## 2011–2012 Academic Calendar

### Summer Sessions 2011
- **May 31**: Session 1 Begins
- **June 17**: Session 1 Ends
- **June 20**: Session 2 Begins
- **July 4**: Independence Day Holiday
- **July 29**: Session 2 Ends

### Fall Semester 2011
- **August 29 – September 2**: Faculty Meeting Days
- **September 2**: New Student Move In
- **September 3 – 5**: New Student Orientation
- **September 5**: Fall Registration
- **September 6**: First Day of Fall Classes
- **September 13**: Last Day to Add a Class
- **September 30 – October 1**: Family Weekend
- **October 7**: Fall Break *(begins after last class)*
- **October 12**: Classes Resume
- **October 14 – 15**: Homecoming
- **October 21**: Mid-term Grades Due
- **November 3 – 4**: Fall Board Meeting
- **November 11**: Last Day to Withdraw
- **November 22**: Thanksgiving Break *(begins after last class)*
- **November 28**: Classes Resume
- **December 9**: Last Day of Classes
- **December 10 – 11**: Reading Days
- **December 12 – 16**: Exams

### Interterm 2012
- **January 3**: Interterm Begins
- **January 20**: Interterm Ends
- **January 21 – 23**: Interterm Break

### Spring Semester 2012
- **January 24**: Spring Registration
- **January 25**: Spring Classes Begin
- **February 1**: Last Day to Add a Class
- **March 2**: Spring Break *(begins after last class)*
- **March 12**: Classes Resume
- **March 16**: Mid-term Grades Due
- **April 3**: Founder’s Day
- **April 5**: Last Day to Withdraw
- **April 5**: Easter Break *(begins after last class)*
- **April 10**: Classes Resume
- **April 12 – 13**: Spring Board Meeting
- **April 14 – 16**: Last Day of Spring Classes
- **May 2**: Exams
- **May 3 – 5**: Reading Day
- **May 6**: Exams
- **May 7 – 8**: Baccalaureate
- **May 11**: Commencement
Connect with Bridgewater:

Cover photos by Jason Jones. Inside photos by Ben Blankenburg, Scott Cole, Charles Culbertson, Jason Jones, Holly Marcus, David Showalter and Tommy Thompson.

The Bridgewater College Catalog is a multi-purpose bulletin, not a contract. Because it serves as an official record of the College, the College Catalog describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains registers of the administration and faculty, and describes other aspects of campus life. All of these items are subject to change from time to time. The catalog, therefore, serves as a reference for faculty and students and also as an introduction to prospective students and their families and friends. The Contents gives the major divisions of the catalog; the Index at the back of the book helps locate specific information of interest.
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March 2011

Educator and former NASA astronaut Barbara Morgan once noted that education is very much like space itself—limitless and without boundaries. It is a concept that Bridgewater College embraces as we move forward in a world of disintegrating cultural, economic and geographic partitions. If we are to properly educate our students and prepare them for success in a global environment, we must pursue educational approaches beyond the merely possible or reasonable.

As you explore the Bridgewater College catalog, you will see the importance we place on educating our students as whole persons by emphasizing personal integrity, ethical conduct and moral character. This is accomplished, in part, by opening the doors to the world through a variety of experiences and opportunities such as service-learning, multicultural programs, research, internships, distinguished speakers, and international travel. A combination of these experiences broadens our students’ knowledge and gives them a greater appreciation for the world in which we live.

Preparing students to be comprehensive thinkers who are capable of entering and succeeding in a competitive and pluralistic world is what defines Bridgewater College. The Bridgewater Experience is limitless. Come join us to live and learn beyond borders.

Sincerely,

George Cornelius
President

the Bridgewater Experience
Welcome to Bridgewater

a journey of exploration & discovery
Bridgewater College pursues its mission of developing the whole person by empowering students to achieve its distinctive goals of intellectual excellence, personal and civic responsibility, ethical and spiritual development, and a commitment to lifelong wellness. The College nurtures an inclusive and caring community, encouraging students to explore what it means to be fully human and to live thoughtful and purposeful lives; to aspire for wisdom and not merely knowledge; and to learn the importance of serving something greater than themselves.

The cornerstone of such transformative education is a curriculum and co-curriculum that fosters students’ intellectual development in both a major field and the broader liberal arts and sciences. Bridgewater provides an engaging learning environment that not only prepares students for useful lives in careers and professions but also promotes the lifelong practices of intellectual judgment, curiosity, and creativity as the foundation for flexibly responding to a rapidly changing world.

Bridgewater seeks to increase its students’ engagement with the diverse array of cultures, interests, and ideas in both our own community and the broader world. We seek to meet the challenge of understanding and taking responsibility for the civic institutions on which we and our local, national, and international communities depend. The College fosters such responsibility by modeling stewardship for the world’s beauty and resources, informing students about issues our communities face, and encouraging them to reflect on and fulfill their roles as local, national, and global citizens.

Bridgewater nurtures its members’ ethical and spiritual development by providing varied opportunities for religious expression and by equipping students to critically consider their ethical choices and spiritual orientations. Valuing inquiry as much as answers, in matters spiritual as well as intellectual, the college embraces diverse approaches to spirituality within and outside the Christian faith, prescribing no single path for its members. The community values inclusive and open conversation about religious matters, while respecting those who consider their spiritual quest to be a private concern.

Bridgewater also develops the whole person by educating students to live healthy lives. This includes courses, intercollegiate athletics, intramural sports, programs, and facilities where students apply the concepts of physical and emotional wellness to their lives in an ongoing and meaningful way.

The education offered at Bridgewater is broad, deep, and liberating. It can free individual creativity and promote the art of the examined life; it can develop the realization that the gift of life demands service to others. It leads one, while acknowledging that truth is not fully known, to continually seek out the fullest truths that can be known. It honors the past, embraces the present, and envisions the future.

Mission of Bridgewater College

"The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member."
Educational Objectives
To live up to its educational commitment as a liberal arts college, Bridgewater provides resources and encouragement for the student:

- to acquire the ability to speak and write the English language with clarity and effectiveness;
- to understand how people, events, and ideas of the past have shaped the world in which we live;
- to develop an understanding of the diverse cultures that comprise the global community;
- to understand the natural world and the method and philosophy of science;
- to appreciate art, music, and literature with sensitivity and critical judgment;
- to understand the economic, political, and social structures of our society;
- to develop competence in critical and creative thinking, which will facilitate exploration of new areas of knowledge;
- to seek in-depth knowledge in a particular field;
- to focus on a career choice which integrates interests, abilities, values, and commitments;
- to strive for physical well-being, emotional maturity, and ethical and spiritual awareness;
- to acquire an awareness of the need for accomplished leaders and develop personal skills in the art of leadership; and
- to demonstrate knowledge and skill in the use and application of information technology media.
Bridgewater College was established in 1880 as Spring Creek Normal School and Collegiate Institute by Daniel Christian Flory, an alumnus of the University of Virginia and a leader in the Church of the Brethren, who wanted to bring the values and benefits of Jefferson’s “Academical Village” to the Shenandoah Valley and his denomination. Nine years later, the school was named Bridgewater College and chartered by the Commonwealth of Virginia to grant undergraduate degrees, becoming the first private, senior co-educational liberal arts college in Virginia and one of the few accredited colleges of its type in the South. Bridgewater conferred its first Bachelor of Arts degree on June 1, 1891.

Given its Brethren heritage of peace, justice, equality, service, and human dignity, the College promotes these values in an inclusive and caring community focused on developing the whole person—mind, body, heart, and spirit. Regardless of background or belief, the College encourages all of its members to thoughtfully and critically reflect on this quest. Believing that it is enriched by a variety of experiences, cultures, and perspectives, the College strives to be an increasingly diverse community.

Today, Bridgewater College enrolls approximately 1,700 men and women. Electing to keep its enrollment small, Bridgewater continues to maintain a faculty-student ratio of 1:14, thus ensuring that the College provides a tightly-knit academic community where faculty, staff, and students know each other on an individual basis. Bridgewater’s
size allows students more opportunities than they might have at larger schools—more opportunities to participate in sports, theatre, music, clubs, and organizations, to exercise leadership, and to develop and achieve their potential in different ways. Students have many opportunities to engage with the broader world through international travel and study, participating in Interterm and summer travel experiences or semester-length programs. Students have exceptional opportunities to work one-on-one with faculty mentors and engage in personalized independent study or directed research. Because of this, many Bridgewater graduates receive prestigious fellowships and assistantships for graduate and professional study from outstanding universities throughout the country.

Bridgewater College has an honorable history spanning more than 130 years. It has remained true to its Jeffersonian and Brethren ideals by encouraging freedom of thought, being a pioneer in co-education and racial integration, growing and developing to meet the changing needs of its students, insisting on high scholastic standards, and educating good and productive citizens to become leaders in society.
The Campus

Bridgewater College is located in the heart of the Shenandoah Valley of Virginia.

Situated in this beautiful and historic setting, the Bridgewater campus is comprised of nearly 300 acres (including the BC Equestrian Center).

Residence Halls

Bridgewater College offers its students a variety of housing options. The residential experience includes a combination of men’s and women’s residence halls, co-educational housing, apartment living, honors houses and a village-style apartment community—all on its campus. Residence halls include kitchens and study and television lounges.

Two new housing options in 2010—Stone Village and the Wright-Heritage Link—added to the mix apartment-style houses in a community setting and a link with more amenities such as a café, game room and fitness room.

BLUE RIDGE HALL, erected in 1949, accommodates 150 students and a resident director. The name of the hall honors Blue Ridge College of New Windsor, Md., which closed in 1944. This building includes lounges and was renovated and air-conditioned in 1988.

DALEVILLE HALL accommodates 105 students and a resident director. It was built in 1962–63 and includes a lounge. The name of the hall honors Daleville College of Daleville, Va., which was consolidated with Bridgewater in 1923.
DILLON HALL, erected in 1965–66, accommodates 168 students and a resident director, and includes a lounge. The name of the hall honors J. B. Dillon who was a trustee of Bridgewater for 26 years; his brother, W. D. Dillon, a benefactor of the College; and their father, John Henry Dillon.

GEISERT HALL accommodates 172 students and a resident director, and contains student lounges. The building was erected in 1990 and is named in honor of Dr. Wayne F. Geisert, who served as president of Bridgewater College from 1964 to 1994.


THE STONE VILLAGE community is located at the 400 block of East College Street. Named after College president emeritus Phillip Stone, these five houses are grouped with the pre-existing Strickler Apartments to form a residential community for 88 students. Built in 2010–2011, the four larger units are comprised of 5,000 square feet and house 16 students each. The smaller unit is comprised of 3000 square feet and houses eight students.

WAKEMAN HALL accommodates 100 students and a resident director. It was erected in 1980 and includes a student lounge. The building is named for Benjamin O. and Crystal Driver Wakeman, longtime friends and supporters of the College.

WAMPLER TOWERS, erected in 2004, is a four-tower apartment complex that accommodates 188 students, and includes four common rooms, four laundry rooms and an apartment for a residence life staff member. Each apartment is equipped with central air and has a kitchen, bathroom and living area. While the majority of the apartments are two-bedroom, eight feature lofts and an additional bath.

THE WRIGHT-HERITAGE LINK is located at 110 Third Street. This expansion and connector for the Wright and Heritage Hall dormitories provides residential housing and kitchen/lounge areas for 13 students in 11 residential rooms on the second floor. The basement and first floors provide a café and supporting kitchen area with mezzanine level lounge space and an elevator that serves the entire complex. The third floor houses a game room, wellness center and two conference/classrooms. It consists of 12,847 square feet on four floors.

WRIGHT HALL, erected in 1958–59, accommodates 164 students and a resident director, reception rooms and recreation rooms. The name of the hall honors the brothers Frank J. and Charles C. Wright. Dr. Frank J. Wright, a distinguished geologist, was the first academic dean appointed at Bridgewater. Dr. Charles C. Wright served the college 39 years as professor of economics and one year as acting president.

Educational and Recreational Facilities

THE ALEXANDER MACK MEMORIAL LIBRARY, built in 1962–63 and named for the founder of the Church of the Brethren, is an integral part of the intellectual life of Bridgewater College. Students have access to a vast collection of books, electronic books, audio books, periodicals, DVDs, and videocassettes, as well as electronic access to more than 26,000 online journals in 80+ electronic databases and access to millions of online government documents. The library’s participation in resource sharing with over...
7,500 libraries provides students additional access to resources from around the world. The library offers individual and group study seating for over 240 students and four technology enhanced group study rooms. Students can also check out laptops with wireless access to use within the library.

THE ALUMNI RELATIONS OFFICE is located at 112 College View Drive.

BOWMAN HALL was erected in 1953. In 1995–96 it was completely renovated to house the English, Sociology, Philosophy and Religion, Psychology, Economics and Business departments and the C. E. Shull Information Technology Center. The name Bowman Hall honors Samuel M. Bowman, Paul H. Bowman, and Warren D. Bowman. Samuel M. Bowman left a bequest to the College to promote instruction in biology, agriculture, and family and consumer sciences. Paul H. Bowman served the College as president for 27 years, and Warren D. Bowman served as president for 15 years.

BRIDGEWATER COLLEGE EQUESTRIAN CENTER is a year-round riding and training facility located in Weyers Cave, about 10 minutes from campus. The 75-acre Equestrian Center is home to the Riding Program. It includes two lighted outdoor rings, a 300’ x 140’ indoor arena, boarding facilities for College- and student-owned horses, all-weather wash bays, permanent field-hunter course, heated tack room, showers, a conference room, fully-equipped classrooms, and offices.

THE C. E. SHULL INFORMATION TECHNOLOGY CENTER honors C. E. Shull, former Bridgewater professor of mathematics and physics. The Center, located in Bowman Hall, houses the IT Center Help Desk, staff offices, and the primary campus data center. IT Center staff manage and maintain all campus information technology, including computers and servers, computer networks, administrative information systems, telecommunications, the cable TV system, and the ID card system.

THE CAMPUS POLICE OFFICE is located at 122 College View Drive, adjacent to the Funkhouser Center.

THE CARTER CENTER FOR WORSHIP AND MUSIC is the former Bridgewater Church of the Brethren. The first structure on the present location was erected in 1914. A new sanctuary and additional facilities were added in 1953. The old sanctuary was converted into a chapel in 1965. Extensive renovations were undertaken in 2000. The Carter Center is presently used for convocations, concerts, lyceums and other special events and is the home of the music department, office of college relations and the Stone Prayer Chapel.

THE CLEO DRIVER MILLER GALLERY, located on the second floor of the library, serves the community as both a teaching space for the visual arts and a formal exhibition space for student exhibits as well as local and nationally recognized artists’ work.

COLE HALL was erected in 1929 as the auditorium section of a future administration building. The theatre/auditorium seats about 640 people and is equipped with a modern stage, dressing rooms, a stage lighting system, motion picture and sound equipment, a concert grand piano, and a three-manual Moeller organ with 51 ranks of pipes, which was installed in 1974. The name of the building perpetuates the memory of Dr. Charles Knox Cole. It is a gift of his daughter, Virginia Garber Cole Strickler.

FLORY HALL, named in 1984, in honor of D. C. Flory, the College’s founder, and John S. Flory, long-time president and professor, is the complex made up of the former Founders Hall (erected in 1903), Wardo Hall (erected in 1910), and the link constructed in 1983, which connects these two historic buildings. Wardo Hall served as a men’s residence for most of its history. Founders Hall housed principal administrative offices and classrooms. Flory Hall now houses the academic departments of education, foreign languages and history and...
political science, as well as the president’s office, academic affairs, registrar, business office, institutional research and institutional advancement.

**THE FRED O. AND VIRGINIA C. FUNKHOUSER CENTER FOR HEALTH AND WELLNESS**, a 34,000 square foot health and wellness center on the corner of Dinkel Avenue and College View Drive, was constructed in 2001, and is used for intramurals, recreational play, and academics.

The Center includes two 50’ x 84’ basketball courts, a 50’ x 94’ basketball court, two volleyball courts, a jogging track, two racquetball courts, a cardiac center (exercise and weight training), and a multi-purpose space for aerobics. The College’s health services and athletic training offices are also located in the Funkhouser Center.

**JOPSON ATHLETIC COMPLEX**, named in honor of Dr. Harry G. M. Jopson, professor of biology, emeritus and coach of track and cross country, lies along the southern boundary of the campus and borders North River. The original field was purchased and developed with contributions from the Classes of 1923, 1924, 1925, and 1926 as well as alumni and friends. Extensive renovation of the field was completed in the summer of 1971 when drainage and irrigation systems were installed, an all-weather track was constructed, and the football field and baseball diamond were relocated. In 1986, extensive renovations, including a 2,500-seat football stadium, were completed. The fields received extensive repair and upgrade again following the flood of September 1996. In 2007, a new 144-seat press box (with a wheelchair lift) and a football scoreboard with messaging capabilities were added. The facility also includes practice and playing fields for lacrosse, soccer and softball.

**THE KLINE CAMPUS CENTER** was erected in 1969 and the main dining facilities and main lobby were fully renovated in 2007. It is named in honor of the Wilmer Kline family, who gave generously in support of the cost of the facility, and in honor of Elder John Kline, a Church of the Brethren martyr during the Civil War. The main dining hall has a capacity of 480. Also on this level are a reception desk for campus visitors, the main lounge, and the College president’s dining room.

The lower level houses a bookstore, snack shop, billiards room, campus post office, and a commuter student lounge. Student government, yearbook and Phonathon offices are on the top floor. The center is connected to Cole Hall auditorium and to Rebecca Hall.

**MAPP FIELD**, named in honor of Laura S. Mapp, associate professor of physical education, emerita, is adjacent to Jopson Field along the southern boundary of the campus. It borders North River. The field is used for field hockey.
THE MCKINNEY CENTER FOR SCIENCE AND MATHEMATICS, completed in 1995, is named in honor of Dr. and Mrs. Robert M. McKinney. A trustee of Bridgewater College for several decades, Dr. McKinney was a research chemist for DuPont Corporation. The building, which bears his name, consists of 75,000 square feet of space including modern science and computer laboratories, numerous classrooms, and faculty offices.

MEMORIAL HALL, formerly known as Stanley Hall, was built in 1890. In 1927 it was renovated and re-dedicated as Memorial Hall. The building was modernized in 1953, 1971 and 2002. It now houses the communication studies and art departments.

MOOMAW HALL, serving the family and consumer sciences department, was built and put into use in 1969, honoring Leland C. and Nina Kinzie Moomaw of Roanoke, Va., who gave generously toward the project. The women of the southeastern region of the Church of the Brethren also contributed substantial funds toward the building, and several church districts and local women’s groups gave continuous support. An area of the facility honors S. Ruth Howe, former department chair.

NININGER HALL is used for intercollegiate athletics. Formerly known as Alumni Gymnasium, it was named for Dr. R. Douglas Nininger, ’28, longtime chairman of the Board of Trustees, his wife, Ruth Miller Nininger, ’30, and other members of his family. The building was erected in 1957–58 and was extensively remodeled in 1979–80. In addition to the usual athletic facilities, the building contains classrooms and a swimming pool that boasts a movable floor (depth) to accommodate the handicapped.

REBECCA HALL, erected in 1928–29 as a women’s residence and dining hall, now houses the offices of student life and the associate dean for academic affairs, art studios, and the Boitnott Room, as well as a lecture room-auditorium. The building is named in honor of Rebecca Driver Cline, wife of Benjamin Cline of North River, whose contribution helped pay for its construction.

THE REUEL B. PRITCHETT MUSEUM, started by the Rev. Reuel B. Pritchett, a Brethren minister, in 1954, houses an eclectic collection of more than 10,000 artifacts. Currently located on the ground floor of Cole Hall, the museum displays items of particular interest relating to the history of the Church of the Brethren, Bridgewater College, Rockingham County and the Shenandoah Valley.

YOUNT HALL, constructed in 1905, was extensively remodeled in 1977 to provide offices for the Admissions staff and Financial Aid staff. Its name commemorates the valued service of Walter B. Yount, Bridgewater’s first president, and also the service of his gifted mother, Margaret C. Yount.

Among other physical facilities of the College are a number of faculty residences, several small student houses, the president’s home, the central heating plant, the old gymnasium, and Phibbs Maintenance Center, which houses facilities management and auxiliary services.
Campus Map

1. Yount Hall (1905): Admissions Office and Financial Aid Office
2. Memorial Hall (1890): Art Department, Communication Studies Department and Veritas Office
3. Plaza
4. Flory Hall (named 1984), comprised of the former Founders Hall (1903), Wardo Hall (1910) and the connecting link: Office of the President, Vice President and Dean for Academic Affairs, Registrar’s Office, Business Office, Human Resources, Institutional Advancement Office, Office of Institutional Research, Departments of Education, Foreign Languages, and History & Political Science, Copy Center and classrooms
5. Old Gymnasium (1908)
7. Honor Houses: Student Residences at 305, 307–309 East College Street
8. The Carter Center for Worship and Music (1914/2000): Office of College Relations and Department of Music
10. Wright Hall (1959): Men’s Residence
12. Heritage Hall (1964): Student Residence
15. McKinney Center for Science and Mathematics (1995): Departments of Biology, Chemistry, Mathematics and Computer Science, Physics, classrooms and labs
18. Blue Ridge Hall (1949): Student Residence
21. Funkhouser Center for Health and Wellness (2001): campus information, health services, sports medicine, multi-use gymnasium, aerobics/ multi-purpose room, exercise/weight room, indoor jogging track and intramurals
22. Campus Police and Safety Department
24. Rebecca Hall (1929): Associate Academic Dean’s Office, Student Life Offices, Career Services Office, Chaplain’s Office, Service-Learning, Boitnott Room, art studios and campus radio station
25. Kline Campus Center (1969): visitor’s reception, student services, main dining hall, bookstore, post office, Eagle’s Nest snack shop, commuter student lounge, student senate and Ripples offices
27. Boitnott House (1900): Student Residence
28. Honors Houses: Student Residences at 418, 421 and 423 East College Street
29. Strickler Apartments: Student Residence
30. Stone Village: Student Residence
31. Office of Alumni Relations
32. College Stables
33. Bicknell House (1900): Academic Support Center
34. President’s House (1949)
35. Nininger Health and Exercise Science Center (1980): Director of Athletics, Health & Exercise Science Department, athletic offices, gymnasium, and pool
36. Mapp Field: field hockey and lacrosse
37. Jopson Athletic Complex: Tennis courts, football, track, baseball, softball and soccer fields
38. Practice Soccer Fields
39. Bridgewater College Equestrian Center (BCEC): year-round riding and training facility in Weyers Cave, 15 minutes from campus (turn right off Rt. 11 onto Burketown Rd.)
Admissions

REQUIREMENTS

Bridgewater College seeks to enroll qualified students who present evidence of ability to succeed in the type of program provided. While success in a liberal arts college may depend upon several qualities, applicants for admission to Bridgewater are expected to demonstrate the following types of ability and achievement:

1. Graduation from an accredited senior high school or secondary school—The program of courses completed in high school should include the following credits: four in English; two in one foreign language; three in college preparatory mathematics, preferably algebra, geometry, and algebra II; two in social studies and history; two in sciences; and four in suitable electives. While the electives may be in vocational or non-academic subjects, it is recommended that they be in academic subjects such as English, science, mathematics, and social studies. Applicants from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma.

2. Better than average scholarship on the secondary school program completed—The grades or marks made on the high school or secondary school program and scores made on achievement tests covering the secondary school subjects should be high enough to give reasonable assurance of ability to do college work. Rank in the upper half of the graduating class is normally required. If an applicant ranks lower
than the upper half, strong compensative qualities need to be shown in order to gain admission.

3. **A satisfactory score on the Scholastic Aptitude Test (SAT)** of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program. Scores on the SAT II are not required. Information concerning these tests may be obtained from high school officials or by visiting the College Board Web site at www.collegeboard.com.
   
   For information about the ACT, high school guidance offices should be consulted.

4. **Good character**—Success in a liberal arts college depends not only upon the type and quality of secondary school program completed but also upon personal integrity, honesty and ethics. Applicants may be asked to submit references that testify to evidence of these qualities.

5. **Guidelines for students who are home-schooled**—The Admissions Committee evaluates all students who are home-schooled for admission to Bridgewater College. The criteria for admission are essentially the same for all applicants in terms of SAT or ACT scores, recommendations and high school transcripts. The transcript can be obtained through your home-school association. If you are not associated with a specific organization, Bridgewater will accept a transcript put together by the home-schooling parent. A campus visit is highly recommended.

6. **Guidelines for applicants who have a GED**—The Admissions Committee evaluates all students who have earned a GED. A SAT or ACT score is required for consideration in addition to recommendations in support of one’s application. A copy of the GED certificate must be submitted as well as a transcript of any completed high school coursework.

**Admission of International Students**

All non-U.S. citizens and nonpermanent residents of the U.S. must complete the regular application form. The application form may be obtained from the Office of Admissions or found online at www.bridgewater.edu. Credentials collected for admission include all those required of all entering students as well as evidence of English proficiency and documentation of sufficient financial resources. A deposit in addition to the customary deposit may be required of international students. If required, the deposit must be paid before the I-20 is issued.

All international students will be required to sign a form stating they have sufficient health insurance coverage before coming to Bridgewater. Those international students who do not have coverage will be required to purchase the medical policy offered through the College. The BCA program may have additional insurance requirements.
**THE APPLICATION FORM**

The application form has been designed to provide information needed by the Admissions Committee. This form may be obtained from the Office of Admissions or via the Internet at www.bridgewater.edu. After it has been completely filled out, it should be submitted electronically or returned to the Office of Admissions.

**Application deadlines are April 1 for Fall Semester and October 1 for Spring Semester.**

In addition to submitting the application it is the responsibility of the applicant to arrange for the submission of the following supporting documents:

1. **The high school or secondary school transcript**—The transcript should include the high school grade point average (GPA) and standardized test scores. Transfer students are required to submit official transcripts of their records from other institutions in addition to the high school or secondary school transcript.

2. **Written recommendations**—The guidance officer should complete the Bridgewater College Guidance Counselor Reference form. This form is available on the College’s Web site at the following address: http://www.bridgewater.edu/Admissions/StepsToApply/Forms—Admissions.

   *Additional letters of reference are optional, but may be submitted if desired.*

3. **Personal statement**—A brief personal statement providing additional information may be submitted. We are interested in knowing important things about the applicant that do not appear on transcripts or are not reflected by GPA or standardized test scores.

As soon as the various data included in the application is received and evaluated, the applicant will receive a letter indicating acceptance, denial or the need for additional information. Inquiries from applicants are welcomed.

Students who have been accepted for admission must confirm their intention to enroll by making a $300 reservation deposit. The reservation deposit is applied to the Fall Semester charges for the upcoming year. The deposit is refundable if requested in writing before May 1. Students admitted after May 1 must make a deposit within 10 days after admission. Enrolling students must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

**FRESHMAN ORIENTATION**

Orientation is designed to assist incoming students with their transition to Bridgewater College, and it is conducted in two phases—Spring Orientation and Fall Welcome Week.

**Spring Orientation**

Students who have been accepted to Bridgewater College and have paid their $300 deposit are eligible to attend a spring orientation session. Designed as a two-day event, spring orientation helps incoming students and their parents become familiar with the Bridgewater College community and emphasizes how to transition into college life. Led by faculty, staff, and trained student orientation leaders, spring orientation provides information about academic programs, student services, housing options, student organizations, intercollegiate athletics, financial aid and campus events. Students also take placement tests in math and foreign language to help determine their course enrollment for the Fall Semester. Faculty advisors assist students with pre-registration during spring orientation.

*Note: A Summer Orientation is offered for students who are unable to attend a Spring Orientation session. This is a one-day session with a limited program of activities.*
Fall Welcome Week

Welcome Week occurs when new students arrive on campus in the fall and is the final piece of the orientation process. The Welcome Week events are designed to assist students in the transition to becoming successful students. During Welcome Week, students will complete the registration process, purchase books, meet faculty, staff, and upperclassmen, and participate in many interactive activities specifically designed to aid in the transition to Bridgewater College.

READMISION

A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, must apply for readmission to the Associate Dean for Academic Affairs. If the applicant for readmission withdrew for health reasons, a letter of recommendation and evaluation will be required from a health professional.

