

GUILFORD

A photograph of a campus scene. In the foreground, a paved walkway with a black metal railing leads down a set of steps. The path continues into a grassy area with a large, mature tree on the left and other trees in the background. The scene is brightly lit, suggesting a sunny day.

GUILFORD COLLEGE ACADEMIC CATALOG • 1995-1997



GUILFORD COLLEGE CATALOG

1995-1997

Guilford College

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The Guilford College Catalog contains information about the educational climate, the academic programs, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee or requirement at any time to carry out the objectives and purposes of the college.

TABLE OF CONTENTS

Section	Page
A Message from the President	7
Preface: A Guilford College Profile	8
I. Introduction to the College	9
II. Overview of Academic Programs	15
III. Scholastic Honors, Scholarships, and Financial Aid	29
IV. Center for Continuing Education (CCE)	33
V. Academic Departments and Programs	37
VI. Interdisciplinary Concentrations	102
VII. Studies Abroad	106
VIII. Academic Regulations	111
IX. Campus Living	116
X. Admission and Fees	124
XI. Center for Continuing Education Regulations, Student Life, and Admission	130
XII. Personnel	134
XIII. Calendar	144
Index	146

THE GUILFORD COLLEGE CATALOG

The catalog is an official reference book, a place to access information about courses, graduation requirements, faculty listings, rules and information about regulations, and college resources. In the catalog, the overview of academic programs reveals the choices for completing a degree: a major with a minor or related field, a double major or a joint major.

Study at Guilford is based on a belief in the interdisciplinary nature of knowledge. You will find that certain required courses are designed to emphasize learning among disciplines. You will note a range of special concentrations of study, from women's studies to computers, that cross over traditional academic departmental boundaries and can serve as minors. You will also discover programs of study in Africa, China, England, France, Germany, Italy, Japan, Mexico, or even the American West, as well as a semester in Washington, DC.

Guilford College provides you with the opportunity to make connections: between the past and the future; between tradition and innovation; between community service and academic discipline; and between your society and the societies of others.

Nondiscriminatory Policy

In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, creed, color, religion, national or ethnic origin, gender, sexual orientation, age or disability in admission, employment or access to programs and activities. The college also seeks to avoid discrimination in the administration of educational programs, admission policies, financial aid or any other college program or activity.



Guilford College Statement of Purpose

Guilford College is an educational community which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality, and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus, and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills, and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically, and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes, and aspirations can be carried forward.

Statement of Purpose
*adopted by the Guilford College Faculty
and Board of Trustees, 1985*



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A Message from the President

What Distinguishes Guilford College?

What distinguishes Guilford College? A beautiful campus? Outstanding academic programs? A spirited and zestful ethos? Support for each individual's integrity? Close faculty/student relationships? Strong recreational and athletic programs? Attention to personal and social values? Effective career and placement programs?

Guilford has all of these. And they are integrated with balance and imagination.

Guilford is a liberal arts college with preprofessional opportunities and excellent learning resources. Founded in 1837 by the Society of Friends (Quakers), it is the third oldest coeducational college in the nation, yet one of the most forward looking.

The traditions of excellence in learning, value sensitivity, equality of opportunity, consensual governance, and wholehearted community are complemented by international programs, interdisciplinary studies, closely integrated internships, and innovative styles of teaching and learning.

There are exceptional opportunities for undergraduate research, for use of computer facilities, for automated bibliographic searches, and for leadership in wide-ranging student activities in clubs, service projects, and intercollegiate athletics.

The decision to go to college, especially a private liberal arts college like Guilford, is very important. It is a decisive point at which you may, perhaps for the first time, make a choice that will shape the characteristics of your future life. It will shape your ways of thinking rigorously and creatively; ways of understanding contemporary issues in historical perspective; knowledge and skills that prepare you for a successful career; personal friendships of a quality that will be enduring; styles of personal relaxation and reflection; deeper ways of enjoying the aesthetic aspects of culture; and modes of working through personal dilemmas with an understanding of values and commitments worthy of devotion.

All of this can be best accomplished at a college like Guilford: small enough to offer close and caring relationships, yet large enough to have the finest in faculty and academic facilities like the library, galleries, computer center, and laboratories.

It is finally the quality and warmth of the people who are attracted to Guilford that give it distinction—people who have a seriousness of purpose and are also fun loving; people selected carefully to take optimal advantage of the opportunities of the college; people who are genuinely friendly and inclusive; people who care about the world around them.

We would welcome you into this community!



William R. Rogers, President

A GUILFORD COLLEGE PROFILE

THE COLLEGE

- Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Third oldest coeducational institution in the nation.

THE CURRICULUM

- Four-year liberal arts, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- 29 academic majors, plus five cooperative pre-professional programs and eight concentrations.

DISTINCTIONS

- Honors program and scholarships.
- Member of area college/university consortium, allowing students to take courses at seven other campuses without additional charge.
- Semester or year programs available in Africa, China, England, France, Italy, Germany, Japan, Mexico, Washington, DC, or alternate summers in the American West.
- Three cooperative programs with various universities and one medical school.
- Internship program offering practical experience in businesses, industries, and nonprofit agencies.

THE STUDENTS

- 1,200 undergraduates; Male 48%, Female 52%.
- Representing 38 states and 35 other nations.
- 7 percent are Quaker students.
- 70 percent come from outside North Carolina.
- 450 additional part- and full-time continuing education students.

THE FACULTY

- 88 full-time faculty members; 88 percent with terminal degrees.
- Student/Faculty ratio 14 to 1.

DEGREES GRANTED

- A.B., B.S., B.F.A.
- Bachelor of Administrative Science (B.A.S.) degree also offered in accounting, justice and policy studies, and management through the Center for Continuing Education.
- Certificate of study offered in most departments.

SPECIAL FACILITIES

- Library: more than 220,000 books, periodicals, nonprint media; almost 700,000 available through Consortium libraries electronic data base (two mil-

lion available through area colleges and universities).

- Physical Education Center: 64,000 square feet: including an indoor swimming pool, weight room, basketball, racquetball and handball courts.
- Studios, gallery space, outdoor kiln.
- Computing: DEC ALPHA 2100 with terminals in 10 campus buildings and eight residence halls; three student computer labs with IBM PCs, terminals, and Macintoshes housed in Bauman Telecommunications Center.
- Astronomy observatory, shared with two other institutions, 32" telescope.

JOURNALS AND SCHOLARSHIPS

- Edited or published at Guilford College: *Journal of Undergraduate Mathematics*; *Monographs in Undergraduate Mathematics*; *Journal of Undergraduate Research in Physics*; and *The Southern Friend*.
- Representative student honors: three Danforth Fellowships, a Truman scholar, six Fulbrights, a Mellon fellowship, and four Rotary International scholars.

ATHLETICS

- Seven men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis).
- Five women's varsity sports (basketball, lacrosse, soccer, tennis, volleyball).
- Intramural program and club sports.

FINANCIAL INFORMATION FOR 1995-96

Tuition and fees	\$14,180
Room and board	\$5,270
Student activity fee	\$210
Total	\$19,660

STUDENT AID

- About 52 percent received need-based financial assistance averaging \$14,658 in 1994-95.
- Total of \$11,407,000 in need-based aid, merit awards, and other entitlements in 1994-95.

COLLEGE ENDOWMENT

- \$38 million (market value).

THE CAMPUS

- 300 acres, heavily wooded with predominantly Georgian architecture. Listed on the National Register of Historic Places by the U.S. Department of the Interior.
- Located in northwest Greensboro, third largest city in North Carolina (city approximately 200,000; metropolitan area: 1.1 million).

I. INTRODUCTION TO THE COLLEGE

Guilford College is a liberal arts and sciences institution with a reputation for excellence in teaching within an atmosphere of personal concern and respect for each individual. It also seeks to bridge theory and practice, with ample opportunities for student research, internships, preprofessional preparation, community service, and international experience.

Classes are small, with many opportunities for students to pursue diverse interests through honors and independent study and to develop personal relationships with faculty members. Guilford students live and attend classes on a wooded, 300-acre campus in northwest Greensboro, NC. Most college buildings show a Georgian influence. The campus includes a forest, exercise and nature trails, and a small lake. These contribute to the quiet, serene, and friendly atmosphere of the campus.

The Student Body

Guilford College students come from all across the United States and 35 other nations.

About 1,200 students are traditional-age undergraduates, with another 450 enrolled in degree programs part-time or full time through the Center for Continuing Education.

About 48 percent of the residential student body is male; 52 percent, female. In general, residential students are between 18 and 22 years old, attend college full time and live in college residence halls. About one-third come from independent secondary schools and the rest from public high schools. All major religious denominations are represented.

Students enrolled through the Center for Continuing Education are 23 years of age or older. Many enter after having been out of school for several years and carry full-time employment responsibilities. About half of the continuing education students study part-time to complete their degrees or to increase their professional competence. Some already have bachelor's degrees and are broadening their skills or working in areas of special interest for certificates of study. Most continuing education students commute to campus and may

attend classes during day or evening hours (see Section XI).

Guilford College recognizes the special abilities of college students with physical impairments and learning differences. Through the Academic Dean's Office, the college endeavors to serve the individual learning needs of any such student, upon request. The request should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Academic Skills Center coordinates and refers resources for these students. Guilford's normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.

The Faculty

Guilford College has a faculty of 88 full-time members supplemented by a number of qualified part-time lecturers.

The Guilford faculty has excellent professional credentials. Approximately 86 percent have received doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average of 14 students for each instructor, students can consult with their teachers about their studies and careers. Friendships between faculty and students are common. They often share professional and avocational interests inside and outside the classroom and join together in campus and community activities.

The faculty is committed to undergraduate teaching and sees learning as a common venture with students into questions of life.

Quaker Heritage

In 1837, Guilford College opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1889 the academic program was greatly expanded, and the school was renamed Guilford College. Today, Quakers make up about seven percent of Guilford's student body and approximately 15 percent of the faculty and administrative staff. The college continues to

INTRODUCTION TO THE COLLEGE

appreciate and honor its Quaker heritage as the foundation for its character, distinctiveness, and quality.

The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth.

Quakerism has traditionally been a mode of life rooted in simplicity, with regard for the individual, for peace, and for social concern. It also has been a mode of inquiry, a search for truth by the individual sustained by the whole community of seekers. The Friends tradition enriches the college's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and an atmosphere of commitment to ethical values and human beings. The combination of these qualities contributes to Guilford's character.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences, and helping them to arrive at their fullest potential, as individuals and as members of society.

Friends Center at Guilford College. The Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the college with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism, in addition to serving as a Quaker resource center for the southeastern United States. Friends Center sponsors the Guilford College campus ministry program and the Quaker Leadership Scholars Program.

An advisory committee, composed of representatives from the college and two North Carolina Yearly Meetings, works with the center's staff to develop Quaker studies programs on and off campus. The center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs.

Friends Center programs are supported by

the generous contributions of members of the two North Carolina Yearly Meetings of Friends, by those of other concerned Quakers, and by the college.

Campus Ministry. Consistent with the college's Quaker heritage, the Campus Ministry Office works to facilitate campus religious organizations of all faiths, provide assistance for emerging groups, encourage dialogue among different religious groups, and aid community members in the process of spiritual discernment. Ongoing programs include small group "seekers sessions," daily and weekly worship opportunities, fall and spring break work trips, teas, forums, and the annual Religious Emphasis Week.

The Quaker Leadership Scholars Program. The Quaker Leadership Scholars Program (QLSP) enables members of the Religious Society of Friends to combine their academic pursuits at Guilford College with community activities in a way that strengthens their involvement with Friends. Participants commit to a four-year program involving mentoring, small group discussions, spiritual direction, leadership development, Quaker studies, and internships. Financial assistance for college costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of Friends Center, the Student Financial Assistance and Planning Office, and the Admission Office.

For more information, see page 32.

LEARNING RESOURCES

Hege Library

Hege Library is a complex of facilities. Comprising 53,000 square feet of space in a modern addition and 27,000 square feet of renovated area, the library combines Guilford's past with its future.

Constructed in four phases beginning with a matching grant of \$9,000 in 1908 from Andrew Carnegie of New York, the library has grown through time to become one of the finest private college libraries in the region. At a cost of \$5.4 million, the latest addition, completed in 1989, prepares the library for contin-

ued growth.

The library collection includes 220,000 books, periodicals, and nonprint media, and the library provides study space for 400 users. It includes a complete array of library services, the Friends Historical Collection, the Friends Center at Guilford College, an Academic Skills Center, an Audio-Visual Media Center, a writers' center, and the nine-room Guilford College Art Gallery. Library functions are automated with the catalog holdings of Guilford and many other area colleges available via computers at many campus locations. Through the library's participation in the Internet, Guilford students have access to national and international sources of information.

Several special endowed collections give the library a distinctive strength. Of special note are collections supported by Friends of the Library focused on science fiction, poetry, and simple living. Endowed collections also exist in the areas of science, history, fine arts, religion, English, women's studies, foreign languages, and international Quaker studies.

Friends Historical Collection. The Friends Historical Collection, located in Hege Library, is a comprehensive research collection on the Religious Society of Friends (Quakers) worldwide. The collection is open to Guilford students and faculty, Friends, visiting scholars, and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes rare books and periodicals, manuscript collections of personal papers and correspondence, files, Quaker costumes and artifacts, student theses, the college archives, and genealogical resources. The Friends Center Office is adjacent to the collection.

Media Center. The Media Center, which is also located in Hege Library, provides audiovisual support to campus departments for classes, meetings, and student presentations. During Media Center hours, individuals may view or listen to programs from the center's collection of materials. The center offers a range of media formats, including video, audio, slide/tape, and 16 millimeter film. Production capabilities include photography, slide/tape, audio and

video recording, editing and duplication. Satellite reception affords an extensive variety of educational television programming.

Classroom Buildings

The two main classroom buildings are Duke Memorial Hall and King Hall.

In addition to classrooms and offices, Duke Hall also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 75 can be accommodated in Duke Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

King Hall is the location for science laboratories, as well as general classroom and office space.

Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall, and the Physical Education Center.

Academic Skills Center

The Academic Skills Center, located in Hege Library, is a resource for students who want to improve their basic skills in reading, writing, studying, or to review basic procedures in mathematics and science. Professional tutors help individual students plan programs. The Academic Skills Center offers:

- workshops in areas such as writing, reading, time management;
- individual conferences in which students and tutors plan strategies for specific assignments or for the improvement of basic skills;
- work sheets and books on academic skills;
- a Student Tutoring Service through which students may arrange for peer tutoring in specific courses;
- the Community of Writers program in which skilled student writers respond to student texts and problems;
- academic support services for disabled students;
- discussions about teaching and learning styles;

INTRODUCTION TO THE COLLEGE

- a Learning Differences Support Group, providing strategies and encouragement to interested students and faculty.

Science Laboratories

Each science department has continually updated laboratory facilities and equipment. Where feasible, resources are shared, such as the equipment for examining water quality, which has been used by the Biology, Chemistry, and Geology departments in studying local watersheds. Science laboratories are open for evening as well as daytime use.

Biology. The Biology Department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is furnished with modern microbiological equipment. The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of bird species of North Carolina. The college woods and lake provide further "outdoor laboratories" for research and study.

Chemistry. The five laboratories of the Chemistry Department are equipped for experimental work at all levels. Recently acquired instruments include two gas chromatographs, an FT-IR spectrophotometer, two double beam UV-visible spectrophotometers, several IBM and Macintosh computers, plotters, electrochemical equipment, and two HPLC systems.

Geology. Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, basic sedimentation equipment, polarizing microscopes, photomicrographic facilities, portable magne-

tometer; gravimeter; and a 12-channel, recording, portable seismograph. Students may make use of other field equipment for hydrologic, environmental, and geological studies, and draw on excellent computer and software support for geophysical and geochemical studies. The department has a computer drafting station, including computer-assisted drafting software, a large digitizing pad and color plotters up to 36" wide. These are complemented by image processing capabilities (computer, software, and images) provided through research grants from NASA and the U.S. Geological Survey.

The college owns an extensive map, rock, mineral, and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was given to the college in 1978.

A greater range of equipment, facilities, and library collections is available through cooperative programs with the University of North Carolina at Chapel Hill.

Physics. A significant part of the learning experience in the Physics Department takes place in the laboratory. The Physics Department introductory laboratories use a microcomputer based data gathering and analysis system connected by a Local Area Network (LAN). The advanced laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a multichannel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of digital and analog electronic devices.

Equipment for observational astronomy includes a dome with a computer driven 10-inch telescope and two eight-inch Celestron telescopes equipped for visual astronomy, astrophotography, and CCD imaging. The images are available on the Physics Department LAN. The college also shares a research-grade 32-inch telescope at the Three-College Observatory. This observatory also includes a microprocessor for counter-rotational movement, and TV as well as photographic recording equipment.

Psychology. Current faculty and student research primarily is conducted outside of the traditional psychology laboratory. The psychology laboratory, nonetheless, provides opportunities for study of both human and animal behavior. Equipment includes Skinner boxes for animal studies, apparatus for studying human sensory abilities, and biofeedback equipment. Recent examples of student research include: study of moral development of homeless children, patterns of giving by alumni, self-described personality traits of bisexual women, and semantic and phonological influences on the Stroop effect.

Computer Center

The Bauman Telecommunications Center, completed in 1990, integrates computer technology and information capabilities into the liberal arts programming of the college. This center facilitates the transmission of voice, data, and video signals to most of the campus. Currently, 10 academic and administrative buildings and eight residence halls are full members of this network. Students may use e-mail and voice mail, and have direct lines to the library catalog. A control room in the center is staffed 24 hours a day to provide oversight of the computer labs, operate the switchboard, and provide emergency communications for the security personnel. The campus network is linked to the Internet.

The central computing resources of the college are based on DEC VAX computers. Students are encouraged to use their own accounts for electronic mail, word processing, statistical and mathematical analysis, simulation models, data processing, and management training. Terminals throughout the campus may access Guilford's library catalog and those of other colleges in the area. There are three public access labs in the building, containing 36 PCs, 21 Macintosh IIsi computers, and 14 terminals. There are also two classrooms equipped with PCs and terminals. All PCs in the building are networked to the central systems. Other public terminals are located in Hege Library and several of the classroom buildings.

Introductory courses are offered in management of information systems and numeri-

cal analysis, and many courses include integrated computing instruction and training.

Language Laboratory

The Price Language Laboratory contains 30 booths equipped with cassette recorders which enable students to receive lessons from master tapes or to work independently with tapes of their own. The laboratory is open each weekday, as well as on certain nights, for regularly scheduled groups or students who wish to work independently. Students also may have language program cassettes duplicated on cassettes through the Media Center in Hege Library.

Physical Education Center

All students are encouraged to participate in intercollegiate and intramural sports.

Guilford College's Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation, and athletic competition. The center consists of the Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house has three basketball courts, a swimming pool and separate diving tank, convertible courts for tennis and volleyball, meeting rooms and offices, and seating for up to 2,500 spectators. Alumni Gymnasium, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are eight tennis courts, as well as fields for baseball and softball, football, lacrosse, and soccer.

In a cooperative venture, the Guilford College Physical Education Center is a facility shared by the college and the Guilford College Community YMCA. Many YMCA programs are open to Guilford students.

Practicing, Performing, and Meeting Space

Charles A. Dana Auditorium, completed in 1961, is a proscenium theatre that seats 1,100 and is used for major musical events and the Fine Arts Series (ArtsETC) as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms, and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for

INTRODUCTION TO THE COLLEGE

worship, informal lectures, and monthly faculty meetings. Dana Auditorium hosts classes from a variety of disciplines and houses offices for the Music and Religious Studies departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

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

Studios and Galleries

Hege-Cox Hall contains the Art Department offices, an outdoor kiln for firing ceramics, darkroom, and studios for wood sculpture, ceramics, printmaking, painting, and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Library, the Guilford College Art Gallery houses a permanent teaching art collection and features exhibitions by art faculty and visiting artists.

The Guilford College Art Gallery

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

As the "scholarly crossroads" of the Guilford campus, Hege Library offers an ideal location for the gallery. The addition of visual arts to the library enriches the environment for students who now may view fine works of art while pursuing their studies.

Original works of art in the collection function as a primary source of knowledge for faculty, students, and the community at large. Students analyze and study these objects in a variety of contexts; creative artists draw inspiration from them; faculty use them to reinforce their interdisciplinary approach to teaching.

Formed in 1973, the permanent collection was significantly expanded in 1986 with generous contributions by Rachel and Allen Weller (Mr. Weller was dean emeritus of the College

of Fine and Applied Arts and director emeritus of the Krannert Art Museum at the University of Illinois at Urbana-Champaign), and by Ruth and Ira Julian, dedicated art collectors. It now boasts more than 500 items by nearly 200 artists.

The college seeks to collect works of art representing a broad range of periods, styles, and cultures. The collection includes original works by Rembrandt, Picasso, and Dali as well as an impressive selection of 20th century American artists, featuring works by Grant Wood, Leon Golub, Miriam Schapiro, Robert Bechtle, Josef Albers, Roger Brown, Joseph Stella, and Abraham Rattner.

ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education. Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities; the American Council on Education; the North Carolina Adult Education Association; the National Association of Independent Colleges and Universities; the North Carolina Association of Independent Colleges and Universities; the North Carolina Honors Association; the National Collegiate Honors Council; the Friends Association for Higher Education; The College Board; the Southern University Conference; and the North Carolina Association of Colleges and Universities. It is ranked as a Baccalaureate I Selective Liberal Arts College by the Carnegie Foundation for the Advancement of Teaching.

THE GUILFORD COLLEGE COMMUNITY

History

The land, described as "this majestic wilderness," was settled in the 1750s by Quakers who named it New Garden. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them "planters of truth in the province." During the American Revolution this peaceful scene was disturbed by the decisive Battle of Guilford Courthouse, four miles to the north. Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to the unknown soldiers interred there, as well as visit the battlefield, now a National Military Park.

By the 1830s the majority of Quakers in North Carolina lived in and around Guilford County. They decided to establish a school on a coeducational basis which was chartered in 1834 and opened in 1837 as New Garden Boarding School. The campus later became a station on the underground railroad as well as a center of resistance to Confederate conscription and requisitioning parties. The school never closed during the Civil War, and during Reconstruction, with support from Friends in the North and Great Britain, soon recouped its strength.

This led to the development of Guilford College, the fourth oldest degree-granting institution in North Carolina. The college remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road. The street name still symbolizes the long-standing friendship between town and gown. Today the campus is an area of greenery, quiet, and scholarship within the city limits of Greensboro. It is one of the very few college campuses in the nation listed by the United States Department of the Interior as a National Historic District.

The City's Educational Environment

Within a 25-mile radius, there are seven other colleges and universities at which Guilford students may take courses: Bennett College, Elon College, Greensboro College, Guilford Techni-

cal Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Lectures, concerts, symposia, and films offered by these institutions are usually open to Guilford students.

The Eastern Music Festival, in residence on the Guilford College campus, provides an exceptional summer concert series with presentations on campus by professional as well as student musicians.

Close to Guilford are New Garden Friends Meeting, Friendship Friends Meeting, and Friends Homes (a retirement community which provides highly-skilled volunteers in several areas of college life as well as internships and employment for Guilford students).

North Carolina Yearly Meeting offices are nearby and serve the college community in various capacities.

Also in close proximity to the college is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

II. OVERVIEW OF ACADEMIC PROGRAMS

Guilford College stresses breadth and rigor in its academic programs.

As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world's knowledge and cultures.

In addition to specific required courses, the curriculum prescribes for all students a basic framework from which they choose courses designed to acquaint them with diverse cultural traditions of the world, to open to them a broad range of ideas and modes of experience presented by various disciplines, and to equip them to think critically and creatively.

Within this framework, students pursue studies in depth in a major field.

Guilford also supports students in creating individualized programs, and in selecting studies which will best contribute to their own development and their own interests. Faculty ad-

OVERVIEW OF ACADEMIC PROGRAMS

visers readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

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

The college encourages off-campus learning and foreign study, and advisers help students design internships in the community as a way of relating work experiences to formal studies.

The overview outlines four categories of courses: **required liberal arts courses** (also called "core courses"); courses for the **major**; courses for the **minor, related field or concentrations**; and **electives**.

Each student normally completes 15 required core courses, eight courses for the major, and four for the minor. *In certain cases a course for the major or minor may also fulfill a core course requirement.* The remaining courses are electives.

A. Required Liberal Arts Courses

The emphasis in the Guilford College curriculum is on flexibility and choice within a framework of guidance and structure.

Core course requirements, described on subsequent pages, are divided into three categories: General Requirements, Area Requirements, and Distribution Requirements.

Each student's registration folder contains a check list of core course requirements. When the student registers, she/he may use the check list, in consultation with her/his adviser, to help her/him select courses.

Those students who expect to study abroad or who plan to spend a semester off campus in an internship program should look ahead carefully in planning to fulfill core requirements.

1. General Courses Required for Graduation

All Guilford College students seeking the bachelor's degree must take First-Year Seminar 101, Interdisciplinary Studies 401,

and English 150 and 151.

First-Year Seminars. First-Year Seminar (FYS 101) introduces students to liberal arts education during their first year. Transfer students above the first-year level are excused from the FYS 101 course. Students enrolled through the Center for Continuing Education may substitute General Studies 101 (Adults in Transition) for FYS 101.

The First-Year Seminar is taught in small discussion groups by professors from various departments whose course design reflects their own academic interests and multidisciplinary orientations. Students enrolling for the fall semester select from among about 20 different seminars; one of these may also be offered second semester if needed. The First-Year Seminar curriculum normally includes readings of fiction and nonfiction, along with class discussion, off-campus visits, presentations by community speakers, and group projects. The courses require the students to respond personally to the syllabus in a variety of forms, such as journal writing, analytical essays, classroom presentations, and artistic practice.

Interdisciplinary Studies. Interdisciplinary Studies 401 is designed to demonstrate the interrelatedness of knowledge. The course, taken during either of the final two semesters at Guilford, allows students to draw upon the knowledge and skills gained from previous college work and explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and sometimes involve team-teaching by professors from different disciplines. Courses have included African American Literature, Comparative Sport, Ethical Issues in Medicine, International Management, Life in the Middle Ages, Religion and Literature in Japan, and Women and Images.

English. First-year students take as their requirement in English two courses conceived as an organic unity, English 150-151 (Composition and Literature I and II). Students needing more intensive work on their writing skills (as determined by verbal SAT/

OVERVIEW OF ACADEMIC PROGRAMS

ACT and/or a placement essay) will enroll in English 110 (Fundamentals of College Writing) their first semester and then move on to English 150 second semester, and English 151 the first semester of the sophomore year.

The aim of the required composition and literature courses is to nurture faculties of mind central to development in the liberal arts. The department's goals require that students become capable of presenting an argument which defends a clear thesis of their own devising. They must present appropriate evidence in a logical structure of clearly connected paragraphs. In addition, they should be able to read major works of literature with an awareness of human questions and moral issues and with a sensitivity to symbol and metaphor. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English write the English Placement Essay and take language proficiency examinations administered by INTERLINK. If their scores indicate that they will have difficulty in college reading or writing, they may be required to take English 100 (English as a Second Language) in addition to English 110 (Fundamentals of College Writing). These courses should be taken sequentially.

Students wishing to hone their writing skills after first-year English are encouraged to take one of the English Department's advanced courses or one or more of the "W" (writing intensive) courses offered throughout the curriculum. A "W" course is a course in the disciplines which, besides emphasizing standard subject matter, also incorporates writing as an explicit focus of instruction. The "W" course includes the following features: the use of a writing text in addition to the regular course texts; both formal and informal writing; a drafting process for course papers; and comments by the instructor or peer editors on preliminary drafts.

tercultural studies and foreign language study through the 102 or 110 level. Students may choose the intercultural studies course best suited to their interests from the group of approved classes. Study in a broad range of foreign languages is possible.

Intercultural Studies. Each student is required to take one course in intercultural studies. These courses encourage students to explore the cultures of Africa, Asia, Latin America, and the Middle East. Intercultural courses examine the traditions, modes of expression, social structures, and economic systems found in societies other than the European-American. Normally, intercultural courses are open only to upper-class students, although first-year students may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. *Intercultural studies courses may be taken in the student's major field but do not count for both the major and the intercultural requirement.*

Foreign Languages. The focus of the language program is on language as a key to international and intercultural understanding. Guilford offers courses in French, German, Japanese, Latin, and Spanish. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language placement test is required of all first-year students upon registration. Scores on this test indicate placement in either 101, 102 or 110 for French, German, Latin, Japanese, or Spanish, or exemption from further language study.

Students placing into 101 must take both 101 and 102. Candidates for the Bachelor of Administrative Science in accounting, justice and policy studies, or management are not required to take a foreign language. Please note: The B.A.S. degree is limited to continuing education students.

In order for the foreign language requirement to be waived, a Guilford student must qualify according to the North Carolina definition of a learning disability. If the foreign language waiver is granted, the student must substitute two courses with an

2. Courses for Area Requirements

In order to enrich students' education, Guilford College requires one course in in-

OVERVIEW OF ACADEMIC PROGRAMS

international emphasis.

Foreign students whose native language is not English will be exempted from the foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced level course.

3. Courses for Distribution Requirements

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course in history; one course in the creative arts; and two courses in each of three areas—the humanities, science/mathematics, and the social sciences. A wide selection of courses is available. Please note: Not every course listed in departmental offerings satisfies the distribution requirements.

History. The one course in history provides a broad historical context for other studies in the liberal arts.

Creative Arts. This one course may be in art, comparative arts, creative writing, music or drama.

Humanities. The student selects two courses, each in a different area, from philosophy, religious studies or literature. Literature courses include English literature, literature in a foreign language, or literature in translation, including classical.

Science/Mathematics. There are two courses required: one science course with a laboratory; and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy the science requirement with any two science or mathematics courses.

Social Sciences. The student chooses two courses, each in a different department, from economics, education studies, justice and policy studies, management, political science, psychology or sociology/anthropology.

See also the table of **Required Liberal Arts Courses**, page 22, Table 1.

B. The Major Field

In addition to completing the general, area, and distribution courses required by Guilford College, each student selects, in consultation with the adviser, a major field of specialization, and a minor of four related courses. It is expected that students will declare a major no later than the end of their sophomore year. Exceptions must be discussed with and approved by the Associate Dean for Academic Advising.

Guilford offers majors in 29 academic disciplines. Students may also pursue options outlined below, including double majors, joint majors, or interdisciplinary majors. All courses required for the major must be passed with a C- or better.

See also the table of **Degrees/Majors Offered**, Page 24, Table 3.

Departmental Majors

A student selecting a departmental major completes at least eight courses (32 credits) in that field as specified by the department. Majors in some specialized fields (such as art, English, education studies, management, music, and theatre studies) require more than the minimum eight courses.

Degree programs in accounting, chemistry, justice and policy studies, management, physics, and psychology may be completed through either daytime or evening classes.

Double Majors

A double major is a major in two different departments or curricular areas. A student who, with the consent of an adviser, desires to complete a double major will complete all requirements for each of the two majors. No minor field is required. If the majors offer different degrees (B.A.S., A.B., B.S., B.F.A.), only one degree may be received. Both majors will be listed on the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed, but a notation will be made that the requirements for the second major have been met.

Joint Majors

A student may choose to petition for a joint

OVERVIEW OF ACADEMIC PROGRAMS

major in two departments, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- the total number of credits earned for the combination of the two majors cannot be fewer than 56 and for either one of the majors cannot be fewer than 24;
- both departments involved in the joint major must approve of the joint major, and either department may prescribe any or all courses which must be completed satisfactorily; and
- the Associate Dean for Academic Advising must approve the joint major.

Any student designing a joint major with fewer than 32 credits in one or both of the majors should submit a petition to each of the departments involved at least a semester in advance of the intended graduation date. After both departments approve the petition, listing any prescribed courses, the student then takes the petition to the Associate Dean for Academic Advising for final approval.

There are normally two types of joint majors.

1. In some cases two closely related departments, such as mathematics and physics, may wish to consider courses within each other's curriculum as being appropriate for both majors. Or a student wishing a major in justice and policy studies and in sociology/anthropology might petition for a joint major utilizing the course in Juvenile Delinquency for both.
2. Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford, perhaps on one of the traditional arts and sciences and on one of the preprofessional fields. Such a student might petition for a joint major, for example, in art and management.

Interdisciplinary Majors

Guilford College offers three interdisciplinary majors, International Studies, Women's Studies, and Integrative Studies. These majors are intended for mature students whose interests extend outside traditional departmental lines.

International Studies Major. The major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographical region or country. It is a double or joint major, with a second major in an academic department required (see above). The International Studies major selects an adviser different from the adviser for the second major to oversee his or her program. The International Education Studies Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographical region—Europe, East Asia, Africa/Middle East, or Latin America, and, in addition, study world history, geography, and cultural anthropology.

The Integrative Studies Major. This major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. The program may draw upon the total resources of the college, including departmental offerings, independent study and off-campus experiences. The student is responsible for developing an integrated concentration which culminates in a substantial project during the final year.

Interested students are encouraged to talk with the chairperson of the Interdisciplinary Studies Coordinating Council. The council, consisting of three faculty members, admits students to the major, advises them and approves individual programs.

Although students may declare themselves integrative studies majors as early as their first year, they normally make formal application for admission to the program by midterm of their fifth semester. The written application must present the following: a rationale for the proposed integrative studies major; a coherent program of study made up of 12 courses or independent studies, including at least six courses on the junior or senior level; a tentative plan for the project culminating the program; and the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal,

OVERVIEW OF ACADEMIC PROGRAMS

program of study or plan for the culminating project, that student's eligibility to graduate as an integrative studies major may be revoked.

C. The Minor, Concentration, or Related Field

In combination with the major course work, a student must select a minimum of four related courses (16 credits) which should add coherence to the student's overall course of study. This is typically accomplished in one of three ways: by selecting a minor field from one other major field; by composing a related field from more than one other major field; or by choosing a concentration from a number of designated interdisciplinary courses. All are designed by an academic department to enrich the student's educational program and to widen opportunities for employment.

Minors and Related Fields

Some departments specify required courses for a minor or related field. In other departments, students and advisers plan a minor or related field along with the major itself, in order to ensure coherence among the courses. Students should start planning no later than the end of the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should complete this planning on or shortly after entering Guilford.

The Bachelor of Administrative Science degree in accounting, management, and justice and policy studies requires six courses in the related field. Students should contact individual departments as minor requirements vary.

Concentrations

Guilford College offers interdisciplinary concentrations in African American Studies, Communications, The Computer, Environmental Studies, Intercultural Studies, Medieval Studies, Peace and Conflict Studies, and Women's Studies.

As with minors and related fields, concentrations enhance opportunities for employment and provide coherence to the fulfilling of distribution requirements. New concentrations are proposed when an interest is generated among students and faculty (see **Section VI** for additional information on concentrations).

D. Electives

The number of elective credits required depends upon advanced placement in foreign languages and ability to "test out" of other required courses, and upon the number of courses in the major and minor fields. Electives may be taken in any department or field to supplement the student's major interests.

CONSORTIUM ARRANGEMENTS

Guilford College students may supplement their course selections by cross-registering for courses at nearby colleges and universities under consortium arrangements. Students enrolled at Guilford may, with the registrar's approval, take fall and spring semester courses at seven other consortium institutions for full credit and without additional registration. There are no additional charges beyond the payment of Guilford tuition unless the courses carry special fees. Cross-registration privileges assume courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. Students must secure permission from the Registrar before registering at another institution for a term other than the fall and spring semesters.

Library resources are shared by consortia members, with many college libraries' holdings available on-line through Guilford's computers. As much as possible, consortium calendars are synchronized.

Greater Greensboro Consortium

Guilford is a member of the Greater Greensboro Consortium, which includes Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. All of the institutions participate in the cross-registration program.

The Piedmont Independent College Association

The Piedmont Independent College Association (PICA) includes Bennett College, Elon College, Greensboro College, Guilford College, High Point University, and Salem College. The PICA Automated Library System (PALS) is an elec-

OVERVIEW OF ACADEMIC PROGRAMS

tronic catalog network that serves all member colleges.

GRADUATION REQUIREMENTS

For the baccalaureate degree, the student is required to complete 32 courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses and pass those graded "P/F."

An alternate route to the four-year degree is the "C credit accumulation plan"—the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. After petitioning to participate in the "C credit accumulation plan," a student is required to earn a C or higher in each course to remain enrolled. Students who are approved by the Associate Dean for Academic Advising to pursue this route to graduation will have all grades recorded on their transcripts, but only courses completed with grades of C or better will count toward graduation, including all area and distribution requirements. A student normally decides to adopt this alternative after a period of academic separation from the college with the understanding that any grade below C will result in removal from the "C credit accumulation plan" and permanent dismissal.

A minimum of two semesters of full-time study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study and to complete at least half their major and minor courses at Guilford or one of the consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

See also the table of **Usual Requirements for Graduation**, page 24, Table 2.

Degrees Offered

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 21 major fields; the Bachelor of Science, in 14; the Bachelor of Fine Arts,

in one. The Bachelor of Administrative Science may be awarded in three major fields.

- A student majoring in chemistry or mathematics is awarded a Bachelor of Science degree unless a Bachelor of Arts is requested.
- A student majoring in geology, political science, psychology, or sociology/anthropology may plan a program leading to either a Bachelor of Arts or a Bachelor of Science degree.
- An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.
- The Bachelor of Administrative Science degree in accounting, justice and policy studies, or management is offered to Center for Continuing Education students only (the Bachelor of Science degree is available in these three fields for all students).

See also the Table of **Degrees/ Majors Offered** page 24, Table 3.

Cooperative or Dual-degree Programs

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

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

Engineering

A student who seeks to complete an engineering degree may take courses at Guilford in mathematics, physics, and chemistry, as well as from the liberal arts core. If the student maintains a grade point average above 3.00 at the end of the sophomore or junior year, she/he may choose to transfer to an engineering college or to continue and earn a degree at Guilford. Since requirements for this program

OVERVIEW OF ACADEMIC PROGRAMS

Table 1.

Required Liberal Arts Courses

First-Year Seminar - 1 Course

FYS	G ST*
101	101

Interdisciplinary - 1 Course

IDS
401

English - 2 Courses

ENGL
150
151

Intercultural - 1 course

ART	ECON	HIST	JAPN	REL	SO/AN	SPAN
320	336	160	251	105	321	312
		241	252	106	353	322
		242		203	358	342
		264		204		412
		362		205		422
		383				432
		384				446
		385				
		386				

Foreign Language - 1 Course

FREN	GERM	GRK**	JAPN	LATN**	SPAN
102	102	102	102	102	102
110					110

Creative Arts - 1 course

ART	ENGL	G ST	MUS	THEA
100	211	321	101	155
102	212	322	111	160
104	321		115	205
248	322			
270				
271				
320				
372				
373				

History - 1 course

CLAS**	HIST	REL
230	101 104	215
	102 150	
	103	

* For Continuing Education students only
 ** Program under revision, see page 46

OVERVIEW OF ACADEMIC PROGRAMS

Humanities - 2 Courses

(1 course from two of the three areas)

CLAS**	G ST*	Literature						Philosophy	Religious Studies	
		ENGL	ENGL	FREN	GERM	SPAN	THEA	PHIL	REL	REL
301	101	221	305	311	321	312	283	100	100	215
302		222	307	312	401	314	284	111	101	216
		225	308	401	402	342	300	201	103	220
		226	310	402		412	301	202	105	222
		241	312	403		414	308	221	106	233
		242	313	404		422		246	110	235
		255	314			424		336	203	251
		283	315			432		375	204	310
		284	319			434		376	205	330
		300	325			446			212	422
		301	330							
		302	360							
		303	370							

Sciences - 2 Courses

SUBDIVISION I

(1 laboratory science course)

BIOL	CHEM	GEOL	PHYS
114	111	121	101
115	112	122	108
233	113	240	121
245		242	122
			202
			211
			212

SUBDIVISION II

(1 nonlaboratory science course or a 2nd course from Subdivision I)

BIOL	CHEM	GEOL	MATH	PHYS	SPST
209	220	105	+ 103	106	421
210		111	110	107	
211		131	112		
212		141	121		
		160	122		
		170	123		
		180	131		
		235	225		

Social Sciences - 2 Courses

(each from a different department)

ECON	JPS	MGMT	PSCI	PSY	SO/AN
221	101	120	101	200	101
222	102		102	224	102
	313		201	232	103
			203		

+ For Education Studies (Elementary Concentration) majors only

* For Continuing Education students only

**Program under revision, see page 46

OVERVIEW OF ACADEMIC PROGRAMS

Table 2. Usual Requirements for Graduation

First-Year Seminar 101	4	Laboratory Science	4
Interdisciplinary Studies 401	4	Nonlaboratory Science/Mathematics	
English 150, 151	8	or a second laboratory science course	4
Intercultural Studies	4	Social Science (2 disciplines)	8
Foreign Language 102 or 110	4	Major	32
Creative Arts	4	Minor	16
History	4	Electives	24
Humanities (1 course from 2 of 3 areas)	8		
Literature/Philosophy/Religious Studies		Total	128

Table 3. Degrees/Majors Offered

Majors	Degrees		
Accounting **		B.S.	B.A.S.
Art	A.B.		B.F.A.
Biology		B.S.	
Chemistry**	A.B.	B.S.	
Economics	A.B.		
Education Studies+	A.B.		
English	A.B.		
French	A.B.		
Geology	A.B.	B.S.	
German	A.B.		
History	A.B.		
Integrative Studies	A.B.		
International Studies+	A.B.		
Justice & Policy Studies **		B.S.	B.A.S.
Management**		B.S.	B.A.S.
Mathematics	A.B.	B.S.	
Music*	A.B.		
Philosophy	A.B.		
Physical Education		B.S.	
Physics**		B.S.	
Political Science	A.B.	B.S.	
Psychology**	A.B.	B.S.	
Religious Studies	A.B.		
Sociology/Anthropology	A.B.	B.S.	
Spanish	A.B.		
Sport Management		B.S.	
Sports Medicine		B.S.	
Theatre Studies	A.B.		
Women's Studies+	A.B.		

* Denotes cooperative consortium program (majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty).

** Denotes degree programs which may be completed entirely through either day or evening classes. NOTE: B.A.S. degree available to Continuing Education students only.

+ Requires a double major.

OVERVIEW OF ACADEMIC PROGRAMS

are very specific, interested students should consult with the adviser of the program, if possible before their first semester. Adviser: Rexford Adelberger, Physics Department

Environmental Management and Forestry

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree.

The major program emphases at Duke's School of the Environment are Forest Resource Management, Resource Ecology, Ecotoxicology and Environmental Chemistry, Water and Air Resources, and Resource Economics and Policy. A program in coastal zone management is under development in cooperation with the Duke Marine Laboratory. Individual plans of study and research are tailored within these concentrations.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work in the School of the Environment after three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements, and the B.S. or A.B. degree will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 48 credits is earned, the student may receive one of the professional degrees, the Master of Forestry or Master of Environmental Management, from the School of the Environment.

The cooperative college program does not guarantee admission to Duke. Students who wish to enter the School of the Environment, whether after the junior year or completion of the baccalaureate, must submit an application for admission by February 15 preceding the academic year in which they desire to begin study at Duke.

