminist Media Studies | 3 |
| ENG 373 | Literature and Film | 3 |
| FLM 101 & FLM 102 | Internship in Film and Media Studies I and Internship in Film and Media Studies II | 3 |
| FLM 102 | Internship in Film and Media Studies II | 1.5-3 |
| FLM 201 | Film & Media Studies Practicum | 1.5-3 |
| FLM 286 | Individual Study in Film and Media Studies | 1.5-3 |
| FLM 310 | International Cinema | 3 |
| FLM 320 | New Media | 3 |
| FLM 350 | Film Adaptation | 3 |
| FLM 390 | Special Topics in Film and Media Studies | 1.5-3 |
| HMN 290 | The Humanities through Film, Literature and Media | 3 |
| MSC 112 | Music and Film | 3 |
| SOC 366 | Sociological Analysis of Film | 3 |

# French Studies (FRH)

The department offers programs leading to a major and a minor in French Studies and a concentration in French for Business. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and concentration occurs.

**All majors, minors, and concentration students** are strongly urged to take advantage of the department's study abroad programs.

## Semester in France

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member. Majors in all disciplines are eligible. Juniors are given preference, but well-qualified sophomores are also considered. Applicants should have completed the basic foreign language requirement (FRH 212, FRH 213, FRH 214, or equivalent), or should do so before going to Dijon. They are encouraged—but not required—to take one course or more above the level, preferably FRH 319.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at the Centre International d'Études Françaises at the Université de Bourgogne in Dijon. Courses are taught by local French professors and by the resident director, who also supervises academic, residential, and extracurricular affairs.

| Code | Title | Hours |
|---|---|---|
| FRH 350 | Studies in French Language and Culture | 6 |
| FRH 351 | Advanced Oral and Written French | 4 |
| FRH 352 | Contemporary France | 3 |
| FRH 353 | Studies in French Art | 2 |

## Summer in France

The department offers a nine-credit, six-week immersion program in Tours, France. Students at the intermediate level can complete Wake Forest's basic language requirement by taking intensive intermediate French (6 credit hours) concurrently with FRH 212 (3 hours). More advanced students can earn credit toward the major or minor in French by completing intensive advanced intermediate conversation and grammar (6 hours) and FRH 216 (3 hours); this program includes weekly lectures by faculty specializing in history, gastronomy, business, political science, or literature. The intensive language courses are taught by professors at the Institut de Touraine; FRH 212 and FRH 216 are taught by the Wake Forest professor, who also serves as the faculty director for the group. The program includes excursions to sites of historical and cultural interest and the opportunity to participate in sports and cultural activities organized by the Institut de Touraine .

## Contact Information

Department of French Studies (http://college.wfu.edu/french/)
Greene Hall 323, Box 7566
Phone 336-758-5487

# Programs

## Major

- French Studies, B.A.

## Minor

- French Studies, Minor

## Concentration

- French for Business, Concentration

# Courses

## French Studies (FRH)

**FRH 111. Elementary French. (3 h)**
The first course in a two-semester sequence designed to help students to understand and speak French and also learn to read and write French at the elementary level.

**FRH 112. Elementary French. (3 h)**
The second course in a two-semester sequence designed to help students to understand and speak French and also learn to read and write French at the elementary level. P-FRH 111.

**FRH 113. Intensive Elementary French. (4 h)**
Review of the material from 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Offered in the fall semester only. By placement or faculty recommendation.

**FRH 153. Intermediate French. (4 h)**
Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings in French 212 and 213. P-FRH 111 and FRH 112, or 113, or placement.

**FRH 154. Accelerated Intermediate French. (3 h)**
Intensive, intermediate-level course intended for students with a stronger background than required of 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare them for oral and written discussion of readings in French 212 and 213. Offered in the fall semester. P-Prerequisite override required, or placement.

**FRH 196. French Across the Curriculum. (1.5 h)**
Coursework in French done as an adjunct to specially designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P-Prerequisite override required.

**FRH 198. Internship in French Language. (1.5-3 h)**
A French-language project taken under faculty supervision in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Pass/Fail only. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**FRH 199. Service Learning in French Language. (1.5 h)**
Experiential learning that links classroom instruction and community service done as an adjunct to specially-designated courses throughout the French curriculum. Pass/Fail only. May be repeated for credit. P-Prerequisite override required.

**FRH 212. Exploring the French and Francophone World. (3 h)**
Explores significant cultural expressions from the French and Francophone world. Emphasizes both the development of competence in speaking, reading and writing French, and understanding how particular French-speaking societies have defined themselves. Credit allowed for only one: FRH 212, FRH 213, or FRH 214. P-FRH 153 or equivalent.

**FRH 213. Encounters: French and Francophone Literature and Culture. (3 h)**
Encounters with significant literary expressions from the French-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Credit allowed for only one: FRH 212, FRH 213, or FRH 214. P-FRH 153 or equivalent.

**FRH 214. Encounters: French and Francophone Literature and Culture (Honors). (3 h)**
Encounters with significant literary expressions from the French-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Coursework in the honors sections focuses more intently on written and oral expression and on reading strategies. Intended for students with a strong background in French. Credit allowed for only one: FRH 212, FRH 213, or FRH 214. P-Placement or prerequisite override required.

**FRH 216. Studies in French and Francophone Literature and Culture. (3 h)**
Study of the ways in which a given theme appears in a selection of literary and other cultural works in French. Emphasis on reading and discussion of selected texts. Specific thematic focus changes every semester. May be repeated once for credit when topics vary. Required for the major and minor. P-FRH 212 or 213 or 214; or prerequisite override required. (CD)

**FRH 315. Introduction to French and Francophone Studies. (3 h)**
Orientation in French and francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for the major and minor. Offered only once each academic year. (A student taking 350 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.) P-FRH 200-level course or equivalent. (CD)

**FRH 319. Composition and Review of Grammar. (4 h)**
Systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for the major and minor. P-FRH 200-level course or equivalent.

**FRH 320. French Conversation. (3 h)**
A language course based on cultural materials. Designed to perfect aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Short written works are assigned. Exclusively for second-language learners. P-FRH 200-level course or equivalent.

**FRH 321. Introduction to Translation. (3 h)**
Introduction to translation strategies through theory and practice. Emphasis is placed on translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P-FRH 319 or prerequisite override required.

**FRH 322. French Phonetics. (3 h)**
Study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis. P-Prerequisite override required.

**FRH 323. Advanced Grammar and Stylistics. (3 h)**
Review and application of grammatical structures for the refinement of writing techniques. Emphasis is on the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P-FRH 319 or prerequisite override required.

**FRH 329. French for Business Communication. (3 h)**
Introduces the use of French in everyday professional interactions. Emphasizes oral and written practices, reading, and French business culture, as well as the job search and cross-cultural awareness. Exclusively for second-language learners. P - FRH 200 level course or equivalent.

**FRH 330. French for Management. (3 h)**
Explores oral and written French communication and develops intercultural skills in areas such as human resources, entrepreneurship, and marketing through case studies and current events. P-FRH 319, 329, or prerequisite override required.

**FRH 341. Rise of French. (3 h)**
The development of French from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system within its historical and cultural context. P-FRH 319 or prerequisite override required.

**FRH 342. Structure of French. (3 h)**
Analysis of linguistic features of French including syntax, phonology, and morphology. P-FRH 319 or prerequisite override required.

**FRH 343. Modern French. (3 h)**
Study of the features of contemporary French including colloquial French contrasting grammar, vocabulary, and pronunciation with standard forms. P-FRH 319 or prerequisite override required.

**FRH 345. Language and Society. (3 h)**
Introduction to sociolinguistic issues relating to the French language and its role in societies around the world. P-FRH 319 or prerequisite override required.

**FRH 350. Studies in French Language and Culture. (6 h)**
Familiarization with the language and culture of France and its people. Study of French civilization, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies FRH 315 requirement for major or minor. Offered in Dijon. Grade mode only.

**FRH 351. Advanced Oral and Written French. (4 h)**
Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French. Offered in Dijon. Grade mode only.

**FRH 352. Contemporary France. (3 h)**
Study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. Offered in Dijon.

**FRH 353. Studies in French Art. (2 h)**
Lectures and field trips in French painting, sculpture, and architecture, concentrating on the 19th and 20th centuries. Offered in Dijon.

**FRH 360. Cinema and Society. (3 h)**
Study of French and Francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P-FRH 216, 315 or prerequisite override required. (CD)

**FRH 361. Special Topics in French and Francophone Film Studies. (3 h)**
In-depth study of particular aspects of French and/or francophone cinema. Topics may include film adaptations of literary works, cinematographic expressions of social or political issues, selected filmmakers, theories, genres, historical periods, or cinematographic trends. May be repeated for credit when topics vary. P—FRH 216 or FRH 315 or FRH 360 or prerequisite override required.

**FRH 363. Trends in French and Francophone Poetry. (3 h)**
Study of the development of the poetic genre with analysis and interpretation of works from each period. P-FRH 216, 315 or prerequisite override required.

**FRH 364. French and Francophone Prose Fiction. (3 h)**
A broad survey of prose fiction in French, with critical study of representative works from a variety of periods. P-FRH 216, 315 or prerequisite override required.

**FRH 365. French and Francophone Drama. (3 h)**
Study of the chief trends in dramatic art in French, with reading and discussion of representative plays from selected periods. P-FRH 216, 315 or prerequisite override required.

**FRH 370. Seminar in French and Francophone Studies. (3 h)**
In-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Required for major. May be repeated for credit when topics vary. P-FRH 216, 315 or prerequisite override required. (CD)

**FRH 374. Topics in French and Francophone Culture. (3 h)**
Study of selected topics in French and/or francophone culture. Works will be drawn from different fields (sociology, politics, art, history, music, cinema) and may include journalistic texts, films, historical and other cultural documents. May be repeated for credit when topics vary. P–FRH 216, 315 or prerequisite override required.

**FRH 375. Special Topics in French and Francophone Literature. (3 h)**
Selected themes and approaches to French and francophone literature transcending boundaries of time and genre. May be repeated for credit when topics vary. P-FRH 216, 315 or prerequisite override required.

**FRH 381. French Independent Study. (1.5-3 h)**
P-Prerequisite override required.

**FRH 382. Internship in French Studies. (1.5-3 h)**
Individual internships in a bilingual business or professional setting, to be approved, supervised, and evaluated by an appropriate faculty advisor. Pass/Fail only. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**FRH 390. Directed Reading. (1.5 h)**
Required for departmental honors in French Studies.

**FRH 391. Directed Research. (3 h)**
Extensive reading and/or research to meet individual needs. Required for departmental honors in French Studies. P-Prerequisite override required.

# French in Translation (FRT)

**FRT 210. French-Language Literature in Translation. (3 h)**
Examines selected works from French and Francophone literature in English translation. Literary periods, genres, and authors vary according to instructor. Discussion-based course. May be repeated once for credit when topics vary. (D)

# Faculty

**Chair** Stéphanie Pellet
**Professors** Stephen J. Murphy, Kendall B. Tarte
**Associate Professor** Stéphanie Pellet, Amanda S. Vincent
**Assistant Professors** Guillaume Coly, Ryan Schroth
**Teaching Professor** Elizabeth Mazza Anthony
**Professor of the Practice** Véronique M. McNelly
**Associate Teaching Professor** Corinne D. Mann

# French Studies, B.A.

## Requirements

Requires a minimum of 28 hours of French courses numbered above FRH 214.

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| FRH 216 | Studies in French and Francophone Literature and Culture | 3 |
| FRH 315 | Introduction to French and Francophone Studies | 3 |
| Or | | |
| FRH 350 | Studies in French Language and Culture (Offered in Dijon) | |
| FRH 319 | Composition and Review of Grammar | 4 |
| FRH 370 | Seminar in French and Francophone Studies | 3 |
| Select one of the following genre courses: | | |
| FRH 363 | Trends in French and Francophone Poetry | |
| FRH 364 | French and Francophone Prose Fiction | |
| FRH 365 | French and Francophone Drama | |
| Select four other courses | | |

Students must achieve at least a C grade in FRH 319 and a GPA of 2.0 in the major. FRH 319 must be taken at Wake Forest.

## Honors

The honors designation in French Studies is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the French Studies faculty are invited to participate in the honors program, which candidates undertake in addition to the requirements for the major.

The honors program requires completion of:

| Code | Title | Hours |
|---|---|---|
| FRH 390 | Directed Reading | 1.5 |
| FRH 391 | Directed Research | 3 |

Directed Reading, normally taken during the fall semester of the student's final year, includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Directed Research, taken during the student's final semester, consists of writing the thesis following a schedule established by the director and the student. At the end of this course, the honors student defends the thesis orally before appropriate faculty who collectively may confer honors.

# French Studies, Minor

## Requirements

Requires a minimum of 18 hours of French courses numbered above FRH 214.

| Code | Title | Hours |
|---|---|---|
| **Required Minor Courses** | | |
| FRH 216 | Studies in French and Francophone Literature and Culture | 3 |
| FRH 315 | Introduction to French and Francophone Studies | 3 |
| Or | | |
| FRH 350 | Studies in French Language and Culture (Offered in Dijon) | |
| FRH 319 | Composition and Review of Grammar | 4 |
| Select three other courses | | |

Students must achieve at least a C grade in FRH 319 and a GPA of 2.0 in the minor. FRH 319 must be taken at Wake Forest. Some courses are not offered every semester; students should plan ahead in order to fulfill all requirements.

# French for Business, Concentration

## Requirements

The concentration requires the following:

| Code | Title | Hours |
|---|---|---|
| FRH 319 | Composition and Review of Grammar | 4 |
| FRH 321 | Introduction to Translation | 3 |
| FRH 329 | French for Business Communication | 3 |
| FRH 330 | French for Management | 3 |
| Select one additional course in French above FRH 214 | | |

# German and Russian (GER/RUS)

The Department's aim is to guide students to proficiency in the traditional four skills of language acquisition (speaking, aural comprehension, reading and writing), and to introduce them to the broad arena of culture, including literature, arts, history, and politics. Our strong proficiency based methods of teaching in tandem with the exceptional opportunities for study abroad enable our students to achieve a higher than average level of sophistication in all of these areas.

An integral part of the mission of this department is to encourage as many majors, minors, and other interested students as possible to study abroad. We believe that study abroad in concert with their on-campus exposure to German and Russian studies assists them in thinking more objectively about American culture and language from a distanced perspective and consequently enables them to examine their own attitudes and beliefs more objectively.

In addition, the university's goal of preparing its students for their professional life is certainly enhanced by familiarity with, and close scrutiny of, foreign cultures, attitudes, languages, and economies in light of contemporary emphasis on global understanding and interaction.

## Certification

German majors are required (and German minors are strongly encouraged) to take the Zertifikat Deutsch (ZD) examination in their last semester of their senior year. The Wirtschaftsdeutsch als Fremdsprache (WiDaf) is offered at the end of Business German II, GER 330.

## Study Abroad

German majors and minors are encouraged to study abroad for at least one semester with IES (Institute for the International Education of Students) in Freiburg, Berlin or Vienna; for a summer immersion course in Jena, at the Flow House in Vienna, Austria, or at the Goethe Institute in Germany. Students may also elect to participate in an internship (3h, pass/fail) with any of the three IES study abroad programs.

## Scholarships

The department awards several W.D. Sanders scholarships for study abroad every year. Deadline is the Monday following Thanksgiving break, and students interested in IES or Goethe Institute study are invited to apply.

## GER 100/GES 100. German Pre-Orientation Tour

(Audit/1h) One-week tour for entering freshmen, Vienna Austria. Students and faculty stay at the Wake Forest Flow House. Tour includes concerts, museums, palaces and historic walking tours in the city as well as visits to the surrounding countryside and a day trip to the Abbey at Melk on the Danube. All student participants must sign up for GER 100 either as an audit or for credit. In order to receive the one hour of credit, the student must either

1. register for GER 111, GER 112, GER 113, GER 153, GER 210 or GER 212 subsequent to taking the tour or
2. complete a short paper analyzing one of the cultural events or excursions offered.

The credit will count towards the German (GER) or German Studies (GES) major or minor. Pass/Fail only.

## Study Abroad

Russian majors and minors are encouraged to study abroad for at least one semester. The university is associated with several programs in St. Petersburg and Moscow. Visit the Center for Global Programs and Studies for more information.

## Scholarships

Students may apply for the Lowell and Anne Tillett Scholarship Fund for study abroad. Scholarships are also available from the Center for Global Programs and Studies.

## Semester in Vienna

| Code | Title | Hours |
|---|---|---|
| GER 110 | Intensive Elementary German | 4 |
| GER 150 | Intermediate German | 4 |
| GER 214 | Masterpieces of Austrian Literature | 3 |
| GES 341 | Austrian Literature in Translation | 3 |
| GES 350 | Fin de Siècle Vienna | 3 |

## Internships (GER 322)

**Winston-Salem, Forsyth County Schools**

Under faculty direction, a student mentors local German students at the middle or high school level. The intern may tutor students directly or assist in structuring and coordinating German language activities or

events as the head classroom teacher requests. Course requirements include but are not limited to:

1. a journal including a general description of the student's responsibilities,
2. a supporting portfolio of teaching materials along with summaries of activities and events,
3. regular consultation with Wake Forest faculty advisor in German,
4. a reflective overview composed at the end of the internship, and
5. an evaluation supplied by the head teacher at the end of the internship.

### Old Salem, North Carolina (1.5 h)

Under faculty direction, the student serves in the Old Salem Archive as a German language specialist, translating documents from German into English. Course requirements include but are not limited to:

1. faculty evaluation of work completed,
2. a portfolio of copies of translated work,
3. regular consultation with a Wake Forest faculty mentor in German,
4. an evaluation by an administrator of the Old Salem Archive.

### German Lab Assistant (1.5 h)

Lab assistant for elementary German classes.

## Pass/Fail

German and Russian courses at the 100-level may not be taken pass/fail unless the student has already fulfilled WFU's language requirement.

## Contact Information

Department of German & Russian (http://college.wfu.edu/germanrussian/)
Greene Hall 333, Box 7353
Phone 336-758-3493

## Programs

## Majors

- German Studies, B.A.
- German, B.A.
- Russian, B.A.

## Minors

- German Studies, Minor
- German, Minor
- Russian, Minor

## Courses

## German (GER)

**GER 001. German for Reading Knowledge. (1.5 h)**
For graduate students and motivated undergraduate students who will need a reading knowledge of German in their academic fields (Divinity School, Religious Studies, Philosophy, Music, etc.). Introductory training in understanding/translating a variety of texts from German into English, including grammar and vocabulary overview. No prior knowledge of German necessary. Level: Beginner to Intermediate. Taught online. Pass/Fail.

**GER 002. German for Reading Knowledge. (1.5 h)**
For graduate students and motivated undergraduate students who will need a reading knowledge of German in their academic fields (Divinity School, Religious Studies, Philosophy, Music, etc.). Continuation of grammar and vocabulary overview from GER 001, culminating in a personalized translation project. Includes German proficiency test samples. For students who have completed GER 001, or who have received instructor permission. Level: Intermediate to Advanced. Taught online. Pass/Fail.

**GER 100. German Pre-Orientation Tour. (1 h)**
Pass/Fail only.

**GER 110. Intensive Elementary German. (4 h)**
One-semester course covering the material of GER 111 and 112. For students whose preparation for GER 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had GER 111 or 112. Offered only at the Flow House in Vienna.

**GER 111. Elementary German. (4 h)**
Introduction to German language and culture. First of a two-semester sequence.

**GER 112. Elementary German. (4 h)**
Introduction to German language and culture. Second of a two-semester sequence.

**GER 113. Intensive Elementary German. (4 h)**
A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

**GER 150. Intermediate German. (4 h)**
Review of principles of grammar; reading of selected prose and poetry. Offered only at the Flow House in Vienna. P - GER 110, GER 112, or GER 113.

**GER 153. Intermediate German. (4 h)**
Review of basic grammar; reading of selected prose and poetry. P-GER 110, GER 112 or GER 113.

**GER 208. Introduction to German Short Fiction. (3 h)**
Lecture and discussion in German. Offered only in Jena, Germany. P-GER 150 or 153 or equivalent.

**GER 210. Encounters with the German-Speaking World. (3 h)**
Formative events and figures of German-speaking cultures and the literary and political texts that define their identity. P-GER 150 or 153.

**GER 212. Introduction to German Short Fiction. (3 h)**
Introduction to short works of German literature. P-GER 150 or 153 or equivalent.

**GER 214. Masterpieces of Austrian Literature. (3 h)**
Study of masterpieces of Austrian literature of the 19th, 20th, and 21st centuries. Lecture and discussion in German. Offered only at the Flow House in Vienna P-GER 150 or 153 or equivalent.

**GER 317. Composition and Grammar Review. (3 h)**
Review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors and minors. Offered in fall. P-200-level course or prerequisite override required.

**GER 318. German Conversation. (3 h)**
Vocabulary for everyday situations, fluency and pronunciation, discussion of various topics from easy to advanced, listening exercises, free speaking, oral presentations. P-200-level course or prerequisite override required.

**GER 319. Advanced Writing and Stylistics. (3 h)**
Emphasis on improving and expanding writing skills and vocabulary acquisition. Introduction to writing in different genres and contexts, such as blogs, reports, summaries, opinion pieces, short stories, memoirs, emails, newspaper articles, and fairy tales. Includes a creative writing component, relevant grammar topics, and readings in Young Adult Literature. P-200-level course or prerequisite override required.

**GER 320. German Culture and Civilization I. (3 h)**
Survey of German culture and civilization from prehistoric times to 1848. Conducted in German. P-200-level course or prerequisite override required. (CD)

**GER 321. German Culture and Civilization II. (3 h)**
Survey of German culture and civilization from 1848 to the present, with emphasis on contemporary Germany. Conducted in German. P - 200-level course or prerequisite override required. (CD)

**GER 322. Internship in German Language. (0.5-3 h)**
May be repeated for a total of 6 hours, only 3 of which may count towards the major or minor. Pass/Fail only. P- GER 317 or prerequisite override required.

**GER 329. German for Professional Purposes I. (3 h)**
Emphasis on social market economy, writing resumes, the European Union, job ads and job interviews, current topics in German business, oral proficiency, business correspondence, grammar review, business etiquette, banking, and financing. P-GER 317 or prerequisite override required.

**GER 330. German for Professional Purposes II. (3 h)**
Prepares students for the internationally acknowledged exam Wirtschaftsdeutsch als Fremdsprache, which is offered at the end of the semester. Other topics include: writing a business plan, the structure of German companies, current topics in German business, oral proficiency, business correspondence, and business theory. P-GER 329 or prerequisite override required.

**GER 350. German-Jewish Literature and Culture. (3 h)**
An examination of the German literary representation of Jews and Judaism in the last two centuries. Through text by both Jewish and non-Jewish authors, the course explores the nationalistic, economic, and racial motivations behind anti-Semitism, as well as Jewish self-awareness within the German-speaking culture. topics to be covered include the Enlightenment, 19th-century nationalism, and Holocaust. The course culminates with works by recent German-Jewish authors. P-200-level course or prerequisite override required.

**GER 370. Individual Study. (1-3 h)**
Readings on selected topics in literature or current events not ordinarily covered in other courses. May be repeated once for major/minor elective credit. P - 200-level course and prerequisite override required.

**GER 380. German Literature before 1700. (3 h)**
Survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, Martin Luther, and the Baroque period. Offered in fall. P-200-level course or prerequisite override required.

**GER 381. German Literature from 1700-1815. (3 h)**
Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. Offered in fall. P - 200-level course or prerequisite override required.

**GER 383. German Literature from 1815-1900. (3 h)**
Study of selected works from the Realist period and subsequent Naturalist movement, with attention to their historical and social contexts. Offered in fall. P-200-level or prerequisite override required.

**GER 385. German Literature from 1900 to Present. (3 h)**
Intensive study of representative works of major German, Austrian, and Swiss authors of the 20th and 21st centuries. Offered in fall. P - 200-level course or prerequisite override required. (CD)

**GER 387. Honors in German. (2.5 h)**
Conference course in German literature or culture. A major research paper is required. Designed for candidates for departmental honors.

**GER 388. Honors in German. (2.5 h)**
Conference course in German literature or culture. A major research paper is required. Designed for candidates for departmental honors.

**GER 399. Seminar in the Major. (3 h)**
Intensive examination of a selected genre or special topic to be determined by the instructor. Intensive practice in critical discourse, including discussion and an oral presentation in German. Introduction to literary scholarship and research methodology leading to a major research paper. Required for all majors. May be repeated. Offered in spring. P-GER 350, 380, 381, 383, 385 or prerequisite override required.

# German Studies (GES)

**All GES courses are taught in English**

In addition to the courses listed under the German major, the German Studies major also offers the following courses. No courses completed elsewhere may satisfy Division II credit.

**GES 100. German Pre-Orientation Tour. (1 h)**
Pass/Fail only.

**GES 315. Germanic and Slavic Literature. (3 h)**
Examines selected works of Germanic and Slavic fiction in English translation. Literary periods, genres, and authors vary according to the instructor. It can also be offered in summer. (D)

**GES 331. Weimar Germany. (3 h)**
Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. Also listed as HST 318.

**GES 335. German Film. (3 h)**
Survey of German cinema from the silent era to the present. Topics vary according to the instructor.

**GES 336. Special Topics in German Film. (3 h)**
Examination of a topic, movement, or director (to be determined by instructor).

**GES 337. National Identity Formation. (3 h)**
Explores the philosophical, social, religious, and political background of Germany and Austria in the context of the rise of nationalism. Focuses on issues of structural inequalities and systems of power with discussions on the role of anti-semitism. Literary periods, genres, and authors vary according to the instructor. (D)

**GES 340. German Masterworks in Translation. (3 h)**
Examines selected works of German, Austrian, and Swiss fiction in English translation. Literary periods, genres, and authors vary according to instructor. (D)

**GES 341. Austrian Literature in Translation. (3 h)**
Examines the literature of Austria from the decline of the Habsburg Empire to the present day. Among other topics, this course focuses on issues of structural inequalities and systems of power. Intended for current and/or prospective German majors or minors. (D)

**GES 345. History of the German Language. (3 h)**
Survey of the development of the German language from prehistoric times to modern day German with a focus on linguistic changes. No prior knowledge of linguistics necessary, but it requires reading knowledge in German.

**GES 350. Fin de Siècle Vienna. (3 h)**
Survey of major developments in Viennese art, music, literature, and society from roughly 1889 to 1918. Important figures to be discussed are Mahler, Schoenbert, Klimt, Schiele, Schnitzler, Musil, Freund, and Herzl. Offered only at the Flow House in Vienna. (D)

**GES 351. German-Jewish Literature and Culture. (3 h)**
Explores the history of relations, cross-cultural influences, and prejudices between German Jews and Christians in literature from the Middle Ages to the present. Texts and discussions will also draw attention to pertinent contemporary issues, such as various forms of intolerance and the complexity and malleability of religious identity. (D, POR)

**GES 390. German Women Writers. (3 h)**
Examination of selected works by women authors. Discussion includes factors such as sexuality, gender, or gender identity. Literary periods, genres, and authors vary according to instructor. (D)

**GES 391. Margins and Minorities. (3 h)**
Examines literature of the German-speaking world. The course focuses on literature of marginalized people in German-speaking environments and outside of the global North. Discussion includes but is not limited to structural inequalities and systems of power. P - 200 level course or equivalent. (D)

**GES 393. Luther. (3 h)**
Examines the social, political, and religious background of Germany on the eve of the Reformation. Traces the formative events of Luther's life as a foundational figure responsible for giving rise to misogynistic and anti-semitic rhetoric. (D)

**GES 394. Germanic Myths, Legends and Fairy Tales. (3 h)**
Study of Germanic myths, legends and fairy tales since the Middle Ages and their role in the formation of German national identity. (D)

**GES 395. Special Topics in German Studies. (3 h)**
Individual topics vary by instructor. (D)

**GES 396. The German Novel. (3 h)**
Introduction to novels in the German-speaking world. The course focuses on how power, place, and privilege shape systems of knowledge and value. Discussions include how cultural productions can resist systems of injustice. Literary periods, genres, and authors vary according to the instructor. (D)

**GES 397. German Classical Period. (3 h)**
Examines the philosophical, political and literary works that gave rise to German classicism with Weimar as locus. The course includes criticism of intellectual traditions that reify systemic racism and sexism. (D)

# Russian (RUS)

**RUS 111. Elementary Russian I. (4 h)**
The essentials of Russian grammar, conversation, drill, and reading of elementary texts.

**RUS 112. Elementary Russian II. (4 h)**
The essentials of Russian grammar, conversation, drill, and reading of elementary texts. P-RUS 111 or equivalent.

**RUS 153. Intermediate Russian. (4 h)**
Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. P-RUS 112 or equivalent.

**RUS 210. Russians and Their World. (3 h)**
Introduction to Russian culture and society, with topics ranging from history, religion, art and literature to contemporary Russian popular music, TV and film. Taught in Russian. P-RUS 153 or equivalent.

**RUS 212. Introduction to Russian Literature. (3 h)**
Reading of selected short stories and excerpts from longer works by Russian authors from the 19th century to the present. P-RUS 153 or equivalent.

**RUS 317. Seminar in Russian Literature. (3 h)**
In-depth reading and discussion of shorter works of poetry and prose by the foremost Russian authors from the 19th century to the present. P-RUS 212 or 210.

**RUS 321. Conversation and Composition. (3 h)**
Intensive practice in composition and conversation based on contemporary Russian materials. P - RUS 210 or 212.

**RUS 328. Advanced Grammar. (3 h)**
Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P-RUS 321.

**RUS 330. Structure of Russian. (3 h)**
The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis on the study of roots and word formation. P-Prerequisite override required.

**RUS 332. The History of Russian Language. (3 h)**
The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P-RUS 321 and prerequisite override required.

**RUS 335. Russian Culture and Civilization. (3 h)**
Survey of Russian culture and civilization with emphasis on contemporary events, politics, and music and art. Conducted in Russian. Offered spring. P-RUS 321 or prerequisite override required.

**RUS 340. Seminar in Translation. (3 h)**
Advanced work in English-to-Russian and Russian-to-English translation. P-RUS 321 and prerequisite override required.

**RUS 341. Russian Literature in Translation. (3 h)**
Reading and discussion of selected works from Russian literature in English translation by such writers as Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. (D)

**RUS 345. Special Topics in Russian. (3 h)**
P-RUS 321 and rerequisite override required.

**RUS 354. Language of the Russian Press and Mass Media. (3 h)**
Readings from Russian newspapers, magazines and the Internet, as well as exposure to Russian television and radio broadcasts. Emphasis is on improving reading and listening skills and vocabulary acquisition. P-RUS 212 or 210 or prerequisite override required.

**RUS 370. Individual Study. (1.5-3 h)**
Study in language or literature beyond the RUS 210-212 level. May be repeated for credit. P-RUS 212 or 210.

**RUS 387. Honors in Russian. (2.5 h)**
Conference course in Russian literature or culture. A major research paper is required. Designed for candidates for departmental honors.

**RUS 388. Honors in Russian. (2.5 h)**
Conference course in Russian literature or culture. A major research paper is required. Designed for candidates for departmental honors.

# Faculty

**Chair** Tina M. Boyer
**Associate Professors** Alyssa Howards (German, Post-Graduate Fellowships), Grant P. McAllister (German, Study Abroad), Tina M. Boyer (German, Medieval Studies, Self-Instructional Languages)
**Assistant Professor** Elena Pedigo Clark (Russian Language and Literature), Kit Pribble (Russian Language and Literature)
**Associate Teaching Professor** Mary (Molly) Knight (German, Contemporary German Literature)
**Instructors** Günter Haika (Resident German Language Instructor and House Manager for Flow House Vienna, Austria), Martina Kritinar (Resident German Language Instructor for Flow House Vienna, Austria), Ulrike Anton (Resident Music Instructor of Flow House Vienna, Austria), Martin Schwarz (Resident Economics Instructor for Flow House Vienna, Austria), Stefan Wedrac (Resident History Language Instructor for Flow House Vienna, Austria)
**Visiting Assistant Professor** Christoph Schmitz (Business German)

# German Studies, B.A.

## Requirements

Requires 27 hours beyond GER 153 to include:

| Code | Title | Hours |
|---|---|---|
| Select at least one of the following: | | 3 |
| GER 208 | Introduction to German Short Fiction (offered only in Jena) | |
| GER 210 | Encounters with the German-Speaking World | |
| GER 212 | Introduction to German Short Fiction | |
| GER 214 | Masterpieces of Austrian Literature (Vienna) | |
| Select one of the following: | | 6 |
| GES 331 | Weimar Germany | |
| GES 335 | German Film | |
| GES 336 | Special Topics in German Film | |
| GES 337 | National Identity Formation | |
| GES 345 | History of the German Language | |
| Select two of the following: * | | 3 |
| GES 340 | German Masterworks in Translation | |
| GES 341 | Austrian Literature in Translation | |
| GES 351 | German-Jewish Literature and Culture | |
| GES 390 | German Women Writers | |
| GES 393 | Luther | |
| GES 394 | Germanic Myths, Legends and Fairy Tales | |
| GES 395 | Special Topics in German Studies | |
| GES 396 | The German Novel | |
| GES 397 | German Classical Period | |
| Select five electives ** | | 15 |

* *Students may take more than one course from the* GES 390-GES 397 *sequence for elective credit.*
** *Two and only two of which must be from external departments (art, music, history, religion, political science, philosophy). See* here (http://germanrussian.wfu.edu/) *for approved courses.*

# German, B.A.

## Requirements

Requires 27 hours beyond GER 153 to include:

| Code | Title | Hours |
|---|---|---|
| GER 317 | Composition and Grammar Review | 3 |
| Select at least one of the following: | | 3 |
| GER 208 | Introduction to German Short Fiction (offered only in Jena) | |
| GER 210 | Encounters with the German-Speaking World | |
| GER 212 | Introduction to German Short Fiction | |
| GER 214 | Masterpieces of Austrian Literature (offered only in Vienna) | |
| Select at least one of the following: | | 3 |
| GER 380 | German Literature before 1700 | |
| GER 381 | German Literature from 1700-1815 | |
| GER 383 | German Literature from 1815-1900 | |
| GER 385 | German Literature from 1900 to Present | |
| GER 399 | Seminar in the Major | 3 |

No more than two GES courses may count in the major

## Honors

Highly qualified majors will be invited by the department to participate in the honors program in German. To be graduated with the designation "Honors in German," students must complete a senior research project and maintain a grade point average of at least 3.0 overall and 3.3 in German. For additional information, members of the departmental faculty should be consulted.

# Russian, B.A.

## Requirements

Requires 24 hours beyond RUS 153 and must include:

| Code | Title | Hours |
|---|---|---|
| RUS 210 | Russians and Their World | 3 |
| or RUS 212 | Introduction to Russian Literature | |
| RUS 317 | Seminar in Russian Literature | 3 |
| RUS 321 | Conversation and Composition | 3 |
| RUS 328 | Advanced Grammar | 3 |

# German Studies, Minor

## Requirements

Requires 15 hours beyond GER 153 to include:

| Code | Title | Hours |
|---|---|---|
| Select at least one of the following: | | 3 |
| GER 208 | Introduction to German Short Fiction (offered only in Jena) | |
| GER 210 | Encounters with the German-Speaking World | |
| GER 212 | Introduction to German Short Fiction | |
| GER 214 | Masterpieces of Austrian Literature (Vienna) | |
| Select one of the following: | | 3 |
| GES 331 | Weimar Germany | |
| GES 335 | German Film | |
| GES 336 | Special Topics in German Film | |
| GES 337 | National Identity Formation | |
| GES 345 | History of the German Language | |
| Select one of the following: | | 3 |
| GES 340 | German Masterworks in Translation | |
| GES 341 | Austrian Literature in Translation | |
| GES 351 | German-Jewish Literature and Culture | |
| GES 390 | German Women Writers | |
| GES 393 | Luther | |
| GES 394 | Germanic Myths, Legends and Fairy Tales | |
| GES 395 | Special Topics in German Studies | |
| GES 396 | The German Novel | |
| GES 397 | German Classical Period | |
| Select two Electives * | | |

* *One and only one of which must be from external departments (art, music, history, religion, political science, philosophy).*

# German, Minor

## Requirements

Requires 15 hours beyond GER 153, to include:

| Code | Title | Hours |
|---|---|---|
| GER 317 | Composition and Grammar Review | 3 |
| Select at least one of the following: | | 3 |
| GER 208 | Introduction to German Short Fiction (offered only in Jena) | |
| GER 210 | Encounters with the German-Speaking World | |
| GER 212 | Introduction to German Short Fiction | |
| GER 214 | Masterpieces of Austrian Literature (offered only in Vienna) | |
| Select at least one of the following: | | 3 |
| GER 380 | German Literature before 1700 | |
| GER 381 | German Literature from 1700-1815 | |
| GER 383 | German Literature from 1815-1900 | |
| GER 385 | German Literature from 1900 to Present | |
| May count only one GES course towards the minor | | |

# Russian, Minor

## Requirements

Requires 15 hours beyond RUS 153 and must include:

| Code | Title | Hours |
|---|---|---|
| RUS 210 | Russians and Their World | 3 |
| or RUS 212 | Introduction to Russian Literature | |
| RUS 321 | Conversation and Composition | 3 |

# Global Trade and Commerce Studies (GTCS)

Interdisciplinary Minor

Globalization has proliferated in the 21st century due to advances in transportation and communication technology. As a result, interaction between people and companies has increased on a worldwide scale. Therefore, an understanding of the global nature of transactions among corporate and social enterprises can impact one's career success.

The Global Trade and Commerce minor seeks to provide such understanding by offering students in the College and in the School of Business an opportunity to complement their major field of study with coursework having both a global focus and a significant business or economics component. This coursework spans business, the humanities, literatures, and social sciences. Furthermore, students are required to participate in a study abroad experience for academic credit. As a capstone, seniors pursuing the minor must take a course designed to synthesize their individual and collective learning from previous courses taken towards Global Trade and Commerce.

For students in the College, the minor provides an opportunity to delve into aspects of history, economics, policy, and cultures related to global enterprises. For students in the Business School, the minor fulfills the concentration in international business for Business and Enterprise Management (BEM) majors.

## Contact Information

Global Trade and Commerce Studies (https://global.wfu.edu/global-campus/international-minors/global-trade-commerce-studies/)

## Programs

### Minor

- Global Trade and Commerce Studies, Minor

## Faculty

**Coordinator, Associate Provost for Global Affairs** J. Kline Harrison
**Professor** Ian Taplin

# Global Trade and Commerce Studies, Minor

## Requirements

Consists of a total of 15 hours. Candidates for the minor will be required to take:

| Code | Title | Hours |
|---|---|---|
| CGS 260 | Seminar in Global Trade and Commerce Studies | 3 |
| Select 12 additional hours in GTCS * | | 12 |

* *Must include a study abroad experience for credit. (International students residing in the US in a non-immigrant visa status are exempt from the study abroad requirement.)*

No more than 6 of the 15 hours for the minor may be taken in a single discipline or within the School of Business.

The following list contains courses within Wake Forest University that qualify as a GTCS course. Courses taken during the study abroad experience which may qualify as a GTCS course also will be reviewed and approved by the coordinator of the minor.

## Elective Courses for Global Trade and Commerce Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

| Code | Title | Hours |
|---|---|---|
| ANT 337 | Economic Anthropology | 3 |
| BEM 315 | Managing in a Global Context | 3 |
| BEM 322 | Global Marketing Strategy | 3 |
| BEM 375 | Contemporary Issues in Business and Foundations of Capitalism | 3 |
| BEM 391 | Global Business Studies (abroad credit only) | 3 |
| CGS 229 | Internship in International Studies | 1-3 |
| CHI 255 | Business Chinese | 3 |
| COM 350 | Intercultural Communication | 3 |
| COM 351A | Comparative Communication: Japan | 1.5,3 |
| or COM 351B | Comparative Communication: Russia | |
| or COM 351C | Comparative Communication: Great Britain | |
| or COM 351D | Comparative Communications: Multiple Countries | |
| or COM 351E | Comparative Communication: China | |
| COM 354 | International Communication | 3 |
| ECN 351 | International Trade | 3 |
| ECN 352 | International Finance | 3 |
| ECN 358 | Economic Growth and Development | 3 |
| ECN 271 | Selected Areas in Economics (Salamanca, Cambridge, or pre-approved only) | 3 |
| ECN 322 | Money, Banking, & Financial Markets | 3 |
| ECN 372 | Selected Areas in Economics (Cambridge, or pre-approved only) | 3 |
| ENT 200 | Foundations of Entrepreneurship: Identifying and Cultivating Valuable Ideas (Barcelona only) | 3 |
| FIN 234 | International Finance | 3 |
| FRH 329 | French for Business Communication | 3 |
| FRH 330 | French for Management | 3 |
| GER 329 | German for Professional Purposes I | 3 |
| GER 330 | German for Professional Purposes II | 3 |
| HST 105 | Africa in World History | 3 |
| HST 107 | Middle East & the World | 3 |
| HST 108 | Americas and the World | 3 |
| HST 109 | Asia and the World | 3 |
| HST 224 | Great Britain since 1750 | 3 |
| HST 231 | Russia and Soviet Union: 1865 to Present | 3 |
| HST 243 | Middle East since 1500 | 3 |
| HST 245 | Modern China since 1850 | 3 |
| HST 247 | Japan since 1600 | 3 |
| HST 251 | Modern South Asia | 3 |
| HST 257 | The U.S and the World since 1914 | 3 |
| HST 275 | Modern Latin America | 3 |
| HST 310 | 20th Century Eastern Europe | 3 |
| HST 347 | The Rise of Asian Economic Power since WWII | 3 |
| HST 350 | World Economic History: Globalization, Wealth and Poverty, 1500-Present | 3 |
| ITA 280 | Business Italian | 3 |
| POL 232 | Politics in Russia and Eurasia | 3 |
| POL 235 | European Integration | 3 |
| POL 238 | Comparative Economic and Political Development | 3 |
| POL 239 | State, Economy, and International Competitiveness | 3 |
| POL 242 | Topics in Comparative Politics (Cambridge, or pre-approved only) | 3 |
| POL 253 | International Political Economy | 3 |
| POL 256 | International Security | 3 |
| POL 257 | Politics of International Development | 3 |
| POL 260 | United States and East Asia | 3 |
| POL 262 | International Organizations | 3 |
| PSY 246 | Culture and Psychology | 3 |
| SOC 363 | Global Capitalism | 3 |
| SOC 365 | Technology, Culture, and Change | 3 |
| SPA 195 | Spanish Language and Culture | 1-3 |
| SPA 325 | Spanish for Business I | 3 |
| SPA 326 | International Business: Spain/Latin America (abroad credit only) | 3 |
| SPA 327 | Spanish for Business II | 3 |
| SPA 380 | Spanish for the Professions | 3 |
| SPA 391 | Internship in Spanish for Business and the Professions | 1.5-3 |

# Health and Exercise Science (HES)

The purpose of the Health and Exercise Science Department is to advance knowledge through research and to disseminate the knowledge in this field of study through education of and service to humanity. The primary focus of the department is promoting health and preventing and treating disease through healthful behaviors, emphasizing physical activity and nutrition.

All students must complete:

| Code | Title | Hours |
|---|---|---|
| HES 100 | Lifestyles and Health | 1 |

This requirement must be met before enrollment in additional health and exercise science 100 level HES courses, and in any case by the end of the second year.

# Contact Information

Health and Exercise Science (http://college.wfu.edu/hes/)
Worrell Professional Center 2164B, Box 7868
Phone 336-758-5391

# Programs

## Major

- Health and Exercise Science, B.S.

# Courses

## Health and Exercise Science (HES)

**HES 100. Lifestyles and Health. (1 h)**
A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

**HES 101. Exercise for Health. (1 h)**
A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

**HES 112. Sports Proficiency. (1 h)**
P-Prerequisite override required.

**HES 120. Fitness Activities. (1 h)**
This course is designed to promote health and well-being through a variety of exercise and skill based activities. The course focuses on providing the knowledge and skills needed for lifetime participation in these activities. Pass/fail only. May be repeated for up to 4 hours of credit if activities differ.

**HES 150. Introduction to Health and Exercise Science. (3 h)**
A survey course that introduces the interdisciplinary field of health and exercise science. This includes an examination of the scientific basis underlying the core content areas of biomechanics; exercise physiology; epidemiology; health psychology; and nutrition; The role of lifestyle behaviors in the prevention/treatment of chronic disease and physical disability will also be addressed.

**HES 232. Emergency Medical Responder. (3 h)**
Emergency Medical Response (EMR) is a dynamic 56-hour course featuring lecture, video, simulated emergency situations, discussion and hands-on skill practice based on the national EMR curriculum requirements and educational standards. This course does not provide state licensure or EMT certification but will provide necessary education for service on the campus emergency response team. Clinical hours and Saturday classes may be required. Pass/fail only.

**HES 262. Statistics in the Health Sciences. (3 h)**
Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (QR, QDA)

**HES 265. Medical Terminology. (3 h)**
An online course that examines medical terminology and vocabulary used by a variety of professionals in the healthcare field. The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic systems of the human body with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included.

**HES 310. Clinical Research Internship. (1-2 h)**
A semester experience in a campus-based clinical research program. Work includes active participation with individuals and groups with clinical conditions, such as heart disease, pulmonary disease, osteoarthritis, cancer, and obesity. Focus is on multiple lifestyle intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. Additionally, off-campus work in healthcare environments, such as hospitals and clinics, are eligible for credit. Open only to majors. The course can be repeated one time. Pass/fail only. P-Prerequisite override required.

**HES 312. Exercise and Health Psychology. (3 h)**
A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P-HES 262 or prerequisite override required.

**HES 320. Mindfulness Meditation in Behavioral Medicine. (2 h)**
Study of contemplative science and in the realm of behavioral medicine. Content includes recent evidence from neuroscience and outcome research on both mindfulness-based stress reduction and mindfulness-based cognitive therapy. Taught in a seminar format with laboratory experience. Pass/Fail only. P-Prerequisite override required.

**HES 350. Human Physiology. (3 h)**
A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems.

**HES 350L. Human Physiology Lab. (1 h)**
A laboratory course that coincides with HES 350 human physiology lecture course.

**HES 351. Nutrition in Health and Disease. (3 h)**
Lecture course which presents the principles of healthy nutrition including an understanding of nutrients and their metabolism as well as the impact of nutrition on weight management and chronic diseases. P-HES 350 or prerequisite override required.

**HES 352. Human Gross Anatomy. (4 h)**
Lecture/laboratory course in which the structure and function of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems are studied using dissected human cadavers.

**HES 353. Physiology of Exercise. (3 h)**
A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. Acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. P-HES 350 or prerequisite override required.

**HES 354. Assessment Techniques in Health and Exercise Science. (3 h)**
A lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. The laboratory will emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P-HES 262, HES 350 and 352; or prerequisite override required. (QR)

**HES 355. Exercise Programming. (1.5 h)**
Lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P-HES 350 or prerequisite override required.

**HES 360. Epidemiology. (3 h)**
Introduction to basic epidemiologic principles and methods used to assess disease occurrence and association between risk factors and health outcomes in human populations. Emphasis is placed on modifiable exposures (e.g. diet and physical activity) and chronic disease outcomes. P - An applied statistical methods course, such as ANT 380, BIO 380, BEM 202, HES 262, PSY 311, SOC 271, or STA 111; or prerequisite override required. (QR)

**HES 362. Experimental Design for Clinical and Translational Health Science Research. (3 h)**
Examination of scientific methods as applied to Clinical and Translational Health Science Research. Emphasis is placed on understanding the strengths and weaknesses for a broad range of study designs that can be found in the health sciences. Special emphasis is placed on randomized controlled trials, bioethics, the interpretation of data within the context of internal and external validity, as well as skills in reviewing the scientific literature. P - An applied statistics course such as ANT 380, BIO 380, BEM 201, HES 262, PSY 311, SOC 271, or STA 111; or prerequisite override required.

**HES 365. Anatomy and Physiology. (3 h)**
A lecture course which presents the basic principles and concepts of the anatomical structures and physiologic functions of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. Open only to non-HES majors and does not count toward HES major. P-Prerequisite override required.

**HES 370. Biomechanics of Human Movement. (3 h)**
Study of the mechanical principles which influence human movement, sport technique, and equipment design. P-HES 352 or prerequisite override required.

**HES 372. Anatomy Dissection Laboratory. (2 h)**
A laboratory course that involves human cadaver dissection of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems. Open only to majors. P-Prerequisite override required.

**HES 375. Advanced Physiology of Exercise. (3 h)**
A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are metabolic and cellular changes in response to exercise, as well as the alterations of the major organ systems from acute and chronic exercise training. P - HES 353 or prerequisite override required.

**HES 376. Interventions in Behavioral Medicine. (3 h)**
Seminar course providing an overview of the development, implementation, and evaluation of interventions within the context of behavioral medicine. Attention is give to behavior change theories that have served as the framework for physical activity and weight loss interventions. Hands-on expericence is included with current interventions through peer counseling and case study analysis.

**HES 382. Individual Study. (1-2 h)**
Independent study directed by a faculty adviser. The student must consult with the adviser before registering for this course. Open only to majors. May be repeated for up to 4 hours of credit total. P-Prerequisite override required.

**HES 384. Special Topics in Health and Exercise Science. (1-3 h)**
Intensive investigation of a current scientific research topic in health or exercise science with focus on a specific topic. May be repeated for credit if topic varies. P-Prerequisite override required.

**HES 386. Honors Research. (2 h)**
Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors advisor. Taken only by candidates for departmental honors. P-Prerequisite override required, approval of departmental honors committee, and prior completion of a 2-hour Individual Study.

**HES 388. Field Internship in Health Sciences. (3 h)**
An extensive hands-on experience in a discipline of the health sciences related to the student's career goals. This internship occurs outside the Wake Forest University community. Open only to majors. Pass/Fail only. P-Prerequisite override required.

# Faculty

**Chair** Gary D. Miller
**Associate Chair** Shannon L. Mihalko
**Professors** Peter H. Brubaker, Jeffrey A. Katula, Anthony P. Marsh, Stephen P. Messier, Shannon L. Mihalko, Gary D. Miller
**Associate Professor** Kristen M. Beavers, Jason T. Fanning
**Assistant Professors** Elliot D. Arroyo, Megan Irby
**Associate Teaching Professors** Edward H. Eaves, Abbie P. Wrights
**Assistant Teaching Professor** Sergi Garcia-Retortillo
**Professor of the Practice** Sharon K. Woodard
**Associate Professor of the Practice** Crystal T. Dixon
**Part-time Assistant Professor of the Practice** Natascha L. Romeo
**Adjunct Assistant Professor** Stephanie C. Bunch
**Adjunct Lecturers** Meghan E. Belanger, Suzanne L. Evans, Dave Lockwood
**Teacher-Scholar Post Doc** Paige E. Rice
**Visiting Assistant Professors** Jason Campbell, Claire Newman, Andrew Wells

# Health and Exercise Science, B.S.

## Requirements

A major requires 31 hours in health and exercise science and must include:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** * | | |
| HES 262 | Statistics in the Health Sciences | 3 |
| HES 312 | Exercise and Health Psychology | 3 |
| HES 350 & 350L | Human Physiology and Human Physiology Lab | 4 |
| HES 351 | Nutrition in Health and Disease | 3 |
| HES 352 | Human Gross Anatomy | 4 |
| HES 353 | Physiology of Exercise | 3 |
| HES 354 | Assessment Techniques in Health and Exercise Science | 3 |
| HES 360 | Epidemiology | 3 |

| | | |
|---|---|---|
| HES 370 | Biomechanics of Human Movement | 3 |
| Select two hours of the following: | | 2 |
| HES 232 | Emergency Medical Responder | |
| HES 310 | Clinical Research Internship | |
| HES 320 | Mindfulness Meditation in Behavioral Medicine | |
| HES 355 | Exercise Programming | |
| HES 372 | Anatomy Dissection Laboratory | |
| HES 375 | Advanced Physiology of Exercise | |
| HES 376 | Interventions in Behavioral Medicine | |
| HES 382 | Individual Study | |
| HES 384 | Special Topics in Health and Exercise Science | |
| HES 386 | Honors Research | |
| HES 388 | Field Internship in Health Sciences | |
| ANT 360 | Anthropology of Global Health | |
| ANT 362 | Medical Anthropology | |
| BHM 310 | The Art and Science of Health and Healing | |
| BIO 346 & 346L | Neurobiology and Neurobiology Lab | |
| BIO 235 | Genetics | |
| BIO 265 | Cellular and Molecular Biology | |
| BIO 308 | Biomechanics | |
| BIO 324 | Hormones and Behavior | |
| BIO 332 | Microbiology | |
| BIO 343 | Molecular Neuroscience | |
| BIO 353 | Functional Neuroanatomy | |
| BIO 354 | Methods in Neuroscience | |
| BIO 361 | Principles of Biological Microscopy | |
| BIO 362 | Immunology | |
| BIO 363 | Sensory Biology | |
| BIO 365 | Biology of the Cell | |
| BIO 367 | Molecular Virology | |
| BIO 372 | Advanced Molecular Biology | |
| BIO 383 | Genomics | |
| BMB 370 | Biochemistry I: Macromolecules and Metabolism | |
| CHM 373 | Biochemistry II | |
| CNS 334 | Ethics in Health and Human Services | |
| CNS 335 | Health and Human Services in a Diverse Society | |
| CNS 337 | Skills in Human Services | |
| CNS 340 | Professional Orientation to Health and Human Services | |
| COM 356 | Health Communication: Patient-Provider | |
| COM 357 | Health Communication Campaigns | |
| COM 358 | Health Communication and Bioethics | |
| ECN 240 | Economics of Health and Medicine | |
| HPA 150 | Introduction to Public Health | |
| PHI 161 | Introduction to Bioethics | |
| PHI 368 | Concepts of Health & Disease | |
| PHI 373 | Philosophy of Science | |
| PSY 241 | Developmental Psychology | |
| PSY 220 | Biopsychology | |
| PSY 222 | Psychopharmacology | |
| SOC 335 | Sociology of Health and Illness | |
| SOC 336 | Money, Markets and Medicine | |
| STA 112 | Introduction to Regression and Data Science | |
| STA 247 | Design and Sampling | |
| SPM 302 | Advanced Athletic Training | |
| **Co-Requirements** | | |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |

* No more than 2 of the 10 required courses may be transferred from another institution.

Majors are not allowed to apply any HES 100-level courses toward the 31 hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department.

## Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science during the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.4 in the major, a minimum overall grade point average of 3.4, and complete an honors research project which includes a written and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's website at www.wfu.edu/hes (http://www.wfu.edu/hes/).

# Health Policy and Administration (HPA)

Interdisciplinary Minor

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public health policy or administrative roles in health care could benefit from the minor.

## Contact Information

Health Policy and Administration (http://college.wfu.edu/hpa/)

## Programs

## Minor

- Health Policy and Administration, Minor

## Courses

**HPA 150. Introduction to Public Health. (3 h)**
Survey of the basic structure of the health care system in the United States. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration.

**HPA 250. Internship in Health Policy and Administration. (3 h)**
A semester experience in a health care policy or health care administration organization. Students will work in conjunction with a director who is a researcher on a public health science research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. Open only to senior health policy and administration students. Pass/Fail only. P-HPA 150, completion of one other corse course, and prerequisite override required.

**HPA 262. Special Topics. (3 h)**
Seminar and/or lecture courses in selected topics. May be repeated if topic differs.

## Faculty

**Director, Professor of Health and Exercise Science** Shannon L. Mihalko

# Health Policy and Administration, Minor

## Requirements

The coursework requires the following five courses (3 hours each), for a total of 15 hours, plus some notable prerequisites (ECN 150 and an applied statistics course such as BIO 380, BEM 201, HES 262, PSY 211, SOC 271, or STA 111):

| Code | Title | Hours |
|---|---|---|
| HPA 150 | Introduction to Public Health | 3 |
| HPA 250 | Internship in Health Policy and Administration | 3 |
| ECN 240 | Economics of Health and Medicine | 3 |
| HES 360 | Epidemiology | 3 |
| Elective in Health Policy and Administration * | | 3 |

* *Various cross-listed, health-related courses. Some examples of pre-approved electives are given below. The HPA director can approve other courses that might satisfy this requirement.*

## Elective Courses for Health Policy and Administration

May choose one course from the following electives. Additional elective courses may have been approved since publication of this bulletin. For course descriptions, see the relevant department's listings in this publication.

| Code | Title | Hours |
|---|---|---|
| ANT 362 | Medical Anthropology | 3 |
| HES 312 | Exercise and Health Psychology | 3 |
| HPA 262 | Special Topics | 3 |
| HST 311 | Special Topics in History (when topic is Controversies in American Medical History) | 3 |
| HST 339 | Sickness and Health in American History | 3 |
| PHI 161 | Introduction to Bioethics | 3 |
| PSY 222 | Psychopharmacology | 3 |
| SOC 335 | Sociology of Health and Illness | 3 |

As many of the required courses involve prerequisites, students should plan ahead to ensure they can meet all of the requirements in four years.

# History (HST)

Historians collect, organize, and explain complex data. With impressive skills in critical reading, research, analysis, writing, and public speaking, our majors are prepared for a wide range of professions. Wake Forest's history majors pursue careers that range across entrepreneurship, education, government service, healthcare, public-interest foundations, publishing, consulting, journalism, and beyond. Our students also find their studies in history excellent preparation for graduate study in law, business, and the arts and sciences.

Our faculty's research and teaching investigate the political, religious, social, cultural, and economic ideas and institutions that people have used to order their lives. Our curriculum introduces students to historical methodologies and the fundamentals of research and writing. We work together to understand history both as a scholarly discipline and as a framework for intellectual inquiry.

When Wake Forest students explore the past, they confront the diverse contexts in which people have lived and they analyze the choices and forces that have produced our world.

## Divisional Credit

Only courses designated by a (D) receive divisional credit. Wake Forest students cannot receive divisional credit for history courses taken at other institutions or study abroad courses not designated by a (D) in the course list. History courses of students who are transferring to Wake Forest from other institutions will be considered on a case-by-case basis. Students with two AP courses (6 credit hours) in History may take any 200- or 300-level course for divisional credit, with the exception of courses numbered 390 and above.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the PhD.

## Contact Information

Department of History (http://college.wfu.edu/history/)
Tribble Hall B101, Box 7806
Phone 336-758-5501

## Programs

## Major

- History, B.A.

## Minor

- History, Minor

# Courses
# History (HST)

**HST 101. Western Civilization to 1700. (3 h)**
Survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. (CD, D)

**HST 102. Europe and the World in the Modern Era. (3 h)**
Survey of modern Europe from 1700 to the present. Focus varies with instructor. (CD, D)

**HST 103. World Civilizations to 1500. (3 h)**
Survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. (CD, D)

**HST 104. World Civilizations since 1500. (3 h)**
Survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. (CD, D)

**HST 105. Africa in World History. (3 h)**
Examines the continent of Africa from prehistory to the present in global perspective, as experienced and understood by Africans themselves. Also listed as AAS 105. (CD, D)

**HST 106. Medieval World Civilizations. (3 h)**
Provides an overview of world civilizations in the period generally understood as "medieval," from 600 C.E. to 1600 C.E. The course examines cultures and scoieties in East Asia, India, Africa, and the Americas as well as Europe and asks if there is such a thing as a "medieval" world history. What characteristics do these widely differing cultures and geographic areas share, and where do they differ? (CD, D)

**HST 107. Middle East & the World. (3 h)**
Examines, in its global context, the Middle East region from the inception of Islam in the 7th century to the 20th century. Combines an introduction to Islamic civilization in its central lands with a close study of its interaction with other societies. (CD, D)

**HST 108. Americas and the World. (3 h)**
Examines North, Central and South America in global perspectives from premodern times to the present with particular attention to political, economic, social, and cultural developments and interactions. (CD, D)

**HST 109. Asia and the World. (3 h)**
Overview of Asia (primarily East, Southeast, and South Asia) since 1500 with emphasis on economic, diplomatic, cultural, and religious interactions with the outside world. (CD, D)

**HST 110. Atlantic World since 1500. (3 h)**
Examines the major developments that have linked the civilizations bordering the Atlantic Ocean from 1500 to the present. Themes include exploration; commerce; European colonization and indigenous responses; disease; religious conversion and revivalism; mestizo and creole culture; imperial warfare; enlightenment; revolution; slavery and abolition; extractive economies; nationalism; 'scientific racism;' invented traditions; the black diaspora and negritude; decolonization; the Cold War; segregation and apartheid; dictatorship; neoliberalism; and globalization. Also listed as AAS 106. (CD, D)

**HST 112. Big History: A History of the Cosmos and Humanity's Place In It. (3 h)**
Beginning 13.7 billion years ago and drawing on the sciences, social sciences, and history, this course offers a contemporary understanding of how the physical, social, and mental worlds people inhabit came to be. Its effort to integrate disciplines that usually remain unconnected should appeal to those who want to see how the pieces of education fit together. (CD, D)

**HST 113. Health, Disease and Healing in World History. (3 h)**
Examines political, economic, and cultural responses to sickness and disease in global historical context, paying particular attention to the intersection of religion and healing, as well as race, class, and gender, in ancient, medieval, early modern, pre-colonial, colonial, and post-colonial societies. (D, EI, POR)

**HST 114. Gender and Sexuality in World History. (3 h)**
Introduces the global and historical breadth of gender and sexual systems. Foundational and current approaches to cross-cultural historical analysis of masculinity, women's rights, and differences between LGBTQ identities and other models. Also listed as WGS 214. (CD, D, SWC)

**HST 115. Global History of Exploration. (3 h)**
Surveys exploration from prehistoric migrants peopling the continents to the modern age of space exploration. Deconstructs and expands the concept of "explorer" and examines the scientific, economic, geopolitical, philosophical, spiritual, and biological motivations for venturing into the unknown. (CD, D)

**HST 119. Venice and the World. (3 h)**
The history of Venice is intertwined with many of the central themes of world history. Students will examine the history of Venice from its foundation to the present day, examining the ongoing reciprocal interactions between the city-state, Europe, and the wider world. Offered in Venice only. (CD, D)

**HST 120. Formation of Europe: Habsburg Empire and its Successor States. (3 h)**
The development of Central and East-Central Europe as a multiethnic unity under the Habsburgs, 1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. Offered in Vienna. (D)

**HST 121. London and the World. (3 h)**
Introduction to London's history as a global city since the 16th century, focusing on exploration, empire, industrialization, and immigration. (CD, D)

**HST 150. United States History. (3 h)**
Survey of U.S. history from the colonial period to the present.

**HST 151. The Golden Age of Burgundy. (1.5 h)**
Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. Offered in Dijion.

**HST 161. History Museums. (1.5 h)**
Introduces students to history museums and surveys the major issues involved in the collection and display of historical objects, discusses the impact of social history on museum interpretations, and traces the ethical issues and public controversies stemming from the treatment of historical topics in museum settings.

**HST 162. History of Wake Forest. (1.5 h)**
A survey of the history of Wake Forest from its beginning, including its written and oral traditions. May include a visit to the town of Wake Forest.

**HST 171. Historical Biography. (1.5 h)**
Study of biographies of men and women who have influenced specific histories and civilizations. May be repeated for credit if topic differs.

**HST 172. Historical Novels. (1.5 h)**
The role of the historical past in selected works of fiction. May be repeated for credit if topic varies.

**HST 173. Historical Films. (1.5 h)**
Examines the value of film as a source for understanding the past. Includes viewing and discussing historical films in relation to primary and secondary source texts. May be repeated for credit if topic varies.

**HST 206. The Early Middle Ages. (3 h)**
European history from the end of the ancient world to the mid-12th century, stressing social and cultural developments.

**HST 207. The High Middle Ages Through the Renaissance. (3 h)**
European history from the mid-12th through the early 16th centuries, stressing social and cultural developments.

**HST 209. Europe: From Renaissance to Revolution. (3 h)**
A survey of European history from the 15th to the 18th century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.

**HST 214. Atlantic History to 1800: Science, Empire, and Environment. (3 h)**
Explores the ways in which western science and empire developed in tandem to control natural resources in the Americas, Africa, and Europe until 1800.

**HST 215. Atlantic History from 1800: Science, Empire, Environment. (3 h)**
Inquiry into the ways in which colonialism and the practices of western science have shaped social, political, and terrestrial landscapes in the Americas, Africa, and Europe from 1800.

**HST 216. General History of Spain. (3 h)**
History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major. Offered in Salamanca.

**HST 217. France to 1774. (3 h)**
The history of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.

**HST 218. France since 1815. (3 h)**
The history of France from the restoration of the monarchy to the Fifth Republic.

**HST 219. Germany to 1871. (3 h)**
Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

**HST 220. Germany: Unification to Unification 1871 to 1990. (3 h)**
The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

**HST 221. The British Empire to 1815. (3 h)**
Explores the early history of the British Empire and imperialism until the end of the Napoleonic Wars in 1815, including the Elizabethan conquest of Ireland, global trade and exploration, the foundations of the East India Company, captivity and slavery, and revolution in the Atlantic world, with an emphasis on the place of religion, gender, race, and class in imperial rule.

**HST 222. The British Empire from 1815. (3 h)**
Examines the British Empire and British approaches to imperialism from the end of the Napoleonic Wars in 1815 through to the Brexit crises of the late 2010s. The course considers both formal and informal British influence in Latin America, the Caribbean, Africa, the Middle East and Asia, analyzing the interconnected political, economic, and socio-cultural drivers and outcomes of imperialism, as well as the many anti-imperial movements that developed in response to British rule.

**HST 223. The British Isles to 1750. (3 h)**
Discusses religious reformations in the 16th century; political and scientific experiments in the 17th century; and the commercial revolutions of the 18th century. Examines their effect on the way Englishmen and women conceived of their state, their communities and themselves, exploring social relationships and the changing experience of authority. The course also considers England's relationship to its neighbors, Scotland and Ireland, and these British Isles within the context of early modern Europe.

**HST 224. Great Britain since 1750. (3 h)**
Addresses topics in British history from the Industrial Revolution to New Labour, with attention to how politics and citizenship were linked to imperial power. Explores industrialization, liberalism and their discontents; colonization, decolonization, and immigration; social and urban riot and reform; world war; and the creation of the welfare state and its dismantling. The course also considers Britain's relationship with Ireland and European integration.

**HST 225. History of Venice. (3 h)**
The history of Venice from its origin to the fall of the Venetian Republic. Offered in Venice.

**HST 226. History of London. (1.5-3 h)**
Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. Offered in London.

**HST 228. Georgian and Victorian Society Culture. (3 h)**
Social and economic transformation of England in the 18th and 19th centuries, with particular attention to the rise of professionalism and developments in the arts. Offered in London.

**HST 229. Venetian Society & Culture. (3 h)**
An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. Offered in Venice.

**HST 230. Russia: Origins to 1865. (3 h)**
A survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II. Students taking HST 230 cannot receive credit for HST 232/REE 200.

**HST 231. Russia and Soviet Union: 1865 to Present. (3 h)**
A survey of patterns of socio-economic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse. Students taking HST 231 cannot receive credit for HST 232/REE 200.

**HST 232. Introduction to Russian and East European Studies. (3 h)**
An interdisciplinary survey of Russia and the Soviet Union, including an examination of society, polity, economy and culture over time. Also listed as REE 200. Students taking REE 200/HST 232 cannot receive credit for HST 230 or 231. (CD).

**HST 235. The History of European Jewry from the Middle Ages to the Present. (3 h)**
Examines the Jewish historical experience in Europe from the medieval period to the Holocaust and its aftermath. Includes a consideration of social, cultural, economic and political history, and places the particular experience of Jews within the context of changes occurring in Europe from the medieval to the modern period. (SWC)

**HST 236. The Nazi Holocaust to 1941. (3 h)**
Explores the preconditions and causes of the Nazi Holocaust and situates the Holocaust within the history of European colonial genocide and the rise of totalitarian regimes. Traces the development and radicalism of Nazism within Germany and discusses Nazi efforts to forge a racially pure state from Hitler's ascension to power in 1933 until the invasion of the Soviet Union in 1941. Examines the various ways that Jews and other groups targeted by Nazis responded to the rise of Nazism. (POR)

**HST 237. The Nazi Holocaust from 1941. (3 h)**
Examines the systematic attempt to exterminate European Jewry and other groups targeted by Nazi Germany on account of their perceived racial inferiority. In particular examines the period from the 1941 German invasion of the Soviet Union through the end of the war, and discusses the ghettoization of European Jews, the various means of mass murder, and the aftermath of the Holocaust. This class includes an optional trip to the United States Holocaust Memorial Museum in Washington, DC. (POR)

**HST 239. Jewish History in the Americas. (3 h)**
Examines the rich history of American Jewry from the period of first settlement to the present. Jews have been present in the Americas since the period of Dutch conquest in the mid-seventeenth century. Over the subsequent three and a half centuries, what was once a distant outpost of the Jewish world has today become a major center, and is home to one of the most diverse, populous, successful, and complicated communities in Jewish history.

**HST 240. Nations and Empires: Central Europe to 1880. (3 h)**
Explores the political, social, and cultural history of Central Europe from the rise of the Habsburg Empire as a global power in the late 17th century to the emergence of mass politics in the late 19th century. Situates the region in a global context.

**HST 241. Nations and Empires: Central Europe since 1880. (3 h)**
Explores the critical place of Central Europe in modern European history and how the enduring legacy of empire continues to shape the region.

**HST 242. Middle East before 1500. (3 h)**
A survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. The course provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era. (CD)

**HST 243. Middle East since 1500. (3 h)**
A survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the rise and demise of the Ottoman and Safvid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges. (CD)

**HST 244. Pre-Modern China to 1850. (3 h)**
Study of traditional China to 1850, with an emphasis on the evolution of political, legal and social institutions and the development of Chinese religion, learning and the arts. (CD)

**HST 245. Modern China since 1850. (3 h)**
Study of modern China from 1850 to the present, focusing on the major political, economic, and cultural transformations occuring in China during this period within the context of modernization, imperialism and (semi) colonialism, world wars and civil wars, revolution and reform, and the ongoing processes of globalization. (CD)

**HST 246. Japan before 1600. (3 h)**
A survey of Japan from earliest times to the coming of Western imperialism, with emphasis on regional ecologies, economic institutions, cultural practice, military organization, political ideology, and foreign relations. (CD, SWC)

**HST 247. Japan since 1600. (3 h)**
A survey of Japan in the modern world. Topics include political and cultural revolution, state and empire-building, economic "miracles", social transformations, military conflicts, and intellectual dilemmas. (CD, SWC)

**HST 250. Premodern South Asia. (3 h)**
A survey of ancient and medieval South Asia beginning with the Indus Valley civilization to the decline of the Mughal Empire. (CD)

**HST 251. Modern South Asia. (3 h)**
A survey of colonial and post-colonial South Asia beginning with the political conquest of the British East India Company in the mid-18th century until the present. (CD)

**HST 254. American West to 1848. (3 h)**
The first half of a two-semester survey course of the North American West, from roughly 1400 to 1850. Topics include indigenous trade and lifeways, contact, conflict, and cooperation between natives and newcomers, exploration and migration, imperial geopolitical rivalries, and various experiences with western landscapes.

**HST 255. U.S. West from 1848 to Present. (3 h)**
The second half of a two-semester survey course of the U.S. West, from 1848 to the present. Topics include industrial expansion and urbanization, conflicts with Native Americans, national and ethnic identity formations, contests over natural resources, representations and myths of the West, and religious, cultural, and social diversity.

**HST 256. The U.S and the World, 1763-1914. (3 h)**
The first half of a two-semester survey on U.S. foreign relations. Major topics explore the economic, political, cultural, and social currents linking the U.S. to Europe, Africa, South America, and Asia between 1763 and 1914. Particular attention is given to the influence of the world system —ranging from empire, war, and migration to industrial competition and economic interdependence—on U.S. diplomacy, commerce, and domestic politics and culture.

**HST 257. The U.S and the World since 1914. (3 h)**
The second half of a two-semester survey of U.S. foreign relations. Major topics explore the economic, political, cultural and social currents linking the U.S. to Europe, Africa, Latin America, the Middle East and Asia between since 1914. Particular attention is given to the influence of the international system—ranging from hot and cold wars, to decolonization, economic interdependence and transnational businesses and institutions —on U.S. diplomacy, commerce, and domestic politics and culture.

**HST 258. Colonial North America. (3 h)**
Surveys and explores the encounters between natives and newcomers in North America between 1492 and 1763. Topics include development of new communities and cultures, as well as the roles warfare, trade, race, religion, and slavery played in the creation of 'new worlds for all.'.

**HST 259. Revolutionary North America. (3 h)**
Examines the transformation that unfolded during the struggles for sovereignty in North America between 1760 and 1800. Considers the political upheavals that converted some British colonists into insurgents and explores the unlikely unification of disparate provinces into a confederated republic.

**HST 262. Antebellum America. (3 h)**
Examines the sociocultural, economic, religious, and political transformations of American society from the period after the Revolutionary War through the onset of the American Civil War.

**HST 263. The U.S. Civil War and Reconstruction. (3 h)**
The political, social, and military events of the war and the economic, social, and political readjustments which followed.

**HST 264. U.S. History 1877-1933: Industrialization, Urbanization, and Conflict. (3 h)**
Political, social, and economic developments in the U.S. from 1877 to 1933 with emphasis on industrialization, urbanization, immigration, growth of Big Business, imperialism, Progressive reform, war, depression, and race, class, and gender conflicts.

**HST 265. US History since the New Deal. (3 h)**
Political, social, and economic history of the U.S. since 1933 with emphasis on the Depression, wars at home and abroad, unionism, civil rights movements, countercultures, environmentalism, religion, the Imperial Presidency, and liberalism and conservatism.

**HST 266. The History of the Slave South. (3 h)**
Examines slavery and southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans through the Civil War and Emancipation. Also listed as AAS 266. (CD)

**HST 267. The Making of the Modern South since the Civil War. (3 h)**
Traces the history of race relations and southern culture, politics, and economics from sharecropping and segregation through political reform, the Civil Rights Movement, and the Republican New South. (CD)

**HST 268. African History to 1870. (3 h)**
Overview of African history prior to the establishment of European colonial rule, covering the period from the 4th century until 1870. Focuses on sub-Saharan Africa and uses case studies in various regions. (CD)

**HST 269. African History since 1850. (3 h)**
Overview of African history, beginning with the period following the abolition of the Trans Atlantic Slave Trade and ending with contemporary challenges of independent African nations. Emphasizes sub-Saharan African perspectives, initiatives, and historical agency. (CD)

**HST 271. African American History to 1870. (3 h)**
Examines the experiences of African-descended people from Africa to America and from slavery to freedom, with each experience - the slave trade, enslavement, and emancipation - marking a fundamental transformation in black lives. Also listed as AAS 271. (CD)

**HST 272. African American History since 1870. (3 h)**
Examines the experiences of African-descended people from the destruction of slavery to Reconstruction, from rural to urban, and from Jim Crow to Civil Rights, with each experience - emancipation, migration, and enfranchisement - marking a fundamental transformation in black lives. Also listed as AAS 272. (CD)

**HST 275. Modern Latin America. (3 h)**
Survey of Latin-American history since independence, concentrating on the 20th century. Emphasizes race, gender, revolution, populism, dictatorship, resistance movements, and U.S-Latin American relations. Examines cultural artifacts from multiple genres. (CD)

**HST 284. Latin America's Colonial Past. (3 h)**
Studies the history of Latin America's colonial past from the precolonial era to the wars of independence in the early 19th century. Topics include: Conquest controversies; autonomy, adaptation, and resistance in indigenous and African communities; sexuality and the Inquisition; and evolving systems of race, caste, and gender. (CD)

**HST 300. History Fin de Siecle Vienna. (3 h)**
Examination of major developments in Viennese culture, politics and society from the 1880s to 1918. Important figures to be discussed may include Mahler, Schoenberg, Klimt, Schiele, Kokoshchka, Schnitzler, Musil, Kafka, Freud and Herzl. Offered only in Vienna.

**HST 302. Plants of Empire: Power and Pleasure. (3 h)**
Study of the social, cultural, and political meaning of plants grown to finance and maintain empires since 1500. Includes analysis of both production and use of plant products like sugar, coffee, and opium. (POR)

**HST 303. Spaces of Science: Observatory, Laboratory, Field. (3 h)**
Examines how new physical spaces and types of workers have shaped the content, practices, and social contours of western science from 1500.

**HST 304. Travel, History and Landscape in the Mediterranean. (3 h)**
This course considers broader debates about the nature of "Mediterranean" societies in the late medieval and early modern period through case studies of particular places. Topics include cross-cultural cooperation and conflict, travel and travel narratives, the creation of national identities through public history, and contests over development and/or conservation of natural and cultural resources. Offered only in the Mediterranean.

**HST 305. Medieval & Early Modern Iberia. (3 h)**
Examines the variety of Christian, Muslim, and Jewish cultures that flourished on the Iberian peninsula between the years 700 and 1700. Themes include religious diversity and the imposition of orthodoxy, the formation of nation-states and empires, geographic exploration and discovery, and the economics of empire in the early modern period. (CD)

**HST 306. Science, Magic, and Alchemy in Europe, 1400-1700. (3 h)**
Examines scientists and magicians in medieval Europe, who developed theoretical models and practical approaches to understand and to manipulate the natural world. Looks at alchemists, who transformed matter to understand it as well as to make things for practical purposes: metals, gems, medicines, and the philosopher's stone.

**HST 307. Italian Renaissance. (3 h)**
Examination of the economic, political, intellectual, artistic, and social developments in the Italian world from 1350 to 1550. (CD)

**HST 308. World of Alexander the Great. (3 h)**
An examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis placed on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, as well as the achievements and limitations of Hellenistic Civilization.

**HST 309. European International Relations since World War I. (3 h)**
Surveys European International Relations in the 20th century beyond treaties and alliances to the economic, social, and demographic factors that shaped formal arrangements between states. Covers the impact of new forms of international cooperation, pooled sovereignty, and non-governmental organizations on European diplomacy and internal relations.

**HST 310. 20th Century Eastern Europe. (3 h)**
Examination of the history of 20th century Eastern Europe, including the creation of nation-states, World War II, and the nature of Communist regimes established in the postwar period. Course includes a discussion of the collapse of the Eastern Bloc and the challenges of European integration.

**HST 311. Special Topics in History. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**HST 311A. Special Topics: American. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**HST 311E. Special Topics: European. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**HST 311G. Special Topics: General. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**HST 311W. Special Topics: Wider World. (1-3 h)**
Subject varies with instructor. May be repeated for credit if topic varies.

**HST 312. Jews, Greeks and Romans. (3 h)**
Largely from a Jewish context, the course explores the political, religious, social and philosophical values shaped by the collision between Jews, Greeks, and Romans, from the Hellenistic Period to the Middle Ages.

**HST 315. Greek History. (3 h)**
The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.

**HST 316. Rome: Republic and Empire. (3 h)**
A survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.

**HST 317. The French Revolution and Napleonic Empire. (3 h)**
The revolution and wars that constitute one of the pivotal points in modern history.

**HST 318. Weimar Germany. (3 h)**
Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. Also listed as GES 331.

**HST 320. Write and Record! Diaries and Memoirs of the Nazi Holocaust. (3 h)**
Examines a wide range of diaries and memoirs to illuminate the historical period of Nazism, seeking to understand daily life under Nazi rule, the brutality of the perpetrators, and the many responses of Jews forced to live in such circumstances. From Anne Frank's account of hiding in an Amsterdam secret annex to Art Spiegelman's graphic novel of his parent's experience in Auschwitz, the diaries and memoirs of Holocaust victims provide an invaluable resource for historians.

**HST 321. Zionism, Palestine, and Israel in Historical Perspective. (3 h)**
Investigates both the European causes of Zionism and the Middle Eastern consequences of the establishment of the State of Israel. Through our discussion, students will be introduced to many of the scholarly debates over the history, practices, and consequences of Zionism, the State of Israel, and the Israel-Palestinian conflict. (POR)

**HST 322. Migrants and Refugees in Modern History. (3 h)**
Explores forced migrations and the development of the concept of refuge from the 16th to 20th centuries, drawing on cases from around the world. Considers how states, empires, and non-governmental organizations have handled migrants and refugees, as well as the lived experiences of displaced individuals.

**HST 323. Wives, Writers, and Witches: Women and Gender in Early Modern Europe, 1500-1800. (3 h)**
Examines the diverse range of women's experiences in early modern Europe, using gender as a lens for analyzing transformations in households, culture, society, and politics between 1500 and 1800. Considers how women negotiated dominant gender ideals and how they contributed to and were impacted by the Renaissance and Reformation, empire, the Scientific Revolution, the Enlightenment, and political revolution. (POR)

**HST 324. Fashion in the Eighteenth Century. (3 h)**
Examines the relationship between consumer culture and democractic politics in the eighteenth-century, focusing on Britain, North America, France, and Haiti. Considers laws regulating dress; the relationship between democracy, political resistance, and costume; the construction of political allegiance through clothes and symbols; and the ways fashion mediated ideas about empire, race, and gender.

**HST 325. English Kings, Queens, and Spectacle. (3 h)**
Examines how English royal authority was created, legitimized, performed, and challenged, between the reigns of Henry VIII and George III through ritual, image, and text. Topics include: gender and power; court culture; the press and political revolution; popular politics and propaganda; graphic satire; and the commercialization of politics.

**HST 326. The Industrial Revolution in England. (3 h)**
A study of the social, economic, and political causes and effects of the Industrial Revolution in England. Offered in London.

**HST 327. Profit and Power in Britain. (3 h)**
Examines economic ideas and British society between 1688 and 1914. Topics include connections between consumption and identity; the relationship of morals to markets; the role of gender and the household; knowledge, technology, and the industrial revolution; and the place of free trade in the political imagination.

**HST 328. History of the English Common Law. (3 h)**
A study of the origins and development of the English common law and its legacy to modern legal processes and principles.

**HST 330. Everyday Life in Communism. (3 h)**
Examines everyday life in 20th century communist societies, with a primary focus on Eastern Europe, Cuba, and China.

**HST 331. The United States in Age of Empire, 1877 - 1919. (3 h)**
Explores the late 19th and early 20th centuries when the United States joined in the global scramble for empire. Examines the domestic and international causes of American imperial expansion; the modes of rule that the U.S. exercised in its formal and informal possessions; and the political and intellectual debates at home and abroad about America's expansion as a world power.

**HST 332. The United States and the Global Cold War. (3 h)**
Considers United States efforts to secure its perceived interests through "nation building" and economic development in Africa, Latin America, the Middle East, and much of Asia during the Cold War and after. Emphasizes the ideological and cultural dimensions of American intervention.

**HST 333. European Diplomacy 1848-1914. (3 h)**
The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

**HST 334. Mystics, Monarchs, and Masses in South Asian Islam. (3 h)**
An introduction to Islam through South Asian social, political, cultural, and intellectual history. (CD)

**HST 335. Hindus and Muslims in India, Pakistan, and Beyond. (3 h)**
Examines the shared yet different, intertwined yet separate histories of the Hindus and Muslims of modern India, Pakistan, Bangladesh, and Sri Lanka primarily over the last two centuries. Explores the checkered existence of the two communities in order to understand diversity and questions of coexistence and conflict. (CD)

**HST 336. Gender and Power in African History. (3 h)**
Examines the close relationship between understandings of gender and power in African societies with particular focus on the last several hundred years. After addressing the sources and methods scholars have used to address these topics, the course examines conceptions of gender and power in pre-colonial African societies, the impact of the colonial period on men and women, the gendered nature of nationalism and independence, and the importance of gender and power to many of Africa's post-colonial challenges. (CD)

**HST 337. Women and Gender in Early America. (3 h)**
History of women and gender roles from 1600 through the Civil War, including the social constructions of femininity and masculinity and their political, economic, and cultural significance. (CD)

**HST 338. Sexuality, Race and Class in the United States since 1850. (3 h)**
History of gender relations from the mid-nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.

**HST 339. Sickness and Health in American History. (3 h)**
Analysis of major trends in health, sickness, and disease within the broad context of social, political, and economic developments. Examines indigenous healing; colonial medicine; emergence of hospitals and asylums; public health; medical ethics; race, class and gender issues; and natural versus high-tech approaches to health care in the 20th century.

**HST 340. Urban Africa. (3 h)**
Examines how urban residents have worked to creatively shape some of sub-Saharan Africa's major transformations. Major topics include the social and cultural fabric of pre-colonial African cities, the impact of colonialism on African towns, cities as sites of revolution and independence, and the contemporary conditions and challenges facing urban residents. While popular imagination suggests that the African past is largely a rural one, many of the continents' most explosive social and cultural transformations have taken place in its cities. (CD)

**HST 341. Africans in the Atlantic World, 1750-1815. (3 h)**
Explores Africans' experience in the Atlantic world (Africa, Europe and the Americas) during the era of the slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. Also listed as AAS 341, AES 341. (CD)

**HST 342. Sex in Modern Europe. (3 h)**
Explores the changing nature and definitions of sexuality in Europe from the mid-19th century to the present. Focuses on policies, expert discourses as well as everyday practices.

**HST 343. The Silk Roads. (3 h)**
Explores the global exchanges across land and sea from the Bronze Age to the Early Modern Era, and their impact on the states and stateless societies connected by the Silk Road from China and Japan to the Mediterranean and the British Isles. (CD)

**HST 344. Early Modernity in China. (3 h)**
This course explores historic transformations in Chinese economy, society, thought, and culture from 1500 to 1800. These developments are placed within their local, global, and comparative context. Students read a wide variety of Chinese primary sources in English translation, including philosophical treatises, literary works, letters, diaries, and memoirs, some of which were written by Jesuit missionaries from Catholic Europe. (CD)

**HST 345. China and the World in the Age of Discover. (3 h)**
Explores the Age of Discovery (1400-1800) seen from China, starting with the Zheng He voyages. Examines China's interactions with the wider world, especially European states and their overseas colonies. (CD)

**HST 346. Tea in Global History & Art. (3 h)**
Examines the economic, cultural, and social trends in history that made tea the ubiquitous, global beverage it is today.

**HST 347. The Rise of Asian Economic Power since WWII. (3 h)**
An exploration of how Japan, South Korea, and China became dominant in world economies. Focus on business practices, foreign trade, government policy, and consumer and labor markets in the process of high-speed economic growth. Concludes with examination of recent challenges of national debt, increasing international competition, and aging societies. (CD, SWC)

**HST 348. Samurai and Geisha: Fact, Film, and Fiction. (3 h)**
Focuses on two well-known groups in Japanese history, the samurai (warriors) and geisha (entertainers). By analyzing historical studies and primary sources, as well as works of fiction and films about samurai and geisha, the course considers how Japanese and Western historians, novelists, and filmmakers have portrayed the two groups and by implication Japan and its history in the modern period. (CD, POR, SWC)

**HST 349. American Foundations. (3 h)**
An interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House, Museum of American Art. Lectures, discussions, and field trips, including a tour of New York City museums. Term project in American history. Also listed as Art 331, Interdisciplinary Honors 393, 394, and Music 307. Offered at Reynolda House in summer only.