TRANSFER ADMISSION

A student who has attended another accredited college or university and is in good standing there may apply for admission to advanced standing no later than the beginning of the senior year. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission must have a cumulative grade point average of 2.2 or above and be in good standing at the college they are attending. Credentials collected for admission include all of those that are required for first time entering students as well as a Dean’s Reference Form (available on BC’s Web site) and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the Registrar on a course-by-course basis. Only work comparable to that offered at Bridgewater College in level, nature, and discipline, will be accepted for degree credit. Credit will be awarded only for those courses that a grade of C or above has been earned.

ADVANCED PLACEMENT

Credit and advanced placement may be awarded to students on the basis of results on the Advanced Placement Tests of the College Entrance Examination Board. A minimum score of 3 is required for credit consideration. Students may be asked to provide textbook and course materials for the respective departments to evaluate when making advanced placement decisions.

Advanced Placement Tests are available in a variety of academic disciplines offered at Bridgewater. Students interested in taking one or more of these tests for the purpose of obtaining credit and advanced placement at Bridgewater should confer with the secondary school principal during their junior year or earlier and with the College upon application for admission.

The College considers the results of the College Level Examination Program (CLEP) as a means of determining advanced placement for students who have not followed the traditional pattern of preparation.

INTERNATIONAL BACCALAUREATE PROGRAM CREDITS

Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate (transcript of grades), but subject in every instance to the recommendation of the academic department concerned and approved by the
admissions

Vice President and Dean for Academic Affairs, in accordance with policies of the Council on Education. The student’s records and transcript of grades will be evaluated with scores of 5, 6, or 7 on the Higher Level Examinations. The International Baccalaureate Program is available in selected high schools in the United States and numerous foreign countries.

**SUMMER SESSIONS**

Bridgewater operates a three-week summer session and a six-week summer session to enable students to accelerate completion of their degree requirements in three years instead of four, to enable students who have fallen behind in their work to catch up in their programs, and to enable teachers who need credits in academic and professional subjects for the renewal of their certificates to secure them.

An integral part of the total college program, the summer session offers standard courses, most of which are taught in the regular session. A student may enroll for a maximum of four credits in the three-week session and seven credits in the six-week session. To enroll for more than the maximum, a student must receive written permission from the Vice President and Dean for Academic Affairs.

**REQUEST TO TRANSFER CREDITS**

A student wishing to transfer credits to Bridgewater College must complete the Permission to Take Courses for Transfer Credit form, and submit it to the Registrar for approval. Courses to be considered for transfer must be completed at a regionally accredited college or university. Transfer credit will be awarded for approved courses received on an official transcript in which the student earns a grade of C or higher. Transferred courses are recorded as credits earned and will not change a student’s grade point average at Bridgewater College.

**GRADUATION AND RETENTION RATES**

Institutions are required to disclose graduation and retention rates to current and prospective students.

Over the past five years, Bridgewater has had an average freshman retention rate of 73 percent, which is commensurate with the average retention rate for freshmen at private non-profit, degree-granting, primarily baccalaureate institutions in Virginia (70 percent). Bridgewater’s retention rate for Cohort 2009 freshmen was 70 percent.*

Bridgewater’s six-year graduation rate for 2004 freshmen (64 percent) compares well with the average six-year graduation rate for private non-profit, degree-granting, primarily baccalaureate institutions in Virginia (55 percent).

The Educational Experience

A LIBERAL ARTS EDUCATION
A liberal arts education is more than the broad skills and knowledge acquired from studying such areas as literature, history, philosophy and the arts. On a deeper level, a liberal arts education refers to the development of a certain habit of mind, the ability (and desire) to question, to examine and to understand issues and ideas with increasing clarity and depth. Whatever the subject under discussion, liberal arts students learn to go beyond simple acquisition of information and instead embrace a willingness to go beyond the comfortable processes of memory and simple recall into the less certain realms of analysis and synthesis.

The curriculum at Bridgewater is divided into three parts, with each part having its own requirements and objectives. The first part is composed of General Education courses. Some General Education courses are required, but in most areas the student has options. The requirements in General Education are patterned to ensure an understanding of people and their cultural, social, and natural environment while developing the proficiencies, techniques, and understanding for students to successfully pursue their goals in a highly developed, competitive global environment.

The second part of the curriculum is the academic major. The major adds depth in one field to the breadth of knowledge the student gains in the General Education courses. It enables the student to work effectively in a major field after graduation or prepare for graduate or professional study.
Elective courses form the third part of the curriculum. Pursuing a liberal arts education involves commitment to intellectual curiosity and exploration. Every student is encouraged to select courses that will increase skills and understanding in a variety of academic fields, whether within or beyond the student’s major field of interest.

At Bridgewater College, excellence in education is a commitment that unites the entire campus. It implies breadth, depth, distinction, and discovery. We build breadth through the liberal arts foundation; depth, through the student’s academic major; and distinction, through elective courses that are tailored to individual interests. The last of these, however—discovery—cannot be packaged, for it describes the spirit in which students and faculty come together.

That intangible mix of attitude and information can reshape the way students see themselves and the world around them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

At Bridgewater College, we emphasize these things not only for the love of learning, but to prepare students to positively shape the organizations and communities in which they live and work.

**THE PERSONAL DEVELOPMENT PORTFOLIO PROGRAM (PDP)**

Education in its fullness nourishes the entire person. It goes beyond the collection of academic knowledge to cultivate an inquisitive mind, the pursuit of wellness, the development of spirituality and ethics, and a character of responsibility and leadership. Through the Personal Development Portfolio Program (PDP), Bridgewater College focuses on developing students in the following four dimensions:

- **Intellectual Growth and Discovery**
  Bridgewater students develop the skills and perspectives to be passionate life-long learners who can integrate their varied academic experiences in a meaningful way.

- **Citizenship and Community Responsibility**
  At Bridgewater, students become more aware, involved, and effective citizens of the communities—campus, local, national, global—to which they belong.

- **Ethical and Spiritual Growth**
  Students learn to examine and make fundamental ethical choices in their activities, and to formulate the values from which those choices are made.

- **Emotional Maturation and Physical Health**
  Bridgewater students understand the importance of emotional and physical well-being, and possess the skills to pursue wellness during their college years and throughout the rest of their lives.

**The Four Dimensions of Personal Development:**

1. Intellectual Growth and Discovery
2. Citizenship and Community Responsibility
3. Ethical and Spiritual Growth
4. Emotional Maturation and Physical Health
PDP Requirements

*Freshman year:* Students enroll in PDP 150: Personal Development and the Liberal Arts, a three-credit academic course which provides an introduction both to the Personal Development Portfolio Program as well as to important concepts and skills for a liberal arts education.

*Senior year:* After students have attended a series of convocations and workshops, faculty members evaluate the senior portfolio and assign a letter grade. **A passing grade on the senior portfolio is a requirement for graduation.**

The Complete Senior Portfolio

1. A reflective essay integrating the four dimensions of personal development, including reflection on required service-learning, and extensively covering all the student’s experiences, both curricular and co-curricular. Think of these dimensions as the measure of the reflective essay’s breadth, that it stretches to include all aspects of the student’s life.

2. The résumé, meeting specific criteria and accompanied by a cover letter or graduate school application essay.

3. Service-learning documentation for all four years.

4. Supporting materials, such as academic projects, essays, creative work, evaluations, and other documents which provide outside documentation of experiences discussed within the reflective essay.

Central Themes of PDP

1. **Preparation**—PDP 150: Personal Development and the Liberal Arts, prepares the entering freshman for the non-academic as well as the academic aspects of college life. This stimulating course is the basic foundational experience of the liberal arts curriculum and the PDP program, and is a required course for all freshmen.

2. **Critical Analysis/Critical Reflection**—The process of critical analysis or critical reflection can be applied to anything you care to examine and understand … a text read for a class, a difficult personal experience, a piece of music or art, a laboratory experiment, a service-learning experience, or even a simple encounter or casual conversation. As the college experience unfolds, critical reflection is practiced until it becomes second nature and the habit of examination and analysis becomes not only the basis of a liberal arts education, but more importantly, it becomes essential to who you are as a person. This is part of what is meant by educating the whole person—helping students acquire these transformative skills and apply them to their lives as a whole.

3. **Integration**—Throughout the four years, the program is the setting by which the student integrates the college experience. In the reflective essay, the student considers the linkages among the various elements of the curriculum and the co-curriculum.

**General Education: The Heart of the Liberal Arts Education**

At Bridgewater, General Education courses develop the skills and perspectives of the liberal arts, preparing students for further study in major and elective courses, and fundamentally, for the many challenges and choices that must be faced throughout life. Every course in general education contributes to the goal of developing ability in each area of the liberal arts, so that each student will be equipped to write and speak well; reason quantitatively; think globally; think critically, analytically and creatively from multiple perspectives; and synthesize and integrate the insights of different fields of knowledge.
GENERAL EDUCATION REQUIREMENTS

The general education requirements differ for the Bachelor of Arts Degree and the Bachelor of Science Degree. See the requirements for Foreign Language and Natural Science and Mathematics for those differences.

Developing the Liberal Arts: Core Skills (six courses)

Goal: To develop proficiency in the basic skills of the liberal arts.

- **PDP 150** Personal Development and the Liberal Arts
- **PDP 350** Integrating the Liberal Arts
- **ENG 110** Effective Writing
- **COMM 100** Oral Communication
- **MATH 107** Quantitative Reasoning
- **MATH 109** Applied Algebra
- **MATH 110** College Algebra
- **MATH 105** Mathematical Theory and Computation I
- **MATH 115** Mathematical Theory and Computation II
- **ES 105** Wellness
- **ES Activity**

Developing the Liberal Arts: Global Perspectives

WORLD HISTORY AND CIVILIZATIONS: AN OVERVIEW (ONE COURSE)

Goal: To develop a critical understanding of history from a global perspective.

- **HIST 105** World History to 1500
- **HIST 110** World History since 1500

CULTURES AND DYNAMICS OF THE GLOBAL COMMUNITY

One course chosen from Global Diversity list and one course chosen from Global Diversity, Europe, or U.S. list.

UNITED STATES

Goal: To develop a critical understanding of the history and structures of U.S. culture and society.

- **COMM 334** Intercultural Communication
- **ECON 310** U.S. Economic and Business History
- **ENG 220** American Folklife
- **ENG 221** The Image of “Folk” in Literature
- **ENG 222** American Lives
- **ENG 231** The Image of the American Indian in Literature
- **HIST 201** History of the United States to 1877
- **HIST 268** The Civil War in the Shenandoah Valley
- **HIST 302** The American Experience, 1877–Present
- **HIST/REL 365** Foundations of American Religion
- **HIST 366** African American History
- **HIST 370** U.S. Women’s History
- **PSCI 210** Politics and Government in the United States
- **PSCI 332** Women and Politics
- **PSCI 340** Media and Politics
- **PSCI 360** American Constitutional Development
- **SOC 206** The Sociology of the Living Dead
- **SOC 208** Studying the American Militia Movement: Guerrillas in Our Midst
- **SOC 220** Social Problems
- **SOC 228** Racial and Ethnic Studies
- **SOC 238** Introduction to Material Culture Studies
- **SOC 340** Cultural Theory at the Movies

EUROPE

Goal: To develop a critical understanding of the history and structures of European culture and society.

- **ART 307** Visual Arts of Spain
- **COMM 333** European Media and Culture
- **FREN 305** Paris and Provinces
- **FREN 320** French Culture and Civilization
- **FREN 325** Modern French Culture
**HIST 307** History through Film; Film through History  
**MUS 255** Music and Culture of Western Europe  
**PHIL 328** Germanic Cultures  
**PHIL 329** Classical Cultures: Greece and Italy  
**SPAN 308** Spanish Life and Culture  
**SPAN 325** Spanish Culture and Civilization  

**GLOBAL DIVERSITY**  
Goal: To develop a critical understanding of global diversity through the study of peoples not descendant from European origins or through the study of cultural regions found outside of Western Europe and North America.

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<th>Course Code</th>
<th>Course Title</th>
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<td>BIOL 115</td>
<td>Biology of Human Diversity and Pseudoscience of Racism</td>
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<td>ENG 235</td>
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<td>ENG 240</td>
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<td>HIST 275</td>
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<td>Modern South Asia, 1700–Present</td>
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<td>MUS 236</td>
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<td>PSCI/SOC 215</td>
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<td>Peace, War, and World Politics</td>
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<tr>
<td>PSCI 336</td>
<td>United Nations</td>
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**PSCI 338** The Politics of Social Change  
**REL 315** The Lands of the Bible  
**REL 340** Religions of the Near East  
**REL 350** Religions of the Far East  
**SOC/PSCI 215** Global Identities  
**SOC 235** General Anthropology  
**SOC 236** Cultural Anthropology  
**SOC 303** Examining the Dynamics of Community in Costa Rica  
**SOC 304** Sociology of the Caribbean: Case Study of Jamaica  
**SOC 306** Culture of Japan  
**SOC 308** Sociology of the African Continent: A Case Study of Zambia  
**SOC 309** Cultures of Africa  
**SOC 325** Development and Underdevelopment in the Modern World  
**SOC 335** Immigrants in the Shenandoah Valley  
**SPAN 300** Spanish-Speaking Cultures of the World  
**SPAN 303** Aztecs, Mayas, and Incas  
**SPAN 305** Culture of Costa Rica  
**SPAN 306** Mexican Culture  
**SPAN 320** Latin American Culture and Civilization  

**FOREIGN LANGUAGE (ZERO TO FOUR COURSES)**  
Goal: To develop proficiency in a modern foreign language.

Bachelor of Arts: Successful completion of the intermediate level of a modern foreign language (Foreign Language 202).

Bachelor of Science: Successful completion of the elementary level of a foreign language (Foreign Language 102), or successful completion of two additional courses taken from the Europe and/or Global Diversity lists.

Note: Placement in foreign language is dependent upon a placement examination given at the College and upon the student’s secondary school work. Degree-seeking international students may petition the Vice President and Dean for Academic Affairs to
request that their native language and proficiency in English as a second language satisfy the foreign language requirement.

**Developing the Liberal Arts: Disciplinary Learning**

**HUMANITIES: A LITERATURE COURSE (ONE COURSE)**

Goal: To develop the ability to read works of literature with critical insight.

Any course in the English department numbered 325–400.

- FREN 306 Francophone Literature in Translation
- FREN 401 Survey of French Literature I
- FREN 402 Survey of French Literature II
- FREN 403 Survey of Francophone Literature
- SPAN 401 Spanish Literature
- SPAN 402 Latin American Literature
- SPAN 403 Masterpieces of Hispanic Literature
- THEA 360 Modern Drama
- THEA 362 Contemporary Drama

**FINE ARTS (ONE COURSE)**

Goal: To develop a critical understanding of works of fine art (music, the visual arts, and theatre performance) through inquiry into the history, practices, or theories of the fine arts disciplines.

- ART 200 Survey of Art History (Prehistory–1400)
- ART 201 Survey of Art History (1400–Present)
- ART 205 Introduction to the Visual Arts
- ART 300 Modern and Post-modern Art
- ART 305 Museums and Galleries
- ART 309 The Artist’s Studio and Society
- FREN 360 French Cinema
- MUS 220 Introduction to Western Music
- MUS 230 Introduction to Twentieth Century Music
- MUS 232 American Music
- MUS 233 Jazz in America
- MUS 235 American Theatrical Music
- MUS 311 History of Medieval and Renaissance Music
- MUS 312 History of Baroque and Classical Music
- MUS 313 History of Romantic and Twentieth Century Music
- MUS 370 History of Dramatic Music
- SPAN 360 Hispanic Cinema
- THEA 250 World Theatre History I
- THEA 255 World Theatre History II
- THEA 315 Theatre in London
- THEA 350 Highlights in Theatre History
- THEA 355 Environmental Theatre

**NEW TESTAMENT (ONE COURSE)**

Goal: To develop the ability to read biblical texts with critical insight.

- REL 220 New Testament

**RELIGION OR PHILOSOPHY (ONE COURSE)**

Goal: To develop the ability to engage in philosophical or theological reflection.

- ECON 420 Development of Economic Thought
- PHIL 225 Contemporary Moral and Political Problems
- PHIL 228 Philosophy of Popular Culture
- PHIL 235 Bioethics
- PHIL/REL 300 Topics in Philosophy and Religion
- PHIL 310 Logic
- PHIL 320 Professional Ethics
- PHIL 322 Ethics and Gender
- PHIL/PSCI 331 The Classical Mind
- PHIL 332 The Evolution of the Modern Mind
- PHIL 333 Contemporary Philosophy
- PHIL 335 Philosophy of Religion
- PHIL 337 Philosophy of Science
- PHIL 340 Environmental Ethics
- PHIL 420 Postmodernism
- PSCI 220 Introduction to Political Philosophy
- PSCI 290 Aesthetics, Philosophy, and Politics
- PSCI 401 Contemporary Political Thought
- REL 310 Jesus in History and Culture
- REL/HIST 317 History of the Christian Church
- REL 318 Medieval Women’s Spirituality
- REL 325 Biblical Interpretation
REL 326  Readings in the Hebrew Scriptures
REL 331  Christian Beliefs
REL 332  Reformation Theology: From Scholasticism to Trent
REL 333  Contemporary Christian Thought
REL 335  Christian Perspectives on Violence and Peace
REL 420  Christian Social Ethics

SOCIAL SCIENCES (TWO COURSES FROM DIFFERENT DISCIPLINES)
Goal: To develop the ability to critically and scientifically analyze human behavior and society.
ECON 200  Principles of Macroeconomics
OR
ECON 210  Principles of Microeconomics
PSYC 101  General Psychology
SOC 101  Principles of Sociology

NATURAL SCIENCE AND MATHEMATICS
Goal: To develop an understanding of the natural world using the scientific method.

All students must complete the following natural science requirements:

* Biological Science (one course)*
  BIOL 100  The Nature of the Biological World
  BIOL 110  Principles of Biology I
  BIOL 111  Principles of Biology II
  BIOL 112  Human Biology

* Physical Science (one course)*
  CHEM 102  The Earth and Its Physical Resources
  CHEM 125  Fundamentals of Inorganic Chemistry
  CHEM 161  General Chemistry
  CHEM 162  General Chemistry
  GEOL 130  Physical Geology
  PHYS 110  Introductory Astronomy
  PHYS 125  Concepts of Physics
  PHYS 218  College Physics I
  PHYS 221  General Physics I

ADDITIONAL COURSES FOR BACHELOR OF SCIENCE
The following additional courses are required for the Bachelor of Science degree: Two science courses, or one mathematics and one science course, from courses numbered 120 and above in the disciplines of Biology, Chemistry, Mathematics, and Physics. ES 318: Human Anatomy and Physiology may be counted as a science course.

Developing the Liberal Arts: Integrative Learning
Goal: To develop the ability to integrate different learning experiences within the curriculum, and between the curriculum and the co-curriculum.

All students must pass PDP 450, the senior portfolio. A central purpose of the portfolio is to integrate the curriculum and the co-curriculum. (See “The Personal Development Portfolio Program,” page 24).

Requirements in the Major Field
A departmental major consists of not less than 30 credit hours and not more than 48 credit hours, including all prerequisite and supporting courses specified by the department. At least nine credits of the major must be completed at Bridgewater. Exceptions to this limitation are made in the cases of the following interdepartmental majors: International Studies and Environmental Science. A minimum of 18 credits must be chosen from a single department with related courses sufficient to bring the total to at least 30 credits.* An exception to the 48-credit limit is made for the Athletic Training major due to the requirements of an outside accrediting agency.

During the Fall Semester of the sophomore year, a program of courses in the major department and related courses comprising the plan of the major is developed for each student by the student and his or her academic advisor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the major must likewise have the approval of both the student’s advisor and the Registrar and be recorded in the office of the Registrar.

Each student must earn at least a 2.0 grade point average in courses constituting the major. Suitable
majors from which the student may choose are listed below.


A student who wishes to achieve a major in two fields must recognize the possibility that more than four academic years may be required to complete such a program. A student who pursues two major fields must complete the requirements for both programs. No more than two major fields will be denoted on a student’s permanent academic record.

*If one of the majors requires the Bachelor of Arts degree, the student must meet the Bachelor of Arts degree requirements for graduation.

**Requirements for a Minor**

A minor consists of not less than 18 and no more than 27 credit hours specified by the department offering the minor. At least six credits of the minor must be completed at Bridgewater.

A program of courses comprising the minor is developed by the student, his or her academic advisor, and the chair of the department offering the minor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the minor must likewise have the approval of the student’s academic advisor, the chair of the department offering the minor, and the Registrar, and must be recorded in the office of the Registrar.

To complete the requirements for a minor, a student must earn at least a 2.0 grade point average in the credits comprising the minor. Students may elect any of the following minors: Art, Biology, Business Administration, Chemistry, Coaching, Communication Studies, Computer Information Systems, Computer Science, Crime and Justice, Cultural Studies, Economics, English, Environmental Science, Equine Studies, Family and Consumer Sciences, French, German, History, International Studies, Mathematics, Music, Neuroscience, Nutrition and Wellness, Peace Studies, Philosophy and Religion, Physics, Political Science, Psychology, Social Work, Spanish, and Theatre.

**Requirements for an Academic Concentration**

A concentration is a curricular design that offers a student the option to consolidate electives within a major or from the uncommitted electives that are a normal part of the undergraduate program, to gain additional depth in the chosen major field of study.

A concentration consists of at least 18 but no more than 24 credit hours. In order to be eligible for admission to a concentration, a student must have declared the major upon which the concentration is built. Other requirements, such as enrollment in a specific degree program, may also apply. All courses will be taken from a list of courses approved for the program by the department sponsoring the concentration and the academic advisor. In order to obtain recognition for the concentration, the student must achieve a grade point average of 2.0 or above for the courses comprising the concentration.

The satisfactory completion of a concentration within a major will be noted on the student’s official grade transcript.

**Elective Courses**

Elective courses should be selected with care to fulfill needs to enter graduate school, for certification to teach, or for other special purposes. Students interested in teaching in the public schools should read the requirements for certification stated on
page 113 and confer with the Chair of the Department of Education not later than the end of the freshman year.

**Dual Degree Programs**

Bridgewater offers students several Dual Degree arrangements with other universities. These programs allow students to complete three years of courses at Bridgewater and two or more years at another university. Upon completion of the Dual Degree, students are granted a Bachelor’s degree from Bridgewater and another degree from the second institution as it is specified in each separate agreement. The following dual degree programs are offered at Bridgewater. More information can be found in the catalog under the department indicated.

- Physical Therapy—Shenandoah University
- Engineering—The George Washington University and Virginia Tech
- Nursing—Vanderbilt University

**The Writing Center**

The Writing Center is a tutorial facility designed to improve student writing at all levels, freshman through senior, in classes across the curriculum. Trained student consultants are available afternoons and evenings to help writers plan and organize, revise and proofread, improve their grammar, or document their research. Student writers are encouraged to seek help voluntarily, or faculty members may refer students to the Writing Center. Students may also bring letters, résumés, and applications to the Writing Center.

Writing tutorial facilities are located in a 30-computer lab, supplemented by a wireless lab. Writing Center facilities are used for writing classes and special workshops as well.

**DR. JOHN S. FLORY FELLOWSHIP OF SCHOLARS**

The Flory Fellowship of Scholars is for students:

- with outstanding academic records who find excitement and stimulation in the learning process;
- who want to develop the skills for independent inquiry and research necessary for excelling in graduate and professional schools;
- who crave the opportunity to be creative and to develop the capacity to meet new challenges;
- who want to push the boundaries of knowledge and explore uncharted intellectual territory; and
- who want to be part of a social and academic community of motivated learners.

**Pre-Professional Programs**

Bridgewater offers several pre-professional programs. These programs provide interested students with a curriculum that will prepare them for graduate education in selected professional fields. The following pre-professional programs are offered at Bridgewater. More information can be found in the catalog under the department indicated.

- Pre-Dental—Biology
- Pre-Engineering—Physics
- Pre-Law—History and Political Science
- Pre-Medicine—Biology
- Pre-Ministry—Philosophy and Religion
- Pre-Nursing—Biology
- Pre-Occupational Therapy—Health and Exercise Science
- Pre-Pharmacy—Chemistry
- Pre-Physical Therapy—Health and Exercise Science/Biology
- Pre-Veterinary Science—Biology
The Flory Fellowship of Scholars is an honors program consisting of stimulating and interesting opportunities in- and out-side the classroom. Students take a minimum of six honors-designated courses plus a capstone seminar. First-year students begin the program with an honors section of PDP 150: Personal Development and the Liberal Arts, the College’s dynamic freshman seminar.

A student may become a member of The Flory Fellows in the following ways:

- Bridgewater applicants who have a minimum 3.8 high school grade point average (GPA) with strong SAT scores and transfer students with a high GPA in college courses receive an invitation from the Vice President and Dean for Academic Affairs.
- Enrolled students with a GPA of 3.4 or higher may be nominated by a faculty member or may apply themselves.

**Flory Fellows Course Options**

A variety of options are offered for completing the seven-course minimum requirement. The most common path is taking an honors section of an existing course offered for general education, major or elective credit. Honors courses are different in that they provide an even greater opportunity for students to develop their capacities for creativity, independent learning and leadership.

In addition to honors-designated courses, another possibility in completing course requirements is the distinctive course linkage option, available only to students in the honors program. A one-credit linkage consists of a project that integrates the concepts and themes of two courses from different disciplines that the student has taken or is taking. This part of the program allows students to engage in genuinely integrative learning, and is one of the characteristics that makes Bridgewater’s program exciting and unique.

**HONORS AND AWARDS**

**Scholarship Honors**

Bridgewater holds before its students the ideal of achieving to the limits of their abilities, especially in the academic area. From time to time, appropriate recognition is given to students whose performance in the pursuit of knowledge and truth is outstanding.

**Dean’s List**

At the end of each semester, the Vice President and Dean for Academic Affairs announces the Dean’s List which consists of the names of all students who have a GPA of 3.40 or above while completing a minimum of 12 credit hours with no grade below C. Also, no student with a grade of Incomplete will be included on the Dean’s List.

**Graduation Honors**

One may graduate with honors from Bridgewater as summa cum laude, magna cum laude, or cum laude. To graduate summa cum laude, a student must achieve a minimum GPA of 3.90, complete an honors project with a grade of A, and perform satisfactorily on an oral comprehensive examination. To graduate magna cum laude, a student must achieve a minimum GPA of 3.70, complete an honors project with a grade of B or better, and perform satisfactorily on an oral comprehensive examination. To graduate cum laude, a student must achieve a minimum GPA of 3.40 and perform satisfactorily on an oral comprehensive examination. Honors oral examinations are administered prior to April 15 by a committee composed of three faculty members, one of whom must be from outside the student’s major department. Honors oral examinations consist of questions relating to the major, general education, and, in the case of candidates for magna cum laude and summa cum laude, the honors project.

Students completing two majors may graduate with honors by meeting all honors standards, including the oral examination in one major. Students are not required to take the oral examination in the second major.
Students who transfer credits may receive honors. To graduate with honors, a student who transfers credits to Bridgewater from another college or university must not only conform to the above standards for credits earned at Bridgewater College but must also achieve an equivalent standard on his or her total undergraduate academic record, including all work attempted at another institution.

All BCA and Washington Semester Program credits are received on S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all BCA and Washington Semester Program grades for honors and for cumulative GPA calculations.

**The Philomathes Society**

The primary purpose of the Philomathes Society, Bridgewater’s scholastic honor society, is to encourage scholarly effort and to honor students, faculty members, and alumni who have achieved unusual distinction in the pursuit of knowledge. A student is eligible to be nominated for membership after completing a minimum of 30 credit hours at Bridgewater College with a high GPA and satisfactory grades for Convocation attendance during the year prior to nomination, provided the student has not been suspended from the College for disciplinary reasons during the year prior to induction.

**Alpha Chi**

The Virginia Gamma Chapter of Alpha Chi, a national collegiate honor society, is organized to promote truth and character, to stimulate and recognize scholarly effort, and to encourage critical and creative thinking that will enable one to explore new areas of knowledge. Junior and senior members of the Philomathes Society who have completed at least 30 credit hours at Bridgewater, possess a cumulative GPA of 3.20 or above, and rank in the top 10 percent of their class are eligible for election to membership in this society.

**SPECIAL PROGRAMS**

**The Washington Semester Program at American University**

Bridgewater College is a member institution of the Washington Semester Program at American University in Washington, D.C. This program offers courses and internships related to the following areas of study: American politics, public law, justice, foreign policy, peace and conflict resolution, international business and trade, economic policy, journalism, international environment and development, information technology and telecommunications policy, transforming communities, and gender and politics. Interested students should contact the VP and Dean for Academic Affairs.