An undergraduate major in one of the natural or social sciences, engineering, business, natural resources or environmental science is good preparation for study at Duke, but appli-

cations with other undergraduate concentrations are considered for admission. All prospective students should have at least one introductory course in ecology, calculus, statistics, and microeconomics, and a working knowledge of microcomputers for word processing and data analysis. Adviser: William Fulcher, Biology Department

Physician Assistant

A cooperative program with Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, NC, allows a student to complete required courses at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician assistant certificate from Bowman Gray School of Medicine. Adviser: Charles Smith, Biology Department

Preprofessional Options

Pre-Medicine, Pre-Dentistry

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

The adviser assists the student in planning an individualized program of study which, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics, and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Adviser: Chairperson, Biology Department

Pre-Veterinary Medicine

Students receive solid preparation at Guilford

OVERVIEW OF ACADEMIC PROGRAMS

College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements. Adviser: Lynn Moseley, Biology Department

Pre-Law

Students planning to attend law school are urged to contact one of the pre-law advisers and to participate fully in the activities of the Websterian Pre-Law Society.

There is no prescribed or preferred major for pre-law students; law schools seek students who have demonstrated mastery of their chosen fields of study. Pre-law students are urged, however, to include foreign languages, the basics of accounting, political theory, economics, and advanced expository writing among their undergraduate courses. Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.00 or higher grade point average.

The Websterian Pre-Law Society provides practice LSATs, regular meetings, and visits to nearby law schools. Internships at local agencies and law firms are coordinated by the pre-law adviser. Advisers: Alexander Stoesen, History Department, Betty Turner, Management Department

Pre-Ministerial

The Religious Studies Department offers preparation which may lead to a career in the ministry or religious education. A broad range of courses, preparing the student to enter theological school directly upon graduation, includes History of Christianity, Hebrew Bible and New Testament, Contemporary Theology, Feminist Theology, Quakerism, Western and Eastern Ethics, and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Adviser: Melvin Keiser, Religious Studies Department

Post-professional Program

Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain

a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education.

For interested applicants, past studies will be evaluated and plan for completing the degree will be discussed. Adviser: William Fulcher, Biology Department

SPECIAL STUDY OPPORTUNITIES

Guilford College offers numerous special study opportunities, including internships, independent study, the honors program, off-campus seminars, study abroad, and summer school.

Special Topics Courses

Under the 250 and 450 designations, most departments offer upper level courses exploring topics according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Special topics courses are not scheduled on a regular basis, but as student interest warrants or as a department desires to make them available. Courses on the same topic normally are not offered more than twice.

Independent Study

Departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments. A proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth the subject, scope, method, and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the proposal to the Registrar's Office.

OVERVIEW OF ACADEMIC PROGRAMS

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. No student may enroll for more than two independent studies or more than eight credits of such work in a single semester. Independent studies normally carry from one to four credits.

Senior Thesis

A written senior thesis (470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department and the thesis should represent both serious research and independent thought.

Departmental Honors Work

For seniors with a 3.50 grade point average in their major, some departments offer an honors option consisting of extensive reading, independent study, and perhaps a research paper. The study is usually evaluated in an oral examination. Three members of the faculty and a visiting examiner conduct the examination and it is open to all interested persons. Students successfully completing this program are awarded departmental honors at graduation.

Internships

Internships, designated by the course number 290 in the curriculum and carrying four credits, provide students with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior or senior students who have a cumulative grade point average of at least 2.50. Guideline information is available through the Internships and Service Learning Office. Application for an internship must be processed and approved prior to the semester in which the internship is undertaken. A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements.

Honors Program

The Guilford College Honors Program provides a sequence of classes and independent study options for students seeking intellectually invigorating challenges.

Students choose from co-disciplinary

courses and departmental offerings and undertake a thesis or project in the senior year under the supervision of a faculty member. This independent study is complemented by a senior honors seminar. Most honors courses meet graduation requirements which would otherwise be met through regular classes.

Open to students majoring in all departments of the college, the program promotes intellectual depth through at least six honors courses during a student's academic career. Honors courses are small and usually taught as discussion-style seminars, allowing intensive learning in a close and supportive relationship between instructor and student.

In addition to class work and independent study, students in the honors program are invited to participate in social, cultural, and educational events. These include dinners with faculty members, informal forums and discussions with other honors students and faculty, visits to museums, theater and concert attendance, receptions with distinguished visitors, and honors lectures.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and the Southern Regional Honors Council. Students, faculty, and administrators from the college attend the conferences of all three organizations.

Curriculum. Honors students complete the program by taking 22 credits of honors work, including: a co-disciplinary honors course; an honors thesis or project; and, a two-credit honors senior thesis seminar. In order to remain in the honors program, a student must maintain a cumulative grade point average of 3.00 or higher.

In addition to taking honors course offerings, a student in the honors program who has completed at least 40 credits towards graduation may contract with a professor and the director of the program to receive honors credit for a regular course. The student must finish all specified, contracted extra work satisfactorily in order to receive honors credit for the course. Courses must be 200-level or above. This option is available only once to a student.

OVERVIEW OF ACADEMIC PROGRAMS

Admission and Honors Scholarships. Most students are admitted to the honors program as entering first-year students. Invitations are based on high school achievement, standardized test scores, and recommendations. During the spring, on Honors Interview Day, prospective honors students meet with faculty and current students to discuss the program and scholarships. Guilford has allocated substantial funds for honors scholarships, which are awarded without regard to financial need and currently are held by two-thirds of the students in the program. Some upper-class students are invited to join the honors program based on their outstanding academic achievements after entering Guilford. Director of the Honors Program: Sylvia Trelles.

Study Abroad and Off-Campus Education Programs

Students are encouraged to supplement their learning at Guilford College through a wide variety of off-campus programs, either in the United States or abroad.

The Study Abroad Programs

Guilford has seven Semester Abroad programs, each offering up to 18 credits. The fall programs are in Beijing, Guadalajara, London, Munich, and Paris. The spring programs are in Brunnenburg (Italy) and Cape Coast (Ghana). Some courses are offered through foreign universities; some courses are taught by faculty selected from the country of residence, and in most cases the accompanying Guilford faculty leader also teaches a class. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. The cost of these programs is only slightly higher than the cost for a full semester on the Guilford campus; financial aid is available. Information is available from the Study Abroad Office.

The Year in Japan. A year-long program is offered in Japan. Students may enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. Full academic credit is available through the wide selection of courses

taught in English at the university, though participants are also expected to study Japanese. A year of language preparation is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. The basic cost of this program is expected to remain about the same as a full year at Guilford plus airfare.

Off-Campus Education

Washington, DC, Semester. Any Guilford student with sophomore, junior, or senior status and a cumulative average of at least 2.50 is eligible to spend a semester in Washington, DC, under the auspices of The Washington Center. An internship and a seminar provide 12 credits, and a student may earn an additional four credits by registering for an independent study. Housing is provided. Information and application materials are available through the Internships and Service Learning Office.

Off-Campus Seminars. Fall, spring, and summer break programs are regularly planned under faculty leadership. For example: in New York City, art, drama, and urban problems may be studied; in Washington, DC, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The college arranges for lodging, and a minimal charge to the student covers meals and travel.

Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations, including Puerto Rico. Seminar West, a five-week field camp, studies the geology and ecology of the Rocky Mountains and Colorado Plateau. Both satisfy the laboratory science requirement.

Summer School or Semesters at Other American or European Institutions. Guilford students with cumulative 2.00 grade point average may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred to Guilford; students with academic deficiencies should attend summer school at Guilford College. Students must pass courses from other institu-

tions with grades of C or better if the courses are to apply to the Guilford degree. Before attending summer school at other institutions, students should have their courses approved by their advisers and obtain a letter from the Registrar certifying their good standing. Juniors and seniors must attend four-year institutions.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

Summer School at Guilford

Guilford College provides a summer program of two five-week day sessions and one 10-week evening session. Students may attend on either a full-time or part-time basis, and it is possible to earn a full semester of credit during the summer. Courses are open to all visiting students. Present Guilford students may take courses in the summer to accelerate completion of their degree program, to fulfill general college and major requirements, or to explore new areas of interest. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exist during the regular academic year. Suspended and dismissed students are not permitted to register for summer classes.

English Language Studies for International Students: INTERLINK

INTERLINK Language Center, in affiliation with Guilford College, provides intensive English-as-a-Second-Language (ESL) and cultural orientation for qualified international students and professionals who need to improve their English. Admission to the six-level program is open to persons who have completed secondary school in good standing and are able to meet educational and living expenses. INTERLINK has conditional admission agreements with Guilford College and with the University of North Carolina at Greensboro.

The curriculum focuses on reading, writing, grammar, listening, conversation, pronun-

ciation, and study skills; the program emphasizes orientation to academic and social life in the United States. Terms last eight weeks. Classes are small; so progress is usually rapid. With the director's permission, upper level INTERLINK students may audit Guilford College courses. In Level Six, students may take one or two courses for credit. A Test of English as a Foreign Language (TOEFL) preparation class is offered several times a year.

Most INTERLINK students live in campus residence halls with Guilford College roommates. Some live with community host families. All students use Guilford College facilities. For further information write to: INTERLINK Language Center, Guilford College, Greensboro, NC 27410 or telephone: 910-316-2305.

The Certificate of Study Program

This program consists of four to 10 courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree program, or for the person who has completed undergraduate studies in one area, and who seeks to develop one or more strong additional areas of expertise without pursuing a graduate degree.

Certificates of study can be arranged on an individual basis in most departments and are formalized in the following areas:

Accounting	Economics
Art	German
Chemistry	Justice Management
Communications	Management
Creative Writing	Psychology
Criminal Law	Sport Studies

III. SCHOLASTIC HONORS, SCHOLARSHIPS, AND FINANCIAL AID

Scholastic Honors

Dean's List

The Dean's List, published at the end of each semester, consists of the names of students

SCHOLASTIC HONORS, SCHOLARSHIPS, AND FINANCIAL AID

who carried at least eight credits of academic work in the previous semester and earned a 3.50 grade point average.

Student College Marshals

At the regular faculty meeting in February, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a 3.00 grade point average are eligible. The marshals serve at commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

Charles A. Dana Scholars

Dana Scholars are selected from the rising junior and senior classes on the basis of character, scholarship, and leadership. The scholarship may be renewed if the student maintains a 3.25 average, continues leadership activities, and reapplies for the scholarship.

Guilford College Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College.

Graduating Honors

Honors are awarded graduating seniors who have attained a grade point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

General Information on Financial Aid

There are many students whose family resources are insufficient to meet the cost of a college education without special assistance. The Director of Student Financial Assistance and Planning and the Student Aid and Awards Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

About 52 percent of Guilford College students receive need-based financial assistance (averaging \$14,658 in 1994-95); another 27 percent receive some type of financial assis-

tance, such as merit awards or entitlements. All students benefit from income from endowment funds, since tuition and other expenses are set below actual costs.

Basis of Awards

In granting or renewing financial aid, the Student Aid and Awards Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic probation. Please note: financial aid based on need is not automatically continued but must be applied for each year.

Application for Awards

Completed Free Applications for Federal Student Aid must be submitted to the government or a copy submitted to the Student Financial Assistance and Planning Office at Guilford College by March 1 for new students and May 1 for continuing students. Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE Form submitted directly to the College Scholarship Service according to the above prescribed dates.

Students wishing to be considered for any need-based assistance other than federal funds must submit the CSS PROFILE Form in addition to the FAFSA. Forms may be obtained from the high school counselor or directly from Guilford College's Student Financial Assistance and Planning Office.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College

Director of Student Financial Assistance
and Planning
5800 West Friendly Avenue
Greensboro, NC 27410 • 910-316-2354

Scholarships

Guilford Scholarships

Five incoming first-year students are awarded Guilford Scholarships. This award provides full

SCHOLASTIC HONORS, SCHOLARSHIPS, AND FINANCIAL AID

tuition, fees, room, board, required books, and travel expenses for two round trips between home and college. Recipients must maintain a 3.25 grade point average and are expected to be fully engaged in the life of the Guilford community. They are expected to be active participants in the Honors Program. Recipients are selected through an application and interview process based on outstanding intellectual ability as evidenced by superior class rank, standardized test scores, and outstanding achievement in a given area. They will demonstrate a commitment to the ideals of community service and leadership.

Honors Scholarships

The college awards up to 30 Honors Scholarships to students in each entering class. These highly competitive academic scholarships exceed \$5,000 and range up to full tuition. They are renewed for each of the four normal years of study, provided an overall grade point average of 3.00 or better and full-time status are maintained.

Presidential Scholarships

Incoming first-year students who have demonstrated outstanding leadership during high school are eligible for renewable Presidential Scholarships of \$2,000 to \$4,000 a year. Leadership criteria include achievement in areas such as the arts, civic affairs, student government or student publications. Minimum academic qualifications include a cumulative SAT score of 1100 (or ACT equivalent), or a class rank in the top 15 percent in high school. Financial need is not a criterion. Continued eligibility beyond the first year depends on maintaining a grade point average of 2.75 or better. Recommendations for awards are made by full-time professional staff or faculty within the college.

Charles A. Dana Scholarships

Dana Scholarships are awarded to rising junior and senior students on the basis of character, scholarship, and leadership. The amount of each award is based on need and may provide up to half tuition. To apply for a Dana Scholarship, a student must have completed two full academic years or its equivalent at

Guilford College, have a cumulative 3.25 grade point average and be recommended by students, faculty, administrative staff, or employers. Selection is made by a faculty committee which takes into consideration a student's academic excellence, leadership, and contribution to campus or community life. Dana Scholars who continue to meet these criteria may reapply for the award.

George I. Alden Excellence Scholarship

This scholarship was established by the George I. Alden Trust of Worcester, MA. It provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. Selection is based on outstanding character, intellect, and scholarship.

Lawrence T. Hoyle Prelaw Scholarship

This scholarship was established by the S. LaRose Corporation to honor Lawrence T. Hoyle, an attorney in its employ. The scholarship carries a value of \$500 and is awarded to a rising senior who is planning to attend law school. Candidates are expected to have a minimum grade point average of 3.25, to demonstrate proficiency in written and spoken English, and to be of high character. Selection is by a committee appointed by the President.

Dorothy and Stanley Frank Fellowship Program

This program was established in 1983 by Dorothy and Stanley Frank of Greensboro, NC, for students with a spirit of entrepreneurship who are committed to the American free-enterprise system. Several \$1,500 scholarships are awarded each year. They are renewable based on performance. The application process is competitive and selection is determined by a committee. Frank Fellows participate in a corporate mentorship program, as well as in a specially designed internship experience.

Corella and Bertram F. Bonner Scholarships

Guilford College was selected by the Corella and Bertram F. Bonner Foundation in 1991 to be one of 11 liberal arts colleges to participate in a scholarship program funded by the foundation. Twenty first-year students, ranking in the top 40 percent of their high school classes and qualifying for a high level of financial as-

SCHOLASTIC HONORS, SCHOLARSHIPS, AND FINANCIAL AID

sistance, are awarded scholarship funds to replace work-study in their financial aid packages. In exchange for the scholarship, students participate in a variety of tutoring and other community service programs which must include summer program options. Eligible students must meet the established March 1 financial aid deadline.

Aid for Quaker Students

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker students and ministers.

Quaker Leadership Scholarship Program

In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford College offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends, leadership, and academic potential.

Students selected as Quaker Leadership Scholars receive financial awards up to \$2,000 per year, renewable for four years. In addition, the college will award another \$500 per year if matched by the student's monthly meeting or other Quaker agency. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center.

Aid for Quaker Ministers

Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.

Aid for Quaker Ministry Candidates

Candidates for Quaker ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's

monthly, quarterly or yearly meeting—or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, she/he may have the loan canceled on a proportionate basis. Applications should be made to the Director of Student Financial Assistance and Planning.

Aid to North Carolina Residents

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or have qualified for such a degree.

North Carolina Legislative Tuition Grant

During the 1994-95 academic year, \$1,250 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

North Carolina State Contractual Scholarship Fund

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private post-secondary institutions. During the 1994-95 academic year, \$365,000 was distributed on the basis of need to Guilford College students from North Carolina.

Federal Grants and Student Loans

The **Federal Pell Grant Program** is administered by Guilford College. The amount of each grant ranges from \$200 to \$2,340 and is determined by a Congressionally-approved schedule. Application for a Pell Grant is made via the Free Application for Federal Student Aid.

The **Federal Supplemental Educational Opportunity Grants (FSEOG)** are available for students from low income families with exceptional financial need who require these grants to attend college. Grants range from \$200 to

\$4,000 a year, depending on need, for a maximum duration of four academic years.

The **Federal Perkins Loan Program** offers loans to be repaid within 10 years with an interest rate of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

Federal Direct Student Loan (FDSL)

Guilford College participates in the Federal Direct Student Loan Program, a new alternative to the Federal Family Education Loan Program (Stafford Loans, etc.).

FDSL loans are federally-funded and insured. A completed Free Application for Federal Student Aid serves as the official application for a Federal Direct Student Loan. If an FDSL is awarded, it will be included on the Financial Aid Award and Agreement and an official Promissory Note will be issued. In order to receive the loan, simply sign and return the award letter and complete and return the Federal Direct Student Loan Promissory Note. Once these documents are received in the Student Financial Assistance and Planning Office, the loan proceeds will be requested by the college from the federal government. Funds will be transferred electronically to your tuition account. In the instances when students are due a refund, a college check will be issued.

Unsubsidized Federal Direct Student Loan

There are two versions of the Federal Direct Student Loan (FDSL). The FDSL is a loan based on need while the Unsubsidized FDSL is not. Once the office has determined eligibility for either of these loans and indicated so on the award letter, the above referenced letter and Promissory Note must be returned to receive these funds. If the award of either of these loans is declined, simply indicate the rejection of the loan on the signed award letter, initial the change, and return to the Student Financial Assistance and Planning Office. The Student Financial Assistance and Planning Office will remove any reference to the loan(s) on the award and the Business Office will *not* anticipate any funding from these sources.

IV. CENTER FOR CONTINUING EDUCATION (CCE)

History and Programs

Guilford College established the first undergraduate educational program for adult students in Greensboro in 1947. The present Center for Continuing Education (CCE) at Guilford offers students 23 years of age or older the opportunity to complete a quality undergraduate degree with the assistance of advisers specially trained to work with adult students, and to streamline the reentry process.

The program is characterized by quality academic instruction, convenient class schedules and support services for working adults, and an atmosphere of care and concern for each student. Guilford College provides its CCE students with advising on admission and courses, special registration, an Adult Transitions course, assistance with study skills, career development services, and an active adult student government association.

Additional benefits include an adult student lounge, canteen, mailboxes in Hendricks Hall, limited low-cost family housing, and convenient campus parking. Senior citizen discounts are available.

For details on CCE regulations, admission, and campus living, see Section XI.

The Center for Continuing Education is staffed from 8:30 a.m.-8 p.m. Monday through Thursday and 8:30 a.m.-5 p.m. Friday when classes are in session.

CCE students experience Guilford's Quaker values and heritage in the student-centered learning environment, cordial and informal relationships with faculty and staff, flexibility of programs and services, and an atmosphere of respect for all persons.

Criteria for Admission

To qualify as a CCE student, an individual must meet one of the following criteria: 1) be 23 years old by the first day of class in the semester of registration; 2) hold a baccalaureate degree from an accredited institution, includ-

CENTER FOR CONTINUING EDUCATION

ing Guilford, even if younger than 23 years of age.

For additional information on admission, see Section XI.

The CCE Student Body

Adult students select Guilford College for a variety of reasons as the best choice for continuing their education or fulfilling personal needs. Most CCE students enroll because they wish to begin or complete an undergraduate degree to advance their careers, to qualify for certain positions, to prepare for examinations in particular fields, or to enrich personal knowledge and skills. Some CCE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions. Others transfer from two- and four-year institutions and plan to complete degrees at Guilford. Some have never been to college and plan to work on a degree program, a Certificate of Study, or take courses for personal enrichment.

CCE students are enrolled in nearly every one of the 29 majors offered at Guilford, with the greatest number majoring in management, accounting, justice and policy studies, and psychology. Of the approximately 450 full- or part-time CCE students, more than half live in Greensboro while the rest commute from the surrounding area. Approximately 65 percent of students are female, and 35 percent are male. CCE students often carry a full academic load (at least three courses) even though many are also employed full time as well. Fifty-five percent of CCE students take evening classes only, 24 percent take day classes only, and 21 percent take a combination of day and evening classes. The convenience of evening classes is particularly attractive to those who work during the day.

Areas of Study

CCE students are fully integrated into the college program, and are eligible to enroll in any course of study offered by Guilford College, day or evening.

Students able to attend classes during the day may select a major in any of the college's 29 academic degree programs.

For students unable to attend day classes,

Guilford offers six degree programs which may be completed by attending only evening classes: accounting, chemistry, justice and policy studies, management, physics, and psychology.

The Academic Schedule

During the fall and spring semesters, evening classes are offered four nights a week, Monday through Thursday. Continuing Education students can carry a full load (three courses, 12 credits) by attending classes only on Monday and Wednesday evenings subject to course availability. Legal residents of North Carolina carrying a full load and working toward a first degree are eligible to receive the North Carolina Legislative Tuition Grant.

In the summer, a 10-week or two five-week sessions are available. Eight credits are considered a full-time load. Attending the summer session allows full-time Continuing Education students who earn 32 credits within a 12-month period to complete a four-year degree in four years.

Certificate of Study Programs

In addition to degree granting programs, Certificates of Study are available. The Certificate of Study program consists of four to 10 courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree program, or for the person who has completed undergraduate studies in one area, and who seeks to develop one or more strong additional areas of expertise without pursuing a graduate degree.

Upon completion of a Certificate of Study in Accounting, for instance, a student is prepared to sit for the CPA exam.

Certificates of Study can be arranged on an individual basis in most departments and are formalized in the following areas:

Accounting	Economics
Art	German
Chemistry	Justice Management
Communications	Management
Creative Writing	Psychology
Criminal Law	Sport Studies

Noncredit Courses and Workshops

CCE also sponsors a variety of workshops and seminars for students and the community which do not carry academic credit. Continuing Education Units (CEUs) are available for some programs which address cultural, educational, historical, and political issues, self-assessment and improvement, and topics of interest to older adults. While some programs are free of charge, there is a modest fee for many of the workshops. Specialized training programs are also provided by CCE on an indi-

vidualized basis to local businesses, industry, schools, and other organizations for developing human resources and managing businesses more effectively.

Reentry Assistance: Adult Transitions Course

A four-credit course, Adults in Transition, has been designed to assist adults who have been out of school several years in making a smooth transition to the classroom. The course focuses on writing skills, learning styles, and the study of adult developmental stages.



V. ACADEMIC DEPARTMENTS AND PROGRAMS

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, off-campus seminars, some independent study projects, internships, and seminars in some departments.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross-listing(s) of the course, professor, and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies.

ACCOUNTING

Raymond E. Johnson,

Assistant Professor, Chair

William A. Grubbs, Sulon Bibb Stedman

Professor of Accounting

H. Garland Granger III, Associate Professor

The increasing complexity of business, government, and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College—the breadth of liberal arts courses as well as the specialization in accounting—is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their

accounting background as a way of joining the ranks of management in various organizations.

Degrees Offered. A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. The Bachelor of Science degree program consists of eight major courses and five courses in related fields. The Bachelor of Administrative Science degree program consists of eight major courses and six courses in related fields.

Major Requirements. Required major courses for both degrees are Introduction to Accounting (Accounting 201), Intermediate Accounting I, II, and III (Accounting 301, 302, and 303), and Cost Accounting (Accounting 311), plus three accounting electives at the junior and senior level. Required courses in related fields are Principles of Economics (Economics 221-222), Computers and Management (Management 241), and Financial Management I (Management 332); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Elementary Statistics (Mathematics 112) or equivalent is required for both degrees; this course may be used to satisfy part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and in the related field enables students to tailor the program to their individual career objectives.

A minor in accounting consists of four accounting courses. Three of these courses must be taken at the junior or senior level.

C.P.A. Examinations. Students who plan to sit for the Certified Public Accountant examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy current course requirements set by the North Carolina Board of C.P.A. Examiners.

201 Introduction to Accounting. (staff) 4. Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and the use of financial statements for decision-making. Taught from a user's perspective.

ACADEMIC DEPARTMENTS AND PROGRAMS

202 Principles of Accounting II. (Granger) 4. Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, and cost-volume profit relationships. Prerequisite: Accounting 201. Limited to Sport Management Majors.

301 Intermediate Accounting I. (staff) 4. Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations—the statement of financial position and the income statement. Present value concepts and current assets are also discussed. Prerequisite: Accounting 201.

302 Intermediate Accounting II. (staff) 4. Theory and application of financial accounting. Emphasis on liabilities, intangible assets, operational assets, and corporate equity accounts. Other topics include earnings per share, dilutive securities, and long-term investments. Prerequisite: Accounting 301.

303 Intermediate Accounting III. (Grubbs) 4. Theory and application of financial accounting. Emphasis on changes in financial position, pension costs, leases, current-value accounting, revenue recognition, and partnerships. Prerequisite: Accounting 302.

311 Cost Accounting. (staff) 4. Development and use of production costs in planning, controlling, and decision-making. Prerequisite: Accounting 201.

321 Taxation of Individuals. (staff) 4. Principles of federal income tax laws relating to individuals. Prerequisite: Accounting 201.

322 Taxation of Corporations and Partnerships. (staff) 4. Principles of federal tax laws affecting corporations, shareholders, and partnerships. Prerequisite: Accounting 321 recommended.

401 Advanced Accounting. (Grubbs) 4. Accounting and reporting for consolidated corporations, partnerships, multinational enterprises, and nonprofit organizations. Prerequisite: Accounting 303.

411 Auditing. (Granger) 4. The independent auditor's examination of the accounting control system and other evidence as a basis for

expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisite: Accounting 303.

421 C.P.A. Problems. (staff) 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examination in Accounting and Reporting and Financial Accounting and Reporting. Prerequisite: all required courses in accounting and related subjects.

422 C.P.A. Law. (staff) 4. General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency, and the accountant's legal liability. Prerequisite: senior standing or consent of the department.

431 Accounting Theory. (staff) 4. Theories of valuation, income determination, and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: Accounting 303.

450 Special Topics. (staff) 4. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. May also be offered at 260 level.

ART

*Adele Wayman, H. Curt and Patricia S. Hege
Professor of Art, Chair
Roy H. Nydorf, Associate Professor
E. George Lorio, Assistant Professor*

The Art Department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students. Art majors may concentrate in one of three areas: painting, printmaking or sculpture. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, and includes a requirement to take one course in either ceramics or photography with an instructor at another institution.

Degrees Offered. Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad

liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Major Requirements. Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts (Art 100); Design I (Art 102); Design II-Color Design (Art 103), or Three-Dimensional Design (Art 248); and Drawing I (Art 104). In addition, students take three studio art courses and Senior Thesis I (Art 480), in their chosen concentrations; two art history courses; and two studio courses in areas other than their concentration. An exhibition of the senior thesis is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required from these offerings: Introduction to Visual Arts (Art 100), Design I and II (Art 102 and 103), Three-Dimensional Design (Art 248), and Drawing I and II (Art 104 and 105). Seven studio courses must be completed in the student's chosen concentration; two of them must be Senior Thesis I and II (Art 480 and 481, an exhibition). Three art history courses also are required. In addition, students take six studio art courses in areas other than their concentrations. This degree cannot be completed in less than four and a half years.

100 Introduction to Visual Arts. (staff) 4. Overview of the principal visual arts, including their aesthetic qualities, structural forms, and historical roles. Fulfills creative arts requirement.

102 Design I. (Lorio, Wayman, staff) 4. Fundamentals of design in two-dimensional media in black and white. Fulfills creative arts requirement.

103 Design II (Color Design). (Wayman) 4. Continuation of Design I. Emphasis on color. Prerequisite: Art 102.

104 Drawing I. (Nydorf, Wayman, staff) 4. Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form. Fulfills creative arts requirement.

105 Drawing II. (Nydorf) 4. Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

200 Painting I. (Nydorf, Wayman) 4. Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and/or acrylic media explored. Prerequisite: Art 102 or 104.

201 Painting II. (Nydorf, Wayman) 4. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

204 Life Drawing I. (Nydorf) 4. Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.

205 Life Drawing II. (Nydorf) 4. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

221 Woodcut. (Nydorf) 4. Printmaking processes of relief printing, including linoleum, wood-block, monotype. Prerequisite: Art 104 or consent of the instructor.

222 Color Printmaking. (Nydorf) 4. Color monotype, collagraph, embossing. Prerequisite: Art 221.

223 Etching. (Nydorf) 4. Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint. Prerequisite: Art 221.

224 Advanced Printmaking. (Nydorf) 4. Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

248 Three-Dimensional Design. (Lorio, staff) 4. Materials, techniques, and concepts of three-dimensional design. Fulfills creative arts requirement.

251 Sculpture I. (Lorio) 4. Introduction of tools and techniques of subtractive sculpture in plaster, wood, and mixed media. Prerequisite: Art 248 or consent of the instructor.

252 Sculpture II. (Lorio) 4. Construction processes in sculpture including wood, found material, metal. Prerequisite: Art 248 or con-

ACADEMIC DEPARTMENTS AND PROGRAMS

sent of the instructor.

253 Sculpture III. (Lorio) 4. Exploration of media in relation to form and personal expression. Prerequisite: Art 252.

270 Art History Survey I. (Wayman) 4. Major stylistic periods of art including prehistoric, ancient, and medieval art. Fulfills creative arts requirement.

271 Art History Survey II. (Nydorf, Wayman) 4. European art from the Renaissance through Impressionism. Fulfills creative arts requirement.

290 Internship. (staff) 4. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff conferences are required.

300 Painting III. (Nydorf, Wayman) 4. Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.

301 Painting IV. (Nydorf, Wayman) 4. Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

320 Chinese and Japanese Painting. (Wayman) 4. Major artists and cultural characteristics of these two traditions. Fulfills creative arts or intercultural requirement.

330 Photography I. (staff) 4. Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.

331 Photography II. (staff) 4. Special techniques in photographic expression; technical and aesthetic possibilities of color, including hand-tinting, toning, and non-silver processes. Prerequisite: Art 330.

340 Ceramics I. (staff) 4. Introduction to ceramic processes; hand-building, throwing, sculptural forms, glazing, and firing.

341 Ceramics II. (staff) 4. Advanced ceramic techniques; throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: Art 340 or consent of the instructor.

372 Renaissance Art History. (Nydorf) 4. Major artists and stylistic trends of 15th- and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

373 Modern Art History. (Nydorf, Wayman) 4. Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

450 Special Topics. (staff) 4. May also be offered at 250 level.

477 New York Art Seminar. (Lorio, Nydorf, Wayman) 1. One-week seminar on the visual arts, stressing dialogue with artists in New York City studios, museums, and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

480-481 Senior Thesis I, II. (staff) 4,4. Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews and final art staff critiques required. Prerequisites: advanced standing and consent of department chairperson.

Selected studio art and art history courses are offered during evening as well as daytime hours.

BIOLOGY

Charles G. Smith, Associate Professor, Chair
William E. Fulcher, Professor
Frank P. Keegan, Professor
Jacqueline Ludel, Professor
Lynn J. Moseley, Professor

The Biology Department seeks to provide students with a strong foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; and for careers in many different areas of biology.

Degrees Offered. The Bachelor of Science de-

gree is offered in biology. In addition, a combined degree program with the Bowman Gray School of Medicine Physician Assistant Program is available. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a B.S. degree in biology.

Major Requirements. A major in biology consists of eight 4-credit courses, including General Botany (Biology 115), General Zoology (Biology 114), and Cell Biology (Biology 213). Five additional biology courses are chosen by students in consultation with their advisers. Either the sequence Human Anatomy and Physiology I and II (Biology 341 and 342) or Comparative Vertebrate Anatomy and Animal Physiology (Biology 351 and 352) may count toward the major, but not both.

Biology majors are required to take one year of mathematics, Calculus I and II (Mathematics 121 and 122), or Calculus I and Statistics (Mathematics 121 and Mathematics 112) are recommended. One year of chemistry and one year of physics, as a cluster of related courses, are also required.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains and in adjacent states.

Biology majors are encouraged to pursue independent research projects under the supervision of a biology faculty member. This research can lead to the writing of a thesis during the senior year, Senior Thesis (Biology 470), or to honors in biology, Departmental Honors (Biology 490). In addition, there are numerous opportunities for student participation in independent studies and internships.

114 General Zoology. (staff) 4. Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology, and ethology. Laboratory includes work with living

and preserved animals and emphasizes anatomy, physiology, and taxonomy of representative phyla. Fulfills laboratory science requirement.

115 General Botany. (Fulcher) 4. Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy, and taxonomy. Fulfills laboratory science requirement.

209 Human Biology. (Smith) 4. An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress, and environmental change on human health. Does not count toward the major. Fulfills nonlaboratory science requirement.

210 Plants and Society. (Fulcher) 4. Study of the history, geographic distribution, structure, and phylogenetic relationships of plants which are of value to man. This includes plants used for food, flavoring, beverages, drugs, fibers, wood, and other plant products. The practical aspects of the use of plants and plant materials are also included. Does not count toward the major. Fulfills nonlaboratory science requirement.

211 Genetics and Society. (Moseley) 4. Study of genetics and evolution with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, genetic engineering, and the inheritance of genetic diseases. Does not count toward the major. Fulfills nonlaboratory science requirement.

212 Environmental Science. (Smith) 4. Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosystem. Does not count toward the major. Fulfills nonlaboratory science requirement.

213 Cell Biology. (Keegan) 4. A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical

ACADEMIC DEPARTMENTS AND PROGRAMS

components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function, DNA, RNA, and protein synthesis. Laboratory techniques such as microscopy, cytochemistry, spectrophotometry, centrifugation, and biochemical analysis are utilized. Prerequisite: Chemistry 111.

233 North Carolina Freshwater Fishes. (Smith) 4. A field course for those students desiring an outdoor lab science. Field Studies introduce students to the diversity, distribution, and ecology of North Carolina freshwater fishes. Fulfills laboratory science requirement. No prerequisites.

245 Introduction to Forensic Science. (Keegan) 4. In-depth study of the application of the biological, chemical, and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory experiences include human tissue analysis, spectrophotometric methods, and drug identification. Does not count toward the major. Fulfills the laboratory science requirement. Offered when demand and scheduling permit.

324 Field Botany. (Fulcher) 4. Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory. Prerequisite: Biology 115 or consent of the instructor. Spring.

325 Nonvascular Plants. (Fulcher) 4. Advanced study of non-vascular plants with emphasis on morphology, anatomy, and phylogeny of algae, fungi, and bryophytes. Prerequisite: Biology 115. Alternate years.

326 Vascular Plants. (Fulcher) 4. Advanced study of vascular plants with emphasis on their morphology, anatomy, and phylogeny. Prerequisite: Biology 115. Alternate years.

330 Developmental Biology. (Smith) 4. Detailed study of gametogenesis, fertilization, cleavage, gastrulation, neurulation, germ layer

formation, and organogenesis. Comparative study in the laboratory of the development of the frog, chick, pig, and human. Prerequisite: Biology 114. Alternate years.

331 Entomology. (Fulcher) 4. An introductory course in entomology which includes: insect identification and taxonomy; morphology; physiology and ecology of insects. A survey of insect control and the relationships of insects to man is also included. Laboratory work will involve work in the field as well as in the laboratory. Prerequisite: Biology 114. Offered when demand and scheduling permit.

332 Invertebrate Zoology. (staff) 4. Advanced study of invertebrate phyla with emphasis on taxonomy, physiology, and ecology of the several groups. Prerequisite: Biology 114. Offered when demand and scheduling permit.

333 Ichthyology. (Smith) 4. Study of the diversity, distribution, and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisite: Biology 114. Alternate years beginning 1995-96.

334 Animal Behavior. (Moseley) 4. The zoological approach to the study of animal behavior. Topics covered in class include the history of ethology, behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: Biology 114. Alternate years.

335 Vertebrate Field Zoology. (Moseley) 4. Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology, and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisite: Biology 114. Alternate years.

336 Ornithology. (Moseley) 4. In-depth study of evolution, anatomy, physiology, ecology, and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field

ACADEMIC DEPARTMENTS AND PROGRAMS

work in identification of birds in various habitats. Prerequisite: Biology 114.

340 Psychobiology. (Psychology 340) (Ludel) 4.

341 Human Anatomy and Physiology. I (Smith) 4. Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular, and respiratory systems. Prerequisite: Biology 114.

342 Human Anatomy and Physiology. II (Smith) 4. Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory, and reproductive systems. Prerequisite: Biology 341.

343 Sensory Systems. (Psychology 343) (Ludel) 4.

351 Comparative Vertebrate Anatomy. (Smith) 4. Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: Biology 114. Alternate years.

352 Animal Physiology. (Smith) 4. The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisites: Biology 114, 213. Alternate years.

433 Microbiology. (Keegan) 4. Structure, classification, nutrition, and biochemistry of microorganisms, especially bacteria and viruses. Processes of viral infection, bacterial sporulation, and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense mechanisms and the function of the human immune system. Methods of isolation, characterization and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Fall.

434 Biochemistry. (Chemistry 434). (Keegan, Glenn) 4. Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and

nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: Chemistry 112. Spring.

438 General Ecology. (Smith) 4. Basic ecological principles governing the structure and function of populations, communities, and ecosystems. Prerequisites: Biology 114 and 115. Alternate years.

443 Genetics. (Smith) 4. A study of the components of the hereditary system and their functions—chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression, and gene mutation. Mendelian and extranuclear inheritance, population genetics and human genetic traits, and diseases are explored. Bacterial, viral, insect, and plant materials are utilized in the laboratory. Prerequisite: Chemistry 111. Fall.

450 Special Topics. (staff) 4. Possible courses include: Cetology, Dendrology, Social Behavior, and Communication. May also be offered at the 250 level.

460 Independent Study. (staff) 1-4. May also be offered at the 260 level.

470 Senior Thesis. (staff) 1-4. Individual experience in biological research and writing of a professional paper.

490 Departmental Honors. (staff) 4-8.

CHEMISTRY

Anne G. Glenn, Assistant Professor, Chair
David F. MacInnes, Jr., Professor
Robert M. Whitnell, Assistant Professor

The Chemistry Department seeks to serve students with many diverse interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the knowledge and tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields with the requisite skills and understanding to use chemical concepts during their careers. Use of

ACADEMIC DEPARTMENTS AND PROGRAMS

instrumentation and computers is encouraged and often required at all levels.

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

Major Requirements. The Bachelor of Science major in chemistry includes Chemical Principles I and II (Chemistry 111 and Chemistry 112) or Chemical Principles I and II (Chemistry 113), Organic Chemistry I and II (Chemistry 231 and 232), Integrated Laboratory I and II (Chemistry 235 and Chemistry 335), Physical Chemistry I and II (Chemistry 331 and 332), Instrumental Analysis (Chemistry 341), Inorganic and Materials Chemistry (Chemistry 342), Independent Study (Chemistry 260/460) or Senior Thesis (Chemistry 470), and Senior Seminar (Chemistry 400). The related fields are at least two mathematics courses, Calculus I and II or Accelerated Calculus (Mathematics 121 and 122 or Mathematics 123); two physics courses, Classical and Modern Physics I and II (Physics 121 and 122), and either Multivariable Calculus (Mathematics 225) or Mathematical Physics I (Physics 320). Additional courses in these fields as well as in chemistry are strongly encouraged for students interested in graduate study.

The Bachelor of Arts major in chemistry includes Chemical Principles I and II (Chemistry 111 and Chemistry 112) or Chemical Principles I and II (Chemistry 113), Organic Chemistry I and II (Chemistry 231 and 232), Integrated Laboratory I and II (Chemistry 235 and Chemistry 335), Physical Chemistry I (Chemistry 331), Instrumental Analysis (Chemistry 341), Inorganic and Materials Chemistry (Chemistry 342), one advanced course such as Biochemistry, Medicinal Chemistry or Polymer Chemistry (Chemistry 434, 430, or 420), participation in an industrial or governmental internship or research, and Senior Seminar (Chemistry 400). The related fields are at least two mathematics courses, Calculus I and II or Accelerated Calculus (Mathematics 121 and 122 or Mathematics 123), and two physics courses, Classical and Modern Physics I and II (Physics 121 and 122).

Majors are encouraged to participate in an

industrial or governmental internship, study abroad or do summer research at some time during their last two years. Required courses in chemistry beyond Chemical Principles II are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major. Majors are advised that languages most useful for chemistry are German, Russian, and Japanese. Those wishing a chemistry minor are encouraged to take at least 12 credits beyond Chemistry 112 or 113.

Scholarships. To recognize superior work in chemistry, the department annually offers a national prize for outstanding achievement to a student in general chemistry and the Ljung Scholarship to a chemistry major. In addition, the department selects a senior for the Outstanding Student Award given by the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

111 Chemical Principles I. (staff) 4. Basic principles of chemistry, periodicity, bonding, and energy relations. Fulfills laboratory science requirement.

112 Chemical Principles II. (staff) 4. Molecular and ionic equilibria, kinetics, and mechanisms, and introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement.

113 Chemical Principles I and II. (staff) 4. A one semester accelerated introduction to chemistry covering the topics found in Chemistry 111 and 112. Laboratory meets twice a week. Prerequisite: 1-2 years of high school chemistry or permission of instructor. Fulfills laboratory science requirement.

220 Chemical Industry Awareness. (staff) 4. The chemical perspective in a technological society. Development of chemical literacy by nonchemists to enable them to make intelligent choices on how chemistry will be used in our society. Science majors learn about industrial use of science and how to communicate with nonscientists. Fulfills nonlaboratory science requirement.

231 Organic Chemistry I. (Glenn, staff) 4. An introduction to the structure and reactivity of

organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic, and spectroscopic methods commonly employed in modern organic chemistry. Prerequisite: Chemistry 112.

232 Organic Chemistry II. (Glenn, staff) 4. A continuation of Organic I. Topics covered include mechanisms of more complex reactions, multistep organic synthesis, applications of molecular orbital theory to reactions, and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multistep synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products. Prerequisite: Chemistry 231.

235 Integrated Laboratory I. (staff) 1. Co-requisite with Chemistry 232. Laboratory course integrating organic chemistry with other fields of chemistry. Students from several chemistry classes conduct original research on multidisciplinary projects.

331 Physical Chemistry I. (Whitnell) 4. Physical chemistry of macroscopic systems, including classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, chemical equilibrium, electrochemistry, and kinetics. Laboratory includes experiments in physical chemistry of gases, thermochemistry, phases, and electrochemistry. Prerequisites: Chemistry 112, two semesters of physics, and two semesters of calculus. Physics 320 or Mathematics 225 is recommended as a prerequisite or co-requisite.

332 Physical Chemistry II. (Whitnell) 4. Physical chemistry of microscopic systems including quantum mechanics, electronic structure of atoms and molecules, molecular structure and dynamics, and spectroscopy. Connection of microscopic behavior to macroscopic phenomena through statistical mechanics. Laboratory includes experiments in

kinetics, spectroscopy, and structure analysis. Prerequisite: Chemistry 331. Physics 320 or Mathematics 225 is recommended as a prerequisite or co-requisite.