**HST 350. World Economic History: Globalization, Wealth and Poverty, 1500-Present. (3 h)**
Explores the growth of globalization and its role in the creation of wealth and poverty in both developed and underdeveloped nations. Focus on trade, industrialization, and agricultural and technological advances in global contexts. (CD, POR)

**HST 352. Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976. (3 h)**
A history of the Chinese Cultural Revolution from 1966 to 1976. Examines the origins, consequences, and collective memories of the catastrophic political events and the social and cultural transformations that took place in China during the last decade of Mao's leadership. (CD)

**HST 353. War and Society in Early America. (3 h)**
Examines the evolution of warfare among the indigenous and colonial societies of North America between 1500 and 1800 and considers the roles of economics, class, gender, race, religion, and ideology in cultures of violence.

**HST 354. The Early American Republic. (3 h)**
A history of the formative generation of the United States. Considers the dramatic transformations of the constitutional, economic, and racial orders, as well as new performances in politics, national identity, gender, and culture.

**HST 356. Jacksonian America 1815-1850. (3 h)**
The United States in the age of Jackson, Clay, Calhoun, and Webster.

**HST 358. Race, Gender and the Courts. (3 h)**
Examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will analyze government intervention, inaction, and creative interpretation. (CD)

**HST 359. Trans History, Machismo, and Sex Work in Latin America. (3 h)**
Explores the history of gender and sexuality across 20th century Latin America and the Caribbean. Applies new theoretical developments in gender, masculinity, and trans and queer studies to the region's history of race, revolutions, migrations, dictatorships, and social movements. Also listed as WGS 359.(CD)

**HST 361. A History of Hip Hop. (3 h)**
Scholarly analysis of the historical development and political import of hip hop culture from a transnational Black Studies perspective.

**HST 362. American Constitutional History. (3 h)**
Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

**HST 363. Law, Justice, and Reparations. (3 h)**
Introduction to the global praxis of reparative and transformative justice through historical case studies from the ancient world to the present.

**HST 365. Modern Native American History. (3 h)**
Considers broad historical issues and debates about Native American identity, experiences with and memories of colonialism, cultural preservation and dynamism, and political sovereignty from 1830 to the present. Focuses on individual accounts, tribal case studies, and popular representations of Native people. (CD)

**HST 366. Historic Preservation and Conservation. (3 h)**
Explores the history of the preservation and conservation movements organized to save historic buildings and landscapes in the U.S. and other nations. Examines the laws, international charters, national, statewide, and local agencies, practices, collaborations, and emerging challenges of historic preservation and conservation.

**HST 367. Public History. (3 h)**
Introduces students to the major issues involved in the practice, interpretation, and display of history for nonacademic audiences in public settings. Central themes include controversial historical interpretations, the role of history in popular culture, issues and aims in exhibiting history, and the politics of historical memory. Explores some of the many ways people create, convey, and contest history, major themes in community and local history, and the problems and possibilities of working as historians in public settings.

**HST 368. U.S. Environmental History. (3 h)**
Focuses on human actors and actions while highlighting how the material, or natural, world impacted Americans and shaped the nation. Students will investigate U.S. politics, society, and culture through the lens of the environment while exploring how Americans defined, represented, and used their natural environment over time.

**HST 369. Modern Military History. (3 h)**
Making war in the modern era, with special attention to the social context of military activity. Counts toward the American distribution for majors. Credit not allowed for both HST 369 and MIL 229.

**HST 370. Topics in North Carolina History. (3 h)**
A general chronological survey of North Carolina with emphasis on selected topics. May be repeated for credit if topic varies.

**HST 371. Transgender History, Identity, and Politics in the U.S.. (3 h)**
This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth-and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various kinds of gender non-conformity. Same as WGS 305. (CD)

**HST 372. Queer Public Histories. (3 h)**
Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that emerge through this process. Same as WGS 306. (POR)

**HST 373. Anglo-American Relations since 1940. (3 h)**
A study of the relations between the United States and Britain from 1940 to the present. Offered in London.

**HST 374. Protest and Rebellion in Latin America. (3 h)**
A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations. (CD)

**HST 375. Black Lives. (3 h)**
Explores both the lived experience and the historical reality of African Americans. Black lives are profoundly shaped by their group experience, influenced in no small part by the role of racism. The biographical approach individuates historical figures struggling to fashion identity. Topics include character development, intimacy, gender roles, public and private personas, self-deceptions or defenses, and personal perceptions of biases. The craft of writing biography is taught throughout the semester. Also listed as AAS 375. (CD)

**HST 376. Civil Rights and Black Consciousness Movements. (3 h)**
A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as AAS 376. (CD)

**HST 378. Race, Memory, and Identity. (3 h)**
Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as AAS 378, REL 348. (CD)

**HST 380. America at Work. (3 h)**
Examines the American entrepreneurial spirit within the broader context of industrial, social, and economic change from the colonial period to the present and explores the social and cultural meanings attached to work and workers, owners and innovators, businesses and technologies, management and leadership. (CD)

**HST 381. Religious Utopias and the American Experience. (3 h)**
Religious groups of many different origins have found in North America an open space for creating settlements that would embody their ideals. This course surveys a range of such 18th- and 19th-century utopian communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies. Also listed as REL 346.

**HST 382. Religion in the Development of Higher Education. (3 h)**
Examines the role of religious groups in the founding of American colleges and universities and explores how their role has changed across history up through contemporary trends and issues. Major themes include the heritage of religion in European higher education; institutions of higher education founded by specific American religious groups; religion in the liberal arts curriculum; religious activities in student life; the relationship of colleges and universities with religious sponsors and constituents, focusing on controversies such as science and religion; the impact of universities on liberal arts colleges; and the trends toward growth and "secularization" in the last 50 years.

**HST 384. Global Outlaws History since 1500. (3 h)**
Examines the motivations, ideologies, goals, and behavior of those who have been deemed "outlaws" to international society since 1500, including pirates, terrorists, smugglers, war criminals, and violators of copyright. Analyzes the role of power in creating the global regimes that define and target such activities.

**HST 385. History through Film: Bollywood and the Making of Modern India. (3 h)**
Juxtaposes historical films made by the world's largest film industry base out of Bombay/Mumbai with textural primary sources and secondary historical works and seeks to understand films as both interpretations and sources of history. Explores specific themes such as nation, gender, caste, and community that are critical to understanding modern Indian and South Asian history and culture. (CD)

**HST 387. The Last Great Muslim Empires. (3 h)**
Examines, in a comparative way, central themes in the history of the Ottoman, Mughal, and Safavid Empires in the early modern period (1400-1800). Considers the ways in which Muslim rulers fostered political legitimacy, ruled over non-Muslim and heterodox subject populations, and recruited persons of diverse religious and ethnic background into state service. (CD)

**HST 388. Nation, Faith, and Gender in the Middle East. (3 h)**
Traces the development of nationalism and its interaction with religious, transnational, and gender identities in the Middle East in the 19th and 20th centuries. Topics include Zionism, Abramism, Turkish nationalism, and Islamic revivalism. (CD)

**HST 389. The British Empire in the Middle East. (3 h)**
Covering the period from the late 18th to late 20th centuries, this course considers British involvement in the Middle East, exploring the political, economic, social and cultural facets of imperial power, decolonization and post-colonial international relations. (CD)

**HST 390. Research Seminar. (4 h)**
Offered by members of the faculty on topics of their choice. A paper is required. May be repeated for credit.

**HST 391. Making History. (3 h)**
Seminar explores how historians make history through analysis, synthesis, and interpretation. Open to all students. All honors students must take HST 391.

**HST 392. Individual Research. (4 h)**
Writing of a major research paper. May be taken in lieu of HST 390. P-Prerequisite override required.

**HST 395. Internship in History. (1-3 h)**
Internship in the community that involves both hands-on experience and academic study. Juniors and seniors only. May be repeated for credit. P—Prerequisite override required.

**HST 397. Historical Writing Tutorial. (1.5 h)**
Individual supervision of historical writing to improve a project initiated in HST 390 or HST 392. Does not count toward major or minor requirements. P-Prerequisite override required.

**HST 398. Individual Study. (1-3 h)**
Project for a qualified student in an area of study not otherwise available in the department; subject to approval. Work must be equivalent to an upper-level course. P-Prerequisite override required.

**HST 399. Directed Reading. (1-3 h)**
Concentrated reading in an area of study not otherwise available. May be repeated for credit. P-Prerequisite override required.

## Faculty

**Chair** M. Raisur Rahman
**Provost and Professor, Presidential Endowed Chair in Southern History** Michele K. Gillespie
**Professors** Lisa M. Blee, Simone M. Caron, Robert I. Hellyer, Jeffrey D. Lerner, Monique E. O'Connell
**The Michael H. and Deborah Rubin Presidential Chair of Jewish History and Professor** Barry Trachtenberg
**Associate Professors** Benjamin A. Coates, Stephanie Koscak, Nathan A. Plageman, M. Raisur Rahman, John A. Ruddiman, Susan Z. Rupp, Charles L. Wilkins, Mir Yarfitz, Qiong Zhang
**Assistant Professors** Michaela Appeltova, Guy Mount, Nisrine Rahal, J'Nese Williams
**Visiting Professor** Charles Thomas
**Visiting Assistant Professors** Bryson Kisner, Kristen Thomas-McGill

# History, B.A.

## Requirements

Consists of a minimum of 31 hours and must include:

| Code | Title | Hours |
|---|---|---|
| HST 390 | Research Seminar | 4 |
| or HST 392 | Individual Research | |
| Select three hours in pre-modern history: | | 3 |
| HST 206 | The Early Middle Ages | |
| HST 207 | The High Middle Ages Through the Renaissance | |
| HST 209 | Europe: From Renaissance to Revolution | |
| HST 217 | France to 1774 | |
| HST 219 | Germany to 1871 | |
| HST 223 | The British Isles to 1750 | |
| HST 230 | Russia: Origins to 1865 | |
| HST 242 | Middle East before 1500 | |
| HST 244 | Pre-Modern China to 1850 | |
| HST 246 | Japan before 1600 | |
| HST 250 | Premodern South Asia | |
| HST 254 | American West to 1848 | |
| HST 258 | Colonial North America | |
| HST 268 | African History to 1870 | |
| HST 284 | Latin America's Colonial Past | |
| HST 304 | Travel, History and Landscape in the Mediterranean | |
| HST 305 | Medieval & Early Modern Iberia | |

| | | |
|---|---|---|
| HST 307 | Italian Renaissance | |
| HST 308 | World of Alexander the Great | |
| HST 312 | Jews, Greeks and Romans | |
| HST 315 | Greek History | |
| HST 316 | Rome: Republic and Empire | |
| HST 323 | Wives, Writers, and Witches: Women and Gender in Early Modern Europe, 1500-1800 | |
| HST 324 | Fashion in the Eighteenth Century | |
| HST 325 | English Kings, Queens, and Spectacle | |
| HST 328 | History of the English Common Law | |
| HST 341 | Africans in the Atlantic World, 1750-1815 | |
| HST 344 | Early Modernity in China | |
| HST 345 | China and the World in the Age of Discover | |
| HST 353 | War and Society in Early America | |
| HST 387 | The Last Great Muslim Empires | |
| Select three hours in each of the following three fields: | | 9 |
| U.S. History | | |
| European History | | |
| African, Asian, Latin American, or Middle Eastern History | | |

History courses HST 101, HST 102, HST 103, HST 104, HST 105, HST 106, HST 107, HST 108, HST 109, HST 110, HST 112, HST 113, HST 114, HST 120, as well as those numbered 390 and above count toward the major but cannot be used to meet the distributional or pre-modern requirements.

Majors may count only two courses numbered 100-150 toward the required 31 hours.

Majors may include within the required 31 hours up to six hours of advanced placement or comparable work and up to six hours of any combination of HST 395, HST 398, and HST 399, other than the hours earned in HST 397. The student must take at least 15 hours of class work in history at Wake Forest University and have a GPA of 2.0 in history to graduate with the major.

Courses taken pass/fail do not meet the requirements for the major or minor.

Students who are history majors or minors may elect to complete a thematic concentration as part of their program of study. Concentrations require 9 hours of coursework, but do not require any additional hours beyond those needed for the major or minor. Students declaring a concentration must do so prior to the beginning of their final semester. Concentrations are offered in the following specializations:

1. Cultural/Intellectual History
2. Economics, Trade, and Commerce
3. Gender/Sexuality/LGBTQ
4. Global/Transnational History
5. International Relations and Military
6. Jewish History
7. Politics, Governance, and Law
8. Religion and Society
9. Science, Medicine & Technology
10. Social History
11. Individualized Concentration

To complete a concentration, students must select courses in consultation with their major or minor advisor, submit an application to the department, and earn a 'C' in each course. Students who complete the requirements for a concentration will be awarded a certificate by the department and have the concentration included on their college transcript.

## Honors

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete HST 391, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade point average of 3.3 with an average of 3.5 on work in history. For additional information, students should consult members of the department.

# History, Minor

## Requirements

Requires 18 hours. Minors may count only two courses numbered 100-150 toward the required 18 hours and must take at least 9 hours of course work in history at Wake Forest University.

Courses taken pass/fail do not meet the requirements for the major or minor.

Students who are history majors or minors may elect to complete a thematic concentration as part of their program of study. Concentrations require 9 hours of coursework, but do not require any additional hours beyond those needed for the major or minor. Students declaring a concentration must do so prior to the beginning of their final semester. Concentrations are offered in the following specializations:

1. Cultural/Intellectual History
2. Economics, Trade, and Commerce
3. Gender/Sexuality/LGBTQ
4. Global/Transnational History
5. International Relations and Military
6. Jewish History
7. Politics, Governance, and Law
8. Religion and Society
9. Science, Medicine & Technology
10. Social History
11. Individualized Concentration

To complete a concentration, students must select courses in consultation with their major or minor advisor, submit an application to the department, and earn a 'C' in each course. Students who complete the requirements for a concentration will be awarded a certificate by the department and have the concentration included on their college transcript.

# Interdisciplinary Honors (HON)

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Most of these seminars are team-taught by faculty representing diverse academic disciplines. Students interested in admission to any one of these seminars should consult the coordinator.

# Courses
# Interdisciplinary Honors (HON)

**HON 131. Approaches to Human Experience I. (3 h)**
An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. Offered in alternate years.

**HON 132. Approaches to Human Experience II. (3 h)**
An inquiry into the nature and interrelationships of several approaches to man?s experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. Offered in alternate years.

**HON 133. Approaches to Human Experience II. (3 h)**
A parallel course to HON 131 and 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. Offered in alternate years.

**HON 134. Approaches to Human Experience II. (3 h)**
A parallel course to HON 131 and 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. Offered in alternate years.

**HON 236. The Force of Impressionism. (3 h)**
Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarme, James, Pound, Joyce, and Woolf.

**HON 237. The Scientific Outlook. (3 h)**
An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

**HON 238. Romanticism. (3 h)**
Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

**HON 240. Adventures in Self-Understanding. (3 h)**
Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

**HON 241. The Tragic View. (3 h)**
The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.

**HON 242. The Comic View. (3 h)**
The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.

**HON 247. The Mythic View. (3 h)**
The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

**HON 248. The Ironic View. (3 h)**
An investigation of the ironic view of life in literature, art, history, theater, and film.

**HON 257. Images of Aging in Humanities. (3 h)**
Multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture.

**HON 258. Venice in Art and Literature. (3 h)**
An exploration of what Venice has meant to nonnative artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.

**HON 260. Rethinking Space, Place, and Gender in the City. (3 h)**
Explores the intersection of feminist theory, feminist geography, urban design, and anthropology, with the goal of developing strategies for activating spaces that serve all citizens.

**HON 265. Humanity and Nature. (3 h)**
A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as HMN 365.

**HON 281. Directed Study. (3 h)**
Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

**HON 285. Performance Art and Theory. (3 h)**
Introduction to the theory of performance art and its practice, with attention to its interdisciplinary underpinnings in art, music, dance, and theatre. Student performances required.

**HON 310. The Medieval World: Special Topics. (3 h)**
A team-taught interdisciplinary course spanning the Middle Ages (500-1500) which considers artistic and/or literary representations and texts in the context of political, historical, or religious culture of the medieval period in Western and non-Western areas of the world. The specific content is determined by the individual instructors.

**HON 365. Literature, Song, and Folklore in Scotland, Ireland, and Appalachia. (3 h)**
A study of the diaspora of Scottish and Irish literature, song, and folklore to the Appalachian region of the United States from the 17th Century to the Present.

**HON 390. Postmodern Thought and Expression. (3 h)**
An exploration of postmodern philosophy, literature, and art, beginning with Nietzsche, Foucault, and Derrida, and extending into experiments in literature and art of the late twentieth and early twenty-first centuries.

**HON 393. American Foundations I. (3 h)**
Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lecture and discussion. Also listed as ART 331, HST 349, and MUS 307. Offered at Reynolda House in summer only. English majors may receive credit for ENG 302. Major credit in any department dependent upon staffing by that department.

**HON 394. American Foundations II. (3 h)**
Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection and/or exhibitions at Reynolda House Museum of American Art. Lecture and discussion. Also listed as ART 331, HST 349, and MUS 307. English majors may recieve credit for ENG 302. Major credit in any department dependent upon staffing by that department.

## Faculty

**Coordinator, Professor of English** Barry Maine

# Interdisciplinary Humanities (HMN)

Interdisciplinary Minor

The minor in Interdisciplinary Humanities explores the enduring centrality of humanity in artistic, literary, ethical, and intellectual manifestations from diverse cultural, geographical, and historical contexts. Courses focus on the intellectual roots of both Western and non-Western civilizations, the emergence of philosophical concepts, and the development of social values and beliefs across time and space.

## Contact Information

Interdisciplinary Humanities (http://humanities.wfu.edu)
Reynolda Hall 102
Phone 336-758-3767

## Programs

### Minor

- Interdisciplinary Humanities, Minor

## Courses

### Interdisciplinary Humanities (HMN)

**HMN 160. Contemporary Venetian Experience. (1.5 h)**
Social, artistic and environmental aspects of life in contemporary Venice. Includes site visits, guest lectures, and interviews with Venetians. Taught only in Venice. Pass/fail.

**HMN 170. Contemporary Spanish Experience. (1.5 h)**
Social, political, cultural, and environmental factors of life in Spain today. Taught in Salamanca only. Pass/fail only.

**HMN 180. Contemporary London Experience. (1.5 h)**
Social, political, cultural, and environmental factors of life in London today. Taught only in London. Pass/fail.

**HMN 186. Contemporary Chilean Experience. (1.5 h)**
Social, political, cultural, and environmental factors of life in Chile today. Pass/fail. Taught in Chile only.

**HMN 190. Contemporary Viennese Experience. (1.5 h)**
Social, cultural, and environmental factors of life in contemporary Vienna. Includes site visits, guest lectures and interviews with Viennese. Taught only in Vienna. Pass/Fail only.

**HMN 200. Introduction to Humanities: Themes in Literature, Culture, and Film. (3 h)**
An introduction through literature and film to the history, principles, and concepts of the Humanities, using as its framework an examination of such topics as dystopia and utopia, the influence of Classical principles on contemporary Western cultures, social justice and human rights in literature and film, and other topics central to the humanities. Literary and film analysis will explore how cultural values and beliefs are expressed in media and writing, as well as how these beliefs are manifested in popular culture. The course will include creative writing exercises that explore various literary tropes and humanistic themes. (D)

**HMN 211. Dialogues with Antiquity. (3 h)**
Introduction to key ideas, concepts, and theories from ancient cultures, Western or Non-Western, and their legacies in medieval, modern, and contemporary societies through an interdisciplinary lens. Topics vary with the instructor. (D)

**HMN 212. Reading the Modern World. (3 h)**
Analyzes pivotal moments in modern and contemporary world history through artistic, literary, and cultural manifestations. Topics vary with the instructor. (D)

**HMN 213. Studies in European Literature. (3 h)**
Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. (D)

**HMN 219. Introduction to Japanese Literature. (3 h)**
Explores Japanese literature of the modern and contemporary periods. The course examines ways in which literature reveals underlying Japanese values and provides commentary on social, cultural, class, sexuality and gender-based tensions in Japanese society. Course topics include narratives of Japanese cultural and historical development and tropes of modernity in film, art, and culture. (CD, D)

**HMN 220. Historical Perspectives on the Humanities. (3 h)**
Introduction to the concepts and methodology of the curriculum inspiring the Pro Humanitate motto. Investigation of the historical development of the humanities as an academic field founded in the principles of the liberal arts and of its relationship to theology, natural science, and social science.

**HMN 223. African and Caribbean Literature. (3 h)**
Examines works by writers from Africa and the Caribbean to investigate the intersection of history and personal history, and the role of race, class, and gender in the construction of cultural identity in the colonial and the postcolonial context. (CD,D)

**HMN 225. Literature, Travel, and Discovery. (3 h)**
Explores various works, primarily in translation, from Homer to the present that focuses on the relationship between travel and discovery, especially as travel establishes the ongoing connection between the sacred and the profane for both guest and host.

**HMN 226. Interdisciplinary Approaches to Contemporary Fiction. (3 h)**
Examines how contemporary fiction from different countries intersects with areas of knowledge such as medicine, law, sociology, and environmental studies. (CD, D, POR)

**HMN 227. Engaging the Humanities: Social Justice and Equity in Communities. (3 h)**
This course articulates and experiments with frameworks in the Humanities for critically and compassionately engaging pressing social concerns. Course activities include learning to ethically enter into communities, to remain accountable, and to imagine a more equitable society. Readings from contemporary social justice, ethics and literary scholars, in addition to case studies, will provide an introduction to approaches to navigating social contexts and collaborating with community partners. (CD)

**HMN 228. Viennese Culture 1860-1914. (3 h)**
A study of late nineteenth and early twentieth century Vienna as reflected in the matrix of the city's civic and artistic life. Offered in Vienna.

**HMN 232. Italy in Literature. (3 h)**
Readings and discussions in fictions, drama, and poetry that highlight trends and genres in Italian literature from the Middle Ages through contemporary times, and/or literature that features Italy as seen through the eyes of foreigners. Taught only in Venice.

**HMN 262. Racism, Heterosexism, and Religious Intolerance. (3 h)**
A comparative cultural examination through fiction and non-fiction sources of the initiation, maintenance, and treatment of prejudice, with emphasis on American society from the Jim Crow era to the present.

**HMN 272. Literature and Ethics. (3 h)**
Explores ethical frameworks in literature, focusing on how fiction models and critiques virtues like compassion and justice. Representative authors may include Shakespeare, Hawthorne, Austen, Eliot, James, Morrison, Rulfo, Browning, Dostoevsky, Lermentov, Silone, Nabokov, Miller and Ishiguro. (CD, D)

**HMN 275. Inclusive Public Spaces: Examining Role of Space, Place and Gender. (3 h)**
Examines the design, accessibility, and use of public space, focusing on cultural values and intersections of class, gender, and ethnicity. (CD)

**HMN 290. The Humanities through Film, Literature and Media. (3 h)**
Using film, literature and media genres as tropes for analysis, an exploration of new and innovative approaches to the humanities in the late 20th and early 21st century including public humanities, digital humanities, and environmental humanities and examining cultural studies, interdisciplinary studies, and gender and sexuality studies as approaches for investigating social justice, environmental justice, and social action. (CD)

**HMN 291. The Humanities and History: Intersections of Public History and the Public Humanities. (3 h)**
Exploration of approaches to public engagement developed in humanities disciplines and an examination of contributions of disciplines in the humanities and the liberal arts to civic discourse and to public engagement. The course includes design and implementation of a local public humanities project.

**HMN 292. Environmentalism, the Humanities, and Gender. (3 h)**
Survey of the intersection between Environmentalism and Feminist Theory, examining the evolution of these disciplines and feminist political ecology. Topics include the investigation of women's roles in environmental history and the construction of global environmental narratives. Also listed as WGS 309.

**HMN 294. Digital Approaches in the Humanities. (1.5-3 h)**
An introduction to the concepts and tools of the digital humanities. Projects in the digital humanities include exercises that employ the use of these tools to examine data and narratives of the humanities, including disciplinary approaches in literature, public history, women's, gender, and sexuality studies, and media studies. Only offered for 1.5 or 3 hours.

**HMN 295. Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change. (3 h)**
Introduction to the role played by the humanities in social entrepreneurship, exploring the premise that norms can be developed for the application of the humanities, and that the knowledge derived in this process can empower and be a tool in community-based engagement and social change. Course includes a social entrepreneurial project in the local community.

**HMN 350. Character and Competence. (1-3 h)**
Explores the relationship between various virtues of character and the skills, capacities, and competences to navigate the world by drawing on a wide range of interdisciplinary sources, examples, and practices, including close reading, critical reflection, experiential learning, and exploratory writing. Can be repeated for credit.

**HMN 351. Leadership and Character in Global Context. (1-3 h)**
Examines different cultural, historical, and philosophical understandings and practices of leadership and character through readings, exhibits, performances, tours, and dialogues. Offered abroad. Can be repeated for credit.

**HMN 365. Humanity and Nature. (1.5-3 h)**
Examines the relationship between nature and culture through a variety of humanistic perspectives. Topics may include environmental literature, visual art, and film; discourses of sustainability; and food and environmental justice in the Winston-Salem area.

**HMN 370. Medicine and the Humanities. (3 h)**
Explores ideas and questions at the intersection of medical science and the humanities. Topics include the expression of disease in literature and art; the ethics of genetics research; the interplay of religion and medicine; the economics of health care; and the interplay between medical research and care and issues of race, gender, sexuality, colonialism, and disability.

**HMN 374. Humanities and Law. (3 h)**
Examines the common roots of law, philosophy, literature, and politics. Focuses on the interpretative strategies, and critical skills, and virtues of character and mind that legal professionals, humanists, and artists share. (EI)

**HMN 375. Urban Design and the Human Experience. (3 h)**
A study of the role that urban design and planning play in shaping the urban experience, and the impact of design choices on the evolution of the cities and their possible futures. The course will explore human potential and expression in the built environment, drawing from literary and non-fictional accounts of life in cities. Observations and design exercises in local neighborhood and community spaces will serve as a basis for understanding the role of place in urban culture and its ability to shape the human experience. (CD)

**HMN 385. Special Topics. (1-3 h)**
Selected themes and approaches to the study of human culture that bridge disciplinary and/or national boundaries. Can be repeated for credit.

**HMN 389. Directed Reading and Research. (1.5 h)**
A research project in the humanities that pursues a topic studied in one of the courses of the minor and a synthesis of views from a least two traditional disciplines.

**HMN 390. Directed Writing. (1.5 h)**
Capstone project in the minor. P - HMN 389.

## Faculty

**Director** José Luis Venegas
**Wake Forest Professor of the Humanities** Corey D.B. Walker
**Professor** José Luis Venegas
**Associate Professors** Eric Ashley Hairston, Michael K. Lamb, David P. Phillips
**Mellon Assistant Professor** William H. Mosley
**Mellon Teacher-Scholar Postdoctoral Fellow** Rebecca Croog

# Interdisciplinary Humanities, Minor

## Requirements

Candidates for the minor are required to take the following courses for a total of 15 hours.

| Code | Title | Hours |
|---|---|---|
| HMN 200 | Introduction to Humanities: Themes in Literature, Culture, and Film | 3 |
| HMN 211 | Dialogues with Antiquity | 3 |
| HMN 212 | Reading the Modern World | 3 |
| Select six hours of Approved Electives | | 6 |

HMN 389 and HMN 390, a year-long research project, can count as an elective towards the 15 hour requirement. When these courses are in progress, the student is assigned a minor advisor who assists in planning the purpose and detail of the student's project.

## Electives for Interdisciplinary Humanities

| Code | Title | Hours |
|---|---|---|
| HMN 213 | Studies in European Literature | 3 |
| HMN 219 | Introduction to Japanese Literature | 3 |
| HMN 220 | Historical Perspectives on the Humanities | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| HMN 225 | Literature, Travel, and Discovery | 3 |
| HMN 226 | Interdisciplinary Approaches to Contemporary Fiction | 3 |
| HMN 227 | Engaging the Humanities: Social Justice and Equity in Communities | 3 |
| HMN 228 | Viennese Culture 1860-1914 | 3 |
| HMN 232 | Italy in Literature | 3 |
| HMN 262 | Racism, Heterosexism, and Religious Intolerance | 3 |
| HMN 272 | Literature and Ethics | 3 |
| HMN 290 | The Humanities through Film, Literature and Media | 3 |
| HMN 291 | The Humanities and History: Intersections of Public History and the Public Humanities | 3 |
| HMN 292 | Environmentalism, the Humanities, and Gender | 3 |
| HMN 294 | Digital Approaches in the Humanities | 1.5,3 |
| HMN 295 | Social Entrepreneurship and the Humanities: Innovation, Public Engagement, and Social Change | 3 |
| HMN 350 | Character and Competence | 1-3 |
| HMN 351 | Leadership and Character in Global Context | 1-3 |
| HMN 365 | Humanity and Nature | 1.5,3 |
| HMN 370 | Medicine and the Humanities | 3 |
| HMN 374 | Humanities and Law | 3 |
| HMN 375 | Urban Design and the Human Experience | 3 |
| HMN 385 | Special Topics | 1-3 |
| HMN 389 | Directed Reading and Research | 1.5 |
| HMN 390 | Directed Writing | 1.5 |

# Interdisciplinary Major (IND)

Interdisciplinary Major

Highly qualified students may design an Interdisciplinary Major, with a unified focus, on a topic not available as a regular major.

## Contact Information

Interdisciplinary Major (http://college.wfu.edu/academics/opportunities/design-your-own-major/)

## Programs

## Majors

- Interdisciplinary Studies, B.A.
- Interdisciplinary Studies, B.S.

## Courses

## Interdisciplinary Major (IND)

**IND 399. Senior Project. (3 h)**
An independent project carried out under the supervision of a faculty member. (Required for all IND Majors) P-Prerequisite override required.

## Faculty

**Coordinator: Eric Stottlemyer, Associate Teaching Professor of English**

# Interdisciplinary Studies, B.A.

## Requirements

**The Interdisciplinary Major** consists of courses offered by two or more departments, for a minimum of 42 hours, and must include IND 399. A second major may not be declared. A minor may be declared; however, courses used in the interdisciplinary major may not also meet requirements in the minor.

Proposals should be submitted to the Coordinator only after students have completed 40 hours at Wake Forest, though planning can and should begin sooner. Guidelines for submitting proposals can be found on the Interdisciplinary Major website (http://college.wfu.edu/academics/opportunities/design-your-own-major/). Proposals are reviewed by the Open Curriculum Committee, which reserves the right to accept or reject them.

# Interdisciplinary Studies, B.S.

## Requirements

**The Interdisciplinary Major** consists of courses offered by two or more departments, for a minimum of 42 hours, and must include IND 399. A second major may not be declared. A minor may be declared; however, courses used in the interdisciplinary major may not also meet requirements in the minor.

Proposals should be submitted to the Coordinator only after students have completed 40 hours at Wake Forest, though planning can and should begin sooner. Guidelines for submitting proposals can be found on the Interdisciplinary Major website (http://college.wfu.edu/academics/opportunities/design-your-own-major/). Proposals are reviewed by the Open Curriculum Committee, which reserves the right to accept or reject them.

# Italian Studies (ITA)

The Program's mission is to guide students towards proficiency in Italian and toward the knowledge necessary to communicate effectively in a variety of cultural contexts. Foreign language literacy and intercultural competence are central components of a liberal arts education and open up diverse and unique career opportunities.

## Programs

Italian Studies offers a minor in Italian Language and Culture and a foreign area study in Italian Studies. The requirements for completion are those in effect in the bulletin year when the declaration of the minor or foreign area study occurs.

## Study Abroad

The Department strongly encourages students of Italian to spend a year, a semester, or a summer studying abroad. Overseas study in concert with on-campus coursework helps students develop greater fluency, deeper knowledge of other cultures, and increased awareness of their own language, attitudes, and beliefs.

## Special Notes

**Pass/Fail Policy for 100-Level Language Courses:**

Sophomores, juniors, and seniors may choose to take 100-level language courses pass/fail, subject to instructor approval and the following requirements:

1. Pass/fail students must achieve an overall course grade of C or better to pass.
2. Pass/fail students are subject to the same attendance policy as all students.
3. Pass/fail students must complete each component of the course included in the syllabus grade breakdown. That is, students will not be able to skip any one part of the course, such as homework or the final exam, and still earn a passing grade.

## Contact Information

Italian Studies (https://italian.wfu.edu/)
Greene Hall 324, Box 7566
Phone 336-758-5487

## Programs

### Minor

- Italian Language and Culture, Minor

## Foreign Area Studies

- Italian Studies

## Study Abroad

### Study Abroad Programs in Italian

- Casa Artom Program
- Sorrento Program

## Courses

### Italian (ITA)

**ITA 111. Elementary Italian I. (3 h)**
Beginners course covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. ITA 111 and 112 count for students in the Venice program.

**ITA 112. Elementary Italian II. (3 h)**
Beginners course covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. ITA 111 and 112 count for students in the Venice program.

**ITA 113. Intensive Elementary Italian. (4 h)**
Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Credit not given for both ITA 113 and ITA 111 or 112. Lab required. Lecture. By placement or faculty recommendation.

**ITA 153. Intermediate Italian. (4 h)**
Continuation of ITA 113, with emphasis on speaking, developing students' reading, writing skills and preparing them for oral and written discussion of literary texts in ITA 212 or 213. Lab required. P-ITA 112 or 113.

**ITA 154. Intermediate Italian. (3 h)**
An intermediate-level course intended for students who have taken the 111-112 sequence. It offers the opportunity to develop further their reading, writing and conversation skills and prepare for oral and written discussion of literary texts in ITA 212 or 213. Lab required. P-ITA 111-112.

**ITA 196. Italian Across the Curriculum. (1.5 h)**
Coursework in Italian done as an adjunct to specially-designated courses throughout the College curriculum. May be taken for grade of Pass/Fail. May be repeated for credit if topic varies. P-Prerequisite override required.

**ITA 197. Italian for Reading Knowledge. (1.5 h)**
Review of essential Italian grammar, usage, vocabulary, and processing strategies for reading various types of literary, social science, and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. Offered in the first half of the semester. P-Intermediate Italian or equivalent and placement exam.

**ITA 212. Exploring the Italian World. (3 h)**
Continued language study through exploration of significant cultural expression from the multifaceted Italian world. Credit not given for both ITA 212 and 213. P - ITA 153 or equivalent.

**ITA 213. Introduction to Italian Literature. (3 h)**
Reading of selected texts in Italian. Satisfies basic requirement in foreign language. Students cannot recieve credit for both ITA 212 and 213. P-ITA 153 or equivalent.

**ITA 217. Studies of Italy. (3 h)**
Survey course on Italian literature from authors from the various regions of Italy and on special cultural themes such as Italian immigration and new immigrations in Italy to give to students in Venice a deeper and broader understanding of Italian cultural complexity. Only taught in Venice. P - ITA 212 or 213 or prerequisite override required.

**ITA 260. Contemporary Italy. (3 h)**
Study of society and culture in contemporary Italy. Offers elements of civilization, arts, gender, politics, literature and cinema and includes Italian-American studies. Intended for students interested in continuing Italian beyond the language requirement. P-ITA 212, 213 or prerequisite override required.

**ITA 280. Business Italian. (3 h)**
Development of vocabulary and communication skills necessary to operate in Italian business settings. Emphasis on cross-cultural competency in the context of Italian business practices. P-ITA 212 or 213.

**ITA 319. Grammar and Composition. (3 h)**
Review of the basics of structure and vocabulary; detailed examination of syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P-ITA 212, 213 or 216 or equivalent.

**ITA 324. Italian Regional Cultures. (3 h)**
Focuses on different aspects of regional cultures in Italy. Emphasizes local lifestyles, literatures, and cinematography. Regional cultures and historic background are analyzed and compared through class demonstrations and cultural artifacts. P - ITA 319 or prerequisite override required.

**ITA 326. Comedy in Italian Cinema. (3 h)**
Study of modern Italian society through the analysis of films from the 1950s to the present. Taught in Italian. P - ITA 319 or prerequisite override required.

**ITA 327. Modern Italian Cinema. (3 h)**
Study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolini, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Moretti Salvatores, Guiseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers will be studied and discussed from different perspectives. P - ITA 319 or prerequisite override required.

**ITA 328. Dante's Divine Comedy. (3 h)**
Introduces Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. Introduces students to the intellectual and social context of the Italian Middle Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P - ITA 319 or prerequisite override required.

**ITA 329. Love, Gender, and Diversity in Italian Epic. (3 h)**
The course focuses on spaces and modalities of representation of love, gender, and diversity in Italian epic through text and images, including films. P - ITA 319 or prerequisite override required.

**ITA 333. Italian Theatre. (3 h)**
Study of representative Italian drama such as commedia dell'arte and works from Machiavelli, Goldoni, and Dario Fo. P - ITA 319 or prerequisite override required.

**ITA 335. Italian Women Writers. (3 h)**
Study of representative novels by women writers from Italy and the Italian world, with emphasis on the historical novel within its cultural context. P - ITA 319 or prerequisite override required.

**ITA 336. Italian Women and the City. (3 h)**
This course proposes, through Italian readings and films, the interpenetration of women's lives with the urban environment, both physical and imagined. It proposes to be a guide to mapping not only how city spaces shape or limit women's lives, but also how women participate in the construction or reconstruction of these spaces. P-ITA 319 or prerequisite override required.

**ITA 338. South in Contemporary Italy. (3 h)**
Throughout centuries of struggles for nationhood, southern Italy as a society dealt with many obstacles: hastened modernization, regionalism and organized crime. This course examines southern Italy as a society through history, short novels, films, newspapers and academic articles within a national perspective. P-any 200-level course.

**ITA 340. Traveling with Muhammad and Dante. (3 h)**
Examines, in literary and visual forms, the Book of the Ladder of Muhammad and Dante's Inferno where the journeys of the two travelers into the afterlife are narrated. P-ITA 319 or prerequisite override required.

**ITA 342. Boccaccio's Decameron or 'Sex in the City': Rethinking Community in Medieval Florence. (3 h)**
Studies the impact of the plague that hit Europe in 1348 and the power of storytelling to rebuild the community. P - ITA 319 or prerequisite override required.

**ITA 346. Narrating and Visualizing the Mediterranean in the Italian Trecento. (3 h)**
This course examines the representation of the Mediterranean through texts and images. P - ITA 319 or prerequisite override required.

**ITA 375. Special Topics. (3 h)**
Selected special topics in Italian literature. May be repeated for credit if topic varies. P - ITA 319 or prerequisite override required.

**ITA 381. Italian Independent Study. (1.5-3 h)**
May be repeated once for credit. P-Prerequisite override required.

# Italian Literature and Culture in English (IAS)

**IAS 210. Introduction to Italian Literature. (3 h)**
Italian literature through the centuries focusing on Italy's most significant contributions to Western literature and culture. Includes major works in poetry, theater, and novels that explore Italian historical, social, and cultural experiences and reflect on the process of literary creation. (D)

**IAS 212. Contemporary Italian Fiction. (3 h)**
Introduction to works of fiction in post-World War II Italy. Themes vary and may include historical trauma, the changing faces of Italy, and the role and forms of fiction in the contemporary world. (D)

**IAS 214. Italian Drama. (3 h)**
Survey of Italy's most influential contributions to the history of theater, ranging from Commedia dell'arte, Renaissance spectacle, and the bourgeois theater of Carlo Goldoni to the Nobel prize-winning 20th century playwrights Luigi Pirandello and Dario Fo. (D)

**IAS 220. Italian Women Writers. (3 h)**
Through readings, films, and documentaries, explores the foremost issues concerning contemporary women's writing in the Italian context —women's fight against marginalization and struggle for freedom, both economic and social, and the right to assert themselves. (D)

**IAS 310. Italian Historical Fiction. (3 h)**
Inquiry into Italian novels and stories blending fictional and historical elements. (D)

**IAS 325. Italian Neorealism in Films and Novels. (3 h)**
Study of important films, novels, and short stories of Italian Neorealism, including considerations of the history, philosophy, politics, artistic movements and civic renaissance of postwar Italian life that led to its development. (D)

**IAS 360. Dante. (3 h)**
Study of the Divina Commédia as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present, the birth new intellectual and poetic forms, and Dante's own afterlife in the West. (D)

**IAS 375. Special Topics. (3 h)**
Selected special topics in Italian literature, cinema, society and/or culture. May be repeated for credit if topic varies.

**IAS 380. History of Italian Cinema. (3 h)**
Examines the cultural history and aesthetics of motion pictures through the works of significant Italian filmmakers and genres from silent era to the 21st century.

## Faculty

**Program Director** Rémi Lanzoni

**Professor** Rémi Lanzoni
**Teaching Professor** Silvia Tiboni-Craft
**Assistant Teaching Professor** John Welsh
**Visiting Assistant Professor** Toni Veneri

# Italian Language and Culture, Minor

## Requirements

Requires 15 hours in Italian courses to include:

| Code | Title | Hours |
|---|---|---|
| ITA 212 | Exploring the Italian World | 3 |
| or ITA 213 | Introduction to Italian Literature | |
| ITA 319 | Grammar and Composition | 3 |
| Two additional 300-level ITA courses (one of which may be substituted with a 200/300 IAS courses) ** | | |
| One elective above ITA 213 (which may include one of the 200/300 IAS courses) ** | | |

* *Students must achieve at least a C grade in ITA 319.*
** *Students are allowed to include a maximum of one IAS course to the completion of the minor.*

Students must achieve a GPA of 2.0 in the minor.

# Italian Studies

## Requirements

Foreign Area Study

**Coordinator, Professor and Director of Italian Studies** Rémi Lanzoni

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required.

| Code | Title | Hours |
|---|---|---|
| ITA 212 | Exploring the Italian World | 3 |
| or ITA 213 | Introduction to Italian Literature | |
| ITA 319 | Grammar and Composition | 3 |
| Select three courses from the following groups: * | | 9 |
| I. Literature | | |
| II. Fine Arts | | |
| III. History and the Social Sciences | | |

* *At least one each from Groups II and III.*

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

## I. Literature

| Code | Title | Hours |
|---|---|---|
| COM 370 | Special Topics (when topic is Tree Italian Masters) | 3 |
| HMN 213 | Studies in European Literature (appropriate topics and approval) | 3 |
| IAS 325 | Italian Neorealism in Films and Novels | 3 |
| ITA 326 | Comedy in Italian Cinema | 3 |
| ITA 327 | Modern Italian Cinema | 3 |

## II. Fine Arts

| Code | Title | Hours |
|---|---|---|
| ART 245 | Art and Architecture of the Roman World | 3 |
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art (offered in Venice) | 3 |
| ART 396 | Art History Seminar (when topic is Three Italian Masters) | 4 |
| MSC 121 | Music History and Culture I | 3 |
| MSC 122 | Music History and Culture II | 3 |
| MSC 123 | Special Topics in Music History & Culture | 3 |

## III. History and the Social Sciences

| Code | Title | Hours |
|---|---|---|
| HST 225 | History of Venice (offered in Venice) | 3 |
| HST 229 | Venetian Society & Culture (offered in Venice) | 3 |
| HST 398 | Individual Study (if directed toward Italy) | 1-3 |

Students may also take appropriate courses in other disciplines in the Venice program and appropriate individual study topics. To graduate with a Foreign Area Study in Italian Studies, students must contact the Registrar's Office during the spring semester of the senior year to request that a transcript copy be sent to the Italian Studies Director for approval.

# Study Abroad Programs in Italian

- Casa Artom Program
- Sorrento Program

# Casa Artom Program

Students have the opportunity to study and live at Casa Artom situated along the Grand Canal in Venice. Each semester or summer session, a resident professor leads a group of up to 20 students and offers two courses in his or her respective discipline. Resident professors are chosen from a wide variety of academic departments. In addition, Venetian professors offer courses in the study of Italian language or literature, Italian art and architecture, history, and economics to help students integrate into the local culture. Group excursions throughout Venice and in surrounding cities enhance the learning experience as well as numerous integrative experiences within the city itself. Prior study of Italian language is not required, but may be determined by the resident professor. Further information may be obtained from the program director, professor Alessandra Von Burg, in the Department of Communication. Applications available (http://studyabroad.wfu.edu/program/?pid=373&program=wfu-venice-casa-artom-b) at the Office for Global Programs and Studies.

# Sorrento Program

The Sorrento Program is for students interested in studying Italian in a picturesque coastal town in the south of Italy. Students go as a group in the first summer term and take an Italian language course (ITA 112, ITA 154, or ITA 212) at the Sant' Anna Institute and a course on Italian Literature in English (D II) taught by a WFU professor. No prior study of Italian is required for eligibility. Students typically live with host families.

Applications available (http://studyabroad.wfu.edu/program/?pid=3067&program=wfu-sorrento-italian-language-study-summer-b) at the Office for Global Programs and Studies.

# Jewish Studies

Interdisciplinary Minor

**The Jewish Studies minor** emphasizes Jewish history, religion, thought, texts, literature, the arts, traditions, and the ways that they have formed in the context of various civilizations from antiquity to the present.

Judaism and Jewish civilization developed - and continue to do so - as a result of interaction with other religions and cultures. The minor, therefore, is trans-regional/national and thereby links disparate fields of study that are usually examined separately. Jews and Judaism are studied within the broader context of world civilizations and the spectrum of the arts, humanities, and social sciences. In this regard, the minor complements already existing areas of interest in a number of majors and disciplines, (such as American Ethnic Studies, History, International Studies, Medieval Studies, Politics and International Affairs, and Religious Studies).

The interdisciplinary approach of the minor exposes students to a wide range of disciplines and, like other established interdisciplinary minors, gives students the opportunity for synthesizing and critically reflecting on their course of study. The Jewish Studies minor provides interested students a grounding for graduate study in the humanities, religion, and social sciences.

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listing in this bulletin.

## Contact Information

Jewish Studies (https://jewishstudies.wfu.edu/)

## Programs

## Minor

- Jewish Studies, Minor

## Faculty

**Director and Associate Professor** Annalise Glauz-Todrank, Associate Professor, Department for the Study of Religions

**Core Faculty:**

Tina Boyer, Associate Professor, Department of German and Russian
Dean Franco, Winifred W. Palmer Professor of English, Literature
Alyssa Howards, Associate Professor, Department of German and Russian
Jeffrey Lerner, Professor, Department of History
Charles Kennedy, Professor, Department of Politics and International Affairs
Leann Pace, Associate Teaching Professor, Department for the Study of Religions
Susan Rupp, Associate Professor, Department of History
Barry Trachtenberg, Professor, Rubin Presidential Chair of Jewish History, Department of History
Alessandra Von Burg, Associate Professor, Department of Communication
Mir Yarfitz, Associate Professor, Department of History

# Jewish Studies, Minor

A minimum of fifteen credit hours is required to graduate with a minor in Jewish Studies. Courses for the minor are approved by the Advisory Committee of the Jewish Studies Program. The courses must be from at least two departments, at least three must be upper level courses (200 level or above). No more than six credit hours of Hebrew or another Jewish language can be counted toward the minimum number of courses required.

| Code | Title | Hours |
|---|---|---|
| COM 339 | Practices of Citizenship * | 3 |
| ENG 364 | Advanced Studies in Literary Criticism * | 3 |

| | | |
|---|---|---|
| ENG 371 | American Ethnic Literature * | 3 |
| ENG 377 | American Jewish Literature * | 3 |
| GER 212 | Introduction to German Short Fiction | 3 |
| GES 337 | National Identity Formation | 3 |
| GER 350 | German-Jewish Literature and Culture | 3 |
| GES 351 | German-Jewish Literature and Culture | 3 |
| HST 235 | The History of European Jewry from the Middle Ages to the Present | 3 |
| HST 236 | The Nazi Holocaust to 1941 (Rise of Nazism, Jewish Responses, Global Reaction) | 3 |
| HST 237 | The Nazi Holocaust from 1941 (War, Genocide, and Aftermath) | 3 |
| HST 239 | Jewish History in the Americas | 3 |
| HST 305 | Medieval & Early Modern Iberia | 3 |
| HST 310 | 20th Century Eastern Europe * | 3 |
| HST 312 | Jews, Greeks and Romans | 3 |
| HST 320 | Write and Record! Diaries and Memoirs of the Nazi Holocaust | 3 |
| HST 321 | Zionism, Palestine, and Israel in Historical Perspective | 3 |
| NLL 111 & NLL 112 | Elementary Hebrew and Elementary Hebrew | 6 |
| NLL 153 | Intermediate Hebrew | 3 |
| NLL 211 & NLL 212 | Hebrew Literature and Hebrew Literature II | 6 |
| NLL 311 | Aramaic | 3 |
| NLL 314 | Readings from the Rabbis | 3 |
| POL 242 | Topics in Comparative Politics (The Politics of Exile or The Politics of Exile and Diaspora) * | 3 |
| POL 259 | Palestine and the Arab-Israeli Conflict | 3 |
| REL 113 | Introduction to Jewish Traditions | 3 |
| REL 308 | Sacred Scripture in the Traditions of Abraham | 3 |
| REL 310 | The Prophetic Literature | 3 |
| REL 312 | The Critical Study of the Pentateuch | 3 |
| REL 315 & REL 316 | Field Research in Biblical Archeology and Field Research in Biblical Archeology | 6 |
| REL 317 | Wisdom Literature * | 3 |
| REL 328 | Jewish-Christian Relations and the New Testament | 3 |
| REL 355 | Jewish Identities: Religion, Race, and Rights | 3 |
| REL 356 | Faces of Modern Judaism | 3 |
| REL 357 | Jews in the United States | 3 |
| SPA 331 | Medieval Spain: A Cultural and Literary Perspective * | 3 |

* *Indicates the course must be approved by the instructor and the Jewish Studies director.*

# Journalism (JOU)

The Journalism Program is dedicated to educating students in the discipline and values of an independent press and its role in a free and democratic society. Students will learn and practice truthful, verified, and comprehensive reporting to tell stories in a range of media for the public interest. We value journalism that gives voice to a full range of voices, a practice that requires cultural competence of its practitioners. In the spirit of Pro Humanitate, we also support independent journalism locally and beyond through the work of our faculty and students.

## Contact Information

Journalism Program

## Programs

### Minor

- Journalism, Minor

## Courses

### Journalism (JOU)

**JOU 270. Introduction to Journalism. (3 h)**
Gateway to a minor in journalism. Emphasizes how to find stories, select sources, verify information, conduct interviews, report outside the classroom, strengthen observation skills, and write in journalistic styles.

**JOU 278. News Literacy. (3 h)**
Exploring the difference between news and propaganda, news and opinion, bias and fairness, citizen reporting and professional journalism, with a focus on disinformation in the age of social media, with the goal of teaching students to be more discriminating and thoughtful producers and consumers of news.

**JOU 310. Editing. (3 h)**
Fundamentals in copy editing and headline writing as it applies to print and online journalism. Applying grammar, adherence to Associated Press style, and use of photos, lay-out and news judgment to improve news and feature stories. Intensive in-class editing. P - JOU 270 or prerequisite override required.

**JOU 315. Beat Reporting. (3 h)**
Fundamentals in indentifying and developing news and feature beats. Emphasis on interviewing skills, source development, story identification and writing for print and online. Digitals skills such as blogging, photography, video production, and social media practiced. Highly interacative. P - JOU 270.

**JOU 320. Community Journalism. (3 h)**
Students leave campus to report on a Winston-Salem neighborhood, producing stories for public audiences in a range of media focused on the people and places that create community. P - JOU 270 or prerequisite override required.

**JOU 321. Environmental Journalism. (3 h)**
Learn to report on issues related to the environment, from climate change to science to local land-use policy, and produce stories in a range of media. Explore questions at the intersection of climate change, geopolitics, science writing, news coverage, community activism, racial justice, and multimedia journalism, with specific topics and projects determined by the instructor in any given semester. May be repeated once with permission of the instructor.

**JOU 322. Investigating Innocence, at the Intersection of Journalism, Narrative and the Law. (3 h)**
Learn to write like a journalist and think like a lawyer by investigating and writing about an ongoing case of a wrongful conviction under review by the law school's Innocence & Justice Clinic. Law students and undergraduates work together with instruction by professors in law and journalism. Also listed as WRI 322. P-Prerequisite override required.

**JOU 330. Podcasting. (3 h)**
Introduction to audio storytelling. As the world of podcasting and nonfiction audio grows rapidly, students will learn the building blocks and best practices of audio journalism, including sound editing, and interviewing, and story, and will discuss what journalism means in these changing times.

**JOU 331. On the Air with WFDD. (3 h)**
Learn the fundamentals of broadcast journalism including interviewing techniques, writing for radio, beat coverage, audio recording and editing to produce stories for broadcast on the local NPR affiliate WFDD. P-JOU 270 or prerequisite override required.

**JOU 335. Multimedia Storytelling. (3 h)**
Learn the building blocks of multimedia storytelling: photography, videography and editing. Practice conducting interviews for video and audio while exploring how to structure stories in the age of social media and AI. Finally, put these skills to use by producing multimedia stories of your own.

**JOU 340. Magazine Writing. (3 h)**
Learn and practice the skills needed to produce magazine stories for publication. Focusing on a single topic of their own choosing, students learn advanced principles of interviewing, document research, story structure, character development, and explanatory journalism as they read and analyze some of the best magazine stories written over the past thirty years. Also listed as WRI 344. P-JOU 270.

**JOU 345. Sports Journalism. (3 h)**
Introduction to sports journalism, athletes' lives, and the influence on American culture and college campuses. In this writing-intensive, discussion-based course, students write on topical subjects, read quality sports journalism, cover on-and-off-campus contests, and profile Wake Forest athletes. P - JOU 270 or prerequisite override required.

**JOU 355. Broadcast Journalism. (3 h)**
An introduction to the theory and practice of broadcast journalism. Topics will include ethics, technology, and the media as industry. Projects will address writing, producing, and performing for radio and television. Also listed as COM 215.

**JOU 370. International Reporting. (3 h)**
Students explore a part of the world as journalists do, interviewing, observing, and exploring to produce stories that shed light on the people, culture, and issues that define that place. P - JOU 270 or prerequisite override required.

**JOU 375. Special Topics in Journalism. (1-3 h)**
Study and practice of new trends, innovations and subject matters in journalism. May be repeated once for credit, provided the topic has changed. Prerequisites may vary; check with the department.

**JOU 380. Deep Dive. (1.5 h)**
Provides an intensive exploration of a specific topic in journalism in such areas as photojournalism, investigative reporting, and race and the media. Varies by semester and instructor.1.5 h, may be repeated once with permission of the instructor. Prerequisites may vary; check with the department.

**JOU 390. Internship. (1-3 h)**
Practical experience in journalism. Students work with a faculty advisor. Cannot be repeated except with approval of the director. P-Prerequisite override required.

**JOU 395. Individual Study. (1-3 h)**
Independent study with faculty guidance. By prearrangement. P-Prerequisite override required.

# Faculty

**Director, Professor of the Practice** Phoebe Zerwick
**Professor of the Practice** Justin Catanoso
**Assistant Professor of the Practice** Ivan Weiss
**Adjunct Lecturer** Paul Garber, Mandy Locke, Jeremy Markovich, Melba Newsome, Robert Samuels, Barry Yeoman
**Part-time Lecturer** Maria Henson

# Journalism, Minor

## Requirements

The Journalism Program offers an interdisciplinary minor in the practice of journalism and its role in a free society. Students learn to report and tell stories in a range of media, with attention to verified facts, independence, and cultural competence. A minor in journalism pairs well with any major in the College or School of Business. It consists of 18 credits, beginning with the gateway course JOU 270, Introduction to Journalism. JOU 278, News Literacy, is a second required course and can be taken at any time. Students take 12 hours of elective credit, which can be drawn from upper-level JOU courses or a list of courses in other departments across the College. Students may only count one elective toward another major or minor. Students may also take Journalism courses for general elective credit and, with permission, for credit in such departments as Communication, Biology, Writing, Philosophy, Politics and International Affairs, and African American Studies.

| Code | Title | Hours |
|---|---|---|
| **Required Minor Courses** | | |
| JOU 270 | Introduction to Journalism * | 3 |
| JOU 278 | News Literacy ** | 3 |
| Select four additional Journalism Course Electives (https://bulletin.wfu.edu/courses-az/jou/) | | 12 |
| | (Students may pick one course from the following list to fulfill an elective in the minor.) | |

* *JOU 270 is a pre-requisite for advanced writing courses.*
** *JOU 278 can be taken at any time.*

## Interdisciplinary Electives

The practice of journalism, with its central role in American democracy and culture, requires students to tell compelling stories in a range of media. Increasingly, journalism is also a data-driven field, with some of the most important stories of our time based on the analysis of data. Students may pick one course from the following list to fulfill elective credit in Journalism. With approval of the director, students interested in tailoring the minor to a particular interest have the option of selecting a second interdisciplinary elective from the list below or choosing one upper-level course not listed below.

Please refer to departmental listings for more detail on each course.

| Code | Title | Hours |
|---|---|---|
| **Storytelling Courses** | | |
| ART 114 | Introduction to Film and Video Art | 3 |
| ART 119 | Introduction to Darkroom Photography | 3 |
| ART 120 | Introduction to Digital Photography | 3 |
| ART 122 | Design Studio: Visualization of Ideas | 3 |
| ART 214 | Film and Video Art: Site Specific | 4 |
| ART 224 | Film and Video Art: Cyberspace | 4 |
| ART 229 | Digital Photography | 4 |
| COM 247 | Media Production I | 3 |
| COM 309 | Visual Storytelling | 3 |
| COM 310 | Media Production II | 3 |
| COM 316 | Screenwriting | 3 |
| COM 325 | On Camera Performance | 3 |
| COM 365 | Imagination Project | 3 |
| CRW 287 | Literary Nonfiction Workshop | 3 |
| CRW 387 | Advanced Literary Nonfiction Workshop | 3 |
| ENV 306 | Topics in Environmental Studies | 1-4 |
| HST 367 | Public History | 3 |
| WRI 210 | Exploring Academic Genres | 3 |
| WRI 212 | Literary Nonfiction: Art of the Essay | 3 |
| WRI 320 | Writing in and about Science: Scientists as Writers and Writers as Scientists | 3 |
| **Computer, Technology and Information Literacy Courses** | | |
| CSC 321 | Database Management Systems | 3 |
| CSC 322 | Data Management and Analytics | 3 |
| CSC 361 | Digital Media | 3 |
| CSC 363 | Computer Graphics | 3 |
| CSC 373 | Data Mining | 3 |
| **Media, Democracy and Culture Courses** | | |
| COM 245 | Introduction to Mass Communication | 3 |
| COM 319 | Media Ethics | 3 |
| HST 362 | American Constitutional History | 3 |
| LIB 130 | Topics in Mis- and Disinformation | 1.5 |
| POL 217 | Politics and the Mass Media | 3 |
| WGS 271 | Making Sense of the News Through a Feminist Le | 1-3 |

# Latin-American and Latino Studies (LAS)

Interdisciplinary Minor

The Latin American and Latino Studies Program was established to encourage the study of Latin American and Latino history, culture, geography, economics and politics. Working with students and a distinguished interdisciplinary faculty, the Program is committed to enhancing and advancing the understanding of and appreciation for Latin America and its people.

## Five-Year BA/MA Degree Program Option

Students who choose to minor in Latin-American and Latino Studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin-American Studies at Georgetown University in Washington, D.C. This program allows outstanding students interested in Latin America to begin work toward an interdisciplinary master's degree in Latin-American studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The Bachelor of Arts degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Interested students should contact the director of Latin-American studies or the five-year degree program coordinator.

## Semester in Argentina/Chile

The Latin-American and Latino Studies minor offers a spring semester program based in Santiago, Chile with a three week study component in Buenos Aires, Argentina. Students go as a group, accompanied by a professor from the College. No particular major or minor is required for eligibility. Interested students should contact Peter Siavelis in the Politics and International Affairs Department, or visit the Center for Global Programs and Studies website (http://global.wfu.edu).

## Latina/o Mentoring Initiative

WFU's Latin American and Latino Studies (LALS), in partnership with El Buen Pastor Latino Community Services (EBPLCS), offers a mentoring program for Latino middle school and high school youth of Winston-Salem, North Carolina. The program consists of pairing WFU students with Latino students affiliated with EBPLCS for a mentoring relationship that lasts at least two years. WFU mentors who are LALS minors have the opportunity to earn three LALS credit hours for partaking in an independent study course. This course entails working on a research project assessing the mentoring program under the guidance of an LALS faculty member. Some of the benefits for LALS minors partaking in this initiative include: developing a more comprehensive understanding of the strength and struggles of Latino students in the U.S., developing critical thinking, analytical, quantitative literacy and writing skills, developing strong leadership and interpersonal communication skills, receiving LALS course credit for partaking in an independent study, and developing a rewarding relationship with a local Latino student that can last a lifetime. For more information, contact the co-directors of the mentoring program, Betina Wilkinson or Peter Siavelis.

## Contact Information

Latin American and Latino Studies (http://college.wfu.edu/lals/)

## Programs

### Minor

- Latin-American and Latino Studies, Minor

## Courses

### Latin-American and Latino Studies (LAS)

**LAS 210. Introduction to Latin-American and Latino Studies. (3 h)**
Introduces the historical, economic, cultural, and social issues which shape Latin America. (CD)

**LAS 220C. Afro Cuban Cultural Expression. (3 h)**
Comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Offered in Havana. Also listed as SPA 368. P- any course in SPA 310-SPA 319 sequence. (CD)

**LAS 281. Contemporary Chile in Latin American Perspective. (3 h)**
Introduces the nature and content of contemporary Chilean politics by placing them in a wider analysis of Latin American politics, history, and society, and international relations. Normally offered in Chile unless otherwise noted.

**LAS 310. Special Topics in Latin American and Latino Studies. (3 h)**
Selected topics in Latin American and Latino studies; topics vary from year to year. (CD)

**LAS 380. Latin American and Latino Studies Honors Coloquium. (4 h)**
Honors capstone colloquium consisting of varied readings and an individual research project. Normally offered in Chile unless otherwise noted.

**LAS 388. Internship in Latin American and Latino Studies. (1-3 h)**
Internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin American and Latino Studies minor. P-Prerequisite override required.

**LAS 398. Individual Study. (1-3 h)**
A reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin American Studies minor. P-Prerequisite override required.

## Faculty

**Director** Ana-María González Wahl

# Latin-American and Latino Studies, Minor

## Requirements

Provides an opportunity for students to undertake a multidisciplinary study of the history, culture, economics, and politics of Latin America, the Caribbean, and of the Latino population in the U.S. It consists of a total of 15 hours; three of these (but no more) may also count toward the student's major. Courses applied toward other minors may also be applied toward the Latin-American and Latino Studies minor. Candidates for the minor are required to take:

| Code | Title | Hours |
|---|---|---|
| **Required Minor Courses** | | |
| LAS 210 | Introduction to Latin-American and Latino Studies | 3 |
| Select 12 hours of coursework related to Latin America or to Latinos in the U.S ** | | 12 |

* *LAS 380 if taken in Chile as part of the honors in Latin-American and Latino Studies program can also fulfill the LAS 210 requirement.*

** *No more than six of these 12 hours may be in a single discipline.*

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing at least one Spanish or Portuguese course at the 200 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

Students may choose from the following list of electives when designing their minor. See the relevant department listings for course descriptions. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses (http://college.wfu.edu/lals/).

## Electives for Latin-American and Latino Studies

| Code | Title | Hours |
|---|---|---|
| ANT 327 | Global Justice and Human Rights in Latin America | 3 |
| ANT 342 | Applied Anthropology | 3 |
| ANT 360 | Anthropology of Global Health | 3 |
| ANT 373 | Olmec to Inca: States of the Americas | 3 |
| ANT 383 & ANT 384 | Field Program in Cultural Anthropology and Field Program in Cultural Anthropology | 6 |
| ANT 385 & ANT 386 | Special Problems Seminar and Special Problems Seminar (if related to Latin America) | 6 |
| BIO 349 | Tropical Biodiversity of the Amazon and Andes | 4 |
| ECN 351 | International Trade | 3 |
| ECN 352 | International Finance | 3 |
| ECN 358 | Economic Growth and Development | 3 |
| ENG 357 | Studies in Chicano/a Literature | 3 |
| HST 104 | World Civilizations since 1500 (if related to Latin America) | 3 |
| HST 108 | Americas and the World | 3 |
| HST 275 | Modern Latin America | 3 |
| HST 284 | Latin America's Colonial Past | 3 |
| HST 311 | Special Topics in History (if related to Latin America) | 3 |
| HST 359 | Trans History, Machismo, and Sex Work in Latin America | 3 |
| HST 374 | Protest and Rebellion in Latin America | 3 |
| HST 390 | Research Seminar (if related to Latin America) | 4 |
| HMN 186 | Contemporary Chilean Experience | 1.5 |
| HMN 223 | African and Caribbean Literature | 3 |
| MSC 104 | Music of Latin America | 3 |
| PHI 239 | Latin American & Latinx Philosophy | 3 |
| POL 210 | Topics In United States Politics and Policy | 3 |
| POL 214 | Latina/o/x Politics | 3 |
| POL 236 | Government and Politics in Latin America | 3 |
| POL 240 | Politics of Human Rights | 3 |
| POL 242 | Topics in Comparative Politics (if related to Latin America) | 3 |
| POL 257 | Politics of International Development | 3 |
| POL 399 | Senior Seminar in Political Science (if related to Latin America) * | 4 |
| PTG 111 & PTG 112 | Elementary Portuguese and Elementary Portuguese ** | 6 |
| PTG 113 | Intensive Elementary Portuguese | 4 |
| PTG 154 | Accelerated Intermediate Portuguese | 3 |
| PTG 212 | Exploring the Lusophone World | 3 |

| | | |
|---|---|---|
| REL 103B | Introduction to Latin American Christian Traditions | 3 |
| REL 390 | Special Topics in Religion (if related to Lain America) | 1.5-3 |
| SOC 356 | Sociology of Immigration | 3 |
| SOC 359 | Race and Racism | 3 |
| SOC 386 | Special Topics Seminar in Culture and Social Movements (if related to Latin America or Latino Studies) | 3 |
| SPA 309 | Grammar and Composition | 4 |
| SPA 309L | Grammar and Composition for Heritage Speakers of Spanish | 4 |
| SPA 310 | Anecdotes, Bestsellers, Cuentos. The ABCs of Storytelling in the Spanish-Speaking World | 3 |
| SPA 311 | Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World | 3 |
| SPA 312 | Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World | 3 |
| SPA 313 | Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World | 3 |
| SPA 316 | Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean | 3 |
| SPA 317 | Mil máscaras/ A Thousand Masks: Interdisciplinary Approaches to Mexico and Central America | 3 |
| SPA 318 | The Andes to Patagonia: Interdisciplinary Approaches to South American Culture | 3 |
| SPA 319 | Literary and Cultural Studies of Spanish America | 3 |
| SPA 322 | Spanish Pronunciation and Dialect Variation | 3 |
| SPA 325 | Spanish for Business I | 3 |
| SPA 326 | International Business: Spain/Latin America | 3 |
| SPA 327 | Spanish for Business II | 3 |
| SPA 341 | Latin American Historical Fiction: Memory, Myth, and Social Justice | 3 |
| SPA 342 | From Colonial to Postcolonial Voices | 3 |
| SPA 343 | Travel Literature | 1.5-3 |
| SPA 344 | The 18th- and 19th-century Periodical Press in Spain and Spanish America | 1.5-3 |
| SPA 345 | The Transatlantic Civil War | 3 |
| SPA 346 | Transatlantic Transitions: Postdictatorship in Spain and the Southern Cone | 3 |
| SPA 347 | Contemporary Theater in Spain and Spanish America | 3 |
| SPA 348 | Contemporary Women Novelists and their Female Characters (if related to Latin America or Latino Studies) | 3 |
| SPA 349 | Great Authors and Directors (if related to Latin America or Latino Studies) | 1.5-3 |
| SPA 350 | Film Adaptations of Literary Works (if related to Latin America or Latino Studies) | 3 |
| SPA 351 | Cinema and Society (if related to Latin America or Latino Studies) | 3 |
| SPA 352 | Mexican Cultures between Global South and Global North | 3 |
| SPA 355 | Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia | 3 |
| SPA 356 | Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures | 3 |
| SPA 357 | Spanish American Short Story | 3 |
| SPA 358 | Spanish-American Novel | 3 |
| SPA 359 | Spanish-American Theater: From Page to Stage | 3 |
| SPA 360 | Contemporary Theatre | 3 |
| SPA 361 | Fictions of Mexican Revolution | 3 |
| SPA 362 | Masculinity in Mexican Cinema | 3 |
| SPA 363 | Cultural and Social Entrepreneurship: Promotion of Latin American and Latino Societies | 3 |
| SPA 367 | Cuban Literature (offered in Havana) | 3 |
| SPA 368 | Afro Cuban Cultural Expression (offered in Havana) | 3 |
| SPA 369 | Topics in Literary and Cultural Studies (if related to Latin America or Latino Studies) | 3 |
| SPA 379 | Special Topics in Hispanic Linguistics (if related to Latin America or Latino Studies) | 3 |
| SPA 397 | Spanish Independent Study (if related to Latin America or Latino Studies) | 1.5 |
| SPA 398 | Honors Directed Reading and Research (if related to Latin America or Latino Studies) | 1.5 |
| SPA 399 | Honors Directed Writing (if related to Latin America or Latino Studies) | 3 |
| WGS 322 | Feminist, Womanist, Murjerista Theologies: Constructive Perspectives on Christian Thought | 3 |
| WGS 377 | Special Topics (if related to Latin America) | 1.5-3 |

* *Suggested for LAS minors who major in political science.*

** *Students must complete both PTG 111 and PTG 112 to receive 3 hours towards the minor.*

## Honors

The honors designation in Latin-American and Latino Studies is a recognition of outstanding scholarship in the area, as evidenced by academic achievement, critical thinking, intellectual initiative and deep familiarity with the culture and peoples of Latin America. To receive honors in Latin-American and Latino Studies highly qualified students must apply and be selected to complete the Chile Honors Semester which will normally be offered in the fall in Santiago, Chile. Students will undertake focused individual research in the country by participating in LAS 380 and pursue other related coursework. Students are required to present the research findings from their honors colloquium independent project upon return to campus. To receive honors in Latin-American and Latino Studies students must also at the time of graduation have a 3.4 GPA or higher in courses pursued for the minor and an overall GPA of 3.2 or higher. Interested students should contact Professor Peter Siavelis in

the Politics and International Affairs department, or visit the Center for International Studies website at http://cis.wfu.edu/.

# Linguistics (LIN)

Interdisciplinary Minor

The interdisciplinary Linguistics minor offers academic courses across a variety of disciplines. The minor was established in 1993 by faculty from the departments of Anthropology, Classics, Communication, Education, English, French Studies, German-Russian, Humanities, and Spanish and Italian. The minor is currently directed by Professor Tiffany Judy who is assisted by a core group of faculty members drawn from various departments across campus.

By nature and approach, linguistics is integrated tightly with the core mission of the University. Linguistics encourages students to analyze data and to "ask why," to evaluate evidence of various kinds that bears on issues of language acquisition and use, and to see multiple perspectives on problems and evaluate them critically. It is inherently interdisciplinary and stimulates an interconnected perspective, drawing on social sciences, liberal arts, and even physical sciences, as in phonetics (acoustics) and psycholinguistics (neuroscience, imaging techniques); and it is oriented towards the many cultural heritages of the world. It investigates language in all its forms (oral, written, signed) as a distinctive and universal trait of what makes us human — arguably, the field that is most "Pro-Humanitate" of all. And it emphasizes both the diversity of an estimated 6,000 languages and their common core in human cognition and sociocultural functions.

## Contact Information

Linguistics (http://college.wfu.edu/linguistics/)

## Programs

### Minor

- Linguistics, Minor

## Courses

### Linguistics (LIN)

**LIN 115. Language, Culture, and Power: Linguistic Anthropology. (3 h)**
Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, the ethnography of communication, discourse analysis, and sociolinguistics. Topics include: linguistic relativity, grammar and worldview, language use and social inequality, and language and gender. Also listed as ANT 115. (D, POR)

**LIN 150. Introduction to Linguistics. (3 h)**
The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use. Also listed as LIN 150. (CD, D)

**LIN 260. Global Work and Life: A Chinese Linguistics Approach. (3 h)**
Explores how Chinese language and applied linguistics interact with global life and work (food, business, politics). Applies quantitative and qualitative methods to an interdisciplinary inquiry in students' interest. No Chinese language background is required. Also listed as EAL 260. (CD, SWC)

**LIN 309. Modern English Grammar. (3 h)**
A linguistics approach to grammar study. Includes a critical exploration of issues such as grammatical change and variation, the origins and effects of grammar prescriptions/proscriptions, the place of grammar instruction in education, and the politics of language authority. Also listed as ENG 309.

**LIN 310. Sociolinguistics and Dialectology. (3 h)**
Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P- LIN 150/ANT 150 or prerequisite override required.

**LIN 330. Introduction to Psycholinguistics and Language Acquisition. (3 h)**
A psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

**LIN 333. Language and Gender. (3 h)**
Uses an anthropological perspective to examine relationships among language structure, language use, persons, and social categories. Also listed as ANT 333.

**LIN 337. TESOL Linguistics. (3 h)**
Introduces the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the United States or abroad. Also listed as EDU 337. P-LIN 150/ANT 150 or ENG 304 or prerequisite override required; knowledge of a second language is recommended.

**LIN 340. Special Topics in Linguistics. (3 h)**
Interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender. May be repeated for credit if topic varies. P-LIN 150/ANT 150 or prerequisite override required.

**LIN 350. Language, Indigeneity and Globalization. (3 h)**
Taking a global case-study approach, this seminar explores the role language plays in contemporary identity formation and expression, from indigenous to transnational contexts. Addresses relationships among language and colonialism, postcolonialism, nationalism, cultural revitalization, standardization, social and economic inequality, boundary-formation, and processes of cultural inclusion and exclusion. Also listed as ANT 350. (CD)

**LIN 352. Linguistics Cross-Cultural Communication. (3 h)**
Introduction to the nature of language, communication practices, nonverbal communication, and their cross-cultural variability. Teaches awareness of and respect for a range of culturally-specific communicative practices and provides analytic skills (linguistics, semiotic, and ethnographic) with which to recognize and assess such practices. This course differs from COM 350 (Intercultural Communication) in its greater emphasis on approaches from linguistics and anthropology. (CD)

**LIN 354. Field Methods in Linguistic Anthropology. (4 h)**
Trains students in basic skills of collectiong and analyzing linguistic data at the levels of phonetics-phonology, grammar, lexico-semantics, discourse, and sociocultural context. Students will learn about the research questions that drive linguistic fieldwork as well as the relevant methods, tools, and practical and ethical concerns. Also listed as ANT 354. P-ANT/LIN 150 or prerequisite override required.

**LIN 356. Language and Social Justice: Signs, Stigma and Social Capital. (3 h)**
Explores contemporary topics on how language use creates, sustains, justifies, resists, and alters social and economic inequality; constitutes social action; embeds social orders in linguistic structures. Course is collaborative, hands-on, seminar-style. Also listed as ANT 356. (CD)

**LIN 361. Teaching World Languages. (3 h)**
Methods and materials used in teaching world languages. P-Prerequisite override required.

**LIN 375. Philosophy of Language. (3 h)**
Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. Also listed as PHI 375. P-One PHI course (221 strongly recommended) or prerequisite override required.

**LIN 380. Quantitative Text Analysis. (3 h)**
Introduction to the fundamental concepts and practical programming skills from data science applied to the task of quantitative text analysis. Course surveys methods for selecting, organizing, extracting, and analyzing information from textual data sources to generate novel insight into topics from a variety of linguistics and language-related fields. P-Prerequisite override required. (QDA)

**LIN 383. Language Engineering: Localization and Terminology. (3 h)**
Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. P-Prerequisite override required.

**LIN 390. The Structure of English. (3 h)**
An introduction to the principles and techniques of modern linguistics applied to contemporary American English. Also listed as ENG 390.

**LIN 398. Individual Study. (1-3 h)**
Designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. May be repeated for credit. P-ANT 150/LIN 150 and prerequisite override required.

**LIN 399. Individual Study. (1-3 h)**
Designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. May be repeated for credit. P-ANT 150/LIN 150 and prerequisite override required.

# Faculty

**Director** Tiffany Judy
**Core Faculty:**
**Associate Professor of Anthropology** Margaret Bender
**Associate Professor of English** Zak Lancaster
**Associate Teaching Professor of English** Jon Smart
**Associate Professor of French** Stéphanie Pellet
**Associate Professor of German** Tina Boyer
**Associate Professors of Spanish** César Gutiérrez, Tiffany Judy

# Linguistics, Minor

## Requirements

The interdisciplinary minor in linguistics requires:

| Code | Title | Hours |
|---|---|---|
| LIN 150 | Introduction to Linguistics | 3 |
| Select 12 additional hours of the following three groups: * | | 12 |
| Linguistic Courses | | |
| Historical Linguistics | | |
| Related Topics | | |

* *It is recommended that at least one course be from historical linguistics.*

Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

Students intending to minor in linguistics should consult the director, preferably during their sophomore year. Students may choose from the approved list of electives when designing their minor. For course descriptions, see the relevant department's listings in this publication. Additional elective courses may have been approved since publication of this bulletin. The director maintains a complete list of all elective courses that fulfill the minor.

## Linguistic Courses

| Code | Title | Hours |
|---|---|---|
| LIN/ANT 150 | Introduction to Linguistics | 3 |
| LIN/ENG 309 | Modern English Grammar | 3 |
| LIN 310 | Sociolinguistics and Dialectology | 3 |
| LIN 330 | Introduction to Psycholinguistics and Language Acquisition | 3 |
| LIN/ANT 333 | Language and Gender | 3 |
| LIN/EDU 337 | TESOL Linguistics | 3 |
| LIN 340 | Special Topics in Linguistics | 3 |
| LIN/ANT 350 | Language, Indigeneity and Globalization | 3 |
| LIN 352 | Linguistics Cross-Cultural Communication | 3 |
| LIN/ANT 354 | Field Methods in Linguistic Anthropology | 4 |
| LIN/PHI 375 | Philosophy of Language | 3 |
| LIN 380 | Quantitative Text Analysis | 3 |
| LIN 383 | Language Engineering: Localization and Terminology | 3 |
| LIN/ENG 390 | The Structure of English | 3 |
| LIN 398/399 | Individual Study | 1-3 |

## Historical Linguistics

| Code | Title | Hours |
|---|---|---|
| ENG 304 | History of the English Language | 3 |
| FRH 341 | Rise of French | 3 |
| GES 345 | History of the German Language | 3 |
| RUS 332 | The History of Russian Language | 3 |
| SPA 370 | History of the Spanish Language | 3 |

## Related Topics

| Code | Title | Hours |
|---|---|---|
| ANT/EDU 353 | Language in Education | 3 |
| EDU 354 | Content Pedagogy (Methods of Teaching World Languages) | 3 |
| FRH 322 | French Phonetics | 3 |
| FRH 342 | Structure of French | 3 |
| FRH 343 | Modern French | 3 |
| FRH 345 | Language and Society | 3 |
| RUS 330 | Structure of Russian | 3 |
| SPA 320 | Introduction to Hispanic Linguistics | 3 |
| SPA 322 | Spanish Pronunciation and Dialect Variation | 3 |
| SPA 371 | Contrastive Spanish/English Grammar and Stylistics | 3 |
| SPA 372 | Acquisition of Spanish | 3 |
| SPA 373 | Language and Society | 3 |
| SPA 374 | Spanish in the United States | 3 |
| SPA 379 | Special Topics in Hispanic Linguistics | 3 |

# Mathematics (MTH)

**A major in mathematics** can be achieved by satisfying the requirements listed for either the bachelor of arts or bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

In order to declare a major in the department a student must have earned a C or better, or AP credit in, two courses from the following list: MTH 111, MTH 112, MTH 113, MTH 117, MTH 121.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers. Students may not major in the department and minor in mathematics or double-major within the department.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are:

- Participation in the annual Putnam examination
- The COMAP contest in mathematical modeling
- The American Statistical Association DataFest
- Local chapter of the AWM (American Women in Mathematics)
- Data science and hackathon events
- Meetings of the mathematics and statistics club
- Seminars and courses which build upon the regularly scheduled course offerings
- Student research with faculty
- The Math and Stats Center provides an opportunity for students to receive tutoring in all MTH and STA courses throughout the year. Opportunities to serve as a tutor are also available.

Students who are enrolled at Wake Forest may not take courses in mathematics at other institutions to satisfy divisional requirements.

## Contact Information

Department of Mathematics (http://college.wfu.edu/math/)
Manchester Hall 127, Box 7388
Phone 336-758-5300

## Programs

## Majors

- Applied Mathematics, B.S.
- Mathematics, B.A.
- Mathematics, B.S.

## Minors

- Mathematics, Minor

## Courses

## Mathematics (MTH)

**MTH 104. Fundamentals of Algebra and Trigonometry. (2 h)**
A review of the essentials of algebra and trigonometry in a guided laboratory setting. Admission by permission only. Not to be counted towards any major or minor offered by the department. Pass/Fail only.

**MTH 105. Fundamentals of Algebra and Trigonometry. (1-3 h)**
A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted towards any major or minor offered by the department.

**MTH 105L. Precalculus Assessment Lab. (1 h)**
A review of the essentials of algebra and trigonometry in a guided laboratory setting. Admission by permission only. Not to be counted towards any major or minor offered by the department. Pass/Fail only. C-MTH 111.

**MTH 106. Calculus Foundations. (3 h)**
Fall semester of a 2-semester sequence. Functions, limits, continuity, derivatives and their applications. Additional topics may vary by instructor. Calculus placement exam and permission of instructor are required. Intended for first-year students seeking additional support in precalculus integrated with calculus topics in preparation for majors/minors in Div. IV, Div. V, pre-health, or business. Course to be followed by MTH 111 in the spring. Course does not include credit toward a major in the department. P - Prerequisite override required. (QR)

**MTH 107. Explorations in Mathematics. (4 h)**
An introduction to mathematical reasoning and problem solving. Topics vary by instructor and may include one or more of the following: knot theory, Euclidean and non-Euclidean geometry, set theory, cryptography, discrete models, number theory, discrete mathematics, chaos theory, probability, and MAPLE programming. Lab. (D, QR)

**MTH 111. Calculus with Analytic Geometry I. (4 h)**
Functions of a real variable, trigonometric, exponential and logarithmic functions, limits, continuity, differentiation, applications of derivatives, indeterminate forms, introduction to integration, the fundamental theorem of calculus. Lab. (D, QR)

**MTH 112. Calculus with Analytic Geometry II. (4 h)**
Techniques of integration, applications of integration, improper integrals, sequences, Taylor's formula, and infinite series, including power series. Lab. P-MTH 111 or prerequisite override required. (D, QR)

**MTH 113. Multivariable Calculus. (4 h)**
The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green's, Stokes', and divergence theorems. Lab. P-MTH 112 or prerequisite override required. (D, QR)

**MTH 117. Discrete Mathematics. (4 h)**
Introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics. Lab. (D, QR)

**MTH 121. Linear Algebra I. (3 h)**
Vectors, linear transformations and matrices, the invertible matrix theorem, determinants, eigenvalues and eigenvectors, and orthogonal projections. Credit not allowed for both MTH 121 and 205. (D, QR)

**MTH 165. Problem-Solving Seminar. (1 h)**
Weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit. Pass/Fail only.

**MTH 172. Mathematics and Social Justice. (1.5 h)**
A survey of how mathematical tools relate to various social justice issues. Topics include fairly drawing electoral districts, determining income subsidies to combat evictions, and assessing the impacts of industrial agriculture. Also explores how certain applications reinforce existing systems of oppression and present new ethical dilemmas. Not to be counted toward any major or minor offered by the department. Pass/Fail only.

**MTH 191. Research Exploration in Mathematics. (1-2 h)**
A course for first- and second-year students interested in an early research experience in mathematics. Students will participate in introductory research projects while developing skills for success. Not to be counted toward any major or minor offered by the department. Pass/Fail only. P - Prerequisite override required.

**MTH 205. Introduction to Linear Algebra and Differential Equations. (4 h)**
Specific topics covered include: vector algebra, solving linear systems of equations, rank, vector spaces, determinants, eigenvalues, linear transformations, first order differential equations, second order linear ordinary differential equations, and power series solutions to differential equations. Credit not allowed for both MTH 205 and MTH 251 or for both MTH 205 and MTH 121. P-MTH 112 or prerequisite override required. (D)

**MTH 214. Multivariable Analysis. (3 h)**
Functions between Euclidean spaces, multivariable limits, differentiation, change of variables, line and surface integrals, vector fields, integration theorems for vector fields, Implicit & Inverse Function Theorems, Contraction Mapping Theorem, applications, other selected topics from analysis in multiple dimensions. P-MTH 113, and MTH 121 or MTH 205.

**MTH 215. Axiomatic Systems. (3 h)**
The development of set theory, geometry, point set topology or other mathematical system from either an axiomatic or inquiry-based learning perspective. Problem solving, mathematical logic, and rigorous proof writing are emphasized. With prior departmental permission, this course may be repeated when topics differ substantially. P- MTH 117 or prerequisite override required. (QR)

**MTH 225. Linear Algebra II. (3 h)**
A continuation of the study of linear algebra and its applications over the real and complex numbers to include vector spaces, the spectral theorem, and the singular value decomposition. Additional topics may include quadratic forms, Gershgorin's circle theorem, analytic functions of matrices, pseudoinverses, and other topics chosen by the instructor. P-MTH 112 and (MTH 121 or MTH 205) or prerequisite override required. C-MTH 117. (D)

**MTH 243. Codes and Cryptography. (3 h)**
Essential concepts in coding theory and cryptography. Congruences, cryptosystems, public key, Huffman codes, information theory, and other coding methods. P - MTH 117 or prerequisite override required.

**MTH 251. Ordinary Differential Equations. (3 h)**
Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. Credit not allowed for both MTH 251 and MTH 205. P-MTH 112 or prerequisite override required. (D, QR)

**MTH 253. Operations Research. (3 h)**
Mathematical models and optimization techniques. Studies in linear programming, simplex method, duality, sensitivity analysis, and other selected topics. P-(MTH 111 or MTH 112 or MTH 113) and (MTH 121 or MTH 205) or prerequisite override required. (QR)

**MTH 254. Optimization Theory. (3 h)**
Unconstrained and constrained optimization problems; Lagrange multiplier methods; second-order sufficient conditions; inequality constraints; and Karush-Kuhn-Tucker conditions. P-MTH 113 and (MTH 121 or MTH 205) or prerequisite override required.