Students are not eligible to receive financial aid to participate in both the Washington Semester Program and The Study Abroad Program.

**The Study Abroad Program**

The Study Abroad program through BCA, a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren, currently provides for a semester of undergraduate study in Germany, France, Spain, Ecuador, England, China, Japan, Mexico, Greece, The Gambia, Belgium, Northern Ireland, New Zealand, India and Australia. A
resident director is maintained at each location to coordinate the program with the host university officials and to assist students as need arises.

The BCA program provides an opportunity for first-hand knowledge of a foreign culture; and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.

Financial assistance from federal and state aid programs may be available for students participating in BCA. The College establishes an annual limit on the availability of institutional funds to support the BCA program. Although study abroad is generally a junior year program, students may not always be able to receive institutional assistance from the College in the semester of the year of their choice. The Free Application for Federal Student Aid (FAFSA) determines the eligibility for need-based federal, state and institutional aid programs. The Office of the Vice President and Dean for Academic Affairs coordinates the application and admission process for Bridgewater students wishing to participate in BCA. The Financial Aid Office will advise students of the availability of financial aid after the Vice President and Dean for Academic Affairs confirms approval of the student.

Application dates to the Dean are as follows:

- no later than September 15 for the Spring Semester;
- no later than February 15 for the Fall Semester.

To be eligible to participate in BCA, unless the Vice President and Dean for Academic Affairs grants a written exception, a student must:

- have completed at least 30 credit hours of academic work at Bridgewater College;
- have status as a junior;
- intend to return to Bridgewater College to complete college work after the BCA experience;
- have at least a 2.6 cumulative GPA.

The Vice President and Dean for Academic Affairs must give written approval.

While students are permitted to study a full academic year through BCA, financial aid, if provided, is currently limited to one semester.

Candidates for the programs in continental Europe must have had at least two years or the equivalent of German, French, or Spanish at the college level. Candidates for the China or Japan programs need no previous training in Chinese or Japanese languages. Other qualifications include high general academic ability, emotional stability, intellectual initiative, the ability to participate constructively in the life of a small group, and the personal attributes which will permit one to serve as a responsible and scholarly representative of America abroad.

**Bachelor of General Studies Degree Program**

The Bachelor of General Studies Degree Program is an individualized liberal arts degree program for the mature adult who seeks an alternate method of ob-
taining a bachelor’s degree. The program is tailored to the student’s personal and vocational needs and takes into consideration the individual’s life experiences prior to matriculation.

ADMISSION
A student, 30 years of age or older, may apply to the Vice President and Dean for Academic Affairs for admission to the Bachelor of General Studies Program. The applicant must submit the following:

a. High school transcript showing graduation from a secondary school or the equivalent
b. Official transcripts of all post-secondary studies
c. Three letters of recommendation
d. A biographical essay summarizing the student’s background and outlining the student’s goals and reasons for pursuing the Bachelor of General Studies Degree Program

The Vice President and Dean for Academic Affairs assigns the applicant to a faculty sponsor who consults with the applicant to develop a set of degree requirements that are submitted to the Council on Education. Approval of the degree program by the Council on Education constitutes admission to the Bachelor of General Studies Degree Program.

ASSESSMENT OF EXPERIENTIAL LEARNING
In the General Studies Degree Program, credits may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service.

In recognition that competencies which are learned outside the formal college environment may be included appropriately in a student’s degree program, a student in the General Studies Program may submit to the Vice President and Dean for Academic Affairs an application with documentation that is evaluated independently by two faculty members and submitted to the Council on Education and the Dean for final action. A maximum of 30 credit hours may be earned in this way.

DEGREE REQUIREMENTS
A Bachelor’s Degree in General Studies is awarded upon completion of the following:

a. A minimum total of 123 credit hours with a minimum 2.00 cumulative grade point average
b. Demonstrated proficiency in general education
c. A minimum of 30 credit hours with a 2.00 grade point average in a major field
d. Completion of an approved senior independent study project with a grade of C or better

FEES
The College’s regular application fee of $30 is assessed at the time of application to the program. A student’s individual program of studies determines which of the following fees will be paid:

Coursework at Bridgewater College: At the part-time rate described in the Financial Information section of this catalog.

Prior learning credit: $30 per credit hour.
Academic Policies

Responsibility of Students
It is the responsibility of students to understand the academic standards of the College and the degree requirements of the program in which they are enrolled. Assistance in interpreting the requirements is available from advisors, the Registrar, and the Vice President and Dean for Academic Affairs.

Registration
Students are expected to register promptly in the period devoted to registration at the beginning of each semester. Failure to register at the proper time will result in the assessment of a late registration fee. The College accepts no responsibility for holding seats in courses or room reservations or providing living accommodations for students who fail to register on the days designated for that purpose.

By permission of the student’s advisor and the Registrar, one may make adjustments in his or her program of studies during the drop/add period at the beginning of the semester. When a course is dropped after the drop/add period, a grade of W will be shown on the permanent record.

Class Attendance
Regular class attendance is expected of all students and attendance records are kept. Specific policies regarding the number of absences allowed in particular courses are determined by instructors; however, if a student is absent for an entire week without credible explanation or has what the instructor considers excessive absences overall (whether or not they are consecutive), he or she will be reported to the Associate Dean for Academic Affairs who will determine the circumstances of the absences and, after consulting with the instructor, make a
recommendation as to whether the student should continue in the course.

Absences that occur because of college activities approved by the Vice President and Dean for Academic Affairs will be reported in advance to the Registrar by the instructor sponsoring the activity, and the Registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. **Students should discuss absences with their professors before the absence occurs.**

**Classification of Students**

A student who has earned 25 credits or less is classified a freshman; 26 to 59 credits, a sophomore; 60 to 89 credits, a junior; and 90 credits or more, a senior. A student who is carrying fewer than 12 credit hours in a semester is classified as a part-time student.

**The Basis of Credit**

A credit is equivalent to one semester hour. A three-credit course meets 150 minutes per week for the semester. A two-hour or three-hour laboratory or studio per week for the semester receives one credit.

**Grade Point Average**

Quality points are applied to work taken at Bridgewater College. For each grade, the following quality points are assigned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades of W, F, S, and U receive no quality points.

The grade point average (GPA) is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All credits for which a student enrolls are counted as credits attempted except those credits for which a grade of W or S is received. A student may repeat course work in which he or she has received a grade of D+, D, D-, or F. In the case of repeated work, the highest grade is used in computing the student’s GPA; however, both grades will remain on the student’s permanent record.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits attempted and quality points achieved are not transferred. Hence, a student’s GPA, both cumulative and in the student’s major, is only dependent upon work attempted at Bridgewater. However, grades on previous course work are calculated in the Bridgewater College GPA when determining graduation with honors.

All BCA and Washington Semester credit is received on a S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all BCA and Washington Semester grades for honors and cumulative GPA calculations.

**The Grading System**

A grade is assigned at mid-semester and at the end of the semester in each subject for which a student is officially registered. Only the grades assigned at the end of the semester are recorded on the permanent record. The following grading system is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory Achievement</td>
</tr>
</tbody>
</table>
I—INCOMPLETE ACHIEVEMENT
This grade may be given when a student has been unable to complete the course or has been absent from the final examination because of illness or an emergency situation that is beyond his/her control. The time and conditions for the removal of an I must be approved by the Registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

W—WITHDRAWN
This grade indicates withdrawal from a course in which the student was officially registered. In order to receive it, the withdrawal must have the approval of the instructor of the course, the student’s academic advisor, and the Registrar before the withdrawal deadline (see Calendar, inside front cover). A grade of W may be assigned from the last day of the initial drop/add period until the last day of the 10th week of the full semester, the second week of Inter-term and Summer Session I, and the fourth week of Summer Session II. Following these deadlines, the option of withdrawing will no longer be available. In determining the GPA, credits with a grade of W are not counted as credits attempted.

F Unsatisfactory achievement
A grade of F carries no credit

S Satisfactory achievement

U Unsatisfactory achievement
A grade of U carries no credit

AUD Audit
A grade of AUD carries no credit

Grade Reports
Midterm and final semester grades are recorded, and a report is made electronically to each student.

Minimum Scholarship Standards
Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. The Council on Education is responsible for advising the Vice President and Dean for Academic Affairs of these standards and for hearing appeals concerning them. A student who does not achieve cumulative GPA equal to or greater than the standard appropriate to the student’s classification will be placed on academic probation.

The following minimum grade point standards apply:

1.4 End of the first semester
1.6 End of the freshman year
1.7 End of the third semester
1.8 End of the sophomore year
1.9 End of the fifth semester
2.0 End of the junior year
2.0 Senior year

While on academic probation, counseling by the Deans and his/her portfolio or academic advisor may result in curtailment of co-curricular activities. The academic probation status is recorded on the student’s grade report, permanent record, and transcript of credits.

With permission of the Vice President and Dean for Academic Affairs, a student may attend summer session to attempt to raise his or her GPA above the minimum required for continued attendance. While the preceding generally applies, when a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student...
may be subject to Administrative Review which could result in suspension from the College.

Following academic suspension, one is ineligible for readmission until one semester has passed. Also, a student who withdraws from the College at a time when his or her cumulative GPA is below the standard required for continued attendance is ineligible for readmission for one semester from the date of withdrawal. To be readmitted, a student must present evidence sufficient to convince the Vice President and Dean for Academic Affairs that he or she can meet the minimum scholarship standards.

**Overload Policy**

Students are permitted to enroll in a maximum of 18 credit hours without paying an overload fee. Normally only students on the Dean’s List may apply to the Vice President and Dean for Academic Affairs for permission to enroll in an overload (more than 18 credit hours including courses audited). Students who are permitted to enroll for an overload must pay the overload fee. The overload fee is not assessed when applied music lessons result in the student being registered for an overload.

**Degree Requirements: Bachelor of Arts or Bachelor of Science**

1. Complete a minimum of 123 credit hours with a minimum of 48 credit hours chosen from junior-senior level courses.

2. Complete general education requirements for the respective degree.

**Bachelor of Arts**—successful completion of a foreign language through the intermediate (202) level. If a student is double majoring and one of the majors requires the Bachelor of Arts degree, the student must meet the Bachelor of Arts requirements for graduation.

**Bachelor of Science**—successful completion of a foreign language through the elementary (102) level or successful completion of two additional courses taken from Europe and/or Global Diversity lists.

3. Complete course requirements for the major.

4. Earn a minimum cumulative GPA of 2.0 and a minimum GPA of 2.0 in courses required for the major.

5. Complete a minimum of 33 credit hours with 30 of the last 33 credit hours of academic work in residence at Bridgewater College. In addition, complete at least nine credits of the major at Bridgewater College.

It is the responsibility of the student to enroll in the appropriate courses to meet degree requirements.

**COLLEGE POLICIES**

**Administrative Review**

The College administration makes every effort to avoid arbitrary, harsh, or unfair sanctions for student violations. Good citizenship in any community requires a great deal of responsibility on the part of all members. With this responsibility comes the obligation to refrain from infringing on the rights of others, whether through placing persons in danger or jeopardizing either personal well-being or property. However, when a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to Administrative Review which could result in suspension or expulsion.

**Academic Grievance**

The College recognizes that problems will occasionally arise between students and faculty regarding
academic issues. The College has an academic grievance policy to address these concerns. The primary objective of the policy is to ensure that students have the opportunity to present grievances regarding members of the faculty and that the College has a consistent process for resolving those grievances in a fair, confidential and just manner. The full policy is found in the Student Handbook, *The Eagle*.

The first step is to attempt to resolve the grievance informally by discussing it with the faculty member. If the matter is not resolved to the student’s satisfaction, the grievance may be submitted to the Associate Dean for Academic Affairs, who will meet with the student, the department chair and, as appropriate, the faculty member, and reach a decision. If the matter is not resolved to the student’s satisfaction, the student may request review by the Vice President and Dean for Academic Affairs. Whether to accept such request is within the sole discretion of the Vice President. The decision of the Vice President and Dean for Academic Affairs is final.

**Harassment or Assault Grievance Procedure**

Any student who believes that he or she has been assaulted or harassed, sexually or otherwise, by any member of the College community should promptly notify the Dean of Students or any Resident Director. If the complaint involves a faculty member, the Vice President and Dean for Academic Affairs should be notified. If the complaint involves a faculty member, the Vice President and Dean for Academic Affairs should be notified. If the complaint relates to conduct by a staff member of the Department of Student Life, a student may notify the Vice President and Dean for Academic Affairs. Once notified, the Department of Student Life (or the Vice President and Dean for Academic Affairs, as the case may be) will help the student resolve the complaint informally, if appropriate, or will support the student in pursuing a more formal response.

If the complaint relates to conduct by a member of the College community, such as a staff or faculty member, the Department of Student Life (or the Vice President and Dean for Academic Affairs, as the case may be) will refer the complaint to the President. The President will name a committee of three to five persons to investigate the complaint, which will then recommend appropriate disciplinary action. After the President is satisfied with the investigation and has determined the appropriate disciplinary action to be taken, he/she will communicate such action to the student who brought the complaint and the person whose alleged conduct gave rise to the complaint. It is anticipated that in most cases this communication will occur within 25 days of the date of the complaint.

Disciplinary action imposed under this paragraph may include a requirement not to repeat or continue the offending conduct, separation of the parties, attendance at relevant education programs, reprimand, reassignment, denial of pay increase, demotion, suspension, or termination of employment or relationship with the College.

While complaints do not have to be in writing, written complaints are preferred.
Services for Students with Disabilities

Services for students with physical disabilities are coordinated through the Office of the Dean of Students. Services for students with learning disabilities are coordinated by the Director of the Academic Support Center. Any questions or concerns about such services should be directed to:

- Dr. Raymond W. Studwell
  Director of the Academic Support Center and
  Section 504 Coordinator
  Bicknell House; 540-828-5370

The Academic Support Center

The Academic Support Center, located in the Bicknell House, promotes learning skills and personal development through academic counseling, advising, tutoring services, disability services, and a transition program for selected new students. Through individual sessions and workshops offered by the Center, students can enhance study habits and acquire new learning strategies, behaviors, and attitudes. Individual tutoring and study groups are available to Bridgewater students, upon request, for any course. Students with grade point averages above 3.0 are eligible to serve as paid tutors. Disability services include accommodations, advising, books on tape, coaching, and tutoring.

For further information, contact the Director of Academic Support, Dr. Raymond ‘Chip’ Studwell.

Students are assigned a faculty advisor within the department they intend to major. Because the primary responsibility of a faculty advisor is to assist the student with course requirements, registration and academic regulations, personal counseling needs are usually referred to one of the appropriate staff members mentioned above. Freshman students also are assigned a PDP advisor, who serves as a guide throughout the first year of college.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (“FERPA”) pertains to student education records maintained by Bridgewater College. The Act allows students, and parents of dependent students, access to their education records while also protecting their right to privacy, by limiting the transferability of records without the students’ consent. The following are guidelines to assist all members of the Bridgewater College community in understanding the provisions of the Act as they apply to Bridgewater College.

Notification of FERPA Rights

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be
provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

For example, the College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the College in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, and without notice to the student, the College also discloses education records without consent of the student to officials of another school in which a student seeks or intends to enroll, and forwards such records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202-5901

**Directory Information**

The College has designated the following categories of student information as “Directory Information.” The College may disclose any of these items at its discretion, without prior written consent of the student.

- Name
- Addresses (home and campus)
- Telephone numbers (home, campus and cell)
- Email and www home page addresses
- Classification (e.g. freshman, full-time/part-time)
- Major(s)/Minor(s)
- Photograph
- Participation in officially recognized activities and sports
- Height/weight (athletic team members)
- Dates of attendance
- Date and place of birth
- Degrees and awards
- Previous school attendance
- Names and addresses of parents or guardians

If a student objects to the disclosure of any of the following information, he/she must notify the Registrar in writing. Requests for nondisclosure by the student are in effect from the date received in writing from the student until rescinded in writing by the student. For practical purposes, requests should be received in the Registrar’s Office no later than September 10 to ensure that the student’s Directory Information is not published in the Campus Directory.

**Additional Information**

A more complete statement of the College’s FERPA policy may be found on the College’s Web site at www.bridgewater.edu/FERPA.
Student Life

A liberal arts college is ideally “a place where small groups of students live together in mutual good will, in friendly helpfulness, and in earnest study.” In the words of Woodrow Wilson, “it is a mode of association ... a free community of scholars and pupils.” The words “free community” suggest common interests, living in the same place under the same laws, and participation in making and carrying out the laws governing its members. With Wilson’s words as a model, Bridgewater strives to be a “community of excellence,” one that genuinely cares for and nurtures its members.

THE HONOR SYSTEM AND CODE OF ETHICS

Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect, and these notions of personal honor, integrity, and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing, and Bridgewater College’s commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community, and an all-student Honor Council administers regulation of this Honor System. It is the goal of Bridgewater College’s Honor Council to assist in the development of students’ ethical and moral base.
DEPARTMENT OF STUDENT LIFE

The mission of the Department of Student Life is to provide students with educationally purposeful experiences that promote character, citizenship, and community. Through collaborative relationships with faculty, staff, and students, the Department of Student Life encourages active participation in campus life through intentional programs and services. The overarching goal of the Department of Student Life is to enhance the quality of each student’s life and promote success. The following entities make up the Department of Student Life and serve as resources for all students, faculty, and staff.

Career Services and Internships

The Office of Career Services is committed to helping students achieve their education and career aspirations. Whether seeking employment or graduate school upon graduation, the Director will assist students as they find their professional pathways, beginning in the freshman year and continuing throughout their four-year experience and beyond.

- As freshmen, students develop a greater sense of who they are, what they want, and how they can achieve success through a degree from Bridgewater College. Individual counseling and assessment tools are available to help in choosing a major that is right for them, and for teaching them how to use the resources for beginning career exploration.

- As sophomores, students start to explore interests relative to possible future occupations. The Office of Career Services has abundant resources on its Web site, in the career resource library, and through consultation with knowledgeable career services staff.

- As juniors, students work toward building relevant experiential learning opportunities to complement classroom theory and practice. The Office of Career Services coordinates the College’s internship program and can help students find meaningful internships that will have significance for their major and career choices. Completing an internship is strongly recommended. During the junior year, it is also important to develop opportunities to build skills in leadership, community awareness, citizenship, teamwork, and critical thinking. The Office of Career Services can help identify collegiate activities that will provide avenues for demonstrated competencies in these areas. Students should start practicing résumé and cover letter development and interviewing skills, as well as researching graduate school programs, testing requirements, and employers in their areas of interest.

- As seniors, students are completing what they need in order to graduate and to be prepared for the next step, whether it be graduate school or the workforce. The Office of Career Services is here to help the student every step of the way through interesting and informative materials and programming. The Office of Career Services provides workshops on job searching, interviewing, résumé writing, internships, and preparing for graduate school; events for networking, such as professional etiquette dinners, receptions, and Career Exploration Day; interaction with employers through career fairs, recruiter visits, and employer programs; and preparation for graduate school entrance exams. The Office of Career Services is available to work with each student on an individual basis to ensure that he or she feels confident and ready for the next step after Bridgewater.

The Career Services Web page can be found at www.bridgewater.edu/careerservices and provides a comprehensive overview of the wealth of resources used in assisting students as they explore, prepare for, and attain their career goals and dreams.
**Co-curricular Activities**

The co-curricular activities offered at Bridgewater College enrich the students’ overall college experience. Students are able to engage in activities that are of interest to them, gain valuable leadership experience, and learn important skills related to working with groups and individuals. Below is a sampling of these kinds of activities.

**STUDENT GOVERNMENT**

Both the faculty and the student body participate in all aspects of College operations. The faculty is a central force in determining policy on academic matters and has significant influence on general College policy. The student body is organized into the administrative, legislative, and judicial branches. Through its president and appointed student members of faculty committees, students are also involved in many aspects of College operations. The Student Senate, an organization of students elected by the four classes, serves as the basic policy-making authority of the Student Body. The Senate must approve presidential appointments; may override presidential vetoes; may conduct impeachment proceedings against Student Government officials; sets guidelines for all activities of the Student Senate, the President’s Cabinet, and the Honor Council; and allocates funds to various student groups. Through the Student Government an individual student has the opportunity to fulfill the role of a voting citizen in a community of 1,700 citizens, to help mold student opinion, to cooperate with the faculty in interpreting College traditions, to direct the Honor System, and to serve as a citizen in relation to a general governing body for many student co-curricular activities. The Constitution of the Student Government and the detailed regulations under which it operates are set forth in *The Eagle*, the handbook for students.

**EAGLE PRODUCTIONS**

Eagle Productions is the programming board that plans and implements student activities. The group seeks to provide a diverse and comprehensive program of activities for the whole campus, as well as leadership development for its members. Eagle Productions is composed of approximately 60 students. This group works with an advisor to plan and implement a creative program of weekend events on campus. There are many special events planned, such as Homecoming and Springfest. Every weekend, regular activities include comedians, musicians, hypnotists, mentalists, original campus events like BC Idol, dance and casino nights, and the Roommate Game, etc.

**ORGANIZATIONS**

There is a vast array of clubs, organizations, and honor societies.

**Student Clubs**

Student Organizations
Student Services Board, Student Peer Ministry Council, Deputation Teams, Interdistrict Youth Cabinet, Multicultural Leadership Program, Music Educators National Conference, Pep Band, Student-Athlete Advisory Council

Honor Societies
Philomathes Society, Alpha Chi, Alpha Psi Omega, Delta Sigma Rho-Tau Kappa Alpha, Phi Alpha Theta, Who’s Who, Beta Beta Beta, Lambda Pi Eta, Omicron Delta Kappa

OUTDOOR PROGRAMS
Bridgewater College is committed to providing fun-filled, educational, and challenging adventures to all members of the BC community regardless of skill level. This would include enjoyment of our natural surroundings in locations like Shenandoah National Park, George Washington National Forest, and Massanutten.

Some of the Mid-Atlantic’s best locations for rock climbing, hiking, white-water rafting, mountain biking, canoeing, and skiing are just short drives from the BC campus. Shenandoah National Park, George Washington National Forest, Dolly Sods, and North River are some of these destinations for adventure, as well as the ski areas of Massanutten, Snowshoe and Wintergreen.

The Outdoor Program also features an Outdoor Center. The Outdoor Center is a great resource for people who want to explore the beautiful outdoor opportunities near Bridgewater College. Information is available from the Outdoor Center regarding adventures that include area day hikes, weekend camping trips, and white-water rafting trips. The center is staffed by students who can provide knowledge of the area and adventure opportunities.

In addition Outdoor Program sponsors monthly trips for BC students. These trips include indoor and outdoor rock climbing, hiking, skeet shooting, white water rafting, caving, paintball, and camping. Many of the Outdoor Program trips are planned and guided by BC staff, but some trips enlist the assistance of outside experts. These guides come from community based outdoor-adventure sources and help us offer a wider variety of outdoor adventures.

STUDENT PUBLICATIONS
Students write, edit, and publish a newspaper, Veritas, that highlights campus news and affords students opportunities to air publicly differences of opinion on campus issues, College policies, and Student Government action. Students also publish a yearbook, Ripples, that is usually distributed in the fall. Both the newspaper and the yearbook have won honors in state and national competitions.

MUSIC
Bridgewater recognizes the importance of music, not only as a part of the curriculum of a liberal arts college, but also as a vital part of campus life. Students are encouraged to participate in the musical organizations of the College.

From its founding, Bridgewater has been known as a “singing college.” There are three choral groups. The Oratorio Choir is the large ensemble that rehearses during the Fall Semester and performs a major work during the Advent season. The Concert Choir, a group of 45 students, performs on campus and tours extensively in the Spring Semester. The Chorale is a group of 23 singers that performs on
campus and tours at various times during the year to schools and churches.

Instrumental ensembles at Bridgewater include the Symphonic Band, the Jazz Ensemble, the Pep Band, and small woodwind and brass ensembles. These bands and ensembles perform on campus in both formal and informal concerts and tour at various times during the year.

Rich expressional activities, including frequent student recitals, parallel the courses in theory and applied music. Private instruction in piano, organ, voice, and instruments is available for students.

THEATRE
Theatre at Bridgewater College strives to achieve the broader goal of a liberal arts education; its curriculum and the collaborative nature of its productions are designed to educate artist-scholars who are well-trained, well-rounded and intellectually informed. Each year, two Main Stage productions are realized and directed by the theatre faculty or guest artists. These productions are chosen to enhance the academic experience of direct course work, as well as to respond to and reflect upon social, cultural, and political issues that affect the life of the student body, the College, and the global community. Theatrical production develops student talent, while offering the College community the opportunity to experience a wide array of theatre genres. Additionally, theatrical production suggests to students the vocational and avocational opportunities in the field of theatre.

The student-run theatre organization, the Pinion Players, provides students with co-curricular opportunities to participate in all aspects of theatrical production, from directing and acting to designing and playwriting. Activities vary yearly, are driven by student interest, and may include children’s theatre productions for local elementary schools and a student-directed one-act festival.

INTRAMURALS
The Intramural Office provides a program of recreational activities for students, faculty, and staff that encourages participation and provides challenging competition, healthy exercise, and good sportsmanship.

The following intramural sports are available at the College and, depending upon interest, are available for men, women, and as co-rec:

- Flag Football
- Tennis (singles and doubles)
- Basketball (3 on 3)
- Basketball (5 on 5)
- Golf (singles and doubles)
- Billiards (singles and doubles)
- Sand Volleyball (4 on 4)
- Ping Pong (singles and doubles)
- Indoor Volleyball (6 on 6)
- Racquetball (singles and doubles)
- Softball
- Horseshoes (singles and doubles)
- Indoor Soccer (4 on 4)
- Outdoor Soccer (6 on 6)
- Foosball (singles and doubles)
- Badminton (singles and doubles)
- Bowling
- Free Throw and 3 point competition
- Ultimate Frisbee
- Dodgeball
- Kickball

Counseling Services
The Counseling Center provides confidential individual and group counseling services to students on a short-term basis and is staffed by experienced, licensed mental health providers. The Counseling Center also consults with students, faculty, staff, and others who are concerned about unusual, problematic, or potentially harmful behavior of others. The Center is open 8 a.m.– 4:30 p.m., Monday through Friday. Appointments can be made in person, via
email, or by phone. Counseling services are available on campus at no cost to the student. Counseling Center records are maintained separately from all other college records.

Some of the issues brought to the Counseling Center include:

- Homesickness
- Relationship issues
- Self-esteem concerns
- Anxiety
- Depression

**Health Services**

Health Services provides professional and compassionate health care to all students, including residential, commuting, and part-time students. Health Services assists students in developing a healthy lifestyle by providing information, instruction, and counseling concerning health and wellness issues. The Health Services staff and TABOO, Bridgewater College’s Peer Health Educators, maintain a health education Web site which students may access at www.bridgewater.edu/orgs/taboo.

Health Services is open from 10 a.m.–2 p.m., Monday through Friday. All visits, treatments, and medications provided at the Health Services office are free of charge. When prescriptions are written, lab tests are sent out, or referrals are made to outside labs or doctors’ offices, it will be the responsibility of the student to pay for and/or file for insurance coverage for reimbursement of these charges. It is recommended that the student have access to their insurance information, including a copy of the provider’s insurance card. A history and physical examination, as well as documentation of all required immunizations, including the Meningococcal vaccine, MMR (1 and 2), Polio Series and Tetanus (in the last 10 years), and Hepatitis B series are required of all new students prior to registration for classes.

For a copy of the required health forms for admission to Bridgewater College, as well as a complete listing of services, please visit our Web site at www.bridgewater.edu/StudentServices/HealthServices.

**Multicultural Services**

The mission of the Office of Multicultural Services (OMS) is to promote a campus community which affirms an understanding and appreciation of diversity and encourages inclusiveness of and respect for different cultures. This is accomplished by providing a variety of educational, social, and cultural activities and programs that promote awareness and increase support and appreciation for diversity at Bridgewater College. The Office of Multicultural Services works in collaboration with other campus offices and departments to ensure that Bridgewater College is a place where all can flourish.