335 Integrated Laboratory II. (staff) 1. Laboratory course involving original research projects integrating physical chemistry with other fields of chemistry. Independent study and lab management skills are emphasized. Students from several chemistry classes conduct original research on multidisciplinary projects.

341 Instrumental Analysis. (MacInnes) 4. A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments, and their use for the analysis of real samples. Prerequisites: Chemistry 112, two semesters of physics.

342 Inorganic and Materials Chemistry. (MacInnes) 4. The interaction between structure and electronic properties, the metallic state, solid state chemistry, metal complexes, stereochemistry, elementary crystallography, and spectroscopy. The laboratory centers on unusual materials, their synthesis, structure, properties, and analysis. Prerequisite: Chemistry 341.

400 Senior Seminar. (staff) 2. Bibliographic searching techniques, recent chemical literature, oral communication and discussion of recent advances in chemistry, ethics in chemistry, and chemistry careers. Required of majors.

420 Polymer Chemistry. (MacInnes) 4. Synthesis, characterization, properties and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers, and the use of polymers in electronics will be examined. Prerequisite: Chemistry 232.

430 Medicinal Chemistry. (Glenn) 4. The organic chemistry of drug design and drug action. This course covers the interaction of drugs at sites in the body such as neuroreceptors, enzymes and DNA which lead to therapeutic effects. Design of drugs will be discussed in terms of the organic and physical chemistry of

ACADEMIC DEPARTMENTS AND PROGRAMS

molecules, including structure activity relationships and rational drug design based on knowledge of the mechanism of drug action. Drug metabolism and prodrugs will also be discussed. Prerequisite: Chemistry 232 or permission of instructor.

434 Biochemistry (Biology 434). (Keegan, Glenn) 4. Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipid, and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer synthesis. Techniques used in the isolation and identification of proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: Chemistry 112. Spring.

450 Special Topics. (staff) 4. Recent courses include Chemistry of Coastal Waters, Advanced Organic Chemistry, Spectroscopy and Computational Chemistry. May also be offered at the 250 level. Topics include modern instrumental analysis, surface tension, environmental analysis, and marine chemistry.

460 Advanced Independent Study. (staff) 1-4. Recent topics include Photoredox Chemistry, Experimental Design, Conducting Polymers, Advanced Organic Synthesis. May also be offered at 260 level.

470 Senior Thesis. (staff) 4. Original research on a specific topic in chemistry or chemistry related field. Students are expected to begin work on their topics before they sign up for this course.

490 Departmental Honors. (staff) 4-8.

CLASSICS

This program is under review by the Curriculum Committee and is not being offered in its entirety in 1995-96. For information on the current status of this program, contact the Academic Dean's Office.

Classics courses involve students in a multilevel study of the languages, literature, history and culture of the classical world, leading to a fuller awareness of our humanistic heritage. The interdisciplinary nature of classical

studies should contribute to the student's perception of the interrelatedness of various fields of contemporary knowledge and activity.

Classics students are encouraged to participate in an overseas program in Greece or Italy and to take advantage of consortium Classics offerings.

Classical Languages. Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

230 Classical Civilization. 4. Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature, and scientific thought as well as archaeology and history. Fulfills history requirement.

301 Classical Literature in Translation. 4. Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement.

302 Classical Mythology. 4. Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories in relation to various disciplines. Counts toward humanities requirement.

450 Special Topics. 4. May also be offered at the 250 level.

460 Independent Study. 1-4. Recent topics include Euripides, Homer, Virgil. May also be offered at 260 level.

Greek

101 Introductory Greek I. 4. Introduction to Attic Greek based on Aristophanes and Plato; sight-reading in the *New Testament*.

102 Introductory Greek II. 4. Further study of classical prose and poetry or readings in the *New Testament* according to individual interests. Fulfills foreign language requirement.

Latin

101 Introductory Latin I. 4. Introduction to classical Latin based on Ovid's *Metamorphoses*; sight-reading in medieval Latin.

102 Introductory Latin II. 4. Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

ECONOMICS

Robert B. (Bob) Williams, Associate Professor, Chair

Robert G. Williams, Voehringer Professor of Economics

Carol A.M. Clark, Associate Professor

Every individual must make economic decisions, and economic problems and policies have an extensive and continuous impact on our lives.

The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in society. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects, and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

Degrees Offered. The Bachelor of Arts degree is offered in economics.

Major Requirements. Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics (Economics 221 and 222), one intermediate analysis course, either Microeconomic Analysis (Economics 321) or Macroeconomic Analysis (Economics 322), Research Methods (Economics 301), and four upper-level economics courses. Each student is encouraged to plan the major and related fields together, in consultation with the adviser. Students planning to go to graduate school or work in the field after graduation are strongly advised to take both Microeconomic Analysis

and Macroeconomic Analysis. Recommended courses for a minor in economics are the two Principles courses plus two upper-level economics courses.

221 Principles of Economics: Macroeconomics. (staff) 4. The study of economics, aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth. Applied topics include: unemployment, inflation, interest rates, the Federal Reserve system, productivity, business cycles, the international connection, and others. May be taken independently of 222. Counts toward social science requirement.

222 Principles of Economics: Microeconomics. (staff) 4. The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; the role of government in the economy. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, and other topics. May be taken independently of 221. Counts toward social science requirement.

301 Research Methods. (Bob Williams) 4. Theory and application of quantitative research methods used by economists: scientific method, selection of research design, data collection and sampling, data analysis and interpretation, ethical issues in research design. Prerequisite: Economics 221, 222 or consent of the instructor.

321 Microeconomic Analysis. (staff) 4. Analytical foundations of economic theory, theory of consumer behavior; theory of the firm, market structure, theory of distribution; general equilibrium and welfare economics. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

322 Macroeconomic Analysis. (staff) 4. Critical examination of competing theories of national income determination, the monetary system, inflation, unemployment and economic fluctuations. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

ACADEMIC DEPARTMENTS AND PROGRAMS

335 Comparative Economic Systems. (R.G. Williams) 4. Historical analysis of the rise and decline of socialist type economies (the former U.S.S.R., Eastern Europe, China, etc.). Emphasis on particular countries may vary from year to year, but use of comparative method is stressed. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

336 Economic and Social Development. (staff) 4. Economic, political and social problems of Third World countries with emphasis on Latin America: human resource development (health, education, nutrition), population and economic growth, industrialization, urbanization and technological change, agriculture, employment, land use and distribution, income distribution and poverty, role of women, relations with industrialized countries through trade, aid, foreign investment, lending and debt. Policy focus recognizing the importance of cultural, social and historical similarities and differences between countries and the increasingly interrelated world economy. Prerequisite: Economics 221, 222 or consent of the instructor. Fulfills intercultural requirement.

340 Workplace Democracy. (Bob Williams) 4. Economic aspects of democratizing institutions, intra-firm incentives and the crisis of productivity, individual vs. collective decision-making, participation in organizational decision-making and in organizational awards, the relationship between workplace democracy and the economic system. Certain models will be investigated both conceptually and empirically. Quality circles, profit sharing, ESOPs, cooperative businesses.

342 Economics of the Public Sector. (Bob Williams) 4. Political and social economics: relationships among economic, political, and sociocultural institutions; comparison of market and nonmarket economic processes. Public finance: public expenditures, including benefit-cost analysis; public revenues; intergovernmental fiscal relations. Selected public policy issues: defense, social programs (welfare, Medicare, Social Security), regulation. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

344 Environmental and Resource Economics. (Clark) 4. Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal and policy aspects of current environmental and natural resource problems. Attention to the interaction of ecological and socioeconomic systems. Prerequisite: Economics 221, 222 or consent of the instructor. Required for the Environmental Concentration.

432 International Economics. (R.G. Williams) 4. Systematic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the world economic order. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

441 Labor Economics. (Clark) 4. Alternative approaches to labor-market theory and policy: perfect competition, segmentation, and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination and poverty. Macroeconomics of the labor market: inflation and unemployment. Employment in the international economy. Prerequisite: Economics 221, 222 or consent of the instructor.

450 Special Topics. (staff) 4. Recent offerings include both standard fields of economics (Economics of Latin America, Industrial Organization and Public Policy), interdisciplinary fields (Methods of Social Research, offered jointly with the Sociology/Anthropology Department; Economic History of Women, offered jointly with the History Department), and other topics of interest to faculty (Contemporary Economic Thought; Women in the Economy; Democracy at Work; Women, Children and Economic Policy). Prerequisites: to be announced. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in

advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department.

470 Senior Thesis. (staff) 1-4. Research and oral presentation of an in-depth study, usually building from research done in other upper level economics courses. For students of exceptional motivation and ability. Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year.

490 Departmental Honors. (staff) 4-8.

EDUCATION STUDIES

Frances Kay Doost, Assistant Professor, Chair
Deborah Roose, Associate Professor
Ronald S. Byrnes, Assistant Professor
Claire R. Helgeson, Assistant Professor

The primary goal of the Education Studies program is to develop educators who are grounded in the liberal arts and are self-confident, inquisitive, and thoughtful in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes understanding educational issues from a global perspective using observation, practice, experimentation and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout the program, faculty and students in the department work together in interactive learning experiences in the classroom and in the field, incorporating practical application with theoretical discussion and exploration. The tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one interchanges in the first and second year courses. Other central components of the program include the portfolio review, a written and oral self-assessment presented by each student to the Education Studies faculty midway in the major; the cross-cultural internship and inquiry, usually in another country; and the capstone experience after student teaching in which students reflect on their student teaching experiences

in relationship to their theoretical and philosophical grounding and explore leadership roles which they may take in the future. Close faculty and student relationships are developed through tutorial sessions, peer group learning, portfolio reviews, field supervision, and the advising system.

The three major curricular components of the program are:

1. a strong interdisciplinary liberal arts core required of all students;
2. a double major (an Education Studies major and a major in another academic department); and
3. a cross-cultural internship which usually includes a semester abroad.

There are three certification tracks in the Education Studies Major.

1. Elementary certification, grades kindergarten through six;
2. Secondary certification, grades nine through 12, English and social studies;
- 3) K-12 certification, grades kindergarten through 12, physical education, French, and Spanish.

Degrees Offered. The Bachelor of Arts degree is offered in Education Studies.

Major Requirements. Education Studies requires a double major, a variety of field experiences, and in most cases an experience abroad. Because these requirements must be carefully planned, students are encouraged to begin the program by the second semester of the first year. In most cases students complete the program with its two majors, cross-cultural field experience and requirements for state and reciprocal licensing in four and a half years.

In accordance with North Carolina State requirements, formal acceptance into the program occurs during the sophomore year and is dependent upon a 2.50 grade point average, recommendations and other pertinent criteria (refer to the Education Studies Program Handbook, which includes Policies and Procedures for Teacher Education, Student Teaching and Certification). In addition, each student is required to pass the Praxis I: Academic Skill Assessment administered by the Educational Test-

ACADEMIC DEPARTMENTS AND PROGRAMS

ing Service, prior to formal admission to the program. Formal admission is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program.

Required courses for all Education Studies majors are: Developmental Psychology (Psychology 224); the two tutorial courses: Education Inquiry (Education Studies 201) and Learning and Teaching (Education Studies 202); Contemporary/Historical Issues in Education (Education Studies 203); Field Study in Cross-Cultural Education (Education Studies 301); Student Teaching (Education Studies 440); and Student Teaching Seminar (Education Studies 410 or 420).

Additional required courses for Secondary and K-12 Majors: Seminar in the Processes of Secondary and K-12 Teaching (Education Studies 312); and one of the following: Sociology/Anthropology 101, 102, or 103.

Additional required courses for Elementary Majors: Mathematics for Elementary School Teachers (Mathematics 103), U.S. History, Seminar in the Processes of Elementary Teaching (Education Studies 310), and one introductory course in sociology or anthropology (Sociology/Anthropology 101, 102, or 103).

201 Education Inquiry: First Tutorial. (Helgeson, Roose) 4. Discovery of questions and issues which concern educators, inquiry into how these questions and issues have been and are being approached by others, and search for one's own approaches and solutions. Focuses on the self, the wider educational community, and the library as spheres of inquiry. Large group, small groups, and tutorial formats are used. The tutorial format used in this course involves one-on-one (student-instructor) presentations of a prepared paper by the student and ensuing discussions, goal setting, and analysis of the teaching/learning experiences of that tutorial.

202 Learning and Teaching: Second Tutorial. (Doost, Helgeson) 4. An interdisciplinary introduction to learning and teaching. Theories of knowledge, development, and learning provide a context for experiences with individual students in the schools, interviews with

Guilford faculty, and observation and analysis of learning processes. The tutorial format used in this course involves one-on-one (student-instructor) presentations of a prepared paper by the student and ensuing discussions, goal setting, and analysis of the teaching/learning experiences of that tutorial.

203 Contemporary/Historical Issues in Education. (Byrnes, Roose) 4. Analysis of contemporary social, cultural, and political issues in education within a historical context.

217 Literacy Seminar. (staff) 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

301 Field Study in Cross-Cultural Education. (Byrnes, Doost) 4. Usually taken during the study abroad experience. Examination of educational issues pertinent to the location in which the student is studying through readings, interviews, and an internship.

310 Seminar in the Processes of Elementary Teaching. (Doost, Roose) 16. Integrated study of elementary school curricula, theories of curriculum design, developmentally appropriate teaching methodologies and educational materials. The students will meet in classes on campus three days a week and will work two days each week in an elementary school classroom observing, planning, and teaching.

312 Seminar in the Processes of Secondary and K-12 Teaching. (Byrnes, Helgeson) 4. Study of school structures and curricula; study and practice of methodologies appropriate to specialty areas and to integrated curricula. Students practice with educational materials including technologies. Internship component includes systematic observation and guided planning and teaching in a secondary or K-12 classroom.

410 Elementary Student Teaching Seminar. (Doost, Roose) 4. Integrated with student teaching (Education Studies 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level.

420 Secondary Student Teaching Seminar. (Byrnes, Helgeson) 4. Integrated with student teaching (Education Studies 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary and K-12 school levels.

440 Student Teaching. (staff) 12. Observation and directed teaching in area of certification, supervised by the school's cooperating teacher and college personnel. A final two-week capstone experience on campus at the conclusion of the student teaching experience helps students reflect on their student teaching experience in relationship to their theoretical and philosophical grounding and explore leadership roles which they may take in the future. Prerequisites: senior standing and completion of major courses. Pass/fail grading.

Application for student teaching must be made by March 1, preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall college grade point average and support from both major departments. Student teachers may not take additional credits, participate in a varsity sport in season or work part-time. Initial certification is contingent upon successfully completing both majors, the student teaching program, and specialty areas and other relevant components of the national Praxis examination.

450 Special Topics. (staff) 4. Also offered at the 250 level. Examples: Conflict Resolution with Children; Education and the Religious Quest for Meaning.

460 Independent Study and Research. (staff) 1-4. Also offered at the 260 level. Independent study and research with appropriate faculty direction.

470 Senior Thesis. (staff) 4.

490 Departmental Honors. (staff) 4-8. Credit to be determined.

ENGLISH

Rebecca B. Gibson, Assistant Professor, Chair
Elizabeth B. Keiser, Dana Professor of English
Rudolph S. Behar, Professor

James B. Gutsell, Professor
Lee M. Johnson, Professor
Richard M. Morton, Professor
Jeffrey M. Jeske, Associate Professor
Carolyn Beard Whitlow, Associate Professor
Michael Strickland, Assistant Professor

The English major at Guilford College is primarily a major in the literatures of the English-speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which humankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students' abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. Students considering careers in business or law might choose to major in English and construct a minor that focuses in accounting, management and computers or logic, history, and political science.

Students desiring careers in journalism, technical writing, television or advertising would do well to major in English and minor in the communications concentration, or construct personal concentrations through writing courses, internships, and independent study.

Students planning careers in secondary education are required to double major in education studies and English. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching is a good alternative. The department offers a developmental support program for prospective teachers of English through an adviser who will assist them in all aspects of their program. In fact, students will work with advisers from both departments to be certain that all requirements are satisfied.

Degrees Offered. The Bachelor of Arts degree is offered in English.

ACADEMIC DEPARTMENTS AND PROGRAMS

Major Requirements. The English major requires a minimum of nine courses. One course of this minimum must be Poetry: An Introduction (English 220) taken during the sophomore year. Majors may choose to take the remaining minimum eight courses in studies of British and American literature or may exercise the option of taking two of them for the elective credit which is earned in the writing courses, the courses based on literature in translation, or other courses approved by the department. Courses taken to fulfill the literature complement of the requirement must be evenly divided in number between works of earlier and later periods.

For the courses in British literature, this dividing point is 1835; for those taken in American literature, it is 1865. Beyond the course requirements, and for one-hour credit, seniors undertake a capstone experience designed to evaluate themselves and the department. Joint and double majors are encouraged.

Outstanding students are encouraged to work for departmental honors. The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member or the secretary. In addition to courses listed, members of the department regularly offer a variety and range of subjects under the 450 designation. Examples over recent semesters are courses in the literary essay, psycholinguistics, women poets, rhetoric and composition, and literary theory. Except where the course descriptions so indicate, course numbers do not imply levels of difficulty. Required courses are offered at least annually. Other courses are generally offered in alternate years.

100 English as a Second Language. (staff) 4. A course designed for non-native speakers entering the college who need preparatory work before entering English 110.

110 Fundamentals of College Writing. (staff) 4. Practice in writing paragraphs and short papers through analysis of sentence structure

and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

150 Composition and Literature I. (staff) 4. Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of first year. Counts toward English requirement.

151 Composition and Literature II. (staff) 4. Discussion of and practice in composition at a more advanced level based on readings in major literary works. Special sections for honors and for transfer students. Normally required spring semester of first year. Counts toward English requirement.

210 Playwriting Workshop. (staff) 4. Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, "found" language, passive participation in and transcription of actual events.

211 Poetry Workshop. (Gibson, Whitlow) 4. In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Fulfills creative arts requirement.

212 Fiction Workshop. (staff) 4. In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Fulfills creative arts requirement.

213 Journalism I. (staff) 4. A workshop introduction to journalistic writing. Covers criteria that determine the value of news, changing standards, importance of focus, importance of accuracy, elements of good writing, standardized style, structure of straight news stories, feature writing, interviewing techniques, handling quotations, appraising information, the structure of a newspaper, and related matters.

214 Journalism II. (staff) 4. Continues con-

cerns of Journalism I and extends to covering a beat, developing sources, media law, freedom of information law, public meeting law, journalistic ethics, conducting effective polls and surveys, methods of conducting interviews and putting questions, and related matters. Includes covering meetings of town and county agencies. Prerequisite: Journalism I or equivalent experience and permission of instructor.

216 Academic Writing. (staff) 4. An interdisciplinary writing course with a humanities-based approach designed for students who desire to enhance their writing skills and particularly their mastery of the conventions of writing in the academy. Exploration of the principles of classical and modern rhetoric and an examination their relationship to contemporary writing in the disciplines and in modern literature. Special attention to scholarly research techniques in a style appropriate to each student's discipline. Prerequisite: English 151.

217 Literacy Seminar. (staff) 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Poetry: An Introduction. (staff) 4. Focus on analysis of poetry with attention to both formal and interpretative issues. More broadly, an introduction to working with literary texts and writing analytical papers. Required of beginning majors and recommended to prospective majors.

221 British Literature I. (Gutsell, Keiser) 4. Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Counts toward humanities requirement. Recommended for all beginning majors and prospective majors.

222 British Literature II. (Behar) 4. Intensive study of major literary figures and changing forms from the Romantic period to the present. Counts toward humanities requirement.

225 American Literature Survey I. (Jeske, Morton) 4. The American mind in literature from the Puritans to the Civil War. Counts toward humanities requirement.

226 American Literature Survey II. (Jeske,

Morton) 4. American literary tradition from the Civil War to the present. Counts toward humanities requirement.

241 Development of the Novel I. (Gibson) 4. A study of the origins of the novel in the 18th century and its shaping as a new genre in the hands of such masters as Richardson, Defoe, Fielding, Sterne, Smollett, and Austen. Counts toward humanities requirement.

242 Development of the Novel II. (Johnson) 4. A study of the transition from the Victorian novel to the experimental novel of the early 20th century in such masters as Flaubert, James, Woolf, and Faulkner. Counts toward humanities requirement.

255 The Russian Novel. (Behar) 4. Readings in the great novelists of the thaw: Gogol, Turgenev, Dostoevski, Tolstoy, and others. Counts toward humanities requirement.

283 Shakespeare's Comedies and Romances (Theatre Studies 283). (Gutsell) 4. Study of the range and development of Shakespeare's comedies and romances. Counts toward humanities requirement. Prerequisite: English 151.

284 Shakespeare's Histories and Tragedies (Theatre Studies 284). (Gutsell) 4. Study of the range and development of Shakespeare's histories and tragedies. Counts toward humanities requirement. Prerequisite: English 151.

295 Self-Image in Women's Writing. (Gibson) 4. A study of women's writing from the late seventeenth century to the present. Focuses on women's view of themselves and the means women have for asserting their individuality, dignity, and power.

300 Modern Poetry. (Keiser) 4. Significant 20th century poetry in British and American literature; including forms, techniques, and themes; addresses poets such as Pound, Eliot, and Williams. Counts toward humanities requirement.

301 Modern Fiction. (Johnson) 4. Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor. Counts to-

ACADEMIC DEPARTMENTS AND PROGRAMS

ward humanities requirement.

302 Contemporary Fiction. (Johnson) 4. Study of developments in the novel, mainly since 1970. International in scope, including North and South America, the Caribbean, Africa, and Japan. Some works in translation. Counts toward humanities requirement.

303 American Writing Across the 20th Century. (Strickland) 4. Significant American works and writers treated individually or given the context of particular decades. Counts toward humanities requirement.

305 American Romanticism. (Morton) 4. Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman. Counts toward humanities requirement.

307 British Romantic Literature. (Behar) 4. Romanticism, its development, intellectual concerns and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Counts toward humanities requirement.

308 Modern Drama (Theatre Studies 308). (Zerbe) 4.

310 Victorian Literature. (Gutsell) 4. Questions, doubts and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray, and Hardy. Counts toward humanities requirement.

312 Living Women Poets. (Gibson) 4. Exploration of the poetry of important female poets writing in English, to include Adrienne Rich, Eleanor Wilner, Margaret Atwood, Eavan Boland, Denise Levertov, Lucille Clifton, among others. Focuses on their revisions of legends and myths to include women's experience. Counts toward humanities requirement.

313 African American Literature. (Whitlow) 4. Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker, and Morrison. Counts toward humanities requirement.

314 Milton and His Age. (Behar) 4. Major poetry and prose of John Milton and works of

some of his contemporaries, considered in relationship to the history and thought of the 17th century. Counts toward humanities requirement.

315 Later American Literature. (Strickland) 4. Varied in-depth treatment of American writing and literary movements emergent in our national life during the decades extending from Appomattox to Versailles. Counts toward humanities requirement.

317 Advanced Expository Writing. (Jeske) 4. Intensive writing and revision workshop for students eager to polish their style, increase their fluency, sharpen their editing, and receive detailed critiques of their nonfiction prose. Includes study of prose analysis, stylistics, elements of formal rhetoric.

319 Seventeenth Century Literature and Visual Art. (Johnson) 4. Includes an initial study of the visual arts that are stylistically linked to the literature of the early 17th century. Examination of one comparative arts text as well as plays by Shakespeare and Webster, the essays of Montaigne, the poetry of Donne, Marvell, and Herbert, and selections from the prose of Taylor and Burton. Counts toward humanities requirement.

321 Comparative Arts I (General Studies 321). (Behar) 4. Focuses on the nuclear materials of painting, literature and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement.

322 Comparative Arts II (General Studies 322). (Behar) 4. The problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement.

325 Black Women Writers. (Whitlow) 4. Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America, but also of South America, Europe, the Caribbean or Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay,

interview, letters, reviews, and literary criticism. Counts toward humanities requirement.

330 The Eighteenth Century. (Gibson) 4. A close look at neoclassicism in the works of Rochester, Dryden, Congreve, Addison, Steele, Swift, Pope, and Johnson. Includes essays, poetry, fiction, and drama in veins satirical, lyrical, whimsical, philosophical. Counts toward humanities requirement.

360 Early Renaissance Literature. (Gutsell) 4. Major themes and forms of Renaissance prose, poetry and drama up to 1600, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others. Counts toward humanities requirement.

370 Chaucer and His Age. (Keiser) 4. The *Canterbury Tales*, selections from Chaucer's other works and additional writings of the late Middle Ages. Counts toward humanities requirement.

400 Seminar. (staff) 1. Required of all senior English majors. Seminar structure to rest on portfolios which the majors assemble by selecting work done over their career in the department. Offered in the spring semester of each academic year by a member of the English faculty who serve on a rotating basis.

450 Special Topics. (staff) 4. May also be offered at 250 level. Possible topics include: Literature of War; Dream, Vision, and Romance; Women in American Literature; Harlem Renaissance; Caribbean Literature; Technical Communications; Rhetoric, Composition, and Literary Theory; and Detective Fiction.

460 Independent Study. (staff) 1-4. Work may apply toward departmental honors if prior arrangement is made by student. May also be offered at 260 level.

470 Senior Thesis. (staff) Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

FOREIGN LANGUAGES

*Dean de la Motte, Assistant Professor
of French, Chair*

*Maritza B. Almeida, Professor of Spanish
Claude T. Mouro-Burris, Professor of French*

*Sylvia Trelles, Associate Professor of Spanish
David J. Limburg, Assistant Professor
of German
Mitsuko Hosoya, Visiting Instructor of Japanese*

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Japanese, Latin, and Spanish. Full college credit is awarded for all beginning language courses.

Entering students are required to take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must take both the 101 and 102 courses to meet the foreign language requirement. Students in French and Spanish who place above 101 must go directly to 110. Students in German, Japanese or Latin who place above 101 must go to 102. Completion of 110 also satisfies the foreign language requirement. Students who place above the 102 or 110 level may take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) – or equivalent experience – is a normal prerequisite to higher-numbered courses.

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

Major Requirements. The department offers majors in French, German, and Spanish. A major consists of eight courses (32 credits) numbered above 110 and must include two 400-level courses or one 400-level course plus Senior Thesis (470), or Departmental Honors (490) on a topic approved by the department. Students planning to attend graduate school are urged to choose the second option. French and Spanish courses in translation do not count toward the major.

Double majors in French or Spanish and Education Studies, as well as K-12 certification in these languages are also offered. Students pursuing these double majors have the same requirements within the Foreign Languages Department as do other majors with the exception that Student Teaching (Education Studies 440) may count as one of the two

ACADEMIC DEPARTMENTS AND PROGRAMS

required 400-level courses. The option of doing a senior thesis is not advisable for this double major. Certification in German may be offered in the future. Students interested in pursuing a teaching career in German may do so by completing the requirements for a German major at Guilford College and then acquiring certification at a graduate institution.

Course Prerequisites: Except for courses in translation, a student is required to complete a 200-level course, its equivalent, or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking one at the 400 level.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. Guilford College currently offers semester programs in Beijing, Brunnenburg, Guadalajara, London, Munich, and Paris, and a year-long program in Japan, for which the appropriate language is recommended.

Foreign language majors should choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a minor in a foreign language—four courses (16 credits) at Intermediate (210) level and above—of immense value in the pursuit of a career.

French

101 Introductory French I. (staff) 4. Introduction to understanding, speaking, reading, and writing French. Laboratory required.

102 Introductory French II. (staff) 4. Continuation of 101. Four language skills and selected readings. Prerequisite: French 101. Fulfills foreign language requirement.

110 Basic French. (staff) 4. Grammar review, selected readings, and conversation with emphasis on pronunciation. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

210 Intermediate French. (Mourot-Burris) 4. Selected readings in French and further development of conversational skill. Laboratory required.

241 Intermediate Composition. (staff) 4. Study and discussion of composition and grammar with analysis of diverse related readings. Required of all majors.

242 Intermediate Conversation. (de la Motte) 4. Daily practice in conversation on diverse topics.

311-312 Survey of French Literature I, II. (de la Motte, Mourot-Burris) 4, 4. Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Prerequisite: French 210 or permission of the instructor.

321 French Civilization to 1914. (Mourot-Burris) 4. Studies in the background of French life and culture; outstanding contributions of France to world civilization. Prerequisite: French 210 or permission of the instructor.

322 Twentieth-Century France. (de la Motte) 4. Study in the history, institutions, and culture of post-1914 France. Students choose between business and culture options. Prerequisite: French 210 or permission of the instructor.

401 French Poetry. (de la Motte) 4. Historical and critical study of major texts of French poetry from the Middle Ages to the present. Counts toward humanities requirement.

402 French Theatre and Cinema. (Mourot-Burris) 4. Historical and critical study of major works in French theatre from the emergence of the mystery in the Middle Ages to the contemporary scene. Introduction to representative works of French cinema. Counts toward humanities requirement.

403 French Novel and Short Story. (de la Motte) 4. Historical and critical study of major prose fiction from the 17th century to Beckett and beyond. Counts toward humanities requirement.

404 French Women Writers. (Mourot-Burris) 4. Historical and critical study of major French women writers from the Middle Ages to the present. Counts toward humanities requirement.

450 Special Topics. (staff) 4. May also be of-

ACADEMIC DEPARTMENTS AND PROGRAMS

ferred at 250 level.

460 Independent Study. (staff) 1-4. May also be offered at 260 level.

470 Senior Thesis. (staff) 4-8. In-depth original research on one specific topic in field of language, literature or culture. Must be written in French, except by permission of thesis adviser.

490 Departmental Honors. (staff) 4-8.

German

Students choose either the literature or the German culture track. In combination with the culture track, it is highly recommended that students have a second major or a strong minor. While the literature track requires eight German courses above 102, the culture track consists of five German courses above 102 and three German-related courses from outside the department.

101 Introductory German I. (staff) 4. Introduction to understanding, speaking, reading and writing German. Laboratory required.

102 Introductory German II. (staff) 4. Continuation of 101. Laboratory required. Prerequisite: German 101 or placement. Fulfills foreign language requirement.

201 Intermediate German I. (Limburg) 4. Emphasis on daily conversation practice. Review of German grammar. Diverse readings, including modern German prose. Practice in writing short essays. Prerequisite: German 102 or placement.

202 Intermediate German II. (Limburg) 4. Continuation of 201. Also includes reading one complete literary work. Prerequisite: German 201 or placement.

301 Intermediate Composition. (Limburg) 4. Discussion of and practice in composition with analysis of diverse related readings. Required of all majors.

302 Contemporary German Culture. (Limburg) 4. Introduction to the culture, history, and society of Germany since the end of World War II. Major issues covered include the restructuring of Germany by the Allies after World War II, the German constitution, the Berlin Wall, everyday life in East and West Ger-

many, the media, German art and design, European terrorism, the opening of the Wall, and the problems faced by united Germany. Course draws on a wide variety of texts: short stories, films, television productions, newspaper reports, legal documents, and historical accounts. Alternates with 301.

321 Modern German Civilization. (Limburg) 4. A study of the cultural history of modern Germany from 1750 to the present. Course taught in English, but German majors are required to do some of the readings in German. Counts toward humanities requirement.

401-402 Survey of German Literature I, II. (Limburg) 4, 4. Part I covers German literature from 1600 to 1850; part II from 1850 to the present. Either course counts toward humanities requirement.

440 German Literary Movements. (Limburg) 4. Deals with major literary movements such as Baroque, Enlightenment, Storm and Stress, Classicism-Romanticism, Realism-Naturalism, and Expressionism. May be repeated.

450 Special Topics. (staff) 4. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. May also be offered at 260 level.

470 Senior Thesis. (staff) 4-8. In-depth original research on one specific topic in field of language, literature or culture. Must be written in German except by permission of thesis adviser.

490 Departmental Honors. (staff) 4-8.

Japanese

Although there is no major available in Japanese, students are encouraged to take courses related to Japan and East Asia. A concentration in Japanese studies is available through Intercultural Studies. Advanced language study in Japanese can be pursued by placement and enrollment in Japanese 460.

101 Introductory Japanese I. (Hosoya) 4. An introductory course in the Japanese language. Audiovisual media, role playing, and small group and pair practice will be emphasized in teaching conversational skills.

102 Introductory Japanese II. (Hosoya) 4.

Continuation of Japanese 101. Emphasis on developing conversational skills at the advanced beginning level. Prerequisite: Japanese 101. Fulfills foreign language requirement.

103 Reading and Writing Japanese I. (Hosoya) 4. Companion course for Japanese 101. Emphasis on reading and writing skills.

104 Reading and Writing Japanese II. (Hosoya) 4. Companion course for Japanese 102. Emphasis on reading and writing skills.

150 Japanese Conversation and Culture. (Hosoya) 4. This course provides an introduction to conversational Japanese, and to Japanese cultural and social values. Using films, documentaries, and readings from literature and newspapers as source material, the course examines the interrelationship between culture and language, and focuses on themes of modern culture. No prerequisites.

201 Intermediate Japanese I. (Hosoya) 4. Advanced grammar study, conversation practice, and increased emphasis on reading and writing. Prerequisite: Japanese 102 and 104 or permission of instructor.

202 Intermediate Japanese II. (Hosoya) 4. Continuation of Japanese 201.

251 Cultural Themes in Japanese Literature. (Hosoya) 4. An introduction to Japanese culture – literary arts, drama, religion, aesthetics, tea ceremony, art, and architecture – through lectures, discussions and readings in Japanese literature and the arts. Includes a survey of culture of the 10th to 19th centuries. Fulfills intercultural requirement. Course taught in English.

252 Contemporary Japanese Society. (Hosoya) 4. This course examines modern Japanese social and cultural values, with an emphasis on interpretation through contemporary literature and film. Themes to be explored will include cultural heroes and anti-heroes, the modern woman, the artist, bureaucracy, and the individual, and the conflicts between traditional and contemporary values. Fulfills intercultural requirement. Course taught in English.

450 Special Topics. (staff) 4. May also be offered at 250 level.

Spanish

101 Introductory Spanish I. (staff) 4. Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

102 Introductory Spanish II. (staff) 4. Continuation of 101. Four language skills and selected readings. Prerequisite: Spanish 101. Fulfills foreign language requirement.

110 Basic Spanish. (staff) 4. Grammar review, selected readings and development of oral and aural skills. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

210 Intermediate Spanish. (Almeida, staff) 4. Selected readings in Spanish; further development of speaking skills. Laboratory required.

241 Intermediate Composition. (staff) 4. Study and discussion of composition and grammar with analysis of diverse related readings. Required of all majors.

242 Intermediate Conversation. (staff) 4. Daily practice in conversation on diverse topics.

312 Milestones in Latin American Literature. (Almeida) 4. A study of selected works by representative poets, short story writers, essayists and dramatists of Latin America. Among the authors to be read are Nobel prize winners Gabriela Mistral, Miguel Angel Asturias, Pablo Neruda, Gabriel Garcia Marquez, and Octavio Paz. Counts toward humanities or intercultural requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

314 Milestones in the Literature of Spain. (Trelles) 4. Study of selected works from the Middle Ages to 1800 as part of major literary and cultural movements. Counts toward humanities requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

321 Spanish Civilization. (Trelles) 4. Studies in Spanish cultural history and contemporary society. Conducted in Spanish. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

322 Latin American Civilization. (Almeida) 4. Ibero-American cultural history and contemporary patterns of life; readings, discussions,

lectures, slides. Conducted in Spanish. Fulfills intercultural requirement. Prerequisite: Spanish 210 or permission of instructor. Alternate years.

342 Latin American Literature in Translation. (Almeida) 4. Study of the development and evolution of various themes, for instance, the cacique, the dictator, the revolutionary, etc., as they appear in the literary works of selective Latin American writers. Includes the impact and acceptance that such themes have experienced in Latin American culture. Counts toward humanities or intercultural requirement. Alternate years.

412 Latin American Poetry and Short Story. (Almeida) 4. Study and analysis of various movements and tendencies in Latin American poetry and short stories, highlighting major authors and their representative works. Counts toward humanities or intercultural requirement. Prerequisite: minimum of one 300-level course or permission of instructor.

414 Literature of Spain: Nineteenth and Twentieth Centuries. (Trelles) 4. Study of various literary and cultural movements in both centuries through the analysis of representative works of prose, poetry, essay, and drama. Counts toward humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor.

422 Latin American Theatre. (Almeida) 4. Historical and critical review of the development of the theatre from pre-Columbian time to the present. Emphasis will be placed on major dramatists and their works. Counts toward humanities or fulfills intercultural requirement.

424 Prose Fiction of Spain. (Trelles) 4. Study of the development of prose fiction in Spain through the analysis of major works. Seminar format. Counts toward humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor.

432 Women Writers of Latin America. (Almeida) 4. Historical and critical study of major Latin American women writers. Counts toward humanities or fulfills intercultural requirement. Prerequisite: minimum of one 300-

level course or permission of instructor.

434 Women Writers of Spain. (Trelles) 4. Historical and critical study of major women writers of Spain. Counts toward humanities requirement. Prerequisite: minimum of one 300-level course or permission of instructor.

446 The Spanish American Novel. (Almeida) 4. Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities or fulfills intercultural requirement.

450 Special Topics. (staff) 4. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. May also be offered at 260 level.

470 Senior Thesis. (staff) 4-8. In-depth research on one specific topic in language, literature or culture. Must be written in Spanish except by permission of thesis adviser.

490 Departmental Honors. (staff) 4-8.

GENERAL STUDIES

100 Public Speaking. (staff) 4. Techniques for effective communication in the public context. Strategies for the organization of ideas as well as the development of the speaker's vocal and physical presence. Problems of research, composition and style.

101 Adults in Transition. (staff) 4. For men and women who have been away from an academic environment for several years. The central focus of the course is to come to terms with problems as well as prospects involved in life changes. Reading autobiographies and writing autobiographical essays—close examination of phases of our lives and the lives of others—are a major means of working with these adult transitions. The course also includes the teaching of academic skills as needed and journaling. Fulfills First-Year Seminar 101, English 110, or one of the two humanities requirements. For CCE students only.

120 Learning Strategies. (staff) 1. This course will focus on grade point average management,

ACADEMIC DEPARTMENTS AND PROGRAMS

time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, editing and proof-reading skills, effective and efficient ways to memorize, ways to organize materials and ideas, taking notes, studying for tests, taking tests, and taking responsibility for one's own education. Ideally, the course also will include some individualized work, based both on the results of diagnostic inventories and on student choices.

150 Introduction to Health Professions. (staff)

2. For the student who has an interest in pursuing a career in health service. Explores the attitude and aptitude required of today's health professional and the type of preparation needed. Information on the wide range of health fields is presented, including entry requirements, admission tests, financial considerations, and application procedures. Pass/fail grading.

225-226 Medieval People I, II. (Keiser) 1, 1.

This course meets six times each semester at the home of Mel and Elizabeth Keiser. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval Studies Concentration specifically. Various topics, usually featuring important Medieval people, are discussed by a number of different faculty members and others.

255 Career and Life Planning. (Kaplan) 1.

Career and Life Planning examines career development through the life span, specifically focusing on the period of time between the beginning of college and entry into the workforce. Topics include self-exploration, decision-making, the interrelationships between life roles and career choice, researching career possibilities, resume writing, interviewing skills, and managing career and life transitions. Through a variety of learning approaches, students will actively facilitate their own and their classmates' career development. Pass/Fail.

321 Comparative Arts I (English 321). (Behar)

4. Fulfills creative arts.

322 Comparative Arts II (English 322).

(Behar) 4. Fulfills creative arts.

450 Special Topics. (staff) 4. May also be offered at the 250 level.

GEOLOGY AND EARTH SCIENCES

Marlene L. McCauley, Associate

Professor, Chair

Charles C. Almy, Jr., Professor

Cyril H. Harvey, Professor

Geology, the study of the earth, is a firsthand experience at Guilford College. The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management, and geography. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

Degrees Offered. Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences or professional careers in other fields such as law, business or environmental studies.

Major Requirements. Requirements for the major include the completion of an introductory course sequence, a core of upper-level courses in geology and a selection of additional courses from those specified by the department. Course work in the related fields of chemistry, mathematics, and physics is also required.

Physical Geology (Geology 121) and Historical Geology (Geology 122) are normally taken as an introduction to the geology major. Additionally, courses in the major required for both degrees are Mineralogy (Geology 211), Introductory Petrology (Geology 212), Structural Geology (Geology 335), and Paleontology (Geology 415).

For the Bachelor of Science, additional

ACADEMIC DEPARTMENTS AND PROGRAMS

courses must be taken as follows:

1. two additional courses selected from those approved by the department for this degree, such as Sedimentology and Stratigraphy (Geology 416), Igneous and Metamorphic Petrology (Geology 312), and Seminar West (Geology 240);
2. a summer field camp (typically a six-credit, six-week course), taken at a recognized institution, normally upon completion of Introductory Petrology and Structural Geology;
3. the related field requirements for this degree, which are one year of introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory physics.

For the Bachelor of Arts, additional courses include the following:

1. two science courses approved by the department and
2. the related field requirements which are one year of general chemistry, Elementary Functions (Mathematics 115), Elementary Statistics (Mathematics 112), College Physics I (Physics 211), and either College Physics II (Physics 212) or a lab course in any science, such as Field Botany (Biology 324), approved by the department.

The Senior Thesis (Geology 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review and oral presentations before acceptance. The Senior Thesis with Honors (Geology 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The department supports double and joint majors. The summer course Seminar West is strongly recom-

mended for both B.S. and A.B. degree candidates.

A track under either degree program has been established in geology for students interested in the environmental sciences. A degree track has also been established for students interested in geophysics.

Field courses such as Seminar West and off-campus seminars in geology in Puerto Rico and the North Carolina mountains or coast involve camping, hiking, and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology, and environmental impact of humans upon the regions also are considered.

105 Introduction to Computer Programming. (Harvey) 4. Introduction to computers and their use in scientific work. Emphasis on programming in the VAX BASIC language. May be taken as preparation for the computer concentration competency exam. Fulfills nonlaboratory science requirement.

111 Physical Geography. (staff) 4. Patterns in the natural system, especially spatial ones: location of humans on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of humans and the natural resources upon which they are dependent. Fulfills nonlaboratory science requirement. Offered on demand.

121 Physical Geology. (staff) 4. Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physicochemical system and the human's part in that system. Fulfills laboratory science requirement. Offered yearly in fall semester.

122 Historical Geology. (staff) 4. Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America—both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker

ACADEMIC DEPARTMENTS AND PROGRAMS

Quadrangle. Fulfills laboratory science requirement. Offered yearly in spring semester.

131 Environmental Geology. (McCauley) 4. Mountain building and plate tectonics, volcanoes and earthquakes. Landslides, avalanches, ground subsidence. Coastal problems, floods, erosion and sedimentation problems. Water supply and groundwater pollution. Waste disposal: sewage, solid waste, hazardous waste, and radioactive waste. Land-use planning and the need for environmental education and legislation. Fulfills nonlaboratory science requirement.

141 Marine Geology. (McCauley) 4. Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate, and the ocean's interaction with the atmosphere. Coastal features: barrier islands, reefs, beaches, submarine canyons, continental shelves. Ocean energy and mineral resources. Coastal field trip included. Fulfills nonlaboratory science requirement.