**MTH 283. Topics in Mathematics. (1-3 h)**
Topics in mathematics not considered in regular courses or which continue study begun in regular courses. Content varies. May be repeated for credit if topic varies.

**MTH 306. Advanced Mathematics for the Physical Sciences. (3 h)**
Advanced topics in linear algebra, special functions, integral transforms and partial differential equations. Not to be counted toward any major offered by the department except for the major in mathematical business. P-MTH 205 or MTH 251 or prerequisite override required.

**MTH 311. Introductory Real Analysis I. (3 h)**
Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. P-MTH 113 and MTH 117 or prerequisite override required.

**MTH 312. Introductory Real Analysis II. (3 h)**
Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. P-MTH 311 or prerequisite override required.

**MTH 317. Complex Analysis I. (3 h)**
Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. P-MTH 113 and MTH 117 or prerequisite override required.

**MTH 321. Modern Algebra I. (3 h)**
Introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P-MTH 117 and (MTH 121 or MTH 205) or prerequisite override required.

**MTH 322. Modern Algebra II. (3 h)**
A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P-MTH 321 or prerequisite override required.

**MTH 324. Advanced Linear Algebra. (3 h)**
Thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P-MTH 321 or prerequisite override required.

**MTH 326. Numerical Linear Algebra. (3 h)**
Numerical methods for solving matrix and related problems in science and engineering using a high-level matrix-oriented language such as MATLAB. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to applications. Credit not allowed for both MTH 326 and CSC 352. P-MTH 112 and MTH 121 or 205, or prerequisite override required.

**MTH 331. Geometry. (3 h)**
An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries. P - MTH 117 or prerequisite override required.

**MTH 333. Introductory Topology. (3 h)**
Topics vary and may include knot theory, topological spaces, homeomorphisms, classification of surfaces, manifolds, Euler characteristic, and the fundamental group. P - MTH 117 or prerequisite override required.

**MTH 334. Differential Geometry. (3 h)**
Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P-MTH 113 or prerequisite override required.

**MTH 345. Elementary Number Theory. (3 h)**
Properties of integers, congruences, and prime numbers, with additional topics chosen from arithmetic functions, primitive roots, quadratic residues, Pythagorean triples, and sums of squares. P-MTH 117. (D)

**MTH 346. Modern Number Theory. (3 h)**
A selection of number theory topics of recent interest. Some examples include elliptic curves, partitions, modular forms, the Riemann zeta function, and algebraic number theory. P-MTH 117.

**MTH 347. Graph Theory. (3 h)**
Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms. P-MTH 117 or prerequisite override required.

**MTH 348. Combinatorial Analysis I. (3 h)**
Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions. P-MTH 117 or prerequisite override required.

**MTH 349. Combinatorial Analysis II. (3 h)**
Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions. P-MTH 117 or prerequisite override required.

**MTH 351. Introduction to Mathematical Modeling. (3 h)**
Introduction to the mathematical modeling, analysis and simulation of continuous processes using MATLAB, Mathematica or Maple. Topics include dimensional analysis, stability analysis, bifurcation theory, one-dimensional flows, phase plane analysis, index theory, limit cycles, chaotic dynamics, hyperbolic conservation laws and traveling waves. P-(MTH 121 and 251) or MTH 205 or prerequisite override required.

**MTH 352. Partial Differential Equations. (3 h)**
A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P-MTH 113 and (MTH 205 or MTH 251) or prerequisite override required.

**MTH 353. Probability Models. (3 h)**
Introduction to probability models, Markov chains, Poisson processes and Markov decision processes. Applications will emphasize problems in business and management science. P-MTH 111 and MTH 121 or 205, or prerequisite override required.

**MTH 354. Discrete Dynamical Systems. (3 h)**
Introduction to the theory of discrete dynamical systems as applied to disciplines such as biology and economics. Includes methods for finding explicit solutions, equilibrium and stability analysis, phase plane analysis, analysis of Markov chains, and bifurcation theory. P-MTH 112 and 121 or prerequisite override required.

**MTH 355. Introduction to Numerical Methods. (3 h)**
Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both MTH 355 and CSC 355. P-MTH 112, MTH 121 or 205 or 206, or prerequisite override required.

**MTH 357. Probability. (3 h)**
Probability distributions, mathematical expectation, and sampling distributions. MTH 357 covers much of the material on the syllabus for the first actuarial exam. Credit not allowed for both MTH 357 and STA 310. P-MTH 112 or 205 or prerequisite override required.

**MTH 359. Networks: Models and Analysis. (3 h)**
A course in fundamental network theory concepts, including measures of network structure, community detection, clustering, and network modelling and inference. Topics also draw from recent advances in the analysis of networks and network data, as well as applications in economics, sociology, biology, computer science, and other areas. Also listed as STA 352. P-MTH 117 or MTH 121 or MTH 205, and one course in STA at the 200 level or above.

**MTH 372. Math, Statistics, and Society. (1-3 h)**
A survey of mathematical and statistical applications arising from problems in politics, social justice, or racial justice; and/or an examination of instances, present and historical, where mathematics and statistics function as a tool promoting inclusion or exclusion; and/or an exploration of mathematics and statistics as human endeavors and contributions from diverse populations. Topics vary by instructor. May not be counted toward any major or minor offered in the department. May be repeatable for credit with prior approval of the department. Pass/Fail only.

**MTH 381. Individual Study. (1-3 h)**
A course of independent study directed by a faculty advisor. By prearrangement. May be repeated for credit when covering new material. P-Prerequisite override required.

**MTH 383. Advanced Topics in Mathematics. (1-3 h)**
Topics in mathematics not considered in regular courses or which continue study begun in regular courses. Content varies. May be repeated for credit when covering new material.

**MTH 391. Senior Seminar Preparation. (1 h)**
Independent study or research directed by a faculty advisor by prearrangement with the advisor. P-Prerequisite override required.

**MTH 392. Senior Seminar Presentation. (1 h)**
Preparation of a paper, followed by a one-hour oral presentation based upon work in MTH 391.

# Faculty

**Chair** Stephen Robinson
**Wake Forest Taylor Professor** Stephen Robinson
**Clark Family Faculty Fellow and Professor** Jennifer Erway Fey
**Sterge Faculty Fellow and Professor** Ellen Kirkman
**Professors** Edward Allen, Hugh Howards, Miaohua Jiang, Sarah Mason, Sarah Raynor, Jeremy Rouse
**Associate Professors** Abbey Bourdon, John Gemmer, W. Frank Moore, R. Jason Parsley
**Associate Teaching Professor and Director of the Math and Stats Center** Lynne Yengulalp
**Associate Teaching Professor** Justin Allman
**Sterge Faculty Fellows and Assistant Professors** Claudia Falcon and Leandro Lichtenfelz
**Assistant Professor** Fan Yang
**Teacher-Scholar Postdoctoral Fellows**J. Dylan Bruney, Kyle Celano, Thomas Kindred, Jacob Mayle, and Tolulope Oke
**Visiting Assistant Professors** Katie Betancourt, C. Williams Chukwu, Peter Merkx, and Chee Han Tan

# Applied Mathematics, B.S.

## Requirements

The bachelor of science in applied mathematics requires the following:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I ** | 3 |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| MTH 225 | Linear Algebra II | 3 |
| MTH 251 | Ordinary Differential Equations ** | 3 |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| MTH 311 | Introductory Real Analysis I | 3 |
| MTH 351 | Introduction to Mathematical Modeling | 3 |
| MTH 326/ CSC 352 | Numerical Linear Algebra | 3 |
| or MTH/CSC 355 | Introduction to Numerical Methods | |
| MTH 357 | Probability | 3 |
| or STA 310 | Probability | |
| Choose one of the following: | | 3 |
| STA 311 | Statistical Inference | |
| STA 312 | Linear Models | |
| STA 362 | Multivariate Statistics | |
| STA 364 | Computational and Nonparametric Statistics | |
| Choose 3 additional 3-hour MTH or STA courses numbered 200 or above * | | 9 |
| Choose one of the following: | | |
| CSC 111 | Introduction to Computer Science | 4 |
| CSC 112 | Fundamentals of Computer Science | 4 |
| Choose one year-long sequence outside of mathematics and statistics chosen from the following: | | |
| CSC 201 or 221, and one additional CSC course numbered 200 or above | | |
| PHY 113 & PHY 114 | General Physics I and General Physics II | |
| CHM 111 & CHM 280 | College Chemistry I and College Chemistry II | |
| BIO 150 & BIO 160 | Biology I and Biology II | |
| a sequence approved by the applied mathematics major advisor | | |

* excluding MTH 306 and MTH 381
** If a student takes MTH 205 they are required to take one additional 3-hour MTH or STA course numbered 200 or above.

To declare this major, at least three of MTH 111, MTH 112, MTH 113, MTH 117, MTH 121 and STA 112 must be completed with a grade of at least a C or through AP credit.

## Honors

To be graduated with the designation “Honors in Mathematics,” or "Honors in Applied Mathematics," students must satisfactorily complete a senior research paper, and they must have a minimum grade point average of 3.5 in the major and 3.0 in all college coursework. For additional information, members of the departmental faculty should be consulted.

# Mathematics, B.A.

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 3 |
| or MTH 225 | Linear Algebra II | |
| MTH 321 | Modern Algebra I | 3 |
| Select one of the following: | | 3 |
| MTH 214 | Multivariable Analysis | |

| | | |
|---|---|---|
| MTH 311 | Introductory Real Analysis I | |
| MTH 317 | Complex Analysis I | |
| Select at least four additional 3-hour MTH courses numbered higher than 109 or STA courses numbered higher than 111, at most two of which can be from STA. At least two of these electives must be numbered above 300 and at most one of those can be from STA. * | | 12 |

* *Excluding MTH 306, MTH 381, STA 381, and STA 383.*

## Honors

To be graduated with the designation “Honors in Mathematics,” or "Honors in Applied Mathematics," students must satisfactorily complete a senior research paper, and they must have a minimum grade point average of 3.5 in the major and 3.0 in all college coursework. For additional information, members of the departmental faculty should be consulted.

# Mathematics, B.S.

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 4 |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| MTH 225 | Linear Algebra II | 3 |
| MTH 311 | Introductory Real Analysis I | 3 |
| MTH 321 | Modern Algebra I | 3 |
| MTH 391 | Senior Seminar Preparation | 1 |
| MTH 392 | Senior Seminar Presentation | 1 |
| Select at least six additional 3-hour MTH courses numbered higher than 109 or STA courses numbered higher than 111, at most three of which can be from STA. At least three of these electives must be numbered above 300, and at most one of those can be from STA. * | | 18 |

* *Excluding MTH 306, MTH 381, STA 381, and STA 383.*

## Honors

To be graduated with the designation “Honors in Mathematics,” or "Honors in Applied Mathematics," students must satisfactorily complete a senior research paper, and they must have a minimum grade point average of 3.5 in the major and 3.0 in all college coursework. For additional information, members of the departmental faculty should be consulted.

# Mathematics, Minor

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 3-4 |
| or MTH 121 | Linear Algebra I | |
| or MTH 205 | Introduction to Linear Algebra and Differential Equations | |
| Select four other MTH or STA courses of at least 3 hours each * | | 12-16 |

* *Numbered higher than MTH 106, two of which must be MTH courses numbered above 200. Credit is allowed for at most one of MTH 107, STA 107 or STA 111.*

# Medieval and Early Modern Studies

Interdisciplinary Minor

Medieval and Early Modern studies involve faculty from various departments at Wake Forest University, among them English, history, art history, classics, romance languages, German, philosophy, music and religion. The program integrates practices of thinking across periods, cultures, territories, and disciplines, even as Medieval Studies at Wake Forest continues to emphasize the importance of intensive training in disciplinary knowledge and practice. One of the greatest values of our program is that it is one of the central places at Wake Forest University where students experience interdisciplinarity. In fact, this program has been an inspiration to and model for other developing programs.Among areas of study in the humanities, medieval and early modern cultures are perhaps most naturally cross-disciplinary.

What we think of as modern culture and modern institutions were founded in the Middle Ages. The study of the Middle Ages offers us the opportunity to examine the formation of western civilization and literature in the aftermath of the fall of Rome. Early Modern studies enables us to trace the transformation of late medieval society and culture into an entirely new epoch, the Renaissance, which was an extremely innovative period that reconfigured all the disciplines and set the stage for developments in modern science, politics, economics, social organization, and the arts.. This program brings medieval and early modern studies into an ever more complex, inter-dependent, and internationalized twenty-first century, emphasizing the interrelationship of culture, ideas, technologies, religions, and movements across periods of time and geography.

## Contact Information

Medieval and Early Modern Studies (http://college.wfu.edu/medievalstudies/)
Kirby Hall 313
Phone 336-758-4497

## Programs

## Minor

- Medieval and Early Modern Studies, Minor

## Faculty

**Director, Professor of English** Gale Sigal

# Medieval and Early Modern Studies, Minor

## Requirements

The interdisciplinary minor in medieval and early modern studies requires 18 hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students have the opportunity to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive 4.5 hours (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.)

Courses may be chosen from the following list. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

## Electives for Medieval and Early Modern Studies

| Code | Title | Hours |
|---|---|---|
| ART 252 | Romanesque Art and Archiecture | 3 |
| ART 253 | The Gothic Cathedral | 3 |
| ART 254 | Luxury Arts in the Middle Ages | 3 |
| ART 267 | Early Italian Renaissance Art | 3 |
| ART 268 | 16th Century Art in Italy: Magnificence and Reform | 3 |
| ART 269 | Venetian Renaissance Art | 3 |
| ART 270 | Northern Renaissance Art | 3 |
| ART 272 | 17th-Century European Art: Politics, Power and Patronage | 3 |
| ART 274 | 17th-Century Dutch Painting | 3 |
| ART 396 | Art History Seminar (when topic is on Medieval and Byzantine art) | 4 |
| ENG 305 | Old English Language and Literature | 3 |
| ENG 308 | Beowulf | 3 |
| ENG 310 | The Medieval World | 3 |
| ENG 311 | The Legend of Arthur | 3 |
| ENG 312 | Medieval Poetry | 3 |
| ENG 313 | Roots of Song | 3 |
| ENG 315 | Chaucer | 3 |
| ENG 320 | British Drama to 1642 | 3 |
| ENG 323 | Shakespeare | 3 |
| ENG 325 | 16th-Century British Literature | 3 |
| ENG 326 | Studies in English Renaissance Literature | 3 |
| ENG 327 | Milton | 3 |
| ENG 328 | 17th-Century British Literature | 3 |
| FRH 370 | Seminar in French and Francophone Studies (periodically offered in medieval studies) | 3 |
| GER 380 | German Literature before 1700 | 3 |
| GES 345 | History of the German Language | 3 |
| GES 391 | Margins and Minorities | 3 |
| HST 119 | Venice and the World | 3 |
| HST 206 | The Early Middle Ages | 3 |
| HST 207 | The High Middle Ages Through the Renaissance | 3 |
| HST 209 | Europe: From Renaissance to Revolution | 3 |
| HST 217 | France to 1774 | 3 |
| HST 223 | The British Isles to 1750 | 3 |
| HST 242 | Middle East before 1500 | 3 |
| HST 311 | Special Topics in History (when topic is medieval) | 3 |
| HON 310 | The Medieval World: Special Topics | 3 |
| HMN 225 | Literature, Travel, and Discovery (when topic is medieval) | 3 |
| ITA 329 | Love, Gender, and Diversity in Italian Epic | 3 |
| ITA 340 | Traveling with Muhammad and Dante | 3 |
| ITA 342 | Boccaccio's Decameron or 'Sex in the City': Rethinking Community in Medieval Florence | 3 |
| LAT 120 | Reading Medieval Latin | 1.5-3 |
| PHI 237 | Medieval Philosophy | 3 |
| REL 368 | Protestant and Catholic Reformations | 3 |
| REL 372 | History of Christian Thought | 3 |
| SPA 330 | The Debate about Woman in Late Medieval Spain | 3 |
| SPA 331 | Medieval Spain: A Cultural and Literary Perspective | 3 |
| SPA 332 | The Golden Age of Spain | 3 |
| SPA 333 | The Spain of Don Quijote | 3 |
| SPA 341 | Latin American Historical Fiction: Memory, Myth, and Social Justice | 3 |
| THE 310 | History Western Theatre I (Beginnings to 1642) | 3 |

Students intending to minor in medieval studies should consult the coordinator, preferably during the sophomore year.

# Middle East and South Asia Studies

Interdisciplinary Minor

The Middle East and South Asia Studies Program began as an interdisciplinary minor in 2004. Since that time, the Program has grown rapidly to include twenty-three faculty members distributed across ten departments of the college and the Divinity School and to graduate around 20 students each year. The Program also administers summer study abroad programs in Morocco, India, Nepal, Indonesia, and Egypt and mentors students' study abroad experiences and overseas research across the region. Intended as an interdisciplinary space for faculty and students with an academic interest across region that encompasses the Middle East and South Asia, the Program regularly sponsors guest lectures, film series, workshops, and international conferences on the campus of Wake Forest University.

The Middle East and South Asia Studies Program maintains institutional affiliations with the American Institute for Maghribi Studies (AIMS), the American Institute of Pakistan Studies (AIPS), the American Institute of Indian Studies (AIIS), and the American Institute for Sri Lankan Studies (AISLS).

# Contact Information

Middle East and South Asia Studies Program (http://college.wfu.edu/mesasprogram/)

# Programs

## Minors

- Arabic, Minor
- Middle East and South Asia Studies, Minor

# Courses

## Arabic (ARB)

**ARB 111. Elementary Arabic I. (3 h)**
The first semester of a two-semester course designed for students with no or very limited knowledge of the language. Introduction to Arabic sounds and script as well as basic grammar, with oral and written drills and reading of simple texts. Focus is on laying the foundation for reading, writing, listening, and speaking skills in Modern Standard Arabic.

**ARB 112. Elementary Arabic II. (3 h)**
The second semester of a two-semester course designed for students with no or very limited knowledge of the language. Mastery of Arabic sounds and script is assumed. Building of vocabulary and grammar through oral and written drills and reading of simple texts. Focus is on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 111.

**ARB 153. Intermediate Arabic I. (4 h)**
Review of grammar and focus on the acquisition of more complex grammatical structures, vocabulary building, and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 112.

**ARB 201. Intermediate Arabic II. (3 h)**
Further building of vocabulary and grammar and expansion of reading, writing, listening, and speaking skills in Modern Standard Arabic. P-ARB 153.

**ARB 218. Standard Arabic Conversation I. (3 h)**
A language course based on cultural material intended to develop students' aural skills and oral proficiency in Modern Standard Arabic by increasing vocabulary and reinforcing command of grammar. P-ARB 153.

**ARB 219. Standard Arabic Conversation II. (3 h)**
A continuation of ARB 218. P-ARB 218 or prerequisite override required.

**ARB 221. Colloquial Arabic Conversation I. (3 h)**
Focus on a particular regional dialect of Arabic (e.g., Egyptian, Levantine, Iraqi, Gulf. or North African) to give students the listening and speaking skills necessary to communicate in everyday language in informal situations. Designed for students with no knowledge of the particular dialect being taugth. Course may be repeated for credit for a different Arabic dialect. P-ARB 153 or prerequisite override required.

**ARB 222. Colloquial Arabic Conversation II. (3 h)**
A continuation of ARB 221. Designed for students with elementary knowledge of the dialect being taught. Course may be repeated for credit for a different Arabic dialect. P-ARB 221 in the same dialect or prerequisite override required.

**ARB 230. Upper Intermediate Arabic I. (3 h)**
With an emphasis on speaking and writing, this course will develop students' oral and written proficiency on an upper intermediate level of fluency. P-ARB 201 .

**ARB 231. Upper Intermediate Arabic II. (3 h)**
A continuation of ARB 230. P - ARB 230.

**ARB 250. Classical Arab-Islamic Civilization through Literature. (3 h)**
Examines how Arabs and Muslims in classical and medieval times (600-1400 A.D.) approached the pleasures of worldly life, organized their social domain by ethics/law, constructed their worldview through religion, reacted to nature by science, and attempted to resolve their cultural inconsistencies through theology, philosophy, and mysticism. (CD, D)

**ARB 251. Modern Arab World through Literature. (3 h)**
Study of the global significance of the 330 million Arabs as the fourth largest community in the world and Arabic as the fifth most widely spoken language from a historical and thematic perspective (1400 A.D to the present) through literary selections covering the periods of premodernity, Arab renaissance, colonialism, state-building, and globalization. (CD, D)

**ARB 253. North African Cinema. (3 h)**
Examines contemporary North Africa through film. Explores themes such as colonialism, religion, war, identity politics, sexuality and gender dynamics, border crossing, and the so-called Arab Spring. No knowledge of Arabic required.

**ARB 255. Food Cultures of the Arab World. (3 h)**
Explores the culinary cultures of the Arab Middle East and North Africa and provides students with an in-depth understanding of the role of food in regional societies and economies. Students will periodically prepare Arab food and share meals. No knowledge of Arabic required.

**ARB 288. Individual Study in Arabic Language or Cultural Studies. (1-3 h)**
Course may be repeated for a total of 6 credit hours. P-Prerequisite override required.

**ARB 301. Advanced Arabic I. (3 h)**
This course will develop students' oral, written, and reading proficiency on an advanced level of fluency. P - ARB 231.

**ARB 302. Advanced Arabic II. (3 h)**
A continuation of ARB 301. P-ARB 301 .

**ARB 305. Special Topics in Arabic. (1-3 h)**
Arabic language study with a particular limited focus, e.g., Quranic Arabic, composition, grammar, novels. May be repeated for credit if topic varies. P-ARB 153, 201, or prerequisite override required depending on the topic.

**ARB 306. Special Topics in Arabic Studies. (3 h)**
Course in English offering in-depth study of particular aspects of Arabic language, literature or culture not included in the regular course offerings. May be repeated for credit when topics vary.

**ARB 324. Introduction to Arabic Literature. (3 h)**
Reading of selected texts in Arabic, ranging from pre-Islamic poetry to the Quran and Prophetic Hadiths to medieval fiction, nonfiction works like biographies and travel literature, and modern short stories, for the purpose of building vocabulary and reading skills, expanding knowledge of grammatical structures and literary genres, and deepening cultural understanding. P - ARB 231 or equivalent.

**ARB 325. Multimedia Arabic. (3 h)**
With a focus on current affairs in the Middle East and the Arabic-speaking world, students will read, listen to, and view authentic materials from various print and electronic media in Arabic. P - ARB 231.

# Hindi-Urdu (HNU)

**HNU 111. Elementary Hindi-Urdu I. (3 h)**
Introduction to modern Hindi-Urdu. Designed for students with no knowledge of the language. Focus is on developing reading, writing, and conversation skills for practical contexts. Instruction in the Devanagari and Nastaliq scripts and the cultures of Indian and Pakistan. Fall only.

**HNU 112. Elementary Hindi-Urdu II. (3 h)**
Continued instruction in modern Hindi-Urdu. Students with previous background may place into this course with the instructor's permission. Focus is on developing reading, writing, and conversation skills for practical contexts. Instruction in the Devanagari and Nastaliq scripts and the cultures of India and Pakistan. Spring only. P-HNU 111.

**HNU 140. Introduction to the Hindi script (Devanagari). (1 h)**
Introduction to the Devanagari writing system used in Hindi, as well as other South Asian languages, including Nepali and Sanskrit. Includes an overview of the Hindi-Urdu sound system and language. Students with prior proficiency in spoken Hindi or Urdu may complete this course in preparation for entering Intermediate Hindi-Urdu (HNU 153 and 201).

**HNU 141. Introduction to the Urdu script (Nastaliq). (1 h)**
Introduction to the Nastaliq writing system used in Urdu, as well as Persian, Punjabi, and Kashmiri. Includes an overview of the Hindi-Urdu sound system and language. Students with prior proficiency in spoken Hindi or Urdu may complete this course in preparation for entering Intermediate Hindi-Urdu (HNU 153 and 201).

**HNU 153. Intermediate Hindi-Urdu I. (3 h)**
Second year of modern Hindi-Urdu. Students with comparable proficiency may place into this course with the instructor's permission. Focus is on building oral and written communication skills in a range of contexts. Exploration of the cultures of India and Pakistan through discussions of authentic materials. Instruction in Devanagari and Nastaliq scripts. Fall only. P-HNU 112.

**HNU 201. Intermediate Hindi-Urdu II. (3 h)**
Continued intermediate instruction in spoken and written Hindi-Urdu. Students with previous background may place into this course with the instructor's permission. Focus is on building oral and written communication skills in a range of contexts. Exploration of the cultures of India and Pakistan through discussions of authentic materials. Instruction in Devanagari and Nastaliq scripts. Spring only. P-HNU 153.

**HNU 230. Advanced Hindi-Urdu I. (1-3 h)**
Third year of modern Hindi-Urdu. Focuses on interpreting authentic written and audiovisual materials, as well as developing accuracy and fluency in oral and written communication. Instruction in Devanagari and Nastaliq scripts. P-HNU 201 or prerequisite override required.

**HNU 231. Advanced Hindi-Urdu II. (1-3 h)**
Continuation of HNU 230. P-Prerequisite override required.

**HNU 250. Devotional Literature in South Asia. (3 h)**
Explores literature from multiple devotional traditions in India, Pakistan, and other South Asian countries. Considers aesthetic, socio-political, and philosophical developments. No knowledge of South Asian languages required. (CD, SWC)

**HNU 251. Themes in Modern South Asian Literature. (3 h)**
Study of modern South Asia through fiction, poetry, and film. Focuses on social, cultural and political developments reflected in these works. Considers post-colonialism, nationalism, gender and sexuality, race and caste, and religious communalism. No knowledge of South Asian languages required. (SWC)

**HNU 288. Individual Study in Hindi-Urdu Language or Cultural Studies. (1-3 h)**
Course may be repeated for a total of 6 credit hours. P-Prerequisite override required.

**HNU 305. Special Topics in Hindi-Urdu. (1-3 h)**
Taught in Hindi-Urdu. Selected themes and approaches to Hindi-Urdu language, culture, literature, drama, and/or film. May be repeated for credit when topics vary.

**HNU 306. Special Topics in Hindi-Urdu Studies. (1-3 h)**
Taught in English. Selected themes and approaches to Hindi-Urdu literature, culture, drama, and/or film not included in the regular course offerings. May be repeated for credit when topics vary.

# Middle East and South Asia Studies (MES)

**MES 110. Introductory Topics in Middle East and South Asia Studies. (1-3 h)**
Introductory level course on selected topics in Middle East and South Asia Studies. May be repeated for credit if course content differs. (CD)

**MES 210. Intermediate Topics in Middle East and South Asia Studies. (1-3 h)**
Intermediate level course on selected topics in Middle East and South Asia Studies. May be repeated for credit if course content differs. (CD)

**MES 310. Advanced Topics in Middle East and South Asia Studies. (1-3 h)**
Advanced level course in selected topics in Middle East and South Asia Studies. May be repeated for credit if course content differs. (CD)

**MES 390. Individual Study. (1-3 h)**
Designed to meet the needs and interests of selected students who have declared the minor. Carried out under the supervision of a faculty member affiliated with the Middle East and South Asia Studies program. P-Prerequisite override required.

# Faculty

**Program Co-Director and Associate Professor of History** Charles Wilkins
**Program Co-Director and Professor of Religion** Nelly Van Doorn-Harder
**Assistant Professor of Hindi-Urdu** Peter Knapczyk
**Assistant Teaching Professor of Arabic** Rayed Khedher

# Arabic, Minor

## Requirements

Requires 12 hours above ARB 153. Must include at least one of the following core courses: ARB 201, ARB 230, ARB 231, ARB 301, ARB 302.

May include either English-language content course (ARB 250 or ARB 251) but not both. Study abroad is highly recommended but not required. Students must achieve a GPA of at least 2.0 in the minor.

# Middle East and South Asia Studies, Minor

## Requirements

The Middle East and South Asia Studies minor provides students with an opportunity to engage in a multidisciplinary study of the history, politics, literature, peoples, and cultures of the Middle East and South Asia. To fulfill the minor, students must complete 18 hours from an approved list of courses. Students may count no more than 10 hours from any

of the foreign language offerings toward the minor. Additional elective courses may have been approved since publication of this bulletin. The program's co-directors maintain a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication. Some courses relevant to the minor are not taught on a regular basis; others are offered by visiting or temporary faculty.

## Electives for Middle East and South Asia Studies

| Code | Title | Hours |
|---|---|---|
| ANT 334 | People and Cultures of South Asia | 3 |
| ANT 383 & ANT 384 | Field Program in Cultural Anthropology and Field Program in Cultural Anthropology (when topic is appropriate) | 6 |
| ANT 385 & ANT 386 | Special Problems Seminar and Special Problems Seminar (when topic is appropriate) | 6 |
| ARB 111 & ARB 112 | Elementary Arabic I and Elementary Arabic II | 6 |
| ARB 153 | Intermediate Arabic I | 4 |
| ARB 201 | Intermediate Arabic II | 3 |
| ARB 218 & ARB 219 | Standard Arabic Conversation I and Standard Arabic Conversation II | 6 |
| ARB 221 & ARB 222 | Colloquial Arabic Conversation I and Colloquial Arabic Conversation II | 6 |
| ARB 230 & ARB 231 | Upper Intermediate Arabic I and Upper Intermediate Arabic II | 6 |
| ARB 250 | Classical Arab-Islamic Civilization through Literature | 3 |
| ARB 251 | Modern Arab World through Literature | 3 |
| ARB 288 | Individual Study in Arabic Language or Cultural Studies | 1.5-3 |
| ARB 301 & ARB 302 | Advanced Arabic I and Advanced Arabic II | 6 |
| ARB 305 | Special Topics in Arabic | 3 |
| ARB 324 | Introduction to Arabic Literature | 3 |
| ARB 325 | Multimedia Arabic | 3 |
| ART 104 | Topics in World Art (when topic is appropriate) | 3 |
| ART 203 | Islamic Art and Architecture | 3 |
| ART 204 | South Asian Art and Architecture | 3 |
| ART 205 | The Architecture of Devotion in South Asia | 3 |
| ART 206 | Art and Empire: India and Europe, 1500-1900 | 3 |
| ART 207 | Building Empire: Early Modern Islamic Architecture | 3 |
| ART 208 | Ottoman Art and Architecture | 3 |
| ART 286 | Topics in Art and Architectural History (when topic is appropriate) | 3 |
| ART 351 | Topics in Gender and Art (when topic is appropriate) | 3 |
| ART 396 | Art History Seminar (when topic is appropriate) | 4 |
| COM 370 | Special Topics (when topic is appropriate) | 3 |
| ENG 358 | Postcolonial Literature | 3 |
| ENG 359 | Studies in Postcolonial Literature | 3 |
| HNU 111 & HNU 112 | Elementary Hindi-Urdu I and Elementary Hindi-Urdu II | 6 |
| HNU 140 | Introduction to the Hindi script (Devanagari) | 1 |
| HNU 141 | Introduction to the Urdu script (Nastaliq) | 1 |
| HNU 153 & HNU 201 | Intermediate Hindi-Urdu I and Intermediate Hindi-Urdu II | 6 |
| HNU 288 | Individual Study in Hindi-Urdu Language or Cultural Studies | 1-3 |
| HST 107 | Middle East & the World | 3 |
| HST 109 | Asia and the World | 3 |
| HST 242 | Middle East before 1500 | 3 |
| HST 243 | Middle East since 1500 | 3 |
| HST 250 | Premodern South Asia | 3 |
| HST 251 | Modern South Asia | 3 |
| HST 305 | Medieval & Early Modern Iberia | 3 |
| HST 311 | Special Topics in History (when topic is appropriate) | 3 |
| HST 321 | Zionism, Palestine, and Israel in Historical Perspective | 3 |
| HST 334 | Mystics, Monarchs, and Masses in South Asian Islam | 3 |
| HST 335 | Hindus and Muslims in India, Pakistan, and Beyond | 3 |
| HST 343 | The Silk Roads | 3 |
| HST 385 | History through Film: Bollywood and the Making of Modern India | 3 |
| HST 387 | The Last Great Muslim Empires | 3 |
| HST 388 | Nation, Faith, and Gender in the Middle East | 3 |
| HST 389 | The British Empire in the Middle East | 3 |
| HST 390 | Research Seminar (when topic is appropriate) | 4 |
| HST 398 | Individual Study (when topic is appropriate) | 1-3 |
| HST 399 | Directed Reading (when topic is appropriate) | 1-3 |
| MES 110 | Introductory Topics in Middle East and South Asia Studies | 1-3 |
| MES 210 | Intermediate Topics in Middle East and South Asia Studies | 1-3 |
| MES 310 | Advanced Topics in Middle East and South Asia Studies | 1-3 |
| MES 390 | Individual Study | 1-3 |
| MSC 101 | Introduction to the Music of World Cultures | 3 |
| MSC 105 | Performing Arts of Asia | 3 |
| MSC 106 | Performing Arts of Bali | 3 |
| MSC 150 | Gamelan Ensemble | 1 |
| NLL 111 & NLL 112 | Elementary Hebrew and Elementary Hebrew | 6 |
| NLL 153 | Intermediate Hebrew | 3 |
| NLL 211 & NLL 212 | Hebrew Literature and Hebrew Literature II | 6 |
| NLL 213 | Studies in Modern Hebrew | 3 |
| NLL 301 | Introduction to Semitic Languages | 3 |

| | | |
|---|---|---|
| NLL 302 & NLL 303 | Akkadian I and Akkadian II | 6 |
| NLL 310 | Intermediate Readings in Classical Hebrew | 1 |
| NLL 311 | Aramaic | 3 |
| NLL 321 & NLL 322 | Introduction to Middle Egyptian I and Introduction to Middle Egyptian II | 6 |
| POL 241 | Contemporary India | 3 |
| POL 242 | Topics in Comparative Politics (when topic is appropriate) | 3 |
| POL 246 | Politics and Policies in South Asia | 3 |
| POL 250 | The American Wars in Afghanistan and Iraq | 3 |
| POL 251 | Politics of Forced Migration | 3 |
| POL 252 | Topics in International Politics (when topic is appropriate) | 3 |
| POL 255 | Terrorism and Political Violence | 3 |
| POL 257 | Politics of International Development | 3 |
| POL 259 | Palestine and the Arab-Israeli Conflict | 3 |
| POL 263 | U.S. Foreign Policy in the Middle East | 3 |
| POL 269 | Topics in Political Theory (when topic is appropriate) | 3 |
| POL 274 | Arab and Islamic Political Thought | 3 |
| POL 282 | Gandhi | 3 |
| POL 286 | Topics in Political Science (when topic is appropriate) | 3 |
| POL 387 | Individual Study (when topic is appropriate) | 2-3 |
| POL 388 | Directed Reading (when topic is appropriate) | 2-3 |
| POL 399 | Senior Seminar in Political Science (when topic is appropriate) | 4 |
| REL 104A | Introduction to Asian Religions | 3 |
| REL 104B | Introduction to South Asian Religions | 3 |
| REL 105 | Monotheisms: Judaism, Christianity, and Islam | 3 |
| REL 108 | Introduction to Hindu Traditions | 3 |
| REL 109 | Introduction to Buddhist Traditions | 3 |
| REL 110 | Introduction to Islamic Traditions | 3 |
| REL 113 | Introduction to Jewish Traditions | 3 |
| REL 286 & REL 287 | Directed Reading and Directed Reading (when topic is appropriate) | 4 |
| REL 312 | The Critical Study of the Pentateuch | 3 |
| REL 313 | Near Eastern Archeology | 3 |
| REL 355 | Jewish Identities: Religion, Race, and Rights | 3 |
| REL 356 | Faces of Modern Judaism | 3 |
| REL 362 | Topics in Islam | 3 |
| REL 383 | The Quran and the Prophet | 3 |
| REL 384 | Islam and Law: Varieties in Interpretation and Expression | 3 |
| REL 385 | Topics in South Asian Religions | 3 |
| REL 386 | The Mahābhārata: Heroes, Demons, Women, and War. | 3 |
| REL 387 | Priests, Warriors and Ascetics in Ancient India | 3 |
| REL 388 | South Asian Women: Religion, Culture and Politics | 3 |
| REL 389 | Islam in the West: Changes and Challenges | 3 |
| REL 390 | Special Topics in Religion (when topic is appropriate) | 3 |
| WGS 377 | Special Topics (when topic is appropriate) | 3 |

## Honors

The honors designation in Middle East and South Asia Studies is a recognition of outstanding scholarship in the area, as evidenced by academic achievement, intellectual initiative and deep familiarity with the culture and peoples of the Middle East and South Asia. To receive honors in Middle East and South Asia Studies, highly qualified students must undertake focused individual research in some aspect of Middle East and/or South Asia studies or study abroad in at least one country in the region. Students are required to provide an oral presentation of their research findings or of their critical analysis of their study abroad experience at the spring honors colloquium that follows their return to campus. To receive honors in Middle East and South Asia Studies student must at the time of graduation have both a 3.6 GPA or higher in courses pursued for the minor and an overall GPA of 3.2 or higher. Interested students should contact one of the program directors to discuss.

# Military Science (MIL)

## Army

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the Professor of Military Science may result in commissioning as a second lieutenant in the active or reserve force components of the Army of the United States, as determined by the Secretary of the Army.

The AROTC program is composed of the basic course and the advanced course.

| Code | Title | Hours |
|---|---|---|
| **Basic Course** | | |
| MIL 121 & MIL 100 | Introduction to the Army and Leadership Laboratory * | 4 |
| MIL 122 & MIL 101 | Foundations of Leadership and Leadership Laboratory | 4 |
| MIL 123 & MIL 102 | Leadership and Ethics and Leadership Laboratory * | 4 |
| MIL 124 & MIL 103 | Army Doctrine and Decision Making and Leadership Laboratory | 4 |
| May also be completed, partially or fully, by three alternative methods: | | |
| | Previous attendance of military initial entry training | |
| | A six-week long Cadet Initial Entry Training (CIET) | |
| | Constructive credit for other military service determined appropriate by the professor of military science | |
| **Advanced Course** | | |
| MIL 225 & MIL 104 | Training Management and the Warfighting Functions and Advanced Leadership Lab | 4 |

| | | |
|---|---|---|
| MIL 226<br>& MIL 105 | Applied Leadership in Small Unit Operations<br>and Advanced Leadership Lab | 4 |
| MIL 227<br>& MIL 106 | The Army Officer<br>and Advanced Leadership Lab | 4 |
| MIL 228<br>& MIL 107 | Company Grade Leadership<br>and Advanced Leadership Lab | 4 |

* *Students may take MIL 121, MIL 122, MIL 123, or MIL 124 without taking the corresponding lab (MIL 100 - MIL 104) if they are not currently receiving an ROTC scholarship. If they intend to pursue a scholarship or contract, participation is encouraged.*

** *Required for all advanced courses.*

### Basic Course

No military obligation is incurred by enrollment in the basic course, except by Army ROTC Scholarship cadets.

### Advanced Course

Enrollment in the advanced AROTC courses is only for students who have signed a service obligation which they will fulfill after graduation with the United States Army, Army Reserve, or Army National Guard, and they must also attend the five-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

## Air Force

In addition to AROTC, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) Program through North Carolina A&T State University in Greensboro in order to receive a commission as an active duty second lieutenant in the U.S. Air Force (USAF). The department offers a four-year program where students enroll at the beginning of their freshman year and continue through award of a bachelor's degree. The four-year program can be modified for students up until the beginning of the spring semester of a student's sophomore year.

Freshmen or sophomore students attend a 1-hour class and a 2-hour leadership laboratory each week in addition to two 1-hour physical training sessions. Students who compete favorably for the award of an Enrollment Allocation will attend a four-week summer field training program at Maxwell Air Force Base, AL. During the junior and senior years, students attend 3 hours of class, a 2-hour leadership laboratory, and two 1-hour physical training sessions.

For more information on the AFROTC Program, contact any instructor or the Unit Admissions Officer in the Department of Aerospace Studies, Campbell Hall, North Carolina A&T State University, telephone (336.334.7707). For course offerings visit this site (https://www.ncat.edu/provost/academic-affairs/rotc/air-force/cadet-life.php).

## Contact Information

Department of Military Science (http://college.wfu.edu/ROTC/)
Phone 336-758-5836

## Courses

## Military Science (MIL)

**MIL 100. Leadership Laboratory. (1 h)**
Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Students learn the skills necessary to operate in a military environment and practical application of the basic leadership tenant. Focus is on teamwork, communication skills and application of basic military principles. MIL 100 in the fall is required for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners. C-MIL 121.

**MIL 101. Leadership Laboratory. (1 h)**
Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Students learn the skills necessary to operate in a military environment and practical application of the basic leadership tenant. Focus is on teamwork, communication skills and application of basic military principles. MIL 101 in the spring is required for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners. C-MIL 122.

**MIL 102. Leadership Laboratory. (1 h)**
Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Students learn the skills necessary to operate in a military environment and practical application of the basic leadership tenant. Focus is on teamwork, communication skills and application of basic military principles. MIL 102 in the fall is required for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners. C-MIL 123.

**MIL 103. Leadership Laboratory. (1 h)**
Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Students learn the skills necessary to operate in a military environment and practical application of the basic leadership tenant. Focus is on teamwork, communication skills and application of basic military principles. MIL 103 in the spring is required for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners. C-MIL 124.

**MIL 104. Advanced Leadership Lab. (1 h)**
Focuses on practical application of time management, small unit organization, communication, and other leadership concepts learned in class to accomplish assigned missions. Laboratory sessions can be tactical (conducting a small unit mission) or managerial (solving an organizational problem). Grading is based on performance in leadership positions, teamwork, and application of principles from class instruction. MIL 225 cadets will conduct training and be evaluated on their application of tactical and managerial skills learned in military science classes to solve problems or complete tactical missions. MIL104 in the fall is required for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners. C-MIL 225.

**MIL 105. Advanced Leadership Lab. (1 h)**
Focuses on practical application of time management, small unit organization, communication, and other leadership concepts learned in class to accomplish assigned missions. Laboratory sessions can be tactical (conducting a small unit mission) or managerial (solving an organizational problem). Grading is based on performance in leadership positions, teamwork, and application of principles from class instruction. MIL 226 cadets will conduct training and be evaluated on their application of tactical and managerial skills learned in military science classes to solve problems or complete tactical missions. MIL 105 in the spring is required for contracted AROTC cadets. C-MIL 226.

**MIL 106. Advanced Leadership Lab. (1 h)**
Focuses on practical application of time management, small unit organization, communication, and other leadership concepts learned in class to accomplish assigned missions. Laboratory sessions can be tactical (conducting a small unit mission) or managerial (solving an organizational problem). Grading is based on performance in leadership positions, teamwork, and application of principles from class instruction. MIL 227 cadets are required to plan training scenarios conducted at lab, supervise sessions, and build teams and future leaders through assessment and feedback. MIL 106 in the fall is required for contracted AROTC cadets. C-MIL 227.

**MIL 107. Advanced Leadership Lab. (1 h)**
Focuses on practical application of time management, small unit organization, communication, and other leadership concepts learned in class to accomplish assigned missions. Laboratory sessions can be tactical (conducting a small unit mission) or managerial (solving an organizational problem). Grading is based on performance in leadership positions, teamwork, and application of principles from class instruction. MIL 228 cadets are required to plan training scenarios conducted at lab, supervise sessions, and build teams and future leaders through assessment and feedback. MIL 107 in the spring is required for contracted AROTC cadets. C-MIL 228.

**MIL 114. Leadership. (1.5 h)**
An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

**MIL 121. Introduction to the Army. (3 h)**
Introduction to the skills critical for effective leadership included effective communication, teamwork, ethics, and cultural awareness. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, Officership, and the Army profession.

**MIL 122. Foundations of Leadership. (3 h)**
Introduction to army terms, philosophies, and basic leadership concepts. Builds individual skills and knowledge applicable to Army operations, both tactical and organizational, in order to develop students into exceptional leaders.

**MIL 123. Leadership and Ethics. (3 h)**
Explores the dimensions of creative and innovative leadership strategies and styles by developing an understanding of team dynamics an assessment of personal leadership traits in order to develop team leadership capabilities. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

**MIL 124. Army Doctrine and Decision Making. (3 h)**
Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). Highlights dimensions of terrain analysis, patrolling, and operation orders, cultural considerations, unit dynamics, interaction with the media and care for subordinate's physical and mental well-being. Places lessons learned from MIL 124 on the Army leadership framework and the dynamics of adaptive leadership in the context of military operations to prepare cadets for leadership roles as they enter the advanced courses.

**MIL 225. Training Management and the Warfighting Functions. (3 h)**
Challenges cadets to study, practice, and evaluate adaptive leaderships skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Advanced Camp. P - MIL 124 (or equivalent credit as determined by the professor of military science). C - MIL 104.

**MIL 226. Applied Leadership in Small Unit Operations. (3 h)**
Uses increasingly challenging leadership opportunities to build cadet confidence and skills in leading tactical and garrison operations up to platoon level. Cadets review aspects of the range of Army operations and specifics of different functional areas within the Army. They also conduct military briefings and develop proficiency in garrison operation orders. Focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Advanced Camp. P - MIL 225 (or equivalent credit as determined by the professor of military science) C - MIL 105.

**MIL 227. The Army Officer. (3 h)**
This course transitions the focus of from being trained, mentored and evaluated as a cadet to learning how to train, mentor and evaulate underclass cadets. Cadets will learn the duties and responsibilites of an Army staff officer and apply the Military Decision Making Process, Army writing style and the Army's principles of training and training management. Cadets will learn about the special trust proposed by the U.S. Constitution to Army Officers- a trust above and beyond other professions. Cadets will learn Army values and ethics and how to apply them to everyday life as well as in the Contemporary Operating Environment. The cadets will learn about the officer's role in the Uniform Code of Military Justice, counseling subordinates, administrative actions and methods on how to best manage their career as an Army officer. P- MIL 124 (or equivalent credit as determined by the professor of military science). C - MIL 106.

**MIL 228. Company Grade Leadership. (3 h)**
Continuation of MIL 227 with emphasis on the transition from cadet to officer. Explores the dynamics of leading military operations in the complex environment facing military officers. Cadets examine differences in customs and courtesies, military law, principles of war, and Rules of Engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Cadets will gain a foundation of knowledge regarding government and military policy based on hands-on case study scenarios involving current and past events. P- MIL 227 (or equivalent credit as determined by the professor of military science). C - MIL 107.

**MIL 229. American Military History. (3 h)**
The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. Credit not allowed for both MIL 229 and HST 369. P-Prerequisite override required.

## Faculty

**Professor** Lieutenant Colonel John Flach
**Assistant Professors** Master Sergeant Fransisco Santiago, Captain Chelsea Jackson, Captain Keon Patrick

# Music (MSC)

The Department of Music offers numerous courses in music theory, history, and culture, including studies of popular music, jazz, world music and Western art music. Performance courses include a wide variety of ensembles such as orchestra, chamber and concert choirs, wind and jazz ensembles, Collegium musicum, Balinese gamelan, and Chinese music ensemble. The department also offers individual instruction in all instruments typically employed in orchestra, wind and jazz ensembles, as well as piano, voice and guitar. Other rich musical opportunities for students include tours with the WFU Chamber Choir; involvement in the traveling WFU Marching Band; extensive faculty and guest concert offerings, including Wake Forest's renowned Secrest Series; and study abroad in Wake Forest residential study centers. Music majors choose either a performance concentration, which requires an audition in their second year and culminates in their giving a senior recital, or a liberal arts concentration, for which they complete a senior project. The music department requires a minimum GPA of 2.0 in the major for graduation.

## Contact Information

Department of Music (http://college.wfu.edu/music/)
Scales Fine Arts Center M309, Box 7345
Phone 336-758-5026

## Programs

## Majors

- Music, B.A.

## Minor

- Music, Minor

## Courses

## Music (MSC)

**MSC 100. Introduction to Western Music. (3 h)**
Survey of Western musical styles, composers, and selected works from the Middle Ages through the present day. (D)

**MSC 101. Introduction to the Music of World Cultures. (3 h)**
Survey of music, history, and culture from selected societies around the world. (CD, D, POR)

**MSC 102. Introduction to Modern Popular Music. (3 h)**
Survey of the history of popular music, focusing on the United States. The course examines influential music genres and individual artists as well as situating their repertories within sociocultural, political, economic, and technological contexts. (CD, D, POR)

**MSC 103. Introduction to Jazz. (3 h)**
Survey of jazz music from its origins to the present in cultural and historical contexts. Also listed as AAS 103. (CD, D)

**MSC 104. Music of Latin America. (3 h)**
Survey of art, folk, and popular musical styles in Latin America. Develops critical listening skills and introduces music concepts and terminology. Studies the musical interactions among various ethnic groups and enables broader historical, social, and cultural discussions. (CD, D, SWC)

**MSC 105. Performing Arts of Asia. (3 h)**
Survey of classical, vernacular, and popular musical traditions in selected Asian cultural contexts, as well as their connections with dance, theater, puppetry, and film. (CD, D, POR, SWC)

**MSC 106. Performing Arts of Bali. (3 h)**
Survey of performing arts of Indonesia in cultural and historical context, with a focus on Bali; includes playing and performing on the university's Balinese gamelan (percussion orchestra). (CD, D, SWC)

**MSC 108. American Music. (3 h)**
A study of the musical sources of American culture and the six streams of music in the United States: folk and ethnic musics, offsprings of the rural South (country music, blues, rock), jazz and its forerunners, popular sacred music, popular secular music, and art music. (CD, D)

**MSC 109. Gender, Sexuality, and Music. (3 h)**
A historical overview of gender and sexuality and its role in music. This includes both a study of specific musicians as well as a broader exploration of gender roles and stereotypes in music. (CD, D)

**MSC 110. History of the Wind Band. (3 h)**
A historical overview of the wind band from the 16th century to the 21st century. Topics include significant ensembles, compositions, composers, and new directions in the idiom. (D)

**MSC 111. History of Musical Theatre. (3 h)**
Survey of the musical from its origins to the present. (CD, D)

**MSC 112. Music and Film. (3 h)**
A study of the history of film music of multiple cultures from the silent era to modern times, including the analysis of landmark films and pertinent film music theories. (CD, D).

**MSC 113. Video Game Music. (3 h)**
Exploration of global video game music through its styles, trends, practitioners, history, and technological and industry developments. (CD, D)

**MSC 121. Music History and Culture I. (3 h)**
A survey of music history and culture primarily focusing on the period before 1825, with analysis of major musical works and an introduction to music research. Designed for music majors and minors but also fulfills the Division III requirement. P or C - MSC 131 or prerequisite override required. (D)

**MSC 122. Music History and Culture II. (3 h)**
A survey of music history and culture from 1825 to the present, with analysis of major musical works and an introduction to music research. Designed for music majors and minors but also fulfills the Division III requirement. P or C - MSC 131 or prerequisite override required. (D)

**MSC 123. Special Topics in Music History & Culture. (3 h)**
An intensive study of a selected topic in music history and culture. May be repeated if course content differs. (D)

**MSC 131. Music Theory I. (4 h)**
Reviews music fundamentals then studies diatonic harmony and phrase forms in Western classical and some American popular styles. Develops composition, analytic, aural, and keyboard skills. Designed for music majors and minors but also fulfills the Division III requirement. (D)

**MSC 132. Music Theory II. (4 h)**
A continuation of Music Theory I. Studies chromatic harmony and common formal structures in Western classical and some American popular styles. Further develops composition, analytic, aural, and keyboard skills. Offered in Spring only. P-MSC 131 or prerequisite override required. (D)

**MSC 133. Music Theory for Western Classical Styles. (3 h)**
A survey of music theory topics and techniques for Western classical music from the Renaissance to present. P-MSC 131 or prerequisite override required.

**MSC 134. Music Theory for Popular and Jazz Styles. (3 h)**
A detailed study of the musical characteristics (melody, harmony, form, rhythm and meter, texture, instrumentation, and text-music relationships) in American popular and jazz styles, primarily through song analysis and composition. P-MSC 131 or prerequisite override required. (D)

**MSC 135. Advanced Aural and Keyboard Skills. (3 h)**
Extended development of aural and keyboard skills in music theory. P-MSC 131 or prerequisite override required.

**MSC 139. Special Topics in Music Theory. (3 h)**
An intensive study of a selected topic in music theory. May be repeated if course content differs. P-MSC 132 or prerequisite override required. (D)

**MSC 140. Orchestra. (1 h)**
Study and performance of orchestral works from the classical and contemporary repertoire. May be repeated. P-Audition.

**MSC 141. Wind Ensemble. (1 h)**
Study and performance of music for mixed ensemble of winds, brass, and percussion. May be repeated. P-Audition.

**MSC 142. Jazz Ensemble. (1 h)**
Study and performance of written and improvised jazz for big band and combo ensembles. May be repeated.

**MSC 143. Athletic Band I. (1 h)**
Performs at football games, as well as men's and women's home basketball games and other on and off campus events. May be repeated. Offered in Fall.

**MSC 144. Athletic Band II. (0.5 h)**
Performs at men's and women's home basketball games, and at the spring football game. Meets from the beginning of the semester to spring break. May be repeated. Offered in Spring. P-MSC 143 or prerequisite override required.

**MSC 145. Concert Choir. (1 h)**
Study and performance of accompanied and a cappella repertoire for beginning and intermediate singers. Rehearsal preparation and instruction may also include ringing 5-octaves of handbells for performances such as the Lovefeast. May be repeated.

**MSC 146. Chamber Choir. (1 h)**
Select mixed chorus performing standard choral repertoire; jazz, folk, multicultural, and pop-style compositions; and newly composed and commissioned choral literature. Tours domestically each year and internationally once every four years. May be repeated. P-Audition.

**MSC 147. Schola Cantorum. (0.5 h)**
An early music vocal chamber ensemble dedicated to the performance and practices of music from the Medieval, Renaissance, Baroque, and early Classical eras. May be repeated. C-MSC 146.

**MSC 150. Gamelan Ensemble. (1 h)**
Study and performance of traditional and new compositions for Balinese gamelan (percussion orchestra) and related performing art forms. May be repeated.

**MSC 151. Chinese Ensemble. (1 h)**
Performance of traditional and new Chinese music compositions. Experience on Chinese traditional instruments (dizi, erhu, guzheng, pipa, ruan, percussion, etc.) preferred, but instrumentalists and vocalists of all traditions welcome. May be repeated.

**MSC 152. Afro-Cuban Drumming. (1 h)**
Exploration of the music and history of West African drumming through hands-on experience. Students learn to play jembe, dunun, shekere, iron bell, and their New World descendants, the conga drum, bongo, claves, maracas, and agogo bells.

**MSC 159. Improvisation. (1 h)**
An introduction to the aesthetics and techniques of improvisation through listening and playing. Group improvisational work in styles such as jazz, world music genres, and Baroque music. Intermediate proficiency on an instrument or voice and basic knowledge of scales desirable.

**MSC 160. Basic Music Reading and Skills. (1.5 h)**
A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Does not count toward the music major or minor.

**MSC 161. Class Guitar I. (0.5 h)**
Introduction to fingerstyle guitar techniques. Covers reading and playing from musical notation, strumming, accompanying songs, and basic theory concepts. Develops a versatile technique adequate for all styles of music. Acoustic guitar required.

**MSC 162. Class Piano I. (1 h)**
Introduction to playing the piano and reading piano music in a variety of folk, popular, and classical styles. Designed for students with little or no keyboard experience.

**MSC 163. Class Voice I. (0.5 h)**
Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance.

**MSC 164. Theatrical Singing I. (0.5 h)**
Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theater repertoire. P-Prerequisite override required.

**MSC 165. Music Production and Recording I. (1.5 h)**
Introduction to modern recording techniques with hands-on experience in an off-campus professional recording studio. Topics to be addressed include basic acoustics of music, microphone techniques, digital audio workstation operation, and basic production techniques. P-Prerequisite override required.

**MSC 166. Music Production and Recording II. (1.5 h)**
Advanced aspects of audio engineering and music production via hands-on experience in an off-campus professional recording studio. P or C – MSC 165.

**MSC 167. Alexander Technique for Musical Performers. (0.5 h)**
An introduction to the Alexander Technique, a method that teaches performers how to minimize physical effort and maximize musical expression through verbal and tactile feedback. Pass/Fail only.

**MSC 168. Brass and Woodwind Class. (0.5 h)**
The study of a secondary brass or woodwind instrument, especially for students interested in new ensemble opportunities or in teaching. P or C – MSC 141-144 or prerequisite override required.

**MSC 171. Class Guitar II. (0.5 h)**
Introduces slurs, harmonics and other advanced techniques. Covers sight-reading and performing across the full fretboard. Development of ensemble playing with emphasis on chord progressions and improvisation. Nylon-string guitar required. P-MSC 161 or prerequisite override required.

**MSC 172. Class Piano II. (1 h)**
Continuation of foundational principles. Early intermediate repertoire, scales hands together, principles of fingering, musical approach to learning, chords, arpeggios and ensemble duets. P- MSC 162 or prerequisite override required.

**MSC 173. Class Voice II. (0.5 h)**
Continuation of fundamental vocal techniques. P-MSC 163 or prerequisite override required.

**MSC 174. Theatrical Singing II. (0.5 h)**
Continuation of theatrical singing techniques with increased study and performance of musical theater repertoire. P-MSC 164 or prerequisite override required.

**MSC 175. Chamber Music. (1 h)**
Study and performance of chamber music. Performers are strongly urged to participate in a larger ensemble as well. May be repeated. P-Prerequisite override required.

**MSC 175A. Chamber Music Collegium Musicum Instrumental. (1 h)**

**MSC 175B. Chamber Music-String. (1 h)**

**MSC 175C. Chamber Music-Woodwind. (1 h)**

**MSC 175D. Chamber Music- Brass. (1 h)**

**MSC 175E. Chamber Music-Percussion. (1 h)**

**MSC 175F. Chamber Music-Keyboard. (1 h)**

**MSC 175G. Chamber Music-Guitar. (1 h)**

**MSC 175H. Chamber Music-Mixed. (1 h)**

**MSC 177. Music Theatre Practicum. (1 h)**
For musicians who perform in a departmentally-sponsored theatrical production. Course may be repeated for no more than four hours. Pass/Fail only. P-Prerequisite override required.

**MSC 181. Individual Instruction. (0.5 h)**
One half-hour voice, instrumental, or composition lesson per week. (See the fee section of this bulletin for specific information regarding additional costs.) May be repeated. P-Prerequisite override required.

**MSC 182. Individual Instruction. (1 h)**
One one-hour voice, instrumental, or composition lesson per week. (See the fee section of this bulletin for specific information regarding additional costs.) May be repeated. P-Prerequisite override required.

**MSC 183. Advanced Voice Class. (1 h)**
Development of advanced vocal technique and repertoire. May be repeated. P-MSC 173 or prerequisite override required.

**MSC 184. Advanced Theatrical Singing. (1 h)**
Development of advanced theatrical singing technique and performance of musical theater repertoire. May be repeated. P-MSC 174 or prerequisite override required.

**MSC 185. Opera Workshop. (1 h)**
Study, staging, and performance of standard and contemporary operatic works. May be repeated P-Prerequisite override required.

**MSC 186. Conducting. (3 h)**
A study of choral and instrumental conducting techniques. P-MSC 131 or prerequisite override required.

**MSC 200. Music Events. (0 h)**
Attendance at music department events to satisfy requirements for the music major (two semesters) or minor (one semester). Specific attendance requirements will be established at the beginning of each semester. May be repeated. Pass/Fail only.

**MSC 240. Music of Italy. (3 h)**
Study the music of Italy, with special emphasis on composers associated with Venice. Offered only at Casa Artom in Venice. (D)

**MSC 241. Music in Vienna. (3 h)**
Study of the music and musical institutions of Vienna and Central Europe. Taught in English. Offered only at the Flow House in Vienna. (D)

**MSC 282. Individual Instruction for the Performance Concentration. (1 h)**
One one-hour voice or instrumental lesson per week. (See the fee section of this bulletin for specific information regarding additional costs). May be repeated. Requires passing of the audition for the Performance Concentration of the music major. P-2 hours total of MSC 181 and/or MSC 182, and prerequisite override required.

**MSC 298. Independent Study. (1-3 h)**
Project in an area of study not otherwise available in the department. Intended for music majors and minors. P-Prerequisite override required.

**MSC 300. Senior Seminar in Music. (2-3 h)**
Readings and research on selected topics. P-MSC 132 MSC 121 or 122 or prerequisite override required.

**MSC 382. Senior Recital. (2 h)**
Individual instruction preparation and public performance of a senior recital for the performance concentration of the music major. A student may not receive credit for both MSC 382 and MSC 383 and may not enroll in MSC 282 and 382 in the same semester. P-Two semesters of MSC 282 and prerequisite override required.

**MSC 383. Senior Honors Recital. (3 h)**
Individual instruction preparation and public performance of a senior honors recital for the performance concentration of the music major. A student may not receive credit for both MSC 382 and MSC 383 and may not enroll in MSC 282 and MSC 383 in the same semester. P-Two semesters of MSC 282 and prerequisite override required.

**MSC 397. Senior Project. (2 h)**
Completion and public presentation of a senior project for the liberal arts concentration of the music major, to be carried out under the supervision of a departmental faculty member. A student may not receive credit for both MSC 397 and 398. P-Prerequisite override required.

**MSC 398. Senior Honors Project. (3 h)**
Completion and public presentation of a senior honors project for the liberal arts concentration of the music major, to be carried out under the supervision of a departmental faculty member. A student may not receive credit for both MSC 397 and 398. P-Prerequisite override required.

# Faculty

**Chair** Jacqui Carrasco
**Associate Chair** Elizabeth Clendinning
**Professors** Jacqui Carrasco
**Associate Professor** Elizabeth Clendinning, Bryon Grohman

**Assistant Professors** Megan Francisco, David Geary, Larry Weng
**Director of Choral Ensembles and Assistant Professor** Christopher Gilliam
**Director of Bands and Associate Teaching Professor** Timothy Heath
**Assistant Director of Bands and Assistant Teaching Professor** Natalie Smith
**Director of Orchestra and Assistant Teaching Professor** J. Aaron Hardwick
**Teaching Professor** Joanne Inkman
**Associate Teaching Professor** Marco Sartor
**Visiting Assistant Professor** Mathilde Handelsman

# Music, B.A.

## Requirements

Requires 36 hours in music and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| MSC 121 | Music History and Culture I | 3 |
| MSC 122 | Music History and Culture II | 3 |
| Additional Music History and Culture electives | | 3 |
| MSC 131 | Music Theory I | 4 |
| MSC 132 | Music Theory II | 4 |
| Two Music Theory electives | | 6 |
| MSC 200 | Music Events (two semesters) | 0 |
| **Select one of the following options:** | | |
| *Option 1: Liberal Arts Concentration* | | |
| Select one additional Music History and Culture elective or Music Theory elective | | 3 |
| Select three additional elective credits from the following: | | 3 |
| Music History and Culture electives | | |
| Music Theory electives | | |
| Approved Music electives | | |
| MSC 181 | Individual Instruction | 2 |
| or MSC 182 | Individual Instruction | |
| Music Ensembles * | | 2 |
| One additional performance credit: | | 1 |
| Music Ensembles * | | |
| MSC 175 | Chamber Music | |
| MSC 181 | Individual Instruction | |
| or MSC 182 | Individual Instruction | |
| MSC 397 | Senior Project | 2-3 |
| or MSC 398 | Senior Honors Project | |
| *Option 2: Performance Concentration (audition required)* ** | | |
| MSC 382 | Senior Recital | 2-3 |
| or MSC 383 | Senior Honors Recital | |
| Music Ensembles * | | 4 |
| MSC 181 | Individual Instruction | 2 |
| or MSC 182 | Individual Instruction | |
| MSC 282 | Individual Instruction for the Performance Concentration | 2 |
| Three additional elective credits | | 3 |
| Music History and Culture electives | | |
| Music Theory electives | | |
| Approved Music electives | | |
| MSC 175 | Chamber Music (Only 1 semester of MSC 175 credit will count towards electives) | |

* The following ensembles satisfy the Music Ensembles requirement for the music major and minor: MSC 140 Orchestra; MSC 141 Wind Ensemble; MSC 142 Jazz Ensemble; MSC 145 Concert Choir; MSC 146 Chamber Choir; and MSC 150 Gamelan Ensemble. Pianists and guitarists are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (MSC 175F, MSC 175G, MSC 175H). Singers in the performance concentration must fulfill the ensemble requirement by enrolling in MSC 145 or MSC 146. Students in the performance concentration who play a band or orchestral instrument must fulfill the ensemble requirement by performing on their primary instrument in MSC 140, MSC 141 or MSC 142.

** To be admitted to the concentration in performance for the music major, a student must first successfully complete MSC 131 and at least 2 hrs. in MSC 181 and/or MSC 182 and then pass an audition before the music faculty. Students should consult their MSC 181/MSC 182 individual instructors as soon as possible about specific audition requirements. The audition should be taken by the end of the sophomore year in order to complete the MSC 282 individual instruction prerequisite for the senior recital.

## Music History and Culture Electives

| Code | Title | Hours |
|---|---|---|
| MSC 101 | Introduction to the Music of World Cultures | 3 |
| MSC 102 | Introduction to Modern Popular Music | 3 |
| MSC 103 | Introduction to Jazz | 3 |
| MSC 104 | Music of Latin America | 3 |
| MSC 105 | Performing Arts of Asia | 3 |
| MSC 106 | Performing Arts of Bali | 3 |
| MSC 108 | American Music | 3 |
| MSC 109 | Gender, Sexuality, and Music | 3 |
| MSC 110 | History of the Wind Band | 3 |
| MSC 111 | History of Musical Theatre | 3 |
| MSC 112 | Music and Film | 3 |
| MSC 113 | Video Game Music | 3 |
| MSC 123 | Special Topics in Music History & Culture | 3 |
| MSC 240 | Music of Italy | 3 |
| MSC 241 | Music in Vienna | 3 |

## Music Theory Electives

| Code | Title | Hours |
|---|---|---|
| MSC 133 | Music Theory for Western Classical Styles | 3 |
| MSC 134 | Music Theory for Popular and Jazz Styles | 3 |
| MSC 135 | Advanced Aural and Keyboard Skills | 3 |
| MSC 139 | Special Topics in Music Theory | 3 |

## Approved Music Electives

| Code | Title | Hours |
|---|---|---|
| MSC 159 | Improvisation | 1 |
| MSC 165 | Music Production and Recording I | 1.5 |

| | | |
|---|---|---|
| MSC 166 | Music Production and Recording II | 1.5 |
| MSC 167 | Alexander Technique for Musical Performers | 0.5 |
| MSC 168 | Brass and Woodwind Class | 0.5 |
| MSC 186 | Conducting | 3 |
| MSC 300 | Senior Seminar in Music | 2-3 |

## Honors

Qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a student must successfully complete either a senior honors recital (MSC 383) or a senior honors project (MSC 398). For more information, students should consult any member of the departmental faculty.

# Music, Minor

## Requirements

Requires 19 hours:

| Code | Title | Hours |
|---|---|---|
| MSC 131 | Music Theory I | 4 |
| Select one course from: | | 3 |
| MSC 100 | Introduction to Western Music | |
| MSC 121 | Music History and Culture I | |
| MSC 122 | Music History and Culture II | |
| One Music History and Culture elective | | 3 |
| Select one liberal arts elective: | | 3-4 |
| MSC 121 | Music History and Culture I | |
| MSC 122 | Music History and Culture II | |
| Music History and Culture elective | | |
| MSC 132 | Music Theory II | |
| Music Theory elective | | |
| Music Ensembles * | | 1 |
| Individual Instruction ** | | 1-2 |
| MSC 181 | Individual Instruction | |
| MSC 182 | Individual Instruction | |
| MSC 200 | Music Events (one semester) | 0 |
| Additional electives: | | 2-4 |
| MSC 121 | Music History and Culture I | |
| MSC 122 | Music History and Culture II | |
| Music History and Culture elective | | |
| MSC 132 | Music Theory II | |
| Music Theory elective | | |
| Music Ensembles * | | |
| MSC 175 | Chamber Music (one semester of any section) | |
| MSC 181 | Individual Instruction | |
| or MSC 182 | Individual Instruction | |
| Approved Music elective | | |

* The following ensembles satisfy the Music Ensembles requirement for the music major and minor: MSC 140 Orchestra; MSC 141 Wind Ensemble; MSC 142 Jazz Ensemble; MSC 145 Concert Choir; MSC 146 Chamber Choir; and MSC 150 Gamelan Ensemble. Pianists and guitarists are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (MSC 175F, MSC 175G, MSC 175H)

** Minors must complete a total of two semesters of MSC 181 and/or MSC 182.

# Neuroscience (NEU)

Interdisciplinary Minor

The neuroscience minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level, and examine subjects ranging from the molecular pharmacology of brain function to the mind-body problem.

Neuroscience offers a five-year dual degree program jointly sponsored by the Wake Forest University College of Arts and Sciences and the Graduate School of Arts and Science. Wake Forest University undergraduates pursuing a B.S. or B.A. degree in Wake Forest College of Arts and Sciences with a minor in Neuroscience have the opportunity to earn a research-oriented M.S. degree with concentration in Neuroscience with one additional year of study. Interested students can get more information here (http://neuroscience.wfu.edu/5-year-neuroscience-masters-program/).

## Contact Information

Neuroscience (http://neuroscience.wfu.edu/)

## Programs

### Minor

- Neuroscience, Minor

## Courses

### Neuroscience (NEU)

**NEU 200. Introduction to Neuroscience. (3 h)**
An interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, psychopharmacology, cognitive neuroscience, perception, and developmental neuroscience. P-BIO 150 or PSY 151, C-NEU 201 and sophomore standing. Fall only.

**NEU 201. Neuroscience Laboratory. (1 h)**
Examines principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Lab-3 hours. C-NEU 200. Fall only.

**NEU 300. Neuroscience Seminars. (3 h)**
Consideration of current neuroscience topics. Presentations of current research by faculty on the Reynolda Campus or the Wake Forest University School of Medicine. Readings from the primary literature will accompany the presentations. P-NEU 200 or prerequisite override required. Spring only.

**NEU 301. Topics in Neuroscience. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**NEU 302. Topics in Neuroscience. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**NEU 303. Topics in Neuroscience. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**NEU 304. Topics in Neuroscience. (1-4 h)**
Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

**NEU 391. Research in Neuroscience. (2 h)**
Supervised independent laboratory investigation in neuroscience. P-Prerequisite override required.

**NEU 392. Research in Neuroscience. (2 h)**
Continued supervised independent laboratory investigation in Neuroscience. Not to be counted toward the minor. P-NEU 391 and prerequisite override required.

**NEU 393. Research in Neuroscience. (2 h)**
Continued supervised independent laboratory investigation in Neuroscience. Not to be counted toward the minor. P-NEU 392 and prerequisite override required.

**NEU 394. Research in Neuroscience. (2 h)**
Continued supervised independent laboratory investigation in Neuroscience. Not to be counted toward the minor. P-NEU 393 and prerequisite override required.

## Faculty

**Coordinator, Associate Teaching Professor of Biology and Neuroscience** Katy Lack

# Neuroscience, Minor

## Requirements

The minor requires a minimum of 17 hours:

| Code | Title | Hours |
|---|---|---|
| NEU 200 | Introduction to Neuroscience | 3 |
| NEU 201 | Neuroscience Laboratory | 1 |
| NEU 300 | Neuroscience Seminars | 3 |
| NEU 391 | Research in Neuroscience * | 2 |
| Electives ** | | 8 |

* *At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty.*

** *One of the elective courses must come from outside the student's major department.*

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

## Electives for Neuroscience

| Code | Title | Hours |
|---|---|---|
| BIO 323 & 323L | Animal Behavior and Animal Behavior Lab | 4 |
| BIO 324 | Hormones and Behavior | 3 |
| BIO 346 & 346L | Neurobiology and Neurobiology Lab | 4 |
| BIO 352 | Developmental Neuroscience | 4 |
| BIO 353 | Functional Neuroanatomy | 3 |
| BIO 363 & 363L | Sensory Biology and Sensory Biology Lab | 4 |
| BIO 374 | Neuropharmacology | 3 |
| EDU 311 | Learning and Cognitive Science | 3 |
| HES 312 | Exercise and Health Psychology | 3 |
| HES 350 | Human Physiology | 3 |
| LIN 330 | Introduction to Psycholinguistics and Language Acquisition | 3 |
| NEU 301 | Topics in Neuroscience | 1-4 |
| NEU 302 | Topics in Neuroscience | 1-4 |
| NEU 303 | Topics in Neuroscience | 1-4 |
| NEU 304 | Topics in Neuroscience | 1-4 |
| PHI 374 | Philosophy of Mind | 3 |
| PSY 220 | Biopsychology | 3 |
| PSY 221 | Cognitive Psychology | 3 |
| PSY 222 | Psychopharmacology | 3 |
| PSY 321 | Seminar in Cognitive Psychology | 3 |
| PSY 325 | Seminar in Perception | 3 |
| PSY 327 | Seminar in Physiological Psychology | 3 |
| PSY 334 | Seminar in Animal Behavior | 3 |
| PSY 342 | Research in Emotion | 3 |
| PSY 352 | Research in Learning Theory | 3 |

Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.

# Philosophy (PHI)

Philosophy examines such topics as consciousness, knowledge, justice, free will, good and evil, and the nature of religious experience and belief. Engagement with the central questions of philosophy is valuable in itself; it is also valuable as a means of developing analytical, critical, and imaginative skills useful in the study of most other subjects, in the pursuit of careers as varied as law, business, medicine, science, education, and the arts, and in effective participation in civic life. A liberal arts education should introduce students to rigorous thinking and writing about philosophical issues and to the reading of great philosophical texts. We help to realize this goal through the courses we offer, through one-on-one discussion with students, and by presenting lectures, colloquia, and debates open to the University and the public.

Any 3-hour philosophy course numbered PHI 220 or lower counts towards satisfying the Division I  requirement. Courses taken elsewhere after a student has enrolled at Wake Forest University will not count towards satisfying the Division I requirement in philosophy.

## Contact Information

D (http://college.wfu.edu/philosophy/)epartment of Philosophy (http://college.wfu.edu/philosophy/)
Tribble Hall B301, Box 7332
Phone 336-758-5359

# Programs
## Major

- Philosophy, B.A.

## Minor

- Philosophy, Minor

# Courses
## Philosophy (PHI)

**PHI 111. Problems of Philosophy. (3 h)**
Examines the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter. (D)

**PHI 112. Introduction to Philosophical Ideas. (3 h)**
How and why does philosophy engage religious belief and common sense? Why is the purposive world of pre-modern life abandoned by modern naturalism, skepticism, and existentialism? How are our contemporary ideas of self and world expressions of these opposing conceptions of life, love, and meaning? (D)

**PHI 113. Knowledge and Reality. (3 h)**
Examination of three interconnected philosophic problems: the nature of existence; the distinction between truth and falsity; and the question of what it means to know. (D)

**PHI 114. Philosophy of Human Nature. (3 h)**
A study of selected topics bearing on human nature, such as free will and determinism, the relation of mind and body, personal identity and personhood, and immortality. (D)

**PHI 115. Introduction to Philosophy of Religion. (3 h)**
A study of some central issues in the philosophy of religion, such as arguments for and against the existence of God; faith and reason; the divine attributes; the nature and existence of the soul; the possibility of immortality; and religious diversity. (D)

**PHI 116. Meaning and Happiness. (3 h)**
Examines the nature of happiness and meaning and the epistemic, ethical, and political issues surrounding their pursuit. Focus varies by instructor. (D)

**PHI 160. Introduction to Political Philosophy. (3 h)**
Examines basic concepts and problems in political thought, including social and economic issues, individual rights, equality, justice, and the common good. (D)

**PHI 161. Introduction to Bioethics. (3 h)**
A study of ethical issues that arise in health care and the life sciences such as informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources. Cannot receive credit for both BHM 100 and PHI 161. (D)

**PHI 163. Introduction to Environmental Ethics. (3 h)**
An examination of ethical issues concerning the environment as they arise in individual lives and public policy. (D)

**PHI 164. Contemporary Moral Problems. (3 h)**
A study of pressing ethical issues in contemporary life, such as abortion, euthanasia, animal rights, affirmative action, marriage, cloning, pornography, and capital punishment. (D)

**PHI 165. Introduction to Philosophy of Law. (3 h)**
An examination of prominent legal cases and their underlying principles, with an emphasis on philosophical analysis and moral evaluation. Topics include the rule of law, constitutional interpretation, judicial review, legal enforcement of morality, punishment, and freedom of speech and of religion. (D)

**PHI 220. Logic. (3 h)**
Elementary study of the laws of valid inference, recognition of fallacies, and logical analysis. (D)

**PHI 221. Symbolic Logic. (3 h)**
Introduces propositional and predicate logic, including identity and functions. Construction of proofs. Use of models to demonstrate consistency and invalidity. Application of these techniques to the assessment of arguments expressed in ordinary language.

**PHI 232. Ancient Greek Philosophy. (3 h)**
A study of the central figures in early Greek philosophy, beginning with the Presocratics, focusing primarily on Plato and Aristotle, and concluding with a brief survey of some Hellenistic philosophers. P - One PHI course or prerequisite override required.

**PHI 235. Main Streams of Chinese Philosophy. (3 h)**
Survey of the main streams of Chinese philosophical thought from their ancient beginnings to their development and influence on one another in later eras.

**PHI 237. Medieval Philosophy. (3 h)**
A survey of some major philosophers from Augustine to Suarez, including Anselm, Averroes, Maimonides, Avicenna, Aquinas, Scotus and Ockham. P-One PHI course or prerequisite override required.

**PHI 239. Latin American & Latinx Philosophy. (3 h)**
Surveys important texts and figures in these two related philosophical traditions, addressing issues such as colonization, liberation, identity, and immigration. P-one course in PHI. (CD)

**PHI 241. Modern Philosophy. (3 h)**
A study of the works of influential 17th and 18th century European philosophers such as Descartes, Locke, Leibniz, Berkeley, and Hume, with a concentration on theories of knowledge and metaphysics. P-One PHI course or prerequisite override required.

**PHI 280. Topics in Philosophy. (1-3 h)**
Seminar and/or lecture course in selected topics. May be repeated if course title differs. P—One PHI course or prerequisite override required.

**PHI 331. Plato. (3 h)**
Detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P-One PHI course or prerequisite override required.

**PHI 332. Aristotle. (3 h)**
Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P-One PHI course (232 or 331 strongly recommended) or prerequisite override required.

**PHI 333. Hellenistic Philosophy. (3 h)**
Study of the Ancient Greek and Roman philosophical schools of the Hellenistic Period, focusing on the Stoics, Skeptics, and Epicureans. P-One PHI course or prerequisite override required.

**PHI 337. Thomas Aquinas. (3 h)**
Study of some major texts, with a focus on metaphysics and philosophical theology. P—One PHI course (232 strongly recommended) or prerequisite override required.

**PHI 341. Kant: Theoretical Philosophy. (3 h)**
A study of Kant's principal contributions to metaphysics and the theory of knowledge. P-One PHI course (241 strongly recommended) or prerequisite override required.

**PHI 342. Topics in Modern Philosophy. (3 h)**
Treatment of selected figures and/or themes in 17th and 18th century European philosophy. May be repeated for credit if topic varies. P-One PHI course (241 strongly recommended) or prerequisite override required.

**PHI 343. Kant: Practical Philosophy. (3 h)**
Study of Kant's principal contributions to theory of action, theory of value, and moral and political philosophy. PHI 341 is not a prerequisite for this course. P-One PHI course or prerequisite override required.

**PHI 352. 19th-Century European Philosophy. (3 h)**
Surveys the work of important figures in this period, such as G. W. F. Hegel, Soren Kierkegaard, Karl Marx, Rosa Luxemberg, Freidrich Nietzsche, and Edith Stein, addressing issues such as the nature of history, society, nihilism, alienation, and authenticity. P – One PHI course or prerequisite override required.

**PHI 353. Heidegger. (3 h)**
Heidegger early and late. Early Heidegger: the contrast between conformism and authenticity achieved through 'being-towards-death'; meaning through communal tradition. Late Heidegger: critique of modernity's reduction of everything to 'resource'; the ethics of 'dwelling' as our proper way of being in the world. P—One PHI course or prerequisite override required.

**PHI 354. Wittgenstein. (3 h)**
A study of the work of Ludwig Wittgenstein on such topics as the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P-One PHI course (221 strongly recommended) or prerequisite override required.

**PHI 355. Contemporary Philosophy. (3 h)**
Study of the principal works of several representative 20th century philosophers. P-One PHI course (221 strongly recommended) or prerequisite override required.

**PHI 356. 20th-Century European Philosophy. (3 h)**
Surveys the work of important figures in this period, such as Max Weber, Martin Heidegger, Herbert Marcuse, Hannah Arendt, Michel Foucault, Jurgen Habermas, and Angela Davis, addressing issues such as the 'disenchantment' and technological 'rationalization' of modernity and the challenges of multiculturalism. P-One PHI course of prerequisite override required.

**PHI 359. Environmental Ethics. (3 h)**
An advanced exploration of ethical principles and their application to environmental sustainability, preparing participants to navigate ecological issues with effective strategies for ethical decision-making. Also listed as ENV 305. ENV 359. P-one course in PHI.

**PHI 360. Ethics. (3 h)**
Systematic examination of central ethical theories in the Western philosophical tradition. Such theories include Kantian deontology, utilitarianism, Aristotelian virtue ethics, and divine command theory. P-One PHI course or prerequisite override required.

**PHI 361. Topics in Ethics. (3 h)**
May be repeated for credit. P-One PHI course or prerequisite override required.

**PHI 362. Social and Political Philosophy. (3 h)**
A systematic examination of the work of selected contemporary and traditional philosophers on topics such as the state, the family, distributive justice, property, liberty, and the common good. P-One PHI course or prerequisite override required.

**PHI 363. Philosophy of Law. (3 h)**
Inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P-One PHI course or prerequisite override required.

**PHI 364. Freedom, Action, and Responsibility. (3 h)**
Study of the nature of human freedom and related matters in the philosophy of action, metaphysics, and moral philosophy. P-One PHI course or prerequisite override required. (EI)

**PHI 365. Philosophy of Love and Friendship. (3 h)**
Study of the historical and contemporary philosophical investigations of love and friendship. P - One PHI course or prerequisite override required.

**PHI 366. Global Justice. (3 h)**
Does justice transcend national boundaries? Topics include citizenship, national sovereignty, war, human rights, humanitarian concerns, distribution of resources and burdens, and international law. P-One PHI course or prerequisite override required.

**PHI 367. Philosophical Theories in Bioethics. (3 h)**
A study of the main philosophical approaches to contemporary bioethics. Each approach is examined critically and students explore how each approach informs analysis of contemporary issues in bioethics. P—One PHI course or prerequisite override required.

**PHI 368. Concepts of Health & Disease. (3 h)**
Concepts of health, disease, and disability shape discussions in bioethics and health policy. This course examines and critically evaluates competing conceptions of health and disease. The implications of adopting different understandings of health and disease for bioethics and health policy are explored. P—One PHI course or prerequisite override required.

**PHI 369. Philosophy and Psychology. (3 h)**
Examines philosophical issues relating to moral, social, behavioral, and/or cognitive pschology. Topics may include the existence and nature of moral character; bias, self deception, and denial; reasoning, intuition, and deliberation; and perception and consciousness. P - One PHI course or prerequisite override required.

**PHI 370. Philosophy and Christianity. (3 h)**
Examination of the philosophical foundations of Christian thought and belief. Christian concepts of God and life everlasting, trinity, incarnation, atonement, prayer, sin, evil and obligation. P-One PHI course or prerequisite override required. (EI)

**PHI 371. Aesthetics and the Philosophy of Art. (3 h)**
Covers such questions as: What is beauty: What is taste? What is art? Must art be beautiful? Can immoral art be good art? Readings may cover historical figures such as Plato or Kant, or may focus on contemporary writers. P-One PHI course or prerequisite override required.

**PHI 372. Philosophy of Religion. (3 h)**
What is religion? Are the gods dead? Is God dead? Is religious belief a symptom of an underlying human weakness or biological process, or could it be a response to the sacred? Must believers rely on something less than knowledge? Are philosophical proofs the way to knowledge of God? What sort of problem is the "problem of evil" and what is its significance? How are religious beliefs like and unlike metaphysical, moral, and modern scientific beliefs? P – One PHI course or prerequisite override required.

**PHI 373. Philosophy of Science. (3 h)**
Systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P-One PHI course or prerequisite override required.

**PHI 374. Philosophy of Mind. (3 h)**
Selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. P-One PHI course or prerequisite override required.

**PHI 375. Philosophy of Language. (3 h)**
Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. Also listed as LIN 375. P-One PHI course (221 strongly recommended) or prerequisite override required.

**PHI 376. Epistemology. (3 h)**
The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P-One PHI course or prerequisite override required.

**PHI 377. Metaphysics. (3 h)**
A survey of such issues as the nature and existence of properties, possibility and necessity, time and persistence, causation, freedom and determinism, and dualism versus materialism about the human person. P-One PHI course or prerequisite override required.

**PHI 378. Philosophy of Space and Time. (3 h)**
Philosophical thought about space and time, from the Presocratics to the present. Topics may include the reality of the passage of time, paradoxes of change and motion, puzzles and the awareness of time, spacetime and relativity, and the possibility of time-travel. P-One PHI course or prerequisite override required.

**PHI 379. Feminist Philosophy. (3 h)**
Examination of feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency. Also listed as WGS 302. P-one PHI course or prerequisite override required.

**PHI 380. Philosophy of Emotion. (3 h)**
Examines the nature of emotions and their relationship to mind, knowledge, ethics, meaning, and politics. Focus varies by instructor. P-one course in PHI.

**PHI 382. Seminar in Public Philosophy. (3 h)**
Examines the role of philosophers and the contributions of philosophy in addressing substantive matters of public importance or concern. Focus varies by instructor. P-one course in Philosophy.

**PHI 385. Seminar. (3 h)**
Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P-Prerequisite override required.

**PHI 391. Honors I. (1.5 h)**
Directed study and research in preparation for writing an honors thesis. P-Admission to the honors program in philosophy.

**PHI 392. Honors II. (1.5 h)**
Completion of the honors thesis begun in PHI 391. Graduation with honors in philosophy requires successful defense of the honors thesis in an oral examination conducted by at least two members of the department. P-PHI 391.

**PHI 395. Independent Study. (1-3 h)**
Project for a qualified student in an area of study not otherwise available in the department; subject to approval. Work must be equivalent to an upper-level course. May be repeated for credit. P-Prerequisite override required.