The Office of Multicultural Services supports the College’s mission by identifying and implementing initiatives to support ethnic minority students, faculty, and staff, both individually and as a group, and by working to increase ethnic minority participation at the College. OMS actively engages ethnic minority students by facilitating programming focused on academic success, leadership development, and cultural exploration. These signature programs include Multicultural Visit Preview (an overnight visit to get students acquainted with Bridgewater College), Early Arrival Gaining Lifelong Experiences Program (an early arrival program), Visible Men (a minority male institute), Empowered Women (a minority female institute), Multicultural Leadership Program (mentoring program), Black Student Association, Lift Your Voice Gospel Choir, and the Multicultural Achievement Banquet, where individuals are honored for the efforts of increasing multiculturalism at Bridgewater College.

**Policies and Regulations**

The conditions and provisions set forth in this catalog should not be considered as a contract between the College and the student. The College reserves
the right to make changes in conditions and provisions when such changes are deemed prudent. In practice such changes are rarely retroactive.

A student can be dismissed from the College for assault, violation of the College’s drug policy, repeated or flagrant violations of the College’s alcohol policy, Honor Code violations, or other behavior that may jeopardize someone’s safety or academic experience. The College has two designated boards to handle various campus policy infractions: the Judicial Hearing Board and the Honor Council. All suspensions or dismissals from the College may be appealed to the President or his designee. For more information on campus policies please refer to *The Eagle*, the handbook for students.

**Spiritual Life and Services**

The college welcomes all faith traditions as part of a diverse learning environment. The College supports each student’s efforts to develop personal values and to find a meaningful place in the world.

Students are encouraged to actively pursue their spiritual development within a wholesome balance of learning, service, and leisure. Weekly BC Chapel services, Catholic Mass, and ecumenical campus worship convocations provide regular opportunities for worship on campus.

Several spiritual life groups, including Believers Strongly United, Brethren Student Movement, Campus Crusade for Christ, Catholic Campus Ministry, and Fellowship of Christian Athletes are active on campus and open to any who wish to participate. Student Peer Ministers host weekly small groups that build community and nurture the spiritual life. The Campus Chapters of Habitat for Humanity and New Community Project provide opportunities for students to express their faith through service to the local community and larger world.

A variety of local congregations, Protestant as well as Roman Catholic, Islamic, and Reformed Jewish, are located in the surrounding area within easy driving distance.

The college chaplain is a spiritual resource to the campus community. The chaplain coordinates the spiritual life program on campus and supports individuals experiencing illness, grief, and concerns of any kind.

**Residence Life**

Ask any student what they like most about living here, and you’ll likely hear words such as “energetic,” “engaging,” and “community.” It’s where you’ll meet people who will impact your life in tremendous ways. It’s where you’ll have the opportunity to express your opinions, share your ideas, and make a difference in the campus community. You’ll learn accountability and responsibility through activities and programs supported by dedicated, compassionate staff members. In the residence halls, you’ll begin a lifetime of development that truly embodies the Bridgewater spirit.

Each student is encouraged to develop positive, well-rounded patterns of study, work, worship, recreation, and use of leisure time. Students are expected to take personal responsibility for their behaviors and exhibit consideration for other students’
rights. Every student is responsible for knowing the information and campus policies in The Eagle student handbook. Students are also expected to take full advantage of opportunities for personal, social, and academic growth and development.

The College encourages its students to refrain from possessing or using alcoholic beverages. Students who feel that alcohol must be a part of their college lives should not attend Bridgewater. It is important that students understand that possession or use of alcoholic beverages on campus, or returning to campus in an intoxicated condition, may subject the student to disciplinary action.

Possession or use of illegal drugs by Bridgewater College students is forbidden and will subject the student to dismissal or other disciplinary action, and may result in criminal charges.

The College prohibits gambling, hazing, harassment in any form, or the possession or handling of firearms and fireworks in the residence halls and on the campus. The use of profanity is discouraged, and use of tobacco products is limited to outdoors.

Permission to keep a vehicle at the College must be obtained at Campus Police and Safety during the time of official registration in the fall. One must register a vehicle within 24 hours of bringing it to the College. Temporary permits are also available in the event that a student needs to substitute another vehicle for the one registered. Failure to cooperate with the above principles may subject the student to a fine or other disciplinary action.

If, at any time, the conduct of any student becomes detrimental to the work of other students, and it is in the best interest of the College, the administration reserves the right to request, or, in some cases, require, the student to withdraw from the College community. If and when a student is asked or required to withdraw, there is no refund of tuition, fees, or room charges, and board fees generally are pro-rated.

Students are responsible for the proper care of their rooms and furniture. Room inspections are made occasionally, and damages are charged to the occupants of the room. Damage to other College property by students is likewise chargeable to them.

Bridgewater students take responsibility for their own laundry. Washers and dryers are available in the residence halls at no cost, and local laundries and cleaners are located near campus.

During the fall, Thanksgiving, Christmas, and spring breaks, dining services are not provided, and students are required to vacate their rooms. The first meal served after each vacation is the evening meal prior to the day of registration or the resumption of classes.

Residential/Commuter Status

The faculty and administration believe that participation, engagement, and incorporation into campus life are key elements to the holistic development of every student and integral to Bridgewater’s liberal arts tradition of education. Because of this strong belief in the role on-campus housing plays in the educational process, all full-time students are required to live in College housing except: (1) students living at home with their parents or legal guardians if the parents’/guardian’s principal residence is in one of the following counties: Augusta, Highland, Page, Rockingham, or Shenandoah; (2) students who are married; (3) students 23 years of age or older; and (4) current or former members of the armed forces. Students are not required to live on-campus during the summer sessions. Bridgewater College has traditional residence halls, a four-tower apartment complex and a group of five housing units which have been incorporated with the pre-existing Strickler Apartments to form the Stone Village community. The College also offers Honor Housing to seniors, juniors, and sophomores with a 2.5 minimum GPA.
who demonstrate good citizenship and the ability to get along well with others. These houses are located adjacent to the campus along College Street and are equipped with the same amenities as the residence hall rooms. Students are living on their “honor” without residence life staff living in the houses. Honor houses give students a different view of residential, collegiate living.

Sales representatives are not permitted to make solicitations in the residence halls except upon permission of the Administration. Students acting as sales representatives must secure permission from the Department of Student Life.

The College operates several food venues on campus to provide sandwiches and refreshments to students and faculty. No other group of students is permitted to sell refreshments on the campus without permission from the Department of Student Life.

**Service-Learning**

Service-Learning combines community service with critical reflection to enhance the learning and strengthen the civic responsibility of our students. The Service-Learning Center (SLC) is a resource that links students, faculty, and staff with community needs and promotes opportunities for learning through service. The SLC provides many resources for service-learning and community service, including a Service-Learning Web page, an annual Community Service Fair, and regular email updates on service-learning opportunities.

**STUDENT SERVICE BOARD**

The Student Service Board (SSB) seeks to foster greater awareness of and involvement in service opportunities by acting as a link between community needs and Bridgewater College. The SSB consists of a Student Director and Student Coordinators who provide service opportunities in the following program areas: Aging Services, Children & Youth Services, Community & Social Services, Education Services, Environmental Services, Health & Disabilities Services, and Hunger & Housing services.

**Student Outreach Services**

The College’s Director of Student Outreach Services is an additional support resource providing assistance and counseling to students who may simply need a helping hand or sense of direction. Specifically, the Director can assist students who are having difficulty with class attendance, roommate conflicts, and other adjustment concerns. The Director also serves as a primary resource for commuter students and international students.

**Welcome Week**

Welcome Week occurs when new students arrive on campus in the fall and is the final phase of the orientation process. The Welcome Week events are designed to assist students with the transition to becoming successful students.

Welcome Week has been designed to provide opportunities, both academic and social, to assist students with many of the aspects of college life. Students will complete the registration process, purchase books, meet faculty, staff, and other students, and participate in many interactive activities specifically designed to aid in this first step of the college transition.

**ATHLETICS**

The faculty and staff encourage men and women to participate in intercollegiate athletics by fostering a challenging and versatile athletic program. They believe that athletics contributes to the development of the whole person, which is a key component of the College’s mission. Athletics is an integrated part of the academic curriculum of the College, promoting leadership, self-discipline, and responsibility.

The College sponsors 21 varsity programs that include: baseball, basketball, cross country, football, golf, soccer, tennis, indoor track, and outdoor track for the men, and basketball, cross country, field hockey, lacrosse, riding, softball, soccer, tennis, indoor track, outdoor track, volleyball, and swimming for the women. The athletic program supports a cheerleading squad, a dance team, and Pep Band that perform at home football and basketball games.
The College is a Division III member of the National Collegiate Athletic Association and follows guidelines and policies set forth by this governing body. Bridgewater’s teams are members of the Old Dominion Athletic Conference that has 14 college members.

ATHLETICS MISSION STATEMENT
The College adheres to the philosophy of intercollegiate athletic competition based upon the principles of amateurism, sportsmanship, and fair play. The following guidelines have been developed for the athletic program: (1) to place a priority on the academic progress of all students who participate in intercollegiate athletics; (2) to ensure the physical well-being of all student-athletes during practice, travel, and play; (3) to develop each student-athlete physically, mentally, socially, emotionally, and morally; and (4) to develop excellence in all of the College’s intercollegiate athletic programs.

Horseback Riding and Horse Stables
Bridgewater College owns and operates the Bridgewater College Equestrian Center (BCEC) in Weyers Cave, about 10 minutes from campus. The College’s equestrian program is based at the BCEC and includes classroom instruction, riding lessons (credit and non-credit) and riding team activities. The BCEC has boarding facilities available for student-owned horses on an advance reservation basis. Additional stalls are available at the College Stables on the main campus. Contact the Stable Manager at 540-480-7850 for information on boarding options.

ALUMNI ASSOCIATION
The Alumni Association, organized June 6, 1899, seeks to strengthen the bond of loyalty between alumni and their alma mater, fosters an esprit de corps of good fellowship among alumni, organizes local chapters, arranges a class reunion every five years for each class, and helps promote the growth and development of the College. The Alumni Association sponsors the Senior Bridgewater Ball.

The Alumni Association is governed by its elected officers and a board of directors. The Director of Alumni Relations, as the chief executive of the association, directs all alumni relations and activities and helps organize and maintain chapters throughout the nation.

All graduates and students who have completed at least 25 credit hours at Bridgewater College are eligible for membership in the Alumni Association. Those who have graduated or earned transferable credit at Bridgewater or from the former Blue Ridge or Daleville colleges, prior to 1966, are members of the association. Faculty, staff, trustees, and those awarded honorary degrees are honorary members of the association. The association charges no dues, but all members are urged to make annual contributions to the annual fund. These yearly contributions keep the alumni in good standing and their memberships active. Students should contact the office of alumni relations at 540-828-5451 for more information.

CONVOCATIONS AND LYCEUMS
Convocations at Bridgewater College invigorate connections in the community and affirm the
College mission to “educate the whole person.” In order to facilitate this, a wide variety of programs, including films, speakers, presentations, campus worship, musical and other performances, and travel experiences, are offered. Further, these programs deal with a plethora of important social issues.

At least two convocations are held each week, and each student is required to attend at least seven per semester. As the Convocation Program is an integral part of the liberal arts program at Bridgewater College, attendance records are maintained. For the student who meets the convocation attendance requirements at the end of each semester, a grade of Satisfactory (S) is entered on the student’s permanent record; for the student who does not, a grade of Unsatisfactory (U) is entered. Attendance at the convocation is recorded at the end of the program when a student swipes his or her ID card. Every student will be allowed to arrive late only once per semester, if they want it to count as one of their seven required convocations.

Convocations are held in five different formats at Bridgewater:

**The “Traditional” Series**
Held every Tuesday morning at 9:30 a.m., these convocations typically involve speakers, presenters, and participants from within the Bridgewater College community. These convocations are designed as a forum for the campus and the community to stay abreast of relevant issues.

**The “Convo on the Road” Series**
Held occasionally, with a limited number of participants, these convocations are field trips with an educational twist. The College is able to offer the trips at a discounted price to students, as they are subsidized by the convocation budget.

**The “Evening Event” Series**
Held on weekday evenings, usually at 7:30 p.m., these convocations typically involve speakers recruited from the national or international scene and are supported by Bridgewater College’s endowed lecture funds. These convocations are designed to challenge and provoke the audience to think about issues in new ways, or perhaps for the first time. These evening events sometimes draw a large audience and last an hour.

**The “Sunday Cinema” Series**
Held every other Sunday evening at 6 p.m., this film series will show topical and/or provocative films. These films will be sponsored by various academic departments and/or faculty members who will lead a discussion following the film. Please note that several of these films will involve adult content and mature themes.

**Lyceum Series and Faculty Recitals**
Held on specific Tuesday evenings at 8 p.m., these series, which are part of the “Evening Event” convocations, bring professional musical and cultural events of the highest caliber to the College.

**COLLEGE PUBLICATIONS**
*The Eagle*, a handbook for all students, contains the constitution and bylaws under which the Student Government operates, a register of student leaders, the school calendar, a list of student organizations, and a summary of Bridgewater ideals and traditions. The College publishes annually the catalog, the *President’s Report*, and the *Bridgewater alumni* magazine.

*The Philomathean* is a journal of student papers, essays, short stories, poems, and visual art published each year by Bridgewater College. “Philomathean” means love of, or devotion to, learning; the *Philomathean* reflects this ideal by recognizing and honoring student creativity and scholarship. A student may submit work produced for a course on his or her own initiative, or faculty members may recommend a student’s work, to a faculty editorial board which selects the contributions to be included in the publication.
Financial Information

This section contains general information regarding financial matters. Please see the College Web site, www.bridgewater.edu, for specific policies and fee information.

Fees for the 2011–2012 Session (Full-time Students)

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<td>Student Activity Fee</td>
<td>0</td>
<td>125</td>
</tr>
<tr>
<td>Total Tuition and Fees</td>
<td>$26,350</td>
<td>Total Tuition and Fees</td>
</tr>
</tbody>
</table>

To be considered full-time, a student must be registered for a minimum of 12 credit hours during a semester. The fee schedule assumes a full-time enrollment of at least 12, but not more than 18, credit hours per semester.

One-half of the tuition and fees total is due for each semester:

- Fall semester payment is due August 12, 2011.
- Spring semester payment is due January 4, 2012.

*Students enrolling for the first time after August 1, 2011.

**Base room in traditional residence hall and classic meal plan (20 meals per week). Additional housing and meal plan options available.
Late Payments
Payments must be received in the Business Office by 4 p.m. on the due dates listed on page 54. Past due payments may be assessed an $85 late fee. After 30 days, past-due accounts are subject to additional penalties not to exceed 12 percent per year. Students may not complete class registration until satisfactory arrangements have been made with the Business Office for payment of all fees. The College does not issue transcripts of credits for students with delinquent accounts.

Reservation Deposits
Full-time students must confirm their intention to enroll by making a reservation deposit. The reservation deposit is applied to the Fall Semester charges for the upcoming year and is non-refundable after May 1 for new students. Students admitted after May 1 must make a deposit within 10 days after admission. For returning students, the reservation deposit is due early in the Spring Semester (due dates to be announced each year) and is nonrefundable. Returning students who fail to make the deposit on time must pay a penalty of $50 and may not complete preliminary registration, select classes, or reserve a room until the deposit and the penalty have been paid.

Interterm
Interterm is part of the academic year and half of the basic Interterm fees are included in each semester billings for full-time students. No refund for tuition, room or board will be given to students not attending Interterm. There may be additional charges to students enrolled in Interterm courses involving travel, off-campus housing or other expenses.

Part-Time Students
A part-time student (one who is registered for fewer than 12 credit hours in a semester and who resides off campus) pays on a per credit hour basis in accordance with the fee schedule posted on the College Web site plus a registration fee of $40 per semester. Payment must be made at the time of class registration. A part-time student is not eligible to receive scholarship aid or to reside on campus. Part-time students are not billed prior to registration.

Other Fees
In addition to the fees listed, certain elective courses require student fees that are established at the beginning of each academic year. Horseback riding and private music lessons are examples of such fee courses. Also, four-credit classes with a lab are typically charged a lab fee. Additional fees are assessed for certain dormitory rooms (single rooms, etc.) and various transactions including automobile registration, course overloads, etc. These fees are subject to change without notice. See the Business Office page at www.bridgewater.edu for a current list of fees.

Deposits
Dormitory and Room Key .............................................. $100
Contingency Fee
Damage to dormitory buildings and furniture is charged to this deposit. The dormitory and room key deposit is made at the time the student first enrolls, and is retained by the College until the student
either graduates or withdraws. Returning students cover assessments that have been made against the deposit by bringing it back to the level of $100 at the time of each fall registration. Failure on the part of the student to complete the dorm checkout process properly at the end of each academic year may cause the deposit to be forfeited. Any unused portion of the deposit will be refunded at graduation or upon withdrawal from the College after checkout is complete.

Personal Expenses
Each student pays for his or her own personal expenses and books. Books cost approximately $1,100 per year and may be purchased by cash, check or credit card from the College Bookstore. Please note that students are not permitted to charge books to their student accounts.

Withdrawal from College
To withdraw from Bridgewater College at any time during a semester, a student must first confer with the Associate Dean for Academic Affairs who will provide a form requiring the signatures of appropriate college personnel. A student who fails to withdraw properly may forfeit his or her dormitory and room key deposit, will receive failing grades in all currently enrolled courses and may be ineligible for refunds as described below.

Refunds
The College must contract for its faculty and other educational services well in advance. For this reason, only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

The financial aid of a student who does not complete the semester for any reason will be reduced in accordance with mandatory federal guidelines. All questions concerning refund amounts should be addressed to the Business Office.

WITHDRAWAL DUE TO HEALTH REASONS
In the event of an approved withdrawal for health reasons, a refund of tuition and fees is provided according to the following schedule.

- During the first two weeks of the semester 80%
- During the third or fourth weeks 50%
- During the fifth or sixth weeks 20%
- After the sixth week No Refund

No refund is given for the room charge, but the board fee is generally pro-rated. Confidential written documentation in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the Associate Dean for Academic Affairs in order for this schedule to apply. In most cases, the supporting documentation must be received within two weeks after the withdrawal date.

WITHDRAWAL DUE TO PERSONAL REASONS
In the event of an approved withdrawal for personal reasons, a refund of tuition and fees is provided according to the following schedule.

- During the first two weeks of the semester 50%
- During the third or fourth weeks 25%
- After the fourth week No Refund

No refund is given for the room charge, but the board fee is generally pro-rated.
MANDATORY WITHDRAWAL
In the event of a disciplinary suspension or administrative withdrawal, refunds are generally treated as a withdrawal due to personal reasons.

Methods of Payment
The inclusive fee for each semester is due according to the schedule on page 54. Fees for part-time students are due at the time of official registration. All financial aid administered by the College is applied to the students’ accounts at the rate of one-half for each of the Fall and Spring Semesters. Work-study earnings are paid directly to the student via direct deposit bi-weekly.

The College accepts cash, checks, money orders and all major credit cards except VISA for tuition payments. People who prefer to pay the Inclusive Fee in equal installments may choose to enroll in the Tuition Payment Flex Plan which is administered by Advanced Education Services (AES). See the College Web site, www.bridgewater.edu, for additional information.

Alumni Learning Tuition Program
The Alumni Learning Tuition Program provides tuition discounts for Bridgewater College graduates wishing to further their education. Graduates may register for Bridgewater College classes at 50 percent of the current undergraduate tuition rate, provided that:

• They have completed a degree program at Bridgewater College.
• They are pursuing either professional certification or a second major.
• Classroom space is available after giving first priority to current undergraduates.
• Class size requirements are met.
• They do not have an outstanding balance with Bridgewater College.

Returning graduates will be assigned an advisor who will help them develop an academic plan according to their goals. Applications for the Alumni Learning Tuition Program are available in the Office of the Associate Dean for Academic Affairs.
Recognizing that college costs are a legitimate concern to many students, Bridgewater College commits significant institutional resources for grants and scholarships. To assist as many students as possible, the aggregate of institutional funds for an individual student is restricted to an amount equivalent to tuition and fees. Institutional grants and scholarships apply to institutional costs associated with undergraduate enrollment during the academic year and exclude summer school. The Financial Aid Office coordinates resources provided by the college, state and federal aid programs to provide a substantial and varied program of financial aid.

**FEDERAL GOVERNMENT FINANCIAL AID**

Both returning and new students are required to submit the Free Application for Federal Student Aid (FAFSA) for the 2011–2012 academic year no sooner than Jan. 1, 2011 and the priority deadline is March 1, 2011. Applications submitted after March 1 will be processed as long as funds are available. The FAFSA is also the approved application for need-based institutional and state financial aid programs. The Financial Aid Office begins releasing aid packages to prospective students after March 15 on a rolling basis. Returning students receive their aid packages after June 15.

Listed below are brief descriptions of the Title IV federal aid programs for students who are citizens or permanent residents of the United States. Full-time status for financial aid regulations is enrollment in a minimum of 12 credit hours in each semester while half-time status is enrollment for 6–11 credit hours. Selected federal programs can be awarded to students enrolled on a part-time basis.

The analysis of the FAFSA determines eligibility for Title IV aid programs. All students are subject to satisfactory academic progress standards in order to maintain eligibility for participation. Entering freshmen and transfers are considered to be making satisfactory academic progress based upon their admission. However, after that point, satisfactory academic progress is measured according to the information listed on page 59. The Financial Aid Office staff is available to answer questions about the issue of satisfactory academic progress for financial aid.

**Title IV Federal Aid Programs**

1. **Federal Perkins Loan**—Students with exceptional need may be offered Perkins awards of $500 to $2,000 per academic year. Repayment begins nine months after a student drops below half-time status. The interest rate during the repayment period is five percent. Based upon total funds borrowed, the repayment period has a limit of 10 years.

2. **Federal Pell Grant**—Authorized under the Higher Education Amendments of 1972, eligible undergraduate students will receive a grant ranging from $555 to $5,550 in the 2010–2011 academic year. Eligibility is tied to the Expected Family Contribution (EFC) which is determined by an analysis of the FAFSA.

3. **Federal Supplemental Educational Opportunity Grant**—Under the Higher Education Act of 1965 and subsequent amendments, grant funds are available for the neediest students as determined by the EFC. Pell Grant recipients have first priority for these funds. Awards may range from $100 to $1,000.

4. **Federal Work-Study Program**—A number of job opportunities are filled by students who
meet the provisions of the federally subsidized employment program. Employment is performed under conditions established by federal aid regulations.

5. Federal Direct Loan—If the analysis of the FAFSA determines that financial need exists, the student is eligible for a Direct Subsidized Loan. If no financial need exists the student is eligible for a Direct Unsubsidized Loan. The distinction between these categories is in regards to accrual of interest while the student is enrolled on at least a half-time basis.

For a Direct Subsidized Loan, the federal government covers interest while the student is enrolled at least half-time and during a six month grace period after the student leaves school. For a Direct Unsubsidized Loan, the student borrower must make interest payments while in school or have payments capitalized. Maximum annual loan limits are $5,500 for freshmen, $6,500 for sophomores, and $7,500 for juniors and seniors.

6. Federal Direct Parent Loan to Undergraduate Students—This program is designed to assist parents in borrowing money to pay for undergraduate educational expenses. To be eligible for a PLUS loan, the parent must be credit worthy. The maximum loan is the educational cost of attendance budget less financial aid awarded. Repayment begins within 60 days of final disbursement, unless the parent requests an in-school deferment. The fixed interest rate is 7.9 percent.

Complete information about the Title IV federal aid programs can be found at http://studentaid.ed.gov.

Satisfactory Academic Progress—To be eligible for Title IV federal aid, a recipient must maintain satisfactory academic progress. If one does not meet the minimum requirements set forth, one may make an appeal for aid. The Financial Aid Committee rules on all satisfactory progress appeals.

Students attending Bridgewater College must be in good standing and making satisfactory academic progress as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Credits Earned</th>
<th>Class</th>
<th>Year-End GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year 1</td>
<td>24</td>
<td>Freshman</td>
<td>1.700</td>
</tr>
<tr>
<td>End of Year 2</td>
<td>48</td>
<td>Sophomore</td>
<td>2.000</td>
</tr>
<tr>
<td>End of Year 3</td>
<td>72</td>
<td>Junior</td>
<td>2.000</td>
</tr>
<tr>
<td>End of Year 4</td>
<td>96</td>
<td>Senior</td>
<td>2.000</td>
</tr>
</tbody>
</table>

Federal Aid—Return of Title IV Funds

While Bridgewater College has a refund policy for charges, outlined on page 56, a separate policy for federal aid exists as described in the “Return of Title IV Funds” regulations published by the U.S. Department of Education. The amount of aid earned is

![Chart showing financial aid distribution]
calculated on a pro rata basis through 60 percent of the payment period. The amount of unearned Title IV aid is then returned to various Title IV aid programs which include Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and other Title IV programs. If the student has received any assistance from the Title IV funds in the order listed above, the return of funds will go to those specific programs in the order received. After 60 percent of the payment period (academic semester) has been completed, all Title IV funds have been earned and continue to be available for payment against institutional charges. It is possible for students whose accounts were paid in full at the start of a term to owe payment for the balance of charges after the return of Title IV funds is completed. The withdrawal date for use in this process can begin in several different ways. The standard procedure begins with the date that the student picks up a Withdrawal Form from the Associate Dean for Academic Affairs, or the date that the student orally or in writing provides an official notification to the institution of their intent to withdraw, can be the valid withdrawal date. If a student gives no official notification, Bridgewater College has the option of using the midpoint of the payment period or a withdrawal date documented with the student’s attendance at an academically related activity. Before a student takes any action to withdraw, it would be advantageous to learn the refund policy that the Business Office will use as well as the implications of any Refund of Title IV funds. Any questions concerning this issue should be addressed to the Financial Aid Office. All questions concerning final resolution of the account balance in the Business Office should be addressed to the Vice President for Finance.

**ACADEMIC SCHOLARSHIPS**

**Freshmen**

Eligibility for the following scholarships is based on cumulative high school GPA, class rank, SAT/ACT test scores, and quality of high school curriculum. Annual renewal requires a minimum year-end GPA of 2.3 (C+) unless otherwise noted. Recipients receive the award for a maximum of eight semesters (does not include summer school) toward the undergraduate degree.

1. **Achieving in a Community of Excellence (ACE) Scholarships**—variable stipends of $13,000, $15,500 and $18,500 for 2011–2012. Scholarship amounts are $2,500 less for students living off campus.

2. **President’s Merit Plus Award**—grant equivalent to full tuition awarded to no more than 10 resident freshmen. Annual renewal requires a year-end cum GPA of no less than 3.0.

3. **Church of the Brethren Scholarship**—awarded to eligible freshmen who are members of the Church of the Brethren. The stipend is $2,500 for resident students and $1,500 for commuter students.

**Transfers**

Eligibility for the following scholarships is based on credits earned and cumulative GPA for all college work. A minimum of 12 transferable credits and a 3.0 cumulative college GPA are required for consideration. Annual renewal requires a minimum year-end GPA of 2.3.

1. **Achieving in a Community of Excellence (ACE) Scholarships**—variable stipends of $7,600, $9,750 and $12,000 for 2011–2012. Scholarship amounts are $2,500 less for students living off campus.

2. **Church of the Brethren Scholarships**—awarded to eligible transfer students who are
members of the Church of the Brethren. The stipend is $2,500 for resident students and $1,500 for commuter students.

**INSTITUTIONAL GRANTS**

1. **General Grant**—Need-based grant awarded to selected students who have demonstrated financial need based upon the analysis of their Free Application for Federal Student Aid (FAFSA).

2. **Transfer Grant**—$3,000 grant awarded to transfer students (never attended Bridgewater College) with a minimum of 12 transferable credits earned after graduation from high school OR $5,000 grant to transfer students with a minimum 3.5 cumulative GPA and an associate degree (only one applies).

3. **Phi Theta Kappa Scholarship**—$2,000 grant awarded to transfer students with membership in PTK from the community college system.

4. **Alumni Award**—Awards of $2,000 and $9,500 are available to selected incoming freshmen who do not qualify for academic scholarships.

**COMMONWEALTH OF VIRGINIA FINANCIAL AID**

1. **Virginia Tuition Assistance Grant**—The amount of a Virginia Tuition Assistance Grant is determined by the Virginia General Assembly. During the 2010–2011 academic session, the maximum estimated value of this grant is $2,650. To be eligible, the student must be a legal resident or domiciliary of Virginia and must be enrolled in at least 12 credit hours of work in each semester. The deadline to apply is July 31, and application forms are available at www.bridgewater.edu/finaid.

2. **College Scholarship Assistance Program**—To be eligible for this grant, a Virginia resident must demonstrate financial need that is greater than 50 percent of educational costs. Bridgewater College selects the recipients from its pool of eligible applicants. Awards may range from $100 to $1,000.