160 Gems and Minerals. (McCauley) 4. Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals. Formation, occurrence and location of gems; synthetic gemstones; consumer aspects. Informal, hands-on sessions and field trips to mineral collecting localities and the Smithsonian are included. Fulfills nonlaboratory science requirement.

170 Life in the Past. (Harvey) 4. An introduction for non-science majors to the fossil record, and the contributions that fossils have made to our understanding of the history of life on earth. Topics covered include the use of fossils in the measurement of geologic time, the reconstruction of the earth's ancient environments and ecological systems, and consideration of biological evolution. There are no prerequisites for this course. Fulfills the nonlaboratory science requirement.

180 Energy and Natural Resources. (Almy) 4. Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources

to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills nonlaboratory science requirement.

211 Mineralogy. (McCauley) 4. Crystallography, mineralogy, crystal chemistry. Optical mineralogy and introduction to the petrographic microscope. Rock forming minerals, mineral formation and associations, mineral identification in hand specimen and with petrographic microscope. Prerequisite: Chemistry 111 and 112 or concurrent registration.

212 Introductory Petrology. (McCauley) 4. Study of igneous, metamorphic and sedimentary rocks. Principles of classification, occurrence, tectonic environments, and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Prerequisite: Geology 211.

223 Hydrology. (Almy) 4. Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: Geology 121 or permission of instructor, and an understanding of algebra and trigonometry. Alternate years.

235 Crust of the Earth. (Almy) 4. An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes, and the evolution of continents and ocean basins. Fulfills the nonlaboratory science requirement. Alternate years.

240 Seminar West. (staff) 4. Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on humans—history, prehistory, environment, literature, and art. Trips alternate between the South-

west (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement. Alternate years.

241 Off-Campus Seminars in Geology. (staff)

1. Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Normally pass/fail grading.

242 Natural Science Seminars. (McCauley)

4. Studies of the geology, ecology, and natural history of different field areas, including North Carolina, Puerto Rico and Cumberland Island National Seashore in Georgia. Includes a week-long trip to the field area during fall or spring break as the laboratory portion of the course, during which students will conduct research projects. Areas of research depend on the field area to be studied and have included coastal processes and coastal habitats, rain forests and reefs, volcanic areas, and metamorphism and tectonics. May be repeated with different content. Fulfills laboratory science requirement. Generally in alternate years.

312 Igneous and Metamorphic Petrology. (McCauley)

4. Advanced study of igneous and metamorphic rocks. Emphasis on processes of formation, tectonic environments and geochemical aspects of analysis and interpretation. Includes magma formation, differentiation and emplacement, thermodynamics and phase diagrams for igneous systems, field occurrences of plutonic and volcanic rocks. Metamorphic facies and grades, metamorphic reactions, thermodynamics and phase diagrams for metamorphic systems, protoliths and metamorphic reactions. Labs emphasize study of rocks in thin section. Prerequisite: Geology 212. Offered on demand.

335 Structural Geology. (Harvey) **4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Pre-

requisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or consent of the instructor.

336 Geomorphology. (staff) **4.** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or consent of the instructor. Offered on demand.

412 Geochemistry. (McCauley) **4.** Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets. Crystal chemistry and mineral structures. Isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: Chemistry 111, three semesters of laboratory courses in geology or consent of the instructor. Alternate years.

415 Paleontology. (staff) **4.** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or consent of the instructor.

416 Sedimentology and Stratigraphy. (Almy)

4. Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Alternate years.

424 Exploration Geophysics. (Almy) **4.** Study of the physical properties of the earth's crust and sedimentary cover, primarily through first-hand experience. Those geophysical parameters and tools used to study the earth indi-

ACADEMIC DEPARTMENTS AND PROGRAMS

rectly—the well log (resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity and magnetic methods—are considered from the standpoint of data collection, processing and especially interpretation. Considerable field work and map work is involved. Prerequisites: two semesters of laboratory studies in geology and/or physics and a strong mathematical background at the level of algebra and trigonometry or permission of instructor. Alternate years.

450 Special Topics. (staff) 4. Recent topics include geophysics, reefs of Puerto Rico, life in the past, soil science. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. Independent and directed research, including field and laboratory experience. May also be offered at 260 level.

470 Senior Thesis. (staff) Credit variable. Independent research project begun at end of junior year. See department for details.

490 Departmental Honors. (staff) 4-8.

HISTORY

Timothy Kircher, Assistant Professor, Chair
Martha H. Cooley, Dana Professor of History
Dorothy V. Borei, Professor
Alexander R. Stoesen, Professor
Adrienne M. Israel, Associate Professor
Sarah S. Malino, Associate Professor
Edward R. Sharp, Visiting Assistant Professor

History is the study of the complex forces of the past which have created change in the human environment. These forces include philosophical ideas, political and economic developments, and social and cultural conditions. Historical investigation demands abstract logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and of personal experience.

The program provides a sound foundation

for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history, and church work.

Degrees Offered. The Bachelor of Arts degree is offered in history.

Major Requirements. A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, intercultural) offered in history is desired. A required seminar at the junior level (History 300) emphasizes techniques of research and writing under individualized direction. The History Department also offers courses under the Special Topics designation which reflect the expertise of its staff.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. A related field in management or economics would prepare a student for positions in the business area, applied history, management or governmental planning agencies.

Students seeking certification to teach history or social studies in high school need to double major in history and education studies. In addition, two courses in economics and two courses in political science are required for the social studies certification.

Students may “test out” of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a 3.50 grade average in history are

encouraged to write a thesis and to pursue departmental honors.

The history minor consists of four courses, only one of which may be at the 100 level. The History Department offers 100-level introductory courses in World History, European History and American History which fulfill the history requirement only for students at the first-year and sophomore levels. Any student who is fulfilling the history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit.

To encourage superior work in history, the department offers first-year and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson scholarships. The Algie I. and Eva M. Newlin lectures and the Rembert W. Patrick lectures bring recognized historians to campus to present scholarly papers. The department also sponsors a chapter of Phi Alpha Theta, the international history honor society.

101 Western Europe 800 to 1500. (Kircher) 4. What is our inheritance from the Middle Ages? This course examines the development of the medieval idea of a "Christian Empire" from the time of Charlemagne to the mid-15th century. Through a close reading of contemporary texts of law, literature, religion, and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism and medieval art. Fulfills history requirement.

102 Western Europe 1400 to 1930. (Kircher) 4. What makes our times "modern"? This course investigates the genesis and movement of the modern period, from the Renaissance to the eve of the Second World War. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, and egalitarianism. Fulfills history requirement.

103 The United States to 1877. (Stoesen, Malino) 4. Origin and growth of the United States from colonial times to 1877. Fulfills his-

tory requirement.

104 The United States since 1877. (Stoesen, Malino) 4. Social, political, constitutional, and economic developments since 1877. Fulfills history requirement.

150 The World since 1500: Global Perspective. (staff) 4. Examines the development of interconnections among peoples and nations and the expansion of European political and economic institutions. Emphasizes world response to Western institutions and pursues a global perspective toward modern history. Fulfills history requirement.

160 Introduction to East Asian Culture. (Borei) 4. An interdisciplinary survey of the cultural heritage of China, Japan, and Korea. This course examines the political, social, economic, and cultural institutions and values of East Asia, with the aim of highlighting their distinctiveness from Western culture and of understanding the influence of the past on modern East Asia. Limited to first-year students and sophomores. Fulfills intercultural requirement.

222 North Carolina History. (Stoesen) 4. North Carolina from the period of exploration to the present: colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

223 History of Women in the United States. (Malino) 4. Study of the significance of gender in the development of American culture from colonial times to the present. Attention to the complexity of women's historical experience through examination of social class, racial, and ethnic differences among American women.

225 African American History. (Israel) 4. Surveys major themes in the antebellum period, the development of group consciousness, resistance to slavery, emancipation, Reconstruction, migrations, black nationalism, the civil rights movement, and current issues.

233 Medieval Civilization 1200 to 1500. (Kircher) 4. This seminar offers students the opportunity to examine the religion and culture of high- and late-medieval Europe. Texts

ACADEMIC DEPARTMENTS AND PROGRAMS

also include the writings of scholasticism and its critics; they also address the influence of religion on the medieval cultural imagination, as revealed in contemporary histories, plastic art, and literature.

234 Renaissance and Reformation 1400 to 1660. (Kircher) 4. When and why did the Middle Ages end? Students will consider the answers of Renaissance thinkers and investigate their innovations in the fields of art, literature, and philosophy. They will also discuss the origins and consequences of its fellow movement, the Reformation, from Luther's Germany to Cromwell's Britain.

237 Europe in the Nineteenth Century: From the French Revolution to the First World War. (staff) 4. A study of the main issues in 19th century Western Europe – Industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism, and imperialism—and their impact on Europe by the eve of the war in 1914.

241 Africa to 1800. (Israel) 4. Introduces African social, political and economic systems, geography and cultural diversity, with a survey of major culture areas and civilizations, including the ancient Nile Valley, West Africa, the Swahili coast and the southern savannah. Major themes include ancient trade networks, the rise of Islam, and the Atlantic slave trade. Fulfills intercultural requirement.

242 Africa since 1800. (Israel) 4. Introduces African cultures and surveys the slave trade, Islamic revolutions, resistance to foreign powers, impact of European colonialism, rise of modern nationalism, and current issues of economic development and political stability. Fulfills intercultural requirement.

264 Modern East Asia. (Borei) 4. Introductory survey of China, Japan, and Korea in the 19th and 20th centuries, with an emphasis on their integration into the international order. Topics include their different responses to imperialism, the struggle to modernize, Sino-Japanese wars, and the postwar rise of the Pacific Rim in the global economy. Fulfills intercultural requirement.

300 Seminar in History. (staff) 4. An advanced

research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project.

302 Economic History of the United States. (Malino) 4. Exploration of the changing character of the American economy from colonial dependency through industrialization to our contemporary consumer society. Special attention to the impact of the dynamics of economic change on diverse groups of Americans.

303 Social History of the United States. (Malino) 4. Study of the methods, contributions, and recent critiques of the "new social history." Investigation of social diversity in the United States through an examination of changing social patterns, institutions and relationships of power in the American historical experience.

307 United States Diplomatic History. (Stoesen) 4. Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

311 Recent United States History. (Stoesen) 4. Influence of politics, wars, and individuals on the internal affairs of the United States, with emphasis on the period since the New Deal.

322 Twentieth Century Europe: From the First World War to the Present. (staff) 4. Explores the major issues of the 20th century—Democracy and Communism, the Great Depression and Five-Year Plans, First and Second World Wars, Cold War, breakdown of the Soviet Union, movement toward unification of Europe, social issues, and the status of women—in European affairs. The major focus of the course may change from year to year.

335 Ancient Greece from Homer to Alexander. (Kircher) 4. This course examines the roots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and world-view, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. As a corollary theme, students will trace

the development of Athenian democracy and empire.

336 Great Britain in the Tudor and Stuart Periods, 1509 to 1688. (Kircher) 4. This course centers on the political, religious, and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. A central theme is the constitutional questions posed by allegiances to church and king, and by the issue of three kingdoms and one monarchy after the accession of James I (1603). Main topics of discussion include the Reformation and the Civil War (1642-45).

337 Russia to 1881. (staff) 4. Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, the position of the peasantry and the nobility, and the revolutionary movement of the 19th century in Russia.

338 Russia since 1881. (staff) 4. Decline of the autocracy, rise of revolutionary groups, 1905 and 1917 revolutions, Soviet Russia's international development as a world power, and the breakdown of the Soviet Union into independent nation states.

362 Twentieth Century South Africa. (Israel) 4. Advanced study of the cultural, political and economic history of South Africa within the context of Southern African history. Surveys the 17th through 19th centuries with emphasis on the African context. Concentrates on 20th century political history, using a comparative approach. Fulfills intercultural requirement.

383 Imperial China. (Borei) 4. Advanced study of central themes in Chinese history, with an emphasis on the 10th to 18th centuries. Topics include changes in the social structure, the role of the family, economic development, and the growth of despotism. Fulfills the intercultural requirement.

384 Modern China. (Borei) 4. Advanced study of China in the 19th and 20th centuries, with emphasis upon its struggle to modernize. Topics include the maturation and decay of the imperial order, impact of imperialism, rise of nationalism, peasant rebellion, and the many phases of reform and revolution. Fulfills intercultural requirement.

385 Medieval Japan. (Borei) 4. Advanced study of Japan during the 12th to 18th centuries. Topics include the rise and evolution of the samurai class, feudal culture, and the emergence of the early modern state. Fulfills intercultural requirement.

386 Modern Japan. (Borei) 4. Advanced study of 19th and 20th century Japan, with a focus on Japan's efforts to fit into the international political and economic order. Topics include the decay of the feudal order, Meiji Restoration, growth of Japanese nationalism and imperialism, the nature of democracy in Japan, and U.S.-Japanese relations. Fulfills intercultural requirement.

450 Special Topics. (staff) 4. Topics may include Civil War, the Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. Involves weekly meetings with departmental advisers; oral or written examination. May also be offered at 260 level.

470 Senior Thesis. (staff) 2-4. Research and writing of a scholarly monograph.

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

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

General Studies 225-226. Medieval People. I, II. (Keiser) 1,

Sociology/Anthropology 353. Peoples and Cultures of Latin America. (Delaney) 4.

INTEGRATIVE STUDIES

Contact: Chair, Interdisciplinary and Integrative Studies Council

The Integrative Studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. Such a major is based on several things: Guilford College's emphasis on the interdisciplinary character of learning; the Quaker rec-

ACADEMIC DEPARTMENTS AND PROGRAMS

ognition of the unique gifts of each person; and the Quaker emphasis on the responsibility of each person in the search for truth. This major encourages an active and creative approach to college education in a way that fits the student's special interests and abilities.

Degrees Offered. The Bachelor of Arts degree is offered in Integrative Studies.

Major Requirements. Majors in Integrative Studies complete at least 48 credits (usually 12 courses, equivalent to a major and a minor) in courses that constitute a coherent field of study outside traditional departmental lines. At least 24 of the credits must be at the 300-400 level, including a two-semester culminating project during the final year which may count for six to eight credits. Students must earn a grade of C or better in each of the courses in the major. It is expected that the interdisciplinary field of study involves at least two academic areas (for example, science and social science).

The Interdisciplinary and Integrative Studies Council approves the student as a major by accepting the application; approves a prospectus at the end of the student's next-to-last semester; and participates in the evaluation and approval of the culminating project along with the student's adviser and a consultant reader. The council works with the adviser in supporting and directing the student in the course of study.

Specific Requirements. The student applies for the major no later than the midterm of the first semester of the junior year. Earlier application is encouraged. It is particularly helpful to begin to consider this major as early as possible in the student's work at Guilford through discussions with the chairperson of the Interdisciplinary and Integrative Studies Council, the student's adviser, and students already in the major.

The application includes:

1. A statement outlining the scope, rationale, and direction for the proposed course of study.
2. A program list of at least 12 courses (48 credits), distinguishing those taken and

those anticipated. The culminating project spans two semesters: a two- to four-credit independent study followed by a thesis project.

3. A proposal for the culminating project which specifies as clearly as possible the nature of the project, its methodology, and the manner in which the project will draw together the diverse courses and experiences completed in the major.
4. A strong recommendation from the faculty member who agrees to be the major adviser.
5. Evidence that the student is likely to succeed in a self-designed, interdisciplinary major (for example, from high grade point average and strong recommendation to that effect).

After considering the application, the council meets with the student and the adviser, after which the council decides whether or not to accept the student into the major.

Culminating project. In the semester prior to writing/creating the culminating project, the student prepares to work on it by completing an independent study for two to four credits. This preparatory study gathers bibliography and materials and produces enough preliminary work so that in the final semester the student can begin the project immediately. In addition, the student submits a prospectus of the project to the council at least two weeks before the last day of classes of the penultimate semester. The council, along with the adviser, discusses the prospectus with the student and decides whether or not to approve it.

The four-credit culminating project should undergo significant revision during the final semester. The student must submit the final version two weeks before the last day of classes. One member of the council, the adviser, and a consultant reader comprise the Evaluating Committee for the project, and it decides whether the project is acceptable for its defense. The consultant reader is someone whose expertise will aid in evaluating the project. He or she is selected by the student and the adviser with the council's consent.

The student then defends the project be-

for the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the Integrative Studies major. After discussing the project with the other members of the Evaluating Committee, the adviser determines the project's grade.

INTERNATIONAL STUDIES

Contacts: Chairperson of Foreign Languages Department

*Director of Intercultural Studies Program
Director of Study Abroad Program*

Guilford College seeks to promote and expand global awareness within the Guilford community and to prepare students to live as citizens and leaders in an increasingly interconnected world. International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. Guilford College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford College expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

Degrees Offered. The Bachelor of Arts degree is offered in International Studies.

Major Requirements. The International Studies major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographic region or country. It is a double or joint major, with a second major in an academic department required (see page 18). The International Studies major selects an adviser different from the adviser for the other major to oversee her/his program. The International Education Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographic region—Africa/Middle East, Europe, East Asia, or Latin America—and, in addition, study world history, geography, and cultural anthropology.

Specific Course Requirements. The International Studies major requires a total of nine courses, which also may satisfy distribution requirements.

1. History 150: The World since 1500: Global Perspective. Fulfills history requirement.
2. Sociology/Anthropology 103: Cultural Anthropology. Counts toward social science requirement.
3. A minimum of five additional non-language courses must be taken in the core geographic region, in at least two different disciplines. One must be a history survey in the selected geographic region (or country). Other courses may focus on art, economic system, geography, literature, politics, religion, social system, etc. One or two non-language courses taken abroad may count toward the International Studies major.
4. Foreign language requirement is normally met by two semesters of a foreign language in the area at the 200 level or at least one semester at the 300 level or above (See contact person for specific details, or other alternatives.)
5. A study abroad experience directly related to the region of specialization. This experience must be at least six weeks in length and may be a semester, year, or summer program approved by the International Education Committee.
6. Recommended but not required for the International Studies major who plans graduate study or a career in the international relations field are: Economics 221, Macroeconomics; and/or Economics 222, Microeconomics (one of which may fulfill one social science requirement); Political Science 201, Introduction to International Politics (which may fulfill one social science requirement).

JUSTICE AND POLICY STUDIES

Richard R. E. Kania, Professor, Chair

Barton A. Parks, Professor

Anne Marie Hurst, Visiting Assistant Professor

Wesley E. Moorefield, Visiting Instructor

ACADEMIC DEPARTMENTS AND PROGRAMS

The Justice and Policy Studies Department offers students study and participation in community service, focusing on the criminal justice system and public service institutions, including non-governmental and community based organizations. The Community Justice Resource Center is affiliated with the department, doing applied research on justice and policy issues.

Taking an interdisciplinary approach to the structures, processes, policies, and problems involved, the department works closely with other departments in the social sciences. The approach emphasizes community building as problem solving (for example, crime prevention), inquiry into the values of public institutions, experiential learning including internships in criminal justice and other community organizations, and the intensive study of formal public service, nonprofit organizations.

The major is intended for students planning graduate study or careers in public and community service, including law, criminal justice, public administration and urban affairs, plus those preparing to assume various civic roles in service to or influencing policy formation in their communities. Graduates have undertaken careers in law, public administration, law enforcement, courts, corrections, juvenile delinquency, as well as nonprofit community service organizations focusing on dispute mediation, spouse and child abuse treatment, and other organizations which frequently use volunteers and focus on supporting and building local communities.

Grounded firmly in the liberal arts tradition, the department is concerned with both theory and practice.

Degrees Offered. A Bachelor of Science degree is offered to all students. The Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Instruction is offered by faculty in the Justice and Policy Studies Department, as well as in the Political Science and Sociology/Anthropology departments. Some specialized courses are taught by qualified professionals from the local community.

Major Requirements. Eight courses (32 cred-

its) are required for a major in justice and policy studies. They must include: Justice and Policy Studies 101 or Justice and Policy Studies 102 (Justice and Policy Studies 301 or 313 may be substituted for transfers at the junior level), Justice and Policy Studies 290 (waived for students with justice and policy studies related work experience), Justice and Policy Studies 310 or 340, two additional 300- or 400-level Justice and Policy Studies courses (three if Justice and Policy Studies 290 is waived), three additional Justice and Policy Studies courses at any level. Majors also must demonstrate competence in either statistics or research methods by successfully completing either Research Methods (Justice and Policy Studies 339), Elementary Statistics (Mathematics 112), or another quantitative methods or social science research methods course. A course in computer science is strongly recommended.

Transfer students with A.A./A.S. degrees in justice-related fields are exempt from the Justice and Policy Studies 101/102 requirement, but must take either Criminal Justice Theory and Practice (Justice and Policy Studies 301) or Law and Society (Justice and Policy Studies 313) in its place. Transfer students must complete four Justice and Policy Studies courses (16 credits) at Guilford College.

The department also participates in the Certificate of Study program of the Center for Continuing Education. A Justice and Policy Studies Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either Public Management and Organizational Theory (Justice and Policy Studies 310) or Public Administration (Justice and Policy Studies 340).

101 Introduction to Criminal Justice. (staff) 4. Survey of the criminal justice system; its philosophy, history, development, component parts, their functions, careers and roles, and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Counts toward the social science requirement.

102 Introduction to Policy Studies. (staff) 4. This course introduces public policy studies; examining contemporary social policy prob-

lems and their likely causes, to identify research and data resources for their further analysis, and to apply tactics and strategies designed to mobilize community effort toward their remedy, both within and beyond government, employing mass media and other nongovernmental public interest-raising activities. Counts toward the social science requirement.

200 Criminal Procedure. (Hurst, staff) 4. The study of due process in law; the legal procedures governing a criminal suspect's civil rights and protections guaranteed under our state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates, and judges have to follow in investigating crimes, collecting, processing and presenting evidence, interviewing suspects and witnesses, and conducting cases in court; and the body of law which governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

201 Criminal Law. (Hurst, staff) 4. Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act, and negative acts and legal causation.

202 Law Enforcement and Police Roles. (Kania, Moorefield) 4. Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

203 Punishment and Corrections. (Hurst, staff) 4. Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Methods used and problems faced in the supervision and rehabilitation of adjudicated offenders.

204 Courts: Prosecution and Trial. (Hurst, staff) 4. The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining,

changing social norms, sentencing practices.

205 Juvenile Justice and Delinquency (Sociology/Anthropology 205). (Hurst, Parks) 4. Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment.

217 Literacy Seminar. (staff) 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Community Building Fundamentals (Sociology/Anthropology 220). (Parks) 4. An examination of the concept of community as a foundation for public service. Central to the course are conceptions of community and community building, learning from persons in community service vocations, a service project in the college or larger community, and learning effective participation in group process.

244 Conflict Resolution Strategies (Sociology/Anthropology 244). (Parks, staff) 4. Draws on recent work in Alternative Dispute Resolution to examine conflict from the perspective of how conflicts are resolved rather than won or lost. Students will receive training in the skills and principles of negotiation and mediation, experiment with the use of these skills and strategies in their own day-to-day social interaction, learn about recent developments and applications in the field of conflict resolution, and explore the conceptual basis for these approaches.

290 Internship. (staff) 4-8. Supervised internship with a criminal justice, public service or volunteer agency. May be repeated once with a different agency. Required for Justice and Policy Studies majors with no prior full-time work experience or current employment in the criminal justice system or in other public service agencies.

301 Criminal Justice Policy and Practice. (staff) 4. Theories from several scholarly disciplines are put into practice in dealing with criminal justice policy questions. Managerial,

ACADEMIC DEPARTMENTS AND PROGRAMS

psychological, sociological, and political-ideological theories are reviewed in their application to contemporary issues in American criminal justice, such as drug and alcohol control policy, gun control, policing strategies, correctional philosophies, and death penalty questions.

303 Law in Daily Life. (Hurst) 4. An examination of how the law and court decisions impact average U.S. citizens, by reading actual court opinions in many areas of law including: criminal, family, contract, education, employment, and civil rights law. The course analyzes the rules and rationales stated by judges in their court opinions and the impact of these rules on our lives; also explaining the attorney-client relationship. Course objectives are met by reading and analyzing cases, class discussions and writing mock court opinions based on current cases being litigated.

310 Public Management and Organizational Theory. (Kania, Moorefield) 4. Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, applying organizational theory, decision-making, planning, staffing, evaluation, internal communication, and organizational change as applied in public service agencies.

313 Law and Society. (Moorefield) 4. Introduction to sociological jurisprudence. The legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Counts toward the social science requirement.

320 Ethics in Justice and Policy Studies. (Kania) 4. Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government.

321 Media and Community Relations. (Kania) 4. Examines the factors contributing to either cooperation or disharmony in public sector media and community relations which are often associated with social problems and cul-

tural conflict. The role of the news and entertainment media in creating images for public agencies and community groups is revealed. Covers historical developments, contemporary issues, and various image management and community relations improvement efforts.

333 Criminological Theory (Sociology/Anthropology 333). (Kania, Parks) 4. Advanced survey of criminological theory; covering sources of data about crime, the socioeconomic characteristics of both offenders and at-risk populations, and the nature and theorized causes of criminal offenses.

339 Research Methods. (Moorefield) 4. An introduction to the analytic tools and techniques used to conduct research in justice administration and related social sciences. Theory construction, concepts of evidence and proofs, statistical tests, and causality versus correlation. Both original and secondary source research, including legal research, conducting surveys, field investigations, interviewing, and participant observation. Should be taken in advance of Justice and Policy Studies 470 and 490 and by those students considering graduate study.

340 Public Administration. (Moorefield, staff) 4. Examines the field of public administration comprehensively, to include organizational decision-making in the public sector, communications and public relations, personnel administration, training, budgeting, problem identification, resource assessment, implementation, internal controls, and evaluation.

400 Advanced Problems. (staff) 4. Selected problem areas in the fields of criminal justice, public policy, and public administration examined in depth. Problems examined vary with each offering, and have included issues involving Police Administration, Court Administration, Jails and Prisons, Security and Crime Prevention, Death Penalty Policy, Coercion and Justice.

424 Trust and Violence. (Parks) 4. This course examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust. The focus is on processes by which trust is created, sustained,

destroyed, and re-created within and among human beings. The course draws upon applied theory, organizations effective in sustaining trusting communities, and experiential learning in trust building group processes.

425 Family Violence. (Hurst) 4. This course introduces students to five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse, and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies, and the criminal justice role and processes. Students also explore societal norms, laws and values, and how they relate to family violence.

435 Constitutional Law in the Political Process I (Political Science 435). (Leeper) 4.

436 Constitutional Law in the Political Process II (Political Science 436). (Leeper) 4.

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

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

470 Senior Thesis. (staff) 4-8. Major research project designed and conducted under the supervision of a faculty member. Prerequisite: Justice and Policy Studies 339 or other research methods course.

490 Departmental Honors. (staff) 4-8.

MANAGEMENT

Betty R. Turner, Assistant Professor, Chair
Peter B. Bobko, Associate Professor
William F. Stevens, Associate Professor
Jeffrey A. Kluge, Assistant Professor
Nicolette DeVille Christensen, Visiting Assistant Professor

To meet the challenges of the global business environment of the 21st century, the manage-

ment professional of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of social, human, cultural, and political values. To that end, the management major at Guilford College is closely integrated with the college's liberal arts curriculum and the Quaker philosophy that education teaches matters "civil and useful."

The Management Department seeks to prepare students to participate effectively in public and private, for profit and not for profit organizations and to cultivate their potential for further growth through a program that is both conceptually based and career oriented. We intend to engender within our students both intellectual curiosity and the creative capacity for independent thought and action.

The program of study offers close faculty-student rapport, a strong emphasis on both written and oral communication skills, exposure to international issues in all areas of management, computer applications, field internships, and special topics courses. Students preparing for graduate and professional schools benefit from the program's strong library and research emphasis, broad-based integration of international topics, focus on qualitative and quantitative analysis and problem solving, and extensive use of the case study method.

To provide support for students in other majors, the Management Department offers a substantive minor that provides students with an introduction to management and offers additional course work in a variety of interesting areas.

In conjunction with an adviser, a student may choose to emphasize a particular area of study within the department while meeting major or minor course requirements. Areas of emphasis include international management, human resources management, marketing management, financial management, operations management, and computers and information systems. Students preparing for careers or graduate work in the field of international business are encouraged to pursue a double major in management and international studies.

Degrees Offered. A Bachelor of Science degree is offered to all students; a Bachelor of

ACADEMIC DEPARTMENTS AND PROGRAMS

Administrative Science degree is offered to Center for Continuing Education students only.

Major Requirements. For the Bachelor of Science degree, nine major and four related field courses are required. The nine major courses include Management 215, 241, 301, 324, 332, 449 and three elective management courses, two of which must be at the 300- or 400-level. The four related field courses include Accounting 201 and 301 (a grade of C or better is required), Economics 221, and either Mathematics 112 or 121. Management 290, Management Internship, is strongly recommended.

For the Bachelor of Administrative Science degree, 10 major and four related field courses are required. These include the nine major and four related field courses for the Bachelor of Science degree plus one additional elective management course.

Minor Requirements. For a minor in management, four management courses are required. Management 301 is strongly recommended.

120 Introduction to Business. (Stevens) 4. Survey course covering all major functions of business. Provides students with tools which can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Does not count toward the major unless taken with first or second-year status. Counts toward social science requirement.

141 Introduction to Computers. (Stevens) 4. Assumes no prior knowledge of or experience with computers. Word processing, data bases, spreadsheets, and on-line services are reviewed. Does not count toward the major.

215 Business Law. (Turner) 4. Survey of the U.S. legal concepts relevant to the operations of the business system including topics of contracts, agency, sales, products liability, secured transactions, bankruptcy, real property, and corporate and administrative law.

220 Professional Communications. (staff) 4. Introduction to key elements of verbal, non-verbal, and written communication with potential employers, clients, regulators, supervisors,

subordinates, and co-workers. Development of active listening, presentation, group process, and business writing skills. Prerequisite: English 150 or equivalent.

230 Sales Management. (Christensen) 4. Comprehensive analysis of the relationship between personal selling and mainstream marketing. Interactive communication through research, exercises, case analysis, and real-life applications bridge the gap from theory to practice. Sales management concepts; a thorough view of globalized selling and business ethics are emphasized throughout the course.

241 Computers and Management. (Stevens) 4. Applications of computers in management. Use of spreadsheets, databases, and on-line services. Introduction to programming in spreadsheets with other programming as time allows. Use of computers in written and oral management presentations.

245 Quantitative Methods. (staff) 4. Introduction to quantitative decision-making techniques. Review of concepts involved in making management decisions, including the elements of decision problems, structuring decisions, forecasting, linear programming, and inventory management. Prerequisite: Mathematics 112 or 121 or permission of instructor.

272 Financial Planning. (staff) 4. Introduction to personal financial planning and the principles of retirement and estate planning. Emphasis on constructing and analyzing personal financial statements, investments, risk management, and the economic environment.

282 Fundamentals of Investing. (Bobko) 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation.

290 Management Internship. (staff) 2-4. A combined on-the-job and academic experience arranged with a local business, supervised by a Management Department instructor and coordinated through the Internship and Service Learning Office. Consisting of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors.

301 Principles of Management. (staff) 4. Theory, practices, and principles involved in the organization and management of organizations. Problem solving through situation case analysis. Global management issues, activities, and experiences are integrated into the course.

320 Organizational Behavior. (staff) 4. Interdisciplinary approach to coverage of skills needed to understand human behavior in the work place setting. Self assessment of work force roles in interpersonal, intergroup, and intragroup environments. Awareness of unique learning needed to communicate, negotiate, and work with an increasingly diverse work force and cross-cultural issues. Prerequisite: junior or senior status or permission of instructor.

321 Human Resources Management. (Turner) 4. Techniques, issues, and problems in recruitment, selection, development, utilization, and accommodation of human resources in organizations. Issues related to increasingly diverse work force and international management included. Prerequisite: junior or senior status or permission of instructor.

324 Principles of Marketing. (Christensen) 4. An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews and social responsibility issues are emphasized throughout the course. Prerequisites: Mathematics 112 or 121, Economics 221 or 222, Accounting 202 or 301.

332 Financial Management I. (Kluge) 4. Introduction to the field of finance and the principles and practices of financial decision-making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis. Prerequisites: Mathematics 112 or 121, Economics 221, Accounting 301, Management 241.

333 Money and Capital Markets. (Kluge) 4. Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets, and institutions; the role of the banking system; overview of monetary theory and policy; current and future

trends reshaping the global financial system. Prerequisite: Management 332 or permission of instructor.

336 Financial Management II. (Kluge) 4. Theory, principles, and practices of corporate finance with emphasis on investment, financing, dividend, and working capital decisions and their impact on the value of the firm. Case studies and computer-based analysis are used to study the effects of financial decisions. Prerequisite: Management 332.

341 Management Information Systems. (Bobko) 4. Introduction to the ingredients and thinking that must go into the construction of systems to produce and maintain information systems; investigation of business use of information systems; introduction and application of systems development methodology. Prerequisite: Management 141 or 241 or permission of instructor.

347 Production and Operations Management. (Bobko) 4. Survey of operations management concepts and techniques associated with producing goods or providing services. The objectives of operations management are to produce an optimal amount of goods or services at the appropriate quality level, on time within cost and resource constraints. A selection of decision-making tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.

350 International Management. (Turner) 4. Interdisciplinary approach to the analysis of the international business environment, its opportunities and risks, and the basic concepts of the international management of functional operations, with emphasis on cultural and social responsibility issues. Case studies and experiential exercises help students analyze, explore, and simulate real-life situations. Prerequisite: junior or senior status or above or permission of instructor.

424 Marketing Strategy. (Christensen) 4. Advanced marketing course designed to include globalized market analysis, formulation of marketing strategies, and review of pricing structures. Prerequisites: Management 324 and 332.

ACADEMIC DEPARTMENTS AND PROGRAMS

430 Managerial Analysis. (staff) 4. Managerial use of computer systems to model the business environment including concepts from production, finance and accounting. Prerequisites: Management 332 and 347.

449 Policy Formulation. (Turner) 4. Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints. Emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisites: Management 215, 241, 301, 324 and 332.

450 Special Topics. (staff) 1-4. May also be offered at the 250 level. Recent topics include environmental management, entrepreneurship, real estate, and international topics.

460 Independent Study. (staff) 1-4. Individual student projects approved and supervised by a Management Department faculty member. May also be offered at the 260 level.

470 Senior Thesis. (staff) 1-4. Independent research and writing of a professional paper on a topic in management under the supervision of a full-time Management Department faculty member.

490 Departmental Honors. (staff) 4-8. Independent research, writing, and presentation of a professional paper on a topic in management under the supervision of a committee of Management Department and other appropriate faculty.

MATHEMATICS

G. Rudolph Gordh, Jr., Professor, Chair
Elwood G. Parker, Professor
David G. Robinson, Assistant Professor
Jill H. Wiesner, Instructor

Mathematics is better learned by doing than by observing; so active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided.

Students majoring in mathematics are en-

couraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas and to acquire deeper knowledge of some mathematical specialty.

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

Major Requirements. Majors are required to complete 32 credits in mathematics courses or seminars numbered above 120. Three courses are required: Foundations of Mathematics I (Mathematics 131); Multivariable Calculus (Mathematics 225); and Linear Algebra (Mathematics 325). In addition, each major must take one upper-level course in theoretical mathematics (selected from Mathematics 335, 430 and 435) and another in applied mathematics (selected from Mathematics 310, 320, 410, 415 and 420). Majors who wish to prepare for graduate school should take Foundations of Mathematics II (Mathematics 132), Algebraic Structures (Mathematics 430) and Real Analysis (Mathematics 435).

Many majors emphasize a particular area of mathematics in their course work. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities. Other students emphasize applied mathematics in preparation for graduate school or for careers in business and industry.

For students who choose to double-major, physics is the most frequent second major, but many other disciplines, including those in the humanities, are sometimes selected. Such combinations are welcomed by the department.

The Minor. A minor in mathematics is an appropriate choice for many majors. Students should select their four (or more) minor courses in consultation with a member of the Mathematics Department to assure coherence and compatibility with their major.

The department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts, and mathematics for prospective teachers.

The Journal of Undergraduate Mathemat-

ics has been published by the Mathematics Department for more than 25 years. During this time, it has published numerous research articles by Guilford students. It has also sponsored many conferences on undergraduate research featuring lectures by prominent mathematicians at which Guilford students have been active participants.

103 Mathematics for Elementary School Teachers. (staff) 4. Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Fulfills nonlaboratory science requirement for education studies majors only.

110 Mathematics for the Liberal Arts. (staff) 4. The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors. Does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

112 Elementary Statistics. (staff) 4. Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis; analysis of variance. Emphasis on application and interpretation. Recommended for social science and preprofessional majors; does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

115 Elementary Functions. (staff) 4. Precalculus analysis of algebraic, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Does not count toward the major. Only for students planning to take calculus but not having the necessary prerequisites.

121 Calculus I. (staff) 4. Calculus of single-variable algebraic, exponential, and logarithmic functions, emphasizing the concepts, techniques, and applications of limits, differentiation and integration in both physical and geometric settings. Fulfills nonlaboratory science requirement.

122 Calculus II. (staff) 4. Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills nonlaboratory science requirement.

123 Accelerated Calculus. (staff) 4. Special course in calculus covering the content of Mathematics 121 and 122 in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills nonlaboratory science requirement.

131 Foundations of Mathematics I. (staff) 4. Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Required of all majors. Fulfills nonlaboratory science requirement.

132 Foundations of Mathematics II. (staff) 4. Continuation of Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131.

225 Multivariable Calculus. (staff) 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration, and vector analysis. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills nonlaboratory science requirement.

230 Geometry. (staff) 4. Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: Mathematics 131 or consent of instructor.

310 Probability and Statistics. (staff) 4. Fundamentals of the analysis and interpretation of statistical data, theory, and application. Prerequisite: Mathematics 225.

320 Mathematical Physics I (Physics 320). (staff) 4.

325 Linear Algebra. (staff) 4. Introduction to

ACADEMIC DEPARTMENTS AND PROGRAMS

systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Required of all majors. Prerequisite: Mathematics 225.

335 Topology. (staff) 4. Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: Mathematics 131.

410 Operations Research. (staff) 4. Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Suggested for majors emphasizing applied mathematics. Prerequisites: Mathematics 310 and 325.

415 Numerical Analysis. (staff) 4. Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: Mathematics 325.

420 Mathematical Physics II (Physics 420). (staff) 4.

430 Algebraic Structures. (staff) 4. Study of algebraic structures such as groups, rings, and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or interested in mathematics education. Prerequisites: Mathematics 131 and 325.

435 Real Analysis. (staff) 4. Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131 and 225.

Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects, or as honors projects. Students must prearrange seminars with faculty members on or

before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from one- to four-credits and may be repeated for credit with permission of the department.

475 Seminar in Mathematics. (staff) 1-4. Upper-level seminar in selected topics. Prerequisite: consent of the department. May also be offered at the 275 level in lower-level selected topics. Prerequisite: consent of the department.

MUSIC

Edward Lowe, Dana Professor of Music, Chair
Timothy H. Lindeman, Assistant Professor

The Music Department at Guilford College offers students a wide variety of opportunities in performance, music appreciation, and music theory. For the music major and the music minor, most music study takes place on the Guilford campus; however, some advanced-level courses are taken through the Greater Greensboro Consortium. Advanced students taking private lessons regularly take part in master classes and local and state competitions.

Degrees Offered. The Bachelor of Arts degree is offered in music.

Major Requirements. To major in music, a student must complete 16 hours of applied study, 19 hours of music theory, 12 hours of music history, three hours of conducting, eight hours of ensemble participation, 11-15 hours of electives (music or liberal arts), Junior Year Recital (0 credit), and Senior Year Recital (one credit).

Minor Requirements. four-six hours of applied study, eight hours of music theory, three hours of conducting, three hours of music history, four hours of ensemble participation, and three-four hours of music electives.

The department also offers the general student body several opportunities to study music in applied areas (piano, voice, guitar, winds, etc.), ensembles (choir) and in academic courses such as Music Literature and African American Music. Through special arrangements with the Greensboro Music Academy, a student may register for instruction in applied

music lessons in instruments not offered at Guilford. However, when such an arrangement takes place, the student must pay the music fees of the academy.

The Guilford College Choir, through its annual concert tour and community programs, serves as an ambassador of goodwill for Guilford. Activities are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public performances are presented, and by audition, members of the choir have the opportunity to perform with additional choral ensembles. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard, and strongly committed to the choir.

The Music Department presents a variety show every other year. In alternate years a Broadway musical is produced in cooperation with the Theatre Studies Department. All Guilford College students are eligible to audition for parts.

Scholarships. Choir scholarships are offered by the college for qualified students. In addition, the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships are available to talented students pursuing a major or a minor in music.

101 Music Theory I. (Lindeman) 4. Basic musicianship. Examines the materials and structure of diatonic music: time, melody, harmony, and form. The music studied is tonal in nature and Western in origin. Fulfills creative arts requirement.

102 Music Theory II. (Lindeman) 4. Continuation of Music 101. Resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Prerequisite: Music 101 or permission of instructor.

111 Music Literature. (staff) 4. Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

114 Guilford College Choir. (Lowe) 1. Choir

meets three times weekly. Pass/fail grading.

115 Traditional African American Music. (Lowe) 4. Music literature. Course tracing the historical development of the music of black musicians; designed for the student interested in gaining an understanding of music in the context of African and African American cultures. Open to all students. Fulfills the creative arts requirement. Alternate years.

201 Music Theory III. (Lindeman) 4. Continuation of Music 102. More advanced harmonic and voice-leading techniques as employed in 19th century music. Ear training and sight-singing are involved with modulation and chromaticism. Prerequisite: Music 102 or permission of instructor.

202 Music Theory IV. (Lindeman) 4. Continuation of Music 201. Form in tonal music with an examination of structures frequently used in the 18th and 19th centuries. Ear training and sight-singing are involved with chromaticism, and tenor clef is introduced. Prerequisite: Music 201 or permission of instructor.

210 Conducting. (Lowe) 3. A beginning course which introduces students to the basic skills of conducting. Emphasis is placed on the mastery of conducting patterns, techniques of expressive conducting, and an interpretative knowledge of musical terms. Both choral and instrumental literature will be used in the class. Prerequisite: Music 102.

***270 Private Lessons in Piano. 1-2**

***272 Private Lessons in Voice. 1-2**

***273 Private Lessons in Guitar. 1-2**

***274 Private Lessons in Strings. 1-2**

***275 Private Lessons in Brass. 1-2**

***276 Private Lessons in Winds. 1-2**

***277 Private Lessons in Bass Guitar. 1-2.**

450 Special Topics. (staff) 1-4. Courses of special interest such as music in the world, understanding opera, understanding 20th century music, and development of the symphony. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. Independent research or directed study on a topic of interest to the student. May also be offered at

ACADEMIC DEPARTMENTS AND PROGRAMS

260 level.

Orchestra. Qualified students who express an interest in orchestral work may participate in ensembles at the University of North Carolina at Greensboro, or Greensboro College.

*Additional fees.

PHILOSOPHY

Jonathan W. Malino, Professor, Chair
Christopher Wellman, Assistant Professor
Nancy Daukas, Assistant Professor

Philosophy seeks wisdom through the persistent and relentless examination of life in all its aspects. It prods the individual to become more articulate and reflective about the fundamental principles underlying the understanding of nature, ourselves and others and, thereby enabling the construction a more refined and profound grasp of the world.