# Faculty

**Chair** Patrick Toner
**Kenan Professor of the Humanities and Professor of Philosophy** Julian Young
**A.C. Reid Professor** Christian Miller
**Professors** Emily Austin, Adrian Bardon, Ana S. Iltis, Ralph Kennedy, Winchiat Lee
**Associate Professors** Stavroula Glezakos, Patrick Toner
**Assistant Professors** Amanda Beth Corris, Matthew Shields
**Associate Teaching Professors** Adam J. Kadlac, Clark Thompson
**Part-time Associate Teaching Professor** Hannah M. Hardgrave
**Visiting Assistant Professors** Tyron Goldschmidt, Justin Jennings

# Philosophy, B.A.

## Requirements

Requires 27 hours. These must include:

| Code | Title | Hours |
|---|---|---|
| One course from each of the following groups | | 15 |
| | I. Ancient Greek Philosophy | |
| | II. Modern Philosophy | |
| | III. Value Theory | |
| | IV. Metaphysics and Epistemology | |
| | V. Electives | |

No more than six hours of 100-level courses may be counted towards the major.
No more than 3 hours of independent study may be counted towards the major.
Only one of PHI 220 or PHI 221 (Logic and Symbolic Logic) may be counted towards the major.
No senior philosophy major may take a 100-level course.

At least 21 hours of the major must be completed at Wake Forest; exceptions require approval by the department chair. A minimum GPA of 2.0 in all courses completed in philosophy at Wake Forest is required for graduation with the major.

Students who plan to major in philosophy are strongly encouraged to complete their courses in ancient Greek philosophy and modern philosophy prior to their senior year.

Majors intending to do graduate study in philosophy are strongly advised to take the following courses:

| Code | Title | Hours |
|---|---|---|
| PHI 221 | Symbolic Logic | 3 |
| PHI 360 | Ethics | 3 |
| At least one of the following: | | |
| PHI 376 | Epistemology | 3 |
| or PHI 377 | Metaphysics | |

Such majors should work closely with their major advisor as they consider their additional course choices.

## I. Ancient Greek Philosophy

| Code | Title | Hours |
|---|---|---|
| PHI 232 | Ancient Greek Philosophy | 3 |
| PHI 331 | Plato | 3 |
| PHI 332 | Aristotle | 3 |
| PHI 333 | Hellenistic Philosophy | 3 |

## II. Modern Philosophy

| Code | Title | Hours |
|---|---|---|
| PHI 241 | Modern Philosophy | 3 |
| PHI 341 | Kant: Theoretical Philosophy | 3 |
| PHI 342 | Topics in Modern Philosophy | 3 |
| PHI 343 | Kant: Practical Philosophy | 3 |

## III. Value Theory

| Code | Title | Hours |
|---|---|---|
| PHI 359 | Environmental Ethics | 3 |
| PHI 360 | Ethics | 3 |
| PHI 361 | Topics in Ethics | 3 |
| PHI 362 | Social and Political Philosophy | 3 |
| PHI 364 | Freedom, Action, and Responsibility | 3 |
| PHI 366 | Global Justice | 3 |
| PHI 367 | Philosophical Theories in Bioethics | 3 |

## IV. Metaphysics and Epistemology

| Code | Title | Hours |
|---|---|---|
| PHI 373 | Philosophy of Science | 3 |
| PHI 374 | Philosophy of Mind | 3 |
| PHI 375 | Philosophy of Language | 3 |
| PHI 376 | Epistemology | 3 |
| PHI 377 | Metaphysics | 3 |
| PHI 378 | Philosophy of Space and Time | 3 |

## V. Electives

| Code | Title | Hours |
|---|---|---|
| PHI 221 | Symbolic Logic | 3 |
| PHI 235 | Main Streams of Chinese Philosophy | 3 |
| PHI 237 | Medieval Philosophy | 3 |
| PHI 239 | Latin American & Latinx Philosophy | 3 |
| PHI 337 | Thomas Aquinas | 3 |
| PHI 352 | 19th-Century European Philosophy | 3 |
| PHI 353 | Heidegger | 3 |
| PHI 354 | Wittgenstein | 3 |
| PHI 355 | Contemporary Philosophy | 3 |
| PHI 356 | 20th-Century European Philosophy | 3 |
| PHI 363 | Philosophy of Law | 3 |
| PHI 365 | Philosophy of Love and Friendship | 3 |
| PHI 368 | Concepts of Health & Disease | 3 |
| PHI 369 | Philosophy and Psychology | 3 |
| PHI 370 | Philosophy and Christianity | 3 |
| PHI 371 | Aesthetics and the Philosophy of Art | 3 |
| PHI 372 | Philosophy of Religion | 3 |
| PHI 379 | Feminist Philosophy | 3 |
| PHI 380 | Philosophy of Emotion | 3 |
| PHI 382 | Seminar in Public Philosophy | 3 |

## Honors

Majors with a GPA of at least 3.3 overall and at least 3.7 in philosophy are eligible to apply for entrance into the honors program in philosophy. Majors interested in applying should consult with the department chair in the second semester of their junior year. The departmental honors committee will consider all applications and notify successful candidates during the summer prior to their senior year. Completion of 15 hours in philosophy courses is prerequisite to beginning work in the honors program. Graduation with “Honors in Philosophy” requires successful completion of PHI 391 and PHI 392, a GPA at the time of graduation of at least 3.7 in philosophy and 3.3 overall, and completion and successful defense of an honors thesis in an oral examination conducted by at least two members of the department. The hours earned in PHI 391 and PHI 392 do not count towards the 27 hours required of all majors.

# Philosophy, Minor

## Requirements

The minor in Philosophy requires 15 hours. At least 9 of these hours must be earned in courses taken at Wake Forest at the 200-level or higher. Only one of PHI 220 and PHI 221 may be counted towards the minor. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

# Physics (PHY)

The program for each student majoring in physics is developed through consultation with the student’s major advisor and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of arts degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student’s interests in other disciplines, such as medicine, law, and business. The bachelor of science degree is designed for students planning careers in physics.

While the physics major can be started in the sophomore year, students are encouraged to take PHY 123 (or PHY 113) and PHY 124 (or PHY 114) and MTH 111 and MTH 112 in the first year. If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BS/MS program. If

physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year.

No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department. Students must achieve a minimum GPA of 2.0 in physics courses for graduation. In addition, all major students, except BS Engineering, must take the ETS Major Field Test in Physics during their senior year, or as determined by the department and communicated by the major advisor(s).

Physics courses satisfying Division V requirements must be taken at Wake Forest. Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

# Contact Information

Physics Department (http://www.physics.wfu.edu/)
Olin Physical Laboratory 100, Box 7507
Phone 336-758-5337

# Programs

## Majors

- Biophysics, B.S.
- Physics, B.A.
- Physics, B.S.

## Minor

- Physics, Minor

# Courses

## Physics (PHY)

**PHY 105. Descriptive Astronomy. (4 h)**
Introductory study of the universe, from the solar system to the galaxies. No lab.

**PHY 109. Astronomy. (4 h)**
An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab-2 hours. C-PHY 109L. (D)

**PHY 109L. Astronomy Lab. (0 h)**
C-PHY 109 .

**PHY 110. Introductory Physics. (4 h)**
A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. A student who has credit for PHY 111, 113, 114, 123 or 124 or who is currently taking PHY 113, 114, 123 or 124 is not allowed to register for PHY 110. Lab-2 hours. C-PHY 110L. (D, QR, QDA)

**PHY 110L. Introductory Physics Lab. (0 h)**
C-PHY 110 .

**PHY 111. Mechanics Waves and Heat. (4 h)**
Introduction to mechanics, wave motion, thermodynamics, and sound. Extensive use of algebra and trigonometry. Credit allowed for either PHY 111, 113 or 123 but not for more than one. Lab-2 hours. Avalable for transfer, AP, IB, or A-levels credit only; not approved for summer school elsewhere. (QR)

**PHY 113. General Physics I. (4 h)**
Essentials of mechanics, wave motion, heat, and sound treated with some use of calculus. Recommended for science, mathematics, and premedical students. Credit allowed for either PHY 111, 113 or 123 but not for more than one. Lab-2 hours. P or C-MTH 111 or 112 or equivalent. C-PHY 113L. (D, QR)

**PHY 113L. General Physics Lab. (0 h)**
C-PHY 113 or 123 .

**PHY 114. General Physics II. (4 h)**
Essentials of electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and premedical students. Credit allowed for either PHY 114 or 124, but not both. Lab-2 hours. P-MTH 111 or 112 and PHY 111, 113, or 123. C-PHY 114L. (D, QR)

**PHY 114L. General Physics II Lab. (0 h)**
C-PHY 114 or 124 .

**PHY 115. The Physics of Music. (4 h)**
Introduction to the physics of music, using algebra and trigonometry. Basic physical concepts associated with motion, force and energy are applied to ideal vibrating systems, resonant systems, strings, and sound waves. Uses of these concepts are explored in relation to musical instruments the human voice, signal processing and room acoustics (D, QR).

**PHY 120. Physics and Chemistry of Environment. (4 h)**
Covers the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. Also listed as CHM 120. C-PHY 120L. (D, QR)

**PHY 120L. Physics and Chemistry of the Environment Lab. (0 h)**
C-PHY 120.

**PHY 123. General Physics I - Studio Format. (4 h)**
Introduction to mechanics, wave motion, heat, and sound treated with some use of calculus and employing interactive learning. Recommended for students with less background in math and physics who could benefit from extra time enhancing their problem-solving skills. Credit allowed for either PHY 111 or 113 or 123, but not more than one. Lab - 2 hours. C-PHY 123S and PHY 113L or 123L and P or C MTH 111 or 112 or equivalent. (D, QR)

**PHY 123L. General Physics I - Studio Format Lab. (0 h)**
C-PHY 113 or 123 .

**PHY 123S. Physics I Studio. (1 h)**
Problem solving and interactive learning exercises with concept review in mechanics, wave motion, heat, and sound. C-PHY 123. Pass/Fail only.

**PHY 124. General Physics II - Studio Format. (4 h)**
Introduction to electricity, magnetism, optics, and modern physics treated with use of some calculus and employing interactive learning. Recommended for students with less background in math and physics who could benefit from extra time enhancing their problem-solving skills. Recommended for potential physics majors. Credit allowed for either PHY 114 or 124, but not both. Lab - 2 hours. C- PHY 124S and PHY114L or 124L. P-MTH 111 or 112 or equivalent and PHY 111 or 113 or 123. (D, QR)

**PHY 124L. General Physics II - Studio Format Lab. (0 h)**
C-PHY 114 or 124 .

**PHY 124S. Physics II Studio. (1 h)**
Problem solving and interactive learning exercises with concept review in electricity, magnetism, optics, and modern physics. C-PHY 124. Pass/Fail only.

**PHY 131. Fintech Through Physics. (4 h)**
Study of basic financial technology ("fintech") topics from a statistical physics and mathematics perspective. Models will be constructed using programming and some familiarity with calculus. Lab-2 hours. P or C-MTH 111 or 112 or equivalent. (D,QR)

**PHY 215. Elementary Modern Physics. (3 h)**
Development of 20th-century physics and an introduction to quantum ideas. The physics department recommends that PHY 215 be taken concurrently with PHY 265. P-PHY 114 or 124 and MTH 111 or MTH 112. (D, QR)

**PHY 230. Electronics. (3 h)**
Introduction to the theory and application of transistors and electronic circuits. Credit not allowed for PHY 230 and EGR 311. Lab-three hours. P - PHY 114 or 124. (D, QR, QDA)

**PHY 262. Mechanics. (3 h)**
Study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames. Includes extensive use of computers. P-PHY 113, PHY 111 or 123, and MTH 205 or MTH 251, and P or C-MTH 113. (D, QR)

**PHY 265. Intermediate Laboratory I. (1 h)**
Experiments on modern physics. P or C-PHY 215.

**PHY 266. Intermediate Laboratory II. (1 h)**
Experiments on mechanics, electronics, and computer simulations. P or C-PHY 262.

**PHY 301. Physics Seminar. (0.5 h)**
Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors. Does not count toward the six hours of electives required for the BA major. May be repeated for credit. Pass/Fail only.

**PHY 303. Physics Internship. (0 h)**
Independent study in Physics under faculty mentorship. May be repeated for credit. P-Prerequisite override required.

**PHY 307. Biophysics. (3 h)**
Introduction to macromolecules with studies of important biophysical tools, such as sedimentation, centrifugation, electrophoresis, X-ray crystallography, absorption and emission light spectroscopy, fluorescence, single molecule techniques and a survey of membrane biophysics. Also listed as BIO 307. P-BIO 150, PHY 113 or 123, PHY 114 or 124, or prerequisite override required.

**PHY 310. Extragalactic Astronomy and Cosmology. (3 h)**
Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P-PHY 262 and MTH 205 or 251. (D)

**PHY 320. Physics of Biological Macromolecules. (3 h)**
The physics of large biologically important molecules, especially proteins and nucleic acids. Topics covered include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed for students with biochemistry, chemistry, or physics backgrounds. P-PHY 113 or 123, 114 or 124. (D)

**PHY 325. Biophysical Methods Laboratory. (1.5 h)**
Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis.

**PHY 335. Computational Physics. (3 h)**
An introduction to finding numerical solutions to scientific problems. Topics include understanding computational errors, differentiation, integration, interpolation, root finding, random numbers, linear systems, Fourier methods, and the solution of ODEs and PDEs. There is no computer programming prerequisite. Credit will not be given for both PHY 335 and CSC 355/MTH 355. P-MTH 113 and 205 (or instead of MTH 205, P-MTH 121 and 251), or prerequisite override required.

**PHY 337. Analytical Mechanics. (1.5 h)**
The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester. P-PHY 262, MTH 113 and 205 (or instead of MTH 205, P-MTH 121 and 251).

**PHY 339. Electricity and Magnetism. (1.5 h)**
Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 339 is taught in the second half of the fall semester, following PHY 337. These should be taken in sequence. P-PHY 114 or 124, MTH 113 and MTH 205 or 251. (D)

**PHY 340. Electricity and Magnetism. (3 h)**
Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 340 is taught in the spring semester after PHY 339. These should be taken in sequence. P-PHY 339. (D)

**PHY 341. Thermodynamics and Statistical Mechanics. (3 h)**
Introduction to classical and statistical thermodynamics and distribution functions. Also offered in Salamanca. P-PHY 215 and MTH 113. (D)

**PHY 343. Quantum Physics. (3 h)**
Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation methods. P-PHY 215, MTH 113 and 205 (or instead of MTH 205, P-MTH 121 and 251). (D)

**PHY 344. Quantum Physics. (3 h)**
Basic quantum theory and applications including the time-independent Schrodinger equation, formalism and Dirac notation, the hydrogen atom, spin, identical particles, and approximation methods. P-PHY 343. (D)

**PHY 345. Introduction to Quantum Computing. (3 h)**
Introduction to the physics of quantum information sciences and quantum computing. Lab-two hours. P or C-PHY 343.

**PHY 347. Intellectual Property in Science and Engineering. (1 h)**
Introduction to the proecess of creating and protecting intellectual property, with discussion of economic impact of IP rulings and concept of a non-disclosure agreement. Working with representative examples from physics, engineering, and biotechnology, the students, working in small teams, will analyze and create invention disclosures, patent applications, and issued patents. Recommended background: three courses from the major tracks in physics, chemistry, biology, or computer science.

**PHY 352. Physical Optics and Optical Design. (4 h)**
Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab-3 hours. P-PHY 114 or 214 and PHY 215. C-PHY352L. (D)

**PHY 352L. Physical Optics Lab. (0 h)**
C-PHY 352 .

**PHY 354. Introduction to Solid State Physics. (3 h)**
A survey of the structure, composition, physical properties, and technological applications of condensed matter. P-PHY 343. (D)

**PHY 355. Exotic Materials. (1.5 h)**
Study of materials that express exotic properties that are derived from some aspect of the system's dimensionality, introduces the thermal, electrical, optical and magnetic properties of exotic materials systems. Discusses simple models for the structure-property relationships for a wide range of of nanoscale and low-dimensional systems. P or C - PHY 343.

**PHY 356. Electron-Imaging Sciences. (1.5 h)**
Introduces the theory and application of the elctron imaging systems: transmission electron microscopy (TEM) and scanning electron microscopy (SEM). Focuses on basic materials science though some biological materials will be covered. Taught as a series of lectures followed by laboratories. P - PHY 215.

**PHY 357. Scanning Probes. (1.5 h)**
Examines the theory and application of scanning tunneling microscopy and atomic force microscopy (STM/AFM). Introduces how each type of imaging works, how to model spectroscopic data, and how to use each microscope. Students will image using the STM and AFM as well as take and reduce spectroscopy data using models built in Maple or Mathematica. P - PHY 215.

**PHY 358. Kinetics of Materials. (1.5 h)**
Study of driving forces for atomic and ionic motion within solids leading to a range of materials properties from work hardening to phase transformations and formation. Atomic-level models for diffusion will be introduced as well as techniques and examples of the solution to the diffusion equation. Complements the traditional thermodynamics course. P or C - PHY 341 and 354.

**PHY 361. Biophysics Seminar. (1 h)**
Seminal and current publications in biophysics will be studied. Each week a member of the class will make an oral presentation on a chosen publication and will lead the ensuing discussion. May be repeated for credit. Pass-fail only.

**PHY 363. Condensed Matter Seminar. (1 h)**
Seminal and current publications in condensed matter physics are studies. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion. Pass-fail only.

**PHY 381. Research. (1.5-3 h)**
Library, conference, computation, and laboratory work performed on an individual basis. May be repeated for credit. P-Prerequisite override required.

**PHY 385. Bioinformatics. (3 h)**
Introduction to computational approaches essential to modern biological inquiry. Approaches may include large biological dataset analyses, sequence similarity and motif searches, and analysis of high-throughput genomic technologies. Emphasizes interdisciplinary interaction and communication. Credit not allowed for both PHY 385 and BIO 385 or CSC 385. P-CSC 201 or 221.

**PHY 391. Special Topics in Physics. (1-4 h)**
Courses in selected topics in physics. May be repeated if course content differs.

**PHY 392. Special Topics in Physics. (1-4 h)**
Courses in selected topics in physics. May be repeated if course content differs.

# Faculty

**Chair** Martin Guthold
**Professor and Harbert Family Distinguished Chair for Excellence in Teaching and Scholarship** Daniel Kim-Shapiro
**Professor and Richard T. Williams Faculty Chair in Physics** Keith Bonin
**Professor and Baker Family Endowed Chair in Physics** Oana D. Jurchescu
**Professor and Wright Family Endowed Chair in Physics** Timo Thonhauser

**Kulynych Family Faculty Fellow and Professor** Martin Guthold
**Professors** David L. Carroll, Jed Macosko, Freddie Salsbury
**Research Professors** William Kerr, Vojislav Krstic, George Eric Matthews, Mark Roberson, Siegmar Roth
**Emeritus Professor** Howard Shields
**Associate Professors** Eric D. Carlson, Samuel S. Cho, Gregory B. Cook
**Gale Family Faculty Fellow and Assistant Professor** Stephen M. Winter
**Z. Smith Reynolds Foundation Fellow and Assistant Professor** Ajay Ram Srimath Kandada
**Assistant Professor** Alejandro Cárdenas-Avendaño, Emilie Huffman, Caitlin A. Witt
**Teaching Professor** Jack Dostal
**Visiting Assistant Professors** Melissa Pashayan
**Research Associate Professors** Swati Basu, Kamil Burak Ücer
**Research Assistant Professor** Stephen Baker, Swathi Kadaba
**Adjunct Professor** John D. Bourland, Michael Munley
**Affiliate Associate Professors** Adam Hall**,** Erin Henslee, Lauren Lowman

# Biophysics, B.S.

## Requirements

Requires at least 23.5 hours in physics and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| PHY 123 | General Physics I - Studio Format | 4 |
| or PHY 113 | General Physics I | |
| or PHY 111 | Mechanics Waves and Heat | |
| PHY 124 | General Physics II - Studio Format | 4 |
| or PHY 114 | General Physics II | |
| PHY 215 | Elementary Modern Physics | 3 |
| PHY 230 | Electronics | 3-4 |
| or EGR 311 | Control Systems and Instrumentation | |
| PHY 262 | Mechanics **** | 3 |
| PHY 265 | Intermediate Laboratory I | 1 |
| PHY 266 | Intermediate Laboratory II **** | 1 |
| PHY 381 | Research (for a minimum of 1.5 hours) *,** | 1.5-3 |
| PHY 325 | Biophysical Methods Laboratory | 1-1.5 |
| or CHM 370L | Biochemistry Lab | |
| or BIO 370L | Biochemistry Lab | |

| | | |
|---|---|---|
| Select two of the following: | | 6 |
| PHY 307 | Biophysics | |
| PHY 320 | Physics of Biological Macromolecules | |
| PHY 341 | Thermodynamics and Statistical Mechanics * | |
| or CHM 341 | Physical Chemistry I | |
| PHY 385 | Bioinformatics | |
| CSC 387 | Computational Systems Biology | |
| In addition, Graduate courses in BME or medical physics may also be substituted with permission of the instructor, office of academic advising, advisor and chair | | |
| **Co-Requirements** | | |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| or MTH 121 & MTH 251 | Linear Algebra I and Ordinary Differential Equations | |
| CHM 111 & 111L | College Chemistry I and College Chemistry I Lab | 4 |
| CHM 122 & 122L | Organic Chemistry I and Organic Chemistry I Lab | 4 |
| CHM 280 | College Chemistry II | 3 |
| BIO 150 & 150L | Biology I and Biology I Lab | 4 |
| BIO 160 & 160L | Biology II and Biology II Lab | 4 |
| BMB/BIO/CHM 370 | Biochemistry I: Macromolecules and Metabolism | 3 |

* *Substitutions for PHY 341, PHY 230, PHY 262, PHY 266 and PHY 381 will count toward the required hours in physics.*

** *Students may substitute CHM 391/ CHM 392 or BIO 391/ BIO 392/BIO 393/ BIO 394 for PHY 381 in consultation with their advisor. Substitutions for PHY 341 and PHY 381 will count toward the required hours in physics.*

*** *Students must earn a minimum C grade in MTH 113 as well as MTH 205 or MTH 121/MTH 251.*

**** *Students may substitute* EGR 211 *for the combination of* PHY 262 *and* PHY 266*. Students who make this substitution do not need to take PHY 262 or PHY 266 to fulfill requirements for the major.*

Students are advised to complete math requirements as early as possible. Students are strongly encouraged to take either CSC 102 or CSC 111; early in their curriculum if possible. CSC 111 would be appropriate for majors who are interested in further study in computer science, such as through a double major or minor in Computer Science. Otherwise, we encourage our majors to take CSC 102.

No student may be a candidate for a degree with a major in biophysics with a grade less than C in General Physics without special permission of the department. Students must achieve a minimum GPA of 2.0 in physics courses for graduation. In addition, all major students must complete a senior survey and participate in a senior focus group held during their senior year

# Concentrations

# Physics Concentrations

Students who wish to focus their coursework in a specific subarea of physics may pursue a Physics Concentration. Pursuit of a Physics Concentration does not change the degree, which may be a Bachelor of Arts in Physics, a Bachelor of Science in Physics, or a Bachelor of Science in Biophysics. A concentration requires 3 courses, although some of the courses selected may have additional prerequisite courses. These courses may also count towards the requirements for their BA or BS degree. A course, however, can only be counted toward one concentration. A minimum overall GPA of 2.0 must be earned on all Wake Forest courses taken to complete the concentration. The requirements for the concentration are those that are in effect at the time of the declaration of the concentration.

## Quantum Information Sciences Concentration

| Code | Title | Hours |
|---|---|---|
| PHY 343 | Quantum Physics | 3 |
| Select two of the following options: | | |
| PHY 345 | Introduction to Quantum Computing | |
| PHY 352 | Physical Optics and Optical Design | |
| PHY 354 | Introduction to Solid State Physics | |

## Computational Physics

| Code | Title | Hours |
|---|---|---|
| CSC 102 | Problem Solving with Python * | 3 |
| Select two of the following options: | | |
| PHY 320 | Physics of Biological Macromolecules | |
| PHY 335 | Computational Physics | |
| PHY 345 | Introduction to Quantum Computing | |

* CSC 111 or CSC 112 may substitute for CSC 102 with departmental permission.

# Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major advisor. To be graduated with the designation “Honors in Physics,” students must:

- pass PHY 381
- write a paper on the results of the research in that course
- pass an oral exam on the research and related topics given by a committee of three physics faculty members
- obtain a GPA of at least 3.3 in physics and 3.0 overall

# Physics, B.A.

# Requirements

Requires at least 25 hours in physics and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| PHY 123 | General Physics I - Studio Format | 4 |
| or PHY 113 | General Physics I | |

| | | |
|---|---|---|
| or PHY 111 | Mechanics Waves and Heat | |
| PHY 124 | General Physics II - Studio Format | 4 |
| or PHY 114 | General Physics II | |
| PHY 215 | Elementary Modern Physics | 3 |
| PHY 230 | Electronics *** | 3-4 |
| or EGR 311 | Control Systems and Instrumentation | |
| PHY 262 | Mechanics *** | 3 |
| PHY 265 | Intermediate Laboratory I | 1 |
| PHY 266 | Intermediate Laboratory II *** | 1 |
| Select 6 hours of any other 300-level courses in the department * | | 6 |
| **Co-Requirement** | | |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| or MTH 251 | Ordinary Differential Equations | |

* *Except PHY 381. Students may substitute CHM 341 for PHY 341.*

** *Students must earn a minimum C grade in MTH 113, MTH 205 or MTH 251.*

*** *Students may substitute* EGR 211 *for the combination of* PHY 262 *and* PHY 266*. Substitutions for PHY 230, PHY 266 and PHY 262 will count toward the required hours in physics. Students who make this substitution do not need to take PHY 262 or PHY 266 to fulfill requirements for the major.*

MTH 251 can substitute for MTH 205 for the MTH requirement for the BA degree, but not for specific course pre- or co-requirements, unless already specified in the course description. Students are strongly encouraged to take either CSC 102 or CSC 111; early in their curriculum if possible. CSC 111 would be appropriate for majors who are interested in further study in computer science, such as through a double major or minor in Computer Science. Otherwise, we encourage our majors to take CSC 102.

No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department. Students must achieve a minimum GPA of 2.0 in physics courses for graduation. In addition, all major students must complete a senior survey and participate in a senior focus group held during their senior year

# Concentrations

## Physics Concentrations

Students who wish to focus their coursework in a specific subarea of physics may pursue a Physics Concentration. Pursuit of a Physics Concentration does not change the degree, which may be a Bachelor of Arts in Physics, a Bachelor of Science in Physics, or a Bachelor of Science in Biophysics. A concentration requires 3 courses, although some of the courses selected may have additional prerequisite courses. These courses may also count towards the requirements for their BA or BS degree. A course, however, can only be counted toward one concentration. A minimum overall GPA of 2.0 must be earned on all Wake Forest courses taken to complete the concentration. The requirements for the concentration are those that are in effect at the time of the declaration of the concentration.

### Quantum Information Sciences Concentration

| Code | Title | Hours |
|---|---|---|
| PHY 343 | Quantum Physics | 3 |
| Select two of the following options: | | |
| PHY 345 | Introduction to Quantum Computing | |
| PHY 352 | Physical Optics and Optical Design | |
| PHY 354 | Introduction to Solid State Physics | |

### Computational Physics

| Code | Title | Hours |
|---|---|---|
| CSC 102 | Problem Solving with Python * | 3 |
| Select two of the following options: | | |
| PHY 320 | Physics of Biological Macromolecules | |
| PHY 335 | Computational Physics | |
| PHY 345 | Introduction to Quantum Computing | |

* CSC 111 or CSC 112 may substitute for CSC 102 with departmental permission.

# Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major advisor. To be graduated with the designation “Honors in Physics,” students must:

- pass PHY 381
- write a paper on the results of the research in that course
- pass an oral exam on the research and related topics given by a committee of three physics faculty members
- obtain a GPA of at least 3.3 in physics and 3.0 overall

# Physics, B.S.

## Requirements

Requires at least 38 hours in physics and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| PHY 123 | General Physics I - Studio Format | 4 |
| or PHY 113 | General Physics I | |
| or PHY 111 | Mechanics Waves and Heat | |
| PHY 124 | General Physics II - Studio Format | 4 |
| or PHY 114 | General Physics II | |
| PHY 215 | Elementary Modern Physics | 3 |
| PHY 230 | Electronics | 3 |
| PHY 262 | Mechanics | 3 |
| PHY 265 | Intermediate Laboratory I | 1 |
| PHY 266 | Intermediate Laboratory II | 1 |
| PHY 301 | Physics Seminar (at least twice) | 1 |
| PHY 337 | Analytical Mechanics | 1.5 |
| PHY 339 | Electricity and Magnetism | 1.5 |
| PHY 340 | Electricity and Magnetism | 3 |
| PHY 341 | Thermodynamics and Statistical Mechanics * | 3 |

| | | |
|---|---|---|
| PHY 343 | Quantum Physics | 3 |
| PHY 344 | Quantum Physics | 3 |
| Three more hours of Physics are required which can be satisfied with any other 300-level course in the department except PHY 381. | | 3 |
| **Co-Requirements** | | |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| or MTH 121 & MTH 251 | Linear Algebra I and Ordinary Differential Equations | |
| One additional course at the 200 level or above in statistics, mathematics, or computer science other than independent study courses is required | | 3-4 |

* *Students may substitute CHM 341 for PHY 341.*

** *Students must earn a minimum C grade in MTH 113, MTH 205 or MTH 121/MTH 251.*

Students are advised to complete math requirements as early as possible. Students are strongly encouraged to take either CSC 102 or CSC 111; early in their curriculum if possible. CSC 111 would be appropriate for majors who are interested in further study in computer science, such as through a double major or minor in Computer Science. Otherwise, we encourage our majors to take CSC 102.

No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department. Students must achieve a minimum GPA of 2.0 in physics courses for graduation. In addition, all major students must complete a senior survey and participate in a senior focus group held during their senior year

# Concentrations

## Physics Concentrations

Students who wish to focus their coursework in a specific subarea of physics may pursue a Physics Concentration. Pursuit of a Physics Concentration does not change the degree, which may be a Bachelor of Arts in Physics, a Bachelor of Science in Physics, or a Bachelor of Science in Biophysics. A concentration requires 3 courses, although some of the courses selected may have additional prerequisite courses. These courses may also count towards the requirements for their BA or BS degree. A course, however, can only be counted toward one concentration. A minimum overall GPA of 2.0 must be earned on all Wake Forest courses taken to complete the concentration. The requirements for the concentration are those that are in effect at the time of the declaration of the concentration.

### Quantum Information Sciences Concentration

| Code | Title | Hours |
|---|---|---|
| PHY 343 | Quantum Physics | 3 |
| Select two of the following options: | | |
| PHY 345 | Introduction to Quantum Computing | |
| PHY 352 | Physical Optics and Optical Design | |
| PHY 354 | Introduction to Solid State Physics | |

### Computational Physics

| Code | Title | Hours |
|---|---|---|
| CSC 102 | Problem Solving with Python * | 3 |
| Select two of the following options: | | |
| PHY 320 | Physics of Biological Macromolecules | |
| PHY 335 | Computational Physics | |
| PHY 345 | Introduction to Quantum Computing | |

* CSC 111 or CSC 112 may substitute for CSC 102 with departmental permission.

# Honors

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major advisor. To be graduated with the designation “Honors in Physics,” students must:

- pass PHY 381
- write a paper on the results of the research in that course
- pass an oral exam on the research and related topics given by a committee of three physics faculty members
- obtain a GPA of at least 3.3 in physics and 3.0 overall

# Physics, Minor

## Requirements

Requires a total of at least 17 hours, which must include:

| Code | Title | Hours |
|---|---|---|
| PHY 111 | Mechanics Waves and Heat | 4 |
| or PHY 113 | General Physics I | |
| or PHY 123 | General Physics I - Studio Format | |
| PHY 114 | General Physics II | 4 |
| or PHY 124 | General Physics II - Studio Format | |
| PHY 215 | Elementary Modern Physics | 3 |
| PHY 262 | Mechanics | 3 |
| One additional 3+ hours Physics course or one of the following: | | 3-4 |
| CHM 341 | Physical Chemistry I | |
| EGR 211 | Materials and Mechanics | |
| EGR 311 | Control Systems and Instrumentation | |
| Pre- or Co-requisite Courses: | | |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 205 | Introduction to Linear Algebra and Differential Equations | 4 |
| or MTH 251 | Ordinary Differential Equations | |

MTH 251 can substitute for MTH 205 for the MST requirement for the minor, but not for specific course pre- or co-requirements, unless already specified in the course description.

Students interested in the minor should contact the faculty member responsible for advising physics majors. (Inquire in Olin Physical Laboratory, Room 100.)

# Politics and International Affairs (POL)

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields:

1. American politics
2. Comparative politics
3. Political theory
4. International politics

Introductory courses in these fields provide broad and flexible approaches to studying political life.

## Divisional Credit

Only courses designated by a (D) receive divisional credit. The only exception to this rule is the following: students who have already received credit for two 100-level POL courses (6 credit hours) either through AP or transfer credit may take any 200-level course for divisional credit, with the exception of POL 280.

## Five-Year BA/MA Degree

Politics and international affairs majors who minor in Latin-American studies also have the opportunity to pursue a five-year cooperative BA/MA degree program at Georgetown University in Washington, D.C.

A student who selects politics and international affairs to fulfill the Division IV requirement must take one of the following courses:

| Code | Title | Hours |
|---|---|---|
| Select one of the following: | | |
| POL 113 | American Government and Politics | |
| POL 114 | Comparative Government and Politics | |
| POL 115 | Political Theory | |
| POL 116 | International Politics | |

Students who are not majors may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

## Contact Information

Department of Politics and International Affairs (http://college.wfu.edu/politics/)
Kirby Hall 314A, Box 7568
Phone 336-758-5449

## Programs

### Major

- Politics and International Affairs, B.A.

### Minor

- Politics and International Affairs, Minor

## Courses

### Politics and International Affairs (POL)

**POL 113. American Government and Politics. (3 h)**
The nature of politics, political principles, and political institutions, with emphasis on their application to the United States. Not open to seniors majoring or minoring in Politics and International Affairs. (D)

**POL 114. Comparative Government and Politics. (3 h)**
An analysis of political institutions, processes, and policy issues in selected countries. Case studies will be drawn from Africa, Asia, Europe, and Latin America. Not open to seniors majoring or minoring in Politics and International Affairs. (CD, D)

**POL 115. Political Theory. (3 h)**
Introduces the major concepts, questions, and ideas from across the history of political thought, to examine the nature of politics and the moral and ethical aspects of political life. Not open to seniors majoring or minoring in Politics and International Affairs. (D)

**POL 116. International Politics. (3 h)**
Surveys the forces which shape relations among states and some of the major problems of contemporary international politics. Not open to seniors majoring or minoring in Politics and International Affairs. (CD, D)

**POL 201. America's First Ladies. (3 h)**
Exploring American First Ladies as political and social actors.

**POL 202. Political Structures of Present-day Spain. (3 h)**
A study of the various political elements which affect the modern Spanish state. Counts as an elective for the Spanish major.

**POL 203. Girls' Stories: Race, Politics, Pedagogy. (3 h)**
Study of American politics through investigation of stories written by and about American girls in the 20th and 21st centuries.

**POL 205. Politics of Consumer Finance. (3 h)**
Examines the politics of credit and debt in the United States with an emphasis on the consumer experience, racial politics, and interview research. (CD)

**POL 206. Public Opinion and Pro Humanitate. (3 h)**
Examines how individuals develop opinions and the strengths, weaknesses of surveys. Students' final project is a survey research project which assesses the extent that the university is fulfilling its Pro Humanitate motto. Service-learning course. (QR)

**POL 208. Race in America. (3 h)**
Analyzes American racial politics using critical and historical approaches coupled with discussion of contemporary issues. (CD, POR)

**POL 209. US Environmental Policy and Politics. (3 h)**
Explores the origins and current state of United States policies on the environment, the politics that have produced those policies, and how both continue to evolve. Attention to the policy formation process, the institutions and groups that influence American policy concerning the environment, and the major environmental laws and controversies surrounding them, with particular attention to the role and functioning of the US Environmental Protection Agency. While focusing on the American experience, recognizes the impacts of US policies on the rest of the world.

**POL 210. Topics In United States Politics and Policy. (1-3 h)**
An intensive study of one or more major topics in contemporary United States politics and policy. Course may be retaken for credit if topic varies. Prerequisites may vary; check with the department.

**POL 211. Political Parties, Voters, and Elections. (3 h)**
An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

**POL 212. U.S. Policymaking in the Twenty-first Century. (3 h)**
Examines the contemporary United States policymaking process. Special attention to ways issues become important and contributions of different political actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

**POL 213. Economic Inequality and American Politics. (3 h)**
Examines patterns of economic inequality in the United States, weighs competing causal explanations for changing distributions of income and wealth, and investigates the effects of this inequality on American democracy.

**POL 214. Latina/o/x Politics. (3 h)**
Examines the contemporary role of Latinas/os/xs as a U.S. minority group with emphasis on Latina/o/x immigration to the U.S. and North Carolina, immigration attitudes, Latina/o/x representation, political identity, political participation, education and interracial coalition formations. Service-learning course. (POR)

**POL 215. Citizen and Community. (3 h)**
An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. Service Learning.

**POL 216. Black Women in US Politics and Media. (3 h)**
Black women's participation in American politics and media.

**POL 217. Politics and the Mass Media. (3 h)**
Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

**POL 218. Congress and Policymaking. (3 h)**
An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

**POL 219. Political Participation. (3 h)**
Examines political participation in the United States, with emphasis on electoral and non-electoral avenues through which individuals and groups wield influence in politics and government, including voting, interest groups, and social movements. Service-learning course.

**POL 220. The American Presidency. (3 h)**
Explores the interaction of the presidential office and the individual contemporary presidents in an evolving political context.

**POL 221. State Politics. (3 h)**
An examination of institutions, processes, and policies at the state level, with emphasis on the different patterns of governance in the various states and the consequences of the recent revitalization of state governments.

**POL 222. Urban Politics. (3 h)**
Examines the political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. Service-learning Course. (CD)

**POL 223. African American Politics. (3 h)**
A survey of selected topics, including African American political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.

**POL 225. American Constitutional Law: Separation of Powers and the Federal System. (3 h)**
Analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

**POL 226. American Constitutional Law: Civil Rights and Liberties. (3 h)**
Analysis of Supreme Court decisions involving the Bill of Rights and the Fourteenth Amendment of the U.S. Constitution.

**POL 227. Politics, Law, and Courts. (3 h)**
Analysis of the intersection of law and democratic politics through consideration of judicial selection, judicial decision making, and the roles of various legal actors, including judges, lawyers, and juries.

**POL 228. Politics of Public Education. (3 h)**
Introduces students to some of the most popular and contentious contemporary education policy debates and discusses what the U.S. school system tells us about the country's fundamental political commitments.

**POL 230. Political and Economic Development of Western Europe. (3 h)**
Analyzes the historical antecedents of Western European regime outcomes in the interwar period in order to explain the survival or collapse of democracy in the 1920s and 1930s in Great Britain, France, Germany, and Italy. Explores contrasting responses to economic, social, and political challenges since the middle ages, including the commercialization of agriculture, national unification, revolution, and the timing and strength of industrialization.

**POL 231. Western European Politics. (3 h)**
Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention will be given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

**POL 232. Politics in Russia and Eurasia. (3 h)**
Analysis of the political, economic, and social patterns of the region, emphasizing the dynamics and divergent outcomes following the fall of communism in Eastern Europe, Russia, the Caucasus, and Central Asia. (SWC)

**POL 233. The Politics of Modern Germany. (3 h)**
Study of the historical legacy, political behavior, and governmental institutions of contemporary Germany.

**POL 234. United Kingdom Politics in a Global Age. (3 h)**
Introduces the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions. (CD)

**POL 235. European Integration. (3 h)**
Combines different approaches to the study of Europe by examining European integration-as highlighted by the development of the European Union-through the lenses of history, politics, culture, and economics.

**POL 236. Government and Politics in Latin America. (3 h)**
Comparative analysis of the institutions and processes of politics in the Latin American region. (CD)

**POL 237. The Comparative Politics of Welfare States. (3 h)**
Examines the historical development and cross-national variation of welfare states in advanced industrial societies, including the United States and Western European democracies. Assesses characteristic policy challenges and responses across a number of shared domains, including pensions, health care, anti-poverty programs, family benefits, and labor-market policy.

**POL 238. Comparative Economic and Political Development. (3 h)**
Overview of the relationship among economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. Explores classic debates and paradigms in political economy and applies them to particular policy and institutional domains, including macroeconomic policy, finance, globalization, the challenges of late development, and the welfare state.

**POL 239. State, Economy, and International Competitiveness. (3 h)**
Introduces a range of important case studies of national economic performance to illustrate the role of public policy in economic performance in a number of leading industrial economies (the U.S., United Kingdom, Germany, Sweden, China, and Japan).

**POL 240. Politics of Human Rights. (3 h)**
Looks at the policy of dilemmas that both restored and new democracies face when dealing with past human rights violations and how they engage in structuring the domain of human rights in a changed global environment. (CD)

**POL 241. Contemporary India. (3 h)**
Examines the opportunities and constraints facing modern India across a range of issues including politics, international relations, economics, religion, caste and the environment.

**POL 242. Topics in Comparative Politics. (1-3 h)**
An intensive study of one or more major topics in contemporary comparative politics. Course may be retaken for credit if topic varies. Prerequisites may vary; check with the department.

**POL 243. Corruption. (3 h)**
This course addresses the politics of appropriation of public resources for private gain, with a focus on why corruption levels vary across countries, why people choose to participate in corruption, and the effects of corruption on politics and the economy.

**POL 244. Contemporary Southeast Asia. (3 h)**
Surveys major issues related to politics and governance in Southeast Asia, with examples drawn from Malaysia, Singapore, Indonesia, Philippines, and Thailand.

**POL 245. Ethnonationalism. (3 h)**
This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

**POL 246. Politics and Policies in South Asia. (3 h)**
A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka. (CD)

**POL 247. Identity and Inclusion in the Global South. (3 h)**
Explores major issues related to the political construction and mobilization of identity, and the production of pathological outcomes including violence, discrimination, and marginalization of the ethnic, religious, national, and sexual “other”.

**POL 248. Chinese Politics. (3 h)**
A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

**POL 249. Humanitarian Action in a Political World. (3 h)**
Examines ethical dilemmas of providing humanitarian assistance during conflict, including Afghanistan, Bosnia, Nigeria, and the Holocaust. Debates political and moral reasoning that underpins international laws of war.

**POL 250. The American Wars in Afghanistan and Iraq. (3 h)**
Broadly addresses the phenomena of U.S. involvement in two ongoing conflicts-the Afghanistan war and the Iraq war. Focuses on the respective domestic and international politics and policies of the four main actors relevant to the conflicts: U.S., Afghanistan, Pakistan, and Iraq.

**POL 251. Politics of Forced Migration. (3 h)**
Addresses major questions about forced migration in international politics, such as: What causes people to flee their homes? What are the effects of forced displacement on the host communities? How should considerations of human rights and international law affect our understanding of forced migration?.

**POL 252. Topics in International Politics. (1-3 h)**
An intensive study of one or more major topics of contemporary international politics. Course may be retaken for credit if topic varies. Prerequisites may vary; check with the department.

**POL 253. International Political Economy. (3 h)**
Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.

**POL 254. U.S. Foreign Policy. (3 h)**
Analyzes the historical and theoretical perspectives shaping U.S. engagement with the world past and present. Applies this understanding to current problems in U.S. foreign policy.

**POL 255. Terrorism and Political Violence. (3 h)**
A historical survey and analysis of terrorism and other forms of political violence, such as insurgency and guerrilla warfare involving state and non-state actors. Focuses on a variety of cases along with and examination of the challenges of counter-terrorism and counter-insurgency in the contemporary global system.

**POL 256. International Security. (3 h)**
Explores various theoretical approaches to security studies and contemporary security issues, with special attention to domestic variables, the use of force, strategic culture, weapons of mass destruction, the political economy of national security, and terrorism.

**POL 257. Politics of International Development. (3 h)**
Examines why some nations develop at a quite fast pace while others - even when rich in natural resources - don't. Explores the impact of colonial history, state-formation, civil conflicts, governance issues, and rising powers on economic growth and development.

**POL 258. International Relations of South Asia. (3 h)**
Examines the foreign policy decision making in India, Pakistan, Bangladesh and Sri Lanka vis-a-vis each other and major powers such as the U.S., Russia, and China.

**POL 259. Palestine and the Arab-Israeli Conflict. (3 h)**
Explores the nature and scope of the conflict with particular emphasis on the time period post-1967 and the respective policies of the three most significant actors in the conflict: the U.S., Israel and Palestine.

**POL 260. United States and East Asia. (3 h)**
An analytical survey of United States interaction with East Asia, with special emphasis on the strategic security and the political economy of the region. (CD)

**POL 261. International Law. (3 h)**
Analyzes major issues in public international law including sources of international law, state sovereignty, territorial jurisdiction, treaties, peaceful settlement of disputes, human rights, and the relationship between international law and domestic law.

**POL 262. International Organizations. (3 h)**
A survey of the philosophy, principles, organizational structure, and decision-making procedures of international organizations. In addition to the United Nations system, this course will analyze various international organizations in issues such as collective security, trade, economic development, human rights protection, and the environment.

**POL 263. U.S. Foreign Policy in the Middle East. (3 h)**
A critical analysis of U.S. foreign policy with respect to the Middle East since the Second World War. This course utilizes a case study method of instruction.

**POL 264. Moral Dilemmas in International Politics. (3 h)**
Examines moral dilemmas in international politics with reference to theories and cases. Topics include just war doctrine, responsibility of rich countries toward poor countries, exportability of capitalism and democracy, and legitimacy of humanitarian intervention. (EI)

**POL 265. Postcolonial International Relations. (3 h)**
Explores alternative ways of thinking about the "international" other than through mainstream (Eurocentric) International Relations (IR) theories and frameworks. (CD)

**POL 266. Modern Civil Wars. (3 h)**
Examines and assesses competing theories of civil war, including economic, ethnic, religious, and ideological explanations. It also addresses dilemmas raised by civil war such as the spread of HIV/AIDS, the proliferation of private security companies, and the abuse of humanitarian aid.

**POL 267. Intelligence and International Politics. (3 h)**
Explores various facets of the world of intelligence and espionage in international politics, including intelligence collection and analysis, covert action, counterintelligence, the role of foreign intelligence agencies the relationship of the intelligence community to other political institutions, and important ethical issues and controversies in the field of intelligence today.

**POL 268. International Conflict Resolution. (3 h)**
Explores various approaches to conflict resolution through readings, case studies, and simulations. Issues include: negotiation and mediation, dealing with war criminals, tradeoffs between justice and peace, and the role of the international community.

**POL 269. Topics in Political Theory. (1-3 h)**
An intensive study of one or more major topics in political theory. Course may be retaken for credit if topic varies. Prerequisites may vary; check with the department.

**POL 270. Ethics and Agency. (3 h)**
Explores the question of agency in relation to ethics with attention to practices of ethics that focus on judgment. Selected writings from Aristotle, Arendt, and Foucault.

**POL 271. Classical Political Thought. (3 h)**
Examination of the nature and goals of classical political theorizing, which may include thinkers from the ancient civilizations of the Mediterranean—such as the Greek city-states and the Roman Republic--as well as China, the Middle East, and indigenous societies.

**POL 272. Democratic Theory. (3 h)**
Examination of the theoretical underpinnings of democracy and some of the critiques of those foundations. Focus will be on understanding some of the major theories of democracy and on how key democratic concepts are defined differently within these various traditions.

**POL 273. Marx, Marxism and Post-Marxism. (3 h)**
Examines Marx's early humanistic writings, his later philosophy, the vicissitudes of 20th-century Marxism and attempts to reorient Marx's theory in light of developments in contemporary political thought and practice.

**POL 274. Arab and Islamic Political Thought. (3 h)**
Examines the history, basic concepts, central questions and preoccupations of political thought in the Arab region, while critically analyzing what it means to engage political theory comparatively. (CD, SWC)

**POL 275. American Political Thought. (3 h)**
Examines texts from the founding to the present that consider debates over the Constitution and the power of government; liberal and republican theories of citizenship; race, class and gender inequality; tensions between diversity and national identity; theories of justice; and the development of progressive, conservative, and libertarian political ideologies in the United States.

**POL 276. Modern Political Thought. (3 h)**
Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation and citizenship. Selected writings from, for example, Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls. (EI)

**POL 277. Feminist Political Thought. (3 h)**
Introduction to feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. Also listed as WGS 301. (CD, POR)

**POL 279. Technology, Violence, and Ethics. (3 h)**
Examines technology and innovation with a focus on various approaches to ethics for conceptualizing and evaluating the violent purposes and uses of technology and technological development among state and non-state actors. Covers historical and contemporary cases.

**POL 280. Research Methods. (3 h)**
Overview of the qualitative and quantitative methods prominent in studying political science. Attention is given to the relationships between theory, method, and findings by focusing on the need to make systematic empirical observations. P-STA 111 must be taken before or concurrently with this course.

**POL 281. Environmental Political Thought. (3 h)**
Explores the human relationship to the natural world and the implications of this relationship to political issues, such as the preservation of wilderness, industrialization, consumerism, public and private ownership, and social justice. (EI)

**POL 282. Gandhi. (3 h)**
Explores the life, political philosophy, and the method of non-violent coercion (satyagraha) of Gandhi. Students define and implement group projects designed to promote change within the context of Gandhian methodology. Service-learning course.

**POL 285. Data Visualization for Government and Consulting. (3 h)**
Study and application of interactive data visualizations using software common in consulting and research firms. Studies principles of data visualization alongside practical instruction on building and presenting analyses. P-POL 280 or prerequisite override required.

**POL 286. Topics in Political Science. (1-3 h)**
Intensive study of one or more topics in the discipline. May not be used to meet one of the four area requirements. May be repeated for credit. Up to 6 hours may be counted toward the major.

**POL 291. Democratic Institutional Design. (3 h)**
Examines the most important elements of institutional design in democracies, including forms of representation, executive branch structure, legislatures, the regional distribution of power, and electoral systems.

**POL 292. Statemaking in the Global South. (3 h)**
Examines the various methods, dynamics, and challenges of statemaking in an increasingly globalized world, with a focus on methods of leaders' recruitment, public service provisions, boundary and order maintenance. Covers historical and contemporary examples from countries in the Global South.

**POL 383. Advanced Quantitative Methods for Social Research. (3 h)**
Prepares students for the quantitative analysis of social data, including causal inference techniques, using R and RStudio. P-POL 280. (QR)

**POL 387. Individual Study. (2-3 h)**
Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. May be repeated for credit, however only 3 total hours of credit from POL 387, POL 388, and POL 389 may count toward the major. P-Prerequisite override required.

**POL 388. Directed Reading. (2-3 h)**
Concentrated reading in an area of study not otherwise available. Students initiate the project and secure the permission of an appropriate instructor. May be repeated for credit, however only 3 total hours of credit from POL 387, POL 388, and POL 389 may count toward the major. P-Prerequisite override required.

**POL 389. Internship in Politics. (2-3 h)**
Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. May be repeated for credit, however only 3 total hours of credit from POL 387, POL 388, and POL 389 may count toward the major. P-Prerequisite override required.

**POL 399. Senior Seminar in Political Science. (4 h)**
Readings and research on selected topics. P-POL 280 and STA 111 and prerequisite override required.

# Faculty

**Chair** John Dinan
**Associate Chair** Betina Cutaia Wilkinson
**Presidential Endowed Professor** Melissa Harris-Perry
**Professors** Michaelle Browers, Neil DeVotta, John Dinan, Charles H. Kennedy, Wei-chin Lee, Peter M. Siavelis, Will Walldorf
**Worrell Professor** Mark Vail
**Associate Professors** Lina Benabdallah, Sara Dahill-Brown, Justin Esarey, Andrius Galisanka, Sarah Lischer, Betina Cutaia Wilkinson
**Assistant Professors** Claire Crawford, Victor Hernandez-Huerta, Adam Lenton, Risa Toha, Tess Wise
**Teaching Professor** Tom Brister
**Associate Teaching Professor** Jack Amoureux
**Visiting Assistant Professor** Adrian Halliez, Gentry Jenkins, James Morone
**Adjunct Lecturer** Stan Meiburg

# Politics and International Affairs, B.A.

## Requirements

Consists of 31 hours, of which, in all but exceptional cases, at least 21 hours must be completed at Wake Forest. Where students take politics courses abroad, they have to be in Wake Forest approved programs and/or must have been certified by the department chair. The required courses for the major include the following:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Complete at least three credit hours of coursework in each of the following four fields of Politics: | | 12 |
| I. American Politics | | |
| II. Comparative Politics | | |
| III. Political Theory | | |
| IV. International Politics | | |
| POL 280 | Research Methods * | 3 |
| POL 399 | Senior Seminar in Political Science (normally taken in the senior year) | 4 |
| **Co-Requirements** | | |
| STA 111 | Elementary Probability and Statistics | 4 |
| Select no more than six hours of 100-level Introductory Courses *** | | 6 |
| No more than three hours for any one or any combination of the following courses: | | 3 |
| POL 387 | Individual Study | |
| POL 388 | Directed Reading | |
| POL 389 | Internship in Politics | |

* *The methods course is a prerequisite for the senior seminar and students are expected to take the methods course prior to the end of their junior year and, in any case, prior to the senior seminar.*
** *Must be completed prior to or in concurrence with POL 280.*
*** *Majors may not take the introductory courses during their senior year.*

Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum overall GPA requirements of 3.0.

No course taken on a pass/fail basis can count towards the major. Transfer hours toward the major are awarded on an individual case-by-case basis at the discretion of the department chair. Students who

receive a score of 5 on political science Advanced Placement (AP) exams may count the hours towards major credit. These credits may not be used to satisfy sub-field requirements. A minimum GPA of 2.0 in all courses completed in politics and international affairs at Wake Forest is required for graduation with the major.

The senior seminar provides an opportunity for majors to experience something comparable to a graduate seminar. As such, it is conducted more by discussion than by lecture and enables students to read and reflect upon advanced scholarly material. The seminar also offers students the opportunity in their final year to create a research paper of greater length and sophistication than is customary and to develop the research and writing skills appropriate to the task.

## I. American Politics

| Code | Title | Hours |
|---|---|---|
| POL 113 | American Government and Politics | 3 |
| POL 201 | America's First Ladies | 3 |
| POL 203 | Girls' Stories: Race, Politics, Pedagogy | 3 |
| POL 205 | Politics of Consumer Finance | 3 |
| POL 206 | Public Opinion and Pro Humanitate | 3 |
| POL 208 | Race in America | 3 |
| POL 209 | US Environmental Policy and Politics | 3 |
| POL 210 | Topics In United States Politics and Policy | 3 |
| POL 211 | Political Parties, Voters, and Elections | 3 |
| POL 212 | U.S. Policymaking in the Twenty-first Century | 3 |
| POL 213 | Economic Inequality and American Politics | 3 |
| POL 214 | Latina/o/x Politics | 3 |
| POL 215 | Citizen and Community | 3 |
| POL 216 | Black Women in US Politics and Media | 3 |
| POL 217 | Politics and the Mass Media | 3 |
| POL 218 | Congress and Policymaking | 3 |
| POL 219 | Political Participation | 3 |
| POL 220 | The American Presidency | 3 |
| POL 221 | State Politics | 3 |
| POL 222 | Urban Politics | 3 |
| POL 223 | African American Politics | 3 |
| POL 225 | American Constitutional Law: Separation of Powers and the Federal System | 3 |
| POL 226 | American Constitutional Law: Civil Rights and Liberties | 3 |
| POL 227 | Politics, Law, and Courts | 3 |
| POL 228 | Politics of Public Education | 3 |

## II. Comparative Politics

| Code | Title | Hours |
|---|---|---|
| POL 114 | Comparative Government and Politics | 3 |
| POL 230 | Political and Economic Development of Western Europe | 3 |
| POL 231 | Western European Politics | 3 |
| POL 232 | Politics in Russia and Eurasia | 3 |
| POL 233 | The Politics of Modern Germany | 3 |
| POL 234 | United Kingdom Politics in a Global Age | 3 |
| POL 235 | European Integration | 3 |
| POL 236 | Government and Politics in Latin America | 3 |
| POL 237 | The Comparative Politics of Welfare States | 3 |
| POL 238 | Comparative Economic and Political Development | 3 |
| POL 239 | State, Economy, and International Competitiveness | 3 |
| POL 240 | Politics of Human Rights | 3 |
| POL 241 | Contemporary India | 3 |
| POL 242 | Topics in Comparative Politics | 3 |
| POL 243 | Corruption | 3 |
| POL 244 | Contemporary Southeast Asia | 3 |
| POL 245 | Ethnonationalism | 3 |
| POL 246 | Politics and Policies in South Asia | 3 |
| POL 247 | Identity and Inclusion in the Global South | 3 |
| POL 248 | Chinese Politics | 3 |
| POL 291 | Democratic Institutional Design | 3 |
| POL 292 | Statemaking in the Global South | 3 |

## III. Political Theory

| Code | Title | Hours |
|---|---|---|
| POL 115 | Political Theory | 3 |
| POL 269 | Topics in Political Theory | 3 |
| POL 270 | Ethics and Agency | 3 |
| POL 271 | Classical Political Thought | 3 |
| POL 272 | Democratic Theory | 3 |
| POL 273 | Marx, Marxism and Post-Marxism | 3 |
| POL 274 | Arab and Islamic Political Thought | 3 |
| POL 275 | American Political Thought | 3 |
| POL 276 | Modern Political Thought | 3 |
| POL 277 | Feminist Political Thought | 3 |
| POL 281 | Environmental Political Thought | 3 |

## IV. International Politics

| Code | Title | Hours |
|---|---|---|
| POL 116 | International Politics | 3 |
| POL 249 | Humanitarian Action in a Political World | 3 |
| POL 250 | The American Wars in Afghanistan and Iraq | 3 |
| POL 251 | Politics of Forced Migration | 3 |
| POL 252 | Topics in International Politics | 3 |
| POL 253 | International Political Economy | 3 |
| POL 254 | U.S. Foreign Policy | 3 |
| POL 255 | Terrorism and Political Violence | 3 |
| POL 256 | International Security | 3 |
| POL 257 | Politics of International Development | 3 |
| POL 258 | International Relations of South Asia | 3 |
| POL 259 | Palestine and the Arab-Israeli Conflict | 3 |
| POL 260 | United States and East Asia | 3 |
| POL 261 | International Law | 3 |
| POL 262 | International Organizations | 3 |
| POL 263 | U.S. Foreign Policy in the Middle East | 3 |
| POL 264 | Moral Dilemmas in International Politics | 3 |
| POL 266 | Modern Civil Wars | 3 |

| | | |
|---|---|---|
| POL 267 | Intelligence and International Politics | 3 |
| POL 268 | International Conflict Resolution | 3 |
| POL 279 | Technology, Violence, and Ethics | 3 |

## Honors

Students who are interested in the requirements for honors in the major should consult the honors guidelines, which are available at www.wfu.edu/politics. Students who meet these requirements will graduate with "Honors in Politics and International Affairs."

# Politics and International Affairs, Minor

## Requirements

Consists of 18 hours. Fifteen of the hours must be taken at Wake Forest.

| Code | Title | Hours |
|---|---|---|
| Select no more than six hours of 100-level Introductory Courses * | | 6 |
| Select no more than three hours of any one or any combination of the following courses: | | 3 |
| POL 387 | Individual Study | |
| POL 388 | Directed Reading | |
| POL 389 | Internship in Politics | |

* *Minors are not allowed to take 100-level courses in their senior year.*

Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or Directed readings if they fulfill the minimum GPA requirements of 3.0.

No course taken on a pass/fail basis can count towards the minor. Transfer hours toward the minor are awarded on an individual case-by-case basis at the discretion of the chair. A minimum GPA of 2.0 in all courses completed in politics and international affairs at Wake Forest is required for graduation with the minor.

# Psychology (PSY)

The psychology department's goal is to provide majors and minors with broad exposure to basic areas of psychology, along with an in-depth understanding of the methods by which psychological research is conducted. Regardless of whether your ultimate career goal is to become an applied psychologist (e.g., clinical psychologist, counselor, social worker, or consultant), to conduct behavioral research, to become a college professor, or to enter another profession altogether (e.g., law, business, medicine), a psychology major or minor is valuable. This is because:

- an in-depth knowledge of human thought, emotion, and behavior is relevant to any career that deals directly with people or involves developing solutions to problems affecting people; and
- students develop intellectual and analytical skills that allow them to generate and evaluate knowledge in many areas, including, but not limited to, Psychology; and
- by acquiring a more thorough understanding of the reasons for and impact of people's thoughts, emotions, and behavior, students can become more well-informed and compassionate citizens

Thus, the Wake Forest psychology department aims to provide a rigorous and stimulating undergraduate education in both content and methods of psychology. Our department, like most undergraduate liberal arts departments, emphasizes research, which is a central component of many courses. A research emphasis in an undergraduate program provides the best preparation for basic and applied graduate work as well as a strong foundation for a wide array of careers.

PSY 151 (or AP credit) is a prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. PSY 210, PSY 211, PSY 212, or special permission of the instructor is prerequisite for most 300-level courses. See individual course descriptions for specific information. A minimum GPA of 2.0 or higher in psychology courses is required to graduate with a major or minor in psychology.

## Contact Information

Department of Psychology (http://college.wfu.edu/psychology/)
Greene Hall 415, Box 7778
Phone 336-758-5425

## Programs

### Major

- Psychology, B.A.

### Minor

- Psychology, Minor

## Courses

### Psychology (PSY)

**PSY 100. Learning to Learn. (3 h)**
A course designed for first and second year students who wish to improve their academic performance through the application of learning, study, memory, and time management strategies. By permission of the instructor only. Pass/Fail only. P-Prerequisite override required.

**PSY 151. Introductory Psychology. (3 h)**
A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number. (D)

**PSY 210. Methods in Psychological Research for the Minor. (3 h)**
Introduces statistics and research design for students minoring in psychology. P—PSY 151 (D, QR, QDA)

**PSY 211. Research Methods I. (4 h)**
Design and statistical analysis of correlational research. Laboratory section required. P-At least one PSY course in addition to PSY 151. C-PSY 211L. (D, QR, QDA)

**PSY 211L. Research Methods I Lab. (0 h)**
C-PSY 211.

**PSY 212. Research Methods II. (4 h)**
Design and statistical analysis of experimental methods. Laboratory section required. P-PSY 211. C-PSY 212L. (QR, QDA)

**PSY 212L. Research Methods II Lab. (0 h)**
C-PSY 212.

**PSY 220. Biopsychology. (3 h)**
An introduction to the biological substrates and processes that govern behavior. P- PSY 151. (D)

**PSY 221. Cognitive Psychology. (3 h)**
Surveys theory and research on cognitive processes. Emphasizes memory, attention, visual and auditory information processing, concept identification/formation, and language. P- PSY 151. (D)

**PSY 222. Psychopharmacology. (3 h)**
A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P- PSY 151. (D)

**PSY 223. Social Affective Neuroscience. (3 h)**
An in-depth exploration of research and theory on emotions and social processes from a neuroscience perspective with a primary focus on neuroimaging studies. P- PSY 151. (D)

**PSY 237. Topics in Brain and Cognitive Sciences. (3 h)**
An in-depth exploration of research and theory on one or more topics regarding the brain and cognitive sciences. P- PSY 151. May be repeated for credit if topic varies. (D)

**PSY 239. Brief Topics in Brain and Cognitive Sciences. (1.5 h)**
A brief exploration of research and theory on one or more topics regarding the brain and cognitive sciences. May be repeated for credit if topic varies. P- PSY 151.

**PSY 240. Personality. (3 h)**
A survey of individual differences in personality and their relationship with cognition, emotion, and behavior. The course explores how personality shapes and is shaped by individual experiences and broader societal contexts. P-PSY 151. (D)

**PSY 241. Developmental Psychology. (3 h)**
Surveys physical, emotional, cognitive, and social development in humans from conception to death. P-PSY 151. (D)

**PSY 242. Social Psychology. (3 h)**
A survey of Social Psychology, focusing on the scientific study of how human thoughts, feelings and behaviors are affected by social contexts. Topics include social behavior, interpersonal attraction, attitudes and attitude change, and the self. P-PSY 151. (D)

**PSY 244. Stereotypes, Prejudice, & Discrimination. (3 h)**
Theoretical and empirical examination of the processes underlying stereotypes, prejudice, and discrimination. P-PSY 151. (CD, D, POR)

**PSY 246. Culture and Psychology. (3 h)**
An exploration of the ways culture is intricately tied to similarities and variation in psychological processes using cultural and cross-cultural research across major fields of Psychology (e.g., developmental, personality and social, cognitive, clinical). P-PSY 151. (CD, D)

**PSY 247. Parenting and Parent-Child Relationships. (3 h)**
Surveys characteristics and issues of parenting and parent-child relationships as related to a variety of factors, including developmental changes of parent and child, family structure, and sociocultural context. P-PSY 151. (D)

**PSY 257. Topics in the Individual in Context. (3 h)**
An in-depth exploration of research and theory on one or more topics regarding the Individual in Context. May be repeated for credit if topic varies. P-PSY 151. (D)

**PSY 259. Brief Topics in the Individual in Context. (1.5 h)**
A brief exploration of research and theory on one or more topics regarding the Individual in Context. May be repeated for credit if topic varies. P-PSY 151.

**PSY 261. Organizational Psychology. (3 h)**
Psychological principles and methods applied to problems commonly encountered in business and in the workplace. P-PSY 151. (D)

**PSY 262. The Psychology of Well-Being. (3 h)**
A cross- and inter-disciplinary survey of theory and research on the conceptualization and measurement of well-being, the mechanisms that cause and maintain it, and the applicability of this research for improving the quality of lives. P-PSY 151. (D)

**PSY 263. Stress and Coping. (3 h)**
A cross-disciplinary survey of theory and research on the social, biological, cognitive, and developmental mechanisms underlying stress and coping with stress. P-PSY 151. (D)

**PSY 264. Abnormal Psychology. (3 h)**
Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to daily function. P-PSY 151. (D)

**PSY 265. Human Sexuality. (3 h)**
Explores the complex interplay between psychological and biological aspects of human sexuality, with attention to sexual behavior, sexual pleasure, sexual orientation, sexual dysfunction and sex therapy, and cross-cultural norms surrounding sex. P-PSY 151. (D)

**PSY 277. Topics in Applied Psychology and Mental Health. (3 h)**
An in-depth exploration of research and theory on one or more topics regarding Applied Psychology and Mental Health. May be repeated for credit if topic varies. P-PSY 151. (D)

**PSY 279. Brief Topics in Applied Psychology and Mental Health. (1.5 h)**
A brief exploration of research and theory on one or more topics regarding Applied Psychology and Mental Health. May be repeated for credit if topic varies. P-PSY 151.

**PSY 321. Seminar in Cognitive Psychology. (3 h)**
An in-depth examination of theory and research findings in one or more selected areas of Cognitive Psychology. P-PSY 212 and PSY 221.

**PSY 324. Seminar in Developmental Psychology. (3 h)**
An in-depth examination of theory and research findings in one or more selected areas of Developmental Psychology. P-PSY 211 and PSY 241.

**PSY 325. Seminar in Perception. (3 h)**
An in-depth examination of theory and research findings on sensory systems such as vision, hearing, touch, and taste. P-PSY 212 and either PSY 220 or PSY 221.

**PSY 327. Seminar in Physiological Psychology. (3 h)**
An in-depth examination of theory and research findings in one or more selected areas of Physiological Psychology. P-PSY 212 and PSY 220.

**PSY 328. Seminar in Race and Ethnicity. (3 h)**
An in-depth examination of theory and research findings in one or more selected areas regarding race and ethnicity. P- PSY 211. (CD)

**PSY 330. Seminar in Gender and Sexuality. (3 h)**
An in-depth examination of theory and research findings on gender and sexuality through a psychological lens, examining how biological, social, cognitive, and developmental factors shape gender identity, roles, and experiences, as well as sexual orientation. P-PSY 211 and at least one of the following: WGS 150, WGS 221, PSY 241, PSY 265, HST 114 or ECN 242.

**PSY 332. Seminar in History and Systems of Psychology. (3 h)**
The development of psychological thought and research from ancient Greece to the present. P-Senior majors or prerequisite override required.

**PSY 334. Seminar in Animal Behavior. (3 h)**
An in-depth examination of theory and research findings on the social and biological aspects of animal behavior from insects to humans. P-PSY 211 and PSY 220.

**PSY 336. Seminar in Honors. (3 h)**
An examination of current research topics in Psychology intended for students in the Departmental Honors Program. Critical thinking, written and oral presentation skills will be emphasized as will initiation of research for an Honors Thesis. P-PSY 212 and prerequisite override required.

**PSY 339. Seminar in Psychology. (3 h)**
An in-depth examination of theory and research findings in one or more selected areas in Psychology. P-PSY 212.

**PSY 341. Research in Developmental Psychology. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of developmental psychology. Research projects required. P-PSY 212.

**PSY 342. Research in Emotion. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are included. Research projects required. P-PSY 212.

**PSY 343. Research in Personality. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of human personality. Research projects required. P-PSY 212.

**PSY 347. Research in Social Psychology. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of people in a social context. Research projects required. P-PSY 212 and PSY 242.

**PSY 349. Research in Psychological Assessment. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the field of psychological assessment, emphasizing the construction and evaluation of psychological tests, the data analytic techniques underlying those processes, and the use of psychological assessments. Research projects required. P-PSY 212.

**PSY 350. Research in Judgment and Decision Making. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of how people make decisions and judgments about their lives and the world, and how these processes can be improved. Research projects required. P-PSY 212.

**PSY 352. Research in Learning Theory. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of Learning Theory. The class will design and conduct its own learning experiment. Research projects required. P-PSY 212.

**PSY 356. Research in Honors: Multivariate Statistics. (3 h)**
An in-depth examination of quantitative research approaches, methods, and analysis in psychology intended for students in the Departmental Honors Program. Multivariate statistical methods will be defined in detail, then applied to students' Honors Thesis research projects. P-PSY 212 and prerequisite override required.

**PSY 358. Research in Psychology. (3 h)**
An examination of the content, research approaches, methods, and analyses relating to the study of a specialized area within Psychology. Research projects required. May be repeated for credit if topic varies. P-PSY 212.

**PSY 380. Directed Study. (1-3 h)**
Student research performed under faculty supervision. May be repeated for credit. P-PSY 151 and prerequisite override required.

**PSY 385. Internship in Psychology. (1-3 h)**
Field work in pre-approved settings under the supervision of qualified professionals. Related readings and a term paper required. Students must apply and secure permission from a designated Psychology Department faculty member who will assign the final grade. Students desiring to propose an internship that has not been pre-approved must do so at least 1 month before the proposed start of the internship, following standard department procedures. Internships will not be approved for credit after the internship has already begun. Pass/Fail only. Open only to declared psychology majors or minors with a minimum GPA of 2.75. Maximum 3 hours. P-PSY 210 or 211 and prerequisite override required.

**PSY 386. Directed Honors Thesis Research. (3 h)**
An independent research project performed under faculty supervision as part of the Psychology Honors program. P-Prerequisite override required.

**PSY 389. Experiences in Psychology. (1-3 h)**
Specially arranged Psychology-related experiences conducted by students and overseen by Psychology faculty. P-Prerequisite override required.

**PSY 392. Contemporary Issues in Psychology. (1.5 h)**
Seminar treatment of current theory and research in several areas of psychology. Required for senior majors. P- PSY 212 or PSY 312, and senior major standing. This course is intended for majors that declared prior to the 2025-2026 Bulletin changes to the Psychology curriculum.

# Faculty

**Chair** Christy M. Buchanan
**Professors** Christy M. Buchanan, William W. Fleeson, R. Michael Furr, Eranda Jayawickreme, Lisa Kiang, John V. Petrocelli, Wayne E. Pratt, Eric R. Stone, Christian E. Waugh
**Research Professors** Deborah L. Best, Terry D. Blumenthal, Dale Dagenbach, Catherine E. Seta
**Associate Professors** Shannon T. Brady, Janine M. Jennings, Lara K. Kammrath, E.J. Masicampo
**Assistant Professors** Merve Balkaya-Ince, Veronica T. Cole, S. Mason Garrison, Anthony W. Sali, Brad T. Stilwell, Stefon van Noordt
**Associate Teaching Professors** Heath L. Greene, Melissa L. Maffeo
**Adjunct Professor** Isaac M. Lipkus
**Adjunct Associate Professor** Alan S. Cameron
**Adjunct Assistant Professors** Phillip G. Batten, Cyndi Briggs, Samuel B. Gray
**Adjunct Lecturer** Angelica Rose Brown
**Visiting Assistant Professors** Kathleen Bettencourt, Sara E. Mendonça

# Psychology, B.A.

## Requirements

It is recommended that students who are considering Psychology as a major take PSY 151 and a Perspectives Course in their first year.

In order to declare a Psychology major, a student must have completed at least one Perspectives course from PSY 220-299, PSY 211 with a C or better, and must have a GPA of 2.0 or higher in all graded Psychology courses. The major in Psychology requires the completion of a minimum of 32 hours in Psychology, including coursework across 3 tiers. No more than 50 hours in Psychology may be counted toward the graduation requirement of 120 hours.

| Code | Title | Hours |
|---|---|---|
| **Tier 1: Foundations of Psychological Science** | | |
| Students must take at least one Perspective course (PSY 220-299) in addition to PSY 151 (or AP or IB Psychology) before taking PSY 211. PSY 211 and PSY 212 must be taken at Wake Forest. | | |
| PSY 151 | Introductory Psychology | 3 |
| PSY 211 & 211L | Research Methods I and Research Methods I Lab | 4 |
| PSY 212 & 212L | Research Methods II and Research Methods II Lab | 4 |
| **Tier 2: Perspectives in Psychology Science** | | |
| Select at least 3 credits from each of the following Perspectives. Courses that appear in more than one group may satisfy the requirement for either perspective (the student's choice), but not both. | | |
| *Brain and Cognitive Science* | | *3* |
| PSY 220 | Biopsychology | |
| PSY 221 | Cognitive Psychology | |
| PSY 222 | Psychopharmacology | |
| PSY 223 | Social Affective Neuroscience | |
| PSY 237 | Topics in Brain and Cognitive Sciences | |
| PSY 239 | Brief Topics in Brain and Cognitive Sciences | |
| *The Individual in Context* | | *3* |
| PSY 240 | Personality | |
| PSY 241 | Developmental Psychology | |
| PSY 242 | Social Psychology | |
| PSY 244 | Stereotypes, Prejudice, & Discrimination | |
| PSY 246 | Culture and Psychology | |
| PSY 247 | Parenting and Parent-Child Relationships | |
| PSY 257 | Topics in the Individual in Context | |
| PSY 259 | Brief Topics in the Individual in Context | |
| *Applied Psychology and Mental Health* | | *3* |
| PSY 247 | Parenting and Parent-Child Relationships | |
| PSY 261 | Organizational Psychology | |
| PSY 262 | The Psychology of Well-Being | |
| PSY 263 | Stress and Coping | |
| PSY 264 | Abnormal Psychology | |
| PSY 265 | Human Sexuality | |
| PSY 277 | Topics in Applied Psychology and Mental Health | |
| PSY 279 | Brief Topics in Applied Psychology and Mental Health | |
| **Tier 3: Skill-building in Psychological Science** | | |
| Students must take 3 credits in the "Seminar in Psychology" and 6 credits in the "Research in Psychology" categories. Students may opt to replace 3 of the 6 required credits from "Research in Psychology" with 3 credits from the "Experiences in Psychology" category. All coursework at Tier 3 must be taken at Wake Forest. | | |
| *Seminar in Psychology* | | *3* |
| PSY 321 | Seminar in Cognitive Psychology | |
| PSY 324 | Seminar in Developmental Psychology | |
| PSY 325 | Seminar in Perception | |
| PSY 327 | Seminar in Physiological Psychology | |
| PSY 328 | Seminar in Race and Ethnicity | |
| PSY 330 | Seminar in Gender and Sexuality | |
| PSY 332 | Seminar in History and Systems of Psychology | |
| PSY 334 | Seminar in Animal Behavior | |
| PSY 336 | Seminar in Honors | |
| PSY 339 | Seminar in Psychology | |
| *Research in Psychology* | | *6* |
| PSY 341 | Research in Developmental Psychology | |
| PSY 342 | Research in Emotion | |
| PSY 343 | Research in Personality | |
| PSY 347 | Research in Social Psychology | |
| PSY 349 | Research in Psychological Assessment | |
| PSY 350 | Research in Judgment and Decision Making | |
| PSY 352 | Research in Learning Theory | |
| PSY 356 | Research in Honors: Multivariate Statistics | |
| PSY 358 | Research in Psychology | |
| *Experiences in Psychology* | | *3* |
| PSY 380 | Directed Study | |
| PSY 385 | Internship in Psychology | |
| PSY 386 | Directed Honors Thesis Research | |
| NEU 391 | Research in Neuroscience | |
| PSY 389 | Experiences in Psychology | |

Courses that are taught by another department at Wake Forest and can be counted as elective credit toward the 32 hours required for the Psychology major are BEM 211, EDU 311, HES 312, and LIN 330. However, a student may not take both BEM 211 and PSY 261 for Psychology credit. If a student completes 32-34 hours in the major, a maximum of six hours of these outside-department courses or transfer credits can be counted toward the major; a maximum of three of those six hours may come from online courses. If a student completes 35 or more hours in the major, then a maximum of nine hours of these outside-department courses or transfer credits can be counted towards the major. AP or IB credit may be accepted for PSY 151, but other high school courses, dual enrollment courses, or community college courses taken after enrollment at Wake Forest are not accepted for transfer credit. The guidelines regarding credit approval for outside-department courses and transfer courses may be modified in rare and special circumstances at the discretion of the Psychology Department Chair or their designate.

## Honors

Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option should refer to the honors guidelines, available on the Department website, for an overview of requirements and procedures. Upon completion of all requirements, a recommendation of honors at graduation will be made by the department based upon the student's overall academic record and the quality of the final project.

# Psychology, Minor

## Requirements

Requires 15 hours in psychology including:

| Code | Title | Hours |
|---|---|---|
| PSY 151 | Introductory Psychology | 3 |
| PSY 210 | Methods in Psychological Research for the Minor | 3 |
| To complete the minor, students must take 9 additional credit hours in Psychology. As part of this requirement, students MUST take at least three (3) credit hours from two of the following three Perspectives in Psychological Science (6 credit hours total). Courses that appear in more than one group may satisfy the requirement for either area (the student's choice), but not both. | | 9 |
| *Brain and Cognitive Sciences* | | |
| PSY 220 | Biopsychology | |
| PSY 221 | Cognitive Psychology | |
| PSY 222 | Psychopharmacology | |
| PSY 223 | Social Affective Neuroscience | |
| PSY 237 | Topics in Brain and Cognitive Sciences | |
| PSY 239 | Brief Topics in Brain and Cognitive Sciences | |
| *The Individual in Context* | | |
| PSY 240 | Personality | |
| PSY 241 | Developmental Psychology | |
| PSY 242 | Social Psychology | |
| PSY 244 | Stereotypes, Prejudice, & Discrimination | |
| PSY 246 | Culture and Psychology | |
| PSY 247 | Parenting and Parent-Child Relationships | |
| PSY 257 | Topics in the Individual in Context | |
| PSY 259 | Brief Topics in the Individual in Context | |
| *Applied Psychology and Mental Health* | | |
| PSY 247 | Parenting and Parent-Child Relationships | |
| PSY 261 | Organizational Psychology | |
| PSY 262 | The Psychology of Well-Being | |
| PSY 263 | Stress and Coping | |
| PSY 264 | Abnormal Psychology | |
| PSY 265 | Human Sexuality | |
| PSY 277 | Topics in Applied Psychology and Mental Health | |
| PSY 279 | Brief Topics in Applied Psychology and Mental Health | |

* *The PSY 210 requirement may be waived if the student takes either: one of the following courses: PSY 211, ECN 209, ECN 215, HES 262; or one of the following pairs of courses: BEM 201 and BEM 202, BEM 201 and FIN 203, BEM 201 and STA 112, POL 280 and STA 111, SOC 271 and SOC 272. If the PSY 210 course requirement is waived by replacement, a student will then be required to take an additional course for the Minor to achieve the 15 credit hours required for completion.*

No more than six hours will be accepted for courses taken at other schools and courses taught by another Wake Forest department to be counted toward the 15 hours required for the minor. A maximum of three of those six hours may come from online courses. The courses taught by another Wake Forest department that may be accepted are: BEM 211, EDU 311, HES 312, LIN 330. A student may not take both BEM 211 and PSY 261 for psychology credit.

# Religions, Study of (REL)

The study of religion is a way of organizing academic inquiry into how human beings and human cultures express and experience their religious needs, beliefs, and values. It involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. Using cross-cultural and interdisciplinary approaches, religious studies investigates and interprets systems of religious belief, the history of religious traditions, the function of religion in society, and forms of religious expression such as ritual, symbols, sacred narrative, scripture, practices, theological and philosophical reflection. Students of religious studies, whether adherents of a religion or of no religion, gain tools to understand, compare, and engage the phenomenon of religion and its role in human life and culture.

## Contact Information

Department for the Study of Religions (http://college.wfu.edu/religion/)
Divinity and Religious Studies Building 118, Box 7212
Phone 336-758-4830

## Programs

## Major

- Religious Studies, B.A.

## Minor

- Religious Studies, Minor

## Courses

## Near Eastern Languages and Literature (NLL)

**NLL 111. Elementary Hebrew. (3 h)**
A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

**NLL 112. Elementary Hebrew. (3 h)**
A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

**NLL 153. Intermediate Hebrew. (3 h)**
Intensive work in Hebrew grammar and syntax. Based upon the reading of selected texts. Readings emphasize post-biblical Hebrew. P-NLL 111 and NLL 112 or the equivalent.

**NLL 211. Hebrew Literature. (3 h)**
The reading and discussion of significant Biblical Hebrew texts. P-NLL 153.

**NLL 212. Hebrew Literature II. (3 h)**
The reading and discussion of significant Biblical and post-Biblical texts. On request. P-NLL 153.

**NLL 213. Studies in Modern Hebrew. (3 h)**
Intended for students with a working knowledge of Classical Hebrew, this course will explore some of the primary differences between the linguistic groups and will introduce students to the formal study of Modern Hebrew. P-Prerequisite override required.

**NLL 301. Introduction to Semitic Languages. (3 h)**
A comparative study of the history and structure of the languages of the Semitic family. On request.

**NLL 302. Akkadian I. (3 h)**
An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of Semitic languages. On request.

**NLL 303. Akkadian II. (3 h)**
A continuation of Akkadian I (NLL 302) with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. On request.

**NLL 310. Intermediate Readings in Classical Hebrew. (1 h)**
Analysis of selected texts designed to expand the student's facility with Hebrew. May be repeated for credit.

**NLL 311. Aramaic. (3 h)**
The principles of Aramaic morphology, grammar, and syntax based on readings from the Bible and other ancient Near Eastern texts. P-NLL 112 or prerequisite override required. On request.

**NLL 314. Readings from the Rabbis. (3 h)**
Selected texts in Hebrew and Aramaic from the Mishna and Midrash. On request. P-NLL 211 or prerequisite override required.

**NLL 321. Introduction to Middle Egyptian I. (3 h)**
The phonology, morphology, and grammar of Middle Egyptian. On request.

**NLL 322. Introduction to Middle Egyptian II. (3 h)**
The phonology, morphology, and grammar of Middle Egyptian. On request.

# Religions, Study of (REL)

**REL 101. Introduction to Religion. (3 h)**
A study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor. (D)

**REL 102. Introduction to the Bible. (3 h)**
A study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor. (D)

**REL 103A. Introduction to Christian Traditions. (3 h)**
Study of Christian experience, thought, and practice. Focus varies with instructor. (D)

**REL 103B. Introduction to Latin American Christian Traditions. (3 h)**
Study of the origins, practices, experiences, and thought of Christian traditions in Latin America. Focus varies with instructor. (CD, D)

**REL 104A. Introduction to Asian Religions. (3 h)**
Study of the thought and practices within the major religious traditions of South, Southeast, and East Asia. Focus, region, and traditions may vary with instructor. (CD, D)

**REL 104B. Introduction to South Asian Religions. (3 h)**
Study of the thought and practices within the major religious traditions of South Asia (Indian subcontinent). Focus and traditions may vary with instructor (CD, D)

**REL 104C. Introduction to East Asian Religions. (3 h)**
Study of the thought and practices within the major religious traditions of East Asia (China, Korea, and Japan). Focus, regions, and traditions may vary with instructor. (CD, D)

**REL 105. Monotheisms: Judaism, Christianity, and Islam. (3 h)**
Examines the history, thought, and practices of these three monotheistic traditions in global perspective. Focus varies by instructor. (D)

**REL 106. The Bible in America. (3 h)**
Critical examination of the ways in which various individuals and groups have interpreted, appropriated and used the Bible in America. Focus varies with instructor. (D)

**REL 107. Introduction to African Religions. (3 h)**
A study of the basic features of African religious systems and institutions, with focus on the cultural, economic and political factors that have informed global preservations of an African worldview. (CD, D)

**REL 108. Introduction to Hindu Traditions. (3 h)**
An examination of historical, political, and cultural developments of various traditions placed under the heading 'Hinduism' in South Asia and abroad, with focus on ritual, myths, literature, and imagery that reflect their diverse beliefs and practices. (CD, D)

**REL 109. Introduction to Buddhist Traditions. (3 h)**
A study of the thought, history, and practices of Buddhist traditions in Asia. (CD, D)

**REL 110. Introduction to Islamic Traditions. (3 h)**
Examination of the origins and development of Islam. Attention is given to the formation of Islamic faith and practice. (CD, D)

**REL 111. American Indian and First People's Traditions. (3 h)**
Multi-disciplinary study of thought and practice in past and present American Indian and other indigenous communities. (CD, D)

**REL 113. Introduction to Jewish Traditions. (3 h)**
Examines the history, thought, and practices of Jewish traditions in global perspective. (D)

**REL 200. Approaches to the Study of Religion. (3 h)**
Explores the history of and methodological resources for the study of religion. Focus may vary with instructor, but the emphasis is on the ways religion has been defined, studied, and interpreted over the last several centuries.