**ENDOWED SCHOLARSHIPS**

Endowed scholarships are funded through gifts from interested alumni and friends, churches, and the income of endowed funds. Each scholarship has select criteria and eligibility requirements associated with it. Currently, Bridgewater College has over 180 endowed scholarships to award to eligible students. A listing of the endowed scholarships is in the annual *President’s Report* and online.

“I initially thought I wouldn’t be able to afford Bridgewater. Once I factored in the academic scholarship and the other aid I received, it turned out to be the most affordable school that I applied to. Bridgewater rewards good students.”

--Chris Gallagher, Stanley, Va. History and Political Science, Class of 2011
Programs of Study

MAJORS
Applied Physics
   Engineering Physics
   Physics and Technology
   Physical Science
Art
Athletic Training
Biology
Business Administration
Chemistry
Communication Studies
Computer Science
Economics
English

Language and Literature
   Literary Studies
   Writing
   Environmental Science
   Family and Consumer Sciences
   French
   Health and Exercise Science
   Health and Physical Education
   History
   History and Political Science
   Information Systems
   Management
   International Studies
   Liberal Studies*

Mathematics
Music
Nutrition and Wellness
Philosophy and Religion
Physics
Physics and Mathematics
Political Science
Psychology
Sociology
Spanish

*The Liberal Studies major is available only in PreK–6.
**MINORS**
- Art
- Biology
- Business Administration
- Chemistry
- Coaching
- Communication Studies
- Computer Information Systems
- Computer Science
- Crime and Justice
- Cultural Studies
- Economics
- English
- Environmental Science
- Equine Studies
- Family and Consumer Sciences
- French
- German
- History
- International Studies
- Mathematics
- Music
- Neuroscience
- Nutrition and Wellness
- Peace Studies
- Philosophy and Religion
- Physics
- Political Science
- Psychology
- Social Work
- Spanish
- Theatre

**CONCENTRATIONS/SPECIALIZATIONS**
- Accounting
- Church Music
- Family and Consumer Sciences
- Education
- Finance
- Financial Economics
- International Commerce
- Marketing
- Media Studies (Communications)
- Organization Management
- Public Relations
- United States History

**TEACHER CERTIFICATION**
- Elementary (PreK–6)
- Secondary (6–12)

**TEACHER ENDORSEMENT (PREK–12)**
- English as a Second Language
- Foreign Languages
- Health and Physical Education
- Music, Vocal and Instrumental
- Visual Arts

**PRE-PROFESSIONAL PROGRAMS**
- Dentistry
- Engineering
- Law
- Medicine
- Ministry
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Veterinary Science

**DUAL DEGREE PROGRAMS**
- Engineering—The George Washington University and Virginia Tech
- Nursing—Vanderbilt University
- Physical Therapy—Shenandoah University
Career Opportunities

Knowing what you want to do after college is often a tough decision. While some students enter college with a firm idea of what to pursue, most only have a vague idea. Approximately 75 percent of students change their major at least once. This occurs because as one’s awareness of the opportunities in the working world increase, one’s impressions can change. One of the benefits of a liberal arts education is the exposure to a wide variety of subject matter, disciplines, and opportunities. The Office of Career Services exists to help each student translate this increased awareness into a career and life plan.

Business
A four-year curriculum leading to the Bachelor’s Degree in either business administration or economics is provided. Concentrations are offered in accounting, finance, managerial economics, international commerce, organizational management, and marketing.

Computer Science
Completion of a curriculum leading to a Bachelor’s Degree with a major in computer science, computer science combined with mathematics, or information systems management prepares one to enter graduate study in computer science or to pursue employment in this rapidly expanding field.

Dentistry, Pharmacy or Physical Therapy
Admission to schools of dentistry, pharmacy and physical therapy may be obtained without the completion of the baccalaureate degree requirements. Most students will remain at Bridgewater to complete the baccalaureate degree. The College has
special articulation agreements with The George Washington University leading to a master’s degree in physical therapy and with Shenandoah University leading to a doctoral degree in physical therapy.

Engineering
A student who completes 91 credit hours at Bridgewater College, including the general education requirements and the requisite courses in science and mathematics, may be admitted to the receiving engineering school where, in two additional years, the Bachelor’s degree in one of several engineering fields may be earned at the same time a Bachelor’s degree is earned at Bridgewater College. We currently have articulation agreements with The George Washington University and Virginia Tech. Students interested in this program should consult with the Vice President and Dean for Academic Affairs and the Chair of the Physics Department.

Forestry
A dual degree program is offered in cooperation with the School of Forestry and Environmental Studies at Duke University. A student who completes 91 credits and the general education requirements at Bridgewater College may seek admission to Duke. While the student may enter the School of Forestry and Environmental Studies with a background in one of several major fields, the student’s program of studies must include Biology, Mathematics, Computer Science and Economics. Those interested in this program should confer with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.

Graduate School
Bridgewater students planning careers in research, in the professions, or as college and university professors enter the leading graduate schools in the United States each year to pursue work leading to the M.A. or M.S., the Ph.D., or a professional degree. Students interested in pursuing graduate studies should consult with their faculty advisors concerning appropriate preparation and application procedures. Additional information and assistance is available in the Office of Career Services.

Government Service
Completion of a curriculum leading to the Bachelor’s Degree, provided a suitable major and area of concentration have been selected, qualifies a person for various positions in state and federal government. A student interested in government service should confer with the appropriate faculty advisor. Additional information and assistance is also available in the Office of Career Services.

Family and Consumer Sciences
Completion of a curriculum with a major in Family and Consumer Sciences prepares students for entrance into the following careers: retailing and merchandising, demonstration of food and textile products and of household equipment, nutrition and wellness, food service and management, and teaching.

Law
Students seeking to pursue a career in law need an education that prepares them to read effectively, to write clearly, and to think analytically. An excellent general education and a concentration in any one of several fields provide the preparation needed. College debate experience and an internship in a law office in the junior or senior year can provide valuable added preparation. Students who are interested in a career in law should confer with the Vice President and Dean for Academic Affairs or Dr. James Josefson, the pre-law advisor.

Medicine
Completion of a curriculum containing a major in biology or psychology is recommended. Because admission to medical school is highly competitive, the student is advised to plan an appropriate curriculum with Dr. Robyn Puffenbarger, the pre-medical advisor.

Ministry or Religious Education
Completion of a curriculum leading to the Bachelor’s Degree, provided a suitable major or majors have been selected, qualifies a student adequately
for admission to a theological seminary or for teaching religious education.

**Social Work**
A four-year program with a concentration in sociology leading to the Bachelor’s Degree is recommended for those who wish to enter social work following graduation from college as well as for those who wish to pursue a graduate program in preparation for social work. The Sociology Department offers a minor in social work that is usually coupled with a major in either sociology or psychology.

**Teaching**
The College offers four-year curricula leading to the Bachelor’s Degree and a State-Approved Program of teacher education at the PreK–6 and 6–12 levels as well as special education. A student completing this program may be certified to teach in more than 20 states. Interested students should consult with the Chair of the Education Department.

**Veterinary Science**
The student should take the pre-medical curriculum offered at Bridgewater along with appropriate electives. Those interested in veterinary science should consult with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.
Courses of Instruction

Although there is variation by departments, freshman courses are generally numbered 100–199; sophomore courses 200–299; and junior and senior courses 300–500. Course numbers and descriptions listed herein apply to the 2011–2012 academic year.

Within each course title is a department abbreviation and course number followed by a number and one or more letters. The number designates the number of credits granted for the course, and the letters indicate when the course is offered: “F” stands for “Fall Semester,” “I” for “January Inter-term” and “S” for “Spring Semester.” The College reserves the right to alter the schedule of courses as circumstances dictate.

Except for Internships, Independent Studies, Research, Honors Projects, Interdisciplinary Studies and foundational General Education courses, the courses of instruction are organized by departments. Opportunities for qualified students to engage in Internships, Independent Studies, Research, and Honors Projects are available in each department.
Interdisciplinary and Independent Studies

**PDP 150 Personal Development and the Liberal Arts**

3 Credits  F, S

An introduction to the academic community of Bridgewater College, to the liberal arts, and to the skills of critical thinking and reflective writing. Students begin the process of documenting their experiences and growth in the four dimensions of personal development: intellectual growth and discovery, citizenship and community responsibility, ethical and spiritual growth, and emotional maturation and physical health.

**PDP 350 Integrating the Liberal Arts**

3 Credits  F, S

An introduction to the academic community of Bridgewater College, to the liberal arts, and to the skills of critical thinking and reflective writing specifically designed for transfer students. Transfer students will explore the unique challenges of integrating into a liberal arts educational environment and will begin the process of documenting their experiences and growth in the four dimensions of personal development: intellectual growth and discovery, citizenship and community responsibility, ethical and spiritual growth, and emotional maturation and physical health.

**PDP 450 Senior Portfolio Evaluation**

1 Credit  F, S

The culminating experience for the Personal Development Portfolio Program in which students create a senior portfolio which demonstrates and documents their experiences and growth in the four dimensions of personal development, integrating both curricular and co-curricular experiences as well as service-learning experiences and discussing short- and long-term goals and aspirations for the future. A passing grade in PDP 450, as determined by faculty evaluators from a variety of disciplines, is a requirement for graduation.

**IDS 100, 200, 300, 400 Course Linkage**

1 Credit each  F, S

An examination of the relationships and connections between two courses in different disciplines. Students complete a major paper or project that integrates concepts and themes of the two courses. One desiring to pursue a course linkage must submit a completed application at the time of registration.

*Prerequisites: Membership in Flory Fellowship of Scholars and approval of instructors of both courses*

**IDS 201 Foundation of Leadership**

3 Credits  I

Intended to be a foundation for further development of the student’s knowledge and skills in leadership. It introduces the student to the skills necessary for practicing competent, ethical leadership, provides a background in the literature and, through assigned class work, offers opportunities for the practice of leadership skills.

**IDS 311, 312 Leadership Skills I, II**

1 Credit each  F, S

This course is designed to provide the student with background information and practice opportunities for skills of leadership such as team building, goal setting, interpersonal communication, decision making, and conflict resolution. Different sets of skills will be developed in Leadership Skills I and Leadership Skills II.

*Prerequisites: Sophomore standing*

**IDS 470 Honors Capstone Seminar**

3 Credits

The senior capstone experience for students in the Flory Fellowship of Scholars, emphasizing the nature of scholarly inquiry and the interdisciplinary, liberal arts experience.

*Prerequisites: Membership in Flory Fellowship of Scholars*
The internship program provides an opportunity for a student to gain field experience in an area related to the student’s concentration or career goals. Supervision of an intern is provided by an appropriate faculty member and by a staff member of the agency or business in which the student is an intern. A student who wishes to engage in an internship must consult with the appropriate faculty member at least eight weeks in advance of the start of the term in which the internship is to be completed. A description of the internship, signed by the student and the faculty sponsor, must be filed with the Director of Internships by the first day of the semester prior to the start of the internship. Approval of each application for an internship is made by the Director of Internships based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an internship, a student must have junior or senior status and at least a 2.00 grade point average. Internships are graded on an S or U basis. A student may enroll in an internship program for three credits per semester, and internship credit may be earned in subsequent semesters subject to the limitations that no more than two internships may be pursued in any one agency or business and a maximum of nine credits in internships may be applied toward graduation.

An Honors Project is one in which a student researches a subject, by examination of relevant literature or by experimentation or both; the student reports the results in an accurately documented and well-written paper or appropriate representation of the work. Whenever the study deals with the subject of an established course, the student is expected to go well beyond the usual work of the course in research and in assimilation of the results as revealed in the report. Juniors and seniors with a cumulative grade point average of 3.40 or above may register for an Honors Project. One desiring to pursue an Honors Project must submit a written description of his or her proposed work to the chair of the appropriate department and to the Vice President and Dean for Academic Affairs by the first day of the semester in which the study is to be conducted. At the conclusion of the Honors Project, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished, and with the Library Director a copy of the written work or appropriate representation of the work. It is the student’s responsibility to provide the materials for the library in compliance with specifications approved by the Council on Education. The Library Director arranges for binding and storage.

Upon approval of the department and the Vice President and Dean for Academic Affairs, a student with a cumulative grade point average of 2.20 or better may engage in an independent study or research project. One desiring to pursue independent study or research must submit a written description of the proposed work to the chair of the appropriate department and to the Vice President and Dean for Academic Affairs by the first day of the semester in which the study is to be conducted. At the end of the semester, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished. Credit may be received for not more than three independent studies or research projects.

Dr. John S. Flory Fellowship of Scholars—see page 31.
The fundamental subject of all art courses is visual literacy—a heightened sense of what we see, how we see, and how we use all this visual information. Vision is an infinitely rich source of information, pleasure, and inspiration and a powerful channel of expression. Work in the visual arts is both creative and critical—about seeing, thinking, feeling, and doing and about knowing, understanding, and communicating.

The Department of Art offers introductory and advanced courses in the theory and practice of the visual arts offering studio courses in drawing, visual design, painting, sculpture, ceramics, photography, and digital media as well as classroom-based courses dealing with the history and theory of art. All students, regardless of their major, are welcome in these courses, as visual art is for and about everyone.

Studio courses provide hands-on experience. Concepts and skills are understood and mastered by putting them into practice. Emphasizing critical as well as manual skills studio courses teach students how to move from one medium, skill, idea, or point of view to new ones. Students work in a number of different media acquiring a high level of competency from which they can experiment discovering their particular interests and points of view. Written assignments and research supporting the practical work in the studio are integral elements in all art courses. Field trips, visiting artists, and demonstrations are incorporated into classes whenever possible to support effective and in-depth learning.

Art history courses trace and analyze the record of the visual arts from prehistory to the present. The study of art history combines the critical methodologies history with the physical and aesthetic qualities
of painting, sculpture, and architecture. The study of art history provides images and ideas through which all visual information can be understood. For all students, art history is an excellent means of considering history and society from a visual and cultural perspective.

**ART MAJOR REQUIREMENTS**

A major in Art requires a Bachelor of Arts degree. A major in Art consists of a minimum of 48 semester hours distributed in the following manner:

**FOUNDATION REQUIREMENTS (12 CREDITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 115</td>
<td>Introduction to Sculpture</td>
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<td>OR</td>
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<tr>
<td>ART 210</td>
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<tr>
<td>ART 120</td>
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<tr>
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**ART HISTORY AND CRITICISM REQUIREMENTS (9 CREDITS)**

<table>
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<tr>
<td>ART 200</td>
<td>Survey of Art (Prehistory–1400)</td>
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<tr>
<td>ART 201</td>
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</tr>
<tr>
<td>ART 300</td>
<td>Modern and Post-modern Art</td>
</tr>
</tbody>
</table>

**STUDIO FOCUS REQUIREMENTS (9 CREDITS):**

Any three additional studio Art courses at the 300 or 400 level selected in consultation with faculty advisor to develop an in-depth study of a particular media or concept

**ELECTIVES REQUIREMENTS (6 CREDITS)**

Two additional Art courses at any level selected in consultation with faculty advisor to develop breadth

**CAPSTONE REQUIREMENTS (12 CREDITS)**

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<tr>
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<td>Senior Seminar</td>
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<tr>
<td>ART 461</td>
<td>Professional Practices</td>
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**ART MINOR REQUIREMENTS**

A minor in Art requires 21 credit hours distributed in the following manner:

**THE CORE (6 CREDITS)**

Select two courses:

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</table>

**ART HISTORY (3 CREDITS)**

Select one course:

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<thead>
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<tbody>
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<td>ART 200</td>
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**CAPSTONE (3 CREDITS)**

Select one course:

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<td>Senior Seminar</td>
</tr>
<tr>
<td>ART 461</td>
<td>Professional Practices</td>
</tr>
</tbody>
</table>

**ELECTIVES (9 CREDITS)**

Select three additional art courses

**COURSES**

**ART 115  Introduction to Sculpture**

3 Credits  F, S

A basic course exploring the processes of making 3-D forms, exploring the qualities of various materials including wood, clay, plaster, and metals and the development of visual ideas in 3-D. This course is required for majors and minors. It is also an excellent choice for students who enjoy hands-on work with tools and materials, as it makes connections between this kind of manual work and critical thinking and visual communication skills.

**ART 120  Introduction to Visual Design**

3 Credits  F, S

A project-oriented course that explores the principles and elements of 2-D and 3-D design as they are used in both fine and applied art fields. Emphasis is on visual problem solving and making connections between aesthetic principles and practical applications in everyday life. This course is a foundation requirement for all majors and minors and is strongly recommended for all students interested in the visual arts or in other fields that rely upon visual communication, such as domestic and industrial design, advertising, publishing, television production, and computer graphics.
ART 130  Introduction to Drawing and Pictorial Composition
3 Credits  F, S
An exploration of the skills and concepts of representational drawing and of the use of these elements in effective and expressive compositions. This is a course required for art majors and minors and is highly recommended for all students with interests in the visual arts or in the enhancement of visual awareness, particularly for those studying fields such as biology and archeology which utilize drawings as documentation and architecture, graphic design, and film production which rely on drawing to generate visual ideas.

ART 200  Survey of Art History (Prehistory–1400)
3 Credits  F
An overview of the history of art from the mysterious cave paintings and carvings of the Paleolithic to the towering structures of Gothic cathedrals. This course is a requirement for art majors and minors and is very highly recommended to other students as a visual approach to the study of history and society.

ART 201  Survey of Art History (1400–Present)
3 Credits  S
An overview of the history of art from the Renaissance to the present. This course is a requirement for art majors and minors and is very highly recommended for other students as a visual approach to the study of history and society.

ART 210  Hand Built Ceramics I
(Replaces ART 310)
3 Credits  S
An introduction to clay as a creative material for making both functional and sculptural 3-D forms using various techniques including coils, slabs, and press molds. Emphasis will be placed on surface exploration, firing techniques, and on evaluating the aesthetic qualities of hand built forms. This course is an elective for art majors and is highly recommended for all other students as an excellent introduction to studio work.

ART 220  Introduction to Digital Media
3 Credits  F, S
Foundation course in digital media. Imaging strategies, creative process, problem solving, and technical skill-building related to digital media. Basic image generation, adjustment, and manipulation; typographic design; and color theory. Software includes Photoshop, Illustrator, and PageMaker.

ART 300  Modern and Post-modern Art
3 Credits  S
A critical evaluation of the visual arts as practiced and understood in the last 100 years with an emphasis on understanding the transition from high modernism to the art and culture labeled post-modern.

ART 305  Museums and Galleries
3 Credits  I
A critical consideration of how the fine arts are supported and presented in museum and gallery settings. The history of the modern museum and gallery system will be explored. Students will be challenged to develop strategies for using these modern institutions for enlightenment and pleasure. Trips to museums and galleries are included.

ART 307  Visual Arts of Spain
3 Credits  I
An introduction to the visual arts of Spain. Emphasis is on both historical and contemporary works of art and architecture, taking into consideration who and what influenced them. Students will also have a first-hand experience of the Spanish lifestyle through its food, music, market, historical landmarks, and varied landscapes. Visits will be to museums, artists’ homes, castles and cathedrals.

ART 309  The Artist’s Studio and Society
3 Credits  I
A critical examination of where, why, and how artists work and of the relationships between artists and the larger communities in which they live. The course will include visits to the studios of artists working in a variety of media and styles. Additional perspectives
will be introduced using writings by artists and films and videos which depict artists at work in their studios. Questions the course addresses include practical issues like: What are artists’ work spaces like? How do artists work? What tools and materials do they use? More critical questions to be considered are queries like: Who qualifies to be called an artist? Is being an artist a profession, a lifestyle, a hobby, or is there some other way of describing who these people are and what they do? How does anyone become an artist and why? Finally, the course also considers underlying philosophical questions: What is the artist’s responsibility to the public? Should art be political? Is art a valuable part of our culture?

General Education: Fine Arts

ART 310 Hand Built Ceramics II
(Replaces ART 410)
3 Credits S

A continuation of ART 210, investigating traditional uses of hand building techniques, as well as exploring personal experimentation and expression. Emphasis is on the production of a series of forms which are variations on a central theme, along with instruction in advanced materials and firing techniques.

Prerequisites: ART 210 or permission of department

ART 311 Wheel Thrown Ceramics I
(Replaces ART 211)
3 Credits S

An introduction to the potter’s wheel as a tool in the production of both functional and sculptural clay forms. In addition to turning forms on the wheel, students will learn glazing and firing techniques. This course is an elective for art majors. It is highly recommended for other students as an excellent introduction to studio work.

ART 315 Kinetic Sculpture
3 Credits I

An introductory hands-on course in making works of art that move. Projects include flip books, mobiles, and sculpture propelled by motors, wind, and water. An elective for art majors, this course is a wonderful introduction to the skills, concepts, and imaginative aspects of making visual art.

Prerequisites for majors: ART 120 or permission of department

ART 316 Metal Sculpture
3 Credits I

An intermediate level sculpture course utilizing a variety of metals in both traditional and contemporary fabrication methods to produce sculpture. Emphasis is on problem solving, design elements, and personal expression.

Prerequisites: ART 115 or permission of department

ART 320 Typographic Design
3 Credits F

An introduction to graphic design with emphasis on skills and concepts related to typography and page layout. Topics include typographic anatomy, classification and legibility, page design, typographic expression and communication, and technical and production skills. The course is geared toward print graphic design while providing conceptual and visual preparation for Web design and image/text-based artwork. Brainstorming and creative process are emphasized.

Prerequisites: ART 120 and ART 220
Alternate years: offered 2011–2012

ART 321 Image and Text
3 Credits F

An investigation of design process, problem solving and production related to image/text relationships in graphic design. Topics include understanding images and signs, image transformation, image/word interactions and rhetorical strategies in visual communication. Technical and production skills are emphasized as well as application of concepts and skills to the creation of design products.

Prerequisites: ART 320; ART 344 is strongly recommended
Alternate years: offered 2012–2013

ART 322 Web Theory and Design
3 Credits S

How Web sites are designed and constructed. Basic theory related to Web design and usage by audiences. Students will construct a basic Web site emphasizing visual/textural, structural, and technical concerns related to public communication.

Prerequisites: ART 220
ART 328  Exploring the Book Arts
            3 Credits  I
An artist’s book is a work of art that is conceived and produced in book form. This course is an interdisciplinary hands-on workshop in which the student will create and bind visual/verbal artists’ books. Experimental approaches to narrative, material and form will be emphasized. The course is designed primarily for non-art specialists and students from diverse disciplines. Art majors are also encouraged to participate.

ART 331  Collage and Assemblage
            3 Credits  I
A studio course in which 2-D and 3-D works of art are created using a combination of found, appropriated and generated materials. Emphasis will be placed on developing technical skill in the use of tools and materials, clarity and expression of individual ideas, and the historical context in which collage and assemblage has played an integral role throughout the past 100 years of modern and post-modern art.

ART 332  Drawing Marathon
            3 Credits  I
An intensive studio course using drawing to explore the world around us—how we see it, what we think and feel about it, and how we can put all this to work to communicate with others. Presuming no previous experience with drawing, the course introduces students to the basic principles of sensitive looking, mark making, and composition. Designed to empower the student, the goal is for everyone to discover their own visual creative voice and interests. This course is intended to help students from any major become more aware of and engaged with the visual world through drawing.

ART 335  Painting and Color Composition
            (Replaces ART 135)
            3 Credits  S
An introduction to the materials and techniques of painting and the concepts of color theory. This course is a requirement for art majors and is highly recommended for all other students with an interest in the visual arts. For students who are not art majors, some experience in drawing, painting, or photography is recommended but not required.

ART 344  Photography—Digital Capture/Digital Darkroom
            3 Credits  F,S
Image capture using digital cameras. Digital capture allows rapid and extensive image iteration, making it uniquely suited to emphasize student mastery of aesthetic and critical concepts like point of view framing and lighting and exploration of photo history/photo genre. Introduction to basic digital printing processes. Prerequisites: ART 120 and 220

ART 411  Wheel Thrown Ceramics II
            (Replaces ART 311)
            3 Credits  S
A continuation of ART 311, building more advanced forms including multiples, large-scale pieces, and sculptural forms. Emphasis is on personal experimentation and expression through aesthetic forms and advanced instruction in materials and surface techniques. Prerequisites: ART 311 or permission of department

ART 444  Advanced Photography—Digital Darkroom
            3 Credits  F
An advanced-level photography course using Photoshop as a digital darkroom for “straight” photography or as a tool for photographic manipulation and transformation. Emphasis on developing advanced visual and technical skills and conceptual photographing. Advanced digital capture and film scanning techniques. The course culminates in a photographic portfolio representing individual directions. Prerequisites: ART 344

ART 450  Concentration Studio
            3 Credits  F,S
An advanced studio course in which work is done independently under the direction of a faculty member with weekly group critiques and other instructional support as necessary. Prerequisites: ART 430

ART 451  Senior Thesis Exhibition Studio
            3 Credits  F,S
A senior studio course in which students plan and produce work which constitutes their Senior Thesis Exhibition.
ART 460  Senior Seminar  
3 Credits  F
A reading, looking, thinking, writing, and discussion course dealing with the core concepts and themes of the practice and study of the visual arts. This is a capstone course for study in the Art Department, pulling together topics from studio and art history courses and applying these ideas and practical skills to the work senior level students are producing or planning. This course along with ART 461 is the capstone learning experience for art majors.
Prerequisites: Senior art majors or minors or permission of professor

ART 461  Professional Practices  
3 Credits  S
A course designed to prepare students for the world of creative work beyond graduation from college. The course deals with a range of practical and conceptual topics including art and business, art and taxes, art and ethics and law, and art and citizenship. Particular emphasis is placed on exploring how an undergraduate major in art at a liberal arts college prepares students for creative work after graduation. As an integral part of the course each student will plan, publicize, and install his or her own Senior Thesis Exhibition and participate in group designing for the whole Senior Exhibition event.

ART 470  Special Topics  
3 Credits  F, S
Independent studio work as defined in a formal contract between the student and an art faculty member. The contract will set specific goals and parameters including the amount and kind of production required and dates for work sessions and critiques. Semester grades will be determined by a final critique with the entire department faculty. Permission of the department and a contract satisfactory to both the student and the supervising faculty member are required.
Prerequisites: Permission of department chair

ART 480  Internship  
3 Credits  F, I, S

ART 490  Independent Study  
3 Credits  F, I, S

ART 491  Research  
3 Credits  F, I, S

ART 500  Honors Project  
3 Credits  F, I, S
Biology

The Biology Department is one of Bridgewater’s largest, with nine full-time faculty and approximately 200 majors. The department, which occupies all of the first floor of the McKinney Center for Science and Mathematics, contains six major teaching laboratories, six mini-labs for faculty and student research, along with offices and classrooms. The Biology Department offers introductory and advanced courses that prepare majors either for immediate employment or post-baccalaureate studies at graduate or professional schools. The department also provides a service function in that all Bridgewater students must take at least one biology course; many take two or three.

The Biology Department provides excellent preparation for students seeking entry into graduate or professional programs (medical, dentistry, veterinary, physician’s assistant, nursing, physical therapy). These programs prepare interested students for graduate and professional work in selected areas. For more information on pre-professional programs visit www.bridgewater.edu.

Rapidly expanding knowledge in cell biology, molecular genetics, and ecology assures bright futures for well-prepared biologists. With a baccalaureate degree, recent graduates have gained employment as life science teachers, laboratory technicians in industry, allied health, and government, environmental and conservation professionals, health officers, caseworkers, naturalists, and pharmaceutical salespersons. With graduate or professional degrees, Bridgewater alumni have become successful

FACULTY
Stephen F. Baron
Kimberly J. Bolyard
Tracy L. Deem
Michael S. Hensley
Moshe Khurgel
Timothy A. Kreps
Gavin R. Lawson, chair
Edgar B. Lickey
Robyn A. Puffenbarger

MAJORS
Biology

MINORS
Biology

DUAL DEGREE PROGRAMS
Nursing—Vanderbilt University
Physical Therapy—Shenandoah University

CAREERS
For information on careers in Biology, visit the office of career services or go to: www.bridgewater.edu/student/services/careerservices
physicians, research scientists, veterinarians, medical technologists, environmental lawyers, dentists, physical therapists, genetic counselors, and forestry and wildlife specialists.