Philosophy requires the mastering of the skills of reasoning, interpretation, and expression. Consequently, the rewards of philosophical training can be found where one might least expect them—in the worlds of business and the professions.

Given the nature of philosophy, the boundaries between the philosophical and the non-philosophical are unclear. The philosopher draws not only on the rich tradition of philosophical thought, but also upon the entire range of human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists, and computer scientists at the cutting edge of the computer revolution. Combining philosophy with a second major in the humanities, natural or social sciences, or preprofessional programs is, thus, an exciting and natural option, with benefit not only to a student's breadth but also to the depth of her or his studies.

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

Major Requirements. To major in philosophy, a student must complete eight philosophy courses (plus the departmental seminar), among them Ethics (Philosophy 111), Formal

Logic (Philosophy 292), the history of Western philosophy (Philosophy 201 and 202), one course devoted to an individual philosopher, and one 400-level course. Individually tailored independent studies are available to supplement regular course offerings. Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at University of North Carolina at Greensboro, Wake Forest University, University of North Carolina at Chapel Hill, and Duke University.

100 Introduction to Philosophy. (staff) 4. Major philosophical problems, methods, and positions, as set forth in selected works by philosophers such as Plato, Aristotle, Descartes, Hume, Whitehead, Russell, and Sartre. Counts toward humanities requirement.

111 Ethics. (Wellman) 4. Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Counts toward humanities requirement.

201 Ancient and Medieval Western Philosophy. (Daukas) 4. Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement.

202 Modern Western Philosophy. (Daukas) 4. Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from early modern through 19th-century thought. Counts toward humanities requirement.

221 Philosophy of Religion. (Malino) 4. Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

246 Business Ethics. (Wellman) 4. The ethical basis for determining corporate social responsibility, employee rights, conflicts of interests, whistle blowing, discrimination, and problems with advertising. Counts toward humanities requirement.

247 Philosophy of Law. (Wellman) 4. Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment.

248 Autonomy and Authenticity. (Malino) 4. Conceptual, theoretical, and normative issues arising from the intersection of thinking about freedom and the self, including internal freedom, self-deception, self-respect, weakness of will, and autonomy as moral right and character ideal.

292 Formal Logic. (Daukas) 4. Methods, foundations, and philosophical implications of using symbolic languages to evaluate deductive reasoning.

336 Social and Political Philosophy. (Wellman) 4. Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Counts toward humanities requirement.

375 Mind and Nature. (Malino) 4. An exploration of puzzles arising from the attempt to comprehend mind as part of nature. Topics include mind and body, consciousness, perception, belief and desire, freedom and determinism, and computer simulation of mental capacities. Counts toward humanities requirement.

376 Theory of Knowledge. (Daukas) 4. Historical and contemporary readings on the nature and sources of knowledge, justification, rationality, and skepticism. Counts toward humanities requirement.

401 Topics in Contemporary Philosophy. (Malino) 4. Main developments in 20th-century philosophy with emphasis on philosophy of language, epistemology, and metaphysics.

450 Special Topics. (staff) 4. Courses include Philosophy of Science, Language and Mind, German Philosophy, Medical Ethics and courses devoted to individual philosophers, such as, Plato, Hume, Kant, and Wittgenstein. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. May also

be offered at 260 level.

470 Senior Thesis. (staff) 4-8.

480 Departmental Seminar. (staff) 2. Reading and discussion of recent contributions to philosophy.

490 Departmental Honors. (staff) 4-8.

PHYSICS

Thomas P. Espinola, Associate Professor, Chair
Rexford E. Adelberger, Professor
Steven S. Shapiro, Instructor

Computers, lasers, quarks, and supernovae are some of the subjects studied in various courses in the Physics Department. Both the world and our view of it have been radically changed by the new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as Physics for Nonscientists, our astronomy classes, and Digital Electronics—all open to nonscience majors—and in a sophisticated and mathematically rigorous way in such courses as Classical and Modern Physics, which is intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering, or technical fields; and to adult education, directed toward training professionals in industry, civil service, and education for better jobs or enhanced job security.

The common thread that all graduates from Guilford share is the involvement in undergraduate research. The goal is for students to become physicists, not just learn about physics. The research is integrated into the curriculum, culminating in an independent thesis required of each student. The Physics Department offers adults, who are employed during the day, a complete major program at night through the Center for Continuing Education.

Degrees Offered. The Bachelor of Science degree is offered in physics.

Major Requirements. A total of 32 credits in

ACADEMIC DEPARTMENTS AND PROGRAMS

physics, including Physics 231, 232, and 470, are required for a major, with no more than two courses being on the 100 level. Usually physics majors take Physics 121 and 122 as prerequisites for later courses. Four mathematics courses, including Mathematics/Physics 320, constitute the related field. The recommended course of study for students intending to obtain a Bachelor of Science degree in physics is: first year, Physics 121, 122; sophomore year, Physics 223, 231, 232, Mathematics/Physics 320 and 324; junior year, Physics 421 and 422; senior year, Physics 423, 470. Students planning to attend graduate school in physics or a related field are urged to take additional courses, particularly Physics 331, 332, 420, 441, and 442.

Many physics majors have second majors in the liberal arts or mathematics. For science majors outside the physical sciences, the department teaches several courses of interest: the astronomy courses and two courses in general physics taught without a calculus prerequisite, and two courses, Mathematical Physics I and II. Additional courses of general interest are offered in electronics and experimental methods.

101 Physics for Nonscientists. (staff) 4. Introductory course, intended for students with limited mathematical background. Centered on one of several topics such as an in-depth look at the physics of the energy problem or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Laboratory work required. Does not count toward the major. Fulfills laboratory science requirement.

106 General Astronomy. (Espinola) 4. This course, which is intended for nonscience majors with limited mathematical background, will cover topics selected from stellar astronomy, planetary studies, galactic astronomy, and cosmology. Does not count toward the major. Fulfills nonlaboratory science requirement.

107 The Solar System. (Espinola) 4. This course, aimed at the nonscience major, covers physical descriptions of the planets, the natural satellites, the sun, asteroids and comets, with strong emphasis on recent information

from landers and fly-by probes. General discussion of artificial satellites and their applications, space travel and future possibilities in space exploration. Does not count toward the major. Fulfills nonlaboratory science requirement.

108 Observational Astronomy. (Espinola) 4. Topics for this course, aimed at the nonscience major, include the structure and evolution of stars, galaxies and the universe as a whole; black holes, quasars, pulsars, and the question of the origin of the universe. Emphasis is on experiment and observation using the college and Three-College Observatory telescopes. Does not count toward the major. Fulfills laboratory science requirement.

121-122 Classical and Modern Physics I, II. (staff) 4, 4. For physics majors and others interested in studying physics using calculus. This is not a survey course in physics, but an introduction to the thinking and analysis processes of physics. Topics might include modern physics, relativity, Newtonian mechanics, electromagnetism, mathematical techniques, and applications of computer methods for computation, data reduction, and modeling of physical phenomena. Co-requisite: Mathematics 121, 122. Fulfills laboratory science requirement. Sequence begins each fall. Evenings every third year. Last taught in the evening in fall 1995.

202 Digital Electronics. (Adelberger) 4. Self-paced laboratory course to familiarize the student with digital electronic components and measuring equipment; to provide experience in the design and construction of digital devices. For majors or nonmajors, no prerequisites. Fulfills laboratory science requirement.

203 Analog Electronics. (Adelberger) 4. Laboratory course for majors in physics and other sciences to familiarize the student with analog electronic components, especially OP-AMPS, and measuring equipment and with the design, analysis, and construction of analog systems. Prerequisites: Physics 122, Mathematics 122. Fall of even years.

211-212 College Physics I, II. (staff) 4, 4. For science majors and other interested students whose mathematics background includes algebra and trigonometry but not calculus; no

previous physics required. This general survey of physics includes mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions and radioactivity. Laboratory includes both traditional experiments and a strong computer component in which students learn to write BASIC programs both for computational and simulation purposes. Not recommended for physics majors. Fulfills the laboratory science requirement. Sequence begins each fall.

223 Classical and Modern Physics III. (staff)

4. This is the third semester of the introductory sequence (121, 122, 223) for physics majors. This course presents the theories of physics in more sophisticated mathematical detail. Prerequisites: Physics 122, Mathematics 122. Co-requisite: Mathematics 225. Fall.

231-232 Experimental Physics I, II. (staff) 2,

2. The study of intermediate level techniques in experimental measurements and experimental design, including data reduction and analysis techniques and methods of presenting experimental findings by various styles of oral and written reports. Exact content varies as equipment and experiments are constantly updated. Prerequisites: Physics 122, Mathematics 122. Sequence begins each fall.

320 Mathematical Physics I. (staff) 4.

Topics in mathematics of particular importance to scientists and engineers. Use of infinite series, integration techniques, ordinary differential equations, Fourier series and complex numbers are studied through both analytic and computational approaches. Computer methods include Simpson's Rule, Runge-Kutta, Newton-Raphson, and others using both mainframe and microcomputers. Prerequisites: Mathematics 122, Physics 122 strongly suggested. Spring.

324 Thermal Physics. (staff) 4.

The thermal properties of matter are studied from both applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy, and quantum statistics of particles. Prerequisites: Physics 122, Mathematics 225. Spring.

331-332 Experimental Physics III, IV. (staff)

2, 2. Advanced techniques in experimental measurement and design are offered to students particularly interested in experimental physics. Exact content varies as equipment and technology evolve. Prerequisites: Physics 223, Physics 232. Sequence begins fall of even years.

420 Mathematical Physics II. (staff) 4.

Mathematical topics of importance to students interested in theoretical physics are studied, including special functions, functions of complex variables, and partial differential equations. Problems considered include boundary value problems, the heat flow equation, the Poisson equation, the classical and Schrödinger wave equations. Both analytical and numerical solutions are studied. Prerequisite: Mathematics/Physics 320. Fall of odd years.

421 Mechanics. (staff) 4.

The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics, as well as computational methods of solution will be studied. Prerequisites: Physics 122, Mathematics/Physics 320. Fall.

422 Electromagnetism. (staff) 4.

The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multipole fields, and the law of Biot-Savart. Prerequisites: Physics 122, Mathematics/Physics 320. Physics 203 recommended. Spring of odd years.

423 Quantum Mechanics. (staff) 4.

The study of the theory of the interaction of particles, waves, and fields in atomic and subatomic systems. Topics include the Schrödinger formulation, operator formalism, and perturbation theory. Prerequisites: Physics 223, Mathematics/Physics 320. Mathematics/Physics 420 recommended. Spring of even years.

441 Advanced Modern Physics. (staff) 4.

Topics in applied modern physics including the hydrogen atom and other atomic systems,

ACADEMIC DEPARTMENTS AND PROGRAMS

nuclear physics, condensed matter, and elementary particles. Prerequisites: Physics 223, Mathematics/Physics 320. Fall of odd years.

442 Advanced Classical Physics. (staff) 4. Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation, and the dynamics of relativistic particles and electromagnetic fields. Prerequisites: Physics 421, Physics 422. Physics 420 recommended. Offered on demand.

443 Astrophysics. (Espinola) 4. The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer, and degenerate stars. Offered on demand.

450 Advanced Special Topics. (staff) 2-4. Offerings have included solid state physics, science and science fiction, technology and human evolutionary response, and observational astronomy. Also offered at the 250 level. Elementary and intermediate topics in physics and astrophysics are offered as desired by students. Offerings have included fluid mechanics, astrophysics, observatory astronomy, and computer interfacing.

460 Advanced Independent Study. (staff) 4. Topics have included biophysics, the physics of ocean waves, and a variety of internships with local industries and the city engineering department. Also offered at the 260 level. 1-4. Topics of interest to individual students are offered as requested. Elementary and intermediate offerings have included astrophysics, elementary particle physics, and optics.

470 Research and Thesis. (staff) 4-8. Although enrollment is normally during the final year, the student is expected to begin work during the intermediate years on various research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the senior year, in the standard form for technical papers in physics as currently set forth in Volume 10 of the *Journal of Undergraduate Research in Physics*.

POLITICAL SCIENCE

*William E. Schmickle, Associate
Professor, Chair*

*Louis B. Fike, Associate Professor
Mark S. Leeper, Visiting Instructor*

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures, actions, and institutions that relate directly or indirectly to the making of authoritative policy in society. At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as both an art and a science, the discipline requires students to study political behavior in its ideological, cultural, historical, and institutional settings.

Degrees Offered. The Bachelor of Science and the Bachelor of Arts degrees are offered in political science.

Major Requirements. Eight courses (32 credits) are required for the major. All majors must take the four introductory courses in the discipline: The American Political System (Political Science 101), Political Systems of Western Europe (Political Science 102), Introduction to International Politics (Political Science 201), and Classics of Political Thought (Political Science 203). Four additional political science courses at the 200 level or higher must be taken to complete the major. Special Topic courses and Independent Study courses may be taken to fulfill requirements. Majors planning graduate studies are strongly urged to take Senior Thesis (Political Science 470). Thesis topics should be submitted to departmental advisers for approval near the end of the junior year.

All majors must complete four courses in a minor or related field outside the department. This should be done after consultation with advisers. Majors are encouraged to select minor fields related to their special interests or career plans after graduation. At least two of these courses must be at the 300 level or above.

Political Science and International Studies. Political science majors interested in International Studies may complete their major in the department with an emphasis in this field. A

sound grounding in the theories and methodologies of the discipline are considered essential. It equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy or other public policy sectors.

Majors following this track toward a degree in political science must take the four required introductory courses in the department. In consultation with advisers, they then select four advanced courses from departmental offerings such as Political Science 310, 311, 312, 338, 342, or Special Topic courses in international relations at the 400 level. In addition, they must select a minor in a related discipline. For example, majors interested in international business should take relevant courses in accounting and management.

Students with broader interests and career plans may complete the minor in such area studies as Asia, Africa, Latin America or Western Europe. Language courses beyond the college requirement are essential and graduate study is strongly recommended. Close and continuous contact with departmental advisers is essential for political science majors following this course of study. Some electives must be used to complete the program. Interest should be declared during the second semester of the sophomore year.

Political Science and Management. An increasing number of political science majors are entering the business world immediately after graduation. Those considering this kind of career should fulfill their minor requirement in accounting, economics or management. In consultation with departmental advisers, majors with these interests may arrange a combination of courses from these departments. These interests should be declared during the second semester of the sophomore year and continuous contact with departmental advisers must be maintained.

The Minor in Political Science. Students from all departments in the college may complete a minor in political science. It is recommended that two of the four courses be at the 300 level or above. Special Topics courses and Independent Studies courses may be taken to satisfy

the minor.

Departmental Honors in Political Science.

Majors with a grade point average of 3.50 or better in the discipline and a 3.00 overall average may petition for admission into the departmental honors program. Departmental honors requires extensive reading in a selected area of the discipline and submission of an honors thesis written under the supervision of a member of the department. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. The designation of the course will be changed from Departmental Honors (Political Science 490) to Senior Thesis (Political Science 470) if the grade assigned is less than a B. Majors must petition for admission at the end of their junior year in the college. Admission is determined by the political science faculty.

Political Science and Teacher Education.

Political science majors interested in certification to teach social science in public schools need to double major in political science and education studies. Students should consult advisers in both departments to be certain that all requirements are satisfied.

101 The American Political System. (Leeper)

4. The policymaking process in the United States, political culture, political ideologies, structure, and function of both official and unofficial political institutions. Counts toward social science requirement.

102 Political Systems of Western Europe. (staff)

4. Comparative analysis of the political systems of Great Britain, France, and Germany; cultural traditions, political ideologies, political parties, political behavior and executive-legislative relations. Counts toward social science requirement.

201 Introduction to International Politics. (Schmickle)

4. International political conflict in the modern world with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement.

202 Politics of State and Local Government. (Leeper)

4. Government and politics in the

ACADEMIC DEPARTMENTS AND PROGRAMS

American states; the federal system; the function of political parties and interest groups; the legislature, executive, and judiciary.

203 Introduction to the Classics of Political Thought. (Fike) 4. Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement.

204 Introduction to Public Policy. (staff) 4. An examination of the problems of developing sound public policy in areas such as the budget, the economy, social welfare, medical care, the environment, internal peace, liberty, national security, and the common good. Theory, structure, environment, strategy, instruments and, values. Case studies in selected areas of substantive policy. Lectures, research project and examinations. Prerequisite: Political Science 101 or 102.

225 The American Presidency. (Leeper) 4. The concept of the executive. Nomination and election. Delegated, implied, and inherent powers. Relationship to other branches of American government.

270 The Politics of Nazi Germany. (Fike) 4. A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent, and the long-run consequences of Nazism.

310 Post-Soviet Politics. (Schmickle) 4. An examination of Soviet and post-Soviet society, politics and public policy; a brief review of Russian political history and the origins of the Stalinist state; a study of Soviet political culture; and an investigation of current revolutionary developments shaping the post-socialist post-USSR future.

311 Comparative Political Parties. (Leeper) 4. Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

323 Revolutionary Marxism. (Schmickle) 4. Comparative study of varieties of revolutionary Marxist doctrine from Marx and Engels through Lenin, Trotsky and Stalin to Mao; and a select survey of Marxist thought in Asia, Africa, and Latin America.

338 Seminar in International Politics. (Schmickle) 4. Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems.

340 Politics and Strategy in World War II. (Fike) 4. A study of the aims and strategic plans of the major belligerents of World War II, the military preparedness of the participants; the impact of politics and strategy on major military operations; the politics and diplomacy of coalition warfare; and the postwar consequences of wartime political and strategic decisions.

342 American Foreign Policy. (Schmickle) 4. Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

415 National Security Policy. (Fike) 4. Study of theory and practice related to strategy and the rise of force, formulation and execution of policy, and the international framework of national security issues, examined with consideration given to ethical dimensions of war and peace. Prerequisite: Political Science 201, 204, 338 or consent of the instructor.

435 Constitutional Law in the Political Process I (Justice and Policy Studies 435). (Leeper) 4. Role of the courts and judges in the policymaking process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

436 Constitutional Law in the Political Process II (Justice and Policy Studies 436). (Leeper) 4. Role of courts and judges in the policymaking process, with emphasis on the rights protected against national government and the states.

450 Special Topics. (staff) 4. Also offered at 250 level.

460 Independent Study. (staff) 1-4. Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. Also offered at 260 level.

470 Senior Thesis. (staff) 4. Required of all

students planning to enter graduate school. See department chairperson for rules and standards.

490 Departmental Honors. (staff) 4-8. College requirements; specific rules and standards of political science may be obtained from department chairperson.

PSYCHOLOGY

Kathrynn A. Adams, Associate Professor, Chair
Jerry C. Godard, Dana Professor of
Psychology and Literature

Richard L. Zweigenhaft, Dana Professor
of Psychology

Jacqueline Ludel, Professor

Claire K. Morse, Professor

William R. Rogers, Professor

Catherine Kannenberg, Visiting Assistant
Professor

Jane G. Caris, Adjunct Assistant Professor

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others, and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical knowledge in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

Degrees Offered. The Bachelor of Science and the Bachelor of Arts degrees are offered in psychology.

Major Requirements. A major in psychology

consists of eight courses (32 credits). Three of these are required of all majors: General Psychology (Psychology 200), Research Methods (Psychology 301), and either Theories of Personality or History and Contemporary Issues (Psychology 441 or 445). The other five courses are to be distributed among intermediate level courses, advanced courses, and electives. Majors should consult with members of the department concerning the selection of these five courses. Interested students are encouraged to consider the possibility of a double major or a joint major. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other member of the department.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; with children at the Y.W.C.A.; and with such organizations as Switchboard and the Crisis Control Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

200 General Psychology. (staff) 4. Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, psychological testing, and behavior disorders. Counts toward social science requirement.

217 Literacy Seminar. (staff) 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

224 Developmental Psychology. (Adams) 4. Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior, and increasingly complex social

ACADEMIC DEPARTMENTS AND PROGRAMS

interactions. Includes field work. Counts toward social science requirement.

232 Introduction to Personality. (Zweigenhaft)

4. The study of personality from a variety of perspectives; emphasis on different theories, techniques of assessment, and research. Counts toward social science requirement.

290 Internship. (staff) 4. Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

301 Research Methods. (Morse) 4. Application of methods for collecting and handling behavioral science data and for drawing inferences from such data. Prerequisite: Psychology 200.

302 Learning and Behavior Modification. (Morse) 4. Laboratory course in theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control. Includes consideration of biological influences on the range of learned behaviors as well as introduction to cognitive approaches. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years beginning 1995-96.

310 Psychology and Literature. (Godard) 4. This interdisciplinary study encourages speculation about ways in which fiction, poetry and literary theory inform the understanding of psychological concepts, methods and data, as well as considering psychological implications of particular literary works and the experiences of writing and reading them. Since the content will vary, details about the course will be provided each time it is offered. Prerequisite: Psychology 200 or 232 or consent of the instructor.

332 Industrial and Organizational Psychology. (staff) 4. Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry, and other organizations.

336 The Exceptional Child. (Adams) 4. Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically challenged, and emotion-

ally disturbed; observation of exceptional children in specialized educational settings. Alternate years beginning 1994-95.

337 Emotional Disturbances in Childhood. (Adams) 4.

Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and treatment procedures. Observation of exceptional children in specialized educational settings. Prerequisite: Psychology 224 or 232. Alternate years beginning 1995-96.

340 Psychobiology (Biology 340). (Ludel) 4.

Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1994-95.

342 Abnormal Psychology. (Godard) 4. Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

343 Sensory Systems (Biology 343). (Ludel) 4.

Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1995-96.

347 Social Psychology (Sociology/Anthropology 347). (Zweigenhaft) 4.

Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of the instructor.

441 Theories of Personality. (staff) 4. Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of the instructor.

445 History and Contemporary Issues. (staff)

4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Open to senior psychology majors or by consent of the instructor.

450 Special Topics. (staff) 4. Recent offerings include Psychology of Family, Aging, and Mass Media. May also be offered at 250 level.

460 Research Topics. (staff) 1-4. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May also be offered at 260 level.

470 Senior Thesis. (staff) 4.

490 Departmental Honors. (staff) 4-8.

RELIGIOUS STUDIES

David L. Barnhill, Associate Professor, Chair
John H. Stoneburner, E.F. Craven Professor
of Religious Studies

R. Melvin Keiser, Professor

William R. Rogers, Professor

Joseph W. Groves, Associate Professor

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import. Since these questions are inherently interdisciplinary, explorations of them involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition and other religious traditions.

Students major in religious studies for various reasons: to acquire a deep and broad liberal arts education; to prepare for graduate school in order to teach in college or high school; or to prepare for careers in ministry, religious education, counseling, service and social work, or other fields that benefit from training in religious studies.

Courses are offered at different levels, each

of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore nonmajors. They are accessible to entering first-year students, though perhaps with some difficulty. Normally only one 100 level course can count toward the major.

The 200-level courses are advanced introductory courses which function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors, and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. Religion 310 courses have no prerequisites, but assume an ability to integrate disciplines in a sophisticated manner. Other 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format which requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified nonmajors.

Degrees Offered. The Bachelor of Arts degree is offered in religious studies.

Major Requirements. The major can be completed by fulfilling one of three tracks: Western, Comparative, or Self-Designed. In both the Western and Comparative Tracks, students take at least one course in each of six areas:

1. Contemporary Issues

212 Existentialism and the Death of God

220 Belief and Unbelief

222 Feminist Theology

415 Contemporary Theology (required of students in the Western track)

422 Contemporary Religious Problems

2. Biblical Studies

215 Hebrew Bible

216 New Testament

ACADEMIC DEPARTMENTS AND PROGRAMS

3. Ethics
 - 103 Religion and Social Issues
 - 205 Confucianism*
 - 233 Peace, War, and Justice
 - 330 Nonviolence—Theories and Practice
 4. Comparative Religions
 - 105 East Asian Religions
 - 106 Religious Meaning in Japanese Film and Literature
 - 203 Buddhism
 - 204 Islam
 - 205 Confucianism
 - 251 Primitive Myth
 - 310 Islam and Modernization
 - 310 Religion and Literature in Japan
 5. Western History
 - 101 History of Religion in America
 - 110 Quakerism
 - 235 Quaker Origins
 - 337 History of Christianity (required of all majors)
 6. Interdisciplinary Perspectives
 - 310 Religious Freud
 - 310 Science and Religion
 - 310 Dante and the 20th Century
 - 310 Modern Poetry and Religion
 - 310 Islam and Modernization*
 - 310 Religion and Literature in Japan*
 - 310 Humanistic Ecology
- * Courses may count simultaneously in one of the six areas and as one of the Comparative courses.

Western track students may count a maximum of two comparative religion courses toward the eight required courses. Students in the Comparative track take at least four Comparative courses and at least three Western courses (Religion 215 or 216, Religion 337, and a Contemporary Issues course). In addition to courses in these six areas, majors in the Western and Comparative tracks are required to take the Junior Year Colloquium (Religion 390) plus two additional elective courses, for a minimum total of 33 credits in the major.

The Self-Designed Track is for majors who want to create their own program with a spe-

cific focus, such as ethics (for example, race, war, gender, class, environment), religion and interdisciplinary studies (for example, religion and literature, religion and the natural sciences), and philosophy of religion (the nature of the religious or the nature of the different methodologies used in religious studies). Students opting for this track must have demonstrated the ability to engage in substantial independent reflections on religion and must show a sufficient understanding of religious studies and their place within it in order to create their own coherent course of study. In formulating their track, students articulate how their religious studies courses interrelate into a coherent course of study and how they contribute to the chosen focus. Each self-designed course of study is formulated in conjunction with the student's adviser and is approved by the department as a whole. It is expected that every self-designed course of study will involve at least one course from each of the department's faculty and at least four upper-level courses (300s and 400s). Majors in this track are required to take the Junior Year Colloquium (Religion 390) and have a minimum total of 33 credits in the major. Application for the Self-Designed Track are normally submitted by the first semester of the student's junior year.

The major offers further opportunities for specialized study through Independent Studies, Senior Theses, and Internships.

The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies. The student presents the paper in a public reading.

100 Myth, Dream, Metaphor. (Keiser) 4. Consideration of the nature of religion within existence by exploring how symbols function in dream, myth and literature through such writers as Jung, Freud, Proff, Eliade, Campbell, Ricoeur, McFague, Hopkins, Dylan Thomas, Woolman, and C. S. Lewis. Counts toward humanities requirement.

101 History of Religion in America. (Stoneburner) 4. Exploration of development of religion in American culture through writings from Native Americans, Puritans, the En-

lightenment, Transcendentalists, Revivalists, Utopians, African American Religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

103 Religion and Social Issues. (Groves) 4. An introduction to social ethics that investigates one crucial social issue, such as racism, the nuclear dilemma, women's rights, or ecology. What variety of responses do religious thinkers and activists make to the issue? What contributions can religion make to its solution? What are the limitations of a religious perspective? Counts toward humanities requirement.

105 East Asian Religions. (Barnhill) 4. A study of the variety of religious beliefs and practices in China and Japan. Examines representative examples of Confucianism, Taoism, Neo-Confucianism, and Buddhism, as well as a modern religious cult in Japan. The first half of the course focuses on religious philosophy in China; the second half, focuses on popular religion in Japan. Fulfills intercultural requirement or counts toward humanities requirement.

106 Religious Meaning in Japanese Film and Literature. (Barnhill) 4. A close examination of six Japanese films (*Rashomon*, *Throne of Blood*, *Ikiru*, *Fires on the Plain*, *Harp of Burma*, and *Woman in the Dunes*) and their literary sources (including *Macbeth*). Several definitions of religion are critically applied to the films in order to discover religious meaning in the films and texts and to question our understanding of the nature of religion. Fulfills intercultural requirement or counts toward humanities requirement.

110 Quakerism. (Keiser) 4. Origins and development of the theology, social testimonies, and institutional structure of the Quaker movement from the mid-17th century to the present, and their relevance to non-Quaker thought and life. Counts toward humanities requirement.

203 Buddhism. (Barnhill) 4. An examination of the techniques used to achieve the enlightenment experience, and the philosophic ideas associated with it. Examines the Buddhist cri-

tique of normal consciousness. Includes both Theravada and Mahayana, and focuses on Zen and Japanese Buddhism. Fulfills intercultural requirement or counts toward humanities requirement.

204 Islam. (Groves) 4. An encounter with Islam through its historical development, its religious shape and its cultural heritage. Considers the ideal expressions of Islam, its lived realities, and its role in shaping social relations. Fulfills intercultural requirement or counts toward humanities requirement.

205 Confucianism. (Barnhill) 4. An examination of major representatives of Confucian thought. Focuses on five Confucian philosophers (Confucius, Mencius, Hsun Tzu, Chu Hsi, and Wang Yang-Ming) as well as the Taoist, Chuang Tzu. Fulfills intercultural requirement or counts toward humanities requirement.

212 Existentialism and the Death of God. (Keiser) 4. An investigation of freedom, self, death, and God in the works of Christian, Jewish, and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, Tillich, and Arendt. Counts toward humanities requirement.

215 Hebrew Bible. (Groves) 4. An examination of the Hebrew Bible with a dual focus: an exploration of religious expression through a consideration of literary style; and a study of the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions and social structure. Counts toward humanities requirement or satisfies history requirement.

216 New Testament. (Groves) 4. Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward humanities requirement.

220 Belief and Unbelief. (Stoneburner) 4. An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutierrez, Reuther, Heschel, and Tillich. Counts toward humanities requirement.

222 Feminist Theology. (Stoneburner) 4. An

ACADEMIC DEPARTMENTS AND PROGRAMS

exploration of 19th and 20th century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism, and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society. Counts toward humanities requirement.

233 Peace, War and Justice. (Groves) 4. An exploration of models for social ethics focusing on Christian attitudes toward violence and nonviolence. Deals with both historical and contemporary attitudes such as just war, crusade, liberation theology, and pacifism. Applies these attitudes to contemporary problems (nuclear war, guerrilla war, terrorism, etc.). Counts toward humanities requirement.

235 Quaker Origins. (Keiser) 4. An investigation of the emergence of Quakerism out of Puritan, Reformation, and mystical backgrounds. Focuses on the development of Quakerism in the latter half of the 17th century in terms of theology, social testimonies, and institutional organization; and its relevance to non-Quaker currents of thought and life, both then and now. Counts toward humanities requirement.

251 Primitive Myth. (Keiser) 4. An examination of the nature and function of myth and symbol, and of the relationship of myth to self, sexuality, society, nature, time, and ultimate reality. Explores why primitive cultures engage in imaginative play in story and ritual, and whether there is a comparable mythic dimension in our modern scientific culture. Primitive myth is compared to modern mythology through such thinkers as Campbell, Sewell, Eliade, Jung, Long, Pannikar, Gadon, and Cassirer. Counts toward humanities requirement.

310 Interdisciplinary Perspectives. (staff) 4. An exploration of problems lying on the boundaries between religion and the natural or social sciences and the humanities. Topics may include Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); Dante, Arthurian myth, modern poetry and religion (with English); African American

literature and religion; religion and literature in Japan; Islam and modernization. This course may be taught jointly by faculty from different disciplines and, with changes in content, may be repeated more than once. Counts toward humanities requirement.

330 Nonviolence: Theories and Practice. (Groves) 4. An exploration of social ethics focusing on nonviolent expression in a variety of religious and secular traditions (Christianity, Hinduism, Buddhism, social science, feminism, etc.). Emphasis on a global context for developing one's own ethic of nonviolence by developing techniques of nonviolent response and creating symbol systems appropriate to nonviolence. Prerequisite: one course in religious studies, or one course in peace and conflict studies, or consent of instructor. Counts toward humanities requirement.

337 History of Christianity. (Stoneburner) 4. Traces the development of Christianity from its beginnings through the end of the 19th century by a consideration of major thinkers, events, and institutions. Prerequisite: two religious studies courses or consent of instructor.

390 Junior Year Colloquium. (staff) 1. Students reflect collectively on the study of religion and its relationship to the liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year.

415 Contemporary Theology. (Keiser) 4. The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, and anti-Judaism) through consideration of religious thinkers such as H.R. Niebuhr, Ruether, Keller, Heyward, Nelson, Cone, Cannon, Boff, and van Buren. Prerequisite: Religion 337 or consent of instructor.

422 Contemporary Religious Problems. (staff) 4. An exploration of one major contemporary thinker or problem, such as Religion, Language and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Religion and

Symbol (Ricoeur). With changes in content, this course may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

450 Special Topics. (staff) 4. Possible offerings include *Feminine Images in Biblical and Christian Literature*; *Propheticism: Archaic, Biblical, and Modern*; *Passion: From Plato to Polanyi*; or *Social Reform and Personal Therapy: 19th and 20th century American Religion*. May also be offered at 250 level.

460 Independent Study. (staff) 1-4. The individual formulation and completion of the study of a significant problem in the field of religion, such as *Play, Celebration and Worship*; *Existential Psychology*; *Alchemy*; *Contemporary Social Change in the Church*; *Creativity and Imagination*; or *Women in Modern Japanese Religion*. May also be offered at 260 level.

470 Senior Thesis. (staff) Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. A senior thesis requires a prior semester's preparation (a 2- or 4-credit independent study) which can be counted either as a Religion 460 or as part of the Senior Thesis (Religion 470).

SOCIOLOGY/ANTHROPOLOGY

Vernie Davis, Professor, Chair
Mohammed Abu-Nimer, Assistant Professor
Patricia L. Delaney, Assistant Professor
Laura L. O'Toole, Assistant Professor

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, sociocultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Sociology and anthropology help provide specific knowledge and theoretical frameworks as bases for understanding our relationships with society, culture and each other, and for comprehending and guiding sociocultural change.

The Sociology/Anthropology Department uses the methods, theories, and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality, and techniques for its

improvement. Career preparation is important in the department and is based on the concept of sociology/anthropology as both humanistic and scientific.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, special topics seminars and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

Degrees Offered. The Bachelor of Arts and Bachelor of Science degrees are offered in sociology/anthropology.

Major Requirements. The major consists of eight courses (32 credits), four of which are specifically required courses—either Principles of Sociology or Social Problems (Sociology/Anthropology 101 or 102), Cultural Anthropology (Sociology/Anthropology 103), Methods of Research (Sociology/Anthropology 339) and Social Theory (Sociology/Anthropology 340). In order for students to have varying degrees of challenge in their programs, no more than two 100-level courses and no more than four 100- and 200-level courses count toward the major. Of the other four courses students must select at least one at the 300 level and at least one 400-level seminar. Additional 100- and 200-level courses can be taken as electives or to meet certain college distribution requirements.

Beyond the four courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These plans may be implemented by various emphases within the sociology/anthropology program: students may train for a wide range of careers, may prepare for graduate school,

ACADEMIC DEPARTMENTS AND PROGRAMS

or may seek certification for secondary school teaching. A minor field or a concentration, arranged with the help of an adviser, supports and broadens the emphasis in the major.

Requirements for a Minor in Sociology/Anthropology. Students from all departments of the college may complete a minor in Sociology/Anthropology. It consists of four courses in the department, two of which must be at the 300 level or above. Special topics courses and Independent Studies courses or Internships may be taken to satisfy the minor.

101 Principles of Sociology. (staff) 4. The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure, and social processes. Counts toward social science requirement.

102 Social Problems. (O'Toole) 4. Develops a comprehensive definition of a social problem and a frame of reference for the study of problems. Covers some of the major problems of contemporary societies. Emphasis on international and American conditions and social change. Counts toward social science requirement.

103 Cultural Anthropology. (staff) 4. Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Of special concern is the contribution that cultural diversity makes toward understanding the problems of the modern world. Counts toward International Studies major and Peace and Conflict Studies concentration. Counts toward social science requirement.

205 Juvenile Justice and Delinquency (Justice and Policy Studies 205). (Hurst, Parks) 4.

213 Social Stratification. (O'Toole) 4. The study of unequal ranking and rewarding of resources in societies and social organizations. Social stratification focuses on analysis of the causes and consequences of structured inequality based upon social class, race, and gender through reviewing central theories and research on these systems. The mediation of

other social characteristics such as age, sexuality, and religious affiliation in the stratification process is also considered.

217 Literacy Seminar. (staff) 2. Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

220 Building Community (Justice and Policy Studies 220). (Parks) 4.

244 Conflict Resolution Strategies (Justice and Policy Studies 244). (staff) 4.

265 Racial and Ethnic Relations. (Delaney) 4. Explores racial and ethnic differences and similarities in a global perspective. Utilizes case studies to examine attitudes about race and ethnicity. Analyzes the present status of racial and ethnic groups and the dynamics of their changing relations. Counts toward a concentration in African American Studies.

290 Internship. (staff) 4. Supervised and reported experience in social agencies, organizations or related institutional services. Only four credits may count toward major.

313 Sociology of Sex and Gender. (O'Toole) 4. Analyzes gender stratification and the social construction of masculinity and femininity within specific socio-historical contexts. The social organization of sexuality and gender roles within institutions such as the family, labor force, education, and health care are also explored. Other central issues include sexual violence and the emergence of social movements focused on gender and sexual equality. Prerequisite: Sociology/Anthropology 101 or 102.

321 Development Anthropology. (Delaney) 4. Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes, and inequalities predicated on ethnicity, class, and gender. Utilizes case studies to examine modernization, dependency, and world systems theories. Fulfills intercultural requirement. Prerequisite: Sociology/Anthropology 103.

333 Criminological Theory (Justice and Policy Studies 333). (Kania) 4.

339 Methods of Research. (staff) 4. Examination of scientific methods; the philosophy, logic and potential of social science; introduction to the major research methods and techniques of sociology and anthropology. Open only to majors or by consent of the instructor. Prerequisite: Sociology/Anthropology 101 or 102 and Sociology/Anthropology 103.

340 Social Theory. (staff) 4. Examination of theoretical models from early philosophical bases. Primary focus on 19th and 20th century sociocultural theorists and the development of central sociological/anthropological paradigms. Emphasis on the integration of classical and contemporary theory into a more useful framework for understanding individual social development, social organization, and social change. Open only to majors or by consent of the instructor. Prerequisite: Sociology/Anthropology 101 or 102 and Sociology/Anthropology 103.

345 Personal and Social Change. (Davis) 4. Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention. Counts toward Peace and Conflict Studies concentration. Prerequisite: Sociology/Anthropology 101, 102 or 103.

347 Social Psychology (Psychology 347). (Zweigenhaft) 4.

353 Peoples and Cultures of Latin America. (Delaney) 4. Introduction to social and cultural anthropology of Latin America with an emphasis upon contemporary cultures and societies, current levels of development, and social problems. Looks at historical antecedents, including Iberian and pre-Colombian cultures, discovery and conquest, and colonial empires and institutions. Fulfills intercultural requirement. Prerequisite: Sociology/Anthropology 103.

358 African Cultures. (Davis) 4. Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and

African writers. Fulfills intercultural requirement. Prerequisite: Sociology/Anthropology 103.

365 Community Power and Organization. (staff) 4. Basic concepts and approaches in the study of community power and organization. Emphasis on theoretical and methodological analysis of community power. Applies the methods of community analysis to a specific field study of a local community organization. Combines sociological theory and practice in understanding local social issues. Prerequisite: Sociology/Anthropology 101, 102 or 103.

450 Special Topics. (staff) 4. Recent topics have included Minority/Majority Relations in the Middle East; Gender in Organizations; Peace and Conflict; Arab/Jewish Relations; Social Organization of Work; Gender Violence; Culture, Conflict, and Negotiation. Prerequisite: Sociology/Anthropology 340 or permission of instructor. Also offered at 250 level.

460 Independent Study. (staff) 1-4. Also offered at 260 level.

470 Senior Thesis. (staff) 4.

490 Departmental Honors. (staff) 4-8. Honors and credit for grade of B or above; credit only for grade less than B.

SPORT STUDIES

Kathleen A. Tritschler, Associate Professor, Chair

Joyce P. Clark, Associate Professor

Peter J. Farmer, Visiting Assistant Professor
Mitchell Craib, Visiting Instructor

Programs in the Sport Studies Department include professional preparation in sports medicine, sport management, and physical education. An elective physical activity program is also offered. Students in the elective activity program may receive up to four academic credits in courses including horseback riding, physical fitness, racquetball, snow skiing, swimming, tennis, yoga, and weight training. Each course may be taken a maximum of three times for credit.

Degrees Offered. A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of

ACADEMIC DEPARTMENTS AND PROGRAMS

the many segments of the sport and fitness business communities. This interdisciplinary program is conducted in cooperation with the college's management department.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training), allied medical/health fields (for example, physical therapy), or exercise science are afforded the opportunity to study in the specific area of their choice.

A Bachelor of Science degree program in physical education (teacher/coach preparation) offers the potential for teacher certification in kindergarten through secondary school. Candidates participate in laboratory experiences in area schools, recreation programs and in facilities for exceptional persons. Physical education majors may also select a non-certification track.

Major Requirements. A major in physical education consists of 48 credits in the major and 36-48 credits of related credits. Requirements in the major include: Sport Studies 101, 102, 103, 104, 105, 240, 244, 245, 321, 323, 336, 347, 350, 360, 370, 441, 443, and Biology 341. Required related courses include: Education Studies 201, 202, 203, 301, 312, 420, and 440, Psychology 224, and either Sociology/Anthropology 101, 102, or 103.

A major in sport management consists of 32-36 credits in the major and 24 related credits. Required major courses are: Sport Studies 230, 247, 332, 336, 432, 434, 438, 439, and 441. Related courses are: Economics 222, Accounting 201 and 202, Management 241, 324, and either 321 or 341.

A major in sports medicine includes 40-44 credits in the major and 20 credits of related courses. Required major courses are: Sport Studies 220, 244, 245, 321, 323, 336, 421, 425, 428, 429, and 443. Required related courses are: Biology 341 and 342, Chemistry 111/112 or Physics 211/212 and one science elective course approved by the adviser.

All three sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experience. Due to the overlap of

courses among the three programs, it is possible for a student to complete a joint major within the Sport Studies Department, but not a double major.

100 Elective Activities. (staff) 1. Instruction in a variety of sport, fitness and dance activities.

101-105 Professional Activities. (staff) 1. Courses designed to provide the physical education major with knowledge and skills in movement/sport areas that are essential to public school physical education instruction. Each course includes analysis of movement/sport skills, teaching progressions, drills, and materials and methods for instruction.

101 Professional Activities: Volleyball and Tennis.

102 Professional Activities: Basketball and Softball.

103 Professional Activities: Soccer and Track/Field.

104 Professional Activities: Gymnastics and Dance/Rhythms.

105 Professional Activities: Aquatics and Outdoor Adventure.

200 Fitness for Living. (staff) 2. A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs and the relationship of fitness to health. Laboratory, lecture, and participation classes will be included. Elective; open to all students.

220 Foundations and Principles of Sports Medicine. (Craib) 4. An introduction to the academic discipline of exercise science and professions in sports medicine.

230 Introduction to Sport Management. (Farmer) 4. An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities.

240 Foundations and Principles of Physical Education. (Clark) 4. A study of the historical and philosophical bases for physical education

as an academic discipline and as a profession.

242 First Aid. (staff) 2. A study of basic first aid and emergency care procedures resulting in American Red Cross first aid and cardiopulmonary resuscitation (CPR) certification.