**REL 210. Jerusalem in History and Tradition. (3 h)**
An examination of the ways meaning and religious significance have been imparted to Jerusalem far beyond its significance in world history.

**REL 214. Excavating the Sacred. (3 h)**
Explores what archaeology can (and can't) tell us about religious behaviors in the past as well as examine our ethical obligations surrounding the excavation, interpretation, and display of sacred material, including human remains. (D)

**REL 230. Religion and the U.S. Constitution. (3 h)**
Introduces the complex relationship between religion and the U.S. government through an in-depth analysis of the nation's founding documents and the subsequent series of First Amendment church-state decisions rendered by the United States Supreme Court.

**REL 231. Against God: Atheism, Secular Humanism, & the Problem of Belief. (3 h)**
Examines atheism, secular humanism, and the problems with conceiving of religion as fundamentally related to individual beliefs. (D)

**REL 232. Trauma Tourism and Religion. (3 h)**
Examines the intersection of religion and popular tourism to historical sites of trauma or death. (D, CD)

**REL 233. Religious Ethics and Moral Problems. (3 h)**
A comparative examination of religious approaches to ethics and contemporary moral problems. (D, CD)

**REL 242. Sex, Death and Salvation. (3 h)**
Examines how various religious traditions, past and present, have understood the overlapping notions of sexuality, human destiny, and the afterlife. (CD, D)

**REL 244. Religion, Terrorism, and Violence. (3 h)**
Investigates definitions of terrorism and examines religious motivations, justifications and legitimation of the use of violence in a number of belief systems. (CD, D)

**REL 246. Religion and Race. (3 h)**
Explores the relationship between religion and race, two categories that describe identity and that intersect in the lives of individuals and groups. Focus varies with instructor. (CD)

**REL 261. Foundations of Traditional Judaism. (1.5 h)**
A study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and Midrash.

**REL 263. The Religions of Japan. (3 h)**
A study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism. (CD, D)

**REL 264. Jesus and Buddha. (3 h)**
Examines the lives of Jesus and the Buddha and engages in comparative study of Christianity and Buddhism. (D, CD)

**REL 265. Culture and Religion in Contemporary Native America. (3 h)**
Interdisciplinary survey of American Indian culture, including the arts and literature, religions, and historical changes. Emphasizes the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as AES 265. (CD)

**REL 266. Religious Sects and Cults. (3 h)**
Examines historical and contemporary issues in the study of new religious movements by analyzing media coverage of "cults" and investigating the history of specific groups.

**REL 267. Religion and Popular Culture. (3 h)**
Examination of the relationship between religion and popular culture, focusing on a variety of popular culture forms and interpretive skills. Focus varies with instructor.

**REL 280. God, Gods, and the Ultimate. (3 h)**
Comparative study of the way religious traditions—both Eastern and Western—conceptualize “Ultimate Reality” or “the Absolute” (e.g., God, Allah, Brahman, the Dao, Emptiness). Particular attention will be given to the historical evolution and the socio-religious implications of the various conceptualizations studied. (CD)

**REL 282. Religion and Culture in China. (3 h)**
A thematic study of Chinese religious culture focusing on history, ritual, scripture, and popular practice. Additional topics will include cosmology, ancestor veneration, shamanism, divination, and the role of women. (CD, D)

**REL 286. Directed Reading. (1-3 h)**
A project in an area of study not otherwise available in the department. May be repeated for credit. (Group I-III with department approval) P-Prerequisite override required.

**REL 287. Directed Reading. (1-3 h)**
A project in an area of study not otherwise available in the department. May be repeated for credit. (Group I-III with department approval) P-Prerequisite override required.

**REL 288. Field Program in Religion and Public Engagement. (1-3 h)**
Integrated study of major themes in religion and public engagement carried out in partnership with one or more communities off campus. May be repeated for credit. Focus varies with instructor. P-Prerequisite override required. On request.

**REL 289. Mentored Research in Religion and Public Engagement. (3 h)**
Individual mentored research in Religion and Public Engagement. May be repeated. Focus varies with instructor. P- Prerequisite override required.

**REL 290. Special Topics in Religion. (1.5-3 h)**
Religion topics of special interest. Group I-III with department approval. May be repeated for credit if topic varies.

**REL 291. Crossing Divides: Dialogues Across Faith and Culture. (1.5-3 h)**
Examines methods and practices of inter-religious dialogue with special attention to contemporary challenges. Focus varies with instructor. (CD)

**REL 292. Crossing Divides: Crossing Back: Peacemaking. (1.5-3 h)**
Examines methods and practices of inter-religious peacemaking with special attention to contemporary challenges. Focus varies with instructor. (CD)

**REL 304. Myth, Ritual, and Symbolism. (3 h)**
Explores how people envision and manipulate the supernatural in crosscultural perspective. Emphasizes dynamic aspects of religious beliefs and practices. Also listed as ANT 336. P-ANT 114 or prerequisite override required. (CD)

**REL 305. Ethnography of Religion. (3 h)**
Study of theory and method in ethnography of religion where students closely read ethnographies from a variety of cultures and discuss the practical, methodological and ethical issues related to ethnography. Course culminates with students researching and writing their own ethnographies. (CD)

**REL 306. Ritual Studies. (3 h)**
Introduction to the various methods and theories employed in the field of ritual studies, while examining comparative rituals and ritualized practices from around the world. (CD)

**REL 307. Magic, Science and Religion. (3 h)**
Explores concepts of magic, science and religion that emerged in Western thought and culture from late antiquity through the European Enlightenment and analyzes connections between religious traditions and Western, Modern Science. (CD)

**REL 308. Sacred Scripture in the Traditions of Abraham. (3 h)**
A comparative study of sacred texts in Judaism, Christianity, and Islam with attention to the issues of authority, function and interpretation.

**REL 310. The Prophetic Literature. (3 h)**
An examination of the development and theological contents of the literary products of Israel’s prophetic movement.

**REL 312. The Critical Study of the Pentateuch. (3 h)**
A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

**REL 313. Near Eastern Archeology. (3 h)**
Survey of archaeological work in the Near East with attention to the ways in which interest in the Bible has shaped research questions, interpretation of materials, and museum exhibits. (EI)

**REL 315. Field Research in Biblical Archeology. (3 h)**
A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

**REL 316. Field Research in Biblical Archeology. (3 h)**
A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

**REL 317. Wisdom Literature. (3 h)**
An examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

**REL 318. Feminist and Contemporary Interpretations of the Bible. (3 h)**
A study of feminist and contemporary approaches to the Bible in light of the history of biblical interpretation and its methods, and a range of contemporary concerns and interpretive contexts. Focus varies with instructor.

**REL 319. What Would Jesus Do? The New Testament and Christian Ethics. (3 h)**
Study of the ethical foundations, principles, and teachings of the New Testament and their implications for contemporary social ethics.

**REL 323. Jesus Traditions. (3 h)**
Examines ancient Christian and other religious representations of Jesus in historical, social, cultural, and theological context.

**REL 324. Early Christian Literature. (3 h)**
An examination of various literatures and perspectives of the first three centuries of the Christian movement.

**REL 328. Jewish-Christian Relations and the New Testament. (3 h)**
Study of Jewish-Christian relations and selected writings of the New Testament in the historical, social, religious and political contexts of ancient Judaism and emerging Christianity. Focus varies with instructor.

**REL 329. Asian Medicine, Health, and Healing Traditions. (3 h)**
An interdisciplinary exploration of Indian, Chinese, and Tibetan medicines, as well as shamanic and other healing traditions in Asia, examining the intersection of health and bodily systems with religions and ethics. (CD)

**REL 330. Pope, Jefferson and Imam: A Study in Comparative Ethics. (3 h)**
A comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.

**REL 331. Religion and Law. (3 h)**
A study of religion and law as distinct yet interdependent spheres that influence cultural negotiations about authority, power, identity and the regulation of society. Geographic and tradition-specific focus may vary with instructor.

**REL 332. Religion and Public Engagement. (3 h)**
Examines the interface between religious communities and the public sphere, and the potential for social change in contemporary global and local contexts through a range of readings, guest lectures, field trips, and films. Traditions and emphasis may vary with instructor.

**REL 335. Religious Ethics and the Problem of War. (3 h)**
An examination of the causes and characteristics of war, various religious responses to it, and approaches to peacemaking, with attention to selected contemporary issues.

**REL 336. Religious Traditions and Human Rights. (3 h)**
A study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

**REL 338. Religion, Ethics, and Politics. (3 h)**
An examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.

**REL 339. Religion, Power, and Society in Modern Africa. (3 h)**
An interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes. (CD)

**REL 340. Holy Chow! Food and Religion. (3 h)**
Explores the roles food and eating play in religious behavior and the ways in which religious practices and experiences impact our eating habits and food choices. (CD)

**REL 341. Religion and Ecology. (3 h)**
Cross-cultural examination of the relationships among human beings, their diverse cultures, habitats, and religions, including social and political understandings of the environment. (CD)

**REL 342. Religious Intolerance in the U.S.. (3 h)**
Study of the various manifestations of religious intolerance in the United States from the colonial period until the present.

**REL 343. Religion, Culture, and the Body. (3 h)**
A cross-cultural, multi-disciplinary-exploration of the body as a malleable locus of contested ideals that informs personal, social, and religious identity formation. (CD)

**REL 345. The African-American Religious Experience. (3 h)**
Exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements. (CD)

**REL 346. Religious Utopias and the American Experience. (3 h)**
Religious groups of many different origins have found in North America an open space for creating settlements that would embody their ideals. This course surveys a range of such 18th- and 19th-century utopian communities, including Moravians, Rappites, Shakers, and the Oneida and Amana colonies. Also listed as HST 381.

**REL 347. Religion, Politics, and Sexuality in North America. (3 h)**
Explores how “religion” regulates and normalizes gender and sexuality.

**REL 348. Race, Memory, and Identity. (3 h)**
Explores the collective memory and identity of American-Indian and African-American communities and their response to historical trauma in their cultural imagination, spirituality, and political and social activism. Also listed as AAS 378, HST 378. (CD)

**REL 349. Asian Meditation Practices. (3 h)**
Introduces and examines theoretical and practical aspects of various forms of Eastern meditation (concentration, mindfulness, Zen, visualization, and moving energy work) from both practitioner and modern scientific perspectives. (CD)

**REL 350. Religion in Manga, Anime, and Popular Media. (3 h)**
Investigates the relationship between religion and popular media in Japan, examining the depiction of diverse religious traditions (Shinto, Buddhism, Christianity, etc.) in manga (comic books), anime, and video games.

**REL 351. Sociology of Religion. (3 h)**
Introduction to the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as SOC 301.

**REL 354. Meditation and Mindfulness Practices. (3 h)**
Introduces and examines religious, theoretical, and practical aspects of various forms of meditation from both practitioner and modern scientific perspectives. (EI)

**REL 355. Jewish Identities: Religion, Race, and Rights. (3 h)**
Examines how evolving definitions of race, religion, and Jewishness have correlated and conflicted in varied and sometimes surprising ways and how these shifts have been tied to legal rights and social privileges. (CD)

**REL 356. Faces of Modern Judaism. (3 h)**
Examines contemporary expressions of Judaism and its historical roots. (CD)

**REL 357. Jews in the United States. (3 h)**
Examines Jewish American histories, experiences, and identities and their impact on American society as a whole.

**REL 359. Hinduism in America. (3 h)**
A study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America. (CD)

**REL 360. Hindus, Muslims, & Sikhs in North America. (3 h)**
Examines the racialization of Hinduism, Islam, and Sikhism in North America using a postcolonial and intersectional approach. (CD)

**REL 361. Topics in Buddhism. (3 h)**
Variable topics in Buddhist history, thought, and/or practice. May be repeated for credit if topic varies. (CD)

**REL 362. Topics in Islam. (3 h)**
Variable topics in Islamic history, thought, and/or practice. May be repeated for credit if topic varies. (CD)

**REL 364. Topics in U.S. Religious History. (1.5-3 h)**
Variable topics in U.S. religious history, thought, and/or practice. May be repeated for credit if topic varies.

**REL 365. History of Religions in America. (3 h)**
A study of American religions from colonial times until the present.

**REL 367. Christian Mysticism. (3 h)**
Study of Christian mysticism and contemplation (spirit possession, visions, dreams, and meditation) and their relation to contemporary issues.

**REL 368. Protestant and Catholic Reformations. (3 h)**
A study of the origin and development of Reformation theology and ecclesiology.

**REL 369. Radical Christian Movements. (3 h)**
A study of selected radical movements in the Christian tradition and their relation to contemporary issues.

**REL 372. History of Christian Thought. (3 h)**
A study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern Christian figures.

**REL 373. Special Topics in African-American Religious Traditions. (3 h)**
Variable topics in African-American religious traditions. May be repeatable for credit if topic varies. (CD)

**REL 374. Black Messiahs and Uncle Toms. (3 h)**
Examines the cultural and religious history of black leadership in the United States. (CD)

**REL 375. Race, Myth, and the American Imagination. (3 h)**
A study of myth and mythology in relation to the racial imaginary in America. (CD)

**REL 376. Race, Religion, and Film. (3 h)**
Examines past and contemporary filmmakers who couple religious themes with racial concerns. (CD)

**REL 378. Latin American Liberation Theologies. (3 h)**
Historical, contextual, and theoretical survey of various forms of Latin American liberation theology, a school of Christian thought that both critiques systems of oppression and offers proposals for a more just and peaceful future.

**REL 379. Muslim Youth. (3 h)**
Explores the lived experiences of young Muslims around the world through the intersecting lenses of religion, power and protest. (CD)

**REL 380. Islamic Bioethics. (3 h)**
This course studies the various forms of religious, cultural, legal, and ethical reasoning in Islam that influence the processes of decision making about vital bioethical issues. (EI)

**REL 381. Zen Buddhism. (3 h)**
Examines the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition. (CD)

**REL 383. The Quran and the Prophet. (3 h)**
Examines the history, content, and main approaches to the sacred book of Islam. Explores the influence and interaction between the holy word and its transmitter the Prophet Muhammad. (CD, POR)

**REL 384. Islam and Law: Varieties in Interpretation and Expression. (3 h)**
Explores main tenets of the Islamic law (Shari'ah) and how this law has been applied in past and present Islamic societies. Looks at legal issues through the lens of gender, ethics, non-Muslim minorities, rights, and duties. (CD)

**REL 385. Topics in South Asian Religions. (3 h)**
Variable topics in the religions of South Asia. May be repeated for credit if topic varies. (CD)

**REL 386. The Mahābhārata: Heroes, Demons, Women, and War.. (3 h)**
Examines one or both Indian epics, the Mahābhārata and Ramayana, while paying attention to either epic's religious, social, and political contexts, performance, and development in Indian history. (CD)

**REL 387. Priests, Warriors and Ascetics in Ancient India. (3 h)**
Introduces students to the history, culture, and ritual traditions of ancient India by examining the overlapping practices, beliefs, ideologies, and gendered representations of priests, warriors, kings, and ascetics. (CD)

**REL 388. South Asian Women: Religion, Culture and Politics. (3 h)**
Examines the intersection of religion, race and gender of South Asian women from a feminist and postcolonial perspective. (CD)

**REL 389. Islam in the West: Changes and Challenges. (3 h)**
Explores issues of identity, ethnicity and religion within various Muslim communities living in western countries. A central goal is to understand how these communities negotiate the new environment and the challenges they face.

**REL 390. Special Topics in Religion. (1.5-3 h)**
Religion topics of special interest. May be repeated for credit. Group I-III with department approval.

**REL 391. Topics in East Asian Religions. (3 h)**
Variable topics in the religions of China, Korea, and Japan. May be repeated for credit if topic varies. (CD)

**REL 392. Topics in First Peoples' Traditions. (3 h)**
Variable topics in the religions of American Indian and Canadian First Nations. May be repeated for credit if topic varies. (CD)

**REL 393. Topics in Religions of Africa. (3 h)**
Variable topics in the religions of Africa or African diaspora. May be repeated for credit if topic varies. (CD)

**REL 395. Exploring Interfaith Practice and Leadership. (3 h)**
This online course on interfaith leadership invites students to consider how they might engage most effectively with people from a variety of religious backgrounds. (EI)

**REL 396. Interreligious Encounters & Engagements. (3 h)**
Surveys the history of dialogue activities among various religious communities and introduces the methods and theories of interreligious dialogue. Part of this class is interaction with local interfaith projects.

**REL 398. Honors in Religion. (3 h)**
Directed study and research in preparation for writing and completing an honors thesis. P - Admission to the honors program in the Study of Religions.

**REL 399. What's Next? Religious Studies Beyond WFU. (1.5 h)**
This course explores how religious studies can be relevant to your life and career after you graduate from Wake Forest. Intended primarily for minors and majors in religious studies, the course is structured around writing and reflection on class readings, discussions, and portfolio development. Pass/Fail only.

# Sanskrit Language and Literature (SKT)

**SKT 111. Intro to Sanskrit. (3 h)**
Two-semester sequence designed to introduce students to classical Sanskrit with emphasis on the basic principles of grammar, syntax, historical linguistics, and the reading of classical Indian texts. On Request.

**SKT 112. Intro to Sanskrit. (3 h)**
Two-semester sequence designed to introduce students to classical Sanskrit with emphasis on the basic principles of grammar, syntax, historical linguistics, and the reading of classical Indian texts. On Request.

# Faculty

**Chair** Jarrod L. Whitaker
**Wake Forest University Distinguished Professor of Religious Studies** Simeon O. Ilesanmi
**Wake Forest Kahle Professor of Religious Studies and Albritton Fellow** Mary Foskett
**John Allen Easley Professor of Religious Studies** Lynn S. Neal
**Professors** Nelly van Doorn-Harder, Lucas F. Johnston, Jarrod L. Whitaker

**Associate Professors** Annalise Glauz-Todrank, Ronald B. Neal, Kimberly T. Wortmann
**Assistant Professors** Michael R. Grigoni, Rosy Kandathil, Emily B. Simpson
**Associate Teaching Professors** Leann Pace, Tanisha Ramachandran

# Religious Studies, B.A.

## Requirements

Requires a minimum of 27 hours, of which 18 must be in courses above the 100-level, including at least 9 hours in courses at the 300 level.

| Code | Title | Hours |
|---|---|---|
| Select courses above the 100-level | | 18 |
| REL 200 | Approaches to the Study of Religion | 3 |
| Select one three hour course (or two 1.5 hour courses) from each of the three groups designated: | | 9 |
| I. Biblical Studies | | |
| II. Religion, History and Society | | |
| III. World Religions | | |

A minimum GPA of 2.0 in all courses completed in religious studies at Wake Forest is required for graduation with the major. Up to 3 hours from NLL courses 200 or above may be counted toward the major. Up to 9 hours of coursework completed outside the department and no more than 6 hours of directed reading may be counted toward the major.

Students who major or minor in Religious Studies may elect to complete a concentration in Religion and Public Engagement as part of their program of study. The concentration requires 9 hours of coursework including, (a) REL 332; (b) either REL 288 (Internship) or REL 289 (Mentored Research); and (c) 3 credit hours earned in Group 2 or in a relevant course in the department approved by the Department Chair; but does not require any additional hours beyond those needed for the major or minor. Students declaring a concentration in Religion and Public Engagement must do so prior to the beginning of their final semester.

## I: Biblical Studies

| Code | Title | Hours |
|---|---|---|
| REL 261 | Foundations of Traditional Judaism | 1.5 |
| REL 264 | Jesus and Buddha | 3 |
| REL 308 | Sacred Scripture in the Traditions of Abraham | 3 |
| REL 310 | The Prophetic Literature | 3 |
| REL 312 | The Critical Study of the Pentateuch | 3 |
| REL 313 | Near Eastern Archeology | 3 |
| REL 315 | Field Research in Biblical Archeology | 3 |
| REL 316 | Field Research in Biblical Archeology | 3 |
| REL 317 | Wisdom Literature | 3 |
| REL 318 | Feminist and Contemporary Interpretations of the Bible | 3 |
| REL 319 | What Would Jesus Do? The New Testament and Christian Ethics | 3 |
| REL 323 | Jesus Traditions | 3 |
| REL 324 | Early Christian Literature | 3 |
| REL 328 | Jewish-Christian Relations and the New Testament | 3 |

## II: Religion, History, and Society

| Code | Title | Hours |
|---|---|---|
| REL 210 | Jerusalem in History and Tradition | 3 |
| REL 214 | Excavating the Sacred | 3 |
| REL 230 | Religion and the U.S. Constitution | 3 |
| REL 231 | Against God: Atheism, Secular Humanism, & the Problem of Belief | 3 |
| REL 232 | Trauma Tourism and Religion | 3 |
| REL 233 | Religious Ethics and Moral Problems | 3 |
| REL 242 | Sex, Death and Salvation | 3 |
| REL 244 | Religion, Terrorism, and Violence | 3 |
| REL 246 | Religion and Race | 3 |
| REL 266 | Religious Sects and Cults | 3 |

| | | |
|---|---|---|
| REL 267 | Religion and Popular Culture | 3 |
| REL 330 | Pope, Jefferson and Imam: A Study in Comparative Ethics | 3 |
| REL 331 | Religion and Law | 3 |
| REL 332 | Religion and Public Engagement | 3 |
| REL 335 | Religious Ethics and the Problem of War | 3 |
| REL 336 | Religious Traditions and Human Rights | 3 |
| REL 338 | Religion, Ethics, and Politics | 3 |
| REL 340 | Holy Chow! Food and Religion | 3 |
| REL 341 | Religion and Ecology | 3 |
| REL 342 | Religious Intolerance in the U.S. | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 347 | Religion, Politics, and Sexuality in North America | 3 |
| REL 355 | Jewish Identities: Religion, Race, and Rights | 3 |
| REL 356 | Faces of Modern Judaism | 3 |
| REL 357 | Jews in the United States | 3 |
| REL 364 | Topics in U.S. Religious History | 1.5-3 |
| REL 365 | History of Religions in America | 3 |
| REL 367 | Christian Mysticism | 3 |
| REL 368 | Protestant and Catholic Reformations | 3 |
| REL 369 | Radical Christian Movements | 3 |
| REL 372 | History of Christian Thought | 3 |
| REL 373 | Special Topics in African-American Religious Traditions | 3 |
| REL 374 | Black Messiahs and Uncle Toms | 3 |
| REL 375 | Race, Myth, and the American Imagination | 3 |
| REL 376 | Race, Religion, and Film | 3 |
| REL 378 | Latin American Liberation Theologies | 3 |
| HST 378 | Race, Memory, and Identity | 3 |
| HST 381 | Religious Utopias and the American Experience | 3 |

## III: World Religions

| Code | Title | Hours |
|---|---|---|
| REL 233 | Religious Ethics and Moral Problems | 3 |
| REL 263 | The Religions of Japan | 3 |
| REL 264 | Jesus and Buddha | 3 |
| REL 265 | Culture and Religion in Contemporary Native America | 3 |
| REL 280 | God, Gods, and the Ultimate | 3 |
| REL 282 | Religion and Culture in China | 3 |
| REL 306 | Ritual Studies | 3 |
| REL 329 | Asian Medicine, Health, and Healing Traditions | 3 |
| REL 339 | Religion, Power, and Society in Modern Africa | 3 |
| REL 343 | Religion, Culture, and the Body | 3 |
| REL 349 | Asian Meditation Practices | 3 |
| REL 354 | Meditation and Mindfulness Practices | 3 |
| REL 359 | Hinduism in America | 3 |
| REL 360 | Hindus, Muslims, & Sikhs in North America | 3 |
| REL 361 | Topics in Buddhism | 3 |
| REL 362 | Topics in Islam | 3 |
| REL 379 | Muslim Youth | 3 |
| REL 380 | Islamic Bioethics | 3 |
| REL 381 | Zen Buddhism | 3 |
| REL 383 | The Quran and the Prophet | 3 |
| REL 384 | Islam and Law: Varieties in Interpretation and Expression | 3 |
| REL 385 | Topics in South Asian Religions | 3 |
| REL 386 | The Mahābhārata: Heroes, Demons, Women, and War. | 3 |
| REL 387 | Priests, Warriors and Ascetics in Ancient India | 3 |
| REL 388 | South Asian Women: Religion, Culture and Politics | 3 |
| REL 389 | Islam in the West: Changes and Challenges | 3 |
| REL 391 | Topics in East Asian Religions | 3 |
| REL 392 | Topics in First Peoples' Traditions | 3 |
| REL 393 | Topics in Religions of Africa | 3 |

## Honors

Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option should refer to the honors guidelines, available on the Department website, for an overview of requirements and procedures. Upon completion of all requirements, a recommendation of honors at graduation will be made by the department based upon the student's overall academic record and the quality of the final project.

# Religious Studies, Minor

## Requirements

Requires 15 hours, of which 9 hrs must be in courses above the 100-level, including at least 3 hours in course(s) in Group 3 and 6 hours in courses at the 300 level.

| Code | Title | Hours |
|---|---|---|
| Select nine hours of courses above the 100-level | | 9 |
| Select one upper-level course from Group III. World Religions | | 3 |

The department provides advisors for students pursuing a minor. Up to 3 hours of coursework completed outside the department may be counted toward the minor and no more than 3 hours of directed reading may be counted toward the minor. No NLL course may count toward the minor.

Students who major or minor in Religious Studies may elect to complete a concentration in Religion and Public Engagement as part of their program of study. The concentration requires 9 hours of coursework including, (a) REL 332; (b) either REL 288 (Internship) or REL 289 (Mentored Research); and (c) 3 credit hours earned in Group 2 or in a relevant course in the department approved by the Department Chair; but does not require any additional hours beyond those needed for the major or minor. Students declaring a concentration in Religion and Public Engagement must do so prior to the beginning of their final semester.

## III: World Religions

| Code | Title | Hours |
|---|---|---|
| REL 233 | Religious Ethics and Moral Problems | 3 |
| REL 263 | The Religions of Japan | 3 |
| REL 264 | Jesus and Buddha | 3 |
| REL 265 | Culture and Religion in Contemporary Native America | 3 |
| REL 280 | God, Gods, and the Ultimate | 3 |
| REL 282 | Religion and Culture in China | 3 |
| REL 306 | Ritual Studies | 3 |
| REL 329 | Asian Medicine, Health, and Healing Traditions | 3 |
| REL 339 | Religion, Power, and Society in Modern Africa | 3 |
| REL 343 | Religion, Culture, and the Body | 3 |
| REL 349 | Asian Meditation Practices | 3 |
| REL 354 | Meditation and Mindfulness Practices | 3 |
| REL 359 | Hinduism in America | 3 |
| REL 360 | Hindus, Muslims, & Sikhs in North America | 3 |
| REL 361 | Topics in Buddhism | 3 |
| REL 362 | Topics in Islam | 3 |
| REL 379 | Muslim Youth | 3 |
| REL 380 | Islamic Bioethics | 3 |
| REL 381 | Zen Buddhism | 3 |
| REL 383 | The Quran and the Prophet | 3 |
| REL 384 | Islam and Law: Varieties in Interpretation and Expression | 3 |
| REL 385 | Topics in South Asian Religions | 3 |
| REL 386 | The Mahābhārata: Heroes, Demons, Women, and War. | 3 |
| REL 387 | Priests, Warriors and Ascetics in Ancient India | 3 |
| REL 388 | South Asian Women: Religion, Culture and Politics | 3 |
| REL 389 | Islam in the West: Changes and Challenges | 3 |
| REL 391 | Topics in East Asian Religions | 3 |
| REL 392 | Topics in First Peoples' Traditions | 3 |
| REL 393 | Topics in Religions of Africa | 3 |

# Russian and East European Studies (REE)

Interdisciplinary Minor

The minor in Russian and East European Studies provides students with an opportunity to undertake a multidisciplinary study of the culture, economics, history, and politics of Russia and East Europe.

Appropriate credit in various fields of Russian and East European Studies also may be obtained by study abroad in programs approved by the Office of Global Programs and Studies and the coordinator. Students are strongly encouraged to study abroad as part of fulfilling the minor. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated faculty member to discuss their interests and structure a coherent course of study.

## Contact Information

Russian and East European Studies (https://global.wfu.edu/global-campus/international-minors/russian-east-european-studies/)

## Programs

## Minor

- Russian and East European Studies, Minor

## Courses

## Russian and East European Studies (REE)

**REE 200. Introduction to Russian and East European Studies. (3 h)**
An interdisciplinary survey of Russia and the Soviet Union, including an examination of society, polity, economy and culture over time. Also listed as HST 232. Students taking REE 200/HST 232 cannot receive credit for HST 230 or 231. (CD).

## Faculty

**Coordinator, Associate Professor of History** Susan Z. Rupp

# Russian and East European Studies, Minor

## Requirements

The minor requires a total of 18 hours; six of these may also count toward the student's major. Candidates for the minor are required to take:

| Code | Title | Hours |
|---|---|---|
| REE 200 | Introduction to Russian and East European Studies (sophmore or junior year) | 3 |
| Electives for Russian and East European Studies * | | 15 |

* *No more than six of these 15 hours may be in a single discipline.*

Courses may be chosen from among the list of approved courses provided. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. Course descriptions may be found in the relevant department's listings in this bulletin.

## Electives for Russian and East European Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

| Code | Title | Hours |
|---|---|---|
| COM 351B | Comparative Communication: Russia | 1.5,3 |
| ECN 352 | International Finance | 3 |
| HST 230 | Russia: Origins to 1865 | 3 |
| HST 231 | Russia and Soviet Union: 1865 to Present | 3 |
| HST 310 | 20th Century Eastern Europe | 3 |

| | | |
|---|---|---|
| POL 232 | Politics in Russia and Eurasia | 3 |

Any RUS courses at or above the 200-level

Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

# Self-Instructional Languages (SIL)

Self-Instructional Languages is a program for students who would like to study a language not offered by the University. Interested students are responsible for finding appropriate textbooks and an evaluator who:

1. Is fluent in the chosen language.
2. Holds an advanced degree.
3. Is a faculty member affiliated with an accredited college or university.

SIL 101, SIL 102 may count towards the minor in linguistics only with approval from the coordinator of linguistics. Any student interested in self-instructional language learning should submit an application to the SIL program coordinator by August 5 for the fall semester and by January 5 for the spring semester.

## Courses

## Self-Instructional Languages (SIL)

**SIL 101. Self Instructional Language. (3 h)**
A course in which students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. This course does not count toward the linguistics minor without approval from the coordinator. Pass/Fail only. P-Prerequisite override required.

**SIL 102. Self Instructional Language. (3 h)**
A course in which students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. This course does not count toward the linguistics minor without approval from the coordinator. Pass/Fail only. P-Prerequisite override required.

## Faculty

**Coordinator, Associate Professor** Tina Boyer/Department of German and Russian

# Sociology (SOC)

The Department of Sociology at Wake Forest University is a thriving community of teacher-scholars and students devoted to the scientific study and improvement of society. We provide students with an understanding of how communities have dynamic properties that exist independently of, and that structure the beliefs and actions of, any particular individuals. The basic idea behind this perspective is that the larger social context in which we live influences our social institutions, the social groups of which we are apart, our educational and occupational opportunities as well as our most private and personal experiences. Studying sociology is a critical part of a liberal arts education that prepares students for careers in law, medicine, education, public health, social work, business, criminal justice, non-profit organizations, and many other fields.

Our faculty conduct research and teach courses on a range of compelling topics, including the sociology of business, criminal justice, culture, education, emotions, family, gender, health, immigration, law, politics, race and ethnicity, religion, sport, and work. Our courses offer students the opportunity to examine the complex causes and consequences of stratification by socioeconomic status, gender, race, and sexual orientation. Students can earn certification for concentrations in three areas: crime and criminal justice; business and society; the social determinants of health and well-being.

**Study abroad and transfer credit** that can be applied to the sociology major/minor are limited to two courses (6h). For both study abroad and transfer credit, there is a bias against approval of theory, methods, and statistics courses, but these courses will be evaluated on a case-by-case basis. Where students take sociology courses abroad, they must be in Wake Forest approved programs and/or must have been certified by the department. Courses to be considered for transfer credit must be taught at an accredited college/university that offers a 4-year degree, by a faculty member who has a PhD in sociology, and the syllabus for the course must be provided for inspection. In addition, no divisional credit is given for sociology courses taken abroad or at other institutions. The sociology courses of students who are transferring to Wake Forest from other institutions will be considered on a case-by-case basis.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses:

| Code | Title | Hours |
|---|---|---|
| SOC 150 | Analyzing the Social World | 3 |
| SOC 151 | Principles of Sociology | 3 |
| SOC 152 | Social Problems | 3 |
| SOC 153 | Contemporary Families | 3 |
| SOC 154 | Social Deviance | 3 |
| SOC 155 | Public Engagement in USA and Other Post-industrial Societies | 3 |

No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

## Contact Information

Department of Sociology (http://college.wfu.edu/sociology/)
Kirby Hall 02A
Phone 336-758-5495

## Programs

## Major

- Sociology, B.A.

## Minor

- Sociology, Minor

## Courses

## Sociology (SOC)

**SOC 150. Analyzing the Social World. (3 h)**
Introduction to key findings and explanatory concepts in sociology through exploring large-scale data sets. Topics may include stratification by socio-economic status, gender, race, and sexual identity. (D, QR)

**SOC 151. Principles of Sociology. (3 h)**
General introduction to the field; social organization and disorganization, socialization, culture, social change, social inequality, and other aspects. (D)

**SOC 152. Social Problems. (3 h)**
Survey of contemporary American social problems such as domestic and international poverty, education, immigration, crime and mass incarceration. (D)

**SOC 153. Contemporary Families. (3 h)**
Introduction of how sociologists understand families and their relationship to social structures and individual agency. Topics include the family as a social construct, the role of the family in the reproduction and/or resistance of privilege and inequality, and the social forces shaping everyday family life (D).

**SOC 154. Social Deviance. (3 h)**
Study of the origins, development, and social construction of deviant categories in contemporary society. Examines the process of rulemaking, rule enforcing, and societal reactions to deviance and their consequences for people defined as deviant (D).

**SOC 155. Public Engagement in USA and Other Post-industrial Societies. (3 h)**
An introduction to core concepts and explanations in social science for differences between the US and other nations on civic engagement, social mobility, educational attainments, public health, and leisure pursuits. (CD, D)

**SOC 270. Sociological Theory. (3 h)**
Introduction to classic and contemporary works of social theory, illustrating and exploring how sociologists analyze social forces, evaluate explanatory hypotheses, and prescribe social remedies. Authors explored range from the 19th century founding figures of Karl Marx, Max Weber, and Emile Durkheim, to contemporary theorists such as Ervin Goffman, Patricia Collins, Judith Butler, Michel Foucault, and Pierre Bourdieu. P - Any 100 level SOC course or prerequisite override required.

**SOC 271. Social Statistics. (4 h)**
Computer-based survey of basic statistics utilized in sociological research. STA 111 (Elementary Probability and Statistics) or higher is strongly recommended as a prior course. Lab-1 hour. P-Any 100 level SOC course or prerequisite override required. (QR)

**SOC 272. Research Methods in Sociology. (3 h)**
Overview of both quantitative and qualitative research methods. Research projects required. P - Any 100 level SOC courses or prerequisite override required.

**SOC 301. Sociology of Religion. (3 h)**
Introduction to the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as REL 351.

**SOC 303. Business and Society. (3 h)**
Historical development, organization, and current problems of business enterprises in American society.

**SOC 305. Gender in Society. (3 h)**
The significance of gender in society for individuals and institutions. An examination of differential gender experiences based on race, class, and sexual orientation. Consideration of feminism as a social movement and the possibility for social change. (CD)

**SOC 309. Sexuality and Society. (3 h)**
Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

**SOC 316. Conflict Management in Organizations. (3 h)**
An examination of conflict management and social control in organizations, focusing on power structures, management styles and processes of dispute resolution.

**SOC 320. Sociology of Sports and Art Worlds. (1.5 h)**
Seminar on social forces that structure the production and consumption of sports and the arts. Topics may include differences between American and world football; how culture capital determines engagement with the arts.

**SOC 321. Sociology of Contested Past. (1.5 h)**
Seminar on how societies remember their past and why it matters to contemporary social relations. Topics include cases studies of commemorative practices on the Nazi Holocaust, America's Civil War, and the relationship of American universities to slavery.

**SOC 325. The Individual and Society. (3 h)**
Introduces students to the field of sociological social psychology. Examines (1) how membership in social groups shape experiences; (2) the development of the self in social interaction; and (3) the creation of small group culture and structure. Also covers a range of substantive topics such as socialization, identity, emotions, prejudice, deviance, mental health and social change.

**SOC 327. Sociology of Emotion. (3 h)**
Exploration of the social side of emotion, including how emotions are socially learned, shaped, regulated, controlled and distributed in the population as well as the consequences of emotion norms, emotion management, emotional labor, and emotional deviance for individuals, social groups and society. P-one SOC course or prerequisite override required.

**SOC 328. The Sociology of Food. (3 h)**
Examines systems of food production and their health consequences for workers and consumers; how social identities shape consumption choices and family food responsibilities; and anyalyzes food insecurity, food policy, and food-focused social movements from a sociological perspective.

**SOC 329. Health Inequalities. (3 h)**
Introduction to current sociological perspectives on the health and well-being of individuals, families, communities, and societies by examining the social determinants of inequalities in both mental and physical health (including reproductive health) based on socioeconomic status, gender, and race/ethnicity in the U.S. P-one SOC course or prerequisite override required.

**SOC 330. Gender, Social Relationships, and Well-Being. (3 h)**
Examines how and why gender continues to shape men's and women's social relationships, including their social and economic well-being, their emotions and identities, as well as their mental and physical health over the life course. P-one SOC course or prerequisite override required.

**SOC 331. The Social and Legal Contexts of Medicine. (3 h)**
Examines student socialization, the socal structure of medicine and the social and legal contexts in which the medical profession exists and changes.

**SOC 334. Sociology of Education. (3 h)**
An evaluation of the major theories and significant empirical literature, both historical and statistical, on the structure and effects of educational institutions. (POR)

**SOC 335. Sociology of Health and Illness. (3 h)**
Examines processes of medicalization, the social experience of illness, cultural influences on the practice of medicine, and inequalities in access to care and resoureces to support health.

**SOC 336. Money, Markets and Medicine. (3 h)**
Examines the entanglement of financial interest with care for the sick and dying, interrogating how power and profit shape what health is and who has access to it.

**SOC 337. Opioids in American Society. (3 h)**
Explores the ambivalent role of opioids in American society. Students will interrogate the narratives around different social groups and their encounters with drugs.

**SOC 338. Courts and Criminal Procedure in the Era of Mass Incarceration. (3 h)**
An overview of the socio-organization of criminal courts and procedure in the US. The course examines the structure of courts, and questions how conceptualizations of justice and relationships of power have developed over time. (POR)

**SOC 339. Family Violence. (3 h)**
Examines family violence including child abuse, intimate partner violence, and elder abuse as well as the criminal justice response to these forms of violence.

**SOC 340. Corrections. (3 h)**
Surveys the political, economic and social factors influencing the historical development of the correctons system. Institutional corrections such as jails, boot camps and prisons will be examined as well as community-based approaches such as probaton and parole.

**SOC 341. Criminology. (3 h)**
Introduction to the study of crime, including the development of criminal law, how crime is defined and measured, the patterns and trends of crime, and a review of theories explaining where, when, by whom and against whom crime happens.

**SOC 342. Juvenile Delinquency. (3 h)**
Examines the development of the juvenile justice system. Topics include the concept of childhood and delinquency, measurement of delinquent behavior, gender differences, the impact of relationships within the family, school, and peer groups, and an assessment of policies for control and prevention.

**SOC 343. Law and Society. (3 h)**
Study of the social and cultural factors in the development, maintenance, and change of legal structures and processes. Topics include law as a vehicle and agent of social change, the role of law in social control and dispute resolution, the structure and organization of the legal profession, and the images of law in popular culture.

**SOC 344. Social Justice in Theory, Method, and Practice. (3 h)**
Explores relationships between knowledge production, academic research, and social activism by surveying social science and humanities theory, research methods, and practice oriented toward social justice. Topics include critical theory, community-based research, and contemporary social movements. (POR)

**SOC 345. Advanced Seminar on Criminal Homicide. (3 h)**
Examines the various cultural and structural forces that have been identified as major factors in understanding criminal homicide.

**SOC 346. Sociology of Guns. (3 h)**
Examines the multifaceted roles guns play in the U.S. from a sociological perspective. Topics include the history and technology of firearms, origins and development of the 2nd Amendment to the U.S. Constitution, prevalence and distribution of guns, lawful possession and use of firearms, illegal gun markets, gun crime and injuries, gun politics and the efficacy of gun control.

**SOC 347. Society, Culture, and Sport. (3 h)**
An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.

**SOC 348. Sociology of the Family. (3 h)**
The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.

**SOC 351. Management and Organizations. (3 h)**
A study of macro-organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.

**SOC 352. White-collar Crime. (3 h)**
Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime.

**SOC 355. Social Psychology of Inequality. (3 h)**
Introduction to social psychological perspectives on social inequality with a focus on microlevel structures and processes underlying inequality including gender, age, race/ethnicity, as well as socioeconomic and sexual minority status. P-one SOC course or prerequisite override required.

**SOC 356. Sociology of Immigration. (3 h)**
Traces the waves of immigration historically and examines current policies and debates, with an emphasis on the political, economic, and social consequences of immigration in the post 1965 era. The focus will be on the United States, but will also consider cross-national comparisons. (CD)

**SOC 357. Crime, Law, and Immigration. (3 h)**
Examines the role of law in the production of the U.S. Immigration Detention System, specifically the incarceration, deportation, and surveillance of immigrants and asylum seekers, and the consequences for immigrants, nonimmigrants, and their communities.

**SOC 358. Racial Capitalism. (3 h)**
Examines the historical and contemporary relationship between race and capitalism. Covers both the origins and operations of racial capitalism as well as global movements that challenge it.

**SOC 359. Race and Racism. (3 h)**
Examines the origins and effects of racial inequality and relationships between race and ethnic groups with a focus on the United States. (CD, POR)

**SOC 360. Social Inequality. (3 h)**
The study of structured social inequality with particular emphasis on economic class, social status, and political power. (CD)

**SOC 362. Work, Conflict, and Change. (3 h)**
Changing trends in the United States labor force. The individual's view of work and the effect of large organizations on white- and blue-collar workers. Use of some cross-cultural data.

**SOC 363. Global Capitalism. (3 h)**
An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. Also listed as CGS 363.

**SOC 364. Power, Politics, and Protest. (3 h)**
Analyzes the interactions between politics, the state and society. Topics include public and social polices, political engagement and social movements, and social change.

**SOC 365. Technology, Culture, and Change. (3 h)**
Examines the interrelated forces that shape change in organizations and societies; from the emergence of capitalist markets to the systems, controls, and information revolution of the 21st century. Also listed as CGS 365.

**SOC 366. Sociological Analysis of Film. (3 h)**
Examines the intersection of economic, organizational, and cultural sociology using films and the film industy as focal examples.

**SOC 367. Sociology of Culture. (3 h)**
Examines the most powerful explanatory schools in sociology in the fields of cultural production and consumption. Topics include: stylistic change and the consumption of visual and performance arts; musical tastes; the production and consumption of literature; museum attendance; education and culture; and architecture and design.

**SOC 368. Death and Dying. (1.5 h)**
Analyzes how the experience of physical decline is socially and medically managed, and the role social rituals play in the aftermath of death and grief.

**SOC 369. Social Movements. (3 h)**
Examines social movements and public protest with a focus on why movements arise, how they operate, and what effects they have on participants and on society.

**SOC 380. Special Topics Seminar in Social Institutions. (3 h)**
Intensive investigation of current scientific research on issues involving family, religion, education, politics, and sport. May be repeated for credit if topic varies.

**SOC 381. Special Topics Seminar in Social Inequality. (3 h)**
Intensive investigation of current scientific research on issues involving gender, class, race, poverty, and sexuality. May be repeated for credit if topic varies.

**SOC 382. Special Topics Seminar in Social Psychology. (3 h)**
Intensive investigation of current scientific research on issues in the areas of social psychology, the individual, and the social self. May be repeated for credit if topic varies.

**SOC 383. Special Topics Seminar in Medicine and Health Care. (3 h)**
Intensive investigation of current scientific research on issues in medicine, illness, and health care. May be repeated for credit if topic varies.

**SOC 384. Special Topics Seminar in Crime and Criminal Justice. (3 h)**
Intensive investigation of current scientific research on issues about crime, police, courts, and corrections. May be repeated for credit if topic varies.

**SOC 385. Special Topics Seminar in Business and Society. (3 h)**
Intensive investigation of current scientific research on issues in business, work markets, and management. May be repeated for credit if topic varies.

**SOC 386. Special Topics Seminar in Culture and Social Movements. (3 h)**
Intensive investigation of current scientific research on issues involving, culture, social change, and social movements. May be repeated for credit if topic varies.

**SOC 390. Special Topics Seminar in Sociology. (1.5-3 h)**
Survey of a selected area in sociology not covered in the regular course offerings. Prospective students should contact the professor before enrolling as topics will vary. May be repeated for credit if topic varies.

**SOC 391. Special Topics Seminar in Sociology. (1.5-3 h)**
Survey of a selected area in sociology not covered in the regular course offerings. Prospective students should contact the professor before enrolling as topics will vary. May be repeated for credit if topic varies.

**SOC 394. Research with Faculty. (0.5-3 h)**
Awards credit to students assisting with a research project led by a faculty member. Students can earn a maximum of six credits (pass/fail) between SOC 394 and 395, but only three credits can be counted toward the major or minor. May be repeated for credit. P-Prerequisite override required.

**SOC 395. Research with Faculty. (0.5-3 h)**
Awards credit to students assisting with a research project led by a faculty member. Students can earn a maximum of six credits (pass/fail) between SOC 394 and 395, but only three credits can be counted toward the major or minor. May be repeated for credit. P-Prerequisite override required.

**SOC 398. Individual Study. (1-3 h)**
Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

**SOC 399. Individual Study. (1-3 h)**
Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

# Faculty

**Chair** Joseph Soares
**Professors** Catherine Harnois, Joseph Soares, Ian M. Taplin, David Yamane
**Associate Professors** Brittany Battle, H. Kenneth Bechtel, Hana E. Brown, R. Saylor Breckenridge, Amanda Gengler, Ana M. Wahl
**Assistant Professors** Alexandra Brewer, Andrea Gomez Cervantes
**Teaching Professor** Steven E. Gunkel
**Adjunct Assistant Professor** Yaqi Yuan
**Research Full Professor** Catherine Harris
**Research Assistant Professor** Robert Freeland
**Emeritus Professor** Catherine Harris

# Sociology, B.A.

## Requirements

Requires 31 hours. Students are required to complete:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| Four Core Courses | | |
| One 100-level SOC course * | | 3 |
| SOC 270 | Sociological Theory ** | 3 |
| SOC 271 | Social Statistics ** | 4 |

| | | |
|---|---|---|
| SOC 272 | Research Methods in Sociology ** | 3 |
| **Concentrations within the Major** | | |
| Students pursuing a major in sociology may elect to specialize in one of four concentrations: | | 12 |
| Inequality and Social Justice | | |
| Crime and Criminal Justice | | |
| Business and Society | | |
| Social Determinants of Health and Well-Being | | |

* *Students should take one 100-level SOC course in the freshmen or sophomore year prior to declaring their major in sociology. Any one but no more than two 100-level SOC courses will count towards the major. No 100-level SOC course taken by seniors can count towards the major.*

** *Students are strongly encouraged to complete SOC 270 and SOC 271 in the fall of their junior year, and SOC 272 in the spring of their junior year.*

A minimum average of 2.0 in all sociology courses is required at the time the major is declared. A minimum GPA of 2.0 in all sociology courses is required for graduation.

## Inequality and Social Justice

The student must complete the requirements for the major in sociology including 12 hours from the following SOC electives:

| Code | Title | Hours |
|---|---|---|
| SOC 305 | Gender in Society | 3 |
| SOC 309 | Sexuality and Society | 3 |
| SOC 321 | Sociology of Contested Past | 1.5 |
| SOC 329 | Health Inequalities | 3 |
| SOC 334 | Sociology of Education | 3 |
| SOC 344 | Social Justice in Theory, Method, and Practice | 3 |
| SOC 355 | Social Psychology of Inequality | 3 |
| SOC 356 | Sociology of Immigration | 3 |
| SOC 358 | Racial Capitalism | 3 |
| SOC 359 | Race and Racism | 3 |
| SOC 360 | Social Inequality | 3 |
| SOC 364 | Power, Politics, and Protest | 3 |
| SOC 369 | Social Movements | 3 |
| SOC 381 | Special Topics Seminar in Social Inequality | 3 |

## Crime and Criminal Justice

The student must complete the requirements for the major in sociology including 12 hours from the following SOC electives:

| Code | Title | Hours |
|---|---|---|
| SOC 338 | Courts and Criminal Procedure in the Era of Mass Incarceration | 3 |
| SOC 339 | Family Violence | 3 |
| SOC 340 | Corrections | 3 |
| SOC 341 | Criminology | 3 |
| SOC 342 | Juvenile Delinquency | 3 |
| SOC 343 | Law and Society | 3 |
| SOC 345 | Advanced Seminar on Criminal Homicide | 3 |
| SOC 346 | Sociology of Guns | 3 |
| SOC 352 | White-collar Crime | 3 |
| SOC 357 | Crime, Law, and Immigration | 3 |
| SOC 384 | Special Topics Seminar in Crime and Criminal Justice | 3 |

## Business and Society

The student must complete the requirements for the major in sociology including 12 hour from the following SOC electives:

| Code | Title | Hours |
|---|---|---|
| SOC 303 | Business and Society | 3 |
| SOC 316 | Conflict Management in Organizations | 3 |
| SOC 320 | Sociology of Sports and Art Worlds | 1.5 |
| SOC 336 | Money, Markets and Medicine | 3 |
| SOC 351 | Management and Organizations | 3 |
| SOC 352 | White-collar Crime | 3 |
| SOC 358 | Racial Capitalism | 3 |
| SOC 362 | Work, Conflict, and Change | 3 |
| SOC 363 | Global Capitalism | 3 |
| SOC 365 | Technology, Culture, and Change | 3 |
| SOC 366 | Sociological Analysis of Film | 3 |
| SOC 385 | Special Topics Seminar in Business and Society | 3 |

## Social Determinants of Health and Well-Being

The student must complete the requirements for the major in sociology including 12 hours in the concentration*:

| Code | Title | Hours |
|---|---|---|
| SOC 309 | Sexuality and Society | |
| SOC 327 | Sociology of Emotion | |
| SOC 328 | The Sociology of Food | |
| SOC 329 | Health Inequalities | |
| SOC 330 | Gender, Social Relationships, and Well-Being | |
| SOC 331 | The Social and Legal Contexts of Medicine | |
| SOC 335 | Sociology of Health and Illness | |
| SOC 336 | Money, Markets and Medicine | |
| SOC 337 | Opioids in American Society | |
| SOC 339 | Family Violence | |
| SOC 346 | Sociology of Guns | |
| SOC 368 | Death and Dying | |
| SOC 383 | Special Topics Seminar in Medicine and Health Care | |

* Pending approval by core faculty in the concentration or the Chair of the Department, students may have the option of counting a health-related course in another social science department not on the list towards the 12-hours once they provide a syllabus of the course.

Students must petition the department for substitutions. A minimum of 31 hours is required for each program. Students who complete the requirements for a concentration are awarded a certificate by

the department and have the concentration included on their college transcript.

## Honors

Students will be awarded the designation "Honors in Sociology," if their GPA in the major at the time of graduating is 3.8 or higher.

# Sociology, Minor

## Requirements

Requires 15 hours and must include:

| Code | Title | Hours |
|---|---|---|
| Select at least one but no more than two 100-level SOC courses * | | |
| Select at least one of the following 200-level courses: | | 3 |
| SOC 270 | Sociological Theory | |
| SOC 271 | Social Statistics | |
| SOC 272 | Research Methods in Sociology | |

* *No 100-level sociology course taken by seniors may count towards the minor.*

A minimum GPA of 2.0 in sociology courses is required at the time the minor is declared. A minimum GPA of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

# Spanish (SPA)

The Department's mission is to guide students towards proficiency in Spanish and toward the knowledge necessary to communicate effectively in a variety of cultural contexts. Foreign language literacy and intercultural competence are central components of a liberal arts education and open up diverse and unique career opportunities.

## Programs

The Department offers programs leading to a major in Spanish, a minor in Spanish, and concentrations in Spanish for Business, Spanish for Health Professions, Spanish Translation/Localization and Spanish Interpreting. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and concentration occurs.

## Study Abroad

The Department strongly encourages students of Spanish to spend a year, a semester, or a summer studying abroad. Overseas study in concert with on-campus coursework helps students develop greater fluency, deeper knowledge of other cultures, and increased awareness of their own language, attitudes, and beliefs.

## Special Notes

**Pass/fail Policy for 100-Level Language Courses:**

Sophomores, juniors, and seniors may choose to take 100-level language courses pass/fail, subject to instructor approval and the following requirements:

1. Pass/fail students must achieve an overall course grade of C or better to pass.
2. Pass/fail students are subject to the same attendance policy as all students.
3. Pass/fail students must complete each component of the course included in the syllabus grade breakdown. That is, students will not be able to skip any one part of the course, such as homework or the final exam, and still earn a pass grade.

**Transfer Credit Policy:**

Transfer credit **from American universities** must be pre-approved before courses are taken by students. Course instruction and coursework must be entirely in Spanish. No online courses will count towards the major or minor. Courses must be similar in content and coursework to those listed under Spanish (https://bulletin.wfu.edu/courses-az/spa/).

Transfer credit **from non-WFU study abroad programs** will be approved as 500 or 520 credit. Transfer credit as 500 will count as elective credit for the major or minor (limit of 3 credits). Transfer credit approved as 520 will count as general elective credit towards graduation.

No more than 3 hours of credit from non-Wake Forest (affiliate) study abroad programs will count towards a Spanish major or minor.

## Contact Information

Department of Spanish (https://spanish.wfu.edu/)
Greene Hall 324, Box 7566
Phone 336-758-5487

## Programs

## Major

- Spanish, B.A.

## Minor

- Spanish, Minor

## Foreign Area Studies

- Spanish Studies

## Concentrations

- Spanish for Business, Concentration
- Spanish for Health Professions, Concentration
- Spanish Interpreting, Concentration
- Spanish Translation/Localization, Concentration

## Summer Programs and Study Abroad

## Summer Programs for the Language Requirement

- Intensive Summer Language Institute (ISLI)
- Salamanca 212 Program

# Study Abroad Programs in Spanish

- Chile Immersion Program
- Cuba Program
- Salamanca Immersion Program
- Salamanca Internship Program

# Courses
# Spanish (SPA)

**SPA 111. Elementary Spanish I. (3 h)**
A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

**SPA 112. Elementary Spanish II. (3 h)**
A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. P-SPA 111.

**SPA 113. Intensive Elementary Spanish. (4 h)**
A course reviewing the material of SPA 111-112 in one semester, intended for students whose preparation for SPA 153 is inadequate. Credit not given for both SPA 113 and SPA 111 or 112. Labs required. By placement or faculty recommendation.

**SPA 153. Intermediate Spanish. (4 h)**
Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings. Note that SPA 153 and 154 are mutually exclusive. Labs required. P—SPA 111-112, or 113; or placement.

**SPA 153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (5 h)**
Designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level by developing reading, writing, and conversation skills and preparing students for oral and written discussion of readings. Offered only in the summer. (ISLI) P—SPA 111-112, or 113; or placement.

**SPA 154. Accelerated Intermediate Spanish. (3 h)**
An intensive, intermediate-level course intended for students with a stronger background than 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of readings. Labs required. P-Placement.

**SPA 195. Spanish Language and Culture. (1-3 h)**
Spanish vocabulary, grammar, and culture. Offered only in Wake Forest study abroad programs. P-prerequisite override required.

**SPA 196. Spanish for Neuroscience. (3 h)**
Introduction to basic Spanish vocabulary and grammar for those working in the field of neuroscience. Offered only abroad. P-Prerequisite override required.

**SPA 197. Spanish for Reading Knowledge. (1.5 h)**
Review of essential Spanish grammar, usage, vocabulary and processing strategies for reading various types of literary, social science and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. Offered in the first half of the semester. Pass/Fail only. P-SPA 153 or 153S, or placement.

**SPA 198. Service Learning in Spanish Language. (1.5 h)**
Experiential learning that links classroom instruction and community service done as an adjunct to specially-designated courses throughout the Spanish curriculum. Pass/Fail only. May be repeated for credit. P-Prerequisite override required.

**SPA 199. Internship in Spanish Language. (1.5-3 h)**
Under faculty direction, a student undertakes a language project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Offered only in Salamanca. May be repeated for credit. Pass/fail only. Does not count towards the major or minor. Only offered for 1.5 or 3 hours.

**SPA 212. Exploring the Hispanic World. (3 h)**
Explores significant cultural expressions from the Spanish-speaking world. Emphasizes both the development of competence in speaking, reading and writing Spanish, and understanding how particular Hispanic societies have defined themselves. Credit not allowed for both SPA 212 and 213. P—SPA 153. 153S, 154, or placement.

**SPA 213. Encounters: Hispanic Literature and Culture. (4 h)**
Encounters with significant literary expressions from the Spanish-speaking world. Emphasizes the advancement of competence in speaking, reading and writing, and the analysis of literature in its cultural contexts. Credit not allowed for both 213 and 212. P—SPA 153, 153S, 154; or placement.

**SPA 280. The Spanish-Speaking World: Portals and Perspectives. (3 h)**
Examination of the diversity of cultural, linguistic, and artistic expressions and the role of Spanish in today's globalized world. P—SPA 212 or 213; or placement.

**SPA 280L. The Spanish-Speaking World: Portals and Perspectives for Heritage Speakers. (3 h)**
Examination of the diversity of cultural, linguistic, and artistic expressions and the role of Spanish in today's globalized world. Open to heritage speakers of Spanish only. P-SPA 212 or 213; or placement.

**SPA 290. Workshop in Critical Reading and Writing. (3 h)**
Practice in language analysis with emphasis on developing effective reading and writing strategies. Not open to students who have already completed 7 hours in the major. P-SPA 212 or 213.

**SPA 300A. Spanish Across the Curriculum. (1.5 h)**
Course work in Spanish done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. May be repeated for credit. P-Prerequisite override required.

**SPA 300B. Spanish Across the Business/Economics Curriculum. (1.5 h)**
Coursework in Spanish done as an adjunct to specifically-designated courses in business and economics curriculum. May be repeated for credit. P-Prerequisite override required.

**SPA 300C. Spanish Across the Sciences Curriculum. (1.5-3 h)**
Coursework in Spanish done as an adjunct to specifically-designated courses in the sciences and medical curriculum. May be repeated for credit. P-Prerequisite override required.

**SPA 301. Intensive Spanish. (1.5 h)**
Intensive study and practice of the oral and written languages. Familiarization with Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics. Pass/Fail only. Does not count towards the major or minor.

**SPA 303. Spanish Conversation. (3 h)**
Based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Counts toward the major. Students whose speaking skills, in the instructor's judgment, are already advanced, may not enroll. P—200-level SPA course.

**SPA 303I. Language Study in the Context of an Internship. (1.5-3 h)**
Development of oral proficiency and writing skills. Reading, discussions, and writing assignments based on texts relevant to internships being undertaken by students. Must be taken in conjunction with SPA 199. May count toward the major or minor. Credit not given for both 303 and 303I. P - a 200-level SPA course. C-SPA 199.

**SPA 304. Selected Topics in Spanish Language and Hispanic Culture. (3 h)**
Topics vary. Offered only in Abroad Programs. May be repeated for credit when the topic changes. P - 200-level SPA course.

**SPA 309. Grammar and Composition. (4 h)**
Systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition, including description, narration, and argumentation. Credit cannot be earned for both SPA 309 and 309L. P— SPA 280, 280L or placement.

**SPA 309L. Grammar and Composition for Heritage Speakers of Spanish. (4 h)**
Systematic study of Spanish orthography, word formation, sentence structure, and expository usage applied to various written forms. Emphasis on grammatical knowledge, vocabulary development, and extensive writing practice. Content and skills intended for heritage speakers who are competent in spoken Spanish but want to improve their writing skills. Credit cannot be earned for both SPA 309 and 309L. P—SPA 280, 280L or placement.

**SPA 310. Anecdotes, Bestsellers, Cuentos. The ABCs of Storytelling in the Spanish-Speaking World. (3 h)**
Traces the development of prose fiction and non-fiction, with special attention to signature movements, texts, and representative writers. P—SPA 280 or 290.

**SPA 311. Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World. (3 h)**
Survey of poetry and music with study of representative examples from a variety of periods and countries. P—SPA 280 or 290.

**SPA 312. Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World. (3 h)**
Survey of theatrical productions and dramatic texts with study of representative examples from a variety of periods and countries. P—SPA 280 or 290.

**SPA 313. Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World. (3 h)**
Traces the development of cinematic arts and industry, with special attention to signature movements, films, and directors and the representation of cultures on screen. P—SPA 280 or 290.

**SPA 315. The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain. (3 h)**
Examination of Spain's cultural pluralism through visual arts, architecture, film, music, and literature from the medieval period to the present. P—SPA 280 or 290. (CD)

**SPA 316. Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean. (3 h)**
Examination of Hispanic Caribbean cultures through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P—SPA 280 or 290. (CD)

**SPA 317. Mil máscaras/ A Thousand Masks: Interdisciplinary Approaches to Mexico and Central America. (3 h)**
Examination of Mexican and Central American cultures within today's global world through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P - SPA 280 or 290. (CD)

**SPA 318. The Andes to Patagonia: Interdisciplinary Approaches to South American Culture. (3 h)**
Examination of Andean and Southern Cone cultures through visual arts, architecture, film, music, and literature from the pre-Columbian period to the present. P—SPA 280 or 290. (CD)

**SPA 319. Literary and Cultural Studies of Spanish America. (3 h)**
Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis on linguistic and political structures, intellectual currents, art, music, and film to promote understanding of Spanish America's historical development. Offered only in WFU abroad programs. P-SPA 280 or 290. (CD)

**SPA 320. Introduction to Hispanic Linguistics. (3 h)**
Survey of the core areas in Hispanic linguistics: phonetics, phonology, morphology, syntax, semantics, and language variation. Basic concepts and methodology of linguistic analysis as preparation for further study in the field. P—SPA 309 or 309L.

**SPA 322. Spanish Pronunciation and Dialect Variation. (3 h)**
Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. Meets a N.C. requirement for teacher certification. P—SPA 309 or 309L.

**SPA 324. Med & Scientific Translation. (3 h)**
Introduces strategies for translation of documentation relevant to healthcare setting and scientific domains through applied projects. Study of textual conventions and creation of domain-specific resources to support translation process. P-SPA 309 or 309L.

**SPA 325. Spanish for Business I. (3 h)**
Introduction to the vocabulary and skills necessary to perform effectively in Hispanic business settings. Emphasis on oral and written practices, reading, and intercultural knowledge of business practices. P-SPA 309 or 309L.

**SPA 326. International Business: Spain/Latin America. (3 h)**
Study of characteristic features of Spanish and/or Latin American business culture. Focuses on communicating successfully in the world of Hispanic commerce and on acquiring an international view of current issues in business. Offered only in WFU abroad programs. P-SPA 309 or 309L.

**SPA 327. Spanish for Business II. (3 h)**
Continued study of the discourse used in Hispanic business settings. Emphasis on oral and written business presentations, reading and analysis of case studies, and intercultural knowledge of the business world. P-SPA 309 or 309L.

**SPA 328. Medical Spanish. (3 h)**
Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in the medical context. P - SPA 309 or 309L.

**SPA 329. Intermediate Topics in Literary and Cultural Studies. (3 h)**
Selected topics in Spanish and/or Spanish-American literature and culture offered at an intermediate level. Topics vary. Offered only in WFU abroad programs. May be repeated for credit when topic changes. P-SPA 280 or 290.

**SPA 330. The Debate about Woman in Late Medieval Spain. (3 h)**
Explores romantic love in the Iberian Peninsula in the 14th and 15th centuries focusing on the debate about woman as an index of the social changes happening at that moment. P— any course in SPA 310-SPA 319 sequence.

**SPA 331. Medieval Spain: A Cultural and Literary Perspective. (3 h)**
Examines literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P— any course in SPA 310-SPA 319 sequence.

**SPA 332. The Golden Age of Spain. (3 h)**
Close analysis of literary texts, such as Lazarillo de Tormes, and study of the history, art, politics, and economics of the 16th and 17th centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P— any course in SPA 310-SPA 319 sequence.

**SPA 333. The Spain of Don Quijote. (3 h)**
Study of the novel Don Quijote and its film adaptations, with emphasis on the portrayal of gender roles and individual and collective identity. P-any course in SPA 310-SPA 319 sequence.

**SPA 334. Voices of Modern Spain. (3 h)**
Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P-any course in SPA 310-SPA 319 sequence.

**SPA 335. Love, Death, and Poetry. (3 h)**
Study of the representation of universal themes in Spanish poetry from different historical periods. P-any course in SPA 310-SPA 319 sequence.

**SPA 337. Contemporary Theater from Spain. (3 h)**
Study of major dramatic works from Spain. P-any course in SPA 310-SPA 319 sequence.

**SPA 338. Fashioning Class, Gender, and National Identity in 18th/19th-Century Spain. (3 h)**
Explores representations of social class, gender, and national identity in the literature and visual culture of Spain (fashion, illustrated press, etc.) of 18th/19th-Century Spain. Topics vary, but overarching themes may range from royal identity and Enlightenment to industrialization and middle-class culture. P-any course in SPA 310-SPA 319 sequence.

**SPA 339. Unearthing the Future: Prehistory and Culture in Modern Spain. (3 h)**
Examines the connections among culture, collective identities, and the archeology of Iberian prehistory in modern Spain. P-any course in SPA 310-SPA 319 sequence.(CD)

**SPA 341. Latin American Historical Fiction: Memory, Myth, and Social Justice. (3 h)**
Introduction to the ways Latin American historical fiction has shaped public memory over the past five centuries. Representative novels, plays, poems, films, and short stories. P-any course in SPA 310-SPA 319 sequence.

**SPA 342. From Colonial to Postcolonial Voices. (3 h)**
Exploration of twentieth- and twenty-first century literary, artistic, and cinematic adaptations of colonial stories of discovery by writers, artists, and filmmakers from Spain and Spanish America. P-any course in SPA 310-SPA 319 sequence.

**SPA 343. Travel Literature. (1.5-3 h)**
Analyzes various cultural documents to ask questions such as: what do travelers report seeing, how do they describe their journeys and why? In the past and the present, how has travel literature influenced European perceptions of the Americas and vice versa? P-any course in SPA 310-SPA 319 sequence.

**SPA 344. The 18th- and 19th-century Periodical Press in Spain and Spanish America. (1.5-3 h)**
Explores the role of newspaper culture for Enlightenment projects. Topics include patriotism, national histories, natural histories, cultural critique, science and satire. P-any course in SPA 310-SPA 319 sequence.

**SPA 345. The Transatlantic Civil War. (3 h)**
Exploration of the artistic and literary responses to the Spanish Civil War. Emphasis on the resulting cultural exchange among Spain, Latin America, and the United States. P-any course in SPA 310-SPA 319 sequence.

**SPA 346. Transatlantic Transitions: Postdictatorship in Spain and the Southern Cone. (3 h)**
Examination of the intersections among trauma, memory, and culture in Spain, Argentina, Chile, and Uruguay during and after the rule of dictatorial regimes in the late twentieth century. Relates political needs for reconciliation, reconstruction, and remembrance to specific aesthetic strategies. P-any course in SPA 310-SPA 319 sequence.

**SPA 347. Contemporary Theater in Spain and Spanish America. (3 h)**
Study of contemporary Peninsular and Spanish-American theater within its political, social, cultural, and aesthetic context. P-any course in SPA 310-SPA 319 sequence.

**SPA 348. Contemporary Women Novelists and their Female Characters. (3 h)**
Study of representative novels by women writers from Spain and Latin America, with emphasis on the representation of the female protagonist within her cultural context. P-any course in SPA 310-SPA 319 sequence.

**SPA 349. Great Authors and Directors. (1.5-3 h)**
Study of works by a major Hispanic author or film director with attention to formative contexts as well as aesthetic, cultural, and socio-political legacies. May be repeated for credit when focus changes. P-any course in SPA 310-SPA 319 sequence.

**SPA 350. Film Adaptations of Literary Works. (3 h)**
Study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. P-any course in SPA 310-SPA 319 sequence.

**SPA 351. Cinema and Society. (3 h)**
Exploration of a specific national or regional film history with particular attention to cinematic representations of social, political, and cultural contexts. May be repeated for credit when focus changes. P-any course in SPA 310-SPA 319 sequence.

**SPA 352. Mexican Cultures between Global South and Global North. (3 h)**
Examines contemporary examples of Mexican visual art, film, literature, performance, and mass culture from a transnational perspective by analyzing patterns of production, distribution, and consumption in creative industries. Explores how Mexico's cross-border cultural economy both sustains and disrupts global North-South disparities. P-any course in SPA 310-SPA 319 sequence. (CD)

**SPA 355. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3 h)**
Study of Latin-American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P-any course in SPA 310-SPA 319 sequence.

**SPA 356. Transgressing Borders: Identity in Latin-American and U.S. Latino Cultures. (3 h)**
Socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. P-any course in SPA 310-SPA 319 sequence.

**SPA 357. Spanish American Short Story. (3 h)**
Intensive study of the 20th-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Marquéz. P-any course in SPA 310-SPA 319 sequence.

**SPA 358. Spanish-American Novel. (3 h)**
Study of the novel in Spanish America from its beginning through the contemporary period. P-any course in SPA 310-SPA 319 sequence.

**SPA 359. Spanish-American Theater: From Page to Stage. (3 h)**
Study of the transition of a dramatic work from text to performance and the role of Spanish-American theater as a vehicle for cultural values and socio-political issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required. P-any course in SPA 310-SPA 319 sequence.

**SPA 360. Contemporary Theatre. (3 h)**
Study of major dramatic works from various Latin-American countries. P-any course in SPA 310-SPA 319 sequence.

**SPA 361. Fictions of Mexican Revolution. (3 h)**
Explores 20th-century Mexican cultural production as it relates to the Mexican Revolution (1910-1920). Readings include novels, shorts stories, popular poetry, and historiographic texts. Attention to Mexican muralism and cinema, and special emphasis on relationships between literature, history, and contemporary politics. P-any course in SPA 310-SPA 319 sequence.

**SPA 362. Masculinity in Mexican Cinema. (3 h)**
Explores representations of masculinity in contemporary Mexican film (1990-present) with attention to film genres, aesthetic movements, national and global sociopolitical contexts, and gender politics. P-any course in SPA 310-SPA 319 sequence.

**SPA 363. Cultural and Social Entrepreneurship: Promotion of Latin American and Latino Societies. (3 h)**
Sparks interdisciplinary entrepreneurial thinking about careers in arts and educational organizations that both serve and promote Latino communities and provides the knowledge and skills to implement effective programming. P-any course in SPA 310-SPA 319 sequence.

**SPA 364. Keepers of Minerals, Forests, and Waters. (3 h)**
Introduction to ecological perspectives in cinema, literature, and art in Latin America, focusing on the ways indigenous societies today relate to minerals, plants, animals, and water. P-any course in SPA 310-SPA 319 sequence.

**SPA 367. Cuban Literature. (3 h)**
Study of Cuban literature from the 18th century to the present: romanticism, modernism, naturalism, the avant-garde movement, and the post-Revolutionary period. Offered in Havana. P-any course in SPA 310-SPA 319 sequence.

**SPA 368. Afro Cuban Cultural Expression. (3 h)**
Comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Offered in Havana. Also listed as LAS 220C. P-any course in SPA 310-SPA 319 sequence. (CD)

**SPA 369. Topics in Literary and Cultural Studies. (3 h)**
Selected topics in Spanish and/or Spanish-American Spanish-American literature and culture. May be repeated for credit when topic changes. P-any course in SPA 310-SPA 319 sequence.

**SPA 370. History of the Spanish Language. (3 h)**
The development of Spanish from an early Romance dialect to a world language. Study of changes in the language's sounds, grammar, and vocabulary system, with a special focus on the effects of a cultural history and relationships with other languages. P-SPA 309 or 309L and (recommended) LIN 150/ANT 150, or SPA 320.

**SPA 371. Contrastive Spanish/English Grammar and Stylistics. (3 h)**
Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. P-SPA 309 or 309L.

**SPA 372. Acquisition of Spanish. (3 h)**
Comparative study of first language acquisition, adult second language acquisition, and heritage speaker bilingualism. Emphasis on stages of acquisition, influencing factors, and typical outcomes. P-SPA 309 or 309L and (recommended) LIN 150/ANT 150, or SPA 320.

**SPA 373. Language and Society. (3 h)**
An introduction to the study and methodologies of Spanish sociolinguistics. Emphasis on language and its interaction with socio-economic status, gender, age, ideology, governmental policy, and identity in Spanish-speaking communities. P-SPA 309 or 309L.

**SPA 374. Spanish in the United States. (3 h)**
Study of the socio-historical and sociolinguistic context of Spanish in the US, with a focus on language variation and bilingualism. P-SPA 309 or 309L and (recommended) SPA 320.

**SPA 379. Special Topics in Hispanic Linguistics. (3 h)**
Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. May be repeated for credit. P-SPA 309 or 309L and (recommended) LIN 150/ANT 150, or SPA 320.

**SPA 380. Spanish for the Professions. (3 h)**
Spanish usage of a selected professional area. Emphasizes communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from the following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—SPA 309 or 309L; and any course in SPA 310-SPA 329 sequence; and prerequisite override required.

**SPA 381. Spanish Translation. (3 h)**
Introduces translation strategies through practice, with emphasis on Spanish into English. Focuses on translating in domains such as social science, computing, economics, the entertainment industry, banking, and journalism. P—SPA 309 or 309L, any course in SPA 310-329 sequence, and (recommended) SPA 371.

**SPA 382. Spanish/English Interpreting. (3 h)**
Introduces strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills inconsecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P - SPA 309 or 309L; and any course in SPA 310-SPA 329 sequence; and senior standing.

**SPA 384. Internships for STL & SI. (1.5-3 h)**
Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. Does not count toward major of minor. P-SPA 381 or 382.

**SPA 385. Special Topics in Translation. (3 h)**
Selected topics in Translation Studies ranging from translation theories and descriptive studies to applied translation and related areas such as, terminology, documentation and language industries, among other relevant fields. May be repeated if course content differs. P-SPA 309 or 309L; and any course in SPA 310-SPA 329, or SPA 371.

**SPA 386. Special Topics in Interpreting. (3 h)**
Selected topics in Interpreting Studies including different interpreting settings, specialized interpreting, terminology for interpreting. May be repeated if content differs. P-SPA 309 or 309L; and any course SPA 310-SPA 329 sequence, or SPA 371.

**SPA 391. Internship in Spanish for Business and the Professions. (1.5-3 h)**
Under faculty supervision, a student completes an internship in a bilingual business or professional setting. Does not count toward major or minor in Spanish. Pass/Fail only. P—SPA 309 or 309L.

**SPA 397. Spanish Independent Study. (1-3 h)**
P-Prerequisite override required.

**SPA 398. Honors Directed Reading and Research. (1.5 h)**
Required for honors in Spanish. P-Prerequisite override required.

**SPA 399. Honors Directed Writing. (3 h)**
Required for honors in Spanish. P-Prerequisite override required.

# Portuguese (PTG)

**PTG 111. Elementary Portuguese. (3 h)**
Two-semester sequence designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level. Labs required.

**PTG 112. Elementary Portuguese. (3 h)**
Two-semester sequence designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level. Labs required.

**PTG 113. Intensive Elementary Portuguese. (4 h)**
Intensive introduction to Portuguese designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level. P-Prerequisite override required.

**PTG 153. Intermediate Portuguese. (4 h)**
Intermediate-level course covering the structure of the language, developing students' reading, writing and conversation skills and preparing them for oral and written discussion of readings. Note that PTG 153 and 154 are mutually exclusive. Labs required. P-PTG 113 or prerequisite override required.

**PTG 154. Accelerated Intermediate Portuguese. (3 h)**
Intensive intermediate-level course. Offers the opportunity to develop further reading, writing and conversation skills and prepare for oral and written discussion of readings. Labs required. P-PTG 113 or prerequisite override required.

**PTG 212. Exploring the Lusophone World. (3 h)**
Exploration of significant cultural expressions from the Portuguese-speaking world. Emphasis on the development of competence in speaking, reading and writing Portuguese and on understanding how particular Lusophone societies have defined themselves. Offered only upon sufficient demand. P-PTG 153 or 154 or equivalent.

# Faculty

**Chair** Kathryn Mayers
**Professors** Ola Furmanek, Luis González, Soledad Miguel-Prendes, José Luis Venegas
**Associate Professors** Irma Alarcón, Diego Burgos, Andrea Echeverria, Margaret Ewalt, Jerid Francom, Anne Hardcastle, Tiffany Judy, Kathryn Mayers, Samanta Ordóñez, María Teresa Sanhueza, Nicholas Wolters
**Assistant Professors** Ana Cecilia Calle
Poveda, Sara Fernández Cuenca, César Gutiérrez
**Professor of the Practice** Rebekah Morris
**Associate Professors of the Practice** Liliana Mendoza-Batista, Encarna Turner
**Associate Teaching Professors** Alison Atkins, Lauren Miller
**Assistant Teaching Professors** Claudia Francom, Daneil Jung, Carmen Pérez-Muñoz, Jessica Shade Venegas, Boston Woolfolk
**Visiting Assistant Professors** Ryan Goodman, James Patrick Kozey, Tamara Morgan
**Salamanca, Spain: On-Site Director** Javier G. Garrido
**Cultural Assistant** Fernando Díaz

# Spanish, B.A.

## Requirements

Requires a minimum of 28 hours in Spanish courses numbered 280 and above. It must include:

| Code | Title | Hours |
|---|---|---|
| **Required Major Courses** | | |
| SPA 280 | The Spanish-Speaking World: Portals and Perspectives | 3 |
| SPA 309 | Grammar and Composition * | 4 |
| or SPA 309L | Grammar and Composition for Heritage Speakers of Spanish | |
| Select one of the following Genre Courses: | | 3 |
| SPA 310 | Anecdotes, Bestsellers, Cuentos. The ABCs of Storytelling in the Spanish-Speaking World | |
| SPA 311 | Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World | |
| SPA 312 | Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World | |
| SPA 313 | Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World | |
| Select one of the following Regions Courses: | | 3 |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain | |

| | | |
|---|---|---|
| SPA 316 | Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean | |
| SPA 317 | Mil máscaras/ A Thousand Masks: Interdisciplinary Approaches to Mexico and Central America | |
| SPA 318 | The Andes to Patagonia: Interdisciplinary Approaches to South American Culture | |
| SPA 319 | Literary and Cultural Studies of Spanish America | |
| Select six hours from SPA 330 - SPA 395 | | 6 |
| Select nine hours of of Electives credits from Spanish classes numbered above 280 * | | 9 |

* *Students must achieve at least a C grade in SPA 309 or SPA 309L. SPA 309 or SPA 309L must be taken on the Reynolda or Salamanca campus.*

** *No more than 10 hours may be counted from courses numbered SPA 280-SPA 309.*

*** *POL 202, HST 216, ART 230, and ART 242 may count as electives towards the SPA major/minor.*

Students must achieve a GPA of 2.0 in the major.

## Honors

The honors designation in Spanish is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the faculty are invited to participate in the honors program, which candidates undertake in addition to the requirements for the major.

The honors program requires completion of:

1. SPA 398 (Directed Reading, 1.5h)
2. SPA 399 (Directed Research, 3h)
3. Directed Reading, normally taken during the fall semester of the student's final year, includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis.
4. Directed Research, taken during the student's final semester, consists of writing the thesis following a schedule established by the director and the student.

At the end of this course, the honors student defends the thesis orally before appropriate faculty who collectively may confer honors.

# Spanish, Minor

## Requirements

Requires a minimum of 19 hours in Spanish courses numbered 280 and above. It must include:

| Code | Title | Hours |
|---|---|---|
| SPA 280 | The Spanish-Speaking World: Portals and Perspectives | 3 |
| SPA 309 | Grammar and Composition * | 4 |
| or SPA 309L | Grammar and Composition for Heritage Speakers of Spanish | |
| Select one of the following Genre courses: | | 3 |
| SPA 310 | Anecdotes, Bestsellers, Cuentos. The ABCs of Storytelling in the Spanish-Speaking World | |
| SPA 311 | Bard, Ballad, Bolero. Poetry, and Song in the Spanish-Speaking World | |
| SPA 312 | Page, Stage, and Performance. Theater and Drama of the Spanish-Speaking World | |
| SPA 313 | Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World | |
| Select one of the following Regions course: | | 3 |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain | |
| SPA 316 | Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean | |
| SPA 317 | Mil máscaras/ A Thousand Masks: Interdisciplinary Approaches to Mexico and Central America | |
| SPA 318 | The Andes to Patagonia: Interdisciplinary Approaches to South American Culture | |
| SPA 319 | Literary and Cultural Studies of Spanish America | |
| Select three credit hours from SPA 330 - SPA 395 | | 3 |
| Select three additional hours of elective credit from Spanish classes numbered above 280 ** | | 3 |

* *Students must achieve at least a C grade in SPA 309 or SPA 309L. SPA 309 or SPA 309L must be taken on the Reynolda or Salamanca campus.*

** *No more than 10 hours may be counted from courses numbered SPA 280-SPA 309.*

*** *POL 202, HST 216, ART 230, and ART 242 may count as electives towards the SPA major/minor.*

Students must achieve a GPA of 2.0 in the minor.

# Spanish Studies

## Requirements

Foreign Area Study

Students are required to participate in the Spanish program at Salamanca for one or two semesters. They also are required to take:

| Code | Title | Hours |
|---|---|---|
| HST 216 | General History of Spain (taught in Salamanca) | 3 |
| POL 202 | Political Structures of Present-day Spain (taught in Salamanca) | 3 |
| ART 230 | Spanish Art and Architecture (taught in Salamanca) | 3 |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain (taught in Salamanca) | 3 |
| Select nine additional hours from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Spanish and Italian, or from those offered at the University of Salamanca | | 9 |

# Spanish for Business, Concentration

## Requirements

Teaches general concepts and skills necessary to perform effectively in professional international business settings. Requirements include:

| Code | Title | Hours |
|---|---|---|
| Select two of the following: | | 6 |
| SPA 325 | Spanish for Business I | |
| SPA 326 | International Business: Spain/Latin America | |
| SPA 327 | Spanish for Business II | |
| Select one course from the following Options: | | 3 |
| Option 1: | | |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain | |
| SPA 316 | Paradise in Perspective: An Interdisciplinary Approach to the Wider Caribbean | |
| SPA 317 | Mil máscaras/ A Thousand Masks: Interdisciplinary Approaches to Mexico and Central America | |
| SPA 318 | The Andes to Patagonia: Interdisciplinary Approaches to South American Culture | |
| SPA 319 | Literary and Cultural Studies of Spanish America | |
| Option 2: | | |
| SPA 381 | Spanish Translation | |

# Spanish for Health Professions, Concentration

## Requirements

Teaches medical and cultural concepts and prepares students to use Spanish in a healthcare setting. Requirements are the following:

| Code | Title | Hours |
|---|---|---|
| SPA 324 | Med & Scientific Translation | 3 |
| or SPA 371 | Contrastive Spanish/English Grammar and Stylistics | |
| SPA 328 | Medical Spanish | 3 |
| SPA 382 | Spanish/English Interpreting | 3 |

# Spanish Interpreting, Concentration

## Requirements

SI teaches strategies for different types of Spanish/English interpreting. Includes an internship. Requirements include:

| Code | Title | Hours |
|---|---|---|
| SPA 382 | Spanish/English Interpreting | 3 |
| SPA 384 | Internships for STL & SI | 1.5-3 |
| Select one course in SPA 330- SPA 369 | | |
| Select one of the following: | | 3 |
| SPA 322 | Spanish Pronunciation and Dialect Variation | |
| SPA 324 | Med & Scientific Translation | |
| SPA 328 | Medical Spanish | |
| SPA 381 | Spanish Translation | |
| SPA 371 | Contrastive Spanish/English Grammar and Stylistics | |
| LIN 383 | Language Engineering: Localization and Terminology | |

Students must achieve a grade of minimum B- in each course in this concentration track.

# Spanish Translation/Localization, Concentration

## Requirements

STL teaches strategies of Spanish into English translation and introduces students to various software/website translation applications. Includes an internship in a professional translation environment. Requirements include:

| Code | Title | Hours |
|---|---|---|
| SPA 371 | Contrastive Spanish/English Grammar and Stylistics | 3 |
| SPA 381 | Spanish Translation | 3 |
| LIN 383 | Language Engineering: Localization and Terminology | 3 |
| SPA 384 | Internships for STL & SI | 1.5-3 |
| Select one of the following: | | 3 |
| SPA 382 | Spanish/English Interpreting | |

Students must achieve a grade of minimum B- in each course in the concentration track.

# Summer Programs and Study Abroad

# Intensive Summer Language Institute (ISLI)

**ISLI (Intesnsive Summer Language Institute) in Spanish** is an accelerated, on-campus language program. Students take SPA 153 and SPA 213 concurrently during the first summer term. Class size is reduced for individualized instruction. Requirements include 4 hours per day of class, 1-hour daily Spanish immersion activities with instructors in the target language, and co-curricular meals and activities two evenings per week.

Program Director: Liliana Mednoza-Batista (mendozil@wfu.edu)

Find more information here (https://spanish.wfu.edu/intensive-summer-language-institute/).

# Salamanca 212 Program

The Salamanca 212 Program is for students interested in finishing the Spanish language requirement in an immersion setting. Students travel to the beautiful university of city of Salamanca in the first summer term and take SPA 212. No particular major is required for eligibility. Students may be of any class standing and must have completed SPA 153 or SPA 154.

The program includes day trips to cities of cultural and historical interest. Students typically live with host families.

Program Director: Kathryn Mayers (mayerskm@wfu.edu)

Electronic application available at the Center for Global Programs and Studies (http://studyabroad.wfu.edu/program/?pid=4487&program=wfu-salamanca-spanish-language-literature-and-culture-spa-212-summer-i-b).

# Chile Immersion Program

The Chile Immersion Program is for students interested in studying Spanish at one of Latin America's top-ranked universities, the Pontificia Universidad Católica in Chile. The program begins in June with an optional intensive language course in Buenos Aires, Argentina. It continues in July with a three-week traveling seminar to Patagonia, and it concludes with a fall semester in the capital city of Santiago. No particular major is required for eligibility. Students are normally of sophomore, junior, or senior standing and have successfully completed SPA 212 or the equivalent.