**BIOLOGY MAJOR REQUIREMENTS**

A major in Biology consists of a minimum of 32 credit hours of course work within the department. The following courses are required (26–27 credits):

- BIOL 110 Principles of Biology I
- BIOL 111 Principles of Biology II
- BIOL 309 Genetics
- BIOL 311 General Physiology
- OR
- BIOL 314 Human Physiology
- BIOL 325 Molecular Biology of the Cell
- BIOL 350 Ecology
- BIOL 430 Evolution

The remaining 5–6 credits must come from BIOL courses numbered 300 or higher. Note that only three credits may come from BIOL 460, 490, 491 or 500 and that BIOL 480: Internship cannot be used to meet this requirement.

*Supporting courses for the major are:*

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- MATH 120 Precalculus Mathematics
- MATH 130 Survey of Calculus

Majors preparing for graduate study, professional programs, or teaching will require additional coursework in organic chemistry, biochemistry, and/or physics in order to qualify for entry.

**BIOLOGY MINOR REQUIREMENTS**

The following courses are required for a minor in Biology:

- BIOL 110 Principles of Biology I
- BIOL 111 Principles of Biology II
- BIOL 309 Genetics
- BIOL 325 Molecular Biology of the Cell
- BIOL 350 Ecology

*Supporting courses for the minor are:*

- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- MATH 120 Precalculus Mathematics
- MATH 130 Survey of Calculus

**Teacher Certification**

Teacher certification for Biology consists of completing the major requirements for Biology, satisfactory performance on the Biology PRAXIS II exam, and completing at least one semester of Organic Chemistry, chosen from the following:

- CHEM 250 Fundamental Organic Chemistry
  OR
- CHEM 305 Organic Chemistry I

Students are also encouraged to consider earning certification in Earth Science due to the high demand for teachers in this area. This can be accomplished with satisfactory performance on the Earth Science PRAXIS II exam and interested students are encouraged to take CHEM 102: The Earth and its Physical Resources or GEOL 130: Physical Geology as preparation. Refer to the Education Department listing for additional certification requirements.

**Articulation Programs**

The department has pursued articulation programs with other institutions in other fields as well. These include Veterinary Science with Virginia Tech, Physical Therapy with Shenandoah University, and Nursing with Vanderbilt University. The department also articulates mentored internships with numerous local and regional governmental agencies, clinics, industries, and research labs. Recently, biology majors have interned with the Virginia Commission of Game and Inland Fisheries, the Wildlife Center of Virginia, the Virginia Department of Environmental Quality, West Virginia State University research labs, local hospitals, industries, and veterinary clinics.
COURSES

BIOL 100  The Nature of the Biological World
4 Credits  F, S
A survey of the discipline of biology designed for the non-major. Content varies with the expertise of the instructor, but all sections focus on the relevance/importance of biology in everyday life. Laboratory focuses on understanding science as a process and includes an independent research project with oral presentation. Three lectures and one lab per week.
General Education: Natural Science

BIOL 110  Principles of Biology I
(Replaces BIOL 207)
4 Credits  F, S
An introduction to the biological sciences covering biological chemistry, cell structure and function, genetics and microevolution (natural selection, genetic drift, etc.). Three lectures and one lab per week.
General Education: Natural Science

BIOL 111  Principles of Biology II
(Replaces BIOL 208)
4 Credits  F, S
An introduction to the biological sciences covering macroevolution (systematic, taxonomy, phylogenetics), ecology and biodiversity. Three lectures and one lab per week.
General Education: Natural Science
Note: Either BIOL 110 or 111 may be taken first in the sequence

BIOL 112  Human Biology
(Replaces BIOL 206)
4 Credits  F, S
An introduction to the structure, function and organization of the human body and the scientific method. Topics covered include chemistry and cell structure, anatomy and physiology, genetics, and evolution. Three lectures and one lab per week.
General Education: Natural Science

BIOL 115  Biology of Human Diversity and Pseudoscience of Racism
3 Credits  1
Human populations throughout the world differ in their physical appearance, behavior, customs, lifestyles, etc. The goal of this course is to learn about the biological basis of human homogeneity and diversity, and to critically examine the construct of race as a sanctioned method of classifying human species into different groups. We will consider biological principles that define species and subgroups, and discuss key differences between early and modern techniques that biologists use to classify organisms. Case studies and examples from geographic locations around the world will address some of the enormous social implications (health care, education, law enforcement) of using faulty science to group human beings into distinct racial categories.
Prerequisites: BIOL 100, 110, 111 or 112
General Education: Global Diversity

BIOL 205  The Biology of Horses
3 Credits  1
An introduction to morphology, physiology, genetics, and reproductive biology, using the horse as the object of study. Elements of applied animal behavior, breed variations, nutrition, disease pathology, and livestock management will be illustrated during the field trips, which will include visits to the Maryland-Virginia Regional College of Veterinary Medicine, the Virginia Equine Research Center, the Eastern Regional Veterinary Pathology Laboratory, and selected horse breeding farms in central and western Virginia.
Prerequisites: BIOL 100, 110, 111 or 112

BIOL 210  Hijacking Genes
3 Credits  1
An exploration of promises, applications, and expectations of modern molecular biology, including movement of genes among species, DNA in criminology, and advances that might make us free of disease and hunger.
Prerequisites: BIOL 100, 110, 111 or 112, or permission of instructor
(Credit may not be received for any combination of the following three courses: BIOL 210, 309 and 325)
BIOL 216  **Human Genetics**  
3 Credits  I  
Application of genetics to the human population including familial genetics, cytogenetics, population genetics, medical genetics, genetic counseling, and pedigree analysis.  
*Prerequisites: BIOL 100, 110, 111 or 112  
Alternate years: offered 2012–2013*

BIOL 217  **Introduction to Forestry and Wildlife Management**  
3 Credits  I  
Principles and practices involved in managing timberlands and wildlife populations. Site visits help provide an orientation to conservation careers.  
*Prerequisites: BIOL 100, 110, 111 or 112*

BIOL 220  **Wildlife of Virginia**  
3 Credits  I  
Biology, systematics, and natural history of wildlife species native to the Central Appalachians. Emphasis on birds and mammals having historical, economic, aesthetic, and/or recreational value.  
*Prerequisites: BIOL 100, 110, 111 or 112*

BIOL 230  **Environmental Science Sustaining the Earth**  
3 Credits  I  
Basic concepts of environmental science including human impact on the natural world and potential solutions to the major environmental challenges facing individuals and societies.  
*Prerequisites: BIOL 100, 110, 111 or 112, or permission of instructor*

BIOL 240  **Economic Botany**  
(Replaces BIOL 340)  
3 Credits  I  
Plants are so pervasive in the lives of people that we take them for granted. From plants we derive everything from building materials, food, drugs, coal (fossil plants), clothing, and even the oxygen we breathe. Wars have even been fought over plants! This course will be about how we use (and often abuse) plants in everyday life, how we are trying to mass produce crops in the face of exponential human population growth, and the impact of the loss of biodiversity as we manipulate our environment.  
*Prerequisites: BIOL 100, 110, 111 or 112*

BIOL 253  **Tropical Ecology of Costa Rica**  
3 Credits  I  
This is primarily a field course with the majority of the time spent in Costa Rica. While there, students will spend most of each day in various kinds of tropical forests at biological research stations, private forest reserves, and national parks around the country. Students will be introduced to a diversity of tropical habitats including wetlands, seasonally dry forests, lowland wet forests, and cloud forests. Field work will include observing important plants and animals and understanding the biological processes that affect tropical ecosystems. Issues discussed will include ecotourism, conservation and management of tropical forests, and the role that tropical ecosystems play in the livelihoods of Costa Ricans. While on campus, students will prepare for the trip with a few pre-departure meetings and will discuss and reflect upon what they did in Costa Rica during several post-trip meetings.  
*Prerequisites: BIOL 100, 110 or 111, or permission of instructor*

BIOL 256  **Conservation Biology of Florida**  
(Cross-listed as ENVR 256)  
3 Credits  I  
Due to its location, geology and climate, Florida supports a variety of unique species and ecosystems. It also supports rapidly growing human populations and diverse economic activities. This Interterm course will provide an overview of environmental and conservation issues that have arisen as human activity has increased (including water quality, decline of biodiversity, invasive species and wetland loss/restoration). The class will travel to Florida where they will learn about environmental/conservation problems and solutions. In this course, students examine the science as well as the economic, political and social aspects of the issues.  
*Prerequisites: BIOL 100, 110 or 111, or permission of instructor*

BIOL 257  **Marine Ecology**  
3 Credits  I  
A field-based introduction to the biology and ecology of marine organisms and their habitats. Students will learn about 1) the ocean as an environment, 2) the characteristics of organisms living in and near the
ocean with a focus on marine invertebrates and fishes, and 3) ecological principles that govern the distribution and abundance of those organisms. A major focus of the course will be on the ecology of tropical marine ecosystems. Thus, students will spend much of their time in the water investigating ecosystems such as mangrove estuaries, sea grass beds, and coral reefs. Throughout the course, we will include applied aspects of marine ecology including human impacts, management, conservation, fisheries, and tourism. There will also be time to explore terrestrial tropical ecosystems, such as freshwater mangrove forests and tropical forests, and cultural markets or archaeological ruins, depending on the field site. Potential locations for the course include Belize, Florida, Bermuda, or other marine education centers located on islands such as Little Cayman in the Caribbean.

**Prerequisites:** BIOL 100, 110, 111 or 112, or permission of instructor

**BIOL 300 Microtechnique**

3 Credits

Procedures for the preparation of plant and animal tissues for study and research. Topics include blood smears, chromosome squash preparations, thin sectioning and histological staining techniques. Two weeks are reserved for formal lab exercises and one week for independent projects.

**Prerequisites:** BIOL 100, 110, 111 or 112, or CHEM 125 or 161, or permission of instructor

**Alternate years: offered 2011–2012**

**BIOL 301 Principles of Environmental Science**

(Cross-listed as ENVR 301)

4 Credits

An exploration of basic biological, chemical, geological, and physical processes at work on the earth, its lifeforms, and its natural resources. The extent of human impact and the need for global awareness will be emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.

**Prerequisites:** BIOL 110 and 111, or CHEM 161 and 162, or permission of instructor

**BIOL 302 Medical Terminology**

3 Credits

This course is designed for those intending to enter the health professions or allied health sciences. Basic medical terms, their meanings, and their etymologies will be discussed, along with rules for combining prefixes and suffixes. Correct pronunciation and spelling will be stressed. Class activities will include daily terminology drills, case study presentations, literature analysis, weekly test, Internet exercises, and a research paper. Five three-hour lectures per week.

**Prerequisites:** BIOL 305 or permission of instructor

**BIOL 305 Introduction to Human Anatomy**

4 Credits

Introduction to the structure and function of the human body, examining the skeletal, muscular, circulatory, nervous, digestive, respiratory, urinary and reproductive systems. Lecture focuses on topics of physiology/function, histology, and their relation to anatomical structure, while the lab focuses on descriptive anatomy. Three lectures and one lab per week.

**Prerequisites:** BIOL 110, 111 or 112, or permission of instructor

**Alternate years: offered 2011–2012**

**BIOL 306 Human Reproduction and Development**

3 Credits

Biology of reproduction in the human including aspects of anatomy, physiology, endocrinology, and behavior as they relate to puberty, sexuality, fertilization, embryonic and fetal development, and parturition. The side issues of birth control, sexually transmitted disease, abortion, and menopause will be examined as social and biological issues.

**Prerequisites:** BIOL 100, 110, 111 or 112

(Credit may not be received for both BIOL 306 and PSY 380)

**BIOL 309 Genetics**

4 Credits

A balanced approach (classical and molecular) to the study of all aspects of heredity. Three lectures and one lab per week.

**Prerequisites:** BIOL 110 and 111 and CHEM 162

(Credit may not be received for any combination of the following three courses: BIOL 210, 309 and 325)
**BIOL 310**  
**Histology**  
3 Credits  
I
A systematic treatment of the microscopic structure of tissues and organs surveying the major organ systems of the body with a focus on cellular anatomy and physiology.  
*Prerequisites: BIOL 110, 111 or 112; recommended courses include BIOL 305 and 314*

**BIOL 311**  
**General Physiology**  
3 Credits  
F
An introduction to the basic physical and chemical functions necessary for animal life. Topics covered include basic physiological functions (membrane physiology, action potential generation/propagation, muscle contraction) and complex physiological activities (osmoregulation and water balance, thermoregulation, metabolism, neurophysiology, neural and endocrine control of organ systems and behavior) in both invertebrate and vertebrate animals. Three lectures per week.  
*Prerequisites: BIOL 110 and 111*  
*(Credit may not be received for both BIOL 311 and 314)*

**BIOL 312**  
**Forest and Wildlife Resource Management**  
(Cross-listed as ENVR 312)  
4 Credits  
S
Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water, and climate on habitat quality and management implications. Three lectures and one lab per week.  
*Prerequisites: BIOL 100, 110 and 111, or BIOL/ENVR 301*  
*(Credit may not be received for both BIOL 217 and 312)*

**BIOL 314**  
**Human Physiology**  
4 Credits  
S
Introduction to the physiology of the human body including the physiology of enzymes and membranes, tissue physiology (nervous, muscular), and a detailed survey of the physiology of the major organ systems. Three lectures and one lab per week.  
*Prerequisites: Sophomore standing and BIOL 110, 111 or 112, or permission of instructor; BIOL 305 is recommended*  
*(Credit may not be received for both BIOL 311 and 314)*

**BIOL 315**  
**Neurophysiology**  
(Cross-listed as PSY 315)  
(Replaces BIOL 275)  
3 Credits  
F
Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of single neurons, and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus, and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.  
*Prerequisites: PSY 101 and 210, or BIOL 110 or 112, or permission of instructor*

**BIOL 316**  
**Ornithology: The Biology of Birds**  
4 Credits  
F
Explores the anatomy, physiology, ecology and behaviors that have produced an extraordinary biodiversity of bird species. The major groups of modern birds will be introduced, and their origin and ecology will be examined. Students will learn to recognize local species in the field and examine them in the lab using the ornithology collections. This course is suitable for both biology majors and non-majors.  
*Prerequisites: BIOL 100 or 112*  
*Alternate years: offered 2011–2012*

**BIOL 317**  
**Biology of Mind**  
(Cross-listed as PSY 317)  
3 Credits  
S
The biology of mind utilizes neuroscience to reveal what we currently know about how the mind works. The focus will be on how the brain gives rise to structures of mind with topics such as anatomical bases of mind, sensory processing, attentional control, learning and memory, language and the brain, action, executive function, and the role of consciousness in brain activity.
Drawing upon a variety of interdisciplinary techniques for probing the working brain—including functional neuroimaging, electrophysiological methods, and analysis of neurological impairments in brain-damaged patients—this course seeks to relate mental representations to brain mechanisms and processes.  

**Prerequisites:** PSY 101 and 210 or BIOL 110 or 112 or permission of instructor

**BIOL 318**  
**Biology of the Insects**  
4 Credits  F

Introduction to entomology, emphasizing the biology of insects along with their positive and negative interactions with humans. Field and laboratory studies stress insect systematics, life cycles, natural history, adaptive physiology, and parasitic relationships. Three lectures and one lab per week.  

**Prerequisites:** BIOL 111 or permission of instructor

**BIOL 319**  
**Functional Neuroanatomy**  
(Cross-listed as PSY 319)  
(Replaces BIOL 375)  
3 Credits  F

A comprehensive analysis of the organization of vertebrate nervous systems is approached from a structural perspective with emphasis on the human central nervous system. Principles of organization are stressed. The laboratory component of the course introduces students to neuroanatomical and neurohistological methods and techniques. Both the gross and fine microscopic anatomy of the nervous system are studied.  

**Prerequisites:** PSY 101 and 210 or BIOL 110 or 112 or permission of instructor

**BIOL 320**  
**Developmental Biology**  
3 Credits  I

An introduction to developmental biology with a focus on its fundamental aspects: embryogenesis, growth, cellular differentiation and morphogenesis. The study of theory will be supplemented with hands-on observations of early development in animal embryos (salamander and/or mouse, or other animals). We will also consider the impact of recent advances in developmental biology on our society by exploring the ethical, moral and religious implications, as well as the legal issues that inevitably arise from work in this field.  

**Prerequisites:** BIOL 110, 111 and one additional BIOL course numbered 200 or above

**BIOL 325**  
**Molecular Biology of the Cell**  
4 Credits  S

The molecular basis of cell structure and function. Topics include: the chemistry, architecture, and analysis of macromolecules, overview of thermodynamics and metabolism, enzymology, genetic processes and controls, recombinant DNA technology, and cell signaling mechanisms. Three lectures and one lab per week.  

**Prerequisites:** BIOL 309  
(Credit may not be received for any combination of the following three courses: BIOL 210, 309 and 325)

**BIOL 328**  
**Fundamentals of Stem Cell Research**  
3 Credits  I

The goal of this course is to introduce interested students to the field of stem cell research. Students will examine the basic biology of stem cells, the rapid advances in methodology and research techniques, and the potential of this research for biomedical applications. Students will also explore the ethical/moral/religious implications and the legal issues that inevitably arise from work in this field.  

**Prerequisites:** BIOL 110, 111 or 112

**BIOL 330**  
**Biostatistics**  
3 Credits  S

This course is an introduction to fundamental statistical methods for biology students. Topics include descriptive statistics, experimental design and hypothesis testing. Material will include basic parametric and non-parametric statistical methods preparing students to analyze experiments testing multiple factors and multiple treatment groups. Two lectures and one lab per week.  

**Prerequisites:** BIOL 110, 111 and MATH 110

**BIOL 335**  
**Summer Flora**  
4 Credits  Sum

A survey of the vascular flora of the Shenandoah Valley and surrounding mountain areas. This is a field-based course that introduces students to the identification of plants in the field of their ecology. Plant collection and specimen preservation will also be included.  

**Prerequisites:** BIOL 110 or 111
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>BIOL 350</td>
<td>Ecology</td>
<td>4</td>
<td>F</td>
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<tr>
<td>BIOL 354</td>
<td>Winter Ecology</td>
<td>3</td>
<td>I</td>
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<tr>
<td>BIOL 355</td>
<td>Tropical Ecology</td>
<td>3</td>
<td>I</td>
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<tr>
<td>BIOL 365</td>
<td>Field Biology and Natural History</td>
<td>4</td>
<td>Sum</td>
</tr>
<tr>
<td>BIOL 375</td>
<td>Applied Neuropsychology</td>
<td>3</td>
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**BIOL 350 Ecology**

An analysis of the distribution and abundance of organisms, population growth and regulation, species interactions, as well as community and ecosystem processes. Three lectures and one lab per week.

*Prerequisites: BIOL 110, 111 and MATH 130*

**BIOL 354 Winter Ecology**

This course is a field-based study of what effects winter temperatures have on local flora and fauna and how they cope during these cold months. The potential impact of global warming on these seasonally dependent systems will be addressed. Students will learn how to identify plants in their winter state and make observations of what animals are active.

*Prerequisites: BIOL 110 or 111*

**BIOL 355 Tropical Ecology**

This course is an introduction to factors that interact to produce the high biodiversity of ecological communities in the tropics. Topics include an examination of climatic factors and seasonality as well as the biotic processes (including competition, predation and symbiotic interactions) that structure terrestrial and marine ecological communities.

*Prerequisites: BIOL 100, 110 or 111, or permission of instructor*

**BIOL 365 Field Biology and Natural History**

This primarily field-based course will provide a broad overview of techniques and concepts involved in field biology (especially ecology) including basic scientific method and a variety of sampling techniques. Course content also has a strong emphasis on basic natural history as students learn about and experience a wide variety of organisms (e.g. plant, fungi, insects, fish, amphibians and mammals), ecosystems (e.g. forests, grasslands, wetlands, ponds and streams) and ecological interactions. Students will also discuss techniques for interpreting/teaching these biological concepts to others.

*Prerequisites: BIOL 110 and 111, or permission of instructor*

**BIOL 375 Applied Neuropsychology**

This is a multidisciplinary course in neuroscience, with clinical ties to neurology, psychiatry, and psychology as well as basic scientific links to biology, computer science, and cognitive studies. The aim of this course is to understand how the structure and function of the brain relate to specific psychological processes and overt behaviors. To understand the mind and brain, we will study people who have suffered brain injury and/or neurological illness. The focus of assessment is on diagnosis, to measure cognition and behavior by examining neuroanatomy and neuropathology, to understand neurocognitive deficit, and to measure change over time. Aspects of cognitive functioning that are assessed include orientation, learning and memory, intelligence, language, visuoperception, and executive functioning. Behavior-based vs. norm-based assessments and qualitative and quantitative aspects of the evaluation process are reviewed with both “paper and pencil” and computerized measures. The administration, scoring, and interpretation of various neuropsychological measures are discussed. Brain relationships will be a focus: cognitive assessment including neuroanatomy, research methods and ethics, and statistical analyses of data.

*Prerequisites: PSY 220 or MATH 200 or SOC 350 and PSY 210 or PSY 315, 317 or 319 or BIOL 110 or 112 or permission of instructor*

**BIOL 400 Microbiology**

An introductory survey of microbiology with an emphasis on bacteriology. The lecture component covers the structure, nutrition, metabolism, and genetics of microbes, medical microbiology, diagnostic techniques, microbial ecology, and industrial microbiology. The laboratory component includes microscopy, culture techniques, media, staining, identification of unknown bacteria, and field trips to local industries. Two lectures and two labs per week.

*Prerequisites: BIOL 325 or permission of instructor*
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>BIOL 401</td>
<td>Environmental Microbiology (Cross-listed as ENVR 401)</td>
<td>4</td>
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<td></td>
<td>An exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics will include: antibiotic resistance, biodegradation, biodiversity, biofuels, bioremediation, extreme environments, geochemical cycles, methods for sampling, culture, and analysis of environmental microorganisms, microbiology of air, water, and soil, environmental pathogens, and microbiological treatment of sewage and water. Three lectures and one lab per week. Prerequisites: BIOL 325 or ENVR/CHEM 320 Alternate years: offered 2011–2012</td>
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<tr>
<td>BIOL 402</td>
<td>Conservation Biology (Cross-listed as ENVR 402)</td>
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<td>This course is a survey of the methods used by the public and private sectors to manage the environment and natural resources. The primary emphasis will be on restoration ecology and conservation biology. Other topics addressed will include environmental engineering (e.g. green chemistry and design of pollution control devices), economic considerations in conservation (e.g. conservation land easements and ecotourism), and government regulation. The lab will provide students with experience applying standard methods of monitoring biological resources. The lab will also provide an opportunity for students to hear talks from environmental experts and to travel to local sites where management activities are occurring. Prerequisites: ENVR/BIOL 301 or permission of instructor Alternate years: offered 2012–2013</td>
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<td>BIOL 403</td>
<td>Pathogenic Microbiology</td>
<td>4</td>
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<td>An exploration of major human pathogens, including viruses, bacteria, fungi, protozoa, and helminths. Topics include host-parasite interactions, host defenses, pathogenic mechanisms, control of microorganisms, diagnosis and identification of infectious agents, antibiotic therapy, disease transmission and epidemiology. Class activities will include discussion of medical case studies, literature analysis, identification of unknowns, and field trips. Three lectures and one lab per week. Prerequisites: BIOL 325 or permission of instructor (BIOL 400 strongly recommended) Alternate years: offered 2012–2013</td>
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<tr>
<td>BIOL 405</td>
<td>Biochemistry (Cross-listed as CHEM 405)</td>
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<td>An introduction to protein structure, enzymes, and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids, and nucleic acids. Three lectures and one lab per week. Prerequisites: BIOL 325 and CHEM 306 or concurrent enrollment in CHEM 306 with permission of instructor</td>
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<td>BIOL 410</td>
<td>Immunology</td>
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<td>F</td>
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<td>Development of immune responses through humoral and cell-mediated mechanisms transplantation and tumor immunology, hypersensitivity reactions, autoimmunity, and serology. Three lectures and one lab per week. Prerequisites: BIOL 325 or permission of instructor Alternate years: offered 2012–2013</td>
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<tr>
<td>BIOL 411</td>
<td>Advanced Human Anatomy</td>
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<td>Advanced Human Anatomy expands on a number of topics introduced in the Human Anatomy course. Topics include developmental biology, detailed anatomy of the skull, muscle anatomy, biomechanics, the structure of the brachial and lumbosacral plexus, muscle innervations and anatomy and function of the eye and ear. Prerequisites: BIOL 305</td>
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<tr>
<td>BIOL 412</td>
<td>Comparative Vertebrate Anatomy</td>
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<td>Comparative study of the major organ systems in vertebrate animals. Lectures examine topics such as the origin and adaptive evolution of vertebrate anatomy and the systematic relationships between vertebrate groups. The lab provides a detailed examination of vertebrate anatomy. Two lectures and two labs per week. Prerequisites: BIOL 112</td>
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F—FALL SEMESTER  I—INTERTERM  S—SPRING SEMESTER
BIOL 420  Plant Taxonomy
4 Credits  S
This course is a broad survey of the diversity and classification of vascular plants. Students will learn to recognize common and important plant families as well as learn to identify local taxa. Traditional and modern methods of taxonomy and systematics will be presented.
Prerequisites: BIOL 110 and 111

BIOL 422  Biogeography
3 Credits  S
Biogeography will introduce the current and historical distributions of organisms in relation to all aspects of geography including climate, altitude, latitude, soils, etc. and how those distributions have changed over time. This course will combine information from physiology, ecology and evolution. Field trips will be taken to illustrate local biogeographic patterns.
Prerequisites: BIOL 110 and 111; BIOL 350 is recommended

BIOL 425  Neuroscience Methods
(Cross-listed as PSY 425)
4 Credits  S
This lecture and laboratory course exposes students to a variety of research techniques employed by neuroscientists: behavioral and cognitive procedures for measuring reward, memory, attention, and emotion; neuroanatomical procedures for staining and examining brain tissues; physiological procedures for recording the electrical activity of nerve cells, as well as commonly used techniques used to explore brain-behavior relationships (EEG, lesions, electrical and chemical stimulation).
Prerequisites: PSY 315, 317 or 319 and CHEM 125 or higher or permission of instructor
Alternate years: offered 2012–2013

BIOL 430  Evolution
3 Credits  S
An examination of the mechanisms of biological evolution: including mutation, natural selection, genetic drift, nonrandom mating, the genetic structure of species populations, the origin of new species and DNA evidence regarding relationships among species and higher taxa.
Prerequisites: BIOL 325 and 350

BIOL 433  Biology and Management of Fishes
(Cross-listed as ENVR 433)
4 Credits  S
A survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics will include taxonomy, anatomy, physiology, behavior, and ecology. There will be special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, over-harvest, and invasive species. Lab will include basic ecology and behavior but will focus heavily on common fisheries’ techniques.
Prerequisites: BIOL/ENVR 301 or BIOL 350 or permission of instructor
Alternate years: offered 2011–2012

BIOL 435  Freshwater Ecology
(Cross-listed as ENVR 435)
4 Credits  S
An introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students will learn about the major chemical and physical processes that determine the function of freshwater systems. Students will be introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates and fish). Includes strong emphasis on the impacts that humans have on freshwater systems. The lab will introduce the basic skills necessary for the study and management of fresh waters.
Prerequisites: BIOL/ENVR 301 or BIOL 350 or permission of instructor

BIOL 440  Animal Behavior
4 Credits  S
This course is an introduction to the theoretical framework and the methodology of animal behavior research. Students will examine the causation, development, current function, and evolutionary history of behavior of invertebrates and vertebrates. To this end, the course will integrate concepts and principles from multiple disciplines to understand behaviors such as foraging and predation, mating systems, communication, parental care, social hierarchies, and territoriality. Students will also review the history of the field of animal behavior and the contributions that animal behavior research can
make to applied disciplines such as environmental conservation, biomedical research, and human psychology. *Prerequisites:* Any one of the following: BIOL 311, 314, or 350, PSY 225, or permission of instructor  
*Alternate years: offered 2012–2013*

**BIOL 460**  
**Special Topics**  
3 Credits  F, I, S  
Studies from the areas of physiology, genetics, ecology, plant systematics, plant anatomy or plant physiology, and invertebrate zoology or entomology.  
*Prerequisites:* Permission of department  
*Offered on demand*

**BIOL 480**  
Internship  
3 Credits  F, I, S

**BIOL 490**  
**Independent Study**  
3 Credits  F, I, S

**BIOL 491**  
**Research**  
3 Credits  F, I, S

**BIOL 500**  
**Honors Project**  
3 Credits  F, I, S
Chemistry

The Chemistry Department strives to provide a solid foundation in the basic areas of chemistry (analytical, organic, inorganic, physical, and biochemical) for a student preparing for graduate school, a laboratory career, or a professional school. The program introduces students to each area in both the class and the laboratory. Advanced work also is available. Students progress toward independence, culminating in a senior research project.