244 Health and Wellness Perspectives. (Tritschler) 4. A study of the basic concepts of personal and community health from a wellness perspective. Emphases are on: contemporary health issues of special concern to young adults; and health issues of professional concern to those aspiring to careers in sports medicine, physical education, and coaching.

245 Prevention and Care of Physical Activity Injuries. (staff) 4. An examination of current practices and procedures in the prevention and care of human performance and sports injuries. Students are also instructed in basic emergency care and techniques of cardiopulmonary resuscitation (CPR).

247 Historical and Philosophical Perspectives on Sport. (Tritschler) 4. A study of the history of sport in ancient cultures through 20th century America. Content also includes perspectives on the major philosophical influences on sport and recreation in different historical eras.

290 Internship in Sport Studies. (staff) 2-4. Supervised internship in sports medicine, sport management, or physical education. Prerequisite: Sport Studies 220, 230, or 240.

321 Kinesiology. (Craib) 4. A study of the neuromuscular and biomechanical principles that affect human movement. Prerequisite: Biology 341.

323 Exercise Physiology. (Craib) 4. A study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems, and various training programs and testing procedures related to each system. Prerequisite: Biology 341.

332 Research Methods in Sport, Exercise, and Physical Education. (Tritschler) 4. A study of the methods and materials utilized in various aspects of sport research. For juniors and seniors in sports medicine, sport management, or physical education. Prerequisite: Sport Studies 220, 230, or 240; Mathematics 112.

336 Psychological and Sociological Aspects of Physical Activity. (Clark) 4. An examination of basic psychological and sociological concepts and theories as they apply to humans engaged in the physical activity of sport and exercise.

347 Elementary and Adaptive Physical Education. (Clark) 4. A study of the methods and materials used in teaching physical education to children in grades K-6. An individualized movement approach to instruction is emphasized. Includes curricular models and program administration. Has required field experience in an elementary school setting. Prerequisites: Sport Studies 240, 244.

351-359 Seminars in Athletic Coaching. (staff) 1. Field-based courses that examine coaching of a particular sport. Content includes conditioning techniques, skill instruction, strategy development, and various coaching systems. Pass/fail grading. Credit is given for up to three seminars.

351 1. Seminar in Coaching Football

352 1. Seminar in Coaching Basketball

353 1. Seminar in Coaching Volleyball

354 1. Seminar in Coaching Baseball/Softball

355 1. Seminar in Coaching Track/Field
(Other coaching seminars offered periodically.)

360 Seminar in Physical Education Teaching. (staff) 1. A field-based course that provides firsthand observation and experience in teaching physical education content in a school environment. May be repeated three times.

370 Special Populations Seminar. (staff) 1. A field-based course that provides firsthand observation and experience in teaching physical movement activities to one or more persons with special needs. Setting may be a school, clinic, hospital, etc. May be repeated three times.

421 Perspectives in Nutrition. (Craib) 4. A study of the science of nutrition, especially as it applies to humans engaged in the physical activity of sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and balance, vitamins and minerals, and nutritional effects on the life cycle.

ACADEMIC DEPARTMENTS AND PROGRAMS

Fulfills nonlaboratory science requirement.

425 Advanced Concepts in Sports Medicine. (staff) 4. An introduction to the physiological principles and operational procedures of contemporary therapeutic modalities and therapeutic exercise as they relate to the care and treatment of physical activity injuries. Prerequisites: Sport Studies 245, 321, 323.

428-429 Preprofessional Experience in Sports Medicine I, II. (Craib) 2-4, 2-4. Preprofessional field experience in sports medicine, including such areas as athletic training, physical therapy, exercise physiology, and exercise prescription and leadership. For senior sports medicine majors.

432 Legal Aspects of Sport. (Farmer) 4. A study of the legal aspects of sport in contemporary society. Emphasis is placed on those legal issues that relate to amateur sports.

434 Seminar in Sport Management. (Farmer) 4. An applied study of problems, issues, and trends in sport with a systematic review of the material in other sport management courses. For senior sport management majors.

438-439 Preprofessional Experience in Sport Management I, II. (Farmer) 2-4. Preprofessional field experience in sport management. For senior sport management majors.

441 Organization and Administration of Sport, Exercise and Physical Education. (staff) 4. A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues, and budget theory. For junior and senior sport management or physical education majors. Prerequisites: Sport Studies 230 or 240.

443 Measurement and Evaluation in Sport, Exercise, and Physical Education. (Tritschler) 4. A study of assessment in sport, exercise and physical education. Emphasis is on field (nonlaboratory) assessments of fitness, sport skills, knowledge, and affects. Includes basic statistical techniques and computer applications. Prerequisites: Sport Studies 220 or 240, 244 and 323; Mathematics 112.

450 Special Topics. (staff) 4. May also be offered at the 250 level.

460 Independent Study. (staff) 1-4. Independent research in an area of special interest under the direction of appropriate faculty. Prerequisite: Consent of the department. May also be offered at the 260 level.

THEATRE STUDIES

John Zerbe, Assistant Professor, Chair
Ellen J. O'Brien, Professor
Robert J. Elderkin, Visiting Assistant Professor

The Theatre Studies Department seeks to develop flexible collaborative artists capable of creating and appreciating theatre that explores and illuminates the human condition. Classes offer both majors and nonmajors the chance to explore the process by which actors, designers, directors, scholars, and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. The course of study fosters an holistic vision of theatre's component parts while giving students the opportunity to identify their own areas of talent, and to develop the skills, both analytical and creative, essential to becoming a theatre practitioner. The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal course work is therefore augmented by laboratory work in the form of theatrical productions.

Faculty members are also practicing theatre artists, working in professional theatre as actors, directors, text coaches, designers, or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high calibre to the campus regularly, some for one-day workshops and others for residencies of up to six weeks. Recent guest artists have included Paul Whitworth, an actor and director who has worked with the Royal Shakespeare Company, Shakespeare Santa Cruz, and the Crucible Theatre; Nephelie Andonyadis, a designer from the Yale School of Drama; Susan Yankowitz, an award-winning playwright

formerly with the Open Theatre; and Felix Ivanov, a movement specialist from Russia.

Degrees Offered. The Bachelor of Arts degree is offered in theatre studies.

Major Requirements. The major in Theatre Studies includes the following six required courses: Fundamentals of Design (Theatre Studies 155), Play Production (Theatre Studies 160); Fundamentals of Acting (Theatre Studies 205); Fundamentals of Directing (Theatre Studies 261); Drama and Theatre I and II (Theatre Studies 300 and 301); Four semesters of theatre practicums are also required: these must include either Properties Management or Stage Management (Theatre Studies 350 or 351); two from Costume, Lighting, Publicity, Sound, Box Office Management, Makeup, and House Management (Theatre Studies 251, 252, 253, 254, 255, 256, and 259), and a fourth from either Design or Performance (Theatre Studies 257 or 258).

Majors also must complete two electives drawn from other departmental offerings. These courses provide the student with an opportunity to delve more fully into her/his primary area of interest.

Finally, majors are required to complete a related field of four courses. The related field should be carefully defined in consultation with the adviser to support the student's particular focus within the major. It must include one course in Shakespeare and one course in non-Shakespearean Dramatic Literature. Two elective courses are also required and may be drawn from a single area of study or combined areas such as history and psychology or philosophy.

Many areas of study are valuable to theatre artists, and students are encouraged to think broadly and imaginatively about the design of the related field. The following fields are particularly recommended: English, Renaissance History/Literature, Foreign Language/Literature, History, Art, Religious Studies, Intercultural Studies, Classics, Philosophy, Psychology, Medieval Studies, Music, and African American Studies.

The development of theatre artists requires extensive practical experience as well as a

strong theoretical foundation. Students, therefore, are required to work regularly on departmental productions, taking a variety of responsibilities. Summer internships in professional theatre are also strongly encouraged as an integral part of a theatre education. Where appropriate, such internships may be used to fulfill part of the practicum requirement.

155 Fundamentals of Design and Production. (staff) 4. Exploration of the creative design process, from initial interpretation through conception and execution. Examines the relation of traditional design elements (line, shape, color, texture, value, space, and movement) to the physical creation of character and environment for the stage. Development of communication skills for set, lighting, and costume design, such as drafting, perspective drawing, modelmaking, and rendering. Required laboratory work on production. Fulfills creative arts requirement.

160 Play Production. (Elderkin) 4. Study of the collaborative process of theatre, including scenery, lighting, props and painting. Development of fundamental skills for engagement in technical theatre. Required laboratory work on a department production as an assistant department head or shop assistant. Fulfills creative arts requirement.

205 Fundamentals of Acting. (Zerbe, staff) 4. Stanislavskian approach to basic analytical, psychological, vocal and physical skills required by the actor's creative process. Development of the actor's sensitivity, truthfulness, and expressiveness in performance, the ability to score a role with playable actions and objectives, and the synthesis between actor and character. Based in modern American Realism. Fulfills creative arts requirement.

208 Technical Production. (Elderkin) 4. Practical study of theatre technology in the classroom and shop. Shop projects in woodworking, metalworking, scene painting, plastics, stage props, theatre lighting, and sound. Covers tools and techniques of technical theatre. Explores project scheduling, shop management, and develops drawing skills. Laboratory work on department production. Prerequisite:

ACADEMIC DEPARTMENTS AND PROGRAMS

Theatre Studies 155 or consent of instructor. Offered every other year.

210/310 Voice and Body. (O'Brien) 4. Development of the expressive potential of the human voice and body. Identification and reduction of restrictive vocal/physical habits. Vocal work focuses on breath support and control, grounding, resonance, and the role of the voice in the creation and communication of meaning. Physical work focuses on release of tension, centering, and creative exploration. May be repeated once for credit. Applicable to the communications concentration. Offered every other year.

220 Design for the Theatre. (staff) 4. Theoretical and practical study of design for theatre. Investigates one or more areas, such as scenery, lighting, sound, and/or costume. Refinement of communication skills, such as drafting, perspective drawing, modelmaking, and rendering. Exercises and assignments culminate in the synthesis of traditional design elements in a final design project. Prerequisite: Theatre Studies 155 or consent of instructor. Offered every other year.

251 Practicum: Costume. (Elderkin) 1-2. Theoretical and practical work in costume for the theatre. Includes work on costume crew for mainstage production.

252 Practicum: Lighting. (Elderkin) 2. Theoretical and practical work in lighting for the theatre. Includes work on lighting crew for mainstage production.

253 Practicum: Publicity. (O'Brien) 2. Theoretical and practical work in theatre publicity. Manage publicity for mainstage production.

254 Practicum: Sound. (Elderkin) 1-2. Theoretical and practical work in sound for theatre. Includes work on sound crew for mainstage production.

255 Practicum: Box Office Management. (Zerbe) 1. Theoretical and practical work in box office management. Includes work as ticketing agent for mainstage productions.

256 Practicum: Makeup. (staff) 1-2. Theoretical and practical work in stage makeup. In-

cludes work on mainstage production.

257 Practicum: Design. (staff) 1-2. Theoretical and practical work in design. Includes work as an assistant or co-designer on a mainstage production.

258 Practicum: Performance. (Zerbe) 1-2. Theoretical and practical work in either acting or directing. Includes work as either an actor with a major role or an assistant director for a mainstage production.

259 Practicum: House Management. (Zerbe) 1. Theoretical and practical work in house management. Includes work on mainstage production.

261 Fundamentals of Directing. (Zerbe) 4. Development of the creative tools used by a director, first in interpreting a playscript and then in conceiving and executing its production in the theatre. Focus on analytical and communication skills. Integrates conceptual work with practical staging exercises. Study extends to the exemplary work of great directors. Offered every other year.

283 Shakespeare's Comedies and Romances (English 283). (Gutsell) 4.

284 Shakespeare's Histories and Tragedies (English 284). (Gutsell) 4.

290 Internship. (staff) 4. Internships in professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate.

300 Drama and Theatre I: Greek through Medieval. (O'Brien) 4. Study of major plays of Western Theatre from the Greeks through the Middle Ages in relation to the theatrical, aesthetic, political, social, and intellectual contexts of their times. Development of skills essential to interpretation of classical drama for contemporary performance. Counts toward humanities requirement. Offered every other year.

301 Drama and Theatre II: Renaissance through Romantic. (Zerbe) 4. Study of major plays of Western Theatre from the Renaissance through the Romantic period in relation to the theatrical, aesthetic, political, social, and intellectual contexts of their times. Development of skills essential to interpretation of classical drama for contemporary performance. Counts

toward humanities requirement. Offered every other year.

305/405 Acting Studio. (Zerbe) 4. Development of the actor's aesthetic control over external form (body and voice) and the ability to support that work with a vital engagement in the inner psychology of character. Study of characters whose vocal, physical, and psychological makeup initially seems distinctly different from the actor's personal and habitual patterns. Extensive physical work. Improvisation and scene study. Modern and classical drama. By consent. May be repeated once for credit. Offered every other year.

308 Modern Drama (English 308). (Zerbe) 4. Study of major plays of Western Theatre from late 19th century Realism to contemporary post-Modernism in relation to the theatrical, aesthetic, political, social and intellectual contexts of their times. Development of skills essential to interpretation of modern drama for contemporary performance. Counts toward humanities requirement. Offered every other year.

350 Practicum: Properties Management. (Elderkin) 2-4. Study and practice in design, collection and construction of stage properties. Manage properties for mainstage production. By permission.

351 Practicum: Stage Management. (Zerbe) 4. Theoretical and practical work in stage management, including stage management of mainstage production. By permission.

450 Special Topics. (staff) 1-4. May also be offered at the 250 level. Topics might include Voice and Text, Movement, Directing Studio, Playwriting, Scene Painting, Lighting Design, Makeup, studies of individual playwrights.

460 Independent Study (staff) 1-4. Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

470 Senior Thesis. (staff) 4. Preparation and execution of a major project in a graduating senior's primary area of interest. Projects may take various forms such as an extended schol-

arly essay, playing a major role in a faculty-directed production, designing a faculty-directed production, or directing a mainstage production in the department season. Typically a two-semester course of study with research/preparation in the first and execution in the second. By application to department faculty.

WOMEN'S STUDIES

*Contacts: Chairperson of the Women's Studies Committee
Director of Women's Studies*

The Women's Studies curriculum posits gender relations as a basic organizing principle of analysis. Gender is explored as a social construction which reflects and produces differentials of power and opportunity in many social systems. In a variety of disciplinary and interdisciplinary contexts, Women's Studies majors explore the interactive matrix of gender, class, race, age, ethnicity, nationality, and sexual identity. Such analysis illuminates the variety of men's and women's experiences and expressions, while identifying those which have been scripted into social definitions of normative human behaviors.

Women's Studies majors study and develop feminist critiques of traditional disciplinary knowledge, yet there is an integrative component that draws on the valuable contributions of traditional knowledge as well. Exploration of the roots and forms of women's political activism, and the feminist reconstruction of history, contribute to the formulation of inclusive perspectives toward social life and the understanding of models and examples of social change. Due to the interdisciplinary nature of the curriculum, Women's Studies majors apply multiple methodologies in developing research and critical thinking skills, and forms of personal expression. In IDS 401 courses, internships and thesis projects, students integrate knowledge from different classes to conceptualize new, fuller ways of understanding.

Degrees Offered. The Bachelor of Arts degree is offered in Women's Studies.

Major Requirements. The Women's Studies major is an interdisciplinary major which must

ACADEMIC DEPARTMENTS AND PROGRAMS

be taken along with a disciplinary major (see page 19). An adviser must be selected from a list of faculty who teach in the Women's Studies program, as well as an adviser from the disciplinary major. This may be the same person, or two different faculty members.

Because the Women's Studies major is an interdisciplinary major, courses must be selected from at least four disciplines, with some courses in both the Humanities and the Social Sciences. At least one senior integrative experience, an IDS 401 Capstone Women's Studies, is required. Other integrative experiences, internships, independent study, or thesis, are encouraged.

Specific Course Requirements. Eight courses are required. Students must select at least one regular 200-level course. At least two and not more than four special topics (250s) or 300 level courses are required and at least two 400 level courses (including the required Women's Studies Capstone IDS 401) must be taken. Because this is a double major, two courses can count for the Women's Studies major and distribution requirements without petitioning. The Women's Studies Committee will verify that all requirements for each major have been satisfactorily completed.

Courses will be selected from the following (Other courses will be added to this list. Contact the Director of Women's Studies for current listing.):

History 223-History of Women in the United States. Fulfills history requirement for sophomores or above.

English 295-Self Image in Women Writers. Fulfills a humanities requirement.

Religious Studies 222-Feminist Theology. Fulfills a humanities requirement.

Numerous **Special Topics (250s)** which may include Human Sexuality: Philosophy and Feminism: Race, Class, and Gender; etc.

Sociology/Anthropology 313-Sociology of Sex and Gender.

English 325-Black Women Writers. Fulfills a humanities requirement.

French 404-French Women Writers. Fulfills a humanities requirement.

Justice and Policy Studies 425-Family Violence.

Spanish 432 and 434-Women Writers of Latin America or Women Writers of Spain. Fulfills a humanities Requirement.

Economics 450 or IDS 401-Women and the Economy.

Economics 450 or IDS 401-Women and Children and Economic Policy.

Religious Studies 450 or IDS 401-Women/Body/Voice.

Other **Special Topics (450s)** such as Sociology/Anthropology Gender and Organization, or Gender Violence, and other IDS 401s. Each semester one IDS 401 will be designated as the required Women's Studies Capstone Course.

Internships, Independent Studies, and Senior Thesis may also be taken at the 300 and 400 level.

VI. INTERDISCIPLINARY CONCENTRATIONS

Interdisciplinary concentrations provide students with strong programs crossing departmental boundaries. While these concentrations do not comprise major fields of study, they may serve as related fields, minors or coherent plans of study for students with special interests. Guilford College currently offers eight interdisciplinary concentrations. For additional information, see the contact person listed for each. Please note: see also **Section II.**

AFRICAN AMERICAN STUDIES

The African American Studies Concentration introduces African American culture, history, and aesthetic values, and provides a basis for better understanding among people in a multi-racial society. This concentration complements student preparation in education, law, medicine, history, political science, sociology, and the fine arts.

Requirements

Four 4-credit courses in at least two different disciplines are required; one may be a 4-credit

internship or independent study. The following courses are offered regularly at Guilford College:

- **English 313**, African American Literature;
- **English 325**, Black Women Writers;
- **History 225**, African American History;
- **Music 115**, Traditional African American Music;
- **Religion 103**, Religion and Social Issues (Racism);
- **Religion 310**, African American Literature and Religion; and,
- **Sociology/Anthropology 265**, Racial and Ethnic Relations.

Additional courses are listed by departments and offered irregularly. Others can be taken at area colleges and universities through consortium programs.

Contact person: Carolyn Beard Whitlow, English Department

COMMUNICATIONS

The Communications Concentration is open to students of any major and satisfies the college requirement for a minor. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with broad social, moral, and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a core of courses which could be extended in a more focused way through additional courses, independent study, and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management, while majoring in English. They also could learn practical skills through involvement with college media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (for example, newspapers,

INTERDISCIPLINARY CONCENTRATIONS

radio or television) or business management. The concentration, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

Requirements

Four 4-credit courses are required; one may be a 4-credit internship. At least one course must be selected from each of the following categories:

- I. Oral Communication
 - Public Speaking (General Studies 100)
- II. Written Communication
 - Journalism I (English 213)
- III. Issues and Theory
 - Mass Media (Psychology 250)
 - Other theory-based courses

For those students who choose to take a second course from one of these categories (rather than performing an internship), the second course can be chosen from various other courses in oral communication, written communication, or issues and theory.

Contact person: Richard Zweigenhaft, Psychology Department

THE COMPUTER

The computer serves many disciplines in today's world and is rapidly becoming the appropriate tool for an increasing diversity of tasks. An understanding of how these versatile machines are used and an expanded awareness of both the opportunities and problems they present to contemporary society are the dual goals of the Computer Concentration.

This interdisciplinary concentration is open to students who can demonstrate competency in word processing and programming in a language, such as Fortran, Pascal, "C", or Basic. Courses which address such competencies include: Geology 105, Physics 121 or 211, or Mathematics 113 (programming only). Word processing techniques are also covered in some sections of English 150 and 151.

Requirements

Upon admission to the concentration, students

INTERDISCIPLINARY CONCENTRATIONS

are expected to complete four courses, one in each of the following areas:

- I. Comparative or High Level Computer Languages
- ii. Database Management, or Mathematics for the Physical Sciences
- III. Computer Ethics
- IV. One of the following courses:
 - Systems Analysis/Computer Interfacing (Management 450)
 - Mathematics for the Physical Sciences (Mathematics/Physics 320)
 - Numerical Analysis (Mathematics 415)
 - Research Methods (in the student's major, after consultation with the concentration adviser).

Contact person: Peter Bobko, Management Department

ENVIRONMENTAL STUDIES

The Environmental Studies Concentration gives students in all majors the opportunity to relate their major fields to environmental problems facing the world.

Requirements

The concentration consists of four courses: Environmental Science (Biology 212), Environmental Geology (Geology 131), Environmental and Resource Economics (Economics 344), and one additional course approved by the concentration coordinator. Additional courses may be substituted for those above upon approval of the Environmental Studies Concentration coordinator. A track focused on environmental problems in geology has been established in the Geology Department for students pursuing either degree, A.B. or B.S., in the geology major. Majors in other sciences wishing to concentrate in environmental studies should see the concentration coordinator for help in planning their program.

The faculty for the environmental studies concentration is involved in a broad variety of public issues, including demography in Guilford County, studies of the long-term availability of water for the Piedmont area, and

environmental advisory work for the Guilford County Board of Commissioners. There is constant opportunity for student participation in these and other activities.

Contact person: Marlene McCauley, Geology Department

INTERCULTURAL STUDIES

Guilford's Intercultural Studies Concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

Requirements

The Intercultural Studies Concentration is an interdisciplinary program focusing upon political, social, religious, intellectual, and aesthetic values which lie outside the mainstream of the Western experience, and the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas—East Asia, Africa/Middle East or Latin America. The Intercultural Studies Concentration should be planned by the student, the academic adviser, and the Director of Intercultural Studies.

Students desiring to major in one of the above geographic areas may do so by pursuing a major either in International Studies or Integrative Studies. Other courses available at consortium schools should be considered when defining these majors with faculty advisers.

Contact person: Dorothy Borei, History Department

MEDIEVAL STUDIES

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present.

Medieval studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cul-

INTERDISCIPLINARY CONCENTRATIONS

tures; the groping for truth through reason, faith, and experience; the confrontation of three great world religions (Christianity, Judaism and Islam); the blending of religion, the arts and science; the origins of romantic love and modern individualism; the beginnings of bourgeois society out of feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Beyond exploring such richness, medieval studies can be a means to a broader and deeper understanding of what it is to be human and to enhancing one's own growth toward intellectual and spiritual maturity.

Requirements

The concentration consists of six courses.

I. The Introduction

- Medieval People (General Studies 225 or 226)

II. Four departmental courses

- Chaucer and His Age (English 370)
- Medieval and Renaissance Romance (English 450)
- British Literature (English 221)
- History of Christianity (Religion 337)
- Survey French Literature I (French 311)
- Africa to 1800 (History 241)
- Russia to 1881 (History 337)
- History of Christianity (Religion 337)
- Ancient and Medieval Western Philosophy (Philosophy 201)
- Introduction to the Classics of Political Thought (Political Science 203)
- Art History Survey I (Art 270)
- Medieval Civilization (History 233)
- Introductory Latin (Latin 101 and 102)
- Other courses as approved by contact persons

III. Exit Course

- Designated IDS 401 course, such as; Arthurian Myth;
- Medieval Masterworks: Religion, Litera-

ture and the Visual Arts; or Dante and the 20th century.

If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole.

Contact persons: Elizabeth Keiser, English Department, Melvin Keiser, Religious Studies Department.

PEACE AND CONFLICT STUDIES

The Peace and Conflict Studies concentration encourages the pursuit of knowledge and skills that will prepare students to deal more effectively with conflict and to foster peace and justice. It is designed to bring together students and faculty from various disciplines who have a particular interest in understanding and addressing the problems of violence, war, and injustice.

Peace and Conflict Studies emphasizes interdisciplinary perspectives such as the relationships of politics, religion, economics, and social organization. The concentration stresses the relationships among self, others, community, national, and global systems, and explores the structural interconnections of specific world conflicts.

Through understanding these relationships, students can contribute more effectively toward shaping the world in which they live. Peace and Conflict Studies seeks to prepare students to act with greater creative potential in dealing with complex social problems.

Requirements

The concentration includes one course from each of the following four categories, plus an internship:

I. Entry Course

- Religion and Social Issues (Religious Studies 103)
- Cultural Anthropology (Sociology/Anthropology 103)

II. Theories, Perspectives, Concepts

- International Politics (Political Science 201)
- Peace, War and Justice (Religious Studies 233)
- International Economics (Economics 432)

INTERDISCIPLINARY CONCENTRATIONS

- Women/Body/Voice (IDS 401/Religious Studies 450)
- Personal and Social Change (Sociology/Anthropology 345)

III. Personal Development and Skills

- Nonviolence: Theories and Practice (Religious Studies 330)
- Conflict Resolution (Sociology/Anthropology or Justice and Policy Studies 244)
- Building Community (Justice and Policy Studies 220)
- Trust and Violence (Justice and Policy Studies 424)

IV. Exit Course

- Specially designated IDS 401 (for example, Humanistic Ecology, Community and Commitment, International Economic Sanctions, Women/Body/Voice).

Periodically, special topic courses are offered for the concentration. These courses and any other substitutions must be approved by the Peace and Conflict Studies Committee.

Contact person: Joseph W. Groves, Religious Studies Department

WOMEN'S STUDIES

The Women's Studies Concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of women and men and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious, and artistic contributions. The concentration provides an opportunity for analyzing and theorizing about an area of important social change.

Requirements

Four of the following courses *(including at least one IDS 401 course) plus an internship:

- History of Women in the United States (History 223)

- Self Image in Women Writers (English 295)
- Sociology of Sex and Gender (Sociology/Anthropology 313)
- Black Women Writers (English 325)
- Women and the Economy (Economics 450/IDS 401)
- Women Writers of Latin America or Women Writers of Spain (Spanish 432 or 434)
- Human Sexuality (Sport Studies 250)
- Feminist Theology (Religious Studies 222)
- Family Violence (Justice and Policy Studies 425)
- French Women Writers (French 404)
- Women/Body/Voice (IDS 401)
- * New courses added to list periodically.

Contact person: Carol Stoneburner, Coordinator of Women's Studies

VII. STUDIES ABROAD

The courses listed below are regularly offered in the semester abroad programs. Others may be added each year. Faculty leaders generally offer an additional course. For additional information on any of these programs, please contact Lee Johnson, director of study abroad programs.

Beijing, People's Republic of China

250 China Culture Course. 2.

450 Intensive Chinese. 10. Fulfills language requirement.

450 Special Topic (To be announced). 4. Offered by faculty leader. May fulfill intercultural requirement.

Brunnenburg, Italy

Students may choose either Beginning Italian or Beginning German.

101 Introductory Italian. 4. Students who wish to take Italian to fulfill their language major may take second-semester Italian at the University of North Carolina at Greensboro. Required. See above.

101 Introductory German. 4. Students who

wish to take German to fulfill their language major may take second-semester German at the University of North Carolina at Greensboro in the fall or wait until the following spring to take second-semester German at Guilford. Required, see above.

250 Saints and Heroes of the Middle Ages.

4. An examination of medieval culture through a study of the cult of the Saints, Christian iconography, and epic poetry. This course will use the Brunnenburg Castle as well as surrounding churches, cathedrals, monasteries, and other castles for the study. Required. Fulfills IDS 401 and may be used for elective history credit with approval of department.

250 Ezra Pound's *The Cantos*. **4.** A study of the epic poem through an examination of *The Cantos*. This analysis also relates history to the various cantos. Attention is also given to questions arising from the reading of the cantos that relate to the political and economic vision of Ezra Pound. Counts toward humanities requirement; may receive elective credit in English or major credit for English majors.

250 Agro-Archeology. **4.** An introduction to the history and prehistory of agriculture, drawing from the resources of the Tyrolean Alps. Bi-weekly field trips. An examination of the impact of changes in agriculture on the social and religious realm as reflected in myth, legends, customs, and beliefs. Required. May be used for elective Sociology/Anthropology credit or major credit for Sociology/Anthropology majors.

250 Orientation. **1.** Preparation for the semester in Brunnenburg with introduction to the historical background of the area, the problems related to the German-Italian cultures in the South Tyrol, and issues pertaining to Ezra Pound. Also focuses on observation skills, coping with culture shock, and adapting to another culture. Required.

Cape Coast, Ghana

250 Orientation. **1.** This course is designed to introduce students to the nation of Ghana with special reference to the culture, belief systems, geography, and history. Once on site in Ghana, a considerable portion of this course will be devoted to the study of Fante, one of the Akan

group of languages spoken by a large percentage of the Ghanaian population. The course will be aimed at enabling students to achieve a basic proficiency level with which they can successfully establish and maintain effective cross-cultural communication and relationships in southern Ghana. This orientation language component will be taught by Ghanaian language teachers trained in the Peace Corps approach to language teaching. The Guilford students will study intensively three hours a day for three weeks prior to the beginning of the academic semester. Required

250 Beginning Fante. **3.** This course will be a regular university course on the school calendar year schedule, especially designed for the Guilford students. Required. Elective language credit.

250 African Studies Contemporary Culture. **3.** This course is aimed at informing students of the broad historical, cultural, political, and economic trends in Africa with special reference to the West African Region. The first phase will be devoted to an introductory series of lectures after which one theme will be addressed, for example, Contemporary Cultures, Political Economy of African Development, Science, Technology and Development in Africa, etc. Required. Fulfills intercultural requirement.

250 Community Project. **3.** This course is designed to encourage students to become involved in a selected community. It will be structured to provide opportunities for internships that will enable students to become active participants and/or observers of a Ghanaian environment as manifested by a local community. The main objective is to provide experiential learning opportunities in settings such as a health post, nursery schools, local rural development project, etc. Students will keep a journal. A paper will be produced by the students under the guidance of a faculty supervisor. Required.

Elective Courses (Normally two for each student). **3.** Electives are to be chosen from a list of courses in major disciplines that will be made available to students. The courses will be selected from first year to senior level courses available during the second semester of the academic year in the various faculties of the

STUDIES ABROAD

University of Cape Coast. These will include courses in Arts/Humanities, the Social Sciences/Business Studies, Agriculture, Sciences, and Education. Required.

Independent Study (A possible choice to replace one elective). 3.

Independent study and research for students in the fields of African Culture, History, Economics, Geography, etc. under the direction of a faculty adviser. Students will be required to have a faculty liaison with regard to selected literature for review. A research paper at a level beyond the term paper is required. Special elective.

Guadalajara, Mexico

250 Mexican Economic Development. 4. Fulfills intercultural requirement or counts toward social science requirement.

250 Mexican Culture. 4. Fulfills intercultural requirement.

250 Community Development. 4. The theory and practice of community development. Included is a field component which introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural requirement. Required.

250 Crisis in Central America. 4. Analysis of contemporary Central America covering political strategy, historical background, religious development, and recent economic events. Fulfills intercultural requirement.

250 Contemporary Mexican Literature. 4. Fulfills intercultural requirement.

250 Intensive Spanish. 4. Four hours per day.

250 Semi-Intensive Spanish. 4. Two hours per day.

250 Orientation. 1. Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required. Pass/Fail grading.

450 Mexican Art. 4. Fulfills intercultural or creative arts requirement.

London, England

250 British Art and Architecture. 4. Covers

Medieval Norman, Gothic, Classical Baroque, and Revival architecture as well as painting from the 16th and 17th centuries. Classroom lectures and field trips to the great public galleries and to major architectural edifices. Fulfills the creative arts requirement.

250 British Theatre. 4. A course designed to take advantage of the season's theatrical offerings. Classroom introduction to British drama from Shakespeare to the present day and weekly attendance at performances. Partially fulfills Guilford's humanities requirement. Fulfills elective credit in English major.

250 Orientation. 1. Preparation for British culture with some introduction to historical background of London and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

250 Britain in the Twentieth Century. 4. This course will examine British history over the past 90 years. The focus will be changes that have occurred in the economy, the political and social structure, foreign relations, and imperial responsibilities.

290 Internship. 4. To be determined by the student with the help of the Resident Director of Internships in London.

Munich, Germany

101 Introductory German. 4. Introduction to understanding, speaking, reading, and writing German.

201 Intermediate German. 4. Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German.

250 German Art History. 4. A survey of European painting and architecture from the Renaissance to the 20th century. Course includes visits to Munich's art galleries and to buildings of architectural interest (Medieval, Baroque, and Rococo) throughout the city. Fulfills creative arts requirement.

250 German Philosophy. 4. Survey of German philosophy from Kant to Nietzsche. Counts toward humanities requirement.

250 Policy and Politics in Germany. 4. Comparative survey of the political systems of the

two Germanys before reunification and an analysis of the problems of reunification. Covers the period since the Second World War with update to the present. Counts toward the social science requirement.

250 Orientation. 1. Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required.

301 Intermediate Composition. 4. Discussion of and practice in German language composition with analysis of diverse related readings.

450 German History 1871-1945. 4. Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic, and Nazi Germany. Fulfills the history requirement.

Paris, France

250 French Art and Literature. 4. A course designed to familiarize students with major writers, painters, and artistic movements from the 1850s to the 1930s. The course involves readings, class discussions, and field trips.

Fulfills creative arts requirement.

250 French Grammar. 8. A course offered through the Sorbonne which consists of drilling of verbs, sentence structure, pronouns, all grammatical areas, reading in original texts, use of the language lab. Placement (introductory, intermediate, advanced) based on proficiency examination. Required.

250 Contemporary French Society. 4. A political science course focusing on postwar France, covering material designed to provide background and perspectives important to interpreting contemporary France. Counts toward social science requirement.

250 French Orientation. 1. Introduction to France: Its history and culture from the Middle Ages to the present; points of interest; daily life (transportation, publications, etc.). Required.

Tokyo, Japan

450 Japan. 16. Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English.

VIII. ACADEMIC REGULATIONS

Academic regulations are subject to change. In general, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that will meet all departmental and college requirements.

Registration Procedures

Entering first-year students may pre-enroll in some of their courses by mail during the summer. They register for the rest of their courses after receiving the results of placement tests given during orientation in late August.

Transfer and returning students register in late August during their orientation program.

Current students preregister for the fall semester during April and preregister for the spring semester during November.

All students are expected to claim their pre-registration schedules during the official registration day at the beginning of each semester.

Entering first-year students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department if they have chosen a major. If not, they may continue with the current adviser or choose another adviser. To declare a major or change from one major to another, a student should see the chairperson of the new department. To complete the switch, the current adviser and the new adviser should sign "a change of adviser" form and the student should deliver it to the Registrar. If requested, the Associate Dean for Academic Advising will assist with a change of adviser. During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in appropriate liberal arts courses in the Consortium (see page 20), provided that Guilford does not offer the selected courses and that the institution's own students do not fill the enrollment. Full credit will be granted

and grades and grade points will be transferred.

Changes in Registration: Withdrawal from Courses

Once registered, the student is responsible for all listed courses and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signatures of the academic adviser and the instructors of the courses dropped and/or added. Students may add new courses to their schedules during the first week of classes with the adviser's and the professor's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Associate Dean for Academic Advising, Academic Dean, or the Dean of Student Life authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from the college.

Class Standing: Classifications of Students

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A first-year student has completed fewer than 24 credits toward a degree; a sophomore, at least 24 credits; a junior, at least 56; and a senior, at least 88.

A special adult student (age 23 or older) is a student for whom normal requirements for admission to a degree program are waived. See pages 33, 133 for additional information.

An unclassified student is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A visiting student is not seeking a Guilford College degree, but is earning college credit to be applied to a degree program at another college or university.

An auditor is a student who attends class, listens to lectures, and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register on the first day of class. If they are part-

ACADEMIC REGULATIONS

time or CCE students, they pay an auditing fee of \$25 per credit (\$100 to audit a four-credit course). Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens of age 60 or above who meet the stated prerequisites for a course may enroll as auditors, with instructor permission, if space permits. Applicable course and laboratory fees must also be paid.

Each student, except for an auditor, is either a full-time student (carrying at least 12 credits) or a part-time student (carrying fewer than 12 credits). All main campus students must live in the residence halls unless they have been granted permission to live off campus by the Residential Life Office.

Normal Semester Load

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, four to six credits are considered a full-time load. For the 10-week summer term, eight credits are considered full time.

Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Associate Dean for Academic Advising. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra music fee required by their course of study. Students who have made the full-time Dean's List for the previous three semesters and have permission to register for 20 credits will not be charged for the two-credit overload.

The Weekly Schedule

Campus day classes meet on weekdays. Night classes meet Monday/Wednesday and Tuesday/Thursday evenings.

Certain classes meet for four hours each week, others for three hours and some for only

two hours, the frequency of meeting depending upon the nature of the course and the method of instruction. In every case, three hours of consistent effort per week is expected of the typical student for each credit.

Class Attendance

Laboratory attendance is considered an essential part of science and language courses. The success of classes using discussion techniques and seminars emphasizing student participation depends on regular attendance by the participants. Individual faculty members and academic departments make clear their requirements and expectations in regard to particular courses. Failure to meet such requirements or expectations may result in lowered grades, an involuntary withdrawal from a course, and, if the last day for withdrawal has passed, a failing grade. Students on academic probation are allowed no absences unless approved by the Associate Dean for Academic Advising. Students failing to meet this condition of academic probation are subject to suspension or dismissal.

Cancellation of Classes

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the President, Provost or the Academic Dean will determine whether scheduled classes will be held. The Provost's Office will announce cancellations; notices will be posted in Founders Hall, the Dean of Student Life Office, and the Center for Continuing Education. Local radio and television stations, the college switchboard operator and the answering service in the college's Correspondence Center also will be notified. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean. Proper notice will be placed in the instructor's classroom at the beginning of the instructional period.

The Grading System

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work and the results of quizzes and examinations. The grade of A represents exceptional achievement; B, superior; C, average; D, passing; and F, failing.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent record. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F, and the plus (+) suffix may not be used when assigning the grade of A. An "X" precedes a grade whenever, through unavoidable circumstances, the work in a course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by the approved deadline which will be no later than midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. Only grades of C- or better may be counted toward the major. The grade for auditing is AU. Occasionally RD (report delayed) is recorded to indicate that a grade was not received. "X" signifies that a grade has not been determined.

Grade Reports

During the fall and spring terms, midterm progress reports are available to students through their advisers. At the end of each semester, final grades are entered on the permanent record, and, if the student's Business Office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, the Associate Dean for Academic Advising, and the Dean of Student Life. If a student requests, the Registrar's Office will mail a grade report to parents. Permanent records are unabridged records of all work attempted by

students at Guilford College. Confidentiality of student records is maintained according to guidelines publicized by the Dean of Student Life Office.

Grade Points (Quality Points)

One grade point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, WF. Plus (+) and minus (-) suffixes add and subtract .3 to the numerical value of the grade affected. To be a candidate for a degree, except under the C credit accumulation plan, a student must have a cumulative C (2.00) average.

Cumulative grade point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits in courses marked AU, W, WP, CR (credit), NC (no credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade point average. Students may not repeat for credit any course previously passed. The credits for a course can apply toward graduation only once, no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses indicating in the course listings that they may be repeated.

Numerical values assigned to grading are:

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

Grade point averages are computed at the end of each term and include all work done at Guilford College plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford College is included in the computation of a student's grade point average; summer work taken at other institutions is not included.

Pass/Fail Option

To encourage students to broaden their course selections after the first year, the college of-

ACADEMIC REGULATIONS

fers students the opportunity to elect one course each semester (a maximum of eight credits a calendar year) on a pass/fail basis. Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of CR (credit). Unsatisfactory progress will be indicated with a mark of NC (no credit). Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the last calendar day to add courses. Students who decide to adopt this option will not be allowed to change their registration. *The pass/fail options may not be used in courses required in the student's major, nor in any other required course (including the minor, related field, concentration, and liberal arts requirements), nor by first-year students.* Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, as indicated in the catalog, are exclusively graded pass/fail.

The Honor Code

In academic affairs, Guilford College operates according to an honor system, symbolized by the honor pledge inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty."

It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Academic

Honor Board for consideration. As with all judicial matters, the rights of the suspected student will be protected.

Transfer Credits

Transfer students must present an official transcript from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, appropriate to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or one of its five regional equivalents. Up to 32 credits may be transferred from two-year community colleges, technical colleges or other two-year institutions not so accredited. All requests for the transfer of credits are evaluated by the Registrar or, for continuing education students, by an academic adviser at the Center for Continuing Education. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all academic requirements described on pages 21, 116. If a student enters with 24 or more credits, First-Year Seminar 101 is not required.

Transfer students who have completed first-year English requirements with a grade of C or above at either an accredited four-year college or university, or an accredited North Carolina two-year college are not required to take the English Placement Exam. Transfer students from all two-year institutions outside North Carolina are expected to take the Placement Exam unless granted an exemption by the Director of Composition.

A good score on the test along with a minimum of six transfer credits in freshman En-

glish composition and literature will satisfy the college requirement in English. Otherwise, the student is placed in English 110, 150 or 151 as determined by the examination. A transfer student with six credits in freshman English may enter English 150 or 151 without loss of credit; however, English 110 will be considered a four-credit duplication of first-year transfer English credit.

All students whose native language is not English take the English Placement and Usage Examination, and their placement in English 100, 110, 150 or 151 is determined by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with at least six transfer credits in a foreign language. Through scores on this test, students are placed in the proper level of a foreign language or may be exempt from further language study.

Academic Probation

A Guilford College student will be on academic probation if the cumulative grade point average is below the level required for graduation: 2.00.

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford. Failure to meet the conditions of academic probation will result in suspension or dismissal.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort. Students on academic probation are advised to seek special counseling from their academic adviser, staff of the Academic Skills Center or from the Student Life staff to help surmount difficulties which might lead to suspension or dismissal.

Separation from the College Academic Suspension or Dismissal

If a student fails to attain a term average of C while on academic probation, the student ei-

ther will be suspended for an academic year, or be dismissed for academic deficiencies.

Students recording a 1.00 or lower grade point average during the first semester at Guilford will be suspended or dismissed without a probationary period.

Suspended students may apply for readmission through the Admission Office after their suspension period. The Associate Dean for Academic Advising has the authority to readmit students whom the college has previously dismissed. If they are readmitted, students who have been suspended or dismissed return on academic probation. These students may become eligible again for financial aid; the returning student must file an appeal with the Student Aid and Awards Committee. In a similar way, readmitted students are permitted to resume athletic participation if all eligibility standards are met.

Disciplinary Suspension or Dismissal

The *Student Handbook* outlines rules and regulations for disciplinary suspension or dismissal.

Voluntary Withdrawal

All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form with the Student Life Office. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. All students who withdraw must complete and submit applications for re-admission if they wish to reenroll.

Nonpayment of Tuition and Fees

Students must pay tuition and fees according to the schedule established by the Business Office. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be dismissed from the college.