Students typically take 4-6 courses during the semester. All courses are in Spanish. Students may choose to do an internship. The program includes a number of day and overnight trips to sites of cultural and historical interest. Students typically live with host families.

Courses that count for general elective credit towards graduation include:

| Code | Title | Hours |
|---|---|---|
| SPA 195 | Spanish Language and Culture | 1-3 |

Courses that count for elective credit towards the Spanish major/minor include:

| Code | Title | Hours |
|---|---|---|
| SPA 304 | Selected Topics in Spanish Language and Hispanic Culture | 3 |
| SPA 329 | Intermediate Topics in Literary and Cultural Studies | 3 |

Additional courses for credit in Spanish and other departments may be found here.

Program Director: Peter Siavelis (siavelpm@wfu.edu)

Applications available (http://studyabroad.wfu.edu/program/?pid=10179&program=wfu-chile-spanish-immersion) at the Center for Global Programs and Studies

# Cuba Program

The Cuba Program is for students interested in studying arts and social entrepreneurship in the beautiful city of Havana. Students go as a group in the first summer term and take one or two of the courses listed below. No particular major is required for eligibility. Students must have completed SPA 280 or received POI. The program includes day trips to sites of cultural and historical interest in and outside the capital. Students are housed in hotels and private homestays.

| Code | Title | Hours |
|---|---|---|
| SPA 198 | Service Learning in Spanish Language | 1.5 |
| SPA 329 | Intermediate Topics in Literary and Cultural Studies | 3 |
| SPA 369 | Topics in Literary and Cultural Studies | 3 |

Program Director: Linda Howe (howels@wfu.edu)

Applications available (http://studyabroad.wfu.edu/program/?pid=2126&program=wfu-cuba-cuban-culture-and-society-summer-b) at the Office for Global Programs and Studies.

# Salamanca Immersion Program

The Salamanca Immersion Program is for students interested in studying Spanish language and culture at one of Europe's oldest and most prestigious universities. Students go as a group in the fall and/or spring semesters. No particular major is required for eligibility. Students are normally of sophomore, junior, or senior standing and must have completed one course beyond SPA 212 or SPA 213.

Students typically take 4-6 courses during the semester. SPA 301 is required. Students may choose to do an internship (SPA 199). SPA 301 and SPA 199 are Pass/Fail and do not count towards a Spanish major or minor. The program includes 2-3 weeks of travel to cities of cultural and historical interest. Students typically live with host families.

Courses in the Spanish major/minor that are offered every semester include:

| Code | Title | Hours |
|---|---|---|
| SPA 309 | Grammar and Composition | 4 |
| SPA 313 | Lights, Camera, ¡Acción!. Cinema and Culture in the Spanish-Speaking World | 3 |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain | 3 |
| SPA 319 | Literary and Cultural Studies of Spanish America | 3 |
| SPA 326 | International Business: Spain/Latin America | 3 |
| SPA 328 | Medical Spanish | 3 |
| SPA 332 | The Golden Age of Spain | 3 |
| SPA 334 | Voices of Modern Spain | 3 |
| ART 230 | Spanish Art and Architecture | 3 |
| HST 216 | General History of Spain | 3 |
| POL 202 | Political Structures of Present-day Spain | 3 |

A number of additional courses (http://studyabroad.wfu.edu/program/?pid=372&program=wfu-salamanca-b) in other divisions are available contingent on minimum enrollment. All courses are offered in Spanish.

Program director: Kathryn Mayers (mayerskm@wfu.edu)

Applications available (http://studyabroad.wfu.edu/program/?pid=372&program=wfu-salamanca-b) at the Center for Global Programs and Studies.

# Salamanca Internship Program

The Salamanca Internship Program is for students interested in improving their Spanish by working in a professional setting abroad.

Student go during the first or second summer term and receive academic credit for an internship in one of a wide range of fields, including medicine, business, education, translation, interpreting, sports, political science, and sociology. No particular major is required for eligibility. Students must have completed one course beyond SPA 212 or SPA 213.

Students in the internship program typically take a 3h internship along with one other course listed below. The program includes several day trips to cities of cultural and historical interest. Students typically live with host families.

Courses in the Spanish major/minor available to summer internship students include:

| Code | Title | Hours |
|---|---|---|
| SPA 199 | Internship in Spanish Language | 1.5,3 |
| SPA 303I | Language Study in the Context of an Internship | 1.5,3 |
| SPA 315 | The Making of Spain: Interdisciplinary Approaches to the Cultures of Spain | 3 |
| SPA 319 | Literary and Cultural Studies of Spanish America | 3 |
| SPA 369 | Topics in Literary and Cultural Studies | 3 |
| SPA 391 | Internship in Spanish for Business and the Professions | 1.5-3 |

Program Director: Kathryn Mayers (mayerskm@wfu.edu)

Applications available (http://studyabroad.wfu.edu/program/?pid=745&program=wfu-salamanca-internship-program-summer-i-b) at the Center for Global Programs and Studies

# Statistical Sciences (STA)

A major in statistics or applied statistics can be achieved by satisfying the requirements listed for the bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

To declare a major in either Statistics or Applied Statistics, a student must have completed STA 112, and either MTH 112 or MTH 121, with AP credit or by earning a grade of C or higher in each course. A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers. Students may not double major with any combination of Decision Analytics, Statistics or Applied Statistics. Students may major in Decision Analytics and minor in statistics, but no courses which are electives for the Decision Analytics major may be counted as electives for the Statistics minor. However, courses which are required for the Decision Analytics major (e.g. STA 310) may be counted as electives for the Statistics minor. Students may not minor in statistics and also major in either statistics or applied statistics.

The department regularly schedules activities in statistics for students that enhance the course offerings. Examples are:

- the American Statistical Association DataFest
- Local chapter of the AWM (American Women in Mathematics)
- data science and hackathon events
- meetings of the mathematics and statistics club
- seminars and courses which build upon the regularly scheduled course offerings
- student research with faculty
- The Math and Stats Center provides an opportunity for students to receive tutoring in all MTH and STA courses throughout the year. Opportunities to serve as a tutor are also available.

Students who are enrolled at Wake Forest may not take courses in statistics at other institutions to satisfy divisional requirements.

## Contact Information

Department of Statistical Sciences (https://stats.wfu.edu/)
Manchester Hall 127, Box 7388
Phone 336-758-5300

## Programs

## Majors

- Applied Statistics, B.S.
- Decision Analytics, B.S.
- Statistics, B.A.
- Statistics, B.S.

## Minors

- Statistics, Minor

## Certificates

- Certificate in Actuarial Science

## Courses

## Statistical Sciences (STA)

**STA 107. Explorations in Statistics. (3 h)**
Introduction to statistical literacy and the role of statistics in settings such as elections, medicine, sports, and the sciences. Topics vary by instructor. (D, QR)

**STA 111. Elementary Probability and Statistics. (4 h)**
Data collection and visualization, exploratory analysis, introductory probability, inference techniques for one variable, and statistical literacy. Lab. (D, QR, QDA)

**STA 112. Introduction to Regression and Data Science. (3 h)**
A foundational course in regression and data science. The course introduces data analysis through statistical computing in R, least-squares and logistic regression, model selection, and data visualization. P-STA 111, a score of 4 or 5 on the AP Statistics exam, or prerequisite override required. (D, QR, QDA)

**STA 175. Competitions. (1-3 h)**
Seminar designed for students who wish to participate in statistics and/or data analysis competitions. Not to be counted toward any major or minor offered by the department. May be repeated for credit. Pass/Fail only.

**STA 214. Applied Generalized Linear Models. (3 h)**
A course in statistical models, emphasizing models for count and categorical data, an exploration of likelihood-based modeling, and an introduction to mixed effects models. These models are applied using R. P-STA 112 and MTH 111. (QR, D)

**STA 247. Design and Sampling. (3 h)**
Experimental designs, observational studies, survey design and estimation with stratified, cluster, and other sampling schemes. P-STA 112 or prerequisite override required. (D)

**STA 279. Topics in Statistics. (1-3 h)**
Topics in statistics not considered in regular courses, or which continue study begun in regular courses. May be repeated for credit if the topic varies. Content and prerequisites vary.

**STA 310. Probability. (3 h)**
Distributions of discrete and continuous random variables, sampling distributions. Covers much of the material on the syllabus for the first actuarial exam. Credit not allowed for both STA 310 and MTH 357. P-MTH 112 or prerequisite override required. (D)

**STA 311. Statistical Inference. (3 h)**
Derivation of point estimators, hypothesis testing, and confidence intervals, using both frequentist and Bayesian approaches. P-STA 310 or MTH 357 or prerequisite override required. (D)

**STA 312. Linear Models. (3 h)**
Theory of estimation and testing in linear models. Topics include least squares and the normal equations, the Gauss-Markov Theorem, testing general linear hypotheses, model selection, and applications. P-MTH 121 or 205, and STA 310 or MTH 357. (D)

**STA 352. Networks: Models and Analysis. (3 h)**
A course in fundamental network theory concepts, including measures of network structure, community detection, clustering, and network modelling and inference. Topics also draw from recent advances in the analysis of networks and network data, as well as applications in economics, sociology, biology, computer science, and other areas. Also listed as MTH 359. P-MTH 117 or MTH 121 or MTH 205, and one course in STA at the 200 level or above.

**STA 362. Multivariate Statistics. (3 h)**
Multivariate and linear methods for classification, visualization, discrimination, and analysis of high dimensional data. P-STA 112 and MTH 121 or MTH 205, or prerequisite override required. (D)

**STA 363. Introduction to Statistical Learning. (3 h)**
An introduction to supervised learning. Topics may include lasso and ridge regression, splines, generalized additive models, random forests, and support vector machines. P-STA 112 and MTH 121 or 205, or prerequisite override required, experience with statistical computing. (D)

**STA 364. Computational and Nonparametric Statistics. (3 h)**
Computational and Nonparametric Statistics (3 h). Computationally intensive statistical methods. Topics may include simulation, Monte Carlo integration and Markov Chain Monte Carlo, sub-sampling, non-parametric estimation and regression. Students will make extensive use of statistical software throughout the course. P-STA 112, and either STA 310 or MTH 357, or prerequisite override required. (D)

**STA 365. Applied Bayesian Statistics. (3 h)**
An introduction to Bayesian statistics and computational methods for performing Bayesian data analysis. Topics may include conjugate distributions, objective prior distributions, Bayesian inference, hierarchical models, and Markov chain Monte Carlo methods. P - STA 112 and STA 310. (QR, D)

**STA 368. Time Series and Forecasting. (3 h)**
Methods and models for time series processes and autocorrelated data. Topics include model diagnostics, ARMA models, spectral methods, computational considerations, and forecasting error. P-STA 112, and either STA 310 or MTH 357, or prerequisite override required. (D)

**STA 379. Advanced Topics in Statistics. (1-3 h)**
Topics in statistics not considered in regular courses or which continue study begun in regular courses. May be repeated for credit if the topic varies. Content and prerequisites vary.

**STA 381. Applied Statistics Capstone. (2 h)**
Students integrate knowledge acquired throughout their degree program. Topics include developing a research plan, statistical writing, data visualization, and data ethics. Students will communicate statistical results to both technical and non-technical audiences through written reports and oral presentations. Offered fall semester. P-senior STA major.

**STA 382. Applied Statistics Capstone. (1.5 h)**
A capstone course for students in the B.S. in Applied Statistics. Topics include developing a project plan, team work skills, statistical writing, data visualization, and data ethics. Students will communicate statistical results to both technical and non-technical audiences through written reports and oral presentations. P-STA 363 and junior or senior B.S. in Applied Statistics major. Students in the B.S. in Statistics may request entry into this course by contacting the professor, and may be admitted if there is space available.

**STA 383. Individual Study. (1-3 h)**
A course of independent study directed by a faculty advisor. By prearrangement. May be be repeated for credit. P-Prerequisite override required.

**STA 384. Internship in Statistics. (1-3 h)**
Individual external internship in a professional setting, completed under the supervision of a faculty member. The student is responsible for identifying and obtaining the internship. May be repeated for credit. Pass/Fail only. P - Prerequisite override required.

**STA 391. Honors Research I. (1 h)**
Independent study or research directed by a faculty advisor by prearrangement with the advisor. P-Prerequisite override required.

**STA 392. Honors Research II. (1 h)**
Preparation of a paper, followed by an oral presentation based upon work completed in STA 391.

# Faculty

**Chair** Robert Erhardt
**Professors** Kenneth Berenhaut, Robert Erhardt
**Associate Professors** Daniel Beavers, Staci Hepler, Lucy D'Agostino McGowan
**Assistant Professors** Collin Cademartori, Leonardo Cella, Ciaran Evans, Noah Gade, Emily Huang, Sarah Lotspeich
**Associate Teaching Professors** Nicole Dalzell, Lynne Yengulalp
**Teacher-Scholar Postdoctoral Fellows** Eva Murphy, Mostafa Shams
**Visiting Assistant Professors** Wimarsha Jayanetti, Premathilaka Methsarani, Anh Nguyen, Yasin Rabby

# Applied Statistics, B.S.

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 3 |
| CSC 111 | Introduction to Computer Science | 4 |

| | | |
|---|---|---|
| STA 112 | Introduction to Regression and Data Science | 3 |
| STA 310/ MTH 357 | Probability | 3 |
| STA 311 | Statistical Inference | 3 |
| STA 312 | Linear Models | 3 |
| STA 363 | Introduction to Statistical Learning | 3 |
| STA 382 | Applied Statistics Capstone | 1.5 |
| Select two of the following: | | 6-7 |
| CSC 112 | Fundamentals of Computer Science | |
| CSC 201 | Data Structures and Algorithms | |
| MTH 253 | Operations Research | |
| MTH 254 | Optimization Theory | |
| MTH 326 | Numerical Linear Algebra | |
| MTH 355 | Introduction to Numerical Methods | |
| Select 2 additional electives in STA at the 200 or 300 level, one of which must be numbered above 300. * | | 6 |

* *Excluding STA 383, STA 391, and STA 392.*

** Students are encouraged to participate in STA 175 for applied experience. This course is offered every Spring as a 1 credit Pass/Fail course, and may be repeated.

## Honors

To graduate with a designation of "Honors in Applied Statistics", students in the B.S. in Applied Statistics major must:

- Satisfactorily complete a year-long senior research project, completed as in the sequential courses STA 391 and STA 392.
- Have a minimum GPA of 3.5 in the major and a 3.0 overall GPA to graduate with Honors.
- Students must apply to participate in an Honors project. For application details, please see the department website.

# Certificate in Actuarial Science

| Code | Title | Hours |
|---|---|---|
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| ECN 205 | Intermediate Microeconomics | 3 |
| or ECN 210 | Intermediate Mathematical Microeconomics | |
| ECN 207 | Intermediate Macroeconomics | 3 |
| or ECN 211 | Intermediate Mathematical Macroeconomics | |
| FIN 231 | Principles of Finance | 3 |
| STA 310 | Probability | 3 |
| STA 311 | Statistical Inference | 3 |

To declare the certificate in actuarial science, a student must receive at least a C or AP credit in each of ACC 111, ECN 150, and MTH 112. Upon declaration, students are eligible for reserved seats during registration, as determined by each department and by the School of Business.

Students are strongly encouraged to take Society of Actuaries (SOA) Exam P shortly after completing STA 310, and SOA Exam FM shortly after completing FIN 231. For more information on these exams, consult the SOA. Students are also strongly encouraged to seek an actuarial internship in the summer after their junior year.

Students can apply for Validation by Education Experience (VEE) credit with the SOA after passing at least two actuarial exams.

# Decision Analytics, B.S.

## Requirements

Students interested in pursuing this joint major must be granted formal admission to the program upon application to the Undergraduate Business Admissions Committee. To graduate from Wake Forest University with a major in decision analytics, the student must satisfy the requirements for graduation of both the Department of Statistical Sciences and the School of Business. This interdisciplinary program, consisting of a minimum of 49.5 hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements:

| Code | Title | Hours |
|---|---|---|
| **Prerequisites for Admission** | | |
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |
| ACC 111 and STA 112 count toward Core Requirements | | |
| **Core Requirements** | | |
| ACC 221 | Introductory Management Accounting | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |
| BEM 241 | Productions and Operations Management | 3 |
| BEM 251 | Management Information Systems | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 388 | Management Simulation | 1.5 |
| FIN 231 | Principles of Finance | 3 |
| **Required Major Courses** | | |
| BEM 392 | Seminar in Decision Analytics | 3 |
| MTH 121 | Linear Algebra I | 3 |
| MTH 253 | Operations Research | 3 |
| STA 310 | Probability | 3 |
| or MTH 357 | Probability | |
| STA 363 | Introduction to Statistical Learning | 3 |
| Select a minimum of two additional courses * | | 6 |
| **Recommended Electives** | | |
| BEM 383 | Seminar in Negotiations | 3 |
| BEM 371 | Strategic Management | 3 |
| or BEM 372 | Strategic Management in Entrepreneurial Firms | |
| CSC 111 & CSC 112 | Introduction to Computer Science and Fundamentals of Computer Science | 8 |
| STA 362 | Multivariate Statistics | 3 |

* *Chosen from 3 or 4-hour courses among business, computer science, economics, mathematics, or statistics, excluding BEM 201, FIN 203, MTH 381 and STA 383. One elective*

*must be 300-level or higher in either mathematics or statistics; the other elective must be either 200-level or higher in one of these five areas, or CSC 111 or CSC 112.*

## Honors

Decision Analytics majors with a minimum cumulative grade point average of 3.0 and a minimum grade point average of 3.5 in the major are eligible to apply for admission to the honors program in decision analytics. The application is available from the program co-directors, and must be submitted prior to the start of a student's senior year. Honors students write a paper under the supervision of a faculty advisor and also present their work. Those who successfully complete the requirements specified by the School of Business and the Department of Statistical Sciences graduate with the designation "Honors in Decision Analytics." For additional information, interested students should consult with both departments' program directors.

# Statistics, B.A.

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 121 | Linear Algebra I | 3 |
| CSC 102 | Problem Solving with Python | 3-4 |
| or CSC 111 | Introduction to Computer Science | |
| STA 112 | Introduction to Regression and Data Science | 3 |
| STA 310 | Probability | 3 |
| or MTH 357 | Probability | |
| STA 311 | Statistical Inference | 3 |
| STA 312 | Linear Models | 3 |
| Choose 4 additional electives in STA. Optionally, one of these STA electives may be switched for MTH 117 (4h). At least one elective must be at the 300 level in STA.*, ** | | 12 |

* *Excluding STA 381, STA 382, STA 383, STA 391, and STA 392.*

** *STA 111 may be taken as an elective as long as the student does not already have credit for STA 112 (meaning you cannot enroll in / receive credit for STA 111 after you already have credit for STA 112).*

## Honors

To graduate with a designation of "Honors in Statistics", students in the B.A. in Statistics major must:

- Satisfactorily complete a year-long senior research project, completed as in the sequential courses STA 391 and STA 392.
- Have a minimum GPA of 3.5 in the major and a 3.0 overall GPA to graduate with Honors.
- Students must apply to participate in an Honors project. For application details, please see the department website.

# Statistics, B.S.

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| MTH 113 | Multivariable Calculus | 4 |
| MTH 117 | Discrete Mathematics | 4 |
| MTH 121 | Linear Algebra I | 3 |
| CSC 111 | Introduction to Computer Science | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |
| STA 310/ MTH 357 | Probability | 3 |
| STA 311 | Statistical Inference | 3 |
| STA 312 | Linear Models | 3 |
| Select one of the following: | | 3 |
| STA 362 | Multivariate Statistics | |
| STA 363 | Introduction to Statistical Learning | |
| Choose 3 additional electives in STA at the 200 or 300 level. At least one elective must be in STA at the 300 level. * | | 9 |

* *Excluding STA 381, STA 383, STA 391 and STA 392.*

** Note: Many graduate programs require Real Analysis (MTH 311) or may require other courses outside the major. Students who intend to pursue graduate study should check program requirements and take additional courses as needed.

## Honors

To graduate with a designation of "Honors in Statistics", students in the B.S. in Statistics major must:

- Satisfactorily complete a year-long senior research project, completed as in the sequential courses STA 391 and STA 392.
- Have a minimum GPA of 3.5 in the major and a 3.0 overall GPA to graduate with Honors.
- Students must apply to participate in an Honors project. For application details, please see the department website.

# Statistics, Minor

## Requirements

Requires:

| Code | Title | Hours |
|---|---|---|
| STA 112 | Introduction to Regression and Data Science | 3 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| or MTH 121 | Linear Algebra I | |
| Select four electives in STA from 111-379 (Excluding STA 175). At least one elective must be at the 300 level. * | | 12-13 |

Students are responsible for satisfying prerequisites for all courses selected for the statistics minor.

# Theatre and Dance (THE/DCE)

The Department of Theatre and Dance offers students an exceptional education in theatre and dance, and plays an integral role in the Wake Forest community. We are a creative and collegial department that values close working relationships between students and faculty, that sees the arts as integral to a liberal arts education, and that prizes intellectual discipline as well as free thinking and expression. We aspire to create exceptional artist/scholars, exploring through classes and productions intersections of theatre and dance with other realms of study, and giving expression to humanity's foremost social and intellectual concerns. We promote inclusivity, intellectual curiosity, innovation, dialogue, and problem-solving skills. And we believe that artistic commitment, personal development, responsibility to one's community, and academic rigor can all coexist.

Each season, the department mounts four subscription series productions, two dance concerts, and numerous student-directed and designed pieces. Students learn through work on productions—whether in the rehearsal hall or shop—as well as through classwork in acting and directing, dance technique, choreography, design, playwriting, voice and movement, history, dramatic literature, performance art, theatre education, and technical theatre.

Students with both academic and artistic ability will find a comfortable home at Wake Forest University. Our students work closely with a vigorous faculty on a wide variety of projects. They enjoy the benefits of a nationally ranked university with small classes, impressive facilities, and an active theatre and dance program, and they grow as both scholars and artists. College is for learning—through books and lectures, certainly, but also through self-exploration and creative expression. We at Wake Forest believe that excellence in both arts and academics is not only possible but also desirable. Myriad student theatre, dance, and performance groups on campus contribute to a vital educational environment for the study of performance.

## Contact Information

Department of Theatre and Dance (http://college.wfu.edu/theatre/)
Scales Fine Arts Center 219, Box 7264
Phone 336-758-5294

## Programs

### Major

- Theatre, B.A.

## Minors

- Dance, Minor
- Theatre, Minor

## Courses

### Dance (DCE)

**DCE 101. Beginning Tap Dance. (2 h)**
Fundamentals of tap dance technique with an emphasis placed on technique, rhythm, vocabulary, and performance qualities. May be taken two times for credit.

**DCE 120. Beginning Modern Dance Technique. (2 h)**
Fundamentals of modern dance technique, with an emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be taken two times for credit.

**DCE 122. Special Topics in Dance. (1-3 h)**
An intensive study of selected topics in dance. May be repeated.

**DCE 123. Introduction to Dance Composition. (2 h)**
Introduction to the fundamental study of improvisation, composition and choreography. P-DCE 221, 226, or DCE 227; or prerequisite override required.

**DCE 124. Social Dance. (1.5 h)**
Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Students will learn basic smooth dances, rhythm dances, Latin-American dances and Cuban dances.

**DCE 125. Folk and Social Dance. (1.5 h)**
Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis is on the development of fundamental dance skills and practice in utilizing dance techniques.

**DCE 126. Beginning Jazz Dance. (2 h)**
Fundamentals of jazz technique with an emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be taken two times for credit.

**DCE 127. Beginning Classical Ballet Techniques. (2 h)**
Fundamentals of classical ballet technique with an emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be taken two times for credit and two times Pass/Fail.

**DCE 128. Dance Performance. (1 h)**
Practical experience in the areas of rehearsal, production, and performance, as a performer in the Fall or Spring Dance Concert. May be taken up to four times for credit. P-Prerequisite override required.

**DCE 129. Choreography. (1 h)**
Practical experience in the areas of rehearsal, choreography production and performance as a choreographer in the Spring Dance Concert. May be taken only once.

**DCE 130. Movement for All. (1.5 h)**
A beginning level dance class for all students that surveys jazz, modern and/or ballet techniques. Emphasis on flexibility, coordination, and efficiency of movement. Eight week course.

**DCE 131. African Dance. (1.5 h)**
Designed to develop basic West African dance technique, build students' musicality and performance skills and create an awareness of African culture. May be taken 2 times for credit.

**DCE 133. Hip Hop Dance. (1.5 h)**
Fundamentals of Hip Hop dance technique. May be taken 2 times for credit.

**DCE 150. Design and Production for Dance. (2 h)**
Introduction to the fundamentals of lighting, sound editing, dance floor installation, costumes and stage management for dance performance. Credit not allowed for both DCE 150 and THE 150. P-Prerequisite override required.

**DCE 200. Senior Dance Project. (2 h)**
An investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

**DCE 201. Intermediate Tap Dance. (2 h)**
A progressive development of technique and vocabulary from DCE 101, with an emphasis on exploring rhythm, dynamics and performance qualities. May be taken four times for credit. P-DCE 101 or prerequisite override required.

**DCE 202. History of Dance. (3 h)**
A survey of the development of dance as a performing art from the Renaissance to the present with an emphasis on scope, style and function. (D)

**DCE 203. 20th-Century Modern Dance History. (3 h)**
Exploration of the history of modern dance from Isadora Duncan to contemporary modern dance trends in the U.S. and abroad. (D)

**DCE 204. History of Jazz Dance. (3 h)**
This course looks at the historical development of social and vernacular dance in America and the development of jazz techniques and styles during the 20th Century. (D)

**DCE 205. Improvisation. (2 h)**
An investigation of the art and technique of improvised dancing. The course borrows from visual art, poetry, literature, theatre, and music as catalysts for original movement generation. P-DCE 120 or 221.

**DCE 221. Intermediate Modern Dance Technique. (2 h)**
A progressive development of movement concepts and vocabulary from DCE 120, with an emphasis on exploring both the classical and contemporary techniques of modern dance. May be taken four times for credit. P-DCE 120 or prerequisite override required.

**DCE 222. Advanced Modern Dance Technique. (2 h)**
A progressive development of the concepts of DCE 221 with an emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the modern dance discipline. May be taken four times for credit. P-DCE 221 or prerequisite override required.

**DCE 223. Dance Composition. (3 h)**
Fundamental study of improvisation, composition, and choreography. P - DCE 221, 226, 229, or prerequisite override required.

**DCE 224. Advanced Social Dance. (1.5 h)**
Progressive development of technique in rhythm, dance hold, footwork and patterns of ballroom and Latin dance. Emphasis on performance and competitive dance styles. May be taken two times for credit. P-DCE 124 or prerequisite override required.

**DCE 226. Intermediate Jazz Dance. (2 h)**
This course pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities and musicality. May be taken four times for credit. P-DCE 126 or prerequisite override required.

**DCE 227. Advanced Jazz Dance. (2 h)**
Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities, musicality, technique, virtuosity, and creativity. May be taken four times for credit. P-DCE 226 or prerequisite override required.

**DCE 229. Intermediate Classical Ballet. (2 h)**
Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be taken four times for credit. P-Prerequisite override required.

**DCE 231. Advanced Classical Ballet. (3 h)**
Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality and pointe work. May be taken four times for credit. P-Prerequisite override required.

**DCE 233. Advanced Studio Classical Ballet. (3 h)**
Professional level pace of ballet technique. Complex barre and center combinations as well as more advanced pointe work in class. May be taken 4 times for credit. P-Prerequisite override required.

**DCE 235. Ballet Repertory. (2 h)**
An intermediate and advanced level technique class focusing on the development and performance of classical and contemporary ballet repertoires. May be repeated 4 times for credit. P-Prerequisite override required.

**DCE 236. Multi-Ethnic Dance. (3 h)**
Exploration of the cultural importance of dance in major ethnic groups in American society. Also listed as AES 236. (CD)

**DCE 241. Advanced Tap Dance. (2 h)**
A progressive development of the concepts of DCE 201 with an emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the tap dance discipline. May be taken four times for credit. P-DCE 201 or prerequisite override required.

**DCE 285. Internship in Dance. (1-3 h)**
Internship, approved by the department, to be carried out under the supervision of a departmental faculty member, designed to meet the proposing student's needs and interests related to their study of dance. Requirements may include an evaluative paper and public presentation. Normally one course in an appropriate sub-filed is taken prior to the internship. P-Prerequisite override required.

**DCE 294. Individual Study. (1-3 h)**
Research and readings in an area of interest to be approved and supervised by a faculty advisor. May be taken for a total of not more than 3 hours.P-Prerequisite override required.

# Theatre (THE)

**THE 100. Participation. (0.5 h)**
Attendance/participation in Mainstage and Studio performances and other events as established by the department. Specific attendance/ participation requirements will be established at the beginning of each semester. Assignments for technical production are made through consultation with the technical and design faculty. May be repeated for credit. Pass/Fail only. P-Prerequisite override required.

**THE 110. Introduction to Western Theatre. (3 h)**
Survey of the theory and practice of the major disciplines of Western theatre art: acting, directing, playwriting, and design. Optional lab-THE 110L. (D)

**THE 110L. Intro to Theatre-Lab. (1 h)**
Participation in production team on Mainstage as assigned. P or C-THE 110 or 111 and prerequisite override required.

**THE 111. Introduction to Theatre. (3 h)**
Survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting and design. Includes theatre practices from non-Western traditions. Optional lab – THE 110L. (D)

**THE 125. Basic Voice and Movement for non-Majors. (3 h)**
Introduction to basic voice and movement technique. May include topics such as breathing, healthy vocalization, articulation, vocal expressiveness and energy, alignment, tension release, kinesthetic awareness, basic anatomy. Does not count toward Major.

**THE 126. Stage Makeup. (1.5 h)**
A study of the design and application of theatrical makeup in relationship to historical period and character development.

**THE 131. Accents for the Stage. (1.5-3 h)**
This course covers the basic approach for learning accents for actors, covering several commonly used accents for the stage. Emphasizes resources and methodology in accent acquisition, as well as considerations for the use of theatrical accents.

**THE 132. Voiceover for the Actor. (1.5-3 h)**
Exploration and application of practical rehearsal techniques for creating various genres of audio recordings, including narrative, character, and commercial voiceover work. Special emphasis on breath control, articulation, interpretation, and character development.

**THE 133. Stage Combat. (1.5-3 h)**
Introduction to the basic principles and specific techniques of stage combat, explored physically and applied choreographically. Special emphasis on safety, partnering, and effective rehearsal and performance techniques.

**THE 140. Acting I. (3 h)**
Fundamental acting theory and techniques including exercises, monologues and scene work.

**THE 145. Voice and Movement. (3 h)**
Building awareness of the actor's instrument through the development of basic vocal and physical skills. Typically offered in the fall term. Counts toward Major. P-THE 140.

**THE 150. Intro to Design and Production. (4 h)**
Introduction to the fundamentals of theatrical design and technology including script analysis, design development, and presentation methods. Through the lab, the student develops basic skills in theater technology. Credit not allowed for both DCE 150 and THE 150. Lab-3 hours. (D)

**THE 151. Costume Construction. (3 h)**
An introduction to theatrical costume construction methods with particular emphasis on the creation of period garments.

**THE 155. Stagecraft. (3 h)**
This introductory course focuses on contemporary materials, and construction methods employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.

**THE 181. Acting Workshop. (1 h)**
Taught in conjunction with Directing. Workshop actors will perform in scenes directed by student directors. Pass/Fail only.

**THE 188. The Contemporary Theatre. (1 h)**
Explores contemporary theatre with travel to one or more metropolitan theatre centers through production attendance, discussion, and writing. Location varies. Pass/fail only. P-Prerequisite override required.

**THE 230. Advanced Voice and Movement. (3 h)**
Continued training and application of vocal and physical skills for the actor. P-THE 145.

**THE 241. Acting for the Camera. (3 h)**
Introduces the theory and practice of acting for the camera. Focused on film/video/TV acting, may also include commercials and other formats. Basic knowledge of realistic acting required. P - THE 140.

**THE 243. Auditions. (1.5-3 h)**
Develops the actor's audition skills for both live and taped auditions including monologue portfolio preparation. Might include resume building, headshots, and musical theatre audition techniques. P-THE 140 or Prerequisite Override .

**THE 245. Acting II. (3 h)**
Advanced study and practice of the skills introduced in Acting I. P-THE 140 and 145.

**THE 246. Period and Style. (3 h)**
Studies social customes, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. Includes performances in class. P-THE 145 or 230 and THE 140. (D)

**THE 250. Scene Design. (3 h)**
A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P-THE 150.

**THE 251. Costume Design. (3 h)**
Studies the fundamental principles and techniques of costume and makeup design with an emphasis on historical research in the context of the text. Explores the basics of costume rendering, materials, and costume construction. P-THE 150 or prerequisite override required.

**THE 252. Lighting Design. (3 h)**
An exploration of the lighting designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P-THE 150.

**THE 253. Sound and Projections Design. (3 h)**
Developing and executing sound design and projections designs for theatrical production from concept to integration into performance. Covers recording, content creation, digital editing, mixing, and playback. P - THE 150 or prerequisite override required.

**THE 254. Scenic Art for Theatre. (3 h)**
Hands-on introduction to the tools and techniques employed by scenic artists and painters for contemporary stage and film. May include an introduction to sculpting as well as a variety of projects and exercises in decorative and figurative painting.

**THE 255. History of Costume. (3 h)**
Surveys the development of clothing and fashion with emphasis on historical and cultural influences and their application to costuming art. (D)

**THE 258. Stage Management. (1.5 h)**
Examines the role of the stage manager in theatre and other venues. Consideration of approaches, philosophy, nuts and bolts. Exploration of the responsibilities of the stage manager from auditions through rehearsals, techs, and performances including extended runs and touring and the key relationships therein with director, performer, designer and producer. P-THE 110 or 111 and 150.

**THE 259. Theatre Management. (3 h)**
This course reviews the development of theatre management in the United States, with emphasis on the role of the producer; explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports. P-THE 110 or 111.

**THE 266. Modern English and Continental Drama and the London Stage. (3 h)**
Studies the works of major playwrights of England and Europe from 1875 to the present. May also include contemporary production of classic plays. Particular emphasis will be placed on plays which are currently being presented in London theatres. Also offered in London. (D)

**THE 270. Theatre in Education. (3 h)**
Practical experience for theater and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as EDU 223.

**THE 274. World Theatre. (3 h)**
An exploration of non-U.S. Theatre, its histories, approaches, and applications. Study may include the theatre of East Asia, the Middle East, Africa, Latin America, and contemporary Europe, as well as non-English plays in translation. (CD, D)

**THE 283. Practicum. (1-1.5 h)**
Projects under faculty supervision. May be repeated for no more than three hours. P- Prerequisite override required.

**THE 285. Internship in Theatre. (1-3 h)**
Internship, approved by the department, to be carried out under the supervision of a departmental faculty member, designed to meet the proposing student's needs and interests related to their study of theatre. Requirements may include an evaluative paper and public presentation. Normally one course in an appropriate sub-field is taken prior to the internship. P-Prerequisite override required.

**THE 290. Special Topics. (1.5-3 h)**
The intensive study of selected topics in theatre. May be repeated for credit if topic varies.

**THE 294. Individual Study. (1-3 h)**
Research and readings in an area of interest to be approved and supervised by a faculty advisor. May be taken for no more than three times for a total of not more than nine hours. P-Prerequisite override required.

**THE 295. Development and Performance. (1-4 h)**
An intensive experiential course designed to research and develop a theater piece resulting in performance. Focus will vary. May be repeated once for credit.

**THE 310. History Western Theatre I. (3 h)**
Surveys of the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres. Suitable for non-majors. (D)

**THE 311. History of Western Theatre II. (3 h)**
Survey of Western theatre and drama including English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theatre. Suitable for non-majors. (D)

**THE 320. British Drama to 1642. (3 h)**
British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Fulfills pre-1800 British literature requirement. Also listed as ENG 320.

**THE 323. Shakespeare. (3 h)**
Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Fulfills pre-1800 British literature requirement. Also listed as ENG 323.

**THE 336. Restoration and 18th-Century British Drama. (3 h)**
British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Fulfills pre-1800 British literature requirement. Also listed as ENG 336.

**THE 340. Directing. (4 h)**
A theoretical and experiential investigation into directing for the theatre. P-THE 140, C or P – THE 150.

**THE 343. Studio Production. (1.5-3 h)**
The organization, techniques and problems encountered in the production of a play for the public. May be repeated once. Only offered for 1.5 or 3 hours. P - THE 150 and prerequisite override required.

**THE 344. Acting Shakespeare. (3 h)**
A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P-THE 140 and 145. (D)

**THE 360. Playwriting. (3 h)**
This course will examine the elements of dramatic structure and their representations in a variety of dramatic writings. It will explore the fundamentals of playwriting through a series of writing exercises. Also listed as CRW 384.

**THE 362. Feminism and Theatre. (3 h)**
Introduces students to the intersection of theater and feminism and experience its interdisciplinary lineage and academic interventions. Students will learn and apply feminist theory, which looks beyond the conventional theater for a continuum of performance that includes play, ritual, sport, everyday life and social roles, as well as performance art, global and intercultural performance. Engaging with various feminist theoretical approaches from radical and liberal feminism to intersectional and transnational feminism, students will be encouraged to critically examine race, class, gender, sexuality, ethnicity, and nationality expressed on and offstage.

**THE 372. Contemporary Drama. (3 h)**
The course will consider varieties of form and substance in plays and performance texts from Godot to the present. Readings will cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. Also listed as ENG 394.

**THE 373. Women Playwrights. (3 h)**
Examination of selected plays and/or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn. Also listed as WGS 319. (CD)

**THE 374. Contemporary World Drama. (3 h)**
This course will consider varieties of form and substance in plays and performance texts from outside the mainstream of the Western theatrical tradition. Focus will vary, for example Asian and Asian-American playwrights or drama of the Middle East. (CD)

**THE 375. American Drama. (3 h)**
A historical overview of drama in the United States, covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. Also listed as ENG 375.

**THE 376. Multicultural American Drama. (3 h)**
Examines the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. The course will include consideration of issues, themes, style, and form. Also listed as ENG 393. (CD)

**THE 390. Special Topics. (1-3 h)**
The intensive study of selected topics in the theatre. May be repeated.

**THE 392. Special Topics in Dramatic Literature. (1-3 h)**
Intensive study of selected plays and/or performance texts.

**THE 393. Special Topics in Dramatic Literature Cultural Diversity. (3 h)**
Intensive study of selected plays and/or performance texts, focusing on cultural differences - for instance, women playwrights, LGBTQ+ playwrights, or class-focused works. (CD)

**THE 395. Senior Seminar. (1 h)**
Preparaton for further, post-graduation work and study in theatre. Highly recommended for theatre majors and minors.

**THE 399. Theatre Honors. (3 h)**
Tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P-Prerequisite override required.

## Faculty

**Professor of Theatre, Wright Family Faculty Fellow, and Chair of the Department of Theatre and Dance** Cindy Gendrich
**Director of University Theatre** Corey Gilliam
**Director of Dance** Nina Lucas
**Professor and Susan & Gene Goodson Faculty Fellow** J.K. Curry
**Professors** Brook Davis, Rob Eastman-Mullins, Nina Maria Lucas, Christina Tsoules Soriano
**Professor of the Practice** Christopher Martin
**Associate Professor** Kevin Frazier
**Teaching Professor** Leah Roy
**Assistant Professor of Theatre** Karsen Greene, Jonathan Herbert, Stephen Wrentmore
**Assistant Teaching Professors** Michael Kamtman, Tina Yarborough-Liggins
**Visiting Lecturer in Dance** Sam Shapiro
**Adjunct Lecturers** Michael Huie
**Teacher Scholar Post Graduate Fellow** Kaylin Gess

# Theatre, B.A.

## Requirements

Consists of a minimum of 37 hours, including:

| Code | Title | Hours |
|---|---|---|
| THE 110 | Introduction to Western Theatre | 3 |
| or THE 111 | Introduction to Theatre | |
| THE 140 | Acting I | 3 |
| THE 145 | Voice and Movement | 3 |
| THE 150 | Intro to Design and Production | 4 |
| Select one of the following: | | 3 |
| THE 250 | Scene Design | |
| THE 251 | Costume Design | |
| THE 252 | Lighting Design | |
| THE 253 | Sound and Projections Design | |
| THE 310 | History Western Theatre I | 3 |
| THE 311 | History of Western Theatre II | 3 |
| THE 340 | Directing | 4 |
| Select a Dramatic Literature course | | 3 |
| Select one of the following Options: | | 2-2.5 |
| Option 1: | | |
| THE 100 | Participation (four semesters) | |
| Option 2: | | |
| THE 100 | Participation (three semesters) | |
| THE 110L | Intro to Theatre-Lab | |
| Select the remaining courses from offerings in theatre, or select one of the following: | | 6 |
| DCE 202 | History of Dance | |
| DCE 203 | 20th-Century Modern Dance History | |
| DCE 204 | History of Jazz Dance | |
| DCE 223 | Dance Composition | |

A minimum GPA of 2.0 in all theatre courses attempted is required for graduation. Majors will participate in senior assessment, including submission of a portfolio. Majors should consult with their advisors about additional regulations. No more than three hours of THE 294 may be counted toward the 37 hours required for the major; up to a maximum of nine hours or three courses of THE 294 may be counted beyond the 37 hours in the major. Those who plan to be theatre majors are urged to begin their studies during their first year.

## Honors

Highly qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation "Honors in Theatre," a student must successfully complete THE 399 with a grade of B or better. Honors projects may consist of:

1. A research paper of exceptional quality
2. A creative project in playwriting, design, directing, acting or dramaturgy
3. Other approved project

The theatre honors project must be presented and defended before a departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

# Dance, Minor

## Requirements

A dance minor requires a minimum of 18 hours and must include:

| Code | Title | Hours |
|---|---|---|
| Select one of the following dance composition courses: | | 2-3 |
| DCE 123 | Introduction to Dance Composition | |
| DCE 223 | Dance Composition | |
| Select one of the following modern courses : | | 2 |
| DCE 120 | Beginning Modern Dance Technique | |
| DCE 221 | Intermediate Modern Dance Technique | |
| DCE 222 | Advanced Modern Dance Technique | |
| Select one of the following jazz courses: | | 2 |
| DCE 126 | Beginning Jazz Dance | |
| DCE 226 | Intermediate Jazz Dance | |
| DCE 227 | Advanced Jazz Dance | |
| Select one of the following ballet courses: | | 2 |
| DCE 127 | Beginning Classical Ballet Techniques | |
| DCE 229 | Intermediate Classical Ballet | |
| DCE 231 | Advanced Classical Ballet | |
| or DCE 233 | Advanced Studio Classical Ballet | |
| Select one of the following participation courses: | | 1 |
| DCE 128 | Dance Performance | |
| DCE 129 | Choreography | |
| THE 100 | Participation (taken twice for 1h total) | |
| DCE 200 | Senior Dance Project | 2 |
| DCE 202 | History of Dance | 3 |

| | | |
|---|---|---|
| or DCE 203 | 20th-Century Modern Dance History | |
| or DCE 204 | History of Jazz Dance | |
| DCE 205 | Improvisation | 2 |
| or DCE 235 | Ballet Repertory | |
| DCE 150 | Design and Production for Dance | 2 |
| or THE 150 | Intro to Design and Production | |

# Theatre, Minor

## Requirements

Requires 20 hours:

| Code | Title | Hours |
|---|---|---|
| THE 110 | Introduction to Western Theatre | 3 |
| or THE 111 | Introduction to Theatre | |
| THE 140 | Acting I | 3 |
| THE 150 | Intro to Design and Production | 4 |
| THE 310 | History Western Theatre I | 3 |
| or THE 311 | History of Western Theatre II | |
| Select one THE Elective at the 200 level or higher or select one of the following: | | 3 |
| DCE 202 | History of Dance | |
| DCE 203 | 20th-Century Modern Dance History | |
| DCE 223 | Dance Composition | |
| Select one of the following Options: | | 1-1.5 |
| Option 1: | | |
| THE 100 | Participation (two semesters) | |
| Option 2: | | |
| THE 100 | Participation | |
| THE 110L | Intro to Theatre-Lab | |
| Select a Dramatic Literature course | | |

Potential minors should contact the chair of the department soon after arrival on the campus.

# Women's, Gender, and Sexuality Studies (WGS)

The department of Women's, Gender, and Sexuality Studies provides an opportunity for research and dialogue on a broad range of topics related to feminist contributions as well as to the fundamental fields of human knowledge and achievement and interdisciplinary studies of feminisms, masculinity, sex, gender and sexuality. A student intending to major or minor in Women's, Gender, and Sexuality Studies should consult the chair of the department, preferably during their first or early in their second year.

## Contact Information

Women's, Gender, and Sexuality Studies Department (http://college.wfu.edu/wgs/)
Tribble Hall A105, P.O. Box 7365
Phone 336-758-3758

## Programs

## Major

- Women's, Gender, and Sexuality Studies, B.A.

## Minor

- Women's, Gender, and Sexuality Studies, Minor

## Courses

## Women's, Gender, and Sexuality Studies (WGS)

**WGS 101. Window on Women's, Gender and Sexuality Studies. (1.5 h)**
An opportunity to experience and reflect analytically in writing on the diverse cultural and intellectual life of Wake Forest, with an emphasis on women's, and gender, and sexuality studies events and topics.

**WGS 121. Feminist Leadership Project. (1.5 h)**
Explores the principles of feminist leadership to deepen self-awareness about personal leadership skills and gain tools for creating feminist social change. This highly interactive class welcomes students who are new to feminist thought/activism as well as those seeking to deepen their engagement with feminism. Pass/fail only.

**WGS 122. LGBTQ Center Change Agents Leadership Project. (1.5 h)**
Open to participants in the LGBTQ Center's Change Agent program. Participants will explore principles of identity development (individual and community), queer and feminist theories of leadership and change, understanding gender and sexuality as frameworks for community organizing and social change, and development and implementation of a final change related project. Pass/fail only. P-Prerequisite override required.

**WGS 125. Prepare. (1.5 h)**
Provides students with an overview of the social, emotional, and legal issues related to sexual violence, and teaches them to design and implement educational programs on this topic. Pass/fail only.

**WGS 150. Perspectives in Gender and Sexuality. (3 h)**
Introduces feminism as a lens of analysis; gender, sexuality, and other social categories as social constructs; sexism, heterosexism, and other social systems as systems of oppression; and intersectionality as a lens of analysis. Topics of the course will vary based on the instructor. (D)

**WGS 200. The WGS Field Guide to Museums. (1.5 h)**
Provides opportunities to develop expertise in interpretation of collections through a gender lens while considering the role of public education and creative thinking in community settings.

**WGS 214. Gender and Sexuality in World History. (3 h)**
Introduces the global and historical breadth of gender and sexual systems. Foundational and current approaches to cross-cultural historical analysis of masculinity, women's rights, and differences between LGBTQ identities and other models. Also listed as HST 114. (CD, D, SWC)

**WGS 221. Introduction to Women's, Gender, and Sexuality Studies. (3 h)**
Introduces many of the key topics, debates, and theoretical paradigms in the field of Women's, Gender, and Sexuality Studies. Addresses questions such as: What are gender and sexuality and how do gender and sexual norms influence the lives of people in society? What is the relationship between gender and sexuality and other social categories such as race and class? What is power and how is power distributed differently according to gender, race, class, and sexuality? The course strives to train students in analytical thinking and presses them to think critically about gender and sexuality in the past, present, and future. (CD, POR)

**WGS 222. Introduction to Sexuality Studies. (3 h)**
Provides an interdisciplinary grounding in the foundations of queer culture and studies, with a critical interrogation of sex, gender, sexuality, pleasure, and embodiment in popular culture, literature, health, science, and politics. (CD, POR)

**WGS 223. Introduction to Feminist Theory. (3 h)**
This introductory course examines key issues, questions, and concepts in feminist thought and women's movements, which reflect a wide range of perspectives and methodologies from abolitionism to transnationalism. (D)

**WGS 224. Readings in Queer Theology. (1.5 h)**
This seminar-syle reading course surveys classic and new works in queer theology. Queer theology transgresses dominant constructions of gender identity and sexuality; and as scuh, it can be seen as an expression of the Christian gospel that subverts human understandings of life, community, and the divine. The course explores biblical and Christian theological perspectives on sexuality, social constructions of sexuality, and issues such as power, marriage equality, and sexual ethics.

**WGS 230. Studies in Gender and Literature. (3 h)**
Addresses ways in which gender and literacy practices intersect in various cultures and historical periods. Attention will be paid to the role of literature in formulating, subverting, or resisting gender norms. May be repeated for credit if topic differs.

**WGS 234. Sexual Revolution! Gender and Sexuality in the United States, 1950-1980. (3 h)**
Examines how conflicts around gender and sexuality played out from the 1950s to the 1970s in both the popular and high culture of the time: in bestselling novels and poems as well as canonical literature, and in television as well as in experimental film. We will consider the 1950s twice: once through the art produced at that time, and then through art produced about the 1950s after mainstream gender norms had shifted.

**WGS 250. #Black Girl Magic. (3 h)**
Explores the politics and practices that Black femmes, girls, and women engage in to make themselves "magically" real. (CD, POR)

**WGS 251. Race and Ethnic Diversity in America. (3 h)**
Different race and ethnic experiences are examined through an institutional approach that examines religion, work, schooling, marriage patterns, and culture from cross-cultural perspective. Grand theoretical schemes like the "melting pot" are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. Also listed as AES 251. (CD, POR)

**WGS 271. Making Sense of the News Through a Feminist Le. (1-3 h)**
Inquiry into news literacy from a feminist perspective, with the intention to identify gender bias and consider questions of empowerment, exclusion, consumerism, and how to navigate the digital landscape to distinguish verified, reliable news from propaganda.

**WGS 300. Gender and Sexuality in Literary Adaptations. (1.5-3 h)**
Focuses on understanding the relationship between written literature (novel, play, short story, poem) and its adaptation to another genre or medium (film, painting, video game, song, etc.) through the lens of gender and sexuality. Only offered for 1.5 or 3 hours.

**WGS 301. Feminist Political Thought. (3 h)**
Introduction to feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. Also listed as POL 277. (CD, POR)

**WGS 302. Feminist Philosophy. (3 h)**
Examination of feminist approaches to philosophical theorizing. Topics may include feminist critiques of the scope and methods of mainstream philosophy, feminist approaches to ethics, epistemology and philosophy of language, and feminist conceptions of the self, sexuality, and moral agency. Also listed as PHI 379. P-one PHI course or prerequisite override required.

**WGS 303. When Black Women Clap Back. (3 h)**
Exploration of how Diasporic Black women talk back to institutional practices that marginalize them, and how Black women engage in the necessary labor to make a more democratic society. (CD)

**WGS 305. Transgender History, Identity, and Politics in the U.S.. (3 h)**
This course explores the experiences of and responses to transgender, gender non-conforming, and intersex (TGI) people in nineteenth-and twentieth-century America. We will examine how scientific/medical authorities, legal authorities, and everyday people have understood and responded to various kinds of gender non-conformity. Same as HST 371. (CD)

**WGS 306. Queer Public Histories. (3 h)**
Explores how public history projects (oral histories, museums, archives, documentaries) document gay, lesbian, and queer communities in the U.S. Discusses how historical and contemporary LGBTQ stories have been collected and examines the various queer identities that emerge through this process. Same as HST 372. (POR)

**WGS 307. The Queer Fantastic. (3 h)**
We consider fantastic writing from the 1930s to the present that critiques the hegemonic values of gender and sexuality by offering other social and societal structures, and consider the otherworldly as a critical refraction of the world that produced the writer.

**WGS 309. Environmentalism, the Humanities, and Gender. (3 h)**
Survey of the intersection between Environmentalism and Feminist Theory, examining the evolution of these disciplines and feminist political ecology. Topics include the investigation of women's roles in environmental history and the construction of global environmental narratives. Also listed as HMN 292.

**WGS 310. Gender, Power and Violence. (3 h)**
A research-centered study of various issues related to violence, power, and gender in American society. Emphasizes sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation. (CD)

**WGS 318. Film Lab in Women's, Gender, and Sexuality Studies. (1.5-3 h)**
Viewing, dissecting, and analyzing films. Fosters the skills to create complex cinematic analyses and explore feminist theoretical issues related to spectatorship.

**WGS 319. Women Playwrights. (3 h)**
Examination of selected plays and/or performance texts by women. Focus varies, for example, looking at works by contemporary American women or early women dramatists such as Hrosvitha, Sor Juana, and Aphra Behn. Also listed as THE 373. (CD)

**WGS 322. Feminist, Womanist, Murjerista Theologies: Constructive Perspectives on Christian Thought. (3 h)**
Examines major topics in Christian theology from African American (womanist), Latina/Hispanic (mujerista), and queer perspectives.

**WGS 326. Telling Women's Lives: Writing about Entrepreneurs, Activists, and Thought Leaders. (3 h)**
This course will use an interdisciplinary approach to address fundamental issues of female leadership by examining recent developments in long- and short-form narratives about women (biography, essays, profiles) and employing journalistics tools to interview and write profiles of women entrepreneurs, activists, and thought leaders.

**WGS 327. The Feminist Book Society. (1.5-3 h)**
A reading course designed to introduce students to classic and contemporary feminist texts. Emphasis on close reading, discussions, and writing. May be repeated for credit if texts differ. Only offered for 1.5 or 3 hours.

**WGS 329. Anthropology of Gender and Sexuality. (3 h)**
Examines cultural constructions of gender and sexuality from a cross-cultural perspective and the relationship between gender and sexuality and anthropology through time. Emphasizes how varied forms of feminisms are constituted within diverse social, cultural, and economic systems. Students consider how anthropologists have negotiated positions at the intersection of cultural and human rights. Also listed as ANT 329.

**WGS 330. Gender and the Politics of Health. (3 h)**
Examines the intersections of gender, medicine, health, and illness, with a focus on the U.S. context. Topics include: reproduction, mental illness, breast cancer, heart disease, and HIV/AIDS, among others. We explore the following questions: How have women and men interacted differently with the field of medicine, as healers, patients, and subjects of medical research? How do social and cultural norms about gender influence the definition of illness categories? What role does medicine play in defining and enforcing the boundaries of what is considered socially acceptable in terms of gender? How does gender as a social role affect health outcomes? (POR)

**WGS 332. Men, Masculinity and Power. (3 h)**
Offers an introduction to the burgeoning interdisciplinary field of masculinity studies. Students will explore the social, historical, and cultural construction of masculinity and male roles (as fathers, sexual and romantic partners, and workers) and how these constructions differ according to race, class, sexuality, etc. In addition, the course will examine how norms about masculinity simultaneously empower men as a group and many individual men, while also disadvantaging many individual men and regulating the behavior of all men. Students will explore possibilities for challenging hegemonic forms of masculinity and for creating new types of masculinity. (POR)

**WGS 333. Sexual Politics in the United States. (3 h)**
Explores the politics of sexuality in the United States. Drawing on feminist scholarship, queer theory, and lesbian, gay, and transgender studies, we will explore different historical and theoretical approaches to thinking about issues of power and sexuality. We will discuss sexual identities and cultures, state regulation of sexuality, sexual commerce, and cultural representations of sexuality, among other topics. Throughout we will examine how other social categories such as race, class, gender, and disability intersect with the politics of sexuality.

**WGS 345. Girls Gone Wild: A Century of Misbehavior. (3 h)**
Analyzes what made girls and women “bad” and “wild” in the twentieth-century United States, and how such judgments changed over time. Engages closely with novels, short stories, movies, comics, podcasts, and an opera with an eye to what behaviors were considered appropriate, and how they interrelated with sexual attraction, with economics, and with love. We examine the relationship between being configured as a sexual object (a recipient of desire) and a sexual subject (a possessor of desire), and come to a critical understanding of how the “proper” and “improper” forms of both were constantly in flux. We ask how race, ethnicity, and queerness interacted with hegemonic concepts of beauty and desire, and whether “masculinity” and “femininity” are necessarily attached to men and women. We read theories of sex and gender, examine concepts of projection and male hegemony, and ask how men as well as women are shaped by rules of appropriate behavior.

**WGS 346. Visual Narratives: Image, Sequence, Story. (3 h)**
Investigates the relationship of image, sequence, and story in typography, comics, woodcut novels, and photographic books, and film, as well as fiction and poetry with unusual visual elements, and then asks how these various elements offer different visual and textual expressions of sexuality. Students will conduct formalist analyses and further investigate visual narrative through creative exercises with the goal of developing an aesthetic sensibility and a technical vocabulary that enable them to discuss visual narrative with precision. Please note that some visual narratives will include graphic scenes of sexuality.

**WGS 347. Joan Didion/Edmund White: Personal/History. (3 h)**
Examines Didion and White, two of the most important American writers of the past fifty years. Both are known for their journalism as well as their fiction, and their interest in U.S. cultural and political history, especially in terms of gender and sexuality, permeates their novels. This course analyzes three works by each author, developing themes from motherhood, sexuality, imperialism, rebellion and AIDS.

**WGS 349. Invert, Pervert, Bull Dagger, Queen: U.S. Queer Fiction in the 20th Century. (3 h)**
Explores the history of lesbians, gay men, bisexuals, the transgendered, and other queers through fiction by and about them written over the last century in the United States. We also consider biography, artifacts of popular culture, comics, drama, and film. Topics include the relationship between homosexual desire and queerness in a broad sense; LGBTQ children; biological and psychological understandings of sexual orientation; and how social construction informs sexual identity and desire.

**WGS 358. Mothers and Daughters. (3 h)**
A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

**WGS 359. Trans History, Machismo, and Sex Work in Latin America. (3 h)**
Explores the history of gender and sexuality across 20th century Latin America and the Caribbean. Applies new theoretical developments in gender, masculinity, and trans and queer studies to the region's history of race, revolutions, migrations, dictatorships, and social movements. Also listed as HST 359.(CD)

**WGS 362. Feminism and Theatre. (3 h)**
Introduces students to the intersection of theater and feminism and experience its interdisciplinary lineage and academic interventions. Students will learn and apply feminist theory, which looks beyond the conventional theater for a continuum of performance that includes play, ritual, sport, everyday life and social roles, as well as performance art, global and intercultural performance. Engaging with various feminist theoretical approaches from radical and liberal feminism to intersectional and transnational feminism, students will be encouraged to critically examine race, class, gender, sexuality, ethnicity, and nationality expressed on and offstage.

**WGS 363. Gender and Sexuality in Contemporary Korea. (3 h)**
Examines gender and sexuality in Korean TV, film, K-pop, protests, and everyday performances, focusing on diverse socio-political issues within and beyond the Korean Peninsula. Topics include: the evolution of feminism, #metoo movement, LGBTQ cultures, sex work, aging, plastic surgery industry, postcolonial and post-Korean war conflicts, and transpacific affinities. (CD)

**WGS 364. Women of Color, Feminisms, and the Politics of Resistance in the U.S.. (3 h)**
Examines historical and contemporary issues and current events affecting the lives of African American, Asian American, Latina, and Native American women. Exploring major theoretical and practical viewpoints in women's studies scholarship, the course will reveal the importance of intersectionality between race, gender, sexuality, class, and/or ethnicity in the everyday lives of multicultural women. Through arts-based civic engagement projects and activities, this course will also encourage students to formulate their own language of resistance against multiple forms of oppression. (CD)

**WGS 365. Transnational Asia and Asian American Feminism. (3 h)**
Analyzes historical, socio-political, and cultural events as well as contemporary issues structuring the lives of Asian American women and queer community. Students will learn intersectional and transnational feminist approaches to examine race, class, gender, sexuality, ethnicity, nationality, and kinship in Asian American art and activism.

**WGS 377. Special Topics. (1.5-3 h)**
Includes such women's, gender and sexuality studies topics as gender issues in the twenty-first century, critical approaches to women's issues, and the emergence of feminist thought. May be repeated for credit if topic differs.

**WGS 380. Sexuality, Law, and Power. (3 h)**
Explores a wide variety of issues related to sexual identity and orientation by looking at the ways in which the law can constrict social development as well as act as a catalyst for change. Examines how religion and popular morality shape the law and are shaped by it.

**WGS 381. Gender and the Law. (3 h)**
Examines how the law affects women's lives in a number of contexts. Considers a number of different areas, including but not limited to employment, education, family responsibilities, violence against women, and other issues affecting women's bodies, including pornography and prostitution. The class will also review a number of feminist legal theories and issues relating to the intersection of gender with race and class.

**WGS 383. Race, Gender, and the Courts. (3 h)**
Examines the impact of state and federal court cases upon the evolution of race and gender relations in the U.S. from 1789 to the present. Each case is placed within the political, economic and social historical context for the given time periods. Race includes Native Americans, African Americans, Asian Americans, and Latino Americans. This class will analyze government intervention, inaction, and creative interpretation. Same as HST 358.

**WGS 388. South Asian Women: Religion, Culture and Politics. (3 h)**
Examines the intersection of religion, race and gender of South Asian women from a feminist and postcolonial perspective. (CD)

**WGS 395. Honors in Women's, Gender, and Sexuality Studies. (1.5 h)**
Course for students carrying out an honors project under the supervision of a faculty advisor.

**WGS 396. Independent Study. (1-3 h)**
Independent projects in women's, gender, and sexuality studies which either continue study begun in regular courses or develop new areas of interest. Course may be repeated, but a maximum of 3 hours may apply to the minor. By prearrangement. P-Prerequisite override required.

**WGS 397. Public Engagement in Women's, Gender, and Sexuality Studies. (1.5-3 h)**
An opportunity for students to engage in work and research that is shared with the broader public, either on campus or in a local community. A maximum of 3 hours may apply to the major or minor. May be repeated for credit. Only offered for 1.5 or 3 hours. P-Prerequisite override required.

**WGS 398. Theory and Practice of Women's, Gender, and Sexuality Studies. (3 h)**
Examines the major themes and terminology in Women, Gender, and Sexuality Studies, with focus on its diverse and multicultural expressions through time. Themes to be explored include schools of feminism, interlocking systems of oppression and the connection between theory and practice. (EI)

**WGS 399. Research Seminar in Women's, Gender, and Sexuality Studies. (3 h)**
A capstone, research-centered course in which students complete a significant research or creative project of their choosing situated within the field of Women's, Gender, and Sexuality Studies.

## Faculty

**Chair** Julia Jordan-Zachery
**Professor** Julia Jordan Zachery
**Associate Professors** Wanda Balzano, Kristina Gupta, Jeff Solomon
**Assistant Professor** Tivia Collins
**Visiting Assistant Professor** Carla Wilson

# Women's, Gender, and Sexuality Studies, B.A.

## Requirements

Requires a minimum of 27 hours and must include the following courses:

| Code | Title | Hours |
|---|---|---|
| WGS 221 | Introduction to Women's, Gender, and Sexuality Studies | 3 |
| or WGS 222 | Introduction to Sexuality Studies | |
| WGS 398 | Theory and Practice of Women's, Gender, and Sexuality Studies | 3 |

| | | |
|---|---|---|
| WGS 399 | Research Seminar in Women's, Gender, and Sexuality Studies | 3 |
| Select one of the following: | | 1.5-3 |
| WGS 397 | Public Engagement in Women's, Gender, and Sexuality Studies (internship) | |
| Any WGS or WGS cross-listed course with a service-learning or public-engagement component | | |
| 15-16.5 hours of Elective courses * | | 15-16.5 |

* *Must consist of WGS courses and courses approved for WGS credit (consult approved list on file with the Chair).*

- No more than 9 hours from one department other than WGS or program may apply to the WGS major.
- No more than 3 hours may be taken pass/fail.
- No more than 6 hours from the 100-level may count toward the major.
- No more than 6 hours from the student's minor(s) may count toward the major.
- No online course taken at institutions other than Wake Forest may count towards the major

Students pursuing the major are encouraged to enroll in WGS 221 or WGS 222 by the fall semester of the junior year, WGS 398 by the spring semester of their junior year, and WGS 399, the research seminar, during their senior year.

## Electives for Women's, Gender, and Sexuality Studies

| Code | Title | Hours |
|---|---|---|
| All courses are subject to approval for the major and the minor. Special Topics courses must be in a relevant area. Additional elective courses may have been approved since publication of this bulletin. The chair of the department maintains a complete list of all official elective courses. | | |
| **Courses in the Humanities** | | |
| ART 351 | Topics in Gender and Art | 3 |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | 3 |
| ENG 340 | Studies in Women and Literature | 3 |
| ENG 344 | Studies in Poetry (when topic relates to WGS) | 3 |
| ENG/AES 357 | Studies in Chicano/a Literature | 3 |
| ENG 371 | American Ethnic Literature | 3 |
| GES 390 | German Women Writers | 3 |
| HST 324 | Fashion in the Eighteenth Century | 3 |
| HST 336 | Gender and Power in African History | 3 |
| HST 337 | Women and Gender in Early America | 3 |
| HST 338 | Sexuality, Race and Class in the United States since 1850 | 3 |
| HST 348 | Samurai and Geisha: Fact, Film, and Fiction | 3 |
| HST 359 | Trans History, Machismo, and Sex Work in Latin America | 3 |
| HST 372 | Queer Public Histories | 3 |
| HST 388 | Nation, Faith, and Gender in the Middle East | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| HMN 290 | The Humanities through Film, Literature and Media | 3 |
| ITA 335 | Italian Women Writers | 3 |
| ITA 336 | Italian Women and the City | 3 |
| MSC 109 | Gender, Sexuality, and Music | 3 |
| PHI 379 | Feminist Philosophy | 3 |
| REL 318 | Feminist and Contemporary Interpretations of the Bible | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 388 | South Asian Women: Religion, Culture and Politics | 3 |
| SPA 348 | Contemporary Women Novelists and their Female Characters | 3 |
| **Courses in the Social and Natural Sciences** | | |
| ANT/LIN 333 | Language and Gender | 3 |
| COM 318 | Culture and Sitcom | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| COM 340 | Democracy, Slavery and Sex: Emancipation Discourse from the Founding to the Civil War | 3 |
| COM 341 | Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism | 3 |
| COM 370 | Special Topics (when topic is "Race, Class, Gender, and Sexuality") | 1-3 |
| EDU/AES 310/ AAS 326 | Race, Class, and Gender in a Color-blind Society | 3 |
| POL 277 | Feminist Political Thought | 3 |
| PSY 265 | Human Sexuality | 3 |
| PSY 244 | Stereotypes, Prejudice, & Discrimination | 3 |
| PSY 330 | Seminar in Gender and Sexuality | 3 |
| SOC 153 | Contemporary Families | 3 |
| SOC 305 | Gender in Society | 3 |
| SOC 309 | Sexuality and Society | 3 |
| SOC 327 | Sociology of Emotion | 3 |
| SOC 347 | Society, Culture, and Sport | 3 |
| SOC 359 | Race and Racism | 3 |
| SOC 360 | Social Inequality | 3 |

## Honors

Highly qualified majors, who have earned an overall GPA of 3.3, with an average of 3.5 on work in WGS, may apply for admission to the honors program in Women's, Gender, and Sexuality Studies. To be graduated with the designation "Honors in Women's, Gender, and Sexuality Studies," the student must present an honors-quality research paper and successfully defend the paper in an oral examination. For additional information, students should consult the department chair.

# Women's, Gender, and Sexuality Studies, Minor

## Requirements

Requires a total of 18 hours.

| Code | Title | Hours |
|---|---|---|
| WGS 221 | Introduction to Women's, Gender, and Sexuality Studies | 3 |
| or WGS 222 | Introduction to Sexuality Studies | |
| Select a minimum of 15 additional hours | | 15 |

If courses not designated WGS are taken, they must be from an approved list on file with the chair of the department; examples of these courses are listed below.

- Students may count no more than 6 hours from their major(s) toward the minor.
- No more than 3 hours may be taken pass/fail.
- No online course taken at institutions other than Wake Forest may count toward the minor.

Students pursuing the minor are encouraged to take WGS 221 in the first or second year prior to taking other 200 or 300 level classes.

## Electives for Women's, Gender, and Sexuality Studies

| Code | Title | Hours |
|---|---|---|
| All courses are subject to approval for the major and the minor. Special Topics courses must be in a relevant area. Additional elective courses may have been approved since publication of this bulletin. The chair of the department maintains a complete list of all official elective courses. | | |
| **Courses in the Humanities** | | |
| ART 351 | Topics in Gender and Art | 3 |
| EAL 241 | Gender and Sexuality in Modern and Contemporary Japan | 3 |
| ENG 340 | Studies in Women and Literature | 3 |
| ENG 344 | Studies in Poetry (when topic relates to WGS) | 3 |
| ENG/AES 357 | Studies in Chicano/a Literature | 3 |
| ENG 371 | American Ethnic Literature | 3 |
| GES 390 | German Women Writers | 3 |
| HST 324 | Fashion in the Eighteenth Century | 3 |
| HST 336 | Gender and Power in African History | 3 |
| HST 337 | Women and Gender in Early America | 3 |
| HST 338 | Sexuality, Race and Class in the United States since 1850 | 3 |
| HST 348 | Samurai and Geisha: Fact, Film, and Fiction | 3 |
| HST 359 | Trans History, Machismo, and Sex Work in Latin America | 3 |
| HST 372 | Queer Public Histories | 3 |
| HST 388 | Nation, Faith, and Gender in the Middle East | 3 |
| HMN 223 | African and Caribbean Literature | 3 |
| HMN 290 | The Humanities through Film, Literature and Media | 3 |
| ITA 335 | Italian Women Writers | 3 |
| ITA 336 | Italian Women and the City | 3 |
| MSC 109 | Gender, Sexuality, and Music | 3 |
| PHI 379 | Feminist Philosophy | 3 |
| REL 318 | Feminist and Contemporary Interpretations of the Bible | 3 |
| REL 345 | The African-American Religious Experience | 3 |
| REL 388 | South Asian Women: Religion, Culture and Politics | 3 |
| SPA 348 | Contemporary Women Novelists and their Female Characters | 3 |
| **Courses in the Social and Natural Sciences** | | |
| ANT/LIN 333 | Language and Gender | 3 |
| COM 318 | Culture and Sitcom | 3 |
| COM 320 | Media Theory and Criticism | 3 |
| COM 340 | Democracy, Slavery and Sex: Emancipation Discourse from the Founding to the Civil War | 3 |
| COM 341 | Class, Race, Sex and War: Emancipation Discourse from the Civil War to the Second Wave of Feminism | 3 |
| COM 370 | Special Topics (when topic is "Race, Class, Gender, and Sexuality") | 1-3 |
| EDU/AES 310/ AAS 326 | Race, Class, and Gender in a Color-blind Society | 3 |
| POL 277 | Feminist Political Thought | 3 |
| PSY 265 | Human Sexuality | 3 |
| PSY 244 | Stereotypes, Prejudice, & Discrimination | 3 |
| PSY 330 | Seminar in Gender and Sexuality | 3 |
| SOC 153 | Contemporary Families | 3 |
| SOC 305 | Gender in Society | 3 |
| SOC 309 | Sexuality and Society | 3 |
| SOC 327 | Sociology of Emotion | 3 |
| SOC 347 | Society, Culture, and Sport | 3 |
| SOC 359 | Race and Racism | 3 |
| SOC 360 | Social Inequality | 3 |

# Other Courses

**ACP 101. Preparing for Academic Competition. (1 h)**
Prepares students for academic quiz competition (quiz bowl) via the study of academic material in history, science, literature, mythology, philosophy, religion, social sciences, fine arts, geography, current events and other fields; via writing questions for academic competition tournaments; and via on-campus competition. May be repeated for a total of 3 hours. Pass/Fail only.

**FYE 101. The College Transition. (1 h)**
Exploration of issues related to academic success, living in community, and wellbeing in the transition to college. Emphasizes principles, understanding, and skills to promote a successful college transition. Pass/fail only. First-year students only.

**FYE 110. Introduction to Mentored Scholarship. (1 h)**
Introduction for first- and second-year students to the scholarship of WFU faculty within a particular college division. Teacher-scholars from different departments and programs will describe what problems excite them, what tools they use, and how students can get involved. Pass/fail only.

**FYS 100. First Year Seminar. (3 h)**
First year seminars are a basic requirement for graduation and are designed to enhance each student's academic and social integration into Wake Forest. They foster intellectual interchange, both written and oral, and encourage examination of opposing viewpoints through reading, writing, and debate of issues in a small group setting. Seminars are offered in most academic departments and programs.

**LIB 100. Academic Research and Information Issues. (1.5 h)**
An introduction to the research process and methods for finding, retrieving and evaluating information in an academic library and through online sources. Encourages the development of the skills, attitudes and abilities essential to the discovery of information and promotes an understanding of how scholarship is produced., valued, and shared. Explores the use of information in creating new knowledge and participating ethically in communities of learning.

**LIB 210. Social Sciences Research Sources and Strategies. (1.5 h)**
This half-semester course helps develop emerging social science scholars through exploring interdisciplinarity; research process; evaluating and citing sources; scholarly conversations; and reflecting on information issues. P - Major in Communication, Psychology, Politics, and International Affairs or prerequisite override required for majors or minors in other social science disciplines.

**LIB 220. Science Research Sources and Strategies. (1.5 h)**
This half-semester course provides students with an understanding of the sources and strategies for doing research in the natural sciences as well as the ethical, legal, and socioeconomic factors that influence scientific information production and dissemination. P—Major or minor in science discipline or prerequisite override required.

**LIB 230. Business and Accounting Research Sources and Strategies. (1.5 h)**
Provides students with an understanding of the sources and strategies necessary for doing research in business and accounting. Topics include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. P-P - Major in BEM, Finance, Accounting or prerequisite override required for majors or minors in other business-related disciplines.

**LIB 235. Research Methods for Entrepreneurs. (1.5 h)**
This course is intended for students pursuing a minor in entrepreneurship or starting their own entrepreneurial project. It will introduce them to research methods and resources appropriate for business planning, including subscription-based resources available through WFU as well as reliable free resources available from governments, public libraries and elsewhere. The class will learn how to assess a potential market during the exploratory phase all the way through evaluating competitors and industry trends for more fully-formed business concepts. Trends in information gathering and information use by entrepreneurs will also be discussed.

**LIB 250. Humanities Research Sources and Strategies. (1.5 h)**
Provides students with an understanding of the sources and strategies necessary for doing research in the humanities (English, classics, humanities, religion, history, philosophy, foreign language, art, music, theatre, dance). Topics include strategies for developing research projects, resources available in each discipline, finding and evaluating sources and interpreting research results. Must be sophomore or above to enroll.

**LIB 260. History of Material Texts, 1500-2000. (1.5 h)**
Introduces issues in the history of the book in the West, from early modern manuscript culture through the beginnings of the digital age. Using materials from ZSR Library's Special Collections, students examine printed texts as objects of study in three major ways: as material artifacts, as vehicles for text, and as social constructs. includes a descriptive bibliography/research paper, hands-on typesetting, printing, and bookbinding projects. For more information contact the Special Collections Librarian, ZSR Library.

**LIB 290. Topics in Information. (1-3 h)**
Intensive look at one or more current topics in information. Course may be retaken for credit if topic varies.

**SPM 201. Basic Athletic Training. (3 h)**
A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

**SPM 302. Advanced Athletic Training. (3 h)**

**WDC 100. Internship. (3-6 h)**
A one semester internship in government, a non-governmental organization, non-profit organization, or business, matching the individual student's interests. Part of the Wake Washington semester program. May be repeated for a maximum of 6 hours.

# Wake Forest University School of Business

In today's fiercely competitive marketplace, you need more than just a degree. Employers are looking for students that can stand out from the crowd and contribute from day one. You'll gain that competitive edge at the Wake Forest University School of Business. As an undergraduate business school student, you'll be exposed to a world of opportunity that will give you the chance to develop the skills and experience that employers are seeking. With classes and activities in the inspiring new Farrell Hall, you'll benefit from team-based learning, professional development, hands-on experience, leadership opportunities and study abroad programs. You'll also receive personal attention and access to some of the best business minds in the country—our faculty and alumni. You will leave the School of Business armed with the practical experience and the business acumen to set you apart from the competition.

The Wake Forest University School of Business offers a Bachelor of Science (BS) degree program for undergraduates.

1. **Accountancy** (ACC) – Prepares students for careers in accounting and consulting firms, investment banks, and other institutions. Provides a foundation for the Master of Science in Accountancy (MSA) degree, which is strongly recommended.
2. **Business and Enterprise Management** (BEM) – Preserves a general business curriculum while allowing students to gain greater depth in a number of specialty areas. Emphasizes development of strong leadership and critical thinking skills, enabling students to pursue management careers in a wide range of fields.
3. **Decision Analytics** - The decision analytics major, offered by the School of Business jointly with the Department of Statistical Sciences, offers technical and quantitative training with a comprehensive business acumen to prepare students for careers that require data analytics-based, advanced quantitative approaches to problem solving. In today's complex global environment, where problems in business, consulting, and public policy are becoming more intricate, the program equips students with the methodology

skills at the interface with business and statistics. The decision analytics major is a STEM-designated (science, technology, engineering, and mathematics) degree program, for international student OPT application purposes.

4. **Finance** (FIN) – Prepares students for careers in financial services, including investment and commercial banking and financial consulting.

# Accreditation

The Wake Forest School of Business is accredited through AACSB International's management accreditation standards as well as its accounting accreditation standards. Accounting accreditation is an elective extension of management accreditation. AACSB International may be contacted at 813-769-6500,

777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602

and at their website (https://www.aacsb.edu). Inquiries should relate only to the accreditation status of the school and not to general admissions information.

AACSB International accreditation represents the highest standard of achievement for business schools and accounting programs, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in business education.

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website https://www.sacscoc.org (https://www.sacscoc.org/).

# Programs

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in:

- Accountancy
- Business and Enterprise Management
- Decision Analytics (offered jointly with the Department of Statistical Sciences)
- Finance

and additional programs in:

- Accountancy minor
- Certificate in Actuarial Science

and four graduate degree programs:

- Master of Science in Accountancy (MSA)
- Master of Science in Management (MSM)
- Master of Business Administration (MBA)
- Master of Science in Business Analytics (MSBA)

When taken in conjunction with the School of Business's undergraduate degrees (Accountancy or Finance), the MSA degree requires only one additional year of study.

# Programs

## Majors

- Accountancy, B.S.
- Business and Enterprise Management, B.S.
- Decision Analytics, B.S.
- Finance, B.S.

## Minors

- Accountancy, Minor

## Certificates

- Actuarial Science Certificate

## Courses

*Enrollment in undergraduate Business School courses including ACC, FIN, and BEM, is restricted to business majors only. This does not include those courses required for admission, ACC 111 and BEM 201.*

*In cases where additional seats may be available, non-business majors who meet the necessary prerequisites may register for courses by obtaining permission from the program.*

## Accountancy (ACC)

**ACC 110. Introduction to Financial and Managerial Accounting. (3 h)**
Basic Accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors and managers of business enterprises. Open only to Juniors and Seniors not majoring in the Schools of Business. Cannot be substituted for Accounting 111.

**ACC 111. Introductory Financial Accounting. (3 h)**
The overall goal of this course is to provide students with an introduction to the theory and procedures underlying financial accounting and reporting. The fundamentals of financial statement analysis will be introduced in an effort to emphasize what the numbers in these financial statements mean and why they matter. Areas of emphasis include the preparation of and theoretical foundation for the financial statements (i.e., the income statement, the balance sheet, the statement of retained earnings, and the statement of cash flows), the accounting process, and the measurement and reporting of cash, receivables, inventory, property, plant, and equipment, intangible assets, short- and long-term liabilities, and stockholders' equity. P-Sophomore standing.

**ACC 211. Intermediate Accounting I. (4 h)**
Study of the conceptual framework underlying financial accounting in the United States as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, and equipment, and intangible assets are also examined. P-minimum of C in ACC 111.

**ACC 212. Intermediate Accounting II. (4 h)**
Examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, stockholders' equity, dilutive securities and earnings per share, income taxes, pensions, and postretirement benefits, leases, financial statement errors, and the statement of cash flows. P-Minimum of C in ACC 211.

**ACC 221. Introductory Management Accounting. (3 h)**
Study of the concepts fundamental to management accounting which aid in decision-making, performance evaluation, and planning and control. The topics covered include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P-Minimum of C in ACC 111.

**ACC 237. Taxes and Their Role in Business and Personal Decisions. (3 h)**
Review of legal and accounting concepts associated with the federal taxation of personal income. Topics examined include the regular and alternative minimum tax models as well as gross income, capital gains, property transactions, deductions, and credits. P- Minimum of C in ACC 111 or prerequisite override required.

**ACC 311. Advanced Financial Accounting. (3 h)**
A comprehensive study of business combinations, the equity method of accounting for investments in common stock, and consolidated financial statement preparation. Also covered are accounting theory as applied to special problems such as accounting for partnerships and international accounting issues including foreign currency financial statement translation. In addition, government and nonprofit accounting are introduced in this course. P-ACC 211 and 212 with a grade of C or better.

**ACC 321. Accounting for Managerial Decision Making. (3 h)**
Provides students with advanced exposure to topics in cost structure management, planning, control, and decision making. Primary emphasis is placed on developing students' appreciation for how financial modeling and strategic analysis work together in unified decision making. To develop students as financial leaders, the foundation of the course will be the Information Value Chain promulgated by accounting academic researchers (e.g. Blocher 2009) and accounting practitioner organizations (Institute of Management Accountants). P-ACC 221 with a grade of C or better.

**ACC 351. Accounting Information Systems. (3 h)**
Study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is on the necessary controls for reliable data. P-BEM 251, and a minimum of C in ACC 211; or prerequisite override required.

**ACC 352. Introduction to Auditing. (3 h)**
Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. P-minimum of C in ACC 211; C-ACC 351; or prerequisite override required.

**ACC 378. Individualized Reading and Research. (1-3 h)**
Directed study in specialized areas of accountancy. P-Prerequisite override required.

**ACC 390. Professional and Ethical Responsibilities of Accountants. (1.5 h)**
This course begins the process of moving students along a continuum from student to emerging accounting professional. Students develop an understanding of the accounting profession's broad societal purposes, as well as its ethical and professional standards and practices, along with an understanding of their various responsibilities as professional accountants - to the profession, to their clients, and to the public at large. Students reflect on the meaning and demands of professional accounting practice so as to develop an emerging professional identity consistent with the profession's broad purposes and ethical standards and practices. P-Senior standing or prerequisite override required.

**ACC 391. Professional Accounting Internship. (3 h)**
Professional accounting field work, under the direction of a faculty member. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework. Pass/Fail. P-ACC 390. C-ACC 392.

**ACC 392. Professional and Ethical Responsibilities of Accountants - Internship Practicum. (1.5 h)**
Students apply, reinforce, and extend the themes and topics of ACC 390 in the context of a professional accounting internship. P-ACC 390 (Not open to students who have taken ACC 393)

**ACC 393. Professional and Ethical Responsibilities of Accountants - Case Study Practicum. (1.5 h)**
Students use a combination of historical and fictional case studies to apply, reinforce, and extend the themes and topics of ACC 390. P-ACC 390 (Not open to students who have taken ACC 392)

# Business (BUS)

**BUS 101S. Introduction to Business Software. (1.5 h)**
Provides students with basic skills in business software. Focuses on software for presentations, spreadsheets, and databases. In addition, students are familiarized with databases provided through the library and through the Internet that facilitate their ability to do research. This course does not count towards a School of Business degree. Summer only.

**BUS 111. Professional Life Skills. (1.5 h)**
Provides students with the basics of managing their personal finances and employee benefits. Focuses on topics such as: personal banking and budgeting fundamentals; individual credit and tax issues; employee investment and insurance options; and home rental or purchase considerations. Open to School of Business and non-School of Business students. Does not count towards a School of Business degree. Pass/Fail only.

**BUS 131. Personal Finance for Everyone. (3 h)**
This course is designed to set students with no required previous financial knowledge on a path to a life of financial empowerment and freedom. The course covers financial planning, budgeting, credit cards, investing, income taxes, financial markets, insurance, purchasing a home or car, estate planning and many other critical financial issues. The course emphasizes current relevant laws and regulations, construction of detailed models, and relevant research. Open to all Wake Forest students. Does not count toward a School of Business major or concentration.

**BUS 181. Field Study. (1 h)**
Directed field study in specialized areas of business. Does not count towards a School of Business degree. Pass/Fail only. Limit of 2. P-Prerequisite override required.

**BUS 203. Cooperative Education Practicum I. (3 h)**
Provides students an opportunity to combine an on-the-job career learning experience with the related academic coursework that forms the foundation of the total educational experience in the School of Business. The CEPI course allows students, through an approved internship, to apply the skills and knowledge gained in their degree program. Pass/Fail only. P-Prerequisite override required. Summer term only.

**BUS 204. Cooperative Education Practicum II. (3 h)**
Provides students an opportunity to combine an on-the-job career learning experience with the related academic coursework that forms the foundation of the total educational experience in the School of Business. The CEPII course allows students, through an approved internship, to apply the skills and knowledge gained in their degree program. Pass/Fail only. P-Prerequisite override required. and BUS 203. Summer term only.

**BUS 281. Individual Reading & Research. (1-3 h)**
Directed study in specialized areas of business. P-Prerequisite override required.

**BUS 295. Summer Management Program. (8 h)**
A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. Special application and admission procedures. Does not count towards a School of Business major. Pass/Fail only. Offered only in the summer and open to all majors. Students may not receive credit for both BUS 295 and BUS 297.

**BUS 297. SportsBIZ. (6 h)**
Study of the concepts, operations, and management principles associated with the sports industry. Students are introduced to such areas as the foundation of sports management, sociology of sports, sports marketing, psychology of coaching, sports economics and finance, ethics in management of sports organizations, legal issues in sports management, athletics administration, facilities management, and the strategic management of sports organizations. Students may not receive credit for both BUS 295 and BUS 297. Pass/Fail only. Offered only in the summer with preference given to first-year students.

**BUS 350. General International Elective. (1-3 h)**

# Business and Enterprise Management (BEM)

**BEM 201. Quantitative Analysis I. (3 h)**
Emphasizes the understanding and application of quantitative tools used in the business decision-making process. Issues covered include collection and presentation of data, sampling, and inferences. P-ACC 111 with a C or better and sophomore standing; or prerequisite override required. (QR, QDA)

**BEM 202. Quantitative Analysis II. (3 h)**
Emphasizes the understanding and application of quantitative tools for analysis and managerial decision-making. Topics include such statistical tools as Chi-Square methods, analysis of variance and regression, and correlation analysis. Management science tools include statistical decision theory and some deterministic optimization models such as linear programming and its various extensions. Application of these methods to the analysis of decisions from various functional areas of business is an important component of the course. P- BEM 201.