Pre-Professional Programs

The Chemistry Department offers a pre-professional program in Pharmacy. This program is designed for students who may be interested in attending Pharmacy school after graduation. Interested students should contact the Chemistry Department Chair and visit www.bridgewater.edu.

FACULTY
Erich E. Brumbaugh
Joseph M. Crockett, chair
Sara H. Fitzgerald
Ellen M. Mitchell
Kenneth S. Overway
Amy G. Thompson

MAJORS
Chemistry

MINORS
Chemistry

PRE-PROFESSIONAL PROGRAMS
Pharmacy

CAREERS
For information on careers in Chemistry, visit the office of career services or go to: www.bridgewater.edu/studentservices/careerservices
CHEMISTRY MAJOR REQUIREMENTS
The following courses are required for a major in Chemistry:

CHEM 161 General Chemistry  
CHEM 162 General Chemistry  
CHEM 305 Organic Chemistry I  
CHEM 310 Organic Chemistry and Spectroscopy  
CHEM 341 Physical Chemistry I  
CHEM 342 Physical Chemistry II  
CHEM 440 Advanced Inorganic Chemistry  
CHEM 445 Instrumental Analysis  
CHEM 451 Advanced Chemical Techniques I

Supporting courses for the major are:

PHYS 221 General Physics I  
PHYS 222 General Physics II  
MATH 131 Calculus I  
MATH 132 Calculus II

Strongly recommended courses are:

BIOL 110 Principles of Biology I  
BIOL 111 Principles of Biology II

Students wishing to pursue further study in Chemistry are encouraged to take additional courses in Biology, Physics, Mathematics, Computer Science, and Foreign Language (preferably German or French).

CHEMISTRY MINOR REQUIREMENTS
The following courses are required for a minor in Chemistry:

CHEM 161 General Chemistry  
CHEM 162 General Chemistry  
CHEM 305 Organic Chemistry I  
CHEM 310 Organic Chemistry and Spectroscopy

Eight credit hours from Chemistry courses numbered 340 and above.

PHYS 221 General Physics I  
PHYS 222 General Physics II  
MATH 131 Calculus I  
MATH 132 Calculus II

GENERAL EDUCATION REQUIREMENT
The following courses satisfy Bridgewater College’s general education requirement for Physical Science:

CHEM 102 Earth and its Physical Resource (for students majoring in a non-science area)  
CHEM 125 Fundamentals of Inorganic Chemistry (for allied health science and nutrition and wellness majors)  
CHEM 161 General Chemistry (for science majors)  
GEOL 130 Physical Geology (for students majoring in a non-science area)

Majors in any non-science department can take and benefit from:

CHEM 125 Fundamentals of Inorganic Chemistry  
CHEM 161 General Chemistry

GENERAL CHEMISTRY COURSE PREREQUISITES
Prerequisites or co-requisites include the following courses:

MATH 110 College Algebra (for any courses numbered 140 or above)  
MATH 132 Calculus II (for any course numbered 330 or above, except for Biochemistry)

COURSES

CHEM 100  Murder They Wrote

3 Credits  F

This course is an examination of various poisons that have been used in various mystery stories and movies. The molecules and elements will be studied from a historical perspective and from ways in which they have been used in mystery novels and in the movies.

CHEM 102  The Earth and its Physical Resources

4 Credits  F,S

The history of the earth and its place in the universe, geologic processes, environmental problems and
weather. Three hours of lecture and one two-hour lab per week. Some trips will be taken during lab.

*General Education: Natural Science*

**CHEM 110**  **Introduction to Medicinal Chemistry**  
3 Credits  
This course is designed to introduce students to the principles and practices of medicinal chemistry. This will include insight into the development of new therapeutic compounds, the timeline and steps involved with FDA approval, and the common causes for side effects and other downstream problems associated with a drug’s public release. The course will make use of hands-on simulations for drug design using computational software and will feature outside lectures from practicing medicinal chemists.

**CHEM 120**  **Fundamentals of Environmental Chemistry**  
3 Credits  
This course offers an introduction to the chemical basis of environmental issues. Water, atmospheric, and soil chemistry will be addressed. Topics covered will include water pollution, acid rain, the ozone layer, the greenhouse effect, and the pollution of heavy metals and pesticides. The course will consist of lectures, field trips, and a lab.

**CHEM 121**  **Energy and the Environment**  
3 Credits  
Benefits and problems associated with various methods of energy generation. Field trips are scheduled to the North Anna Nuclear Power station, a hydroelectric plant, and a coal-fired power plant.

**CHEM 122**  **Science and Pseudoscience**  
3 Credits  
Examination of rational and skeptical thinking as applied to scientific and pseudoscientific phenomena. Explorations of such topics as unidentified flying objects, the Bermuda Triangle, and “Chariots of the Gods” are given via lectures by the instructor and individual student presentations.

**CHEM 125**  **Fundamentals of Inorganic Chemistry**  
4 Credits  
Basic principles of structure, composition, and reactions of matter. This course is designed to be a survey course for health science majors and counts toward the natural environment requirement for graduation. This course does not satisfy requirements for majors in Biology or Chemistry. Three hours of lecture and one two-hour lab per week.

*General Education: Natural Science*

(Credit may not be received for both CHEM 125 and 161)

**CHEM 161, 162**  **General Chemistry**  
4 Credits each  F, S  
Principles of chemistry including stoichiometry, states of matter, atomic and molecular structure, chemical bonding, periodicity, energy relationships and equilibria, acid-base chemistry, electrochemistry, kinetics, solubility, thermodynamics, kinetic molecular theory of gases, and the systematic study of families of elements. Three hours of lecture and one four-hour lab per week.

Prerequisites: CHEM 161 or permission of instructor is required for CHEM 162  
*General Education: Natural Science*  
(Credit may not be received for both CHEM 125 and 161)

**CHEM 220**  **Milestones in Scientific Thought**  
3 Credits  F, S  
An introduction to the methods of scientific thought through the study of hypothesis and theories which have shaped the modern world. The topics will include material from a discussion of the beginning of the universe to the current genome project. The course will involve readings from books and separate articles.

Prerequisites: Completion of the Effective Writing and Math requirements in the Core skills area and completion of one physical science or biological science class that satisfies the general education requirement

**CHEM 250**  **Fundamental Organic Chemistry**  
4 Credits  F  
An overview of the functional groups present in and the reactivity of organic molecules using biological examples, and the three-dimensional structures of the molecules. Three hours of lecture and one two-hour lab per week.

Prerequisites: CHEM 125 or 162  
(Credit may not be received for both CHEM 250 and 305)
CHEM 305, 306  Organic Chemistry I, II  4 Credits each  F,S
Structure, nomenclature, reaction mechanisms, synthesis, and identification of organic molecules.
Prerequisites: CHEM 162 or permission of instructor is required for CHEM 305 (CHEM 305 is required for CHEM 306)
(Credit may not be received for both CHEM 250 and 305)

CHEM 308  Organic Spectroscopy  1 Credit  F
The study of and interpretation of spectra as applied to organic chemistry. Infrared spectroscopy, proton and carbon nuclear magnetic resonance, ultraviolet spectroscopy, and mass spectrometry. One hour of lecture and lab per week
Prerequisites: Permission of instructor

CHEM 310  Organic Chemistry II and Spectroscopy  5 Credits  S
A continuation of organic chemistry started in CHEM 305, including a study of the interpretation of infrared spectroscopy, proton and carbon NMR, UV-visible spectroscopy, and mass spectrometry. The lab will be an introduction to chemical research that includes research methods and techniques through a series of experiments.
Prerequisites: CHEM 305 (Credit may not be received for both 306 and 310, nor for 308 and 310)

CHEM 315  Fundamentals of Biochemistry  3 Credits  S
A brief survey of the fundamental principles of Biochemistry, including the chemistry of aqueous solutions, proteins, carbohydrates, lipids, and nucleic acids. The course will also examine the chemical reactions and the regulation of major metabolic pathways.
Prerequisites: CHEM 250 or 306
Alternate years

CHEM 320  Environmental Chemistry  4 Credits  S
(Cross-listed as ENVR 320)
The chemistry and quantitative aspects of environmentally important cycles (C, N, O, P, S) in the context of the atmosphere, hydrosphere, and lithosphere. Major environmental issues will be discussed such as acid rain, sewage treatment, ozone destruction, anthropogenic climate change, air pollution, and eutrophication. Laboratories will involve sampling, quantitative detection, and data analysis. Three lectures and one lab per week.
Prerequisites: ENVR 301, CHEM 250, 306, or 310 (Credit may not be received for both CHEM 120 and 320)

CHEM 341, 342  Physical Chemistry I, II  4 Credits  F  3 Credits  S
Physical states of chemical systems and transitions between those states: their thermodynamics (including equilibria), reaction rates, electro- and photochemistry, and solution phenomena. Three hours of lecture and one lab per week in the fall. Three hours of lecture per week in the spring.
Prerequisites for CHEM 341: CHEM 306 or 310, or permission of instructor, and PHYS 222
Prerequisites for CHEM 342: CHEM 341

CHEM 405  Biochemistry  4 Credits  F
(Cross-listed as BIOL 405)
An introduction to protein structure, enzymes, and kinetics, along with a survey of the metabolism of carbohydrates, proteins, lipids, and nucleic acids. Three lectures and one lab per week.
Prerequisites: CHEM 306 or 310 and BIOL 325

CHEM 430  Physical Organic Chemistry  3 Credits  F or S
Molecular orbital theory, reaction kinetics, and organic name reactions. Three hours of lecture per week.
Prerequisites: CHEM 306 or 310
Offered on demand

CHEM 440  Advanced Inorganic Chemistry  4 Credits  S
Physical properties, electronic structure, and reactivity of transition metal compounds. Three hours of lecture and one four-hour lab per week.
Prerequisites: CHEM 306 or 310
CHEM 441  Quantitative Analysis
4 Credits  F, S
Theories and practice of analytical separations and determinations. The lab work involves gravimetric, volumetric, and elementary instrumental analyses. Two hours of lecture and six hours of lab per week.
Prerequisites: CHEM 308 or 310
Offered on demand

CHEM 443  Advanced Physical Chemistry
3 Credits  F
Atomic structure and chemical bonding, based on applications of Schroedinger’s Equation to structures of chemical interest. Three hours of lecture per week.
Prerequisites: CHEM 342 or permission of instructor
Offered on demand

CHEM 445  Instrumental Analysis
(Cross-listed as ENVR 445)
4 Credits  F
Exposure to methods of quantitation, signal-to-noise enhancement, instrumental design and function, methods of spectroscopy, chromatography, electroanalytical analysis, and mass spectrometry. Three lectures and one lab per week.
Prerequisites: CHEM 250 or 305

CHEM 450  Special Topics
3 Credits  F, S
Devoted to a subject taken from a field of chemistry not otherwise covered in the curriculum. If a different topic is offered, the course may be repeated for credit.
Prerequisites: Permission of instructor

CHEM 451, 452  Advanced Chemical Techniques I, II
2 Credits each  F, S
A year-long project in collaboration with a member of the Chemistry faculty. One hour lecture and a minimum of eight hours of lab per week.
Prerequisites: Senior standing or permission of department (CHEM 451 is required for CHEM 452)

CHEM 461  Independent Laboratory Research
1 Credit
An open-ended laboratory research project with a member of the Chemistry faculty. A minimum of five hours of lab work per week.
Prerequisites: Permission of instructor
May be repeated as necessary for credit

CHEM 462  Independent Laboratory Research
2 Credits
An open-ended laboratory research project with a member of the Chemistry faculty. A minimum of 10 hours of lab work per week.
Prerequisites: Permission of instructor
May be repeated as necessary for credit

CHEM 480  Internship
3 Credits  F, I, S

CHEM 490  Independent Study
3 Credits  F, I, S

CHEM 491  Research
3 Credits  F, I, S

CHEM 500  Honors Project
3 Credits  F, I, S

RELATION COURSE: GEOLOGY

GEOL 130  Physical Geology
4 Credits  F, S
This course is an overview of the history of the earth and its structure, earth materials, the rock cycle, internal processes (the tectonic cycle, volcanoes, and earthquakes), external processes (the hydrologic cycle, weathering, and landforms), and environmental concerns (groundwater, surface water, pollution, and remediation) with fairly detailed coverage of the processes.
General Education: Natural Science
Communication Studies

FACULTY
Jennifer L. Babcock
Scott W. Cole
Benjamin M. Erickson
Melanie K. Laliker, chair
Bernardo H. Motta
Jeffrey H. Pierson
Michele M. Strano

MAJORS
Communication Studies

MINORS
Communication Studies
Theatre

CONCENTRATIONS
Media Studies
Public Relations

CAREERS
For information on careers in Communication Studies, visit the office of career services or go to: www.bridgewater.edu/studentservices/careerservices

Communication courses examine both practical and theoretical approaches to all aspects of the study of communication including historical developments, policy implications, the increasing influence of mass media and communication technologies, interpersonal relationships, and connections between communication and power relations. The goal of the Communication Studies major is to provide students with a critical understanding of the nature, scope, and function of various communication practices. Students will learn to apply their expanded knowledge of communication to understand themselves better as communicators, which ultimately will help them improve their personal and professional relationships. Because of the inherent interdisciplinary nature of the Communication Studies major, students have considerable flexibility to double major or minor in other fields of study.

Communication courses are taught in an interactive manner combining lectures, discussion, in-class activities, and hands-on experience. Through their work in communication courses, students will conduct theoretical and field research, write various types of academic and professional papers, design advertising campaigns, create Web sites and practice formal presentations. In addition to working on their own, students in communication courses will work in collaboration with other students gaining valuable teamwork skills.

The study of communication develops skills in writing, speaking, critical thinking, researching, and understanding a diverse range of contexts and events in which communication occurs. These skills will prepare Communication Studies majors to continually adapt and re-adapt to
today's ever-changing world. Students with Communication Studies majors are prepared for careers in a diverse group of occupations, such as public relations, advertising, sales, management, journalism, and human resources. The major will also help prepare students for graduate studies.

**COMMUNICATION STUDIES MAJOR REQUIREMENTS**

A major in Communication Studies consists of a minimum of 39 credit hours. The following courses are required:

- COMM 201 Introduction to Communication
- COMM 230 Mass Media and Society
- COMM 327 Interpersonal Communication
- COMM 350 Quantitative Research Methods in Communication
- COMM 351 Qualitative Research Methods in Communication
- COMM 400 Communication Theory
- COMM 450 Senior Seminar

*Plus an additional 18 credit hours are required from the following list of courses:*

Only six credits may be taken from courses without the COMM prefix.

- ART 120 Introduction to Visual Design
- ART 130 Introduction to Drawing and Composition
- BUS 300 Principles of Organizational Management
- BUS 412 Personal Selling
- BUS 416 Advertising and Related Communications
- COMM All Courses Designated “COMM” (except COMM 100)
- ENG 310 Professional Writing
- ENG 312 Technical and Workplace Writing
- PHIL 208 Philosophy of Popular Culture
- PHIL 320 Professional Ethics
- PSY 350 Social Psychology
- SOC 245 Group Process and Interpersonal Communication
- SOC 319 Conflict Transformation
- SOC 320 Sociology of the Family
- SOC 350 Methods of Research and Data Analysis I
- SOC 351 Methods of Research and Data Analysis II
- SOC 450 Sociological Theory
- THEA All Courses Designated “THEA”

**COMMUNICATION STUDIES MINOR REQUIREMENTS**

A minor in Communication Studies consists of a minimum of 18 credit hours. The following courses are required:

- COMM 201 Introduction to Communication
- COMM 230 Mass Media and Society
- COMM 327 Interpersonal Communication
- Plus nine additional credits in Communication Studies. (Except COMM 100)

**THEATRE MINOR REQUIREMENTS**

A minor in Theatre consists of 21 credit hours. The following courses are required:

- THEA 250 World Theatre History I
- OR
- THEA 255 World Theatre History II
- THEA 200 Theatre Stagecraft
- THEA 325 Methods of Acting
- THEA 310, 311, or 312 Production Laboratory

*An additional nine credits must be chosen from the following courses:*

- THEA 250 World of Theatre History I
- OR
- THEA 255 World Theatre History II
- THEA 315 Theatre in London
- THEA 320 Improvisation
- ENG 330 Shakespeare
- THEA 355 Environmental Theatre
- THEA/ENG 360 Modern Drama
- THEA/ENG 362 Contemporary Drama
- THEA 415 Directing
- THEA 480 Internship
- THEA 490 Independent Study
AREAS OF CONCENTRATION FOR COMMUNICATION STUDIES MAJORS

Public Relations Concentration

21 credit hours

Only nine credit hours of the courses listed on the student’s plan of the Public Relations Concentration may be included on the student’s plan of major.

Required major in Communication Studies, plus:

All of the following (15 credits):
COMM 255 News and Media Writing
COMM 315 Persuasion
COMM 347 Public Relations in Organizations
COMM 410 Communication Law: Civil Liberties and the Public Good
ART 120 Introduction to Visual Design

Plus two of the following (6 credits):
COMM/ENG 305 Journalism in the Information Age
COMM 325 Communication in the Organization
COMM 349 Nonprofit Communication
ART 130 Introduction to Drawing and Pictorial Composition
ART 220 Introduction to Digital Media
BUS 310 Principles of Marketing
BUS 416 Advertising and Related Communication
ENG 310 Professional Writing
ENG 312 Technical and Workplace Writing
FCS 304 Fashion Merchandising
FCS 306 Fashion Promotion

Required major in Communication Studies, plus:

All of the following (12 credits):
COMM 330 Film Studies
COMM 332 Television Studies
COMM 360 Contemporary Media Industries
COMM 375 Media Effects

Plus nine credits from the following list:
COMM 410 Communication Law
COMM 420 Political Communication
COMM 447 Communicating Science, Environment, and Health
COMM 480 Internship (media related and approved—only three credits count towards the concentration)
COMM/ENG 218 History of Motion Picture
COMM 331 The Television and Film Studio System
COMM 333 European Media and Culture
SOC 340 Cultural Theory at the Movies
PHIL 228 Philosophy of Popular Culture
PSCI 340 Media and Politics

COURSES

COMM 100 Oral Communication
3 Credits F, S

Interpersonal and group oral communication skills, including verbal and nonverbal communication, listening, problem solving, and public speaking. The course covers specific issues related to informative speaking, special-occasion speaking, public group presentations, interviewing, ethics, and the relationship between effective oral communication and leadership.

General Education: Core Skills

COMM 131 News Practicum
(Cross-listed as ENG 131)
1 Credit F, I, S

This course is a skills-and-theory class which applies critical thinking to discuss and solve practical problems in news media production. This course prepares students for the convergence of media, providing practical experience in multi-platform media writing.
and production including print, radio, TV, and Web journalism. Work includes approximately three hours outside the class and one hour inside each week. Course may be repeated for a total of 3 credits.

COMM 141  
**Yearbook Practicum**  
(Cross-listed as ENG 141)  
1 Credit  F, S

This course teaches students the process of book production through active participation in all stages of producing *Ripples*, the college yearbook. Student work will be contracted on an individual basis. This course may be repeated, but a maximum of three hours of credit in COMM 141 will count towards graduation.  
*Prerequisites: Permission of instructor*

COMM 201  
**Introduction to Communication Studies**  
3 Credits  F

Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts. Verbal and nonverbal communication, interpersonal communication, mass media, communication technologies, popular culture, and communication in organizations are among the topics covered.

COMM 215  
**Argumentation and Debate**  
3 Credits  F

Evidence and reasoning in oral communication. Activities include studying argumentation and debate theory, researching the current national debate topic, and participating in practice debates. Participation in intercollegiate competition is optional.

COMM 217  
**Literary Heroes in Popular Culture**  
(Cross-listed as ENG 217)  
3 Credits  I

This course is designed to look at characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media, particularly film. Heroes to be covered are Sherlock Holmes, Tarzan, Zorro, and James Bond. The course will look at differences in print and other media’s portrayal of the characters by examining first the original text followed by popular manifestations.  
*Prerequisites: ENG 101 or 110 or 140*

COMM 218  
**History of Motion Picture**  
(Cross-listed as ENG 218)  
3 Credits  S

By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus screenings.

COMM 220  
**Forensics Practicum**  
1 Credit  F, S

Participation in intercollegiate debate or individual events is required. This course may be repeated for credit but it may not be taken concurrently with COMM 215. A maximum of six credits in COMM 215: Argumentation and Debate and COMM 220: Forensics Practicum may be applied toward degree requirements.  
*Prerequisite: Permission of instructor*

COMM 230  
**Mass Media and Society**  
(Cross-listed as SOC 230)  
3 Credits  S

A survey of media history and an examination of the effect mass media has on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.

COMM 255  
**News and Media Writing**  
3 Credits  F

Designed to teach students the basic skills of researching, investigating and writing in a variety of formats. Emphasis is placed on 1) identification of the writing structures used by contemporary media writers and 2) utilization of these structures in original pieces researched and written by the students.  
*Prerequisites: ENG 101 or 110 or 140*

COMM 305  
**Journalism in the Information Age**  
(Cross-listed as ENG 305)  
3 Credits  S

This course builds on the skills-oriented approach of COMM 255 by putting theory behind the practice of writing. Through individual and group writing projects, students work toward understanding the
increasingly complex definition of news, its blurring line with entertainment, and the dynamic interplay between technologies and audiences.  

Prerequisites: COMM 255 or permission of instructor  
Alternate years: offered 2012–2013

COMM 310 Oral Interpretation of Literature  
3 Credits F

This course will explore the theory and practice of the principles involved in the understanding and interpretation of all forms of literature. Students will learn how to effectively convey their interpreted meaning to an audience. This is a performance intensive course that will ask students to not only interpret but publicly re-present literature through their own unique perspectives.

COMM 315 Persuasion  
3 Credits S

Students will develop an in-depth understanding of major theories and key concepts of persuasion. Upon completion of the course, the student will understand the nature of persuasion, be able to identify and apply appropriate theories to various persuasion contexts (e.g., interpersonal, organizational, health, media, and sales). In addition, this course will focus on developing effective persuasion skills and the appropriate critical skills by which to evaluate persuasive attempts.

COMM 325 Communication in the Organization  
3 Credits S

This course provides students with an opportunity to study and apply communication theories and principles in an organizational context. An explanation of organizational communication theories and principles will allow students to develop a theoretical and practical understanding of how communication affects the dynamics of the work environment. Emphasis will be placed on applying communication concepts to students’ personal experience or participating in the organizational environment.  
Alternate years: offered 2012–2013

COMM 327 Interpersonal Communication  
3 Credits F,S

This course introduces students to basic patterns of interpersonal human communication in personal and professional settings. Through exploration of theories involving communication, verbal and nonverbal interaction, climate, and culture, students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication.

COMM 330 Film Studies  
3 Credits F

This course will provide a comprehensive, critical examination of the history of film and its influence on society. In addition, the course will include exploration of the various methods of studying film. Topics covered will include the origins of film, silent films and the development of narrative film, the American studio era, conglomeration of the films studios, various film genres, the film school generation, issues in international film, film literacy movements, the birth of digital film-making, the current film industry, and the future of film. Special emphasis will be given in this course to the exploration of how film messages can perpetuate, influence and change our views of social groups marked by gender, race, class, sexuality, and age.  
Prerequisites: COMM 230 or permission of instructor

COMM 331 The Television and Film Studio System  
3 Credits I

This course examines the history of the American television and film studio system, its influence on society, and the processes of modern television and film production. The course will include three days on the Bridgewater campus and a 14-day trip to Los Angeles. While in Los Angeles, the class will tour several studios (including Paramount Pictures, Warner Brothers, NBC television, and Universal Studios), participate as audience members on a variety of television shows, talk with members of the television and film industry, and visit several media-related museums. Additional costs associated with travel.  
Prerequisites: Permission of instructor

COMM 332 Television Studies  
3 Credits S

This course will provide a comprehensive, critical examination of the history of television and its influence on society. In addition, the course will include
exploration of the various methods for studying television. Topics covered will include the origin of television, live television, the birth and decline of network television, various television genres, the development of cable and satellite channels, television news, issues in international television, the American television industry, and the future of television. Special emphasis will be given in the course to the exploration of how television messages can perpetuate, influence and change our views of social groups marked by gender, race, class, sexuality, and age.

Prerequisites: COMM 230 or permission of instructor  
Alternate years: offered 2011–2012

COMM 333 European Media and Culture  
3 Credits  
This course examines the historical similarities and differences between American media and European media. The course will involve approximately a week of classes on the Bridgewater campus prior to traveling to several locations throughout Europe. Three major themes will be explored: 1) the use of persuasion and propaganda techniques employed during World War II and the Cold War, 2) the development of the European television and film industry (prior to WWII and after it), and 3) issues of media conglomeration, globalization, and the influence of the American film and television industry on Europe. Cities that may be toured include: London, Munich, Prague, Berlin and Paris. (The exact cities to be visited will change each year based on availability of speakers, film festivals, and museum special exhibits.) Additional costs associated with travel.

Prerequisites: Permission of instructor  
General Education: Europe

COMM 334 Intercultural Communication  
3 Credits  
A theoretical and practical survey of intercultural communication processes. The course is concerned with the intrapersonal and interpersonal dimensions of intercultural communication and will examine the distinctive cultural orientations, behaviors, expectations, and values that affect our abilities to communicate effectively with people from diverse co-cultures. The privileges and powers associated with the communication of primary cultures in relation to co-cultures will be highlighted.

General Education: United States  
Alternate years: offered 2011–2012

COMM 335 Communicating Sex and Gender  
3 Credits  
This class will examine issues and research related to the role and construction of sex and gender in communication. The interaction of sex and gender with verbal behavior, nonverbal behavior, friendships, families, romantic relationships, and professional relationships will be explored. Additionally, the issues of health, power, and violence will be examined as they relate to sex and gender. Finally, the course will introduce students to the impact of the media on gender as well as the specific sexes.

COMM 340 Representations of Gender, Race & Class in the Media  
3 Credits  
In this course students will examine the media’s role in creating and re-creating our understanding of gender, race, and class. The course will include a historical perspective, and will trace how these representations have changed over time, the forces that have affected representations of gender, race, and class, and the current state of their representation in the media. Readings will include Dines & Humez, *Gender, Race, and Class in Media* (2010), a variety of academic articles, plus relevant blog readings. A field trip to at least one museum in Washington, D.C. is planned, depending upon exhibits available at the time (e.g., National Museum of the American Indian, Smithsonian’s American History Museum).

General Education: United States

COMM 347 Public Relations in Organizations  
(Cross-listed as SOC 347)  
3 Credits  
A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in nonprofit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined.
COMM 349  Nonprofit Communication
3 Credits  F
Introduces students to the burgeoning nonprofit sector of American society. Students learn what makes an organization a nonprofit, explore the purposes of a nonprofit sector in society, consider the often overlooked field of nonprofit media, and explore the challenges and opportunities of working in, with, and for nonprofit organizations.

COMM 350  Quantitative Research Methods in Communication
3 Credits  S
This course introduces students to various quantitative research methods used in the study of communication. Students design and execute an original quantitative research study, thus gaining first-hand experience in writing research questions based on existing literature, choosing an appropriate and ethical research method, collecting data, using statistical analysis and writing a convincing argument about study findings.
Prerequisites: COMM 230 or permission of instructor

COMM 351  Qualitative Research Methods in Communication
3 Credits  F
This course introduces students to the qualitative research perspective and a variety of qualitative research methods that contribute to the study of communication. Students will study methodologies including: ethnography, interviewing, and textual analysis. Upon completion of the course, students will develop an understanding of how certain research goals may best be reached through the use of qualitative research.
Prerequisites: Junior standing or permission of instructor

COMM 360  Contemporary Media Industries
3 Credits  F
This course will examine how the print and electronic media industries in the United States work to produce media products, distribute entertainment and news programming, and function within the regulatory, economic, social, and technological environments they shape and are shaped by. Media industries of the United States will be the primary focus of the course; however, international media industries may also be explored.
Prerequisites: COMM 230 or permission of instructor

COMM 375  Media Effects
3 Credits  S
This course will examine the history of media effects research from the early 20th century to the present. Students will learn about various methods used by social scientists to identify and measure the effects of persuasive messages on changes in knowledge, attitudes and behaviors. Students will gain skills in framing research questions about media effects, designing effects studies, and evaluating claims of media effects advocated by scholarly and non-scholarly sources.
Prerequisites: COMM 350

COMM 400  Communication Theory
3 Credits  F, S
This course offers a survey of communication theories. Current theoretical perspectives on human communication serve as a foundation to study major theories and representative research in various areas of specialization. Such areas include persuasion and verbal/nonverbal behavior as well as interpersonal, group, organizational, media and applied contexts.
Prerequisites: Junior standing and COMM 201

COMM 410  Communication Law: Civil Liberties and the Public Good
(Cross-listed as SOC 410)
3 Credits  F
An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

COMM 420  Political Communication
3 Credits  F
Students will examine how the political rhetoric of both individuals and groups forms and informs our concepts of politics. Students will take a rhetorical critical stance to political communication in order
to establish the historical context for contemporary political rhetoric, develop a critical practice appropriate to the analysis of both historical and contemporary political rhetoric, and discern the connections between political communication and political power.