Transcripts

The Registrar will release transcripts only upon the written request of the student. A \$3 fee

ACADEMIC REGULATIONS

applies; \$9 fee for faxed transcripts. The Registrar will not issue transcripts of a student who has an outstanding financial obligation to the college.

Degree Candidacy

Diplomas are dated at the time of degree completion (May, July or December). Commencement exercises are held in May and July for students who have completed degree requirements. One semester before expected graduation, each student must submit to the Registrar an application for graduation. The chairperson of the relevant major department must approve the application, indicating that the student will complete all degree requirements at the end of the next semester. Filing an application for degree completion includes payment of a graduation fee of \$30 by December 1, April 15 or July 1, for December, May or summer graduation, respectively. A student who fails to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application, with a \$15 duplicate diploma fee, should be submitted for the next date for conferring degrees.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any students against whom there are unresolved judicial charges.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. If transfer, current or returning students have earned credits more than 10 years previously and wish to apply them towards graduation, they must validate these credits by completing at least 16 credits of current work. They should take this work within the four se-

mesters preceding graduation and must be enrolled at the college during the last semester of study.

Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work beyond completion of the first bachelor's degree, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the college during their last semester of study. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the permanent record.

A student receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above. *Please note that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute from the prior institution.* Such students must register through the Center for Continuing Education and have their records reviewed by an academic adviser at entry.

IX. CAMPUS LIVING

Student life at Guilford College is influenced by the Quaker heritage of the college and by the Quaker view of humankind in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are printed in the *Student Handbook* available from the Student Life Office. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

Student Government

Student government for the residential campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, members of the administration appointed by the President, and two faculty members selected by the faculty. Executive officers of the Senate are chosen each spring in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees committees and to faculty committees.

Residence hall government is based upon a unit-of-living concept, in which the residents of each individual hall are empowered to write their own constitutions, subject to review by the Residential Life Office and Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

For information about Continuing Education Student Government, see Section XI.

Residential Life

Residential life is a vital part of the educational mission of Guilford College. Residential life provides many points of interaction with others for friendship, for the formulation of values, and for exercising communal and personal responsibility.

Because Guilford College is primarily a residential campus which values the community of students in a residential setting, unmarried students are normally required to live on campus and eat in the dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. There are limited opportunities for married students

to live in apartments on campus.

During fall and spring breaks, Thanksgiving and winter vacations, residence halls, with the exception of the student apartments, are closed and must be vacated. No meals are served at these times.

Upon notification of admission to the college, new students should reserve rooms by signing contract forms in the *New Student Enrollment Handbook*. Reservations become effective with the signing of the contract and payment of the admission deposit.

For additional information on residence halls, please refer to the *Student Handbook*.

Residence Halls

Binford Hall, a coed, predominantly first-year residence hall completed in 1962, is air-conditioned and contains rooms for 160 students, with lounges on each floor.

Bryan Hall, completed in 1968, is designed to house 226 students in suites of eight. It consists of four buildings around a central courtyard and houses both men and women by suite. The hall, which is fully carpeted and air-conditioned, is predominantly an upper-class residence. The central courtyard houses many social activities throughout the year, including quad dances.

English Hall was built in 1957 and accommodates 50 men. Its amenities include carpeting, air-conditioning, and a kitchenette for residents. English is characteristically a "quiet" hall.

Mary Hobbs Hall, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. Fully air-conditioned, the residence hall contains rooms for 54 women, three lounges, a dining room, and kitchen. Residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis keeping common rooms clean and helping in the dining room. Meals, served in the dining room, are prepared by a professional cook who is retained by the college food service. Students prepare breakfast and assist with other meals. Mary Hobbs residents eat in the cafeteria in

CAMPUS LIVING

Founders Hall on Saturday and Sunday. Guests escorted by residents are welcomed to meals in Mary Hobbs Hall.

Milner Hall, completed in 1962, contains 250 spaces for men and women. Renovations of this facility in 1990 included complete renovation of all rooms, bathrooms, hallways, and the addition of air-conditioning.

Shore Hall, built in 1954, and fully air-conditioned, has rooms for 61 women, a spacious main lounge, and a kitchenette for residents. Shore has extended "quiet" hours on one of its floors.

Special Interest Housing. Guilford College offers the opportunity for groups of students to live together in special interest housing. These small houses of three to 12 students are organized around common social or academic interests, such as the study of languages, science, or cultural themes. Currently, groups may obtain designated space upon approval of the special interest housing petition in the spring for the following academic year.

Student Apartments. There are 24 student apartments, completed in 1991, housing 96 students in air-conditioned single rooms available for upper-class students. These apartments, shared by four students, are carpeted with furnished bedrooms, fully-equipped kitchen, and unfurnished dining room and living room. They are located in a wooded area north of Milner Hall.

John Gurney Frazier Apartments were constructed in 1954. Approximately 15 apartments are available for rent to eligible Guilford students. Details on facilities, rentals, and application forms may be obtained from the Business Office. Only full-time married students, single parents with legally dependent children or disabled persons (by petition) may live in these apartments.

Student Life

Orientation

The orientation of new students and their parents begins with a program prior to the opening of the fall semester, giving students and parents an opportunity to meet faculty, admin-

istration, and staff members. Through small groups, students become acquainted with campus life and are tested, advised, and registered so that they may begin college in as smooth a manner as possible.

Just prior to the beginning of the second semester, a special orientation session is scheduled for all new students entering at that time.

Avanti Pre-College Program

Avanti is a course designed to increase the student's success in college by assisting the student in obtaining skills necessary to persist to graduation and to facilitate her/his transition from high school to the college experience. Topics in the course include writing development, time planning, test-taking, communication skills, study techniques, library use, access to campus resources, and learning style analysis.

The objectives in this course are achieved through lectures, small group discussion, individual and group exercises, guest lecturers, outdoor experiences, videos, readings, group sharing, writing, journaling, living in community and interaction with campus instructors, administrators, and student leaders.

Student Health Service

Prior to the opening of school, each student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician. Students who fail to comply with this state law must be suspended.

The Student Health Service is located in Founders Hall. The service keeps daily hours during the week, and a physician holds clinic visits on a scheduled basis. Emergency care is available after clinic hours at local walk-in clinics and hospital-based emergency rooms. The medical service included in the tuition charge for full-time main campus students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays, lab work or off-campus referral.

An optional student insurance plan is also available. See **Section X**.

Counseling Center

The Counseling Center is based on the premise that every person has the potential for continuous personal, intellectual, and social growth. Seldom is that growth more accelerated or more vulnerable than during the college years. The Counseling Center is available to provide support to the student throughout this all-important period.

Located in the basement of Founders Hall, the Counseling Center is staffed by professional counselors trained in personal and group counseling, testing, and crisis assistance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties, and learn about new dimensions of themselves through workshops, or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in **Section XI**.

Career Development Center

The Career Development Center assists current students and alumni in identifying career interests and skills, in relating college experience to the world of work, and in planning for full-time jobs after graduation.

The Career Development library houses rich resources for students planning a major, seeking internships, or pursuing an advanced degree. Students may also use reference materials on national and international companies to prepare for on- and off-campus interviews and job fairs.

The Career Development Center offers the latest in computerized career guidance software, including SIGI-plus, a career decision-making system, College Explorer V, and other career awareness programs.

The PACE Network (Parent/Alumni Career Edge) allows students access to the expertise of more than 1,200 Guilford alumni and parents willing to assist current students in planning their careers.

Through personal advising, assessment, special workshops and presentations, and a

one-credit career planning course, the Career Development Center prepares students to set and achieve their career and life goals.

Student Employment Service

The Student Employment Service (SES), a part of the Career Development Center, assists students seeking part-time and summer employment. Students registered with SES receive the biweekly newsletter, *OPTIONS*, which lists part-time opportunities in the greater Greensboro area as well as nation-wide summer positions. SES also sponsors the Work-Study Job Fair in August which matches students who have been awarded work-study as part of their financial aid package with campus employers.

Services for Students of Diverse Ethnicity

Through several staff and faculty members, services are available to students of diverse ethnic heritage. An Assistant Dean of Students is available to conduct open and closed advisory meetings with students of different cultures regarding their academic, social, and personal needs.

Guilford College has an institutional program for the recruitment, retention, and support of Native American students. The Native American Program is headed by an administrator of the college who is also a member of the teaching faculty. The director is assisted by an adviser who is Native American. In addition to providing support in all areas of campus life, the program also plans social activities and promotes cultural events which increase visibility and knowledge of native cultures.

International Student Services

Services are available to international students through the International Student Office and the international student adviser who advises them on institutional rules, government regulations, academic resources, and opportunities offered by both the college and the larger Greensboro community. Various programs and resources are available to the international student through the International Student Office to aid them in their transition to Guilford Col-

CAMPUS LIVING

lege and the Greensboro community.

Guilford College is a member of the Association of International Educators-NAFSA and is authorized under federal law to enroll non-immigrant alien students. A pre-orientation program for international students is held prior to the general orientation program as well as a special reentry program for students returning home after their studies at Guilford.

Cultural Opportunities

The Student Union

The Student Union is a student organization that sponsors campus social, recreational, and cultural programs. Union committees include those for recreation, films, concerts, and dances, as well as a coffeehouse. The purpose of the union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Student Union helps to coordinate.

Arts Programs, Lectures, Film Series

Each year Guilford College provides for students, faculty, and staff selected programs in music, the performing arts and public affairs. The college also continues established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin history lectures, the Sheridan Simon lecture, the Grimsley T. Hobbs philosophy lectures, and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 25 motion pictures during the year.

ArtsETC

Guilford College presents a blend of performances which highlight the arts in an unusual way. Over the years, celebrating the arts at Guilford has evolved into active participation of the community with the performers. In furthering this tradition, the college combines the world of performance with the curriculum in the series ArtsETC. Students, faculty, and staff discuss the various aspects of the artistic world through "Informances," special workshops, lectures, and meetings with the artist-in-residence. These programs often precede scheduled performances.

Founders Hall

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for the Dean of Student Life, the Academic Dean, the Provost, and most of the student life staff and student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, a photography laboratory, the mailroom, a grill room, the college bookstore, and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 250 people as well as space for dances and other events. Housed in the basement are dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for a wide variety of performing arts presentations.

Campus Organizations

The Performing Arts

The Revelers, Guilford's extracurricular drama group, supports theatre produced entirely by students. Activities include one-act plays, reader's theatre, theatre trips, seminars with visiting performers and cabarets. Projects are chosen on the basis of proposals made to the organization's officers. Membership is open to all Guilford students.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. The choir makes an annual tour, bringing the members into contact with varied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station WQFS-FM (90.9), licensed to Guilford College by the Federal Communications Commission. Frequently recognized as one of the country's best student-run college radio stations, the programming of WQFS-FM includes music, news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

Special Interest Groups

The African American Cultural Society (AACCS) was organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social, and policy-making processes of the college community. AACCS, open to all members of the Guilford College community, sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad.

The International Relations Club (IRC) provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers, outings, and special programs such as the International Fair and International Dinner offer a broader understanding of other cultures and world issues. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford College. IRC is open to all students.

Other Special Interest Groups. There are approximately 40 other special interest groups on campus including Amnesty International, The Guilford Gay, Lesbian and Bisexual Student Awareness Group, Hillel, InterVarsity Christian Fellowship, The Native American Club, Quaker Concerns, and the Websterian Pre-Law Society. Information about these and other student groups is available from the Student Activities Office.

Departmental Clubs

Majors and other interested students in various departments such as biology, education studies, foreign languages, geology, history, philosophy, physics, psychology, sociology/anthropology, and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Phi Alpha Theta, an honorary history society, sponsors historical programs; Pi Gamma Mu promotes and recognizes academic excellence in the social sciences; Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology; and Sigma Pi Sigma honors physics students.

Student Publications

The Guilfordian, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing. Adviser: Jeff Jeske, English Department

The Quaker, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, *The Quaker* attempts to interpret and evaluate graphically campus activities and aspirations. Adviser: Susan Mullally Clark, Art Department

Greenleaf Review, published by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts. Adviser: Carolyn Beard Whitlow, English Department

Other Publications

The Journal of Undergraduate Mathematics and Monographs in Undergraduate Mathematics are published by the Department of Mathematics of Guilford College. *The Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students throughout the United States as well as from other countries. *Monographs* is a series of paperback booklets intended for use in seminars or independent studies or as supplements to regular undergraduate courses. The purpose of each monograph is to stimulate the development of the student's ability to do mathematics. The managing editors of both publications are J.R. Boyd, emeritus professor of mathematics, and G. Rudolph Gordh, Jr., professor of mathematics.

The Journal of Undergraduate Research in

CAMPUS LIVING

Physics, a publication of the American Institute of Physics, disseminates distinguished undergraduate student physics and physics-related research throughout the world. It is published by the Physics Department at Guilford College, with Rexford E. Adelberger, professor of physics, as national editor.

The Southern Friend: Journal of the North Carolina Friends Historical Society is a semi-annual periodical sponsored by the only Friends historical society in the Southeast. Coedited by Carole Treadway, librarian of the Friends Historical Collection, and Herbert Poole, director of Hege Library, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

Religious Life

Guilford College at first might appear to be a secular institution. No chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the college's Quaker heritage. Friends seek to encourage an inward experience of religion within a community of respect for spiritual receptivity.

The Religious Society of Friends (Quakers) originated in a radical 17th-century Christian movement that sought to turn from an experience of God based on external authority to an inward experience of the Divine with the power to transform lives and society. Guilford remains committed to the importance of inward spiritual development. The college sustains Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making, and the fostering of equality, peace, simplicity, and justice. Governance of the college is by the Friends' tradition of seeking a "sense of the meeting."

Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or to explore other forms of spirituality. Guilford dedicates itself to recognizing the universality of divine guidance and to fostering an awareness of the many ways in which spiri-

tuality is developed. The campus welcomes communities of many faiths.

The Campus Ministry Office, located in the Hut, works with a student organization, the Guilford Council of Religious Organizations (GCRO), to facilitate campus religious life, to provide assistance for emerging and existing groups, and to aid community members in talking about religious and spiritual issues. Max Carter, coordinator of campus ministry, meets with students individually, organizes small groups, and programs events, all in an effort to sustain the Quaker ethos of seeking, openness, and awareness.

Student organizations such as the Guilford Catholic Community, Unitarian-Universalist (U-U) Students, Hillel, InterVarsity Christian Fellowship, and Quaker Concerns are active on campus. Daily meetings for worship, a Catholic mass, and an Episcopal eucharistic service are held each week, and many students become active in local churches, Friends meetings, synagogues, and other communities of faith. New Garden Friends Meeting and Friendship Friends Meeting, both located near the college, welcome students of all faiths.

Community Involvement

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom.

Students are involved in such programs as tutorial services, volunteer work, and internships with government, religious, and other community organizations. Project Community, a student-run community service office, helps connect students with community service organizations. In some cases students may receive academic credit for these activities.

Some students gain practical experience by working with local political parties and political action groups. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the community at large.

As a Quaker college Guilford supports the

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

Athletics and Recreation

Guilford College considers physical activity, growth, and well-being of the individual student to be important components of the educational mission. The college values participation, sportsmanship, quality competition, skill advancement, achievement, and striving for excellence. The coaches take personal interest in every player on their teams, and strive to create positive experiences for all team members.

Student-athletes are amateurs and only receive financial aid based on need and academic excellence. Guilford College and the Athletics Department share the philosophy of the NCAA Division III.

NCAA Division III Statement of Principles

Member institutions seek to strengthen the integration of objectives and programs in athletics with academic and developmental objectives and to assure the integration of athletes with other students. Emphasis is placed on the participants rather than spectators, and on the internal constituency rather than on the general public and entertainment needs. The athletics program:

- a. encourages participation by maximizing the number and variety of athletics opportunities in varsity, club and intramural sports;
- b. ensures that student-athletes have no unique privileges, yet are not denied opportunities available to non-student-athletes;
- c. is controlled, financed and staffed in the same manner as other departments of the college;
- d. gives equal emphasis to men's and women's sports; and
- e. provides adequate facilities, competent coaching and appropriate competitive opportunities with teams from similar institutions.

– 1994 NCAA Manual

Guilford sponsors 12 intercollegiate teams. Men may participate in baseball, basketball, football, golf, lacrosse, soccer, and tennis. Women may participate in basketball, lacrosse, soccer, tennis, and volleyball. The following teams have participated in national tournaments: baseball; men's basketball; golf; volleyball; and men's and women's tennis. The men's basketball team and women's tennis team were national champions in 1973 and 1981, respectively. The golf team won the national championship in 1989, finishing second in each of the three previous years.

Guilford College is a member of the Old Dominion Athletic Conference. Since joining the ODAC in 1991, the Quakers have won eight conference championships.

The Intramural Association offers competitive activities to male, female, and coed teams. Students, faculty, and staff participate in tennis, soccer, flag football, volleyball, racquetball, basketball, kickball, slamdunk, 3-point shot contest, coed volleyball, softball, free-throw shooting, and swimming. Student leadership has been a key to the success of the intramural program. All interested students participate as representatives, game officials, players or supervisors. Students also direct the activity of club sports. Men and women's rugby clubs, and volleyball clubs are currently active.

Leadership Recognition

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors. Academic leadership is recognized by the Dean's List, by departmental awards, by appointment of college marshals, and by awards such as the Charles A. Dana Scholarships, honoring both leadership and academic ability.

Other awards recognize extracurricular achievements. Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. Outstanding seniors may be named to *Who's Who in American Universities and Colleges*. The college's Board of Visitors also annually recognizes an outstanding senior with the Senior Excellence Award based on campus-wide

CAMPUS LIVING

nominations. The Eugene S. Hire Award is given to an outstanding upperclassman who exhibits a willingness to help others in their learning efforts. The Eric Reid Award acknowledges the contribution of a student leader who significantly enhances campus life.

For a complete list of scholastic honors, see above, Section III.

Parents' Association

All parents are members of the Guilford College Parents' Association, which was formed in 1984. The association initiates programs related to Guilford families, cosponsors with the Athletic Department Parent Days for each athletic team, and assists in fund raising and student recruitment. The association provides a direct channel of communication among parents, college faculty and staff via its newsletter. The Parents' Executive Council assumes the leadership role of the Parents' Association. Parents, grandparents, and other family members are invited to visit their students for the fall Family Weekend, which includes seminars, cultural and sporting events, and the association's annual meeting.

Motor Vehicles

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and comply with North Carolina state motor vehicle insurance requirements. Temporary and visitors' parking permits may be obtained free of charge at the Department of Security and Safety for vehicles operated by guests and visitors to the campus. All persons are expected to exercise care and consideration for the safety of themselves and others and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.

X. ADMISSION AND FEES

Guilford looks for applicants whose qualities of intellectual capability, personality, and social awareness will enable them to benefit from

both the academic program and campus life. Further, the college seeks students whose backgrounds and talents will enrich the experience of the college community and whose concerns promise constructive leadership and service in the society in which they live.

To promote the exchange of ideas and values, Guilford seeks to admit a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, age, and socioeconomic groups.

Criteria for Selection

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above.

Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by grades and class rank in high school.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units—four units in English, three in mathematics, three or four in natural sciences, and two to six in a foreign language.

In addition to their course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

Entrance Tests

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT)

and have scores sent directly to the college.

The following SAT II Subject Area Tests, while not required, are highly encouraged: English composition with essay; Mathematics Level I or II; foreign language or science.

Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by writing or calling the Admission Office. Call 910-316-2100 or 800-992-7759 to arrange a campus visit.

Other Materials

All applicants are encouraged to submit for the committee's review any additional information concerning unusual circumstances, achievements or abilities which they feel would be relevant to the process.

Application Procedure

Applications are processed as soon as an application form and all supporting materials are received in the Admission Office. The materials needed are:

1. the completed application form with a \$25 application fee;
2. a transcript of all secondary school work;
3. results of one of the college entrance examinations (SAT or ACT);
4. the School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission);
5. other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a nonrefundable \$300 Enrollment Fee required of all students.

Admission Calendar

Early Decision Deadline: December 1

Notification: December 15

Regular Decision Deadline: February 1

Notification: April 1

After February 1, applications are taken on a space available basis. Interested students who miss the deadlines are urged to contact the Admission Office.

Early Decision Plan

To eliminate the necessity for prospective Guilford students to file admission applications to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan.

Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admission Committee by December 15 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should take the SAT or ACT examinations during their junior year in high school and submit their applications, with all supporting material, by December 1 of their senior year.

Under this plan, students agree to apply to no other colleges as an Early Decision candidate until a decision is reached by Guilford; and, if accepted, they agree to enroll at Guilford and pay the \$300 Enrollment Fee by January 15.

Early Entrance

Guilford College's Early Entrance Program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. Any high school student with superior academic potential is eligible to apply.

Usually these applicants wish to enroll after completion of the 11th grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

For details, contact the Admission Office.

ADMISSION AND FEES

International Student Applications

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

1. a bank draft in payment of application fee of \$25 (U.S. dollars);
2. one copy of official transcript from each high school or college attended;
3. one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above); and
4. a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

1. ranks in the upper 40 percent of his or her graduating class;
2. has maintained a grade average equivalent of C or better; and
3. agrees to enroll and continue studying in the INTERLINK program or an equivalent intensive English language program until she/he scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

Transfer Applications

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective transfer student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used

for first-year applications.

The materials necessary to complete an application for transfer are:

1. the transfer application for admission and the \$25 application fee;
2. a transcript from every high school and college attended;
3. results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable);
4. a recommendation from the dean of students of each college the student has attended (this form is included in the application for admission).

For more information

Inquiries concerning admission to Guilford College should be addressed to:

Guilford College
Admission Office
5800 West Friendly Avenue
Greensboro, NC 27410
910-316-2100 or 800-992-7759

Advanced Placement

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum.

The required course First-Year Seminar 101 cannot be waived by examination. The appropriate department chairperson must approve placement and credit decisions in the student's major.

Placement requires Advanced Placement scores of three or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of four or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Students may obtain credit for other courses only by taking subject area examinations.

Guilford College also recognizes the International Baccalaureate (IB) for admission pur-

ADMISSION AND FEES

poses. A course-by-course review by the Registrar and the academic department(s) will specify placement and credit for higher level subjects passed at an acceptable level.

For further information, the student should contact the Registrar's Office or the Admission Office. Continuing Education students should consult an academic adviser in the Center for Continuing Education.

All first-year students are evaluated for proficiency in English and in the foreign language

they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified.

Immunizations

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, measles (rubeola), mumps, and rubella within 30 days of enrollment. Students failing to do so must be suspended.

1995-1996 Guilford College Residential Campus

Tuition and Fees (for the academic year of two semesters)

	Residential Student	Mary Hobbs Hall	Student Apartments	Day Student
Tuition (12-18 credits)	\$14,180	\$14,180	\$14,180	\$14,180
Room and Board	5,270*	5,150		
Room Only			\$ 4,044	
Student Activity Fee	210	210	210	210
Total	\$19,660	\$19,540	\$18,434	\$14,390

Other Fees

Application Fee	\$ 25	Key Deposit	\$ 25
Admission Deposit	300	Insurance Premium	131
Deposit in Escrow	300	Major Medical Insurance	
Per Credit Tuition (fewer than 12)	443	International Students	394
Overload per Credit (more than 18)	229	# Athletic Insurance Premium	90
** Audit Fee (per credit hour)	25	Transcript Fee (per copy)	3
** Audit Fee (per course, senior citizens)+	25	Faxed Transcripts (per copy)	9
Registration Fee (part-time students)	15	Immediate Delivery Transcript	6
Graduation Fee	30	Duplicate ID Charge	10
Duplicate Diploma Fee	15	Returned Check Charge	20
Late Fee on Monthly Payments	10	Motor Vehicle Registration	
		Residence Hall Student	50
		Day Student	25
		Extra Stickers	10

* Regular residence hall, double occupancy (single room and board \$6,070)

** Auditors pay no registration fee, but pay special course fees where applicable.

+ Minimum age 60

All students involved in intercollegiate athletics are required to carry special athletic insurance. Information about this coverage will be sent by the Athletic Department. (premium subject to change)

The college no longer offers linen service.

All fees are subject to adjustments.

ADMISSION AND FEES

Course Fees

Education 440	\$ 50
Sport Studies:	
Rockclimbing	\$ 90
Horseback Riding	\$150
Sailing	\$ 25
Canoe/Camping	\$120

Fees are subject to change

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

Music Fees

Guilford College students registered for private lessons in applied music at Guilford College pay \$200 per semester for each half-hour lesson per week. Guilford College students may also register for private lessons at the Greensboro Academy of Music through Guilford College. The charge will be somewhat higher than the Guilford College fees. Fees also are charged for the use of practice rooms at Guilford College according to the following scale:

Use of Practice Room with Piano

6 hours per week: \$15 per semester

12 hours per week: \$30 per semester

Fees are subject to change

Explanation of Fees

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

Admission Deposit. A \$300 admission deposit is required of all first-time students. This fee is not refundable, but it will be applied to the student's first semester tuition and will be reflected as a credit toward tuition on the bill. The admission deposit is due by May 1. Early Decision applicants must pay this admission deposit by January 15. If a student decides to attend Guilford, the student may pay the admission deposit earlier than May 1; however, once paid, it is not refundable.

Deposit In Escrow. A \$300 deposit is charged to all full-time students and is held in escrow

while the student is enrolled. When the student graduates or withdraws from Guilford, the deposit in escrow is refunded in full, less any outstanding charges.

Key Deposit. A key deposit of \$25 is required of all resident students. The deposit is credited to the student's account at the end of each year when the student returns the key or is refunded if the student does not return for the next semester or graduates. If a student loses a key, she/he will be billed for the key and lock replacement and for the cost to re-key related locks.

Motor Vehicle Registration Fee. For further information on motor vehicle registration and regulations, refer to the *Student Handbook*.

Insurance Premium. Refer to section below on medical and accident insurance.

Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$2,000 medical expenses for each accident or sickness. Payment is made after \$25 in medical expenses for treatment performed within 12 months from the date of the accident or commencement of the sickness, provided such treatment begins within 90 days from the date of the accident or commencement of the sickness.

Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year.

The premium for insurance appears as an item on the first semester charges. Students or parents must notify the Business Office in writing by August 15 if such protection is not wanted.

International Students

International students attending Guilford College full time are required to carry the basic sickness and accident policy and major medical coverage (\$25,000 maximum) available through the college plan. To be exempt from this coverage and the fee, a waiver form must be sent to the college Business Office by check-in day, indicating that the student has at least

comparable coverage with a medical insurance company based in the United States.

Athletes

Students participating in intercollegiate athletics are required to have Athletic Insurance coverage. Details are available from the Athletic Department.

Payment of Accounts

Registration is not complete until all financial accounts are settled. The appropriate payment, based upon the payment plan selected, must be received by August 1 for the fall semester and by December 15 for the second semester. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

Installment Plans

Guilford offers special arrangements for parents who prefer to pay tuition and other school fees in monthly installments. The cost for the 10-month installment plan, with the first payment due July 1, is two percent greater than when total payment is made in cash at the beginning of each semester. The additional cost of the eight-month plan, with the first payment due August 1, is two percent greater. Those desiring either payment plan should make arrangements through the Business Office.

Refunds and Adjustments

Traditional-age students not living on campus who reduce their course load below 12 credits during the first 21 days are billed on a per-credit-hour basis.

Main Campus students who live on campus pay full-time tuition rates as well as appropriate room and board charges. However, seniors in their final semester who are living on campus but do not need 12 or more credit hours to graduate and who are not taking a full course load (12-18 hours) are charged tuition on the main campus per-credit-hour basis. Regular room and board charges will continue to apply.

In the case of official withdrawal from the college, the following refund or adjustment schedules apply. Withdrawal from Guilford College for reasons other than academic or disciplinary suspension or dismissal is official only

after an official withdrawal form is completed and returned to the Dean of Student Life Office. A request to the registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

Tuition

Refund of tuition is made according to the following schedule:

<i>Calendar days (beginning with the first day of classes)</i>	<i>Tuition refund applicable</i>
1 through 7	70 percent
8 through 14	50 percent
15 through 21	25 percent

Exceptions to the stated refund policy after the 21st day may be made due to extenuating circumstances as determined by the Dean of Student Life, Chief Financial Officer, and Business Manager. Petitions for such exceptions must be submitted in writing to the Business Manager within the semester for which the refund is to be applied.

Federal law requires that first-time enrollees receiving federal student aid receive a pro-rata refund of tuition, fees, room and board, up to the 60 percent point in the first semester only. Continuing students receiving federal aid receive a pro-rata refund up to the 50 percent point of the term.

Room

There will be no refund or credit for room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary, academic, or financial reasons.

The college is not responsible for the student's personal belongings located on college property. Students are urged to obtain their own insurance policy or to check with their parents' policy to ensure that their personal belongings are covered for damage or theft while located on the Guilford campus.

Board

Refunds for board payments are prorated on a weekly basis, calculated on the Monday follow-

ADMISSION AND FEES

ing the date of official withdrawal or dismissal from the college. The Student I.D. card must be returned to the Residential Life Office as part of the withdrawal process.

The Director of Food Services, Director of Residential Life, and the college nurse are responsible for reviewing requests from students who present medical evidence requesting removal from the board plan for dietary reasons. Students seeking an exemption from the board plan should begin the process by going to the Residential Life Office for procedures and application forms. Approval is required prior to a student's removal from the board plan.

Student Activity Fee

There will be no refund of the activity fee after registration day.

Work Opportunities

Guilford College operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally-funded work-study program as well as a totally institutionally-funded work program for which students may qualify on the basis of need.

Part-time work is available in the library, cafeteria, offices, laboratories, physical education center, and maintenance area.

Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative residence hall.

XI. CENTER FOR CONTINUING EDUCATION

In general, Center for Continuing Education (CCE) students should consult the descriptions of academic regulations, student life, and admission cited above.

Academic Advising

Each student has an individual faculty adviser. Consultation about career goals, course selection, study habits, program development, and personal life is encouraged. For adult students, one full-time and one half-time academic adviser are available by appointment at the Center for Continuing Education 8:30 a.m.-8 p.m.

Monday through Thursday, and 8:30 a.m.-5 p.m. Friday.

Potential students may consult with these advisers in order to determine which courses of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree.

Registration

All new CCE students have the option of pre-registering with a faculty adviser or CCE academic adviser. Those who are unable to pre-register may enroll in classes on registration day in late August for the fall term and in early January for the spring term. Continuing students preregister for the summer and fall semester during April and for the spring semester during November. All students are expected to claim their printouts of classes during the official registration period at the beginning of each semester to confirm enrollment and receive notification of any room changes or other adjustments.

CCE students also may register at participating institutions for liberal arts courses under the auspices of the Greater Greensboro Consortium during fall and spring semesters. Member institutions are Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Cross-registration is possible if the selected courses are not offered at Guilford and enrollment is not filled by the host institution's own students. Credit will be granted and grades and quality points will be transferred.

Once registered, students are responsible for all listed courses and may change registration only by seeing a faculty or CCE adviser. Students may add courses during the first week of classes and drop them with a grade of W up to six weeks before the last day of classes in a semester. After that date, the student will receive the regular grade unless the Associate Dean for Academic Advising authorizes an administrative withdrawal. Grades of WP (with-

drawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in cases in which a student withdraws completely from the college.

Career Development Center

CCE students may access any or all of the services of the Career Development Center. These services are covered by the student activity fee.

Counseling for Veterans

Counseling regarding veteran benefits is available in the Registrar's Office.

International Students

CCE students who hold visas are required to maintain regular contact with the International Student Adviser to ensure that they remain in compliance with visa conditions and with the college. There will be a supplemental advising fee each semester for the advising, counseling and record-maintenance services and participation in organized activities for international students.

All visa-holding international students in the CCE program must present evidence to the CCE staff that they are currently covered by valid health insurance. This proof of coverage should be presented at the beginning of each fall semester or at the time of entry into the program.

Academic Skills Center

The Academic Skills Center has proved successful in helping students long out of school manage the transition back into the classroom. Students may receive tutoring in specific courses without charge through the center. These services are covered by the student activity fee. (See also page 11.)

Student Government

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

The Student Government Association operates under the direction of an 11-member Executive Board. The executive board derives its authority from the president of the college and is responsible for the allocation of continuing education student activity fees.

Additional Services and Activities

Campus Services

CCE students have full access to all academic facilities including the library and computer labs, and may participate in off-campus study programs for full tuition.

Financial aid counseling services are available. CCE students are eligible for state and federal grants and loans as well as campus-wide academic scholarships and a special continuing education scholarship. CCE students who qualify also may be considered for on-campus employment opportunities.

Housing

Full-time CCE students who wish to live in campus housing may be accommodated on a space available basis in the Frazier Apartments or in traditional residence halls. Limited space is available and students should apply as early as possible in the spring for fall occupancy.

There are approximately 15 Frazier Apartments with one- or two-bedroom units available to full-time CCE students who meet one of the following qualifications: married, single parent living with dependent children (as defined by IRS regulations), or disabled persons (by petition).

Frazier apartments are available on a 12-month basis and arrangements are overseen by the Business Office. The Frazier Apartments constitute official college housing and residents are expected to comply with all policies and regulations governing residential life, under the auspices of the Dean of Student Life.

CCE students may be assigned to rooms in traditional residence halls by the Residential Life Office on a space available basis at the applicable room rate. Residence halls are open from mid-August until graduation in May and for 10 weeks of summer school. CCE students will be expected to participate in the college meal plan unless assigned to student apart-

CENTER FOR CONTINUING EDUCATION

ments. Exemptions from the meal plan are granted for medical reasons and coordinated by Residential Life. CCE residents may participate in activities sponsored by their residence hall. Other student life services including health services, counseling, varsity sports, and other student activities are limited to Main Campus students based on a fee schedule different than that utilized for CCE students. CCE resident students will be expected to comply with residence hall policies and procedures.

Student Lounge

A study and activities lounge is provided for CCE students in Hendricks Hall. There is a telephone for local calls. Building hours are 7:30 a.m.-10:00 p.m. when classes are in session. The building is closed on weekends, starting at 5:00 p.m. Friday.

Food Service

Food service is available during specified hours in the cafeteria, located on the main floor of Founders Hall, or in the grill (known as the Underground), located in the basement of Founders Hall. A schedule of fees may be obtained from the food service manager.

Extracurricular Activities

CCE students may participate in the academic departmental clubs and activities, intramurals, the fine arts series, and all SGA-sponsored events and activities. The Physical Education Center offers full-time CCE students and their families access to all recreational facilities for a reduced fee. Part-time students enrolled for five or more credit hours may obtain personal access to these facilities for a slightly higher fee. A schedule of fees may be obtained from the front desk of the Physical Education Center.

Other activities for CCE students on a fee-for-use basis include sports events, photos in the yearbook, purchase of the yearbook, and participation in the college choir, when not taken for credit (\$25).

CCE students may participate in the following activities and organizations in accordance with the stipulated guidelines:

Community Senate. CCE students may participate in the Community Senate only as desig-

nated representatives of the CCE Student Government Association (SGA) and by invitation of the Senate.

Student Union. CCE students may belong to the Student Union but may not serve as officers.

Publications (*The Seeker*). CCE students are encouraged to participate in the production of this publication. *The Seeker*, published by the Continuing Education Student Government Association, contains information and articles written by and for adult students. A student editor oversees the production of the newsletter, which in addition to news and information, contains feature stories, original works of poetry, and profiles of outstanding CCE students. CCE students also are welcome to participate in the activities of *The Guilfordian*, *The Quaker*, and *Greenleaf Review* publications, but may not serve as editor of any of these publications.

WQFS-FM (90.9). CCE students are welcome to participate. The station management will be chosen from among students paying the residential campus student activity fee.

Clubs and Interest Groups. Groups such as the Biophile Club, the Crafts Center, and the Women's Center welcome the participation of CCE students.

Restrictions

CCE students are not eligible to participate as officers in clubs and activities designed for traditional-age students, or play intercollegiate athletics. A CCE student who wishes to participate in intercollegiate athletics must transfer to the residential campus.

Admission

Persons who are age 23 or older (including visa-holding international students) by the first class day of a given semester or hold a baccalaureate degree from an accredited institution may seek admission through Guilford College's Center for Continuing Education.

Degree Candidates

Students who wish to pursue a degree program must furnish official transcripts of all

scholastic work attempted since entering high school.

College Graduates

Individuals who already have college degrees are welcome to apply to Guilford for further study. Students planning to pursue a second baccalaureate degree must submit official transcripts of all previous college work. Those students pursuing a Certificate of Study or taking courses for personal or professional interest need only furnish an official transcript showing the baccalaureate degree previously received.

Special Adult Students

Adults age 23 or older with fewer than 15 semester hours of college transfer credit and no SAT scores may be allowed to enroll at the college through the Center for Continuing Education as a Special Adult Student in preparation for regular admission to the college.

Those seeking regular admission need to take the following four required courses (16 credits): Adults in Transition (General Studies 101) or Fundamentals of College Writing (English 110), Composition and Literature I (English 150), one liberal arts class of choice, and one other course of the student's choice. During the first semester of enrollment, Special Adult Students may take no more than two courses. Completion of the required four courses with no grade lower than a C will result in full admission to the college.

Auditors

Those who wish to pursue college-level work without grades or college credit may enroll on a noncredit basis. These students need furnish none of the credentials required of degree candidates. They may register to audit courses on a space-available basis (with instructor permission) the first day of classes.

For application materials, write to:

Guilford College
 Center for Continuing Education
 5800 West Friendly Avenue
 Greensboro, NC 27410
 910-316-2126

CCE Tuition and Fees:

Fall Semester 1995-96

Fee Per Credit	\$229
Application Fee	\$ 25
Registration Fee	\$ 15
Activity Fee	\$ 20
Audit Fee (per credit)	\$ 25
Senior Citizens Audit Fee (per course)+	\$ 25
Graduation Fee	\$ 30
Duplicate Diploma Fee	\$ 15
Monthly Payment Plan Service Charge	2% add-on
Motor Vehicle Registration (Annual) Commuting Student	
First sticker	\$ 25
(Each additional sticker is one-half of first sticker price)	
Motor Vehicle Registration	
Residence Hall Student	\$ 50
Day Student	\$ 25
Transcript Fee (per copy)	\$ 3
Faxed Transcript (per copy)	\$ 9
On Demand Transcript	\$ 6
Late Fee on monthly payments (per payment)	\$ 10
Duplicate ID Charge	\$ 10
Return Check Charge	\$ 20

+Ages 60 and above.

All fees are subject to adjustment.

Refunds and Adjustments

With the adviser's approval, a student may drop and add courses during the first week of classes.

During the first 21 days of the semester, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for up to eight credits dropped, except first-time enrollees at Guilford College who are receiving Title IV Federal Aid. After the 21st day, no refund will be given. Students who remain in school but who withdraw from more than eight credits (net) will be subject to the follow-

CENTER FOR CONTINUING EDUCATION

ing refund schedule for any additional credits dropped. Students withdrawing completely from Guilford College will also be subject to the following refund schedule:

Tuition Refund Schedule

Calendar days (Beginning with the first day of classes)	Percent of tuition refund applicable
1 through 7	70 percent
8 through 14	50 percent
15 through 21	25 percent

Exceptions to the stated refund policy after the 21st day may be made due to extenuating circumstances as determined by the CCE Director, Chief Financial Officer, and Business Manager. Petitions for such exceptions must be submitted in writing to the Business Manager within the semester for which the refund is to be applied.

If a CCE student is transferred at the initiative of the employer to a job location more than 50 miles from Greensboro, a refund of tuition will be granted based on a 10 percent charge per week or part thereof in attendance (90 percent refund for first week of classes through 10 percent refund for the ninth week of classes. No refund will be given after the ninth week of classes.)

Federal law requires that first-time enrollees receiving federal student aid receive a pro-rata refund up to the 60 percent point in the semester for the first semester only. For further information, see page 129.

Student Activity Fee

There will be no refund of the activity fee after registration day.

Course Fees

Course fees will be prorated according to the last day of class attendance during the first 21 calendar days of the semester. After the 21st day, fees are not refundable.

Registration Fee

The Continuing Education registration fee is payable at preregistration and is not refundable.