**BEM 211. Organizational Behavior. (3 h)**
This survey course provides a broad overview of several evidence-based theories and frameworks of organizational behavior (OB) at the individual, group and organizational levels of analysis that can be applied to help identify, diagnose and provide solutions to important organizational challenges. In this way, students will gain the requisite knowledge and skills necessary to become more effective working professionals. P- or C- (For BEM majors only) BEM 287.

**BEM 221. Principles of Marketing. (3 h)**
Investigates the means by which firms create, maintain, and improve relationships with customers through the development of strong brands and effective marketing programs. Emphasizes the application, rather than the acquisition, of marketing knowledge. Explores how the four Ps-product, price, place, and promotion-can be used to solve problems, exploit opportunities and meet challenges in the global marketplace. Discussions, cases, objective tests, in-class exercises and a marketing campaign project are among the instructional methods used. P-ECN 150, ACC 111, or prerequisite override required.

**BEM 241. Productions and Operations Management. (3 h)**
Introduces the basic concepts of operations strategy and operations planning in support of the business strategy of the firm. Topics include: operations strategy, quality management, project planning and control, capacity planning, location, layout, demand forecasting, supply chain management, aggregate planning, production scheduling, and inventory systems. P-BEM 201; STA 112 for MBU majors.

**BEM 251. Management Information Systems. (3 h)**
Introduction to the business issues associated with information systems, designed to provide a broad perspective for utilizing and managing an organization's information resources. Frameworks are presented for understanding the placement and relationship of different types of information systems within an organization. Includes an overview of computing technology currently used in business organizations, techniques for developing and implementing information systems, advanced applications of information technology, and the strategic implications of information systems and technology for business.

**BEM 261. Legal Environment of Business. (3 h)**
Study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is on how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes an overview of private law topics (such as torts, contracts, and agency) and public regulation of the employment relationship, the competitive marketplace and the environment. P- ACC 111.

**BEM 287. Professional Development Workshop Series A. (1.5 h)**
Enhances students' career-building skills through a series of workshops designed to address specific dimensions of professional development and career management. Students select from a menu of opportunities available during their first year in the management program, content varies. Pass/Fail only. P- Admission to the School of Business and the BEM major.

**BEM 312. Human Resource Management. (3 h)**
Focuses on important human resources management (HRM) skills that are frequently used by general managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of general managers' HRM responsibilities, and skilled in HRM applications as prospective managers. P- BEM 211.

**BEM 315. Managing in a Global Context. (3 h)**
Focuses on professional effectiveness in a global setting, whether in a global company, leading a global team, or doing business abroad. Emphasis is on cross-cultural differences and their impact on the conduct of business. Conducted in a seminar format, the course examines the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and employee behavior. P-BEM 211 or prerequisite override required.

**BEM 316. Leading in Nonprofit Sector. (3 h)**
Explores the role of nonprofit organizations (churches, schools, civic organizations, health clinics, etc.) and examines how to effectively lead them. Basic knowledge areas of responsibility in nonprofit organizations (i.e. legal classifications and issues, recruiting and managing volunteers, community development, fundraising, board development and ethical concerns) are covered. Pertinent leadership theories and issues addressed. One half of the available seats are open to non-School of Business majors. P-Junior or senior standing.

**BEM 318. Calloway Leadership Experience. (3 h)**
Explores the history, art, science and practice of leadership in organizational settings. Focuses on theories and contemporary applications of such issues as change, vision, communication, coaching, followership, and motivation. The experience will capitalize on liberal arts background, previous business courses and students' practicum experience to demonstrate practical leadership insights. Emphasis will be placed upon merging theory and practice using experiential learning to prepare students to excel in leadership positions in their organizations and communities. P - Senior standing and BEM 287.

**BEM 322. Global Marketing Strategy. (3 h)**
Builds on BEM 221 to explore strategic issues in the global marketplace in greater depth through intensive examination of cases from consumer and industrial markets; product and service businesses; and for-profit and nonprofit organizations. Analyzes social, cultural, economic, legal, and political factors present in the global marketplace and their impact on planning and implementing marketing strategy. Focuses on building analytical and decision-making skills. Objective is to ensure students understand the key role of marketing strategy in achieving and maintaining competitive advantage in an ever-changing, increasingly complex global business environment. P-BEM 221.

**BEM 323. Selected Topics in Marketing. (3 h)**
Identifies the most current marketing topics and practices in the dynamic global marketplace and covers them in detail. Focuses on the application of leading-edge concepts and ideas in the creation of superior marketing strategies. Seminar approach requires active student participation in the identification, elaboration, and discussions of course material. P-BEM 221.

**BEM 324. Marketing Research. (3 h)**
Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P- BEM 201 and 221.

**BEM 325. Consumer Behavior. (3 h)**
Focuses on understanding the customers/consumers/buyers/clients/patients/patrons without whom marketing and business cannot survive. Examines consumer motivations, influences, decision-making processes and behaviors as they relate to the development of competitive marketing strategy. Discussions, mini-cases, in-class exercises, and a project are among the instructional methods used in the course. P- BEM 221 or prerequisite override required.

**BEM 326. Brand Management and New Product Development. (3 h)**
Provides students with a unique insight into the role of a brand manager charged with identifying and implementing strategies to measure, manage and build brand equity over time. Special emphasis will be placed on identifying new sources of profitable growth while enhancing brand equity through strategic new product development. A team-based approach is utilized and supported by lectures, case studies, guest speakers, and a semester-long brand equity assessment/new product development project. P-BEM 221.

**BEM 327. Marketing Communications. (3 h)**
Designed for students whose career plans involve making strategic marketing decisions. Emphasizes ways to foster relationships with consumers by establishing a dialogue through advertising, consumer and trade promotions, the Internet, direct mail, publicity, packaging, point of sale material and event sponsorship. Discussions, cases, in-class exercises, oral presentations, and a marketing communications campaign project are among the instructional methods used in the course. P-BEM 221.

**BEM 328. Sports Marketing. (3 h)**
Focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer; marketing and media; advertising and communication; promotion and special events; licensing; and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and the impact of technology on sports are covered. P- ECN 150 or equivalent.

**BEM 329. Marketing Analytics. (3 h)**
This course will cover the principles and strategic concepts of marketing analytics, a high-growth area that uses quantitative strategies, resource allocation decisions, and return on marketing investment (ROMI). Topics may include forecasting and positioning; predictive analytics; customer profitability; digital and social media analytics; and resource allocation. P - BEM 201, 221.

**BEM 330. Digital Marketing. (3 h)**
This course will provide an introduction to digital marketing, and it will develop strategic thinking that takes into account brand development and marketing analytics. This course will explore and develop various digital marketing channels and strategies, skills to think strategically and to plan strategically, and how to build strategic processes that are effective in the fast-paced digital environment. P-BEM 221.

**BEM 332. Financial Statement Analysis. (1.5 h)**
This course is intended to present you with a framework for using financial and market information to analyze a business and assess its potential market value. The focus will be on the information included in a firm's financial statements and the accompanying notes, however you will also consider how other available information is relevant to this analysis. Throughout the semester we will examine (i) how to analyze and assess a company's business strategy, (ii) how to interpret and analyze differences in firm-specific application of accounting techniques, (iii) how to analyze financial data in a systematic and logical method, (iv) techniques for forecasting financial information, and (v) techniques for equity valuation. These components will then be pulled together into a comprehensive framework for evaluating a business focusing on the available financial information. P- FIN 231; BEM 201 or prerequisite override required.

**BEM 342. Project Management. (1.5 h)**
With today's problems being increasingly more complex, this course offers an important skill set addressing these problems by covering concepts and issues important in effectively managing projects. Some of the topics are project selection, project planning, resource allocation, project control, project auditing, as well as team creation and team leadership. Upon completion of this course, students will have an understanding of the challenges and opportunities involved in project management. They will also understand the types of decisions involved in effectively completing a project meeting stakeholders' expectations, on time, and within budget. P- BEM 201 or prerequisite override required.

**BEM 362. Contemporary Issues in Law and Public Policy. (3 h)**
In a seminar setting, the course explores emerging topics that have the capacity to affect the marketplace in significant ways. flowing naturally from previous law-oriented classes, it provides the opportunity for students to delve more deeply and critically into the actual policies that give rise to legislation, case precedent, and regulation. As such, the course encourages strategic thinking about decision-making in a complex, ever-changing business environment. P-BEM 261.

**BEM 365. Ethics and Business Leadership. (3 h)**
An interdisciplinary exploration of ethics applied to business. Lectures, readings, and case-based approach introduce the necessary background information. Examples of ethical and unethical situations are used to develop an understanding of how an efficient and effective business can also be ethical. P- Junior or senior standing.

**BEM 371. Strategic Management. (3 h)**
Focuses on the derivation of competitive advantage and sustainable, superior performance by organizations. Emphasizes the shape, character, and overall direction of the total enterprise, and the activities of managers who are responsible for achieving strategic coordination and coherence across functions and divisions. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the basis upon which the firm should compete, formulating and implementing integrative action plans, and strategic leadership. Strategy analysis frameworks are applied to situations including for-profit and nonprofit organizations, diversification, global strategy, and strategic change. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P-(all majors) BEM 211, 221 and FIN 231. P or C-(all majors) BEM 241. P-(BEM majors only) BEM 287, 389. C – BEM 388.

**BEM 372. Strategic Management in Entrepreneurial Firms. (3 h)**
Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is placed on applying principles of competitive analysis and strategic planning using case studies of startups, fast-growth firms, young firms in rapidly changing industries, firms confronting early organizational life cycle problems, and new ventures seeking to expand internationally. Unique strategy issues confronted by new ventures and by firms operating in electronic commerce, technology, and other fast-paced industries will be considered. This is a discussion-oriented class in which principles of strategic management are applied to complex case studies. P (All majors)-BEM 211, 221, and FIN 231. P or C-BEM 241. P-(BEM majors only)-BEM 287 and BEM 389. C – BEM 388.

**BEM 373. Strategy Games. (3 h)**
Provides an introduction to game theory and strategic thinking in a business context. Students will develop skill in formulating simultaneous and sequential game decisions and thinking ahead to endgame outcomes. Through a series of cases and exercises, students will gain experience recognizing the different types of strategic moves, implementing credible commitments and threats, and appreciating optimal mechanism design as a mode of analysis for changing the structure of tactical games. P-Only open to School of Business majors.

**BEM 375. Contemporary Issues in Business and Foundations of Capitalism. (3 h)**
Explores contemporary business issues such as corporate social responsibility, government regulation of business, health care and/or tax policy implications for business, stakeholders versus stockholders, and sources of economic development in less-developed nations. To do so we examine the foundations of capitalism its moral and intellectual underpinnings, the principal arguments that challenge and support capitalism and free markets, and the obligations of free institutions in society. This will be accomplished by reading a combination of novels, the work of leading political economists who have shaped generations of thinking at the highest levels of government and academia about capitalism, economics and free markets and recently-published works by business and political leaders.

**BEM 376. Introduction to Consulting. (1.5 h)**
This course is designed to expose you to the consulting mindset and the typical phases of a consulting engagement – selling a project, defining the problem/objective, gathering data, analysis, diagnosing solutions, and implementing recommendations. Effort will be placed on developing proficiencies in a range of skills required to practice consulting –e.g., critical thinking; data analysis; communication; relationship management; and the advanced use of software tools.

**BEM 377. Entrepreneurship. (3 h)**
Exposes students to multiple facets of entrepreneurship and teaches about creating new ventures in a very hands-on fashion. A broad range of ideas, readings, and cases enable students to understand the ambiguous and highly-charged environment of entrepreneurship, the contribution of entrepreneurial endeavors to business and society, and the characteristics of successful new venture startups. Focuses on three areas that define successful entrepreneurial pursuit of new for-profit, non-profit, and social enterprise initiatives: recognizing opportunity, management, and assembling resources. The completion of a team-based business plan for a new venture is usually required. Guest speakers present their views of entrepreneurial organizations based on real-world experiences- startup, financing, legal, transition, failure, etc. P-BEM 211, 221, and 231, or prerequisite override required.

**BEM 380. Finding Your Personal Value Proposition. (1-3 h)**
An examination of selected topics in business. May be repeated if course title differs.

**BEM 381. Individualized Reading and Research. (1-3 h)**
Directed study in specialized areas of business. P-Prerequisite override required.

**BEM 382. Management in the Visual Arts. (3 h)**
Provides art students with the skills, experiences, and frameworks for understanding the role that the visual arts play within the national and international economy. Also listed as ART 297. P-Junior or senior standing and prerequisite override required.

**BEM 383. Seminar in Negotiations. (3 h)**
Focuses on the process of conducting successful negotiations in a business setting. Introduces concepts, theories, and analytical frameworks that underlie common negotiation techniques. Practical skills are emphasized through negotiation exercises and the analysis of contemporary business situations. Lectures, discussions, and role plays are among the instructional methods used. P- Senior status or prerequisite override required.

**BEM 384. Design-Thinking and High-Performance Teams. (3 h)**
In this experiential class, we study the evolution of high-performance teams in design-thinking environments. At its core, design thinking is an approach to innovative problem solving that balances art, science, and business perspectives in realistic and highly impactful ways. In this course we develop the ability to participate in and lead high-performance teams within a design-thinking environment. The course involves an action-learning project that applies the perspectives of anthropology, history, political science, communication, and psychology, among others, in solving a real-world problem. Also listed as ENT 384.

**BEM 386. Selected Topics in Real Estate. (1.5 h)**
Examines the most pertinent topics in real estate. Focuses on subjects such as ownership and interest, the legal aspects of real estate, real estate finance and real estate trends. P-Senior standing and prerequisite override required.

**BEM 388. Management Simulation. (1.5 h)**
Designed to integrate the functional areas of business through the use of an experiential simulation that requires students to draw on their learning from previous courses in operations, marketing, finance, human resource management, information systems, and strategic management. Students are organized into cross-functional management teams, and the teams are required to make plans for a business enterprise operating in a competitive environment, to make critical managerial decisions in response to real-world situations that arise, and to present their work to a faculty committee. P-Senior standing and BEM 211, BEM 221, BEM 241, BEM 251, and FIN 231; C-BEM 371 or 372 (MBU majors are exempt from strategy requirement).

**BEM 389. Management Internship. (3 h)**
The internship is a supervised learning experience that applies business coursework to an actual work environment for academic credit. The internship is subject to approval and consists of both academic and on-the-job learning components. P- Acceptance as a BEM major and completion of 15 hours of Calloway credit which must include BEM 211 and 287.

**BEM 391. Global Business Studies. (3 h)**

**BEM 392. Seminar in Decision Analytics. (3 h)**
Provides decision analytics majors with a forum where they can actually see how the mathematical, statistical, and computer techniques can be brought to bear on many business problems in a variety of business functions. Emphasis is more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details. Critical and reflective thinking about models and translation of their results into management action that will add value to a process, or a system is a major objective. Another objective of the seminar is to foster group work and the sharpening of presentation skills. P-BEM 211, 221, 241, FIN 231, MTH 253, STA 112 and STA 363.

**BEM 393. Principles of Risk Management. (3 h)**
Intended to assist students in identifying and analyzing risk and in managing it through a variety of mechanisms. Techniques such as loss control, risk retention, and risk transfer are discussed. This course also includes professional risk management field work, under the direction of a faculty member. Students will gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is on analysis, decision-making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. P-Junior or senior standing and prerequisite override required.

# Finance (FIN)

**FIN 203. Applied Quantitative Analysis for Finance. (3 h)**
Provides the basic mathematical and statistical tools needed for the study of applied finance. Topics: multiple regression, analysis of residuals and F-tests; analysis of time-series data; risk, preference and utility theory; stochastic processes; and applied optimization. P-BEM 201 and FIN 231 with a C or better; C-FIN 232; or prerequisite override required.

**FIN 231. Principles of Finance. (3 h)**
Survey course examining the fundamentals of financial decision-making and including topics such as the time value of money, security valuation (corporate debt and equity pricing), risk and return, financial statement analysis, capital budgeting, and the cost of capital. Financial decision-making is developed within the context of domestic and international institutions and markets. P-ACC 111, and ECN 150.

**FIN 232. Intermediate Finance. (3 h)**
Required for all finance majors and is intended as preparation for upper level electives. It provides an examination of financial decision-making under uncertainty stressing practical applications of technology. Topics include yield curves and interest rate risk; the uses and risks of derivative securities; capital structure and the impact of leverage; statistical estimation of the cost of capital for the firm and its projects; financial statement forecasting (pro forma); and discounted cash flow valuation of the firm. The course incorporates electronic spreadsheet applications (Excel) in problem solving, statistics and financial modeling. P-BEM 201 and FIN 231 with C or better; C-FIN 203; or prerequisite override required. (ACC majors are exempt from Applied Quantitative Analysis requirement).

**FIN 233. Equity Investments. (3 h)**
The Equity Investments course exposes students to equity research, portfolio formation and analysis, equity security valuation, and stock selection for portfolio construction. The course uses accounting, fundamental analysis and a discounted cash flow framework to value equity securities. P-FIN 203 and FIN 232 with a C or better. May be taken as a co-requisite with FIN 203 and/or FIN 232 with prerequisite override required.

**FIN 234. International Finance. (3 h)**
The course examines the impact of international financial economics on markets and the management of both domestic and multinational firms. Emphasis is placed upon institutional and environmental factors influencing trade, foreign exchange, and capital acquisition and allocation. P-FIN 203 and FIN 232 with a C or better; or prerequisite override required.

**FIN 235. Selected Topics in Finance. (3 h)**
Identifies the most current topics and practices in the dynamic global financial industry and covers them in detail; may also explore a more narrow finance topic in depth. Focuses on the application of leading-edge concepts and ideas in the financial services and/or banking industries. A seminar approach requires active student participation in the identification, elaboration and discussion of course materials. Oral and written skills are emphasized. P - FIN 203 and FIN 232 with a C or better. May be taken as co-requisite with FIN 203 and/or FIN 232 with prerequisite override.

**FIN 236. Private Equity. (3 h)**
Covers the full life cycle of private equity. The course covers buyout, venture capital and growth capital investing, both from an investing and managerial point of view. While being relevant to students interested in becoming private equity professionals, the course is also applicable to those who might interact with private equity firms from the view of being an investment banker, a funding source, a participant in acquisitions or divestitures (such as a seller or management partner) or as an institutional investor in private equity funds. P - FIN 203 and FIN 232 with a C or better; or prerequisite override required.

**FIN 237. Financial Markets and Institutions. (3 h)**
The course provides students with an understanding of the structure and functioning of US and international financial markets. Topics covered in the class: banking theory, the roles of traditional and non-traditional financial intermediaries, the impact of securitization, international financial competition, financial system stability and financial regulation. P-FIN 203 and FIN 232 with a C or better; or prerequisite override required.

**FIN 238. Financial Modeling. (3 h)**
This course is intended to strengthen your knowledge in Finance and provide you with practical skills for implementing financial models in a spreadsheet. While the specific tool used in this class is Microsoft Excel, the techniques can be generalized and applied to various implementation tools. The subject matter is a blend of Corporate Finance and Investments with a heavier weighting placed on Corporate Finance.

**FIN 239. Financial Data Analytics. (3 h)**
This course serves as an introduction to many aspects of financial technology and data. Topics include machine learning, data visualization, Excel pivot tables and dashboards, monte carlo simulation, encryption, safety and ethics when working with financial data, Python, and introductions to traditional programming languages. Students will become familiar with and use Bloomberg terminals, Excel, Python, Morningstar, and Crystal Ball to analyze, visualize, and manipulate data. Students will apply these skills to work with real world financial data solving problems they are likely to see outside of the classroom. P-FIN 203 and 232 with a C or better; or prerequisite override required.

**FIN 333. Advanced Finance. (3 h)**
Focuses on maximizing the firm's market value in a dynamic environment by exploring the interplay between (a) its operating and strategic decisions, (b) the evaluation of the firm and its strategies by the investment community, and (c) the functioning of capital markets and economies within which the firm operates. The course integrates results from relevant research with the effective practice of financial management by business professionals. P - FIN 203 and FIN 232 with a C or better, or prerequisite override required.

**FIN 334. Blockchain and Cryptoassets. (3 h)**
This course provides an introduction to blockchain and cryptoassets. We begin by discussing Bitcoin, clarifying the innovation that it provided but also highlighting why it performs poorly as a payment system. We then discuss Ethereum and smart contracts. We clarify both new opportunities and new difficulties that arise when a blockchain allows for processing of smart contracts. We conclude by discussing more recently launched blockchains such as Cardano and Algorand. P-FIN 203 with a C or better and FIN 232 with a C or better.

**FIN 335. Financial Derivatives. (3 h)**
Explores the pricing and uses of derivatives; the role of market participants; how market structures and practices facilitate risk transfer; and the uses of derivatives for hedging. Covers futures/forwards, options, and swaps, the three most important types of financial derivatives. P-FIN 203 and 232 with a C or better; or prerequisite override required.

**FIN 336. Fixed Income and Financial Engineering. (3 h)**
Provides an introduction to interest rate risk management, the nature of fixed income markets, the structure and underlying economic rationale for various structured products including collateralized debt obligations, and the role of financial engineering in fixed income markets and risk management. P-FIN 203 and 232 with a C or better; or prerequisite override required.

**FIN 338. Real Estate Finance. (3 h)**
Focuses on concepts and techniques used to value and finance income-producing property investments. Provides students a critical perspective for making financial decisions about real estate. The nature of real estate risk, at both the level of the individual project and the investment portfolio. Class sessions will rely on case discussions as we consider how economic characteristics of the property and the local market, motives of different actors, and institutional arrangements interact to shape decision-making in real estate. P-FIN 203 and 232 with a C or better; or prerequisite override required.

**FIN 381. Individualized Reading and Research. (1-3 h)**
Directed study in specialized areas of finance. P-Prerequisite override required.

# Faculty

**Sisel Distinguished Dean** Charalambos L. Iacovou
**Vice Dean of Faculty** Michelle Roehm
**Associate Dean of the Undergraduate Program** Kenny Herbst
**Associate Dean of the Master of Science in Management Program** Norma R. Montague
**Associate Dean of MBA Programs** Timothy R. Janke
**Assistant Dean of MBA Programs** Mark Johnson
**Associate Dean of Analytics Programs** Jeffrey D. Camm
**Dale K. Cline Associate Dean for Accountancy** Mark Evans
**F. M. Kirby Chair in Business Excellence and Professor** Charalambos L. Iacovou
**J. Tylee Wilson Chair in Business Ethics and Professor** Sean T. Hannah
**John B. McKinnon Professor** Ron L. Thompson

**Inmar Presidential Chair in Business Analytics and Professor** Jeffrey D. Camm
**David C. Darnell Presidential Chair in Principled Leadership and Professor** Derek R. Avery
**Kemper Professor in Business** J. Kline Harrison
**Delmer P. Hylton Professor of Accountancy** Jonathan E. Duchac
**C. C. Hope Chair of Financial Services and Law and Professor** Steve H. Nickles
**Thomas S. Goho Chair in Finance and Professor** Ajay Patel
**Thomas H. Davis Chair in Business and Professor** Haresh Gurnani
**Thomas K. Hearn, Jr. Professor in Finance** Robert C. Nash
**Sisel Faculty Professor** Pat H. Dickson
**Peter C. Brockway Chair of Strategic Management and Professor** Michelle Roehm
**Benson Pruitt Professor of Business** Sherry E. Moss
**Thomas W. Smith Presidential Chair in Business Ethics and Professor of Economics** James R. Otteson
**Professors** S. Douglas Beets, Frederick H. deB. Harris, James A. Narus, Scott M. Shafer, Julie H. Wayne, G. Page West III
**Teaching Professors** William L. Davis, Mark Johnson, Deon Strickland
**Executive in Residence and Adjunct Professor of the Practice** Peter Brockway
**Adjunct Professors** Dan Fogel, Michael French, Joe Mazzola, Steve Powell
**AT&T Faculty Fellow and Associate Professor** Gordon E. McCray
**James Farr Faculty Fellow and Associate Professor** John Sumanth
**Sisel Faculty Fellow & Associate Professor** Kenny Herbst
**Wall Street Partners Fellow and Associate Professor** Bill Marcum
**Associate Professors** George R. Aldhizer III, Terry A. Baker, Derrick S. Boone, Holly H. Brower, Thomas G. Canace, Anna Cianci, Lisa Dragoni, Mark E. Evans, Jai Li, Patrick R. McMullen, Norma R. Montague, Jonathan P. Pinder, Michelle D. Steward, Ya-Wen Yang
**John Hendley Fellow & Associate Teaching Professor** Matthew T. Phillips

**Associate Teaching Professors** Anthony Amoruso, Phil Anderson, Tonya Balan, Chris Smith, Brian Young
**Adjunct Teaching Professor** Barbara Prestwood
**Assistant Professors** Jiaru Bai, Kenneth D. Ford, Philip Howard, Lauren Reid, Stephan Shipe, Carolina Salge
**Adjunct Assistant Professor** Ben Grannan
**Professors of the Practice** Tom Aleman, Roger L. Beahm, Timothy R. Janke, Benjamin T. King, Martin Malloy, Amy Wallis, James B. Willis
**Associate Professors of the Practice** Susan I. Langlitz, Denis Maier
**Adjunct Professors of the Practice** Michael Ames, Bob Fly, Robert Gemmell, Jason Goddard, Zachary Hartsell, Sobia Hussaini, Ged King, Deron Mabe, Brian McKay, Shannon McKeen, Peter Mitchell, Michael Travis, Scott Warfield, Pete Woods
**Visiting Professors of the Practice** Ann Bliss, John Butler, Andrew Jarachovic
**Visiting Associate Professor of the Practice** Whitney Simpson
**Visiting Assistant Professor** Megan Regan
**Visiting Assistant Professor of the Practice** John Karabelas
**Visiting Assistant Teaching Professor** Ali Zeytoon-Nejad
**Affiliate Professor of the Practice** Jon Clift
**Adjunct Instructors** Vern Scoggins
**Affiliate Instructor** Ian Taplin
**Senior Lecturer** J. Bren Varner
**Adjunct Senior Lecturer** Ben Baker
**Lecturer** Pete Brewer, Jennifer Hudson
**Adjunct Lecturer** Thad Lewallen, Paula Payton

# Accountancy, B.S.

## Requirements

The School of Business' separate accounting accreditation through AACSB International requires that the School establish a separate statement of mission for its accountancy program complementary to the School's basic mission statement provided. Accordingly, the mission and values of the School's accountancy program are as follows:

> The mission of the Wake Forest accountancy program is to enhance business, society, and the accountancy profession through our teaching and scholarship. We value: an environment that promotes thoughtful reflection and a high level of face-to-face interaction; intellectual curiosity, including a passion for the study of business; teaching excellence; challenging academic standards consistent with high-quality students; the creation and dissemination of knowledge; honor, integrity, and respect for the ethical and legal foundations of the accountancy profession; and strong relationships with alumni, recruiters, and other members of the accountancy profession.

The accountancy program includes both the baccalaureate consisting of 54.5 hours and the master's program. Students who major in either accountancy or finance (FIN-M) at the baccalaureate level may apply for admission to the MSA program during their junior year (see MSA Program Admissions). The coursework, combined with the opportunity to complete a professional internship, provides students with a solid foundation in the concepts, principles, and practices of accountancy and business.

Requires the following courses:

| Code | Title | Hours |
|---|---|---|
| **Prerequisites for Admission** | | |
| ACC 111 | Introductory Financial Accounting | 3 |
| BEM 201 | Quantitative Analysis I | 3 |
| ECN 150 | Introduction to Economics | 3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| or MTH 112 | Calculus with Analytic Geometry II | |
| ACC 111 and BEM 201 count toward Core Requirements | | |
| **Core Requirements** | | |
| ACC 221 | Introductory Management Accounting | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |
| BEM 241 | Productions and Operations Management | 3 |
| BEM 251 | Management Information Systems | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 371 | Strategic Management | 3 |
| or BEM 372 | Strategic Management in Entrepreneurial Firms | |
| BEM 388 | Management Simulation | 1.5 |
| FIN 231 | Principles of Finance | 3 |
| **Required Major Courses** | | |
| ACC 211 | Intermediate Accounting I | 4 |
| ACC 212 | Intermediate Accounting II | 4 |
| ACC 237 | Taxes and Their Role in Business and Personal Decisions | 3 |
| ACC 351 | Accounting Information Systems | 3 |
| ACC 352 | Introduction to Auditing | 3 |

| | | |
|---|---|---|
| ACC 390 | Professional and Ethical Responsibilities of Accountants | 1.5 |
| ACC 392 | Professional and Ethical Responsibilities of Accountants - Internship Practicum | 1.5 |
| or ACC 393 | Professional and Ethical Responsibilities of Accountants - Case Study Practicum | |
| FIN 232 | Intermediate Finance | 3 |

ACC 391 is strongly recommended.

ACC 311 and ACC 321 are strongly recommended for students who do not intend to pursue the MSA degree.

## Honors

School of Business students (exclusive of decision analytics majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School graduate with the designation "Honors in Accountancy," "Honors in Business and Enterprise Management," or "Honors in Finance." For additional information, interested students should consult a member of the faculty of the Wake Forest School of Business.

# Business and Enterprise Management, B.S.

## Requirements

The business and enterprise management major in the School of Business consists of 54 hours and combines a rigorous and high-quality curriculum with real-world applications. The degree program preserves a general business curriculum while simultaneously allowing students to gain greater depth in a number of specialty areas. The program emphasizes the development of strong leadership and critical thinking skills, enabling students to pursue careers in management in a wide range of fields.

Requires the following courses:

| Code | Title | Hours |
|---|---|---|
| **Prerequisites for Admission** | | |
| ACC 111 | Introductory Financial Accounting | 3 |
| BEM 201 | Quantitative Analysis I | 3 |
| ECN 150 | Introduction to Economics | 3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| or MTH 112 | Calculus with Analytic Geometry II | |
| ACC 111 and BEM 201 count toward Core Requirements | | |
| **Core Requirements** | | |
| ACC 221 | Introductory Management Accounting | 3 |
| BEM 202 | Quantitative Analysis II | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |
| BEM 241 | Productions and Operations Management | 3 |
| BEM 251 | Management Information Systems | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 371 | Strategic Management | 3 |
| or BEM 372 | Strategic Management in Entrepreneurial Firms | |
| BEM 388 | Management Simulation | 1.5 |
| FIN 231 | Principles of Finance | 3 |
| **Required Major Courses** | | |
| BEM 287 | Professional Development Workshop Series A | 1.5 |
| BEM 318 | Calloway Leadership Experience | 3 |
| BEM 365 | Ethics and Business Leadership | 3 |
| BEM 389 | Management Internship | 3 |
| Select 9 hours in a pre-approved concentration area * | | 9 |
| Marketing | | |
| International Business | | |
| New Business Development | | |
| Management Consulting | | |
| Other Elective Options | | |

* *Concentration areas must include at least one BEM elective course or CGS 260.*

## Honors

School of Business students (exclusive of decision analytics majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School graduate with the designation "Honors in Accountancy," "Honors in Business and Enterprise Management," or "Honors in Finance." For additional information, interested students should consult a member of the faculty of the Wake Forest School of Business.

# Decision Analytics, B.S.

## Requirements

Students interested in pursuing this joint major must be granted formal admission to the program upon application to the Undergraduate Business Admissions Committee. To graduate from Wake Forest University with a major in decision analytics, the student must satisfy the requirements for graduation of both the Department of Statistical Sciences and the School of Business. This interdisciplinary program, consisting of a minimum of 49.5 hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements:

| Code | Title | Hours |
|---|---|---|
| **Prerequisites for Admission** | | |
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| MTH 112 | Calculus with Analytic Geometry II | 4 |
| STA 112 | Introduction to Regression and Data Science | 3 |
| ACC 111 and STA 112 count toward Core Requirements | | |
| **Core Requirements** | | |
| ACC 221 | Introductory Management Accounting | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |

| | | |
|---|---|---|
| BEM 241 | Productions and Operations Management | 3 |
| BEM 251 | Management Information Systems | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 388 | Management Simulation | 1.5 |
| FIN 231 | Principles of Finance | 3 |
| **Required Major Courses** | | |
| BEM 392 | Seminar in Decision Analytics | 3 |
| MTH 121 | Linear Algebra I | 3 |
| MTH 253 | Operations Research | 3 |
| STA 310 | Probability | 3 |
| or MTH 357 | Probability | |
| STA 363 | Introduction to Statistical Learning | 3 |
| Select a minimum of two additional courses * | | 6 |
| **Recommended Electives** | | |
| BEM 383 | Seminar in Negotiations | 3 |
| BEM 371 | Strategic Management | 3 |
| or BEM 372 | Strategic Management in Entrepreneurial Firms | |
| CSC 111 & CSC 112 | Introduction to Computer Science and Fundamentals of Computer Science | 8 |
| STA 362 | Multivariate Statistics | 3 |

* *Chosen from 3 or 4-hour courses among business, computer science, economics, mathematics, or statistics, excluding BEM 201, FIN 203, MTH 381 and STA 383. One elective must be 300-level or higher in either mathematics or statistics; the other elective must be either 200-level or higher in one of these five areas, or CSC 111 or CSC 112.*

## Honors

Decision Analytics majors with a minimum cumulative grade point average of 3.0 and a minimum grade point average of 3.5 in the major are eligible to apply for admission to the honors program in decision analytics. The application is available from the program co-directors, and must be submitted prior to the start of a student's senior year. Honors students write a paper under the supervision of a faculty advisor and also present their work. Those who successfully complete the requirements specified by the School of Business and the Department of Statistical Sciences graduate with the designation "Honors in Decision Analytics." For additional information, interested students should consult with both departments' program directors.

# Finance, B.S.

## Requirements

The finance major in the School of Business consists of 54.5 hours and prepares students to think analytically and critically by exposing them to theory and its real-world applications. Finance majors typically pursue careers in corporate finance and financial services, including portfolio management, investment and commercial banking, and financial consulting. The major emphasizes a strong concentration in finance and quantitative analysis and is supported by accounting concepts beyond the introductory level.

Requires the following courses:

| Code | Title | Hours |
|---|---|---|
| **Prerequisites for Admission** | | |
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| or MTH 112 | Calculus with Analytic Geometry II | |
| BEM 201 | Quantitative Analysis I | 3 |
| ACC 111 and BEM 201 count toward Core Requirements | | |
| **Core Requirements** | | |
| ACC 221 | Introductory Management Accounting | 3 |
| BEM 211 | Organizational Behavior | 3 |
| BEM 221 | Principles of Marketing | 3 |
| BEM 241 | Productions and Operations Management | 3 |
| BEM 251 | Management Information Systems | 3 |
| BEM 261 | Legal Environment of Business | 3 |
| BEM 371 | Strategic Management | 3 |
| or BEM 372 | Strategic Management in Entrepreneurial Firms | |
| BEM 388 | Management Simulation | 1.5 |
| FIN 231 | Principles of Finance | 3 |
| **Required Major Courses** | | |
| ACC 211 | Intermediate Accounting I | 4 |
| ACC 212 | Intermediate Accounting II | 4 |
| FIN 203 | Applied Quantitative Analysis for Finance | 3 |
| FIN 232 | Intermediate Finance | 3 |
| Select a minimum of 9 hours of the following: | | 9 |
| FIN 233 | Equity Investments | |
| FIN 234 | International Finance | |
| FIN 235 | Selected Topics in Finance | |
| FIN 236 | Private Equity | |
| FIN 237 | Financial Markets and Institutions | |
| FIN 238 | Financial Modeling | |
| FIN 239 | Financial Data Analytics | |
| FIN 333 | Advanced Finance | |
| FIN 334 | Blockchain and Cryptoassets | |
| FIN 335 | Financial Derivatives | |
| FIN 336 | Fixed Income and Financial Engineering | |
| FIN 338 | Real Estate Finance | |

Finance majors with an interest in pursuing the Master of Science in Accountancy would be required to take the additional accounting coursework listed below:

| Code | Title | Hours |
|---|---|---|
| **Required Additional Courses** | | |
| ACC 237 | Taxes and Their Role in Business and Personal Decisions | 3 |
| ACC 351 | Accounting Information Systems | 3 |
| ACC 352 | Introduction to Auditing | 3 |
| ACC 390 | Professional and Ethical Responsibilities of Accountants | 1.5 |
| ACC 392 | Professional and Ethical Responsibilities of Accountants - Internship Practicum | 1.5 |

| | | |
|---|---|---|
| ACC 393 | Professional and Ethical Responsibilities of Accountants - Case Study Practicum | 1.5 |

ACC 391 is strongly recommended.

## Honors

School of Business students (exclusive of decision analytics majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School graduate with the designation "Honors in Accountancy," "Honors in Business and Enterprise Management," or "Honors in Finance." For additional information, interested students should consult a member of the faculty of the Wake Forest School of Business.

# Accountancy, Minor

## Requirements

Requires 17 hours in accounting, including:

| Code | Title | Hours |
|---|---|---|
| ACC 111 | Introductory Financial Accounting | 3 |
| ACC 211 | Intermediate Accounting I | 4 |
| ACC 212 | Intermediate Accounting II | 4 |
| ACC 221 | Introductory Management Accounting | 3 |
| ACC 237 | Taxes and Their Role in Business and Personal Decisions | 3 |

Students may not count more than 6 credits towards both a major in the School of Business and a minor in the School of Business.

# Certificate in Actuarial Science

| Code | Title | Hours |
|---|---|---|
| ACC 111 | Introductory Financial Accounting | 3 |
| ECN 150 | Introduction to Economics | 3 |
| ECN 205 | Intermediate Microeconomics | 3 |
| or ECN 210 | Intermediate Mathematical Microeconomics | |
| ECN 207 | Intermediate Macroeconomics | 3 |
| or ECN 211 | Intermediate Mathematical Macroeconomics | |
| FIN 231 | Principles of Finance | 3 |
| STA 310 | Probability | 3 |
| STA 311 | Statistical Inference | 3 |

To declare the certificate in actuarial science, a student must receive at least a C or AP credit in each of ACC 111, ECN 150, and MTH 112. Upon declaration, students are eligible for reserved seats during registration, as determined by each department and by the School of Business.

Students are strongly encouraged to take Society of Actuaries (SOA) Exam P shortly after completing STA 310, and SOA Exam FM shortly after completing FIN 231. For more information on these exams, consult the SOA. Students are also strongly encouraged to seek an actuarial internship in the summer after their junior year.

Students can apply for Validation by Education Experience (VEE) credit with the SOA after passing at least two actuarial exams.

# Undergraduate Business Program Admission

Applicants to the Undergraduate Business Program are screened by the Undergraduate Business Admissions Committee.

The requirements to be **eligible** to apply to the School of Business are as follows:

1. Must be admitted to Wake Forest University
2. Must have completed 49 hours by the conclusion of the sophomore spring term
3. Must have completed the prerequisite courses listed below (with a grade no lower than a "C") by the conclusion of the sophomore spring term. *Please note that successful applicants have historically earned substantially higher grades in these prerequisites courses than the published eligbility minimum.*

| Code | Title | Hours |
|---|---|---|
| ECN 150 | Introduction to Economics | 3 |
| MTH 111 | Calculus with Analytic Geometry I | 4 |
| or MTH 112 | Calculus with Analytic Geometry II | |
| ACC 111 | Introductory Financial Accounting | 3 |
| BEM 201 | Quantitative Analysis I ** | 3 |

* *MTH 112 is a required prerequisite course for the Decision Analytics major.*

** *STA 112 is a required prerequisite for the Decision Analytics major (taken in lieu of BEM 201).*

Applicants who have not fully met these course requirements may still apply to the Undergraduate Business Program while these course requirements are in progress.

The number of students who can be accommodated is limited. Meeting the minimum published eligible requirements is not a guarantee of admission. Therefore, the School of Business reserves the right to deny admission or readmission to any student even though the student meets the minimum requirements. Readmission to the Undergraduate Business Program requires (a) readmission to Wake Forest University (for which requirements are provided in this Bulletin) and (b) approval by the Undergraduate Business Committee on Academic Affairs.

# MSA Program Admission

Admission to the MSA program requires undergraduate business school students who have completed ACC 211 to submit an application to the MSA program during their third year of study. The required application components include the online application and an unofficial transcript.

Students who are currently enrolled in the School of Business's undergraduate accounting or finance programs are automatically accepted into the MSA program provided they maintain a 3.0 GPA in their major and earn no less than a C+ in the following accounting courses: ACC 111, ACC 211, ACC 212, ACC 221 and ACC 237. All application components are due by December 1 (of the third year of study).

Additional information may be found here.

# Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wake Forest University School of Business will be taken in the School of Business. For students wishing to transfer credit from other schools towards their major, the following general guidelines apply:

1. All approvals for transfer credits from other institutions to the School of Business must be:
   a. approved prior to admission into the School and will be limited to 6 hours for transfer students
   b. pre-approved before such courses are taken by non-transfer students
2. Courses taken at AACSB accredited schools will be considered for transfer credit per (1) above. Transfer credit for all courses taken at schools not accredited by the AACSB generally requires a validation exam in order to be considered for transfer credit.
3. Study abroad transfer credit will be considered per (1) above for coursework taken through international programs sponsored by AACSB accredited schools or offered by select universities or programs approved by the School of Business faculty. Courses taken through international programs not meeting these qualifications will require a validation exam in order to be considered for transfer credit [per (1) above].
4. Courses passed at another school with the minimum passing grade at that school may not be transferred.
5. No work in courses from two-year schools will be accepted for major credit.
6. Courses taken elsewhere in subjects not offered at the School of Business will not necessarily count toward the hours required in the School of Business.
7. A maximum of two courses (6 hours) may be transferred after admission into the School of Business from other institutions (including any approved economics course counting toward the major).
8. In some cases, students may apply up to 9 hours toward a School of Business major from a Wake Forest sponsored program – including the Wake Forest sponsored programs in Barcelona and London INSTEP. A maximum of 6 hours of core requirements can be taken from these programs.
9. Students earning more than 6 hours of School of Business credit through the Wake Forest Barcelona and/or London INSTEP Program may not also transfer credit from programs offered by institutions other than the Wake Forest School of Business.
10. Students entering the School of Business from Wake Forest College must take ACC 111 within the School of Business. Students transferring into the School of Business from another university must take a validation examination for ACC 111 to be eligible for transfer credit.

Students from Wake Forest College (non-School of Business majors) wishing to transfer business or accounting courses taken at other institutions towards credit as general electives in the College may do so upon review of that course's description in the school's catalog (and in some cases review of the syllabus for that course).

# Requirements for Continuation

In addition to the requirements outlined in the Procedures section of this bulletin, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wake Forest School of Business notifies the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, decides if the student may continue as a major in the School of Business.

# Requirements for Graduation

The Wake Forest School of Business confers the bachelor of science degree with a major in accountancy, business and enterprise management, decision analytics, or finance. The requirements for completion of the degrees are those in effect at the time the student enters the School of Business. No courses in the undergraduate School of Business can be taken pass/fail unless they are offered on that basis. In addition, the POI designation for any course does not override any program requirements for the major.

In addition to the courses stipulated, the student in the undergraduate School of Business must meet the following requirements for graduation:

1. *a minimum of 120 hours, including the basic and divisional requirements established by Wake Forest College*
2. *a minimum grade point average of 2.0 on all work attempted at Wake Forest*
3. *a minimum grade point average of 2.0 on all work attempted at other institutions*
4. *an overall 2.0 grade point average in all courses required in the major.*

# Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the top ten percent of the junior or senior class.

# Wake Forest College Faculty

*Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during Fall 2025 and/or Spring 2026.*

**Irma V. Alarcón** (2005)
Associate Professor of Spanish and Italian
BA, Universidad de Concepción (Chile); MA, PhD , Indiana University.

**Guillermo Alesandroni** (2020)
Visiting Assistant Professor
BS, National University of Rosario; MS, University of Illinois at Chicago; PhD, Oklahoma State University.

**Rebecca W. Alexander** (2000)
F.M. Kirby Family Faculty Fellow and Professor of Chemistry
BS, Delaware; PhD, University of Pennsylvania.

**Lucy Alford** (2020)
Associate Professor of English
BA, University of Virginia; Phd, Stanford University; PhD, University of Aberdeen.

**Edward E. Allen** (1991)
Professor of Mathematics

BS, Brigham Young University; MA, PhD , University of California (San Diego).

**Justin Allman** (2020)
Associate Teaching Professor of Mathematics
BS, Georgia Institute of Technology; MA, MAEd, Wake Forest University; PhD, University of North Carolina at Chapel Hill.

**Kate R. Allman** (2014)
Adjunct Assistant Professor of Psychology
BA, Emory University; MEd, Wake Forest University; PhD, University of North Carolina at Chapel Hill.

**Sarra Alqahtani** (2019)
Associate Professor of Computer Science
BS, MS, King Saud University; PhD, The University of Tulsa.

**Jacque L. Amoureux** (2011)
Associate Teaching Professor of Politics and International Affairs
BS, MPA, Boise State University; MA, University of Iowa; PhD, Brown University.

**T. Michael Anderson** (2010)
Professor of Biology
BS, Oregon State University; PhD, Syracuse University.

**Kendra Andrews** (2021)
Assistant Teaching Professor of English
BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Charlotte; PhD, North Carolina State University.

**Elizabeth Mazza Anthony** (1998)
Teaching Professor of French Studies
BA, Duke University; MA, PhD, UNC-Chapel Hill.

**Michaela Appeltova** (2023)
Assistant Professor of History
BA, MA, Charles University; MA, PhD, University of Chicago.

**Diana R. Arnett** (2014)
Associate Teaching Professor of Biology
BS, MA, Youngstown State University; PhD, Kent State University.

**Miriam A. Ashley-Ross** (1997)
Professor of Biology
BS, Northern Arizona University; PhD, University of California (Irvine).

**Robert J. Atchison** (2010)
Professor of Communication and John Kevin Medica Director of Debate
BA, MA, Wake Forest University; PhD, University of Georgia.

**Alison Atkins** (2013)
Associate Teaching Professor of Spanish and Italian
BA, Wake Forest University; MA, PhD , University of Virginia.

**Emily A. Austin** (2009)
Professor of Philosophy
BA, Hendrix College; PhD, Washington University (St. Louis).

**R. Scott Baker** (2001)
Associate Professor of Education
BA, Evergreen State College; MA, Tufts University; PhD, Teacher's College of Columbia University.

**Duff Baker-Jarvis** (2019)
Visiting Assistant Professor
BA, University of Colorado at Boulder; PhD, Michigan State University.

**Grey Ballard** (2016)
Associate Professor of Computer Science and Dunn-Riley Faculty Fellow
BS, MA, Wake Forest University; PhD, University of California Berkeley.

**Wanda A. Balzano** (2005)
Chair and Associate Professor of Women's, Gender, and Sexuality Studies

BA, MA, University of Naples, Italy; MA, PhD, University College, Dublin.

**Adrian Bardon** (2002)
Associate Professor of Philosophy
BA, Reed College; MA, Washington; PhD, University of Massachusetts (Amherst).

**Ilaria Bargigia** (2020)
Assistant Professor of Physics
Msc, PhD, Polytechnic University of Milan (Italy).

**Phillip G. Batten** (1991)
Adjunct Assistant Professor of Psychology
BA, PhD, UNC-Chapel Hill; MA, Yale University; MA, Wake Forest University.

**Brittany Battle** (2019)
Associate Professor of Sociology
BA, University of Delaware; MA, PhD, Rutgers University, New Brunswick.

**Kristen M. Beavers** (2012)
Associate Professor of Health and Exercise Science
BS, Cornell University; MPH, UNC-Chapel Hill; PhD, Baylor University.

**Daniel Beavers** (2022)
Associate Professor of Statistical Sciences
BS, Wake Forest University; MS, University of North Carolina Chapel Hill; PhD, Baylor University.

**H. Kenneth Bechtel** (1981)
Associate Professor of Sociology
BA, MA, North Dakota; PhD, Southern Illinois University (Carbondale).

**Jack Bell** (2017)
Visiting Assistant Professor of English
BA, University of Richmond; PhD, Duke University.

**Lina Benabdallah** (2017)
Associate Professor of Politics and International Affairs
BA, University of Batna, Algeria; MA, PhD, University of Florida.

**Margaret C. Bender** (2000)
Professor of Anthropology
BS, Cornell; MA, PhD, University of Chicago.

**Shannna Benjamin** (2022)
Professor of African American Studies
BA, Johnson C Smith University; MA, University of Wisconsin Madison; PhD, University of Wisconsin Madison.

**Kenneth S. Berenhaut** (2000)
Professor of Mathematics
BA, MS, University of Manitoba (Canada); MA, PhD , University of Georgia.

**Ulrich Bierbach** (1999)
Professor of Chemistry

MS, PhD, University of Oldenburg (Germany); MM, UNC-Greensboro.

**Erin E. Binkley** (2014)
Associate Professor of Counseling
BA, UNC-Chapel Hill; MA, Wake Forest University; PhD, Idaho State University.

**Katharine (Polly) A. Black** (2010)
Associate Teaching Professor of Communication
BA, Vassar College; MA, Columbia University; MBA, University of Virginia Darden School of Business; PhD, University of Birmingham UK.

**Lisa M. Blee** (2009)
Professor of History
BA, Lewis and Clark College; PhD, University of Minnesota.

**Sarah Bogard** (2020)
Visiting Assistant Professor of Spanish and Italian
BA, University of California, Santa Cruz; MA, Middlebury College; PhD, University of Virginia.

**Jes Bolduc** Assistant Teaching Professor
PhD, Wake Forest University.

**Keith D. Bonin** (1992)
Professor of Physics and Associate Provost for Research and Scholarly Inquiry
BS, Loyola University; PhD, University of Maryland.

**Abbey Bourdon** (2017)
Sterge Faculty Fellow and Associate Professor
BA, University of Richmond; PhD, Wesleyan University.

**Rian E. Bowie** (2006)
Z. Smith Reynolds Foundation Fellow, Associate Teaching Professor
BA, Tougaloo College; MA, Temple University; PhD, Emory University.

**Tina M. Boyer** (2010)
Assistant Professor of German
BA, MA, New Mexico; PhD, University of California (Davis).

**Anthony Bradley** (2014)
Assistant Professor of Military Science
BS, Park University.

**Shannon T. Brady** (2018)
Denton Family Faculty Fellow and Associate Professor of Psychology
BA, Lewis & Clark College; MS, Black Hills State University; PhD, Stanford University.

**Erin Branch** (2011)
Teaching Professor of English and Writing Program Administrator
AB, Middlebury College; MA, PhD , UNC-Chapel Hill.

**R. Saylor Breckenridge** (2001)
Associate Professor of Sociology
BA, MA, PhD, University of Arizona.

**Alexandra Brewer** (2020)
Assistant Professor of Sociology
BA, Barnard College; MA, PhD, University of Chicago.

**Thomas Brister** (2005)
Teaching Professor of Politics and International Affairs
BS, Georgetown University; MA, PhD, University of Virginia.

**Taylor Brough** (2023)
Assistant Professor of the Practice of Communication
BA, University of Vermont; MA, Wake Forest University; PhD, University of California San Diego.

**Michaelle L. Browers** (2000)
Professor of Politics and International Affairs
BA, Whitman College; MA, University of Virginia; PhD, University of Minnesota.

**Hana E. Brown** (2011)
Associate Professor of Sociology
BA, Bryn Mawr College; MA, PhD, University of California (Berkeley).

**M. Alan Brown** (2012)
Professor of Education and Bryant/Groves Faculty Fellow
BA, Appalachian State University; MA, Wake Forest University; PhD, University of Alabama.

**Christopher Brown** (2016)
Associate Professor of English
BA, Georgetown University; JD, Georgetown University; MA, PhD, University of Maryland.

**Peter H. Brubaker** (1994)
Professor of Health and Exercise Science, Chair
BS, East Stroudsburg University; MA, Wake Forest University; PhD, Temple University.

**Nelson C. Brunsting** (2020)
Adjunct Professor
BA, Wake Forest University; MA, Victoria University of Wellington, New Zealand; PhD, University of North Carolina at Chapel Hill.

**Christy M. Buchanan** (1992)
Professor of Psychology
BA, Seattle Pacific University; PhD, University of Michigan.

**Stephanie C. Bunch** (2021)
Adjunct Assistant Professor of Health and Exercise Science
BS, Appalachian State University; MPH, University of Arizona.

**Diego Burgos** (2011)
Associate Professor of Spanish and Italian
BA, University of Antioquia, Medellin (Colombia); MA, Pompeu Fabra University Institute for Applied Linguistics; PhD, Pompeu Fabra University.

**Rebeccah Byer** (2018)
Visiting Assistant Professor
BFA, University of Illinois at Urbana-Champaign.

**Eleni F. Caldwell** (2021)
Visiting Clinical Professor
BA, MEd, High Point University; EdD, University of North Carolina at Greensboro.

**Brian Calhoun** (2012)
Associate Professor of the Practice in Education
BS, MBA, MA, Wake Forest University.

**Ana Cecilia Calle Poveda** (2022)
Assistant Professor of Spanish
BA, Universidad Nacional de Colombia; PhD, University of Texas Austin.

**Alan S. Cameron** (2018)
Adjunct Associate Professor of Psychology

BA, University of North Carolina at Chapel Hill; MA, Wake Forest University; PhD, University of North Carolina at Chapel HIll.

**Eric D. Carlson** (1995)
Associate Professor of Physics
BS, Michigan State University; MA, PhD, Harvard University.

**Simone M. Caron** (1991)
Professor of History
BA, Bridgewater State University; MA, Northeastern; PhD, Clark University.

**Jacqui Carrasco** (1999)
Professor of Music
BA, University of California (Los Angeles); MM, DMA, State University of New York (Stony Brook).

**David L. Carroll** (2003)
Professor of Physics
BSc, North Carolina State University; PhD, Wesleyan University.

**Cheyenne Carter** (2014)
Assistant Teaching Professor of Counseling
BA, Baylor University; MS, Tarleton State University; PhD, University of North Texas.

**Donald R. Casares** (2017)
Assistant Professor of Counseling
BA, Franciscan University; MA, PhD, University of Holy Cross.

**Brenna Casey** (2021)
Visiting Assistant Professor of English
BA, Boston College; MFA, University of Notre Dame; MA, PhD, Duke University.

**Tammy H. Cashwell** (2013)
Associate Teaching Professor of Counseling
BS, Appalachian State University; MS, Mississippi State University; PhD, Mississippi State University.

**Daniel Castelblanco** (2021)
Visiting Assistant Professor of Spanish and Italian
BA, Pontificia Universidad Javeriana; MA, PhD, Georgetown University.

**Justin Catanoso** (1993)
Professor of the Practice in Journalism
BA, Pennsylvania State; MA, Wake Forest University.

**Amy Catanzano** (2013)
Professor of English
BA, Colorado State University; MFA, University of Iowa.

**Daniel A. Cañas** (1987)
Associate Professor of Computer Science
BS, Tecnológico de Monterrey (Mexico); MS, Georgia Institute of Technology; PhD, University of Texas (Austin).

**Leonardo Cella** (2022)
Assistant Professor of Statistical Sciences
BS, Universidade de Brasília; MS, Universidade de Brasília; PhD, North Carolina State University.

**Frederick H. Chen** (2000)
Professor of Economics
BS, University of Wisconsin-Madison; MA, PhD, University of Chicago.

**Minghan Chen** (2019)
Associate Professor of Computer Science
BS, Jiangnan University; MS, Northeastern University; PhD, Virginia Polytechnic Institute and State University.

**Samuel S. Cho** (2010)
Associate Professor of Physics and Computer Science
BS, University of Maryland, Baltimore County; MS, PhD, University of California, San Diego.

**N. Keita. Christophe** (2021)
Assistant Professor of Psychology
BA, Washington College; MA, PhD, University of North Carolina at Greensboro.

**Sherriann Lawson Clark** (2009)
Assistant Professor of Anthropology
BS, Pennsylvania State University; MA, PhD, American University.

**Amy Clark** (2022)
Assistant Professor of English
BA, University of California, Berkeley; MA, University of California, Berkeley; PhD, University of California, Berkeley.

**Philip B. Clarke** (2011)
Associate Professor of Counseling
BA, Wake Forest University; MS, UNC-Greensboro; PhD, UNC-Greensboro.

**Elizabeth A. Clendinning** (2014)
Associate Professor of Music
AB, University of Chicago; MM, PhD, Florida State University.

**Benjamin Coates** (2012)
Associate Professor of History
BA, Stanford University; MA, M. Phil, PhD, Columbia University.

**R. David Coates** (1999)
Worrell Professor of Anglo-American Studies in Politics and International Affairs
BA, York University; PhD, Oxford University.

**Carolyn Coberly** (2020)
Visiting Assistant Professor
BA, Cornell University; MA, Harvard University; PhD, University of Virginia.

**Daniel Cohen** (2017)
Professor of Practice and John C. Whitaker Jr. Executive Director of the Center for Entrepreneurship
BS, Towson University; MAcc, George Washington University; PhD, Case Western Reserve University.

**Bruce Cole** (2017)
Assistant Teaching Professor of Spanish and Italian
BA, MAT, Middle Tennessee State University.

**Veronica T. Cole** (2019)
Assistant Professor of Psychology
BA, Wellesley College; MA, PhD, University of North Carolina at Chapel Hill.

**Guillaume Coly** (2020)
Assistant Professor of French Studies
BA, MA, Université Cheikh Anta Diop de Dakar, Senegal; PhD, University of South Carolina.

**Christa L. Colyer** (1997)

Professor of Chemistry
BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada).

**Lindsay Rae Comstock** (2008)
Assistant Professor of Chemistry
BS, Northern Arizona University; PhD, University of Wisconsin.

**Gregory Cook** (1999)
Associate Professor of Physics
BS, PhD, UNC-Chapel Hill.

**Rachel Corbman** (2019)
Visiting Assistant Professor of Women's, Gender, and Sexuality Studies
PhD, Stonybrook.

**Regina J. Cordy** (2018)
Assistant Professor of Biology
BA, University of Virginia; PhD, Harvard University.

**Amanda Corris** (2022)
Assistant Professor of Philosophy
PhD, University of Cincinnati.

**Jamie E. Crockett** (2014)
Associate Professor of Counseling
BA, Keene State College; MS, PhD, UNC-Greensboro.

**Earl P. Crow** (2006)
Part-time Professor of Religion and Philosophy
BA, BD, Duke University; PhD, The University of Manchester, UK.

**William Crowe** (2022)
Assistant Teaching Professor of Engineering
PhD, Virginia Tech.

**Patricia M. Cunningham** (1978)
Francis P. Gaines Professor of Education
BA, Rhode Island; MS, Florida State University; EdS Indiana State University; PhD, University of Georgia.

**Phillip Cunningham** (2020)
Assistant Professor of Media Studies
BA, Ohio University; MA, Temple University; PhD, Bowling Green State University.

**John J. Curley** (2008)
Professor
AB, Duke University; MA, University of Manchester/Sotheby's Institute; MA, PhD, Yale University.

**Joshua Currie** (2020)
Assistant Professor of Biology
BS, Tennessee Technological University; PhD, University of North Carolina at Chapel Hill.

**Jane Kathleen Curry** (1998)
Professor of Theatre and Susan & Gene Goodson Faculty Fellow
BFA, University of Illinois (Urbana-Champaign); MFA, Brown University; PhD, University of New York.

**E. Mark Curtis** (2014)
Associate Professor of Economics
BA, Furman; MA, Duke University; PhD, Georgia State University.

**Lucy D'Agostino McGowan** (2019)
Associate Professor
BA, University of North Carolina at Chapel Hill; MS, Washington University School of Medicine; PhD, Vanderbilt University.

**Chanchal Dadlani** (2011)
Associate Professor
BA, Columbia University; AM, PhD, Harvard University.

**Sara Dahill-Brown** (2012)
Associate Professor of Politics and International Affairs
BA, Trinity University; MA, PhD, University of Wisconsin-Madison.

**Mary M. Dalton** (1986)
Professor of Communication
BA, Wake Forest University; MA, PhD, UNC (Greensboro).

**Christina M. Dalton** (2014)
Associate Professor of Economics
BA, Cornell; PhD, University of Minnesota.

**John T. Dalton** (2010)
Associate Professor of Economics
BA, UNC-Chapel Hill; PhD, University of Minnesota.

**Nicole M. Dalzell** (2017)
Associate Teaching Professor of Statistical Science
BA, University of South Florida; MS, PhD, Duke University.

**Merih Danali** (2021)
Assistant Professor
BA, Bogazici University; MA, Pennsylvania State University; PhD, Harvard University.

**Stephen W. Davis** (1991)
Adjunct Assistant Professor of Psychology
BA, MA, Wake Forest University.

**Brook M. Davis** (1997)
Professor of Theatre
BA, Wake Forest University; MFA, Virginia Commonwealth University; PhD, University of Maryland (College Park).

**Jose deVera** (2021)
Visiting Assistant Professor
BFA, California State University; MFA, Yale School of Art.

**L. Neil DeVotta** (2008)
Professor of Politics and International Affairs
BA, MA, Brigham Young University; PhD, University of Texas.

**Courtney Di Vittorio** (2019)
Associate Professor of Engineering
BE, McGill University; PhD, Georgia Institute of Technology.

**John J. Dinan** (2001)
Professor of Politics and International Affairs
BS, MA, PhD, University of Virginia.

**Paul T. Dinh** (2021)
Assistant Professor of Military Science
BA, California Stat University, Fresno.

**M. Nicole DiPiro** (2018)
Visiting Assistant Professor in Health and Exercise Science

BS, University of Georgia; MS, University of South Carolina; PhD, Medical University of South Carolina.

**Crystal T. Dixon** (2021)
Associate Professor of the Practice of Health and Exercise Science
BA, St. John Fisher College; MPH, East Carolina University; MA, Wake Forest University.

**George Donati** (2012)
Associate Research Professor of Chemistry
Degree, University of the Octávio Bastos Educational Foundation; MA, Federal University of São Carlos; PhD, Wake Forest University.

**Patricia C. Dos Santos** (2008)
Professor of Chemistry
BS, Universidade Federal do Rio Grande do Sul, Porto Alegre (Brazil); PhD, Virginia Polytechnical Institute and State University.

**Jack A. Dostal** (2010)
Teaching Professor of Physics
BS, University of Northern Iowa; MS, Iowa State University; PhD, Montana State University.

**Ron Doyle** (2022)
Part-Time Professor of the Practice of Computer Science / Entrepreneurship
PhD, Duke University.

**Ryan P. Durling** (2021)
Assistant Professor of Military Science
MA, University of Phoenix.

**Deanna L. Dzybon** (2020)
Adjunct Lecturer in Health and Exercise Science
BA, St. John Fisher College.

**Robert D. M. Eastman-Mullins** (2007)
Professor of Theatre
BLS, Mary Washington College; MFA, NC School of the Arts.

**Edward H. Eaves** (2013)
Associate Teaching Professor of Health and Exercise Science
BS, College of William & Mary; MS, Michigan State University; EdD, University of North Carolina (Greensboro).

**Andrea Echeverria** (2014)
Associate Professor of Spanish and Italian
MA, University of Virginia; PhD, Georgetown University.

**Maureen Eggert** (2009)
Affiliate in Women's, Gender, and Sexuality Studies
BA, University of Central Florida; MLIS, University of Southern Mississippi; JD, Florida State University.

**Eric Ekstrand** (2012)
Associate Teaching Professor of English
BA, Wake Forest University; MFA, University of Houston.

**Bryan Colburn Ellis** (2006)
Adjunct Assistant Professor
BFA, University of North Carolina-Greensboro; MFA, Cranbrook Academy of Art.

**Nikki C. Elston** (2018)
Assistant Teaching Professor of Counseling
BS, BA University of West Florida; MS, St. Cloud State University; PhD, Georgia State University.

**Keri Epps** (2018)
Assistant Teaching Professor of English
BA, University of Georgia; MA, University of Alabama; PhD, University of Louisville.

**Marianne Erhardt** (2017)
Assistant Teaching Professor of English
BA, New York College at Geneseo; MFA, University of Wisconsin-Madison.

**Rob Erhardt** (2012)
Professor of Statistical Sciences
BA, University of New York College at Geneseo; MS, University of Wisconsin-Madison; PhD, UNC-Chapel Hill.

**Jennifer B. Erway** (2007)
Professor of Mathematics
BA, Claremont McKenna College; MA, PhD, University of California (San Diego).

**Justin Esarey** (2018)
Associate Professor of Politics and International Affairs
BA, BS, Bowling Green State University; MS, PhD, Florida State University.

**Sarah M. Esstman** (2017)
Associate Professor of Biology
BS, Florida State University; PhD, Vanderbilt University.

**Ciaran Evans** (2021)
Assistant Professor
BA, Pomona College; PhD, Carnegie Mellon University.

**Margaret Ewalt** (2001)
Associate Professor of Spanish and Italian
BA, Colby College; MA, PhD, University of Virginia.

**David L. Faber** (1984)
Professor
BFA, Northern Illinois University; MFA, Southern Illinois University.

**Susan Fahrbach** (2003)
Reynolds Professor of Biology
BA, University of Pennsylvania; PhD, The Rockefeller University.

**Claudia Falcon** (2021)
Assistant Professor
BS, PhD, University of North Carolina at Chapel Hill.

**Jason T. Fanning** (2016)
Associate Professor in Health and Exercise Science
BS, MS, University of Illinois (Urbana-Champaign); PhD, University of Illinois (Urbana-Champaign).

**Meredith Farmer** (2011)
Associate Teaching Professor of English
MA, UNC-Chapel Hill; PhD, UNC-Chapel Hill.

**Isabel C. Farrell** (2018)
Associate Professor of Counseling
BA, MA, Northeastern State University; PhD, University of Tennessee.

**Susan L. Faust** (1992)
Adjunct Instructor of Communication

BA, MA, University of Arkansas (Fayetteville).

**Sara Fernández-Cuenca** (2019)
Assistant Professor of Spanish and Italian
BA, University of Seville, Spain; MA, University of Illinois-Chicago; PhD, University of Illinois-Urbana-Champaign.

**Matt Fiander** (2018)
Visiting Assistant Professor of English
BA, Elon University; MFA, University of North Carolina at Greensboro.

**Sarah J. Fick** (2014)
Assistant Professor of Education
BA, Bowdoin College; MA, MS, PhD, University of Michigan.

**William W. Fleeson** (1996)
Hultquist Family Professor of Psychology
BA, Wisconsin; PhD, University of Michigan.

**Sheri A. Floge** (2018)
Associate Professor of Biology
BS, SUNY-Stony Brook; MS, PhD, University of Maine-Orono.

**Steven Folmar** (1992)
Associate Professor of Anthropology
BA, MA, PhD, Case Western Reserve.

**Louis Foreman** (2022)
Assistant Professor of the Practice of Entrepreneurship
BA, University of Illinois Urbana/Champaign.

**Allison M. Forti** (2013)
Teaching Professor of Counseling
BA, Indiana University-Bloomington; MS, UNC-Greensboro; PhD, UNC-Greensboro.

**Mary F. Foskett** (1997)
Wake Forest Kahle Professor of Religion and Albritton Fellow
BA, New York University; MDiv, Union Theological Seminary; PhD, Emory University.

**Dean J. Franco** (2001)
Winifred W. Palmer Professor in Literature
BA, University of California (Irvine); MA, California State University; PhD, University of Southern California.

**Jerid C. Francom** (2009)
Associate Professor of Spanish and Italian
BA, MA, PhD, University of Arizona.

**Kevin M. Frazier** (2016)
Associate Professor of Theatre and Dance
BA, Virginia Polytechnical Institute and State University; MFA, Furman University.

**Robert Freeland** (2019)
Adjunct Assistant Research Professor
BS, California State Polytechnic University Pomona; MA, PhD, Duke University.

**T. Nathaniel French** (2004)
Teaching Professor of Communication and Executive Director of First in the Forest
BA, Wake Forest University; MA, PhD, UNC (Chapel Hill).

**Debbie French** (2019)
Assistant Professor of Education
BA, Denison University; MAT, Miami University; PhD, University of Wyoming.

**Karin Friederic** (2012)
Associate Professor of Anthropology
BA, The Colorado College; MA, PhD, University of Arizona.

**Adam M. Friedman** (2007)
Professor of Education
BA, State University of New York (Geneseo); MAEd, PhD, University of Virginia.

**Errin W. Fulp** (2000)
University of California (San Diego)
BS, MS, PhD, North Carolina State University.

**Ola Furmanek** (1999)
Professor of Spanish and Italian
BA, MA, Jagiello University, Cracow, Poland; PhD, University of Nebraska (Lincoln).

**R. Michael Furr** (2004)
Wright Family Faculty Fellow and Professor of Psychology
BA, College of William and Mary; MS, Villanova University; PhD, University of California (Riverside).

**Andrius Galisanka** (2015)
Assistant Professor of Politics and International Affairs
BA, Brown University; MA, PhD, University of California, Berkeley.

**Meghan J. Gangel** (2019)
Adjunct Assistant Professor of Psychology
BA, Hamilton College; MS, Villanova University; PhD, University of North Carolina at Greensboro.

**Paul Garber** (2021)
Adjunct Professor of Journalism

**Juan Moisés Garcia Renteria** (2022)
Assistant Professor of English
BA, School Universidad Autónoma de Chihuahua; MA, School Universidad de Guadalajara; PhD, University of Texas at El Paso.

**Sergi Garcia-Retortillo** (2022)
Assistant Teaching Professor of Health and Exercise Science
PhD, University of Barcelona.

**Matt Garite** (2018)
Assistant Teaching Professor of English
BA, Syracuse University; MA, Syracuse University; PhD, University at Buffalo (SUNY).

**S. Mason Garrison** (2019)
Assistant Professor of Psychology
MS, PhD, Vanderbilt University.

**David Geary** (2019)
Assistant Professor
BM, Ithaca; MM, Rochester; PhD, Indiana.

**T.H.M Gellar-Goad** (2012)
Associate Professor of Classics
BA, North Carolina State University; MA, PhD, UNC-Chapel Hill.

**John Gemmer** (2016)

Associate Professor
BS, Millersville University of Pennsylvania; PhD, Universiyt of Arizona.

**Cynthia M. Gendrich** (1998)
Professor of Theatre, Wright Family Faculty Fellow, and Chair of the Department of Theatre and Dance
BFA, Illinois Wesleyan University; MA, PhD, University of Missouri-Columbia.

**Ziyi Geng** (2022)
Associate Teaching Professor of East Asian Langugages & Cultures
BA, Beijing Language and Culture University; MA, Beijing Language and Culture University; PhD, Georgia State University.

**Amanda Gengler** (2013)
Associate Professor of Sociology
BA, MSSW, University of Wisconsin-Madison; PhD, Brandeis University.

**Jennifer Gentry** (2003)
Teaching Professor
BFA, Carnegie Mellon University; BA, Wake Forest University; MA, Johns Hopkins University.

**S. Cagney Gentry** (2018)
Associate Professor of the Practice of Communication
BA, Wake Forest University; MFA, UNC (Greensboro).

**Kaylin Gess** (2023)
Teacher Scholar Post Graduate Fellow in Theatre and Dance
BA, Davidson College; MFA, University of Tennessee.

**Scott Geyer** (2022)
Associate Teaching Professor of Chemistry
PhD, Massachusetts Institute of Technology.

**Elham Ghadiri** (2018)
Assistant Professor of Chemistry
BS, MS, Arak University; PhD, Swiss Polytechnic Federal University.

**Michelle R. Ghoston** (2017)
Assistant Professor of Counseling
BA, University of Virginia; M.Ed, Lynchburg College; PhD, Virginia Polytechnical Institute and State University.

**John Giannini** Part-time Instructor of Philosophy

**Steven M. Giles** (1998)
Associate Professor
BA, Northern Kentucky University; MA, Bowling Green State University; PhD, University of Kentucky.

**Rebecca Gill** (2018)
Larry J. and LeeAnn E. Merlo Presidential Chair in Communication and Entrepreneurship and Associate Professor of Communication
BA, Fitchburg State College; MA, University of Montana (Missoula); PhD, University of Utah.

**Michele K. Gillespie** (1999)
Dean of the College, Presidential Chair in Southern History, and Professor of History
BA, Rice University; MA, PhD, Princeton University.

**Christopher Gilliam** (2020)
Assistant Professor of Music and Director of Choral Ensembles
MM, DMA, University of Kansas.

**Shannon D. Gilreath** (2005)
Associate Professor in Women's, Gender, and Sexuality Studies
BA, Lenoir-Rhyne College; JD, Wake Forest University.

**Laura Giovanelli** (2014)
Teaching Professor of English
BA, UNC-Chapel Hill; MFA, North Carolina State University.

**Timothy Gitzen** (2022)
Assistant Professor of Anthropology
PhD, University of Minnesota Twin Cities.

**Annalise Glauz-Todrank** (2012)
Associate Professor of Religion
BA, Hampshire College; MA, C. Phil., PhD, University of California (Santa Barbara).

**Stavroula Glezakos** (2004)
Associate Professor of Philosophy
BA, PhD, University of California (Los Angeles).

**Bryon Gohman** (2019)
Associate Professor of Music
BM, New England Conservatory; MM, New England Conservatory; DMA, Indiana.

**Tyron Goldschmidt** (2014)
Visiting Assistant Professor of Philosophy
BA, University of Witwatersrand; MPhil, University of Cambridge; PhD, King's College.

**Andrea Gomez Cervantes** (2019)
Assistant Professor of Sociology
BS, Grand Valley State University; MA, PhD, University of Kansas.

**Luis González** (1997)
Professor of Spanish and Italian
BA, Universidad de Medellín (Colombia); MA, West Virginia; PhD, University of California-Davis.

**Mary K. Good** (2014)
Assistant Professor of Anthropology
BA, University of Michigan; MA, University of Chicago; PhD, University of Arizona.

**David B. Goren** (2017)
Adjunct Instructor of Communication
BS, Syracuse University.

**Annelise Gorensek** (2017)
Teacher-Scholar Postdoctoral Fellow in Chemistry
BS, Furman University; PhD, UNC-Chapel Hill.

**Jeremy R. Goshorn** (2020)
Assistant Professor of Counseling
BA, MS, Shippensburg University; PhD, College of William and Mary.

**Andrew Graczyk** (2017)
Visiting Assistant Professor of Economics
BA, University of South Carolina; PhD, UNC-Chapel Hill.

**Jasmine Graham** (2022)
Assistant Professor of Counseling
BS, East Carolina University; MA, Appalachian State University; PhD, Virginia Tech.

**Justin Green** (2012)
Full Professor of the Practice of Communication and Head Debate Coach

BS, Wake Forest University; MA, Kansas State University.

**Heath L. Greene** (2007)
Associate Teaching Professor of Psychology
BA, UNC-Chapel Hill; MA, MACL; PhD, Fuller Theological Seminary.

**Adrian Greene** Adjunct Instructor of English
BA, MA, Wake Forest University; MA, Western Kentucky University; PhD, UNC-Chapel Hill.

**Karsen Greene** (2024)
Assistant Professor of Theatre
BA, BS, Furman University; MFA, University of North Carolina-Greensboro.

**Jennifer Greiman** (2016)
Professor of English
BA, University of Virginia; PhD, University of California.

**Amanda L. Griffith** (2009)
Professor of Economics
BA, Colgate; MA, PhD, Cornell.

**Michael R. Grigoni** (2023)
Assistant Professor
BA, Western Washington University; MA, University of Washington; MTS, Harvard University; PhD, Duke University.

**Michael Gross** (2012)
Professor of Engineering
BS, Bucknell University; MS, PhD, University of Pennsylvania.

**Amy Grybush** (2022)
Assistant Professor of Counseling
BA, Queens University of Charlotte; MA, Wake Forest University; PhD, University of North Carolina Charlotte.

**Steve E. Gunkel** (2011)
Teaching Professor of Sociology
BA, MA, Washington State University; PhD, Indiana University.

**Kristina Gupta** (2014)
Associate Professor of Women's, Gender, and Sexuality Studies
BA, Georgetown University; MA, Rutgers University.

**Andrew W. Gurstelle** (2015)
Associate Teaching Professor of Anthropology and Director of the Museum of Anthropology
BA, University of Wisconsin-Madison; MA, PhD, University of Michigan.

**Martin Guthold** (2001)
Professor of Physics
BS, University Ulm (Germany); MA, PhD, University of Oregon.

**César Gutiérrez** (2017)
Assistant Professor of Spanish and Italian
BA (Licenciatura), Universidad Complutense de Madrid (Spain); MA, Consejo Superior de Investigaciones Cientificas and Universidad Internacional Menéndez Pelayo (Spain); PhD, Purdue University.

**E. Ashley Hairston** (2019)
Associate Professor and Associate Dean of Academic Advising
BA, Wake Forest University; MA, University of Virginia; JD, University of North Carolina at Chapel Hill; PhD, University of Virginia.

**Xueuyan (Michael) Han** (2022)
Assistant Professor of Computer Science
BS, University of California, Los Angeles; PhD, Harvard University.

**Anne E. Hardcastle** (2002)
Associate Professor of Spanish and Italian
BA, Texas A&M University; MA, PhD, University of Virginia.

**Hannah M. Hardgrave** (1985)
Part-time Associate Teaching Professor of Philosophy
AB, Brown University; PhD, Chicago.

**J. Aaron Hardwick** (2022)
Assistant Teaching Professor of Music
BM, East Carolina University; DMA, Shenandoah University.

**Susan E. Harlan** (2009)
Professor of English
BA, Columbia College; MA, King's College (London); MA, PhD, New York University.

**Catherine E. Harnois** (2006)
Professor of Sociology
BA, Connecticut; MA, PhD, UNC-Chapel Hill.

**Catherine T. Harris** (1980)
Professor of Sociology
BA, Lenoir-Rhyne University; MA, Duke University; PhD, University of Georgia.

**Melissa Harris-Perry** (2014)
Maya Angelou Presidential Chair and Professor of Politics and International Affairs
BA, Wake Forest University; MA, PhD, Duke University.

**Hannah Harrison** (2021)
Assistant Teaching Professor of English
BA, University of North Carolina at Ashville; MA, University of Louisville; PhD, University of Texas at Austin.

**Seth C. Hayden** (2014)
Associate Professor of Counseling
BA, University of Memphis; MS, University of Memphis; PhD, University of Virginia.

**Michael David Hazen** (1974)
Professor of Communication
BA, Seattle Pacific University; MA, Wake Forest University; PhD, University of Kansas.

**Timothy Heath** (2019)
Director of Bands and Associate Teaching Professor
BM, University of North Carolina at Greensboro; MA, University of North Carolina at Pembroke; PhD, University of Alabama.

**Jac C. Heckelman** (1996)
Professor of Economics
BA, Texas; PhD, University of Maryland at College Park.

**Robert Hellyer** (2005)
Professor of History
BA, Claremont McKenna College; MA, PhD, Stanford University.

**Omaar Hena** (2009)
Associate Professor of English
BA, Wake Forest University; MA, University College (Dublin, Ireland); PhD, University of Virginia.

**Erin Henslee** (2018)
Associate Professor of Engineering
BS, Virginia Tech; PhD, University of Surrey (UK).

**Maria Henson** (2010)
Adjunct Instructor of Journalism
BA, Wake Forest University.

**Staci A. Hepler** (2015)
Associate Professor
BS, Shawnee State University; PhD, The Ohio State University.

**Jonathan Herbert** (2024)
Assistant Professor of Theatre
BA, University of Missouri; MA, MFA, Missouri.

**Kaitlin Hill** (2019)
Teacher Scholar Postdoctoral Fellow
BA, Baylor University; MS, PhD, Northwestern University.

**Willie L. Hinze** (1975)
John B. White Professor of Chemistry
BS, MA, Sam Houston State University; PhD, Texas A&M University.

**Sarah Hogan** (2013)
Ollen R. Nally Faculty Fellow, Associate Professor of English
BA, MA, Syracuse University; PhD, University at Buffalo (State University of New York).

**Jefferson Holdridge** (2002)
Professor of English
BA, San Francisco State University; MA, PhD, University College (Dublin, Ireland).

**John Holmes** (2019)
Assistant Professor
BA, Wabash College; MS, PhD, University of Notre Dame.

**Woodrow Hood** (2011)
Professor of Communication and Director of Film Studies
BA, Northwestern State University; MA, Louisiana Tech University; PhD, University of Missouri (Columbia).

**Jerry Hopping** (2018)
Adjunct Lecturer in Health and Exercise Science
BS, University of Georgia; PA, Wake Forest University School of Medicine.

**Hugh N. Howards** (1997)
Professor of Mathematics
BA, Williams; MA, PhD, University of California (San Diego).

**Alyssa Howards** (2003)
Associate Professor of German and Russian
BA, Western Washington University; MA, PhD, Washington University.

**Katherine L. Hsieh** (2021)
Adjunct Assistant Professor of Health and Exercise Science
BS, University of Georgia; PhD, University of Illinois at Urbana-Champaign.

**Fengyan Hu** (2008)
Assistant Professor of the Practice
BA, MS, Peking University.

**Emily Huang** (2019)
Assistant Professor
BSE, University of Pennsylvania; PhD, Johns Hopkins University.

**Michael Huie** (2015)
Adjunct Lecturer
BA, MA, Wake Forest University.

**Simeon O. Ilesanmi** (1993)
Washington M. Wingate Professor of Religion
BA, University of Ife (Nigeria); PhD, Southern Methodist University.

**Ana Iltis** (2010)
Associate Professor of Philosophy
BA, Villanova University; MA, PhD, Rice University.

**Joanne Inkman** (1997)
Teaching Professor
BM, UNCSA; MA, PhD, UNC-Greensboro.

**Megan Irby** (2022)
Assistant Professor of Health and Exercise Science
BS, Wake Forest University; MS, University of North Carolina Greensboro, Wake Forest University; PhD, University of North Carolina Greensboro.

**Mari Ishida** (2019)
Assistant Professor of East Asian Languages and Cultures
BA, Keio University (Japan); MA, San Francisco University; PhD, University of California Los Angeles.

**Nathaniel N. Ivers** (2012)
Associate Professor of Counseling
BS, Brigham Young University; MA, Wake Forest University; PhD, UNC-Greensboro.

**Sneha Jadhav** (2019)
Assistant Professor
BS, MS, University of Pune; PhD, Michigan State University.

**Eranda Jayawickreme** (2012)
Professor of Psychology
BA, Franklin and Marshall College; MA, PhD, University of Pennsylvania.

**Melissa Shields Jenkins** (2007)
McCulloch Family Faculty Fellow and Associate Professor of English
BA, Wake Forest University; MA, PhD, Harvard University.

**Janine M. Jennings** (1998)
Associate Professor of Psychology
BS, University of Toronto; PhD, McMaster University (Hamilton, Ontario, Canada).

**Miaohua Jiang** (1998)
Gale Family Fellow and Professor of Mathematics
BS, Wuhan University (China); MS, East China Normal University (China); PhD, Pennsylvania State University.

**David A. Johnson** (2017)
Associate Professor of Counseling
BA, University of Texas Austin; M.Ed, University of Texas Austin; PhD, University of Texas at San Antonio.

**A. Daniel Johnson** (1998)

Teaching Professor of Biology
BS, UNC-Charlotte; PhD, Wake Forest University.

**Erik C. Johnson** (2005)
Professor of Biology
BA, PhD, University of Maine.

**Lucas F. Johnston** (2009)
Professor of Religion and Environmental Studies
BA, Wake Forest University; MA, Graduate Theological Union; PhD, University of Florida.

**Carrie Johnston** (2017)
Adjunct Instructor of English
BA, Tulane University; MA, Florida Atlantic University; PhD, Southern Methodist University.

**Amanda C. Jones** (2010)
Associate Professor of Chemistry
AB, Princeton University; PhD, University of Wisconsin-Madison.

**Bradley T. Jones** (1989)
Professor of Chemistry, Dean of the Graduate School
BS, Wake Forest University; PhD, University of Florida.

**Paul B. Jones** (2000)
Associate Professor of Chemistry
BS, Oklahoma State University; PhD, Duke University.

**Eric C. Jones** (2009)
Associate Professor of Anthropology
BA, Hamilton College; MA, PhD, Pennsylvania State University.

**Julia Jordan-Zachery** (2021)
Chair and Professor of Women's Gender, and Sexuality Studies
BA, Brooklyn College; MA, PhD, University of Connecticut.

**Tiffany Judy** (2013)
Associate Professor of Spanish and Italian
BA, University of Northern Iowa; MA, University of Iowa; PhD, University of Florida.

**Oana D. Jurchescu** (2009)
Denton Family Faculty Fellow and Professor of Physics
BS, MS, The West University of Timisoara (Romania); PhD, University of Groningen (Netherlands).

**Adam Kadlac** Assistant Teaching Professor of Philosophy
BA, University of Wisconsin-Madison; MA, PhD, University of Virginia.

**Lara Kammrath** (2011)
Associate Professor of Psychology
BA, Chicago; MA, PhD, Colombia University.

**Michael J. Kamtman** (2011)
Assistant Teaching Professor of Theatre
BA, Bucknell University; MA, University of Connecticut; MFA, UNC-Greensboro.

**Ajay R.S. Kandada** (2020)
Assistant Professor of Physics
BSc, Msc, Sri Sathya Sai University (India); PhD, Polytechnic University of Milan (Italy).

**Jeffrey A. Katula** (2005)
Professor of Health and Exercise Science
BA, Augustana College; MA, Loyola University of Chicago; PhD, University of Illinois (Urbana-Champaign).

**Amber E. Kelsey** (2017)
Assistant Professor of the Practice of Communication and Associate Debate Coach
BA, Dartmouth College; MA, University of Pittsburgh.

**Charles H. Kennedy** (1985)
Professor of Politics and International Affairs
BA, Eckerd College; AM, MPP, PhD, Duke University.

**Melissa Kenny** (2019)
Associate Teaching Professor of Engineering
BS, Cornell University; PhD, Virginia Tech.

**Rogan Kersh** (2012)
Provost and Professor of Politics and International Affairs
BA, Wake Forest University; MA, MPhil, PhD, Yale.

**Rayed Khedher** (2022)
Assistant Teaching Professor of Middle East and South Asia Studies
PhD, University of California Los Angeles.

**Natalia Khuri** (2019)
Associate Professor of Computer Science
BS, Lomonosov Moscow State University; MS, San Jose State University; PhD, University of California San Francisco.

**Lisa Kiang** (2006)
MacDonough Family Faculty Fellow and Professor of Psychology
BS, Maryland; PhD, University of Denver.

**Allison Kim** (2021)
Teacher Scholar Postdoctoral Fellow
BA, Temple University; MA, Pennsylvania State University; PhD, University of Texas.

**Daniel B. Kim-Shapiro** (1996)
Harbert Distinguished Chair and Professor of Physics
BA, Carleton College; MS, Southern Illinois University; PhD, University of California (Berkeley).

**Thomas Kindred** (2022)
Teacher-Scholar Postdoctoral Fellow of Mathematics
BA, Williams College; MEd, University of Mississippi; PhD, University of Iowa.

**Angela Gilsan King** (1995)
Wright Faculty Fellow and Associate Teaching Professor of Chemistry
BA, Pennsylvania; PhD, Cornell.

**S. Bruce King** (1995)
MacDonough Family Fellow and Professor of Chemistry
BS, West Virginia University; PhD, Cornell.

**Rowena (Rowie) J.L. Kirby-Straker** (2016)
Assistant Professor of Communication
BS, Lake Erie College; MA, Ohio University; PhD, University of Maryland.

**Ellen E. Kirkman** (1975)
Professor of Mathematics
BA, College of Wooster; MA, MS, PhD, Michigan State University.

**Lisa Klarr** (2013)
Visiting Assistant Professor of English

BA, Michigan; MA, Georgetown University; PhD, Duke University.

**Scott W. Klein** (1991)
Professor of English
AB, Harvard University; BA, MA, Cambridge; MA, MPhil, PhD, Yale University.

**Peter A. Knapczk** (2018)
Assistant Professor of Hindi-Urdu
BA, Indiana University; MA, Brown University; MA, PhD, University of Texas at Austin.

**Molly Knight** (2011)
Associate Teaching Professor of German
BA, Clemson University; PhD, Duke University.

**Nicholas Kortessis** (2022)
Assistant Professor of Biology
BS, Florida State University; MS, Florida State University; PhD, University of Arizona.

**Danielle Koupf** (2017)
Associate Teaching Professor of English
AB, Lafayette College; PhD, University of Pittsburgh.

**Marina Krcmar** (2006)
Professor and Associate Chair of Communication
BA, Fairleigh Dickinson University; MA, University of Pennsylvania; PhD, University of Wisconsin (Madison).

**Abdessadek Lachgar** (1991)
Professor of Chemistry
BS, MS, PhD, University of Nantes (France).

**Anna Kate Lack** (2010)
Teaching Professor of Biology
BS, California Polytechnic State University; PhD, Wake Forest University School of Medicine.

**Aeimit Lakdawala** (2020)
Assistant Professor of Economics
BA, University of Texas at Austin; PhD, University of California at San Diego.

**Leah K. Lakdawala** (2020)
Assistant Professor of Economics
BA, Georgetown University; MS, University College London; PhD, University of California at San Diego.

**Michael Lamb** (2016)
Associate Professor
BA, Rhodes colelge; BA, University of Oxford; MA, PhD, Princeton Univesrity.

**C. Isaac Lancaster** (2012)
Associate Professor of English
BA, Emory University; MA, Columbia; PhD, University of Michigan.

**Rémi Lanzoni** (2009)
Professor of Italian Studies
MA, University of South Carolina; PhD, UNC-Chapel Hill (Italian) and Florida State University (French).

**Amy K. Lather** (2016)
Associate Professor of Classical Languages
BA, Northwestern; PhD, University of Texas.

**Jieun Lee** (2018)
Assistant Professor of Women's, Gender, and Sexuality Studies
BA, Duksung Women's University; MA, Hunter College of the City University of New York; PhD, The University of Georgia.

**Wei-chin Lee** (1987)
Professor of Politics and International Affairs
BA, National Taiwan University; MA, PhD, University of Oregon.

**Win-chiat Lee** (1983)
Professor of Philosophy
BA, Cornell; PhD, Princeton University.

**Derek Lee** (2020)
Assistant Professor of English
BA, Dartmouth College; MFA, University of Michigan; PhD, Pennsylvania State University.

**Yuyun Lei** (2021)
Visiting Assistant Professor of East Asian Languages and Cultures
BA, MA, Hunan University, China; MA, Carnegie Mellon University.

**Jeffrey D. Lerner** (1994)
Professor of History
BA, MA, PhD, University of Wisconsin-Madison.

**Zachary Letterhos** (2021)
Visiting Assistant Professor
BS, University of New Mexico; PhD, Purdue University.

**Tin Cheuk (Tommy) Leung** (2016)
Associate Professor of Economics
BA, Hong Kong University of Science and Technology; MA, PhD, University of Minnesota.

**Leandro Lichtenfelz** (2021)
Assistant Professor
BS, Federal University of Santa Catarina; MS, University of São Paolo; PhD, University of Notre Dame.

**Robin Lindner** (2024)
Assistant Teaching Professor of Communication
BA, University of Virginia; MA, Johns Hopkins University.

**Molly Lineberger** (2018)
Adjunct Professor
BA, MA, Wake Forest University.

**Sarah Lischer** (2005)
Associate Professor of Politics and International Affairs
BS, Georgetown University; MA, Harvard University; PhD, Massachusetts Institute of Technology.

**Qing Liu** (2019)
Visiting Assistant Professor
BS, Xiangtan University; MS, Florida Institute of Techonology; PhD, Ohio University.

**Donovan A. Livingston** (2020)
Adjunct Professor
BA, University of North Carolina at Chapel Hill; MA, Teachers College, Columbia University; MA, Harvard University; PhD, University of North Carolina at Greensboro.

**John T. Llewellyn** (1990)
Associate Professor of Communication
AB, UNC (Chapel Hill); MA, University of Arkansas (Fayetteville); PhD, University of Texas (Austin).

**Dave Lockwood** (2019)
Adjunct Lecturer in Health and Exercise Sciences
CCP-NRP, Parademic.

**Sarah Lotspeich** (2022)
Assistant Professor of Statistical Sciences
BS, University of Florida; PhD, Vanderbilt University.

**John Lovett** (2019)
Visiting Assistant Professor
BA, Wheaton College; MA, PhD, University of North Carolina at Chapel Hill.

**Lauren Lowman** (2018)
Associate Professor of Engineering
BS,MS,PhD, Duke University.

**Nicholas Lowman** (2019)
Part-time Instructor
BS, Duke University; MS, PhD, North Carolina State University.

**Nina M. Lucas Rice** (1996)
Professor of Dance
BFA, Ohio State University; MFA, UCLA.

**John Carl Lukesh** (2017)
Associate Professor of Chemistry
PhD, University of Wisconsin Madison.

**Kyle Luthy** (2018)
Assistant Professor of Engineering
BS, Louisiana State University; MS, PhD, North Carolina State University.

**Nick Lutzweiler** (2019)
Visiting Assistant Professor of Practice
BS, ME, North Carolina State University.

**Marco A. López** (2018)
Teacher Scholar Postdoctoral Fellow
BS, University of Arizona; MS, Northern Arizona University; PhD, University of North Texas.

**John A. MacDonald** (2006)
Associate Teaching Professor of Economics
BA, Wake Forest University; PhD, UNC-Chapel Hill.

**Jessica MacLellan** (2022)
Assistant Professor of Anthropology
BA, Boston University; MA, University of Arizona; PhD, University of Arizona.

**Jed Macosko** (2004)
Professor of Physics
BS, Massachusetts Institute of Technology; PhD, University of California (Berkeley).

**Judith Irwin Madera** (2010)
Associate Professor of English
BA, Connecticut; MPhil, PhD, City University of New York.

**Melissa Maffeo** (2014)
Associate Teaching Professor of Psychology
BA, University of Massachusetts; MS, PhD, Florida State University.

**Rachel R. Mandzak** (2019)
Senior Military Instructor
BS, Colorado State University.

**Corinne D. Mann** (2017)
Associate Teaching Professor of French Studies
BA, Mary Baldwin College; MA, University of Virginia; PhD, Pennsylvania State University.

**Anthony P. Marsh** (1996)
Professor of Health and Exercise Science
BPE, MEd, University of Western Australia; PhD, Arizona State University.

**Chris R. Martin** (2010)
Professor of the Practice
BA, Empire State College.

**E.J. Masicampo** (2011)
Associate Professor of Psychology
BA, University of California (Santa Barbara); MS, PhD, Florida State University.

**Sarah Mason** (2010)
Sterge Faculty Fellow and Professor of Mathematics
BS, UNC-Chapel Hill; PhD, University of Pennsylvania.

**Kathryn Mayers** (2003)
Associate Professor of Spanish and Italian
BA, State University of New York (Binghamton); MA, PhD, University of Wisconsin-Madison.

**Jacob Mayle** (2022)
Teacher-Scholar Postdoctoral Fellow of Mathematics
AB, Colgate University; MS, University of Illinois Chicago; PhD, University of Chicago.

**Angela Mazaris** (2011)
Affiliate in Women's, Gender, and Sexuality Studies
BA, Vassar College; MA, PhD, Brown University.

**Sandeep Mazumder** (2009)
Associate Professor of Economics
BA, MA, Cambridge; MA, PhD, Johns Hopkins University.

**Grant P. McAllister** (2001)
Associate Professor of German
BA, MA, PhD, University of Utah.

**Leah P. McCoy** (1990)
Professor of Education
BS, West Virginia University Institute of Technology; MA, Maryland; EdD, Virginia Polytechnical Institute and State University.

**Todd McFall** (2010)
Associate Teaching Professor of Economics
BS, Miami; PhD, North Carolina State University.

**Véronique M. McNelly** (2002)
Professor of the Practice of French Studies
BA, MA, University of Virginia.

**Luigi Mendez** (2020)
Visiting Assistant Professor

BA, Colorado College; MA, PhD, University of North Carolina at Chapel Hill.

**Liliana Mendoza-Batista** (2007)
Associate Professor of the Practice of Spanish and Italian
BA, MA, Universidad Nacional de México; MAEd, Wake Forest University.

**Stephen P. Messier** (1981)
Professor of Health and Exercise Science
BS, MS, University of Rhode Island; PhD, Temple University.

**Soledad Miguel-Prendes** (1993)
Professor of Spanish and Italian
Licenciatura, Oviedo; MA, PhD, UNC-Chapel Hill.

**Shannon L. Mihalko** (1999)
Professor of Health and Exercise Science
BS, Wake Forest University; MS, PhD, University of Illinois.

**Ellen Ruth Miller** (2002)
Professor of Anthropology
BA, George Washington University; MA, New York University; PhD, Washington University.

**Gary D. Miller** (1996)
Professor of Health and Exercise Science, Associate Chair
BS, University of Kansas; MS, Kansas State University; PhD, University of California (Davis).

**Lauren Miller** (2017)
Associate Teaching Professor of Spanish and Italian
BS, University of Oklahoma; MA, PhD, Purdue University.

**Christian Miller** (2004)
Zachary T. Smith Associate Professor of Philosophy
BA, Princeton University; MA, PhD, University of Notre Dame.

**Ryan M. Miller** (2021)
Adjunct Assistant Professor of Health and Exercise Science
BS, University of Arkansas; MS, University of Central Missouri; PhD, University of Oklahoma.

**Michelle D. Mitchell** (2018)
Assistant Professor of Counseling
BS, Slippery Rock University of Pennsylvania; MS, Ed, Duquesne University; PhD, University of Central Florida.

**Joan F. Mitchell** (2021)
Teacher-Scholar Postdoctoral Fellow
BA, MAEd, Wake Forest University; EdD, The University of Alabama.

**Ananda Mitra** (1994)
Professor of Communication
B Tech, Indian Institute of Technology (Kharagpur); MA, Wake Forest University; PhD, University of Illinois (Urbana).

**William Moore** (2011)
Assistant Professor of Mathematics
BS, Texas; MS, PhD, University of Nebraska (Lincoln).

**Nikki Moore** (2019)
Visiting Assistant Professor
BA, Baylor University; MA, PhD, Rice University.

**Sarah A. Moore** (2019)
Visiting Assistant Professor
BA, Appalachian State University; MA, Tusculum College; MA, PhD, University of North Carolina at Charlotte.

**James Morone** (2020)
Visiting Assistant Professor
BA, Brown University; MA, University of Toronto; PhD, University of Pennsylvania.

**Roberta Morosini** (2000)
Professor of Spanish and Italian
DEA, University of Rennes II (France); PhD, McGill University (Montreal).

**Rebekah L. Morris** (2006)
Professor of the Practice of Spanish and Italian
BA, Wake Forest University; MA, University of Virginia.

**William Mosely** (2019)
Mellon Assistant Professor
BA, Amherst College; MA, PhD, The University of Texas at Austin.

**Guy Mount** (2022)
Assistant Professor of History
MA, University of Chicago; PhD, University of Chicago.

**Andre Mouton** (2022)
Assistant Professor of Economics
BA, CUNY Baruch College ; MS, Carnegie Mellon University; PhD, Carnegie Mellon University.

**Gloria K. Muday** (1991)
Charles M. Allen Professor of Biology
BS, Virginia Polytechnical Institute and State University; PhD, Purdue University.

**Donal Mulcahy** (2011)
Associate Professor of Education
BM, Connecticut; MM, Hartt School of Music; MS, Brooklyn College; MP, PhD, Graduate Center of the City University of New York.

**Laura Mullen** (2021)
William R. Kenana Jr. Chair in the Humanities

**Stephen J. Murphy** (1987)
Professor of French Studies
BA, Canisius College; MA, PhD, UNC-Chapel Hill.

**Michele Myers** (2022)
Assistant Professor of Education
PhD, University of South Carolina.

**Lynn S. Neal** (2006)
Professor of Religion
BA, Houghton College; MTS, Duke University; MA, PHD, UNC-Chapel Hill.

**Ronald B. Neal** (2010)
Associate Professor of Religion
BA, Florida International University; MDiv, Interdenominational Theological Center; PhD, Vanderbilt University.

**Linda N. Nielsen** (1974)
Professor of Education
BA, MS, EdD, University of Tennessee.

**Monique O'Connell** (2004)
Chair and Professor of History

BA, Brown University; PhD, Northwestern University.

**Morna E. O'Neill** (2010)
Professor of Art
BA, University of Notre Dame; PhD, Yale University.

**Ahmad Z. Obiedat** (2015)
Assistant Professor of Arabic
MA, PhD, McGill University.

**Tolulope Oke** (2021)
Teacher Scholar Postdoctoral Fellow
BS, MS, University of Ibadan; PhD, Texas A&M University.

**Tolulope Oke** (2022)
Teacher-Scholar Postdoctoral Fellow of Mathematics
PhD, Texas A&M University College Station .

**John M. Oksanish** (2011)
Associate Professor of Classical Languages
BA, MAT, University of Massachusetts-Amherst; PhD, Yale University.

**Samanta Ordóñez-Robles** (2015)
Associate Professor of Spanish and Italian
BA, University of Veracruz; MA, University of Western Ontario; MA, PhD, Cornell University.

**Gillian Rose Overing** (1979)
Research Professor of English and Adjunct
BA, Lancaster (England); MA, PhD, State University of New York (Buffalo).

**Leann Pace** (2011)
Associate Teaching Professor of Religion
BA, University of Notre Dame; MAR, Yale Divinity School; MA, PhD, University of Chicago.

**Melissa Painter-Greene** (2007)
Adjunct Instructor of Communication
BA, Wake Forest University.

**Lanita Danielle Parker Moore** (2018)
Associate Professor of Education
BS, North Carolina Central University; MA, University of Chicago; PhD, University of North Carolina - Chapel Hill.

**R. Jason Parsley** (2006)
Associate Professor of Mathematics
BS, Duke University; PhD, University of Pennsylvania.

**V. Paúl Pauca** (2002)
Professor of Computer Science and Lelia and David Farr Professor of Innovation, Creativity, and Entrepreneurship
BS, MS, Wake Forest University; PhD, Duke University.

**James B. Pease** (2016)
Associate Professor of Biology
BS, Yale University; PhD, Indiana University.

**Stéphanie Pellet** (2006)
Associate Professor of French Studies
MA, PhD, University of Texas.

**John C. Petrocelli** (2007)
Associate Professor of Psychology
BA, Westminster College; MA, Slippery Rock University of Pennsylvania; PhD, Indiana University.

**John R. Pickel** (1997)
Associate Professor
BFA, Indiana State University; MFA, Cranbrook Academy of Art.

**Olga Pierrakos** (2017)
Professor of Engineering
BS, MS, PhD, Virginia Tech.

**Nathan A. Plageman** (2008)
Associate Professor of History
BA, Saint Olaf College; MA, PhD, Indiana University.

**Gregory Pool** (2017)
Associate Professor of the Practice of Entrepreneurship
BA, University of South Carolina; MBA, JD, Wake Forest University.

**Wayne E. Pratt** (2006)
Professor of Psychology
BA, Vermont; MS, PhD, University of Utah.

**Jennifer Johnson Priem** (2012)
Associate Professor of Communication
BA, MA, University of Wisconsin (Milwaukee); PhD, Pennsylvania State University.

**James Proszek** (2024)
Assistant Teaching Professor of Communication
BA, Drury University; MA, Southern Illinois University Carbondale; PhD, Northwestern University.

**Luca Provenzano** (2020)
Visiting Assistant Professor
BA, Reed College; MA, PhD, Columbia University.

**Rajan Puri** (2019)
Visiting Assistant Professor
MS, Tribhuvan University; PhD, University of North Carolina at Charlotte.

**Jennifer Pyke** (2015)
Associate Teaching Professor of English
BA, Warren Wilson College; MA, PhD, Drew University.

**Nisrine Rahal** (2024)
Assistant Professor of History
BA, MA, PhD, The University of Toronto.

**M. Raisur Rahman** (2008)
Associate Professor of History
BA, St. Xavier's College (India); MA, M.Phil, Jawabarlal Nehru (India); PhD, University of Texas at Austin.

**Yasuko T. Rallings** (1998)
Professor of the Practice in East Asian Languages and Cultures
BA, Seinan Gakuin University (Japan); MA, Ohio University.

**Tanisha Ramachandran** (2007)
Associate Teaching Professor of Religion and Bryant-Groves Faculty Fellow
BA, MA, PhD, Concordia University, Montreal.

**Herman Rapaport** (2006)
Reynolds Professor of English

BA, California State College; MA, University of California (Los Angeles); PhD, University of California (Irvine).

**Sarah Raynor** (2003)
Professor and Chair of Mathematics
BS, Yale University; PhD, Massachusetts Institute of Technology.

**Megan Regan** (2017)
Visiting Associate Professor of Economics
BSBA, MEd, PhD, University of Florida.

**Megan Regan** (2022)
Assistant Teaching Professor of Economics
PhD, University of Florida.

**Ke Reid** (2012)
Associate Professor of Biology
BS, Wuhan University; MS, Peking Union Medical College; PhD, Anderson Cancer Center.

**DeOnna L. Relliford** (2021)
Visiting Assistant Professor of Spanish and Italian
BS, Northwestern University; MA, University of North Carolina at Charlotte.

**Mostafa Rezapour** (2020)
Teacher Scholar Postdoctoral Fellow
BS, University of Mashad; MS, Sharif University of Technology; MS, PhD, Washington State University.

**Jessica Richard** (2002)
Associate Professor of English
BA, Goucher College; MA, PhD, Princeton University.

**Evan Richey** (2011)
Adjunct Instructor of Music

**Michael Roberts** (2021)
Visiting Assistant Professor
BS, MS, University of Tennessee, Knoxville; PhD, North Dakota State University.

**Richard Robeson** (2012)
Adjunct Professor of the Practice in Bioethics and Communication
BA, North Carolina State University; BA, North Carolina State University.

**Heidi Robinson** (2011)
Associate Professor of the Practice in Education
BA, Washington State University; MA, Wake Forest University.

**Stephen B. Robinson** (1991)
Taylor Professor and Professor of Mathematics
BA, PhD, University of California (Santa Cruz).

**Andrew Rodekohr** (2012)
Associate Professor of East Asian Languages and Cultures
BA, Georgia; MA, Columbia University; PhD, Harvard University.

**Randall G. Rogan** (1990)
Professor of Communication
BA, St. John Fisher College; MS, PhD, Michigan State University.

**Jennifer L. Rogers** (2012)
Associate Professor of Counseling
BA, UNC-Greensboro; MA, Wake Forest University; PhD, Syracuse University.

**Natascha L. Romeo** (2011)
Part-time Assistant Professor of the Practice of Health and Exercise Science
BS, University of South Carolina; MEd, UNC-Greensboro.

**Mollie V. Rose** (2015)
Associate Professor of Communication
BA, Salem College; MA, Emerson College; PhD, George Mason University.

**Andreea Rotarescu** (2022)
Assistant Professor of Economics

**Jeremy Rouse** (2010)
Sterge Faculty Fellow and Professor of Mathematics
BS, Harvey Mudd College; MA, PhD, University of Wisconsin.

**Leah E. Roy** (2002)
Teaching Professor of Theatre
BFA, University of Montana; MFA, University of Wisconsin-Madison.

**Lawrence A. Rubal** (2020)
Professor of Military Science
BS, University of Scranton; MA, Naval War College.

**John A. Ruddiman** (2010)
Associate Professor of History
AB, Princeton University; PhD, Yale University.

**Joanna Ruocco** (2014)
Professor of English
BA, MFA, Brown University; PhD, University of Denver.

**Susan Z. Rupp** (1993)
Associate Professor of History
BA, Grinnell College; AM, Harvard University; MA, PhD, Stanford University.

**Alisa Russell** (2020)
Assistant Professor of English
BA, Lee University; MA, George Mason University; PhD, University of Kansas.

**Jane M. Ryngaert** (2018)
Assistant Professor of Economics
BA, College of Willian and Mary; MS, PhD, University of Texas at Austin.

**David Saint-Val** (2019)
Senior Military Instructor

**David T. Saint-Val** (20219)
Senior Military Instructor
BS, Upper Iowa Univrsity; MA, University of Louisville.

**Ali Sakkal** (2013)
Assistant Teaching Professor of Education
BM, San Francisco State University; MS, Mercy College; PhD, University of California-Davis.

**Akbar Salam** (2003)
Professor of Chemistry
BS, PhD, University of London.

**Anthony W. Sali** (2018)

Assistant Professor of Psychology
BA, Hamilton College; MA, PhD, The Johns Hopkins University.

**Randi Saloman** (2010)
Associate Teaching Professor of English
BA, Columbia University; MA, Johns Hopkins University University; PhD, Yale University.

**Freddie R. Salsbury Jr.** (2002)
Scott Family Faculty Fellow and Professor of Physics
SB, University of Chicago; PhD, University of California (Berkeley).

**Maria Teresa Sanhueza** (1996)
Associate Professor of Spanish and Italian
BA, MA, Concepción (Chile); PhD, University of Michigan (Ann Arbor).

**Peter Santago** (2011)
Professor of Computer Science
BS, MS, Virginia Polytechnic Institute and State University; PhD, North Carolina State University.

**Marco Sartor** (2019)
Associate Teaching Professor
BM, College of Charleston; MM, Carnegie Mellon; DMA, Yale.

**John K. Schafer** (2019)
Visiting Assistant Professor of Classics
BA, University of Virginia Charlottesville; PhD, Harvard University.

**Mark B. Scholl** (2014)
Professor of Counseling
BA, St. Andrews Presbyterian College; MEd, UNC-Greensboro; PhD, UNC-Greensboro.

**Ryan Schroth** (2019)
Assistant Professor of French Studies
BS, MA, Bowling Green State University; PhD, University of Wisconsin-Madison.

**Eric J. Schwartz** Adjunct Instructor of Music
BM, Cleveland Institute of Music; MA, New York University.

**Xavier Scruggs** (2025)
Assistant Professor of Communication
BA, University of Montevallo; MS, Texas Christian University; PhD, University of Missouri.

**Sam Shapiro** (2020)
Visiting Lecturer in Dance

**Yaohua Shi** (2002)
Associate Professor of East Asian Languages and Cultures
BA, Shanghai Foreign Languages Institute; MA, Clark College; PhD, Indiana University.

**Matthew Shields** (2022)
Assistant Professor of Philosophy
BA, Yale University; MA, Georgetown University; PhD, Georgetown University.

**Ryan D. Shirey** (2008)
Wright Family Fellow, Teaching Professor of English
BA, Albion College; MA, Washington University; PhD, Washington University.

**Bradley D. Shugoll** (2020)
Adjunct Professor
BS, Wake Forest University; MA, University of Michigan.

**Peter M. Siavelis** (1996)
Professor of Politics and International Affairs
BA, Bradley University; MA, PhD, Georgetown University.

**Gale Sigal** (1987)
Professor of English
BA, City College (New York); MA, Fordham University; PhD, CUNY (Graduate Center).

**Miles R. Silman** (1998)
Andrew Sabin Family Foundation Presidential Chair in Conservation Biology
BA, University of Missouri; PhD, Duke University.

**Emily B. Simpson** (2023)
Assistant Professor
AB, Vassar College; MA, PhD, University of California at Santa Barbara.

**Shelley Sizemore** (2020)
Adjunct Professor
BA, MA, Wake Forest University.

**Michael C. Sloan** (2011)
Professor of Classical Languages
BA, Baylor University; MA, Texas Tech University; M.Litt., PhD, Divinity, University of St. Andrews (Scotland).

**Jonathan Smart** (2016)
Associate Teaching Professor of English
BA, MA, UNC-Charlotte; MA, PhD, Northern Arizona University.

**Kathy B. Smith** (1981)
Professor of Politics and International Affairs
BA, Baldwin-Wallace University; MA, PhD, Purdue University.

**Carter Smith** (2015)
Associate Teaching Professor of English
BA, Wake Forest University; MFA, Texas State University; PhD, Washington University.

**Modie Smith** (2013)
Visiting Assistant Professor of Philosophy
BA, Vanderbilt University; MA, PhD, UNC-Chapel Hill.

**Joseph Soares** (2003)
Professor of Sociology
BA, Rutgers University; MA, PhD, Harvard University.

**Jeffrey Solomon** (2017)
Associate Professor of English and Women's, Gender, and Sexuality Studies
BA, University of Pennsylvania; MFA, University of California (Irvine); MA, PhD, University of Southern California.

**Christina T. Soriano** (2006)
Professor of Dance, Vice Provost for Arts and Interdisciplinary Initiatives
BA. Trinity College, Hartford CT; MFA, Smith College, Northampton, MA.

**Thomas G. Southerland** (2018)
Visiting Assistant Professor of Communication
BA, University of Kentucky; MFA, American Film Institute.

**Siddharth Srikanth** (2021)

Assistant Professor of English
BA, MA, Indian Institute of Technology Madras; PhD, Ohio State University.

**Andrew R. St. James** (2021)
Assistant Teaching Professor of Biology
BS, Georgia Institute of Technology; PhD, Cornell University.

**Troy A. Stich** (2018)
Assistant Professor of Chemistry
BS, Carnegie Mellon; PhD, University of Wisconsin.

**Erica L. Still** (2007)
Associate Professor of English
BA, Temple University; PhD, University of Iowa.

**Eric R. Stone** (1994)
Professor of Psychology
BA, Delaware; MA, PhD, University of Michigan.

**Eric Stottlemyer** (2012)
Assistant Teaching Professor of English
BA, Ohio State University; MA, San Diego State University; PhD, University of Nevada.

**George Stoupas** (2022)
Associate Teaching Professor of Counseling
BA, University of Florida; MS, School Name Nova Southeastern University; PhD, Florida Atlantic University.

**Koleman Strumpf** (2017)
Professor of Economics and Burchfield Presidential Chair of Political Economy
BS, AB, Standrod; PhD, MIT.

**Patricia Swier** (2005)
Associate Teaching Professor of Spanish and Italian
BA, Charleston; MA, Rutgers University; PhD, UNC-Chapel Hill.

**Brian Tague** (1995)
Associate Professor of Biology
Sc.B., AB, Brown University; PhD, University of California (San Diego).

**Ian M. Taplin** (1985)
Professor of Sociology
The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown University.

**Kendall B. Tarte** (1996)
Professor of French Studies
BA, MA, PhD, University of Virginia.

**Joel Tauber** (2011)
Hoak Family Fellow and Associate Professor
BS, Yale University; MEd, Lesley University; MFA. Art Center College of Design.

**Paul Thacker** (2003)
Z. Smith Reynolds Foundation Fellow and Associate Professor of Anthropology
BS, Tulane University; MA, PhD, Southern Methodist University.

**Charles Thomas** (2012)
Part-time Professor of History
BA, MA, University of Tennessee (Knoxville); PhD, Vanderbilt University.

**Timo Thonhauser** (2008)
Wright Family Endowed Chair in Physics and Professor of Physics
BS, PhD, Karl-Franzens-Universität (Austria).

**Silvia Tiboni-Craft** (2012)
Teaching Professor of Spanish and Italian
BA, MA, University of Urbino; PhD, Rutgers University.

**Risa Toha** (2022)
Assistant Professor of Politics and International Affairs
AB, Princeton University; PhD, School Name University of California Los Angeles.

**John Tomlinson** (2007)
Associate Teaching Professor of Chemistry
BA, The College of Wooster; PhD, Wake Forest University.

**Patrick J. Toner** (2006)
Associate Professor of Philosophy
BA, MA, Franciscan University of Steubenville; PhD, University of Virginia.

**Barry Trachtenberg** (2016)
The Michael H. and Deborah Rubin Presidential Chair of Jewish History and Professor
BA, Glassboro State College; MA, University of Vermont; PhD, University of California, Los Angeles.

**Margaret Triyana** (2019)
Assistant Professor of Economics
BA, MA, PhD, University of Chicago.

**William H. Turkett Jr.** (2004)
Associate Professor of Computer Science
BS, College of Charleston; PhD, University of South Carolina.

**Encarna Turner** (1999)
Associate Professor of the Practice of Spanish and Italian
BA, MA, Brigham Young University.

**Olga Valbuena-Hanson** (1996)
Associate Professor of English
BA, Irvine; MA, PhD, State University of New York (Buffalo).

**Claudia Valdez** (2009)
Assistant Teaching Professor of Spanish and Italian
BA, Universidad de Sonora; MA, PhD, University of Arizona.

**Nelly van Doorn-Harder** (2009)
Professor of Religion
BA, University of Utrecht; MA, PhD, Free University of Amsterdam.

**Julie Velasquez Runk** (2022)
Professor of Environmental Studies
PhD, Yale University.

**Jessica Shade Venegas** (2009)
Assistant Teaching Professor of Spanish and Italian
BA, Davidson College; MA, PhD, UNC-Chapel Hill.

**José Luis Venegas** (2009)
Associate Professor of Spanish and Italian and Interdisciplinary Humanities
MA, PhD, University of North Carolina at Chapel Hill.

**José A. Villalba** (2011)
Professor of Counseling

BS, MEd, EdS, PhD, University of Florida.

**Amanda S. Vincent** (2016)
Associate Professor of French Studies
BA, College of William and Mary; MA, PhD, Pennsylvania State University.

**Alessandra Beasley Von Burg** (2006)
Associate Professor of Communication
BA, Arizona State University; MA, PhD, University of Pittsburgh.

**Ron Von Burg** (2012)
Associate Professor of Communication and Director of Communication Graduate Studies
BS, BA, Arizona State University; MA, PhD, University of Pittsburgh.

**Ana M. Wahl** (2002)
Associate Professor of Sociology
BS, Creighton University; MA, PhD, Indiana University.

**Corey D. B. Walker** (2020)
Dean of the School of Divinity, Wake Forest Professor of the Humanities, Director of the Program in African American Studies
BS, Norfolk State University; MTS, Harvard University; MA, Brown University; PhD, The College of William and Mary.
https://divinity.wfu.edu/academics/faculty/corey-d-b-walker/

**C. William Walldorf** (2009)
Professor of Politics and International Affairs
BA, Bowdoin College; MA, PhD, University of Virginia.

**Brian M. Warren** (2011)
Associate Teaching Professor of Classical Languages
BA, Yale University; MLIS, UNC-Greensboro; PhD, Johns Hopkins University.

**Leigh D. Watson** (2016)
Adjunct Assistant Professor of Psychology
BA, UNC-Chapel Hill; PhD, UNC-Greensboro.

**Lori Watson** (2019)
Teacher Scholar Postdoctoral Fellow
BA, Emory University; BS, Florida Atlantic University; PhD, University of Georgia.

**Eric Watts** (2022)
Professor and Chair of Communication
PhD, Northwestern University.

**Christian E. Waugh** (2010)
F.M. Kirby Family Faculty Fellow and Professor of Psychology
BS, College of William and Mary; PhD, University of Michigan.

**Ivan Weiss** (2018)
Assistant Professor of the Practice, Journalism
BA, Haverford College; MA, London Film School (Screenwriting), UNC-Chapel Hill.

**John Welsh** (2018)
Assistant Teaching Professor of Spanish and Italian
BA, University of Notre Dame; MA, PhD, Harvard University.

**Larry Weng** (2021)
Assistant Professor
BM, Columbia University ; DMA, Yale University.

**Robert M. Whaples** (1991)
Hough Family Professor and Professor of Economics
BA, Maryland; PhD, University of Pennsylvania.

**Jarrod L. Whitaker** (2005)
Professor of Religion
BA, MA, University of Canterbury (New Zealand); PhD, University of Texas (Austin).

**Elisabeth Whitehead** (2012)
Associate Teaching Professor of English
BA, St. Mary's College of Maryland; MFA, University of Iowa.

**Chistofer C. Wiley** (2020)
Adjunct Professor
BA, MAEd, Wake Forest University.

**Charles Wilkins** (2006)
Associate Professor of History
BA, Duke University; MA, Ohio State University; PhD, Harvard University.

**Betina C. Wilkinson** (2010)
Associate Professor of Politics and International Affairs
BA, Loyola University; MA, PhD, Louisiana State University.

**J'Nese Williams** (2022)
Assistant Professor of History
AB, Princeton University; PhD, Vanderbilt University.

**Patricia K. Willis** (2007)
Part-time Professor of Women's, Gender, and Sexuality Studies
BA, East Carolina University; MA, Florida State University; MA, PhD, State University of New York (Albany).

**Eric Wilson** (1998)
Thomas H. Pritchard Professor of English
BA, Appalachian State University; MA, Wake Forest University; PhD, The Graduate Center of the City University of New York.

**Lamar Wilson** (2019)
Assistant Professor of English
BS, Florida A&M University; MFA, Virginia Polytechnic and State University; PhD, University of North Carolina Chapel HIll.

**Stephen M.. Winter** (2020)
Assistant Professor of Physics
Bsc, PhD, University of Waterloo (Canada).

**Guy Witzel** (2018)
Assistant Teaching Professor of English
BA, University of Wisconsin Oshkosh; MA, Ohio State University; PhD, State University of New York at Buffalo.

**Nicholas Wolters** (2016)
Associate Professor of Spanish and Italian
BA, York College; MA, University of Delaware; PhD, University of Virginia.

**Sharon K. Woodard** (1998)
Associate Professor of the Practice of Health and Exercise Science
BS, Central Michigan University; MS, Wake Forest University.

**Boston Woolfolk** (2020)
Visiting Assistant Professor of Spanish and Italian
BA, University of Viriginia; MA, PhD, Vanderbilt University.

**Kimberly T. Wortmann** (2018)
Associate Professor of Religion

BA, Macalaster College; MTS, Harvard Divinity School; PhD, Harvard University.

**David Wren** (2013)
Associate Teaching Professor of Chemistry
BS, University of California (Davis); MS, University of Colorado (Boulder); PhD, University of Northern Colorado (Greeley).

**Stephen Wrentmore** (2024)
Assistant Professor of Theatre
BEd, Homerton College, University of Cambridge; Advance Diploma, Royal Central School of Speech and Drama; MFA, Oklahoma City University.

**Abbie K. Wrights** (2016)
Associate Teaching Professor of Health & Exercise Science
BA, Messiah College; MS, Wake Forest University.

**Raymond L. Wyatt** (1956)
Professor Emeritus of Biology
BS, Wake Forest University; PhD, UNC-Chapel Hill.

**David Yamane** (2005)
Associate Professor of Sociology
BA, University of California (Berkeley); MS, PhD, University of Wisconsin-Madison.

**Kanako Yao** (2021)
Assistant Teaching Professor of East Asian Languages and Cultures
BA, Showa Women's University, Japan; MA, University of Fidlay; MA, PhD, Ohio State University.

**Tina Yarborough Liggins** (2001)
Assistant Teaching Professor of Dance
BFA, UNC, Greensboro; MFA, Virginia Tech.

**Mir Yarfitz** (2013)
Associate Professor of History
BA, Reed College; MA, PhD, University of California (Los Angeles).

**Saami Yazdani** (2019)
Associate Professor of Engineering
BS, MS, Virginia Tech; PhD, Wake Forest University.

**Lynne Yengulap** (2019)
Associate Teaching Professor of Mathematics
BS, MS, Miami University; PhD, University of Kansas.

**Barry Yeoman** (2019)
Adjunct Professor of Journalism
BA, New York University.

**Kyana Young** (2019)
Associate Professor of Engineering
BS, University of Arizona; PhD, University of Wisconsin Madison.

**Qiaona Yu** (2016)
Associate Professor of East Asian Languages and Cultures
BA, Beijing Foreign Studies University; MA, Peking University; PhD, University of Hawaii (M?noa).

**Chu (Alex) Yu** (2020)
Assistant Professor of Economics
BA, Northwestern University; MA, PhD, University of California at San Diego.

**Yaqi Yuan** (2020)
Adjunct Assistant Professor of Sociology
BA, MA, Hunan Agricultural University; PhD, SUNY Buffalo.

**Clifford W. Zeyl** (1997)
Professor of Biology
BSc, University of Guelph; MSc, PhD, McGill University.

**Qiong Zhang** (2008)
Associate Professor of History
BA, MA, Wuhan University; PhD, Harvard University.

**Margaret D. Zulick** (1991)
Associate Professor of Communication
BM, Westminster Choir College; MA, Earlham School of Religion; MTS, Garrett-Evangelical Theological Seminary.

# School of Business Faculty

*Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during Fall 2025 and/or Spring 2026.*

**Anthony J. Amoruso** (2019)
Associate Teaching Professor of Accounting
BS, Frostburg State College; MPA, West Virginia University; PhD, University of Georgia at Athens.

**Phillip C. Anderson** (2019)
Associate Teaching Professor of Management (Strategy)
BSEE, Purdue University; MSEE, Illinois Institute of Technology; MBA, University of California, Los Angeles, Anderson School of Management; PhD, Massachusetts Institute of Technology, Sloan School of Management.

**Tonya E. Balan** (2016)
Associate Teaching Professor of Business Analytics
BS, PhD North Carolina State University.

**Brian Banik** (2023)
Adjunct Professor of the Practice of Accounting
BS, Moravian College; Masters Certificate, George Washington University.

**S. Douglas Beets** (1987)
Professor of Accounting
BS, University of Tennessee; MAcc, PhD, Virginia Polytechnic Institute & State University.

**Emma L. Best** (2020)
Associate Teaching Professor of Business Law
BS, University of Florida; MBA, JD, Wake Forest University; DBA, University of North Carolina at Charlotte.

**Peter Brockway** (2017)
Adjunct Professor of the Practice, Executive in Residence
BBA, Stetson University; MBA, Harvard Business School.

**Ann Brooks** (2020)
Senior Lecturer of Accounting
BBA, MAcc, University of New Mexico.

**John A. Butler** (2017)
Professor of the Practice of Accounting
BBA, University of Notre Dame; MBA, University of Texas at Austin.

**Jeff Camm** (2015)

Inmar Presidential Chair in Business Analytics & Professor of Business Analytics
BS, Xavier University; PhD, Clemson University.

**Thomas G. Canace** (2009)
PWC Fellow for Teaching Excellence, Professor of Accounting
BS, St. Joseph's University; MBA, Duke University; PhD, University of South Carolina.

**Anna Cianci** (2010)
Associate Professor of Accounting
BS, Villanova University; MA, St. Joseph's College; MA, Wake Forest University; PhD, Duke University.

**Jennifer Claggett** (2020)
Assistant Professor of Accounting
BS, University of North Carolina at Chapel Hill; MS, University of North Carolina at Greensboro; PhD, University of Georgia.

**Andrew Collins** (2023)
Associate Teaching Professor of Accounting
BS, Iowa State University; MA, Texas State University; PhD, University of Oklahoma.

**Jenelle Conaway** (2024)
Assistant Professor of Accounting
BA, University of South Carolina; MBA, Loyola University; PhD, Boston University.

**Pat H. Dickson** (2006)
Dale & Karen Sisel Faculty Professor of Management (Strategy)
BS, MS, Mississippi College; PhD, University of Alabama.

**Lisa Dragoni** (2015)
Associate Professor of Management (OB/Leadership)
BA, Franklin & Marshall College; MA, The George Washington University; PhD, University of Maryland.

**Jonathan E. Duchac** (1993)
Delmer P. Hylton Professor of Accounting
BBA, MAcc, University of Wisconsin at Madison; PhD, University of Georgia.

**Mark E. Evans** (2014)
Dale K. Cline Associate Professor of Accounting
BBA, MBA, Radford University; PhD, Duke University.

**Kenneth D. Ford** (2018)
Assistant Professor of Finance
BSBA, University of Nebraska; MBA, University of North Carolina at Chapel Hill; PhD, University of Arkansas.

**Karen Gaskill** (2023)
Visiting Associate Professor of the Practice of Accounting
BA, Catawba College; MSA, University of North Carolina at Greensboro; DBA, Jacksonville University.

**Jason Goddard** (2008)
Adjunct Professor of the Practice of Finance
BS, MBA, University of North Carolina at Greensboro.

**Bingxuan Guo** (2023)
Assistant Professor of Marketing
BA, Fudan University Shanghai China; MS, CUNY-Baruch College; PhD, University of Texas at San Antonio.

**Sean T. Hannah** (2012)
J. Tylee Wilson Chair in Business Ethics and Professor of Management (OB/Leadership)
BA, California State University; MBA, MA Syracuse University; MA, Marine Corps University; PhD, University of Nebraska.

**J. Kline Harrison** (1990)
Vice Provost for Global Affairs & Kemper Professor of Business
BS, University of Virginia; PhD, University of Maryland.

**Kenneth C. Herbst** (2007)
Board of Visitors Fellow in Marketing, Associate Professor of Marketing
BA, Wake Forest University; MA, PhD, University of North Carolina at Chapel Hill.

**Philip Howard** (2016)
Joseph M. Bryan Fellow in Banking & Finance & Assistant Professor of Finance
BS, MS, PhD, University of North Carolina at Chapel Hill.

**Jennifer Hudson** (2006)
Senior Lecturer of Accounting
BS, Wake Forest University.

**Charalambos L. Iacovou** (2001)
Professor of Management Information Systems
BS, University of Vermont; PhD, University of British Columbia.

**Timothy R. Janke** (2007)
Professor of the Practice of Business Law
BS, University of North Carolina at Chapel Hill; LLM, JD, Oglethorpe University; MBA, Wake Forest University.

**Devon Jefferson** (2023)
Assistant Professor of Accounting
BS, North Carolina Agricultural & Technical State University; MS, Michigan State University; PhD, Virginia Commonwealth University.

**Mark Johnson** (2014)
Fellow in Investments & Portfolio Management & Teaching Professor of Finance
BS, Florida State University; MSF, Florida International University; MSFE, PhD, University of New Orleans.

**C. Douglas Johnson** (2023)
Teaching Professor of Management (OB/Leadership)
BS, Clemson University; MBA, University of Connecticut; MS, PhD, University of Georgia.

**Amol M. Joshi** (2020)
Bern Beatty Fellow & Associate Professor of Management (Strategy)
BS, Georgia Institute of Technology; MS, MBA, Dartmouth College; PhD, University of North Carolina at Chapel Hill.

**John P. Karabelas** (2018)
Assistant Professor of the Practice of Management Information Systems

BS, Virginia Polytechnic Institute and State University; MS, George Washington University.

**Justin Kent** (2022)
Adjunct Assistant Professor of Management (Strategy)
BS, MBA, Brigham Young University; PhD, University of North Carolina at Chapel Hill.

**Yeongin Kim** (2024)
Assistant Professor of Business Analytics
BS, Inha University; MA, Texas A&M University; PhD, University of Texas at Dallas.

**Benjamin T. King** (2006)
Professor of the Practice of Management (Strategy)
BA, University of Virginia; MBA, Wake Forest University.

**Aric LaBarr** (2025)
Associate Teaching Professor of Analytics
BA, MS, PhD, North Carolina State University.

**Kyre Lahtinen** (2023)
Visiting Associate Professor of Finance
BS, MS, PhD, Florida State University.

**Thad Lewallen** (2013)
Adjunct Lecturer of Management (Strategy)
BA, Lenoir Rhyne University; MS, University of North Carolina at Greensboro.

**Jia Li** (2017)
Associate Professor of Marketing
PhD, Washington University.

**Stephanie Mahin** (2025)
Adjunct Associate Teaching Professor of Management
BS, Butler University; MS, North Carolina State University; PhD, University of North Carolina at Chapel Hill.

**Martin Malloy** (2020)
Faculty Director of the Wall Street Prep Track Program & Professor of the Practice of Finance
BS, Manhattan College.

**Bill Marcum** (1996)
Wall Street Partners Fellow & Associate Professor of Finance
BA, Furman University; BA, MA, University of North Carolina at Greensboro; PhD, University of North Carolina at Chapel Hill.

**R. Justin Martin** (2020)
Coca-Cola Faculty Fellow & Associate Teaching Professor of Management Information Systems
BS, MS, PhD, University of North Carolina at Charlotte.

**Shannon D. McKeen** (2017)
Professor of the Practice of Business Analytics
BA, Williams College; MBA, Dartmouth College.

**Patrick R. McMullen** (2003)
Associate Professor of Business Analytics
BS, University of Louisville; MBA, Butler University; PhD, University of Oregon.

**Norma R. Montague** (2010)
John B. McKinnon Professor & Associate Professor of Accounting
BA, MA, North Carolina State University; PhD, University of South Florida.

**Sherry E. Moss** (2005)
Benson Pruitt Professor in Business & Professor of Management (OB/Leadership)
BS, PhD, Florida State.

**Robert C. Nash** (1997)
Thomas K. Hearn Jr. Professor of Finance
BS, The Citadel; MBA, University of South Carolina; PhD, University of Georgia.

**Zlatana Nenova** (2024)
Assistant Professor of Business Analytics
BS, Guilford College; MA, PhD, University of Pittsburgh.

**Steve H. Nickles** (1995)
C.C. Hope Chair of Financial Services and Law and Professor of Law
BA, MPA, JD, Arkansas; LLM, JSD, Columbia.

**Jaelynn Oh** (2025)
Assistant Professor of Operations Management
BS, Korea Advanced Institute of Science and Technology; MS, Stanford University; PhD, University of Utah.

**Gokce Palak** (2023)
Associate Teaching Professor of Operations Management
BS, Bogazici University, Turkey; MS, Colorado State University; PhD, Mississippi State University.

**Eric Park** (2023)
Assistant Professor of Operations Management
BSE, Seoul National University; MSE, University of Michigan, Ann Arbor; PhD, Northwestern University.

**Ajay Patel** (1993)
Thomas S. Goho Chair of Finance and Professor of Finance
BSc, St. Joseph's College; MBA, University of Baltimore; PhD, University of Georgia.

**Pelin Pekgun** (2024)
Professor of Business Analytics
BS, MS, Bogazici University, Istanbul, Turkey; MS, PhD, Georgia Institute of Technology.

**Stacie Petter** (2022)
Professor of Management Information Systems
BS, Berry College; MBA, PhD, Georgia State University.

**Matthew T. Phillips** (2009)
Exxon-Calloway Fellow & Teaching Professor of Business Law
BA, JD, Wake Forest University; MDiv, Duke University.

**Jonathan P. Pinder** (1990)
Associate Professor of Business Analytics
BS, North Carolina State University; PhD, University of North Carolina at Chapel Hill.

**Annette L. Ranft** (2022)
Sisel Distinguished Dean of Business & Professor of Management (Strategy)
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina at Chapel Hill.

**Victoria Reibenspiess** (2024)
Assistant Professor of Management Information Systems
BS, MS, Goethe University Frankfurt; PhD University of Innsbruck.

**Lauren C. Reid** (2019)
Lambert Family Accounting Fellow & Associate Professor of Accounting
BS, MS, Wake Forrest University; PhD, University of Tennessee.

**Elizabeth Ricks** (2021)
Adjunct Associate Professor of the Practice of Business Analytics

BS, West Virginia University; MSBI, St. Joseph's University.

**David Robertson** (2025)
Assistant Professor of the Practice of Marketing
BS, MBA, Wake Forest University.

**Scott M. Shafer** (1998)
Professor of Operations Management
BS, BBA, PhD, University of Cincinnati.

**Whitney L. Simpson** (2017)
Associate Professor of the Practice of Accounting
AB, Davidson College; Master of Taxation, University of South Carolina.

**Christopher M. Smith** (2019)
Associate Teaching Professor of Business Analytics
BS, United States Military Academy; MS, Missouri University of Science and Technology; MSE, University of Texas at Austin; PhD, University of Virginia.

**Stephen Smulowitz** (2023)
Assistant Professor of Management (Strategy)
BA, State University of New York; JD, University of Pennsylvania Law School; MSc, IE Business School, Madrid, Spain; PhD, IESE Business School, Barcelona, Spain.

**Bryan Starrett** (2016)
Adjunct Professor of the Practice of Business Law
BS, Wake Forest University; JD, University of Virginia School of Law.

**Michelle D. Steward** (2004)
Caron-Lightcap Faculty Fellow & Associate Professor of Marketing
BA, MBA Univeristy of West Florida; PhD, Arizona State University.

**Greg Stewart** (2025)
McNicholas-Lightcap Faculty Fellow & Professor of Management
BS, Brigham Young University; PhD, Arizona State University.

**Deon Strickland** (2008)
Glenn Orr Fellow & Teaching Professor of Finance
AB, Harvard University; MBA, Boston College; PhD, University of North Carolina at Chapel Hill.

**John Sumanth** (2013)
James Farr Faculty Fellow in Leadership & Organizational Development & Associate Professor of Management (OB/Leadership)
BS, Miami; MBA, Florida; PhD, University of North Carolina at Chapel Hill.

**Pat Sweeney** Professor of the Practice of Management (OB/Leadership)
BS, United States Military Academy of West Point; MMAS, United States Army Command and General Staff College; MA, PhD, University of North Carolina at Chapel Hill.

**Tilan Tang** (2022)
Associate Teaching Professor of Finance
BS, BA, Shanghai Jiao Tong University; MA, Florida State University; PhD, Michigan State University.

**Judy Tisdale** (2022)
Adjunct Teaching Professor of Communications
BA, High Point University; MA, Appalachian State University; PhD, The University of North Carolina at Greensboro.

**J. Bren Varner** (2006)
Senior Lecturer of Management (Strategy)
BS, Wake Forest University; MBA, University of Virginia.

**Amy Wallis** (2012)
Teaching Professor of Management (OB/Leadership)
BA, University of Scranton; MS, PhD, Virginia Commonwealth University.

**Pete Watson** (2023)
Adjunct Professor of the Practice of Management (Strategy)
BA, MA, Springfield College.

**Julie H. Wayne** (2003)
David C. Darnell Presidential Chair in Principled Leadership & Professor of Management (OB/Leadership)
BS, Furman University; MS, PhD, Georgia at Athens.

**James B. Willis** (2013)
Dr. Dale Martin Fellow & Professor of the Practice of Accounting
BS, Master of Taxation, Virginia Commonwealth University.

**Ya Wen Yang** (2009)
Associate Professor of Accounting
BBA, Tunghai University; MBA, University of Illinois; PhD, University of Tennessee.

**Ali Zeytoon-Nejad** (2019)
Assistant Teaching Professor of Business Economics
BA, MS, University of Iran; MS, PhD, North Carolina State University.

# Emeriti

*Dates following names indicate period of service.*

Umit Akinc (1982-2016)
Thomas H. Davis and Professor Emeritus of Business
BS, Middle East Tech. (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill

George R. Aldhizer III (2001-2024)
Associate Professor of Accountancy
BS, BA, Richmond; PhD, Texas Tech University

David J. Anderson (1992-2024)
Professor Emeritus of Biology
BA, Denison University; MS, University of Michigan; PhD, Pennsylvania University

John P. Anderson (1984-2010)
Professor Emeritus of Counseling
BS, MS, PhD, Georgia Tech; MBA, Alabama (Birmingham); MAEd, Wake Forest University

Sharon Andrew (1994-2024)
Professor Emeritus of Theatre
BA, UNC-Chapel Hill; MFA, UNC-Greensboro

John L. Andronica (1969-2008)
Professor Emeritus of Classical Languages
BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins

Terry A. Baker (1998-2022)
Professor Emeritus of School of Business
BA, Miami; MS, Illinois; MBA, Chicago; PhD, Kentucky

Rajaram B. Baliga (1989-2018)
Professor Emeritus of Business

BE, University of Madras; PGDBA, Indian Institute of Management; DBA, Kent State

Sarah E. Barbour (1985-2019)
Professor Emeritus of Romance Languages
BA, Maryville; Diplôme de Langue et de Civilsation Françaises, Paris; MA, PhD, Cornell

James P. Barefield (1963-2004)
Wake Forest Professor Emeritus of History
BA, MA, Rice; PhD, Johns Hopkins

Richard C. Barnett (1961-1994)
Professor Emeritus of History
BA, Wake Forest University; MEd, PhD, UNC-Chapel Hill

John V. Baxley (1968-2004)
Wake Forest Professor Emeritus of Mathematics
BS, MS, Georgia Tech; PhD, University of Wisconsin

Roger L. Beahm (2005-2025)
Professor of the Practice of Marketing (School of Business)
BS, MBA, University of Colorado at Boulder

Michael Berry (1995-2023)
Professor Emeritus of Health & Exercise Science
BS, Jacksonville State University; MA, Southeastern Louisiana University; PhD, Texas A&M University

Debbie Best (1974-2023)
William L. Poteat Chaired Professor Emeritus of Psychology
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Robert R. Bliss (2004-2019)
Professor Emeritus of Business
BS, Purdue; MBA, PhD, University of Chicago

Terry D. Blumenthal (1987-2024)
Professor Emeritus of Psychology
BS, University of Alberta (Edmonton); MS, PhD, University of California (Berkeley)

Derrick S. Boone (1996-2024)
Associate Professor of Marketing
BA, University of North Carolina at Chapel Hill; MBA, Fairleigh Dickinson University; PhD, Duke University

Susan Harden Borwick (1982-2019)
Professor Emerita of Music
BM, BME, Baylor University; PhD, UNC-Chapel Hill

Stephen B. Boyd (1985-2022)
John Allen Easley Professor Emeritus of Study of Religions
BA, University of Tennessee; MDiv, Th.D., Harvard Divinity School

Holly Brower (2005-2021)
Professor Emerita of School of Business
BS, Wake Forest University; MS, Iowa State University; PhD, Purdue University

David G. Brown (1990-2003)
Provost Emeritus
AB, Denison; PhD, Princeton

Robert A. Browne (1980-2022)
Professor Emeritus of Biology
BS, MS, Dayton University; PhD, Syracuse University

Jennifer Burg (1993-2023)
Professor Emeritus of Computer Science
BA, Elizabethtown College; MA (English), MA (French), University of Florida; PhD, University of Central Florida

Richard D. Carmichael (1971-2018)
Professor Emeritus of Mathematics & Statistics
BS, Wake Forest University; MA, PhD, Duke

Christa G. Carollo (1985-2005)
Senior Lecturer Emerita of German
BA, UNC-Greensboro; MA, Duke

Stewart Carter (1982-2025)
Professor Emeritus of Music
BME, Kansas; MS, Illinois; PhD, Stanford University

Jonathan H. Christman (1983-2016)
Associate Professor Emeritus of Theatre and Dance
AB, Franklin and Marshall; MFA, University of Massachusetts (Amherst)

John E. Collins (1970-2007)
Professor Emeritus of Religion
BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton

William E. Conner (1988-2022)
Professor Emeritus of Biology
BA, University of Notre Dame; MS, PhD, Cornell University

Leon H. Corbett Jr. (1968-2002)
Vice President and Counsel Emeritus
BA, JD, Wake Forest University

Nancy J. Cotton (1977-2002)
Professor Emerita of English
BA, Texas; MA, Wisconsin; PhD, Columbia

Allin Cottrell (1989-2023)
Professor Emeritus of Economics
BA, Oxford (Merton College); PhD, Edinburgh

James F. Curran (1988-2024)
Professor Emeritus of Biology
BAAS, University of Delaware; MA, PhD, Rice University

Dale Dagenbach (1990-2024)
Professor Emeritus of Psychology
BA, New College; MA, PhD, Michigan State University

William L. Davis (1996-2022)
Professor Emeritus of School of Business
BA, Carson-Newman College; MA, Wake Forest University; PhD, Ohio State

Mary K. DeShazer (1982, 1987-2014)
Professor Emerita of English and Women's, Gender, and Sexuality Studies

BA, Western Kentucky; MA, Louisville; PhD, Oregon

Arun P. Dewasthali (1975-2012)
Associate Professor Emeritus of Business

BS, Bombay; MS, PhD, Delaware

Sandra J. Dickson (2009-2024)
Professor Emeritus
BSED, Mississippi College; MA, University of West Florida; PhD, Florida State University

Ronald V. Dimock Jr. (1970-2015)
Thurman D. Kitchin Professor Emeritus of Biology
BA, New Hampshire; MS, Florida State; PhD, California (Santa Barbara)

Patricia Dixon (1986-2018)
Senior Lecturer Emerita of Music
BM, NC School of the Arts; MM, UNC-Greensboro

Robert H. Dufort (1961-1999)
Professor Emeritus of Psychology
BA, PhD, Duke

John S. Dunkelberg (1983-2001)
Kemper Professor Emeritus of Business (School of Business)
BS, Clemson; MBA, PhD, South Carolina

Yomi Durotoye (1994-2016)
Associate Teaching Professor Emeritus of Politics and International Affairs
BS, University of Ibadan; MA, Georgia State; PhD, Duke

John R. Earle (1963-2001)
Professor Emeritus of Sociology
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Paul D. Escott (1988-2018)
Reynolds Professor Emeritus of History
BA, Harvard; MA, PhD, Duke

Andrew V. Ettin (1977-2013)
Professor Emeritus of English
BA, Rutgers; MA, PhD, Washington (St. Louis)

Herman E. Eure (1974-2013)
Professor Emeritus of Biology
BS, Maryland State; PhD, Wake Forest University

David K. Evans (1966-1998)
Professor Emeritus of Anthropology
BS, Tulane; PhD, California (Berkeley)

Stephen Ewing (1971-2009)
Professor Emeritus of Business (School of Business)
BS, Howard Payne; MBA, Baylor; PhD, Texas Tech

David Finn (1995-2023)
Professor Emeritus of Sculpture
BS, Cornell University; MFA, Massachusetts College of Art

Jay Ford (1998-2023)
Professor Emeritus of Religious Studies
MTS, Vanderbilt University; MA, PhD, Princeton University

Donald E. Frey (1972-2011)
Professor Emeritus of Economics
BA, Wesleyan; MDiv, Yale; PhD, Princeton

Mary Friedman (1987-2021)
Professor Emerita of Spanish and Italian
BA, Wellesley; MA, PhD, Columbia Univesrity

Caroline Sandlin Fullerton (1969-1990)
Lecturer Emerita of SCTA (Theatre Arts)
BA, Rollins; MFA, Texas Christian

Candelas S. Gala (1978-2018)
Charles E. Taylor Professor Emerita of Romance Languages
BA, Salamanca (Spain); MA, PhD, University of Pittsburgh

Carole Gibson (1980-2021)
Professor Emerita of Biology
BS, University of Hartford; PhD, Syracuse University

Kathleen M. Glenn (1974-1998)
Wake Forest Professor Emerita of Romance Languages
BA, MA, PhD, Stanford

Thomas S. Goho (1977-2007)
Thomas S. Goho Chair Emeritus of Finance (School of Business)
BS, MBA, Penn State; PhD, UNC-Chapel Hill

Louis Goldstein (1979-2021)
Professor Emeritus of Music
BM, Oberlin College; MFA, California Institute of the Arts; DMA, Eastman School of Musics

William C. Gordon (2002-2012)
Professor Emeritus of Psychology
BA, MA, Wake Forest University; PhD, Rutgers

David Hagy (1995-2021)
Professor Emeritus of Music
BM, Indiana University; MM, MMA, DMA, Yale University

Claire Holton Hammond (1978-2013)
Professor Emerita of Economics
BA, Mary Washington; PhD, Virginia

J. Daniel Hammond (1978-2019)
Professor Emeritus of Economics
BA, Wake Forest University; PhD, University of Virginia

Phillip J. Hamrick Jr. (1956-1995)
Professor Emeritus of Chemistry
BS, Morris Harvey; PhD, Duke

Katy J. Harriger (1985-2025)
Professor Emeritus of Politics and International Affairs
BA, Edinboro State University; MA, PhD, University of Connecticut

Catherine T. Harris (1980-2019)
Professor Emerita of Sociology
BA, Lenoir-Rhyne University; MA, Duke University; PhD, University of Georgia

Frederick H. deB. Harris (1990-2024)
Professor of Economics and Finance
BA, Dartmouth College; PhD, University of Virginia

Elmer K. Hayashi (1973-2004)
Professor Emeritus of Mathematics
BA, California (Davis); MS, San Diego State; PhD, Illinois

Roger A. Hegstrom (1969-2001)
Wake Forest Professor Emeritus of Chemistry

BA, St. Olaf; AM, PhD, Harvard

Donna A. Henderson (1996-2019)
Professor Emerita of Sociology
BA, Meredith University; MAT, James Madison University; PhD, University of Tennessee

E. Clayton Hipp Jr. (1991-2016)
Senior Lecturer Emeritus of Business
BA, Wofford; MBA, JD, South Carolina

Alix Hitchcock (1989-2013)
Instructor Emerita of Art
BFA, UNC-Greensboro; MA, New York

Kenneth G. Hoglund (1990-2024)
Professor Emeritus of Religious Studies
BA, Wheaton College; MA, PhD, Duke University

Fred L. Horton Jr. (1970-2011)
Albritton Professor Emeritus of the Bible (Department of Religion)
BA, UNC-Chapel Hill; BD, Union Theological Seminary; PhD, Duke

Fredric T. Howard (1966-2009)
Professor Emeritus of Mathematics
BA, MA, Vanderbilt; PhD, Duke

Michael L. Hughes (1984-2022)
Professor Emeritus of History
BA, Claremont McKenna College; MA, PhD, University of California (Berkeley)

Patricia Adams Johansson (1969-1998)
Associate Dean of the College Emerita and Lecturer Emerita of English
BA, Winston-Salem State; MA, Wake Forest University

David J. John (1982-2021)
Professor Emeritus of Computer Science
BS, Emory and Henry College; MS, PhD, Emory University

Claudia Kairoff (1986-2022)
Professor Emerita of English
BA, Notre Dame of Maryland; MA, University of Virginia; PhD, Brandeis

Peter D. Kairoff (1988-2024)
Professor Emeritus of Music
BA, University of California, San Diego; MM, DMA, University of Southern California

Judy Kem (1987-2020)
Professor Emerita of French Studies
BA, Western Kentucky University; MA, University of Louisville; PhD, University of North Carolina Chapel Hill

Charles H. Kennedy (1985-2017)
Associate Professor Emeritus of Business
BA, Eckerd; AM, MPP, PhD, Duke

Ralph C. Kennedy III (1976-2021)
Professor Emeritus of Philosophy
BA, PhD, University of California (Berkeley)

William C. Kerr (1970-2008)
Professor Emeritus of Physics
BS, Wooster; PhD, Cornell

Lee G. Knight (1979-2018)
Professor Emeritus of Business
BS, Western Kentucky; MA, PhD, University of Alabama

Dilip K. Kondepudi (1987-2019)
Professor Emeritus of Chemistry
BS, Madras (India); MS, Indian Institute of Technology (Bombay); PhD, University of Texas at Austin

Kathleen A. Kron (1991-2021)
Professor Emeritus of Biology
BS, MS, Michigan State University; PhD, University of Florida

Raymond E. Kuhn (1968-2018)
William L. Poteat Professor Emeritus of Biology
BS, Carson-Newman; PhD, University of Tennessee

James Kuzmanovich (1972-2014)
Professor Emeritus of Mathematics
BS, Rose Polytechnic; PhD, Wisconsin

Page H. Laughlin (1987-2022)
Professor Emerita of Art
BA, University of Virginia; MFA, Rhode Island School of Design

Michael S. Lawlor (1986-2014)
Professor Emeritus of Economics
BA, Texas (Austin); PhD, Iowa State

Candyce C. Leonard (1996-2014)
Professor Emerita of Communication
BA, Texas Wesleyan; MA, MEd, Louisville; PhD, Indiana (Bloomington)

David B. Levy (1976-2021)
Professor Emeritus of Music
BM, MA, Eastman School of Music; PhD, University of Rochester

Charles M. Lewis (1968-2016)
A.C. Reid Professor Emeritus of Philosophy
BA, Wake Forest University; ThM, Harvard; PhD, Vanderbilt

Dan S. Locklair (1982-2025)
Professor Emeritus of Music
BM, Mars Hill University; SMM, Union Theological Seminary; DMA, Eastman School of Music

Pat C.W. Lord (2000-2025)
Professor Emeritus of Biology
BS, North Carolina State University; PhD, Wake Forest University

David M. Lubin (1999-2025)
Emeritus Charlotte C. Weber Professor of Art
BA, Ohio State University; MA, PhD, Yale University

Barry G. Maine (1981-2025)
Professor Emeritus of English
BA, University of Virginia; MA, PhD, UNC-Chapel Hill

Milorad R. Margitic´ (1978-2005)
Professor Emeritus of Romance Languages
MA, Leiden (Netherlands); PhD, Wayne State

Dale R. Martin (1982-2018)
Professor Emeritus of Business
BS, MS, Illinois State; DBA, Kentucky

George "Rick" Matthews (1979-2020)
Professor Emeritus of Physics
BS, PhD, University of North Carolina Chapel Hill

Darlene May (2005-2021)
Professor Emerita of Arabic

Gordon E. McCray (1994-2025)
Associate Professor of Management Information Systems (School of Business)
BS, Wake Forest University; MBA, Stetson University; PhD, Florida State University

Jill Jordan McMillan (1983-2006)
Professor Emerita of Communication
BA, Baylor; MA, Arkansas; PhD, Texas

Gordon A. Melson (1991-2006)
Dean of the Graduate School of Arts & Sciences Emeritus
BS, PhD, Sheffield (England) and Professor Emeritus of Chemistry

Jack R. Meredith (1995-2017)
Professor Emeritus of Business
BS, Oregon State; MBA, PhD, California (Berkeley)

J. Kendall Middaugh II (1987)
Associate Professor of Management
BBA, MBA George Washington; PhD, Ohio State

John C. Moorhouse (1969-2006)
Archie Carroll Professor Emeritus of Ethical Leadership
BA, Wabash; PhD, Northwestern (Department of Economics)

Patrick E. Moran (1989-2010)
Associate Professor Emeritus of Chinese (East Asian Languages and Cultures)
BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania

Thomas E. Mullen (1957-2000)
Dean of the College Emeritus and Professor Emeritus of History
BA, Rollins; MA, PhD, Emory University

Jim Narus (1988-2021)
Professor Emeritus of School of Business
MA, MBA, Connecticut University; PhD, Syracuse University

Joel Newman (1976-2017)
Professor Emeritus of Law

Debbie W. Newsome (1999-2021)
Professor Emerita of Counseling
BA, Oklahoma Baptist University; MEd, Wake Forest University; PhD, University North Carolina - Greensboro

Ronald E. Noftle (1967-2014)
Professor Emeritus of Chemistry
BS, New Hampshire; PhD, Washington

James L. Norris (1989-2021)
Professor Emeritus of Mathematics and Statistics
BS, MS (Science), MS (Statistics), North Carolina State University; PhD, Florida State University

Gillian Rose Overing (1979-2019)
Professor Emerita of English
BA, Lancaster (England); MA, PhD, State University of New York (Buffalo)

Anthony S. Parent Jr. (1989-2024)
Professor Emeritus of History
BA, Loyola; MA, PhD, University of California (Los Angeles)

Perry L. Patterson (1986-2013)
Professor Emeritus of Economics and Lecturer Emeritus of Russian
BA, Indiana University; MA, PhD, Northwestern

Mary L.B. Pendergraft (1988-2022)
Professor Emerita of Classics
BA, PhD, UNC-Chapel Hill

Philip J. Perricone (1967-2003)
Professor Emeritus of Sociology
BS, MA, Florida; PhD, Kentucky

Robert J. Plemmons (1990-2013)
Reynolds Professor Emeritus of Mathematics and Computer Science
BS, Wake Forest University; PhD, Auburn

James T. Powell (1988-2015)
Associate Professor Emeritus of Classical Languages
BA, Emory; MPhil, MA, PhD, Yale

Jenny Puckett (1995-2013)
Lecturer Emerita in Romance Languages
BA, Wake Forest University; MA, Middlebury

Teresa Radomski (1977-2021)
Professor Emerita of Music
BM, Eastman School of Music; MM, University of Colorado

Mary Lynn B. Redmond (1989-2018)
Professor Emerita of Education
BA, EdD, UNC-Greensboro; MEd, UNC-Chapel Hill

W. Jack Rejeski Jr. (1978-2025)
Professor Emeritus of Health & Exercise Science
BS, Norwich University; MA, PhD, University of Connecticut

Bruce G. Resnick (1995-2018)
Professor Emeritus of Finance
BBA, Wisconsin (Oshkosh); MBA, Colorado; DBA, Indiana

Suzanne Reynolds (1981-2020)
Professor Emerita of School of Law

Paul M. Ribisl (1973-2013)
Charles E. Taylor Professor Emeritus of Health and Exercise Science
BS, Pittsburgh; MA, Kent State; PhD, Illinois

Charles L. Richman (1968-2006)
Professor Emeritus of Psychology
BA, Virginia; MA, Yeshiva; PhD, Cincinnati

Leonard P. Roberge (1974-2002)
Professor Emeritus of Education
BA, New Hampshire; MA, Atlanta; EdD, Maine

Donald P. Robin (1997-2009)
J. Tylee Wilson Professor Emeritus of Business Ethics (School of Business)
BS, MBA, PhD, Louisiana State

Luis Roniger (2004-2021)
Professor Emeritus of Politics and International Affairs
Licenciado, Universidad National de Buenos Aires; MA, PhD, Hebrew University of Jerusalem

Brooke Saladin (1983-2018)
Professor Emeritus of Business
BS, PhD, Ohio State; MBA, Bowling Green State

Wilmer D. Sanders (1954-1957, 1964-1992)
Professor Emeritus of German
BA, Muhlenberg; MA, PhD, Indiana

Timothy F. Sellner (1970-2003)
Professor Emeritus of German
BA, PhD, Michigan; MA, Wayne State

Cathy Seta (1987-2020)
Professor Emerita of Psychology
BA, MA, PhD, University of North Carolina Greensboro

Kurt C. Shaw (1987-2018)
Associate Professor Emeritus of Russian
BA, Missouri; MA, PhD, University of Kansas

Howard W. Shields (1958-2001)
Professor Emeritus of Physics
BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke

Wayne Silver (1985-2023)
Professor Emeritus of Biology
BA, University of Pennsylvania; PhD, Florida State University

Robin Simon (2009-2021)
Professor Emerita of Sociology

Jeanne M. Simonelli (1999-2013)
Professor Emerita of Anthropology
BA, MA, PhD, Oklahoma; MPH, Oklahoma University Health Sciences Center

Michael L. Sinclair (1968-2006)
Professor Emeritus of History
BA, Wake Forest University; AM, PhD, Stanford

Earl Smith (1996-2012)
Rubin Professor Emeritus of American Ethnic Studies and Professor Emeritus of Sociology
BA, SUNY (Stony Brook); MA, PhD, Connecticut

Margaret Supplee Smith (1979-2011)
Harold W. Tribble Professor Emerita of Art
BS, Missouri; MA, Case Western Reserve; PhD, Brown

William K. Smith (1998-2024)
Emeritus Reynolds Babcock Chair of Biology
BS, MS, California State University; PhD, University of California (Los Angeles)

Cecilia H. Solano (1977-2017)
Associate Professor Emerita of Psychology
BA, Harvard; MA, PhD, Johns Hopkins

David H. Stroupe (1990-2016)
Associate Professor Emeritus of the Practice in English
BS, Wake Forest University; MA, UNC-Chapel Hill

Thomas C. Taylor (1971-2003)
Professor Emeritus of Accountancy (School of Business)
BS, MA, UNC-Chapel Hill; PhD, Louisiana State

Rebecca Thomas (1993-2025)
Professor Emeritus of German
BA, MA, University of California (Los Angeles); PhD, Ohio State University

Stan Thomas (1983-2023)
Associate Professor Emeritus of Computer Science
BS, Davidson College; PhD, Vanderbilt University

Clark Thompson (2001-2021)
Professor Emeritus of Philosophy
BA, JD, PhD, University of Virginia

Ronald Thompson (2000-2021)
Professor Emeritus of School of Business
BMath, University of Waterloo; MBA, McMaster; PhD, University of Western Ontario

Ralph B. Tower (1980-2014)
Wayne Calloway Professor Emeritus of Taxation
BA, PhD, UNC-Chapel Hill; MBA, Cornell

George W. Trautwein (1983-1996)
Director of Instrumental Ensembles Emeritus (Department of Music)
BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana

Robert W. Ulery Jr. (1971-2011)
Professor Emeritus of Classical Languages
BA, MA, PhD, Yale

Robert L. Utley Jr. (1978-2013)
Associate Professor Emeritus of Humanities
BA, Wake Forest University; MA, PhD, Duke

Sarah L. Watts (1987-2011)
Professor Emerita of History
BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma

Mary R. Wayne-Thomas (1980-2025)
Professor Emeritus of Theatre
BFA. Pennsylvania State University; MFA, Ohio State University

Peter D. Weigl (1968-2009)
Professor Emeritus of Biology
BA, Williams; PhD, Duke

David P. Weinstein (1989-2015)
Professor Emeritus of Politics and International Affairs
BA, Colorado College; MA, Connecticut; PhD, Johns Hopkins

Ulrike Weithaus (1991-2021)
Professor Emerita of Study of Religions
Colloquium at Kirchliche Hochschule (Berlin, Germany); MA, PhD, Temple University

Mark E. Welker (1987-2024)
Emeritus William L. Poteat Professor of Chemistry
BS, UNC-Chapel Hill; PhD, Florida State University

Byron R. Wells (1981-2016)
Professor Emeritus of Romance Languages

BA, MA, Georgia; PhD, Columbia

Helga Welsh (1993-2023)
Professor Emeritus of Politics & International Affairs
MA, PhD, University of Munich

George Page West (1995-2020)
Professor Emeritus of School of Business

Larry E. West (1969-2010)
Professor Emeritus of German
BA, Berea; PhD, Vanderbilt

M. Stanley Whitley (1990-2013)
Professor Emeritus of Romance Languages
BA, Wake Forest University; MA, PhD, Cornell

Jack Wilkerson (1989-2023)
D. Wayne Calloway Professor Emeritus of Accountancy
BS, Bob Jones University; PhD, University of Texas at Austin

Alan Williams (1974-2020)
Professor Emeritus of History
BA, Stanford University; PhD, Yale University

John G. Williard (1958-1994)
Vice President and Treasurer Emeritus
BS, UNC-Chapel Hill

David C. Wilson (1984-85, 1987-2015)
Associate Professor of the Practice Emeritus of Mathematics
BS, Wake Forest University; MAT, Emory

Edwin G. Wilson (1951-2002)
Provost Emeritus and Professor Emeritus of English
BA, Wake Forest University, AM, PhD, Harvard

Donald H. Wolfe (1968-2000)
Professor Emeritus of Theatre
BS, MS, Southern Illinois; PhD, Cornell

John H. Wood (1985-2022)
Reynolds Professor Emeritus of Economics
BS, Ohio; MA, Michigan State University; PhD, Purdue University

J. Ned Woodall (1969-2003)
Professor Emeritus of Anthropology
BA, MA, Texas; PhD, Southern Methodist

Raymond L. Wyatt (1956-1992)
Professor Emeritus of Biology
BS, Wake Forest University; MA, PhD, UNC-Chapel Hill

Phoebe Zerwick (2010-2025)
Professor Emeritus of the Writing Program
BA, University of Chicago; MS, Columbia University

# INDEX

## A

Academic Calendar ..... 56
Academic Community Engagement (ACE) ..... 82
Accountancy, B.S. ..... 307
Accountancy, Minor ..... 310
Accreditation ..... 9
Accreditation ..... 300
Admission ..... 57
Advising and Registration ..... 63
African American Studies (AAS) ..... 78
African American Studies, B.A. ..... 80
African American Studies, Minor ..... 81
African Studies (AFS) ..... 84
African Studies, Minor ..... 84
American Ethnic Studies (AES) ..... 85
American Ethnic Studies, Minor ..... 86
Anthropology (ANT) ..... 87
Anthropology, B.A. ..... 90
Anthropology, Minor ..... 90
Applied Mathematics, B.S. ..... 227
Applied Statistics, B.S. ..... 285
Arabic, Minor ..... 231
Art (ART) ..... 91
Art History, B.A. ..... 96
Art History, Minor ..... 99

## B

Beta Gamma Sigma, National Honor Society ..... 311
Biochemistry and Molecular Biology, B.S. ..... 103
Biochemistry and Molecular Biology (BMB) ..... 102
Bioethics, Humanities and Medicine (BHM) ..... 104
Bioethics, Humanities and Medicine, Minor ..... 105
Biology, B.A. ..... 111
Biology, B.S. ..... 112
Biology (BIO) ..... 106
Biology, Minor ..... 113
Biophysics, B.S. ..... 248
Buildings and Grounds ..... 12
Business and Enterprise Management, B.S. ..... 308

## C

Campus Recreation ..... 35
CARE Team ..... 35
Casa Artom Program ..... 216
Center for Global Programs & Studies (GPS) ..... 32
Center for Global Programs and Studies ..... 71
Center for Immigration Services & Support (ISS) ..... 32
Center for Learning, Access, and Student Success ..... 36
Center for Research on Abroad and International Student Engagement (RAISE) ..... 32
Certificate in Actuarial Science ..... 153
Certificate in Actuarial Science ..... 286
Certificate in Actuarial Science ..... 310
Certificate in Chinese for the Global Workplace ..... 147
Certificate in Japanese for the Global Workplace ..... 147
Chaplain's Office and Religious Life ..... 36
Chemistry, B.A. ..... 115
Chemistry, B.S. ..... 116
Chemistry (CHM) ..... 113
Chemistry, Minor ..... 121
Chemistry with Concentration in Biochemistry, B.S. ..... 117
Chemistry with Concentration in Materials Chemistry, B.S. ..... 118
Chemistry with Concentration in Medicinal Chemistry and Drug Discovery, B.S. ..... 119
Chile Immersion Program ..... 283
Chinese Language and Culture, B.A. ..... 145
Chinese Language and Culture, Minor ..... 147
Classical Languages, B.A. ..... 123
Classical Studies, BA ..... 123
Classical Studies, Minor ..... 124
Classics (CLA) ..... 121
Communication, B.A. ..... 129
Communication (COM) ..... 124
Communication, Minor ..... 131
Computer Science, B.A. ..... 136
Computer Science, B.S. ..... 136
Computer Science (CSC) ..... 133
Computer Science, Minor ..... 137
Contemporary Global Studies (CGS) ..... 137
Contemporary Global Studies, Minor ..... 138
Counseling (CNS) ..... 140
Creative Writing, Minor ..... 172
Critical and Creative Media, B.A. ..... 132
Cuba Program ..... 283
Cultural Heritage & Preservation Studies, Minor ..... 142

Cultural Heritage and Preservation Studies (CHP) ... 141

## D

Dance, Minor ... 292
Deacon Health ... 36
Decision Analytics, B.S. ... 286
Decision Analytics, B.S. ... 308
Degrees and Certificates Offered ... 10
Departments/Programs ... 78

## E

East Asian Languages and Cultures (EAL) ... 143
East Asian Studies (EAS) ... 147
East Asian Studies, Minor ... 148
Economics, B.A. ... 152
Economics, B.S. ... 152
Economics (ECN) ... 149
Economics, Minor ... 152
Education (EDU) ... 153
Elementary Education, B.A. ... 157
Emeriti ... 333
Engineering, B.S. ... 163
Engineering (EGR) ... 159
Engineering, Minor ... 166
English, B.A. ... 172
English (ENG) ... 167
English, Minor ... 172
Enrollment ... 14
Enrollment Policies and Procedures ... 66
Entrepreneurship (ENT) ... 173
Entrepreneurship, Minor ... 175
Environment and Sustainability Studies, BA ... 179
Environment and Sustainability Studies Program (ENV) ... 177
Environmental Science, BA ... 180
Environmental Science, Minor ... 182
Environmental Studies, Minor ... 182
Examinations and Grading ... 65

## F

Family Educational Rights and Privacy Act ... 15
Film and Media Studies (FLM) ... 184
Film and Media Studies, Minor ... 185
Finance, B.S. ... 309
Financial Aid ... 69
French for Business, Concentration ... 189
French Studies, B.A. ... 188
French Studies (FRH) ... 186
French Studies, Minor ... 188

## G

German and Russian (GER/RUS) ... 189
German, B.A. ... 193
German, Minor ... 194
German Studies, B.A. ... 193
German Studies, Minor ... 193
Global Affairs ... 32
Global Trade and Commerce Studies (GTCS) ... 194
Global Trade and Commerce Studies, Minor ... 194
Governing and Advisory Boards ... 39
Greek, B.A. ... 124
Greek, Minor ... 124

## H

Health and Exercise Science, B.S. ... 197
Health and Exercise Science (HES) ... 195
Health and Human Services, Minor ... 141
Health Policy and Administration (HPA) ... 198
Health Policy and Administration, Minor ... 199
History, B.A. ... 207
History (HST) ... 199
History, Minor ... 208
Home ... 5
Honor System ... 55
Housing ... 62

## I

Information Systems ... 33
Intellectual Property and Copyright Policies ... 16
Intensive Summer Language Institute (ISLI) ... 282
Interdisciplinary Honors (HON) ... 208
Interdisciplinary Humanities (HMN) ... 210
Interdisciplinary Humanities, Minor ... 212
Interdisciplinary Major (IND) ... 212
Interdisciplinary Studies, B.A. ... 212
Interdisciplinary Studies, B.S. ... 213
Italian Language and Culture, Minor ... 215
Italian Studies ... 215
Italian Studies (ITA) ... 213

## J

Japanese Language and Culture, B.A. ... 146
Japanese Language and Culture, Minor ... 147
Jewish Studies ... 216
Jewish Studies, Minor ... 216
Journalism (JOU) ... 217
Journalism, Minor ... 218

## L

Latin, B.A. ... 124
Latin, Minor ... 124
Latin-American and Latino Studies (LAS) ... 219
Latin-American and Latino Studies, Minor ... 220
Libraries ... 34
Linguistics (LIN) ... 222
Linguistics, Minor ... 223

## M

Majors and Minors ... 76
Marketing Communication, Minor ... 132
Mathematics, B.A. ... 227
Mathematics, B.S. ... 228
Mathematics, Minor ... 228
Mathematics (MTH) ... 224
Medieval and Early Modern Studies ... 228
Medieval and Early Modern Studies, Minor ... 229
Middle East and South Asia Studies ... 229
Middle East and South Asia Studies, Minor ... 231
Military Science (MIL) ... 233
MSA Program Admission ... 310
Music, B.A. ... 239
Music, Minor ... 240
Music (MSC) ... 236

## N

Neuroscience, Minor ... 241
Neuroscience (NEU) ... 240
Non-Discrimination Statement ... 16

## O

Office of Wellbeing ... 37
Other Courses ... 298

## P

Philosophy, B.A. ... 244
Philosophy, Minor ... 245
Philosophy (PHI) ... 241
Physics, B.A. ... 249
Physics, B.S. ... 250
Physics, Minor ... 251
Physics (PHY) ... 245
Policy on Sexual Harassment ... 17
Politics and International Affairs, B.A. ... 256
Politics and International Affairs, Minor ... 258
Politics and International Affairs (POL) ... 252
Procedures ... 57
Programs and Majors ... 300
Psychology, B.A. ... 260
Psychology, Minor ... 261
Psychology (PSY) ... 258

## R

Refunds ... 59
Religions, Study of (REL) ... 262
Religious Studies, B.A. ... 267
Religious Studies, Minor ... 268
Requirements for Continuation ... 311
Requirements for Degrees ... 73
Requirements for Graduation ... 311
Rights and Responsibilities: Code of Conduct ... 55
Russian and East European Studies, Minor ... 269
Russian and East European Studies (REE) ... 269
Russian, B.A. ... 193
Russian, Minor ... 194

## S

Salamanca 212 Program ... 282
Salamanca Immersion Program ... 283
Salamanca Internship Program ... 283
School of Business Faculty ... 330
Schools, Education, and Society, Minor ... 158
Secondary Education, Minor ... 158
Self-Instructional Languages (SIL) ... 270
Sociology, B.A. ... 273
Sociology, Minor ... 275
Sociology (SOC) ... 270
Sorrento Program ... 216
Spanish, B.A. ... 280
Spanish for Business, Concentration ... 282
Spanish for Health Professions, Concentration ... 282

Spanish Interpreting, Concentration ... 282
Spanish, Minor ... 281
Spanish (SPA) ... 275
Spanish Studies ... 281
Spanish Translation/Localization, Concentration ... 282
Special Programs ... 70
State Authorization Reciprocity Agreements (SARA) ... 17
Statistical Sciences (STA) ... 284
Statistics, B.A. ... 287
Statistics, B.S. ... 287
Statistics, Minor ... 287
Student Code of Conduct ... 17
Student Complaints ... 56
Student Health and Wellbeing ... 35
Studio Art, B.A. ... 97
Studio Art, Minor ... 100
Study Abroad in Affiliate Programs ... 71
Study Abroad Programs in Italian ... 216
Study Abroad/Away in Wake Forest Programs ... 72
Summary of Computing Rights and Responsibilities ... 31
Summer Programs and Study Abroad ... 282

## T

The Administration ... 41
The University ... 6
Theatre and Dance (THE/DCE) ... 288
Theatre, B.A. ... 292
Theatre, Minor ... 293
Transfer Credit ... 68
Transfer of Credit from Other Schools ... 311
Transportation and Parking Services ... 37
Tuition and Fees ... 58

## U

Undergraduate ... 55
Undergraduate Business Program Admission ... 310
Undergraduate Honor Code ... 55
University Counseling Center ... 37
University Mission and Purpose ... 7
University Police and Safety Services ... 38
University Policies ... 15
University Services ... 32

## W

Wake Forest College ... 55
Wake Forest College Faculty ... 311
Wake Forest University School of Business ... 299
Women's, Gender, and Sexuality Studies, B.A. ... 296
Women's, Gender, and Sexuality Studies, Minor ... 297
Women's, Gender, and Sexuality Studies (WGS) ... 293
Writing, Minor ... 173