Payment of Accounts

Registration is not complete until all financial accounts are settled. Students who have not preregistered must complete payment or make payment arrangements with the Business Office by registration day. Students electing to use a monthly payment plan with earlier due dates would meet the appropriate deadlines. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

XII. PERSONNEL

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Jerry Caris Godard, Associate Dean for
Academic Advising

Academic Skills Center (316-2200)

Sue W. Keith, Director of the Academic
Skills Center

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 Katharine James, Associate Director of Admission
 Susan Bagley, Senior Assistant Director of Admission
 TBA, Assistant Director of Admission
 TBA, Assistant Director of Admission
 Wanda Gibson, Admission Counselor
 Kristen S. Funderburk, Admission Counselor
 Sandra Pearman, Office and Data Systems Manager

Athletics (316-2190)

Gayle P. Currie, Athletic Director
 W. Brett Ayers, Assistant Athletic Director,
 Sports Information Director
 Mary G. Broos, Athletic Trainer
 Robert D. Fulton, Baseball Coach
 Charles R. McCracken, Volleyball Coach,
 Women's Tennis Coach, Director
 of Intramurals
 Robert Andrew Mercer, Men's
 Soccer/Lacrosse Coach
 TBA, Women's Soccer/Lacrosse Coach
 John E. Jensen, Men's Basketball/Golf Coach
 Michael R. Ketchum, Football Coach
 Barbara Bausch, Women's Basketball Coach
 TBA, Men's Tennis Coach

Business Office (316-2176)

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 Richard L. Coe, Business Manager
 Curtis A. Bradbrook, Controller
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Career Development (316-2187)

Marguerite Kaplan, Director of Career
 Development
 Irene Harrington, Assistant Director of Career
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 Janice Smith, Coordinator of Student
 Employment Services

Center for Continuing Education (316-2179)

Charlotte Hamlin Weddle, Director of the
 Center for Continuing Education
 Karen A. McCormack, Assistant
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 Dawn A. Watkins, Community Outreach
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Center for Personal Growth (316-2184)

Charlotte L. Schmickle, Director of the Center

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 Ernest A. McCoy, Acting Director of
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 Lucy P. Barden, Physician Assistant

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 Teresa L. Sanford, Assistant Director of
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 Joan Griffith, Programmer

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 Carol Stoneburner, Director of Faculty
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 Dana S. Dooley, Financial Aid Counselor

Friends Center/Campus Ministry (316-2326)

Max L. Carter, Director of Friends Center and
 Campus Ministry Coordinator
 Deborah Shaw, Assistant to Director of
 Friends Center

Honors Program (316-2209)

Sylvia Trelles, Director of Honors Program

Housekeeping Operations (316-2905)

Cecil McDowell, Director, Housekeeping
 Operations

Human Resources (316-2138)

Robyn E. Parsons, Director of
 Human Resources Administration

Institutional Advancement (316-2166)

Gordon D. Soenksen, Vice President for
 Institutional Advancement
 TBA, Director of Alumni Relations

PERSONNEL

Melissa N. Combes, Director of Major Gifts
Michael L. Mattson, Director of Planned Giving
Mark Owczarski, Director of College Relations
Gayle A. Fishel, Director of Publications
Carolyn J. Moore, Director of Annual Giving
June Chambliss, Director of Development
Information
Rabab Crawford, Prospect Researcher

Institutional Research Office (316-2238)

Cyril H. Harvey, Director of Institutional
Research

INTERLINK (316-2305)

David H. Parsons, Director, INTERLINK
Language Center

Internships (316-2447)

Judith A. Harvey, Director of Internships and
Service Learning

Library (316-2450)

Herbert L. Poole, Director of the Library
Carole M. Treadway, Librarian of the Friends
Historical Collection (316-2439)
Theresa N. Hammond, Art Curator (316-2438)

Native American Program (316-2287)

Janet F. Cochran, Director of Native American
Program

Study Abroad Programs (316-2125)

Lee M. Johnson, Director of Study Abroad
Programs
Miriam N. Collins, Assistant Director

Physical Plant (316-2901)

Steven L. Skinner, Director of Facilities
John H. Lindstrom, Jr. Director, Physical Plant
David H. Petree, Landscaping and
Grounds Manager

President's Office (316-2146)

William R. Rogers, President

Provost's Office (316-2181)

Daniel P. Poteet II, Provost

Registrar's Office (316-2132)

Cathy O. West, Registrar, Director of
Summer School
Norma R. Middleton, Office Manager

Residential Life (316-2186)

TBA, Director of Residential Life Programs

George L. Segebade, Associate Director
of Residential Life

SERVICES

Security and Safety (316-2907)

Michael L. Kimel, Director of Security
and Safety

TBA, Safety Office and Lock and
Key Manager

Benjamin R. Johnson, Security Coordinator

Student Life (316-2101)

Mona B. Olds, Dean of Student Life

Ernest A. McCoy, Assistant Dean of Student
Life for Counseling and Minority
Students (316-2184)

Richard Dyer, Assistant to Dean of Student Life
Paula A. Swonguer, International Student
Adviser (316-2128)

Summer School (316-2132)

Cathy O. West, Registrar, Director of
Summer School

Telecommunications (316-2401)

James F. Luke, Communications Manager
Russel K. McNeal, Voice and Data Network
Maintainer and Installer

FACULTY

*(The date following the name indicates the year
of appointment)*

MOHAMMED ABU-NIMER (1993), Assistant
Professor of Sociology/Anthropology; B.A.
1984, M.A. 1987, Hebrew University, Jerusa-
lem; Ph.D. 1993, George Mason University

KATHRYNN A. ADAMS (1980), Associate Pro-
fessor of Psychology; B.S. 1973, M.A. 1976,
Ph.D. 1977, University of Alabama

REXFORD E. ADELBERGER (1973), Professor
of Physics; B.S. 1961, College of William and
Mary; Ph.D. 1967, University of Rochester

MARITZA B. ALMEIDA (1970), Professor of
Spanish; B.S. 1962, Southwest Missouri State
College; M.A. 1965, M.A. 1966, Ph.D. 1970,
University of Missouri

CHARLES C. ALMY, JR. (1972), Professor of
Geology; B.S. 1957, University of Houston;
M.A. 1960, Ph.D. 1965, Rice University

DAVID L. BARNHILL (1986), Associate Professor of Religious Studies and Intercultural Studies; B.A. 1971, Stanford University; M.A. 1976, University of Washington; Ph.D. 1986, Stanford University

RUDOLPH S. BEHAR (1968), Professor of English; B.A. 1960, University of Connecticut; M.A. 1961, Hunter College; Ph.D. 1967, University of Oregon

KAREN A. BEHM (1984), Head Circulation Librarian with rank of Assistant Librarian; B.S. 1967, M.L.S. 1969, State University of New York at Geneseo

PETER B. BOBKO (1984), Associate Professor of Management; B.S. 1962, U.S. Air Force Academy; M.B.E. 1972, Claremont College; D.B.A. 1983, Indiana University

DOROTHY V. BOREI (1979), Professor of History and Director of Intercultural Studies; B.A. 1964, Lycoming College; M.A. 1967, State University of New York at Binghamton; Ph.D. 1977, University of Pennsylvania

RONALD S. BYRNES (1993), Assistant Professor of Education Studies; B.A. 1984, M.A. 1985 University of California, Los Angeles; Ph.D. 1993, University of Denver

JANE GODARD CARIS (1977), Tutor, Academic Skills Center and Adjunct Assistant Professor of Psychology; B.A. 1961, University of Michigan; M.A. 1969, University of Chicago; M.F.A. 1990, Vermont College

NICOLETTE DEVILLE CHRISTENSEN (1993), Visiting Assistant Professor of Management; B.S. 1983, College of Saint Mary; M.B.A. 1988, University of North Texas

CAROL A. M. CLARK (1981), Associate Professor of Economics; Diplome 1968, University of Paris, Sorbonne; B.A. 1969, M.S. 1973, Ph.D. 1979, University of Michigan

JOYCE P. CLARK (1959), Associate Professor of Sport Studies; B.S. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill

MARTHA H. COOLEY (1965), Academic Dean and Dana Professor of History; B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University

MITCHELL W. CRAIB (1994), Visiting Instructor of Sport Studies; B.A. 1986, Hampshire College; M.A. 1989, East Carolina University

NANCY DAUKAS (1995), Assistant Professor of Philosophy; B.A. 1980, University of California at Berkeley; Ph.D. 1991, University of California at Berkeley.

VERNIE DAVIS (1982), Professor of Sociology/Anthropology; B.A. 1968, Kalamazoo College; M. A. 1972, Ph.D. 1978, Syracuse University

DEAN de la MOTTE (1990), Assistant Professor of French; B.A. 1983, University of California at Santa Barbara; M.A. 1985, University of North Carolina at Chapel Hill; Zertifikat Deutsch Als Fremdsprache, Goethe-Institute, Frankfurt, West Germany; Ph.D. 1990, University of North Carolina at Chapel Hill

PATRICIA L. DELANEY (1994), Assistant Professor of Sociology/Anthropology; B.S. 1990, Georgetown University; M.A. 1991, Ph.D. 1994, University of California at Los Angeles

FRANCES KAY DOOST (1992), Assistant Professor of Education Studies; B.S. 1962, M.A. 1979, Ph.D. 1981, University of Connecticut

ROBERT J. ELDERKIN (1994), Visiting Assistant Professor of Theatre Studies; B.F.A. 1987, DePaul University; M.F.A. 1992, University of Delaware

THOMAS P. ESPINOLA (1984), Associate Professor of Physics; B.S. 1976, Ph.D. 1989, Michigan State University

PETER J. FARMER (1993), Visiting Assistant Professor of Sport Studies; B.S. 1975, M.Ed. 1977, University of Texas at El Paso; M.B.A. 1988, University of Phoenix; Ph.D. 1988, University of New Mexico.

LOUIS B. FIKE (1969), Associate Professor of Political Science; B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University

WILLIAM E. FULCHER (1962), Professor of Biology; B.S. 1953, North Carolina State University; M.A. 1960, Appalachian State University; Ph.D. 1971, University of North Carolina at Chapel Hill

ROBERT D. FULTON (1984), Head Baseball Coach and Instructor of Sport Studies; B.S. 1974, Guilford College; M.P.E. 1984, Univer-

PERSONNEL

sity of North Carolina at Greensboro

REBECCA B. GIBSON (1989), Assistant Professor of English; B.A. 1967, Converse College; Ph.D. 1977, University of North Carolina at Chapel Hill

STANLEY GILLIAM (1987), Director of Media Services with rank of Assistant Librarian; B.A. 1968, University of North Carolina at Chapel Hill; M.F.A. 1972, University of North Carolina at Greensboro; M.Ed. 1982, University of North Carolina at Chapel Hill

ANNE G. GLENN (1992), Assistant Professor of Chemistry; B.S. 1984, North Carolina State University; Ph.D. 1989, Texas A&M University

JERRY CARIS GODARD (1975), Dana Professor of Psychology and Literature and Associate Dean for Academic Advising; B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University

G. RUDOLPH GORDH, JR. (1974), Professor of Mathematics; A.B. 1966, Guilford College; Ph.D. 1971, University of California at Riverside

H. GARLAND GRANGER III (1983), Associate Professor of Accounting; B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; CPA, North Carolina; CIA

JOSEPH W. GROVES (1979), Associate Professor of Religious Studies; B.S. 1966, Georgia Institute of Technology; M. Div. 1972, Louisville Presbyterian Theological Seminary; M.A. 1975, M. Phil. 1975, Ph.D. 1979, Yale University

WILLIAM A. GRUBBS (1981), Sulon Bibb Stedman Professor of Accounting; B.A. 1963, East Carolina University; M.B.A. 1965, University of North Carolina at Chapel Hill; CPA, North Carolina

JAMES B. GUTSELL (1963), Professor of English; B.S. 1957, University of the South; M.A. 1962, Ph.D. 1968, University of Connecticut

CYRIL H. HARVEY (1966), Professor of Geology and Director of Institutional Research; B.A. 1952, University of Chicago; B.S. 1953, M.S. 1956, Ph.D. 1960, University of Nebraska

CLAIRE R. HELGESON (1977), Assistant Professor of Education Studies; A.B. 1960, M.A. 1961, Vanderbilt University; Ed.D. 1988, University of North Carolina at Greensboro

MITSUKO HOSOYA (1994), Visiting Instructor of Japanese; B.A. 1981, Dokkyo University, Saitama, Japan; M.A. 1983, Teacher College, Columbia University

ANNE MARIE HURST (1993), Visiting Assistant Professor of Justice and Policy Studies; B.S. 1988, Guilford College; J.D. 1991, Case Western Reserve University School of Law

ADRIENNE M. ISRAEL (1982), Associate Professor of History and Intercultural Studies; B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Ph.D. 1984, Johns Hopkins University

JOHN E. JENSEN (1965), Head Men's Basketball Coach, Head Golf Coach and Assistant Professor of Sport Studies; B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro

JEFFREY M. JESKE (1986), Associate Professor of English and Director of Composition; B.A. 1970, Cleveland State University; M.A. 1972, University of Toledo; Ph.D. 1978, Kent State University

LEE M. JOHNSON (1980), Professor of English and Director of Study Abroad Programs; B.A. 1962, Tulane University; M.A. 1970, Ph.D. 1970, Stanford University

RAYMOND E. JOHNSON (1990), Assistant Professor of Accounting; B.S. 1971, M.B.A. 1973, East Carolina University; CPA, North Carolina

RICHARD R. E. KANIA (1982), Professor of Justice and Policy Studies; B.A. 1968, Florida State University; M.A. 1974, Ph.D. 1982, University of Virginia

CATHERINE KANNENBERG (1994), Visiting Assistant Professor of Psychology; B.A. 1978, University of North Carolina at Chapel Hill; M.A. 1980, The American University; Ph.D. 1985, The University of North Carolina at Chapel Hill

FRANK P. KEEGAN (1975), Professor of Biology; B.A. 1968, M.A. 1973, Queens College (NY); Ph.D. 1975, City University of New York

ELIZABETH B. KEISER (1966), Dana Professor of English; B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University

R. MELVIN KEISER (1966), Professor of Religious Studies; B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity

School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University

TIMOTHY KIRCHER (1989), Assistant Professor of History; B.A. 1982, Yale College; M.A. 1984, Ph.D. 1989, Yale University

JEFFREY A. KLUGE (1994), Assistant Professor of Management; B.B. 1976, M.B.A. 1979, Western Illinois University; D.B.A. 1994, Louisiana Tech University

MARK STEPHEN LEEPER (1993), Visiting Instructor of Political Science; B.A. 1986, University of Nebraska-Lincoln; M.A. 1989, Doctoral candidate, University of North Carolina at Chapel Hill

DAVID J. LIMBURG (1993), Assistant Professor of German; B.A. 1984, Augustana College; M.A. 1987, Ph.D. 1992, Ohio State University

TIMOTHY H. LINDEMAN (1992), Assistant Professor of Music; B.A. 1971, M.M. 1978, Ph.D. 1988, Indiana University

E. GEORGE LORIO (1987), Assistant Professor of Art; B.A. 1972, M.F.A. 1976, University of South Florida

EDWARD LOWE (1972), Dana Professor of Music and Director of Music Programs; B.M.E. 1954, Simpson College; M.M.E. 1956, Indiana University; Certificate, 1961, Akademie fur Musik, Sakburg, Austria

JACQUELINE LUDEL (1976), Professor of Biology and Psychology; B.A. 1966, Queens College, NY; Ph.D. 1971, Indiana University

DAVID F. MACINNES, JR. (1973), Professor of Chemistry; B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University

JONATHAN W. MALINO (1976), Professor of Philosophy; B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University

SARAH S. MALINO (1979), Associate Professor of History; B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. 1982, Columbia University

MARLENE L. McCAULEY (1986), Associate Professor of Geology; B.A. 1979, University of California at San Diego; Ph.D. 1986, University of California at Los Angeles

WESLEY E. MOOREFIELD (1991), Visiting In-

structor of Justice and Policy Studies; B.S. 1978, Guilford College; M.A. 1983, Appalachian State University; Doctoral candidate, Florida State University

CLAIRE K. MORSE (1976), Professor of Psychology; B.A. 1965, Oberlin College; Ph.D. 1968, Yale University

RICHARD M. MORTON (1969), Professor of English; B.A. 1959, M.A. 1960, University of South Carolina; Ph.D. 1970, University of Georgia

LYNN J. MOSELEY (1977), Professor of Biology; B.S. 1970, College of William and Mary; Ph.D. 1976, University of North Carolina at Chapel Hill

CLAUDE T. MOUROT-BURRIS (1966), Professor of French; B.A. 1954, University of Nancy, France; M.S. 1963, University of Colorado

ROY H. NYDORF (1978), Associate Professor of Art; B.A. 1974, State University of New York at Brockport; M.F.A. 1976, Yale University School of Art

ELLEN J. O'BRIEN (1978), Professor of English and Theatre Studies; B.A. 1972, Kirkland College; M.A. 1974, Ph.D. 1976, Yale University

LAURA L. O'TOOLE (1993), Assistant Professor of Sociology/Anthropology; B.A. 1981, M.A. 1987, Ph.D. 1992, University of Delaware

ELWOOD G. PARKER (1968), Professor of Mathematics; B.S. 1964, Guilford College; M.A. 1967, Ph.D. 1972, University of North Carolina at Chapel Hill

BARTON A. PARKS (1980), Professor of Justice and Policy Studies; B.A. 1960, Rice University; M.A. 1965, Ph.D. 1973, State University of New York at Buffalo

ELIZABETH PLACE (1983), Head Reference Information Librarian and Bibliographic Instructor with rank of Associate Librarian; A.B. 1962, Duke University; M.A. 1969, Ph.D. 1977, Vanderbilt University; M.S.L.S. 1982, University of North Carolina at Chapel Hill

HERBERT L. POOLE (1966), Director of the Library with rank of Senior Librarian; A.B. 1962, M.S.L.S. 1964, University of North Carolina at Chapel Hill; Ph.D. 1979, Rutgers State University

DANIEL P. POTEET II (1991), Provost; B.A.

PERSONNEL

1963, Harvard College; M.A. 1965, Ph.D. 1969, University of Illinois

DAVID G. ROBINSON (1991), Assistant Professor of Mathematics; B.A. 1980, Colorado College; Ph.D. 1989, Emory University

WILLIAM R. ROGERS (1980), President and Professor of Psychology and Religious Studies; A.B. 1954, Kalamazoo College; B.D. 1958, Chicago Theological Seminary and University of Chicago; Ph.D. 1965, University of Chicago

DEBORAH ROOSE (1985), Associate Professor of Education Studies; B.A. 1971, Earlham College; M.A.T. 1972, Ed.D. 1985, University of Massachusetts at Amherst

NANCY F. SCISM (1981), Catalog Librarian with rank of Associate Librarian; B.A. 1954, University of North Carolina at Greensboro; M.S.L.S. 1971, University of North Carolina at Chapel Hill

WILLIAM E. SCHMICKLE (1978), Associate Professor of Political Science; B.A. 1968, Davidson College; M.A. 1975, Duke University; M. Litt. 1976, Institute of Soviet and East European Studies, University of Glasgow; Ph.D. 1979, Duke University

STEVEN S. SHAPIRO (1995), Instructor of Physics; B.A. 1986, Colby College; Ph.D. Candidate, Earth, Atmospheric and Planetary Science, Massachusetts Institute of Technology

EDWARD R. SHARP (1995), Visiting Assistant Professor of History; B.A. 1983, M.A. 1988, M.A. 1989, Trinity College; Ph.D. 1995, University of Michigan

CHARLES G. SMITH (1983), Associate Professor of Biology; B.A. 1968, Ohio State University; M.S. 1972, Cleveland State University; Ph.D. 1977, Ohio State University

WILLIAM F. STEVENS (1982), Associate Professor of Management; B.A. 1968, University of Evansville; M.A. 1972, Ph.D. 1977, Michigan State University

ALEXANDER R. STOESEN (1966), Professor of History; B.A. 1954, The Citadel; M.A. 1958, University of Rochester; Ph.D. 1965, University of North Carolina at Chapel Hill

JOHN H. STONEBURNER (1968), E.F. Craven Professor of Religious Studies; B.A. 1958,

Earlham College; B.D. 1961, Drew Theological School; Ph.D. 1969, Drew University

MICHAEL B. STRICKLAND (1992), Assistant Professor of English; B.A. 1976, M.A. 1983, Clemson University; Doctoral Candidate, University of Georgia

CAROLE M. TREADWAY (1969), Librarian of the Friends Historical Collection with rank of Associate Librarian; B.A. 1960, Earlham College; M.L.S. 1983, University of North Carolina at Greensboro

SYLVIA TRELLES (1984), Associate Professor of Spanish and Director of Honors Program; B.A. 1969, Ripon College; M.A. 1971, Ph.D. 1984, University of Michigan

KATHLEEN A. TRITSCHLER (1984), Associate Professor of Sport Studies; B.S. 1972, University of Wisconsin at Madison; M.S. 1978, University of Arizona; Ed.D. 1985, University of North Carolina at Greensboro

BETTY R. TURNER (1993), Assistant Professor of Management; B.A. 1972, Vanderbilt University; M.B.A. 1974, University of Tennessee; J.D. 1983, Vanderbilt University; Member of North Carolina State Bar

ADELE WAYMAN (1976), H. Curt and Patricia S. Hege Professor of Art; B.A. 1965, Vassar College; M.F.A. 1978, University of North Carolina at Greensboro

JILL H. WIESNER (1995), Instructor of Mathematics; B.A. 1984, Skidmore College; M.A. 1986, Syracuse University; Doctoral Candidate, Syracuse University

CHRISTOPHER WELLMAN (1994), Assistant Professor of Philosophy; B.A. 1989, University of North Carolina at Chapel Hill; Ph.D. 1994, University of Arizona

CAROLYN BEARD WHITLOW (1993), Associate Professor of English; B.S. 1969, Wayne State University; M.S. 1976, Cornell University; M.F.A. 1984, Brown University

ROBERT M. WHITNELL (1994), Assistant Professor of Chemistry; B.A. 1983, Reed College; Ph.D. 1988, University of Chicago

ROBERT B. WILLIAMS (1987), Associate Professor of Economics; B.S., 1976, University of Denver; Ph.D. 1984, University of North Caro-

lina at Chapel Hill

ROBERT G. WILLIAMS (1978), Voehringer Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

JOHN ZERBE (1988), Assistant Professor of Theatre Studies; B.A. 1979, Oberlin College; M.F.A. 1982, Indiana University; Doctoral Candidate, University of California

RICHARD L. ZWEIGENHAFT (1974), Dana Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz

Emeriti Faculty

HERBERT T. APPENZELLER, B.A., M.A., Ed.D., Jefferson-Pilot Professor of Sport Studies, 1956-1993

O. THEODOR BENFEY, B.S., Ph.D., Dana Professor of Chemistry and History of Science, 1973-1988

JAMES R. BOYD, B.A., M.A., Professor of Mathematics, 1961-1992

ROBERT R. BRYDEN, B.S., M.S., Ph.D., Dana Professor of Biology, 1961-1983

EDWARD F. BURROWS, B.A., M.A., Ph.D., Professor of Non-Western Studies and History, 1948-1979

WILLIAM A. CARROLL, B.A., M.A., Ph.D., Professor of Political Science, 1968-1993

EDWIN G. CAUDILL, B.S., Lit.M., Ph.D., Sulon Bibb Stedman Professor of Management, 1968-1992

ANN F. DEAGON, B.A., M.A., Ph.D., H. Curt and Patricia S. Hege Professor of Humanities, 1956-1992

CARTER R. DELAFIELD, B.A., M.A., Associate Professor of English, 1966-1987

TREVA MATHIS DODD, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

CARROLL S. FEAGINS, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

MARY B. FEAGINS, A.B., M.A., Associate Professor of German, 1956-1982

HIRAM H. HILTY, B.A., B.D., Ph.D., Professor

of Spanish, 1948-1978

LIGIA D. HUNT, B.S., M.A., Assistant Professor of Spanish, 1955-1984

CYRUS M. JOHNSON, B.S., M.A., Ph.D., Professor of Sociology, 1968-1988

BOB M. KEENY, B.S., M.B.A., Ph.D., C.P.A., Voehringer Professor of Accounting, 1977-1988

E. DARYL KENT, A.B., B.D., Ph.D., Craven Professor of Philosophy and Religion and Professor of Non-Western Studies, 1939-1978

E. KIDD LOCKARD, B.A., M.A., Associate Professor of History, 1958-1979

ILMA MORELL MANDULEY, B.A., D.Sc., Assistant Professor of Mathematics, 1961-1992

F. MILDRED MARLETTE, A.B., M.A., Professor of English, 1948-1979

STUART T. MAYNARD, A.B., M.Ed., Associate Professor of Physical Education and Head Baseball Coach, 1951-1984

JAMES C. McMILLAN, B.A., M.F.A., Professor of Art, 1966-1988

J. FLOYD MOORE, A.B., B.D., Ph.D., Professor of Religious Studies, 1944-1984

JOSEPHINE L. MOORE, B.A., M.A., Ph.D., Professor of History, 1962-1978

FRANCES J. NORTON, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980

JOHN M. PIPKIN, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979

E. GARNESS PURDOM, B.A., M.S., Ph.D., D.S., Dana Professor of Physics, 1927-1973

GWEN J. REDDECK, B.S., M.Ed., Associate Professor of Education Studies, 1959-1993

FLOYD A. REYNOLDS, B.S., M.Ed., Registrar and Assistant Professor of Mathematics, 1960-1992

NORTON H. ROBBINS, B.S., M.A., Ph.D., Associate Professor of Economics, 1965-1981

EUGENE H. THOMPSON, JR., B.A., M.A., Assistant Professor of French, 1948-1979

KENNETH D. WALKER, A.B., M.Ed., Associate Professor of Mathematics, 1962-1984

PAUL E. ZOPF, JR., B.S., M.S., Ph.D., Dana Professor of Sociology/Anthropology, 1959-1993

Guilford College Calendar 1995-96

1995 FALL SEMESTER

Tuition, Room and Board Payment Due (for Fall Semester)	Tues.	Aug. 1	1995
First Faculty Meeting/Picnic	Wed.	Aug. 16	1995
International Student Orientation Begins at 4:00 p.m.	Wed.	Aug. 16	1995
Registration - Continuing Education Students	Thurs.	Aug. 17	1995
New Students Arrive for Orientation	Fri.	Aug. 18	1995
Residence Halls Open for Returning Students at 9:00 a.m.	Sun.	Aug. 20	1995
Returning Students Arrive for Check-In	Mon.	Aug. 21	1995
Registration - All Main Campus Students	Mon.	Aug. 21	1995
Classes Begin	Tues.	Aug. 22	1995
Last Day to Add Courses	Wed.	Aug. 30	1995
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.	Sep. 11	1995
Chairpersons Must Submit Revised List of Courses for Semester II	Mon.	Sep. 25	1995
Family Weekend	Fri. Sept. 29 -	Sun. Oct. 1	1995
Interim Grades Due/Last Day to Replace Sem II & S S Provisional Grades	Tues.	Oct. 10	1995
Fall Break Begins - End of Day/Residence Halls Close at 6:00 p.m.	Fri.	Oct. 13	1995
Residence Halls Open at 9:00 a.m.	Sun.	Oct. 22	1995
Classes Resume	Mon.	Oct. 23	1995
Homecoming	Fri. Oct. 27 -	Sun. Oct. 29	1995
Last Day to Drop or Withdraw from Courses with W Grades	Mon.	Oct. 30	1995
Preregistration for 1996 Spring Semester	Mon. Nov. 6 -	Thurs. Nov. 9	1995
Day Classes Normally Scheduled for Wednesday or Friday will Meet	Wed.	Nov. 22	1995
Thanksgiving Holiday Begins 4:00 p.m./Residence Halls Close at 6:00 p.m.	Wed.	Nov. 22	1995
Residence Halls Open at 9:00 a.m.	Sun.	Nov. 26	1995
Classes Resume	Mon.	Nov. 27	1995
Reading Days	Sat. Dec. 9 -	Sun. Dec. 10	1995
Exams Begin	Mon.	Dec. 11	1995
Exams End/Residence Halls Close 4:00 p.m.	Fri.	Dec. 15	1995

1996 SPRING SEMESTER

Tuition, Room and Board Payment Due (for Spring Semester)	Fri.	Dec. 15	1995
Registration - Continuing Education Students	Fri.	Jan. 5	1996
Residence Halls Open at 9:00 a.m./New Student Orientation	Sun.	Jan. 7	1996
Registration - All Main Campus Students	Mon.	Jan. 8	1996
Classes Begin	Tues.	Jan. 9	1996
Martin Luther King, Jr. Holiday (College Closed)	Mon.	Jan. 15	1996
Last Day to Add Courses	Wed.	Jan. 17	1996
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.	Jan. 29	1996
Chairpersons Must Submit List of Courses for Next Year.	Thurs.	Feb. 15	1996
Interim Grades Due/Last Day to Replace Sem I Provisional Grades	Wed.	Feb. 28	1996
Spring Break Begins - End of Day/Residence Halls Close at 6:00 p.m.	Fri.	Mar. 1	1996
Residence Halls Open at 9:00 a.m.	Sun.	Mar. 10	1996
Classes Resume	Mon.	Mar. 11	1996
Last Day to Drop or Withdraw from Courses with W Grades	Mon.	Mar. 18	1996
Preregistration for 1996 Fall Semester	Tues. Apr. 9 -	Thurs. Apr. 11	1996
Reading Day	Thurs.	Apr. 25	1996
Exams	Fri. Apr. 26 -	Wed. May 1	1996
Commencement	Sat.	May 4	1996

1996 SUMMER SCHOOL

First 5-Week Term/10-Week Term Begins	Mon.	May 13	1996
First 5-Week Term Ends	Fri.	June 14	1996
Second 5-Week Term Begins	Mon.	June 17	1996
Second 5-Week Term/10-Week Term Ends	Fri.	July 19	1996
Commencement	Tues.	July 23	1996

Guilford College Calendar 1996-97

1996 FALL SEMESTER

Tuition, Room and Board Payment Due (for Fall Semester)	Thurs.	Aug. 15, 1996
First Faculty Meeting/Picnic	Wed.	Aug. 21, 1996
International Student Orientation Begins at 4:00 p.m.	Wed.	Aug. 21, 1996
Registration - Continuing Education Students	Thurs.	Aug. 22, 1996
New Students Arrive for Orientation	Fri.	Aug. 23, 1996
Residence Halls Open for Returning Students at 9:00 a.m.	Sun.	Aug. 25, 1996
Returning Students Arrive for Check-In	Mon.	Aug. 26, 1996
Registration - All Main Campus Students	Mon.	Aug. 26, 1996
Classes Begin	Tues.	Aug. 27, 1996
Last Day to Add Courses	Wed.	Sep. 4, 1996
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.	Sep. 16, 1996
Family Weekend	Fri. Sept. 20 - Sun.	Sep. 22, 1996
Chairpersons Must Submit Revised List of Courses for Semester II	Mon.	Sep. 30, 1996
Homecoming	Fri. Oct. 11 - Sun.	Oct. 13, 1996
Interim Grades Due/Last Day to Replace Sem II & S S Provisional Grades	Tues.	Oct. 15, 1996
Fall Break Begins - End of Day/Residence Halls Close at 6:00 p.m.	Fri.	Oct. 18, 1996
Residence Halls Open at 9:00 a.m.	Sun.	Oct. 27, 1996
Classes Resume	Mon.	Oct. 28, 1996
Last Day to Drop or Withdraw from Courses with W Grades	Mon.	Nov. 4, 1996
Preregistration for 1997 Spring Semester	Mon. Nov. 11 - Thurs.	Nov. 14, 1996
Day Classes Normally Scheduled for Wednesday or Friday will Meet.	Wed.	Nov. 27, 1996
Thanksgiving Holiday Begins 4:00 p.m./Residence Halls Close at 6:00 p.m.	Wed.	Nov. 27, 1996
Residence Halls Open at 9:00 a.m.	Sun.	Dec. 1, 1996
Classes Resume	Mon.	Dec. 2, 1996
Reading Days	Sat. Dec. 14 - Sun.	Dec. 15, 1996
Tuition, Room and Board Payment Due (for Spring Semester)	Sun.	Dec. 15, 1996
Exams Begin	Mon.	Dec. 16, 1996
Exams End/Residence Halls Close 4:00 p.m.	Fri.	Dec. 20, 1996

1997 SPRING SEMESTER

Registration - Continuing Education Students	Fri.	Jan. 10, 1997
Residence Halls Open at 9:00 a.m./New Student Orientation	Sun.	Jan. 12, 1997
Registration - All Main Campus Students	Mon.	Jan. 13, 1997
Classes Begin	Tues.	Jan. 14, 1997
Martin Luther King, Jr. Holiday (College Closed)	Mon.	Jan. 20, 1997
Last Day to Add Courses	Wed.	Jan. 22, 1997
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.	Feb. 3, 1997
Chairpersons Must Submit List of Courses for Next Year	Thurs.	Feb. 13, 1997
Interim Grades Due/Last Day to Replace Sem I Provisional Grades	Wed.	Feb. 26, 1997
Spring Break Begins - End of Day/Residence Halls Close at 6:00 p.m.	Fri.	Feb. 28, 1997
Residence Halls Open at 9:00 a.m.	Sun.	Mar. 9, 1997
Classes Resume	Mon.	Mar. 10, 1997
Last Day to Drop or Withdraw from Courses with W Grades	Mon.	Mar. 24, 1997
Preregistration for 1998 Fall Semester	Tues. Apr. 8 - Thurs.	Apr. 10, 1997
Reading Day	Thurs.	May 1, 1997
Exams	Fri. May 2 - Wed.	May 7, 1997
Commencement	Sat.	May 10, 1997

1997 SUMMER SCHOOL

First 5-Week Term/10-Week Term Begins	Mon.	May 12, 1997
First 5-Week Term Ends	Fri.	June 13, 1997
Second 5-Week Term Begins	Mon.	June 17, 1997
Second 5-Week Term/10-Week Term Ends	Fri.	July 18, 1997
Commencement	Tues.	July 22, 1997

INDEX

Academic Advising, Continuing Education	130	Campus Ministry	10, 122
Academic Departments and Programs	37	Campus Organizations	120
Academic Dismissal	115	Campus Services, Continuing Education	131
Academic Probation	115	Cancellation of Classes	112
Academic Record	124	Career Development Center	119, 131
Academic Regulations	111	Career Development, Continuing Education	131
Academic Skills Center	11, 131	C-Credit Accumulation Plan	21
Academic Suspension	115	Center for Continuing Education	33, 130
Accounting	37	Certificate of Study Program	29, 34
Accreditation	14	Certified Public Accountant Preparation	37
Administrative Council	136	CEUs	35
Administrative Staff	136	Changes in Registration	111
Admission	124	Chemistry	12, 43
Admission, Continuing Education	33, 132	Choir	120
Admission Deposit	127, 128	Class Attendance	112
Admission Interview	125	Classics	46
Adult Students, Special	133	Classroom Buildings	11
Advanced Placement	126	College, General Information	8
Affiliation	14	College Graduates, Continuing Education	133
African American Cultural Society	121	College Level Examination Program (CLEP):	
African American Studies Concentration	102	General and Subject Examinations	126
American College Testing Program (ACT)	125	College Marshals	30, 123
Anesthesia Nurses, Post-Professional Program	26	Communications Concentration	103
Application Procedure	125	Community	15
Area Requirements	17	Community Involvement	122
Areas of Study, Continuing Education	34	Community Senate	132
Art	38	Computer Center	13
Art Gallery	14	Computer Concentration	103
Arts Program	120	Concentrations	20
ArtsETC	120	Consortia	20
Athletic Insurance	127, 129	Continuing Education Units	35
Athletics and Recreation	123	Cooperative or Dual-Degree Programs	21
Attendance	112	Counseling, Veterans	131
Audiovisual Resources, Media Center		Counseling Center	119
Leak Audiovisual Center	11	Course Load, Normal	112
Auditor	111, 112, 133	CPA Preparation	37
Avanti	118	Creative Arts Requirement	18
Bauman Telecommunication Center	13	Cross Registration	130
Biology	12, 40	Cultural Opportunities	120
Board of Trustees	134	Dana Auditorium	13
Board of Visitors	135	Dana Scholars	30, 31
Calendar, College	144, 145	Dean's List	29, 123
Campus Living	116	Degree Candidacy	116, 132
		Degrees Offered	8, 21, 24

Departmental Clubs	121	Federal Supplemental Educational Opportunity Grants (SEOG)	32
Departmental Honors	27	Fees, Continuing Education	133
Departmental Majors	18, 37	Fees, Residential Campus	8, 124, 127
Departmental Programs	37	Fees, Explanation of	127, 128
Deposit in Escrow	128	Fees, Music	128
Diverse Ethnicity, Services for Students of	119	Fees, Nonpayment of	115
Disciplinary Suspension or Dismissal	115	Fees, Payment of	129
Discontinued Degree Program	116	Fees, Refunds and Adjustments	129
Dismissal, Academic	115	Film Series	120
Dismissal, Disciplinary	115	Financial Aid	29
Distribution Requirements	18	Financial Assistance	
Dormitories (see Residence Halls)	117	Application for	30
Double Majors	18	Loans	33
Drama (see Theatre Studies)	98	North Carolina Residents	32
Dual-Degree Programs	21	Scholarships	30
Early Decision Deadline	125	First-Year Seminars	16
Early Decision Plan	125	Foreign Language Placement	17
Early Entrance	125	Foreign Language Requirement	17
Eastern Music Festival	15	Foreign Languages	17, 55
Economics	47	French	56
Education Studies	49	Friends Center	10
Electives	20	Friends Historical Collection	11
Emeriti	143	Full-Time Student	112
Employment Service, Student	119, 130	General Courses Required for Graduation	16
Endowment	8	General Studies	59
Engineering, Cooperative Program	21	Geology and Earth Sciences	12, 60
English	16, 51	German	57
English Athletic Leadership Award	123	Ghana	107
English Language Studies	29	Grade Points	113
English Placement Essay and Usage Examination	17, 115	Grade Reports	113
English Requirement	16	Grading System	113
Enrollment Fee	125	Graduation Requirements	21, 24
Entrance Tests	124	Greater Greensboro Consortium	20, 130
Environmental Management and Forestry, Cooperative Program	25	Greek	46
Environmental Studies Concentration	104	<i>Greenleaf Review</i>	121
Evening Schedule	34	Greensboro, City of	8
Faculty (also see Departmental Listings)	8, 9, 138	Guilford Scholarships	30
Family Weekend	124	<i>Guilfordian</i>	121
Federal Direct Student Loan (FDSL)	33	Gymnasium, Alumni	13
Federal Grants and Loans	32	Health Services, Student	118
Federal Pell Grant Program	32	Hege Library	10
Federal Perkins Loan Program	33	History	18, 64
		History Requirement	18

INDEX

Honor Code	114	Leadership Recognition	123
Honors, Departmental	27	Leadership Scholarships	32, 123
Honors, General	30	Learning Resources	10
Honors, Graduating	30	Lectures	120
Honors Program	27	Library (see Hege Library)	10
Honors Scholarships	28, 31	Library Research Skills (see Avanti)	118
Housing, Student	117	Loans (see Financial Assistance)	32
Continuing Education Students	131	Majors and Degrees	18, 24
Married Students	117, 131	Majors, Departmental	18, 37
Special Interest	118	Majors, Double	18
Humanities Requirement	18	Majors, Interdisciplinary	19
Immunizations	118, 127	Major, Integrative	19
Independent Study	26	Major, International	19
Installment Plans	129	Majors, Joint	18
Insurance	127, 128	Management	73
Integrative Studies	19, 67	Marshals, Student	30, 123
Intercultural Requirement	17	Mathematics	76
Intercultural Studies Concentration	104	Mathematics Requirement	18
Interdisciplinary Concentrations	102	Media Center, Hege Library	11
Interdisciplinary Majors	19	Medical and Accident Insurance	128
Interdisciplinary Studies	16	Medieval Studies Concentration	104
INTERLINK	29, 126	Minor	20
International Baccalaureate	126	<i>Monographs in Undergraduate</i>	
International Relations Club	121	<i>Mathematics</i>	76, 121
International Student Applications	126	Motor Vehicles	124
International Student Services	119	Registration Fee	127, 128
International Students	131	Music	78
International Students, Insurance	127, 128	Music Fees	128
International Studies	19, 69	National Collegiate Athletic	
Internships	27	Association (NCAA)	123
Intramural Association	123	Native American Student Services	119
Intramural Sports	123	Noncredit Courses	35
Japan, Year in	28	Nondiscriminatory Policy	3
Japanese	57	North Carolina Legislative Tuition Grant	32
Joint Majors	18	North Carolina Residents, Aid to	32
<i>Journal of Undergraduate Mathematics</i>	76, 121	North Carolina State Contractual	
<i>Journal of Undergraduate Research</i>		Scholarship Fund	32
<i>in Physics</i>	121	North Carolina State Grants	32
Justice and Policy Studies	69	Observatory	82
Key Deposit	127, 128	Off-Campus Seminars	28
Laboratories, Science	12	Old Dominion Athletic Conference (ODAC)	123
Language Laboratory	13	Organizations, Campus	120
Latin	46	Orientation	118
Law, Preprofessional Program	26	Overloads	112

Off-Campus Education (see Studies Abroad)	28	Quaker Leadership Scholars Program	10, 32
Off-Campus Seminars	28	Quaker Ministry Candidates, Aid for	32
Overview	15	Quaker Students, Aid for	32
Parents' Association	124	Quality Point Average	113
Parents' Weekend (see Family Weekend)	124	Quality Points	113
Part-Time Student	112	Readmission of Suspended or Dismissed Students	115
Pass/Fail Option	113	Recreation	123
Payment of Accounts	129	Reentry Assistance	35
Payment of Accounts, Continuing Education	134	Refunds and Adjustments	129
Peace and Conflict Studies Concentration	105	Refunds and Adjustments, Continuing Education	133
Pell Grant Program	32	Registration Procedures, Residential Campus	111
Performing Arts	120	Registration Procedures, Continuing Education	130
Personal Interview for Admission	125	Regular Decision Deadline	125
Personnel	134	Related Field	20
Philosophy	80	Religious Life	122
Physical Education (see Sport Studies)	95	Religious Studies	89
Physical Education Center	13	Required Liberal Arts Courses	16, 22
Physician Assistant, Cooperative Program	25	Residence Halls	117
Physics	12, 81	Residential Life	117
Piedmont Independent College Association of North Carolina	20	Revelers	120
Placement Service (see Career Development)	119, 131	Room and Board, Fees	127, 129
Political Science	84	Scholarship Society	30
Post-Professional Program, Anesthesia Nurses	26	Scholarships	29, 30, 44, 79, 123
Practicing and Performing Space	13, 128	Scholastic Aptitude Test (SAT)	16, 31, 124, 125, 126, 133
Pre-College Program, Avanti	118	Scholastic Honors	29
Pre-Dentistry	25	Science Laboratories	12
Pre-Law	26	Science Requirement	18
Pre-Medicine	25	Second Degrees	116
Pre-Ministerial	26	Secondary School Preparation for Admission	124
Preprofessional Options	25	<i>Seeker</i>	132
Presidential Scholarships	31	Selection Criteria for Students	124
Pre-Veterinary Medicine	25	Semester Load	112
Probation, Academic	115	Seminar West	62
Profile of Guilford	8	Senior Citizens Audit Fee	133
Provisional Grades	113	Senior Excellence Award	123
Psychology	13, 87	Senior Thesis	27
Publications, Student	121, 132	Separation from the College	115
Publications, Other	121	Social Sciences Requirement	18
<i>Quaker</i>	121	Sociology/Anthropology	93
Quaker Concerns	122		
Quaker Heritage	9		

INDEX

<i>Southern Friend: Journal of the North</i>		
<i>Carolina Friends Historical Society</i>	122	
Spanish	58	
Special Interest Groups	121	
Special Interest Housing	118	
Special Study Opportunities	26	
Special Topics Courses	26	
Speech	59	
Sport Management	95	
Sport Studies	95	
Sports, Intramural	123	
Sports, Men	123	
Sports, Women	123	
Sports Medicine	95	
Statement of Purpose	5	
Sternberger Auditorium	14	
Student Activity Fee	127, 128, 134	
Student Aid (see Financial Assistance)	30	
Student Body	9	
Student Body, Continuing Education	34	
Student Classification	111	
Student Life	118	
Student Employment Service	119, 130	
Student Financial Assistance and Planning, Office of	33	
Student Government, Continuing Education	131	
Student Government, Residential Campus	117	
<i>Student Handbook</i>	115, 117, 124	
Student Health Service	118	
Student Housing	117	
Student Life	118	
Student Publications	121	
<i>The Guilfordian</i>	121	
<i>The Quaker</i>	121	
<i>The Greenleaf Review</i>	121	
<i>The Seeker</i>	132	
Student Services (see Student Life)	118	
Student Union	120, 132	
Studies Abroad	28	
Beijing, China	106	
Brunnenburg, Italy	106	
Ghana, Cape Coast	107	
Guadalajara, Mexico	108	
London, England	108	
Munich, Germany	108	
Paris, France	109	
Tokyo, Japan	28, 109	
Studios and Galleries	14	
Summer School or Semesters at other American or European Institutions	28	
Summer School	29	
Suspension, Academic	115	
Suspension, Disciplinary	115	
Teacher Certification	49, 96	
Telecommunications Center (see Bauman)	13	
Telescope	82	
Test of English as a Foreign Language (TOEFL)	126	
Theatre Studies	98	
Thesis, Senior	27	
Transcripts	115, 127	
Transfer Applications	126	
Transfer Credits	114	
Tuition and Fees	127	
Tuition and Fees, Continuing Education	133	
Tuition and Fees, Payment	129	
Tuition and Fees, Nonpayment	115	
Tuition Refund	129, 134	
Tutoring Service	11	
Unclassified Student	111	
Veterans	131	
Visiting Student	111	
Voluntary Withdrawal	115	
Washington, DC, Semester	28	
Weekly Class Schedule	112	
Withdrawal from College	129	
Withdrawal from Courses	111	
WQFS-FM	120, 132	
<i>Who's Who</i>	123	
Women's Studies	101	
Women's Studies Concentration	106	
Work Opportunities	130	
Work-Study	130	
Y.M.C.A.	13	



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