COMM 427 Communication in Romantic Relationships
3 Credits

This class will examine issues and research related to communication in romantic relationships with a specific emphasis on the role of gender. The social construction of relationships and relational norms from inside and outside the relationship will be emphasized. The utility of popular relational advice will be examined.

COMM 447 Communicating Science, Environment, and Health
3 Credits

This course examines the role of news, advocacy, scientific analysis, decision making, policy, risk perception, politics and other related instances in the communication of issues related to science, environment, and health. The objective of this course is to provide students with rich theoretical background, critical understanding, and practical skills to create/produce, investigate, and critique communication processes related to the topics.

COMM 450 Senior Seminar
3 Credits

An in-depth seminar examining a special topic. Students draw on the knowledge and skills developed in the program to produce a portfolio and a major research project in a particular area of communication studies.

COMM 480 Internship
3 Credits

COMM 490 Independent Study
3 Credits

COMM 491 Research
3 Credits

COMM 500 Honors Project
3 Credits

THEATRE

THEA 200 Theatre Stagecraft
3 Credits

An introduction to scenic construction, lighting production, prop making, costume design, make-up design and stage management. The course will explore the concepts, techniques, equipment and material necessary for successful theatrical production emphasizing problem solving through research, experimentation, and collaboration. Students will be challenged to engage and understand the interrelationship between technical stagecraft and other aspects of dramatic art. Previous experience with theatre is not necessary.

Alternate years: offered 2012–2013

THEA 225 Scenic Painting
3 Credits

This course is a practical study of the various theories, techniques and materials used in scenic painting. Focusing on theory and practice, this course will encompass a systematic approach to painting theatrical scenery. Emphasis will be placed on traditional scene painting techniques—including material selection (brushes and paints) and their practical application through design reproductions and faux finishes—as well as the tools and paints that have been developed to support those techniques. Students will learn how the theories and techniques of scenic painting have changed historically, and learn how these unique changes have impacted the materials and techniques utilized by the scenic painter. This course will engage with the unique qualities of different types of paint noting how they will perform on different types of materials, and how that knowledge can be used to create effective results. Projects will include painting stage drops, creating stained glass windows with paint, faux marble and wood grain finishes, photos and designer renderings.

THEA 250 World Theatre History
3 Credits

This course will trace the development of dramatic art and the history of theatrical production from its ritual
beginnings to the English Restoration. It will place dramatic art and theatre history in context by engaging with the social, political and cultural conditions of specific historical moments. Topics of study will include Greek Drama, Roman spectacle, Sanskrit Drama, Noh Drama, early Medieval religious and secular theatre, Italian commedia dell’arte, Renaissance and Baroque pageantry, and the English Restoration. The approach will be a documentary one. Students will read specific play texts in conjunction with primary evidence, both textural and pictorial, using both to illuminate the creation and history of theatre.

Alternate years: offered 2012–2013

General Education: Fine Arts

THEA 255 World Theatre History II
3 Credits  S

This course will serve as a survey of post-Restoration theatrical culture, history and production forms. Though it is a continuation of the World Theatre History I, the student need not have taken the previous course. Students will begin examining theatrical history and expression in Turkey, China and Japan, and move across the European continent focusing on the rise of European modernity. Students will cover Romantic theatre and opera, melodrama and poetic spectacle, Realism, Naturalism and the independent theatre movement as well as the innovation of early 20th century theatrical practitioners. The approach will be a documentary one. Students will read specific play texts in conjunction with primary evidence, textural and pictorial, using both to illuminate the creation and history of theatre.

Alternate years: offered 2012–2013

General Education: Fine Arts

THEA 310 Production Laboratory: Acting
3 Credits  F,S

This production laboratory requires intense involvement with the process of translating a play text from script to performance. It will require students to work independently and as an ensemble interpreting, rehearsing and performing a play. Those enrolled will be expected to rehearse five to six nights per week for eight weeks exhibiting a commitment to their peers and the production. Each student will be required to keep a journal of their process of character creation, as well as submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisites: By audition

THEA 311 Production Laboratory: Design
3 Credits  F,S

This production laboratory requires intense involvement with the process of translating a play text from script to performance. It requires students to work independently under faculty supervision interpreting and realizing theatrical design specific to their area of interest: set design, light design, costume design, property design. Students will be responsible for submitting such work as light plots, ground plans, rendering (lighting, set, costume), drawings and/or sketches, models, and production workbooks. Furthermore, students will be required to realize their ideas on stage, whether through light, set, costume or prop construction. Students will be required to attend weekly production meetings in addition to selected rehearsals. Professionalism and dedication to theatrical production will be stressed. Each student will be required to submit a significant final paper that analyzes the entire production as well as their own participation. Significant in-class and out-of-class work is essential.

Prerequisites: Permission of instructor

THEA 312 Production Laboratory: Stage Management, Directing, Dramaturgy
3 Credits  F,S

This production laboratory will require intense involvement with the process of translating a play text from script to performance. It requires students to work independently under faculty supervision. Stage Management and Directing students will be required to attend rehearsals, provide a detailed dramaturgical analysis of the production including production histories, submit a dramaturgical note for the program, organize and moderate post-performance talk backs with the cast, crew and audience, as well as submit a significant paper analyzing the production and their participation. Professionalism and dedication to theatrical production will be stressed. Significant in-class and out-of-class work is essential.

Prerequisites: Permission of instructor
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>THEA 315</td>
<td>Theatre in London</td>
<td>3</td>
<td>F</td>
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|             | An exploration of the rich and varied theatrical scenes in London through nightly attendance at professional and nonprofessional productions. The group attends professional West End classical, modern, and musical productions. A music hall performance and holiday pantomime as well as lively nonprofessional theatre in the London suburbs are on the itinerary. Daytime backstage tours and visits to the Theatre Museum and other locations of theatrical, historical, and cultural interests complement the experience, as do side-trips to Stratford-upon-Avon and Oxford. *Offered on demand*  
*General Education: Fine Arts*

| THEA 320    | Improvisation                       | 3       | F        |
|             | This course will focus on invention and structured improvisation as tools to explore 'being in the moment'—both on- and off-stage. Focusing on the body and voice through theatre games, creative dramatics, role-playing, storytelling, clowning, autobiographical performance and movement, improvisation skills will be approached from two perspectives: concentration and action. Through responding to each other’s playfulness, ingenuity and creativity, students will be encouraged to break through set thinking and movement patterns that may have limited them in the past. This class is not just for the theatre student! While the work is grounded in theatre, it can be applied to any discipline.  
*General Education: Fine Arts*

| THEA 325    | Methods of Acting                  | 3       | S        |
|             | This course is designed to provide the student with an organized and practical approach to the creation of real, truthful behavior within the imaginary circumstances of the theatre. The class will focus on the fundamentals of acting, and experiment with specific training exercises from a variety of 20th century theatre practitioners (Konstantin, Stanislavsky, Bertolt Brecht, Augusto Boal, Jerzy Grotowski and others). Scene work, monologues, solo performance and ensemble work will be examined through this course.  
*Alternate years: offered 2011–2012*  
*General Education: Literature*

| THEA 355    | Environmental Theatre              | 3       | I        |
|             | Environmental theatre began in the 1960s in response to the social and political climate of the time. Performers and performance groups pushed the boundaries of what was traditionally thought of as theatre, and as a result, restructured and reinvigorated the fundamental understanding of what performance was and its function within society. Environmental theatre continues to be a powerful vehicle for social commentary. The objective of this course is three-fold: to introduce the student to the cultural, social, and political richness of environmental theatre, including site-specific performance; to provide a historical understanding of the period by highlighting how the original practitioners and their works were directly influenced by cultural events of the time; and, to involve the student in the process of creating and performing their own individual and group site-specific environmental performance piece.  
*Alternate years: offered 2012–2013*  
*General Education: Fine Arts*

| THEA 360    | Modern Drama (Cross-listed as ENG 360) | 3       | F        |
|             | An examination of theatrical literature and forms from the late 19th century well-made plays, Realism, Expressionism, Futurism and Symbolism to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw, Anton Chekhov, Eugene O’Neill, Bertolt Brecht, Samuel Beckett and others will be studied. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of Modern Drama.  
*Prerequisites: ENG 101 or 110 or 140*  
*Alternate years: offered 2011–2012*  
*General Education: Literature*

| THEA 362    | Contemporary Drama (Cross-listed as ENG 362) | 3       | S        |
|             | A focus on the contemporary theatrical forms of American and British drama. Students will begin with post-World War II dramatic works and move sequentially to the present day. Some areas of attention will
be the “angry young men,” metadrama, gender, race and ethnicity, the “new brutalism,” and contemporary docudrama. Particular focus will be on how play texts engage with the cultural and historical moment of their creation. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Edward Bond, José Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moisés Kaufman, Sarah Ruhl and others will be studied.

Prerequisites: ENG 101 or 110 or 140
Alternate years: offered 2011–2012

General Education: Literature

THEA 415 Directing
3 Credits  S

Designed to introduce the student to the basic fundamentals of directing plays for the stage. Students will carefully examine play structure and analysis, communication with the actor and designer, and rehearsal process and performance. Students will explore the work of the director through laboratory exercise, and short performance piece where students cast and direct their own scenes. Examining the techniques of many of the most influential 20th century stage directors, students will work towards a technique that the student can call his/her own. Practical work will be combined with written analysis in addition to the final short student-director production.

Alternate years: offered 2012–2013

THEA 480 Internship
3 Credits  F, I, S

THEA 490 Independent Study
3 Credits  F, I, S

THEA 491 Research
3 Credits  F, I, S

THEA 500 Honors Project
3 Credits  F, I, S
The George S. Aldhizer II Department of Economics and Business Administration offers two majors—Economics and Business Administration (Bridgewater’s largest major)—that prepare students to pursue managerial and other professional careers as well as graduate education. In keeping with Bridgewater College’s mission to educate and develop the whole person, we strive to build on the liberal arts foundation provided by the College’s general education program and aim to give each student the knowledge, skills, and practice to become a successful and ethical leader, capable of making valued contributions to his or her workplace, society, and self.

Through a combination of lectures, discussions, case analyses, team projects and presentations, and other in-class activities, our courses are designed to integrate economic and business theory and practice; encourage independent and critical thinking using both qualitative and quantitative reasoning; and develop skills in decision making and implementation, teamwork and collaboration, and oral, written, and electronic communication. Experiential learning opportunities abound through internships, study abroad programs, and participation in student organizations, to supplement classroom learning.

The Economics major consists of 14 courses in economics and mathematics. Economics majors may choose among three areas of emphasis: business, government policy, and preparation for graduate school via additional mathematics courses. Economics majors can also earn a concentration in financial economics.
The major in Business Administration consists of 15 courses in business, economics, and mathematics. To gain greater depth in a particular area of business, many students pursue one of the five concentrations we offer in the Business Administration major: accounting, finance, international commerce, marketing, and organization management. By taking additional courses, in one of these areas, students build specialization on the solid foundation provided by the business administration major.

Students majoring in Economics or Business Administration can earn either a Bachelor of Arts or a Bachelor of Science degree. We also offer minors in Economics and Business Administration to provide students across the campus abbreviated study in the core courses of each major.

**ECONOMICS MAJOR REQUIREMENTS**

A major in Economics consists of 42 credit hours (14 three-hour classes), comprised of 30 credits from the following nine required courses:

- MATH 200 Introduction to Statistics
- ECON 200 Principles of Macroeconomics
- ECON 210 Principles of Microeconomics
- ECON 300 Money and Banking
- ECON 330 Government and Business
- ECON 400 Intermediate Macroeconomic Theory
- ECON 410 Intermediate Microeconomic Theory
- ECON 440 International Economics
- ECON 460 Senior Seminar in Economics

Plus 15 additional credits in Economics numbered 300 or above, OR nine additional credits in Economics numbered 300 or above and one of the following options:

*Business Emphasis selected from (6 credits):*
- BUS 201 Principles of Accounting I
- BUS 202 Principles of Accounting II

*Government Policy Emphasis selected from (6 credits):*
- PSCI 210 Politics and Government in the United States
- PSCI 230 Introduction to World Politics
- PSCI 420 International Law and Organization

*Graduate School Preparation selected from (6 credits):*
- MATH 131 Calculus I
- MATH 132 Calculus II

Students who choose this option should consider taking additional courses beyond MATH 132 as well.

**ECONOMICS MINOR REQUIREMENTS**

A minor in Economics consists of 24 credit hours (8 three-hour classes):

- MATH 200 Introduction to Statistics
- ECON 200 Principles of Macroeconomics
- ECON 210 Principles of Microeconomics
- ECON 400 Intermediate Macroeconomic Theory
- ECON 410 Intermediate Microeconomic Theory

Plus nine additional credits in Economics numbered 300 or above.

Credits for ECON 480, 490, 491, and 500 may not be applied to the requirements for either the major or minor in Economics.

**Concentration in Financial Economics**

18 credit hours

Majors in Economics can acquire additional depth in finance by pursuing the concentration in Financial Economics. Six credits from the concentration may be applied to the requirements for the economics major.

- BUS 201 Principles of Accounting I
- BUS 202 Principles of Accounting II
- BUS 320 Principles of Finance
BUS 375  Financial Statement Analysis
BUS 430  Investments
BUS 438  Issues in Finance

Students choosing to double major in Economics and Business Administration may not earn both the Financial Economics concentration in Economics and the Finance concentration in Business Administration.

BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

A major in Business Administration consists of 45 credit hours (15 three-hour classes), comprised of the following 13 required courses:

BUS 120  Survey of Business
MATH 200  Introduction to Statistics
ECON 200  Principles of Macroeconomics
ECON 210  Principles of Microeconomics
BUS 201  Principles of Accounting I
BUS 202  Principles of Accounting II
BUS 300  Principles of Organization Management
BUS 310  Principles of Marketing
BUS 320  Principles of Finance
BUS 330  Principles of Information Systems
BUS 340  Management Science
BUS 350  Business Law
BUS 422  Entrepreneurship

OR

BUS 478  Strategic Management

Plus six additional credits in Economics or Business courses numbered 300 or above.

BUSINESS ADMINISTRATION MINOR REQUIREMENTS

A minor in Business Administration consists of 24 credit hours (8 three-hour classes):

ECON 200  Principles of Macroeconomics
ECON 210  Principles of Microeconomics
BUS 120  Survey of Business
BUS 201  Principles of Accounting I
BUS 202  Principles of Accounting II

BUS 300  Principles of Organization Management
BUS 310  Principles of Marketing

BUS 320  Principles of Finance
BUS 330  Principles of Information Systems
BUS 340  Management Science
BUS 350  Business Law
BUS 422  Entrepreneurship

OR

BUS 478  Strategic Management

Plus six additional credits in Economics or Business courses numbered 300 or above.

BUSINESS ADMINISTRATION AREAS OF CONCENTRATION

Majors in Business Administration are encouraged to acquire additional depth by pursuing one or more concentrations within the major. Six credits from the concentration may be applied to the requirements for the major in Business Administration. The capstone course for each concentration is shown in italics:

Concentration in Accounting

18 credit hours

BUS 371  Intermediate Accounting I
BUS 372  Intermediate Accounting II
BUS 381  Federal Tax Accounting I
BUS 385  Cost Accounting
BUS 400  Advanced Accounting
BUS 405  Auditing

Accounting concentrators pursuing careers in public accounting—To comply with Virginia Board of Accountancy (BOA) eligibility rules to sit for the Certified Public Accountant (CPA) exam, please supplement your accounting concentration with two or more of the following courses:

BUS 370  Forensic and Investigative Accounting
BUS 375  Financial Statement Analysis
BUS 382  Federal Tax II

To sit for the CPA exam in Virginia, the Virginia Board of Accountancy requires candidates to accumulate these minimums:
120 credit hours in a baccalaureate degree that includes:

- 30 credit hours of accounting courses, and
- 24 credit hours of (non-accounting) business courses.

To become a licensed CPA in Virginia, the Virginia Board of Accountancy requires candidates to complete 150 credit hours of education plus 2,000 hours of verified accounting experience.

CPA licensing requirements vary by state. If you plan to pursue CPA licensure outside of Virginia, please visit that state’s Board of Accountancy Web site for that state’s requirements.

**Concentration in Finance**

18 credit hours

- ECON 300 Money and Banking
- ECON 440 International Economics
- BUS 371 Intermediate Accounting I
- BUS 372 Intermediate Accounting II
- BUS 430 Investments
- BUS 438 Issues in Finance

**Concentration in International Commerce**

18 credit hours

- ECON 330 Government and Business
- ECON 440 International Economics
- PSCI 230 Introduction to World Politics
- BUS 468 Contemporary Issues in Business

Plus six credits from two of the following electives:

- BUS 365 Cross-Cultural Issues in Business
- FREN 202 Intermediate French
- FREN 320 French Culture and Civilization
- GER 202 Intermediate German
- HIST 356 East Asia
- HIST 358 Middle Eastern History Since A.D. 600
- SPAN 202 Intermediate Spanish
- SPAN 320 Latin American Culture and Civilization
- SOC 306 Cultures of Japan
- SOC 309 Cultures of Africa

**Concentration in Marketing**

18 credit hours

- BUS 315 Marketing Research
- BUS 412 Professional Selling (or COMM 315: Persuasion)
- BUS 416 Advertising and Related Communications
- BUS 468 Contemporary Issues in Business

Plus six credits from the following electives:

- BUS 414 Consumer Behavior
- COMM 347 Public Relations in Organizations
- ECON 410 Intermediate Microeconomic Theory
- FCS 304 Fashion Merchandising
- FCS 306 Fashion Promotion

**Concentration in Organization Management**

21 credit hours

- BUS 420 Human Resource Management
- BUS 468 Contemporary Issues in Business
- PHIL 320 Professional Ethics

Plus 12 credits chosen from the following two categories:

Three or six credits from:

- ECON 310 U.S. Economic and Business History
- ECON 320 Labor Economics
- ECON 330 Government and Business

Six or nine credits from:

- BUS 305 Entrepreneurial Revolution in the 21st Century
- BUS 345 Supply Chain Management
- BUS 365 Cross-Cultural Issues in Business
- BUS 422 Entrepreneurship (if not taken as the major capstone course)

SOC 325 Development and Underdevelopment in the Modern World

A foreign language minor and participation in a one-semester cross-cultural experience are recommended. Students participating in the BCA program or a similar approved international experience may apply that activity in place of the six elective credits required above.
BUS 478 Strategic Management (if not taken as the major capstone course)
ES 356 Management Concepts in Health Care
IDS 201 Foundations of Leadership

Business Administration majors interested in preparing for a computer-related career are encouraged to earn a minor in Computer Information Systems or a second major in Information Systems Management. These programs are offered in the Department of Mathematics and Computer Science.

COURSES

ECONOMICS

ECON 200 Principles of Macroeconomics 3 Credits F, S
Introduces scarcity and opportunity cost, supply and demand analysis, international trade, and the performance of the aggregate economy, including the measurement and determinants of total output, inflation, and unemployment, and government’s use of fiscal and monetary policies to stabilize the economy.
General Education: Social Sciences

ECON 210 Principles of Microeconomics 3 Credits F, S
Analysis of individual choice and market behavior, with special emphasis on price and output relationships and the economics of the firm.
General Education: Social Sciences

ECON 300 Money and Banking 3 Credits F
Focuses on the financial system, the determinants of interest rates, structure and regulation of the banking system, the Federal Reserve System and monetary policy, and the impact of money supply growth on aggregate economic activity and inflation.
Prerequisites: ECON 200

ECON 305 Contemporary Economic Issues 3 Credits I
Discussion of contemporary economic issues from conservative, liberal, and radical perspectives. Topics include both macroeconomic and microeconomic issues.
Prerequisites: ECON 200 or 210

ECON 310 U.S. Economic and Business History 3 Credits S
Traces the growth and development of the U.S. economy and economic institutions, including changes in transportation, banking and finance, labor markets, structure and conduct of business, and the role of government, from the Colonial era to the present. Key institutions and events, such as slavery, the Civil War, and the Great Depression, are emphasized.
Prerequisites: ECON 200 or 210
General Education: United States

ECON 320 Labor Economics 3 Credits F
Analysis of labor market supply and demand, wages and salaries, collective bargaining, discrimination, and macroeconomic implications of labor market issues.
Prerequisites: ECON 200 or 210

ECON 325 Economics of Sports 3 Credits I
Uses fundamental tools of economic analysis to analyze issues in professional and college team sports, including team revenues and costs; labor markets, salary determination, and labor relations; government subsidies; sports leagues, the National Collegiate Athletic Association, and antitrust laws; and the valuation and profitability of sports franchises.
Prerequisites: ECON 200 or 210

ECON 327 Economics and the Environment 3 Credits I
An economic analysis of the causes and consequences of environmental problems and alternative solutions proposed for them. Problems covered include overpopulation, resource depletion, pollution, and economic growth.
Prerequisites: ECON 200 or 210
ECON 330  Government and Business  3 Credits  S
Discussion of the role of government and market forces in promoting economic efficiency, focusing on antitrust policy, economic regulation, and socio-economic engineering.
Prerequisites: ECON 200 or 210

ECON 400  Intermediate Macroeconomic Theory  3 Credits  F
Analyzes short-run economic fluctuations, long-term economic growth, and the impact of economic institutions and policies on the aggregate economy and living standards, using a variety of models representative of the evolution of macroeconomic thought.
Prerequisites: ECON 200
Alternate years: offered 2012–2013

ECON 410  Intermediate Microeconomic Theory  3 Credits  F
Theoretical and applied development of consumer choice, firm behavior, price and income determination, market behavior, and government policy.
Prerequisites: ECON 210
Alternate years: offered 2011–2012

ECON 420  Development of Economic Thought  3 Credits  I
Traces the contributions to economic thought of various individuals and schools from ancient times to the present, including Adam Smith, the classical school, socialism, Marx, marginalism, the neoclassical school, Keynes, Friedman, and others.
Prerequisites: ECON 200 or 210
General Education: A course in Religion or Philosophy

ECON 440  International Economics  3 Credits  S
Theory of international economic interrelationships, including trade, finance, and monetary policies and institutions.
Prerequisites: ECON 200 or 210

ECON 460  Senior Seminar  3 Credits  F
Capstone course for majors in Economics: an in-depth investigation of selected economic issues, policies, and problems designed to integrate knowledge gained from prior courses and to introduce research methods used for the discovery of knowledge. Students select topics for research, collect data, formulate and test hypotheses, present their results, and discuss each other’s findings.
Prerequisites: ECON 400 and 410 and senior standing, or permission of instructor

ECON 480  Internship  3 Credits  F, I, S

ECON 490  Independent Study  3 Credits  F, I, S

ECON 491  Research  3 Credits  F, I, S

ECON 500  Honors Project  3 Credits  F, I, S

BUSINESS

BUS 105  People, Planet, Profit: Exploring Sustainability in Organizations  3 Credits  I
An exploratory course in three dimensions of sustainable organizations: People, Planet, and Profit. The sustainability of an organization's social, environmental, and economic impacts is considered. These impacts will be explored individually and in terms of the relationships, dynamics, and potential conflicts that exist between them, along with the possibility of discovering how the three interests might coincide within an organization.

BUS 110  Personal Finance  3 Credits  I
Principles of managing one's income emphasizing personal financial planning, budgeting, tax planning, banking relations, consumer credit, insurance, home buying, investments, retirement planning, and estate planning.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
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<tbody>
<tr>
<td>BUS 115</td>
<td>History of Advertising</td>
<td>3</td>
<td>I</td>
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<td></td>
<td>An exploration of the role of advertising in</td>
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<td>business and other organizations and its impact</td>
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<td>on societal values, politics, and other aspects</td>
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<td>of everyday life. Topics to be examined include</td>
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<td>the development of the middle class and the rise</td>
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<td>of mass consumption; changing gender roles in</td>
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<td>the family and workplace; consumerism; government</td>
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<td>regulation of business; and ethical concerns</td>
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<td></td>
<td>about business and advertising practices.</td>
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<td>BUS 120</td>
<td>Survey of Business</td>
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<td>F, S</td>
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<td>An introduction to a variety of business</td>
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<td>principles and practices that is designed as a</td>
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<td>foundational course for students majoring in</td>
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<td>Business Administration, and also for non-business</td>
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<td>majors interested in acquiring a basic</td>
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<td>understanding of the business world. The course</td>
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<td>also addresses aspects of leadership, personal</td>
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<td>assessment and development, and business career</td>
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<td>options to help students assess their interest</td>
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<td>in and aptitude for various business disciplines.</td>
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<td>BUS 201, 202</td>
<td>Principles of Accounting I, II</td>
<td>3 each</td>
<td>F, S</td>
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<td>First semester: accounting for sole proprietor-</td>
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<td>ships, the accounting cycle, journals, ledgers,</td>
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<td>working papers, and preparation of financial and</td>
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<td>operating statements. Second semester: accounting</td>
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<td>for corporations, time value of money, cash flows,</td>
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<td>budgeting, cost determination, responsibility</td>
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<td>centers, and differential analysis. Prerequisites</td>
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<td>for BUS 202: BUS 201</td>
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<td>BUS 300</td>
<td>Principles of Organization Management</td>
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<td>F, S</td>
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<td></td>
<td>Principles of planning, organizing, leading, and</td>
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<td>controlling human and other resources for the</td>
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<td>achievement of an organization’s goals. The</td>
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<td>impact and role of communication, motivation,</td>
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<td>group dynamics, and organization culture,</td>
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<td>conflict and change are examined. Current</td>
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<td>practice is placed in perspective. Written and</td>
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<td>oral reports develop student writing and</td>
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<td>speaking skills. Prerequisites: BUS 120, ENG 101</td>
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<td>or 110 or 140 or permission of instructor</td>
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<td>BUS 305</td>
<td>Entrepreneurial Revolution in the 21st Century</td>
<td>3</td>
<td>I, S</td>
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<td></td>
<td>Examines the importance of fostering entrepreneur-</td>
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<td>ship as the key to economic, social, and</td>
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<td>intellectual development in a myriad of cultural</td>
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<td>settings and economic/political systems around</td>
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<td>the globe. This course will include a field</td>
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<td>study approach with site visits and interviews</td>
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<td>with public and private entities involved</td>
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<td>throughout the entrepreneurial process, first in</td>
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<td>Shenandoah Valley, and then through similar field</td>
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<td>activities in a contrasting regional location.</td>
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<td>Prerequisites: Two courses from ECON 200, ECON</td>
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<td>210, PSY 101 and SOC 101</td>
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<td>BUS 310</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>F, S</td>
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<td>Principles and practices of how goods, services,</td>
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<td>and ideas are developed and distributed in order</td>
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<td>to satisfy individual and organization objectives.</td>
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<td>Emphasis is placed on the micro-marketing</td>
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<td>perspectives of product, price, promotion and</td>
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<td>place. Prerequisites: BUS 120 and COMM 100, or</td>
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<td>permission of instructor. ECON 210 recommended</td>
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<td>but not required.</td>
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<td>BUS 315</td>
<td>Marketing Research</td>
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<td>F</td>
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<td>Explores the scope of marketing research and its</td>
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<td>role in effective decision making. Distinguishes</td>
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<td>experimental research techniques, in which the</td>
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<td>researcher manipulates the independent variable,</td>
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<td>from descriptive research whereby data merely</td>
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<td>suggest causation. Students will explore, design,</td>
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<td>and conduct various types of research, including</td>
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<td>observations, questionnaires, focus groups, and</td>
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<td>tracking consumer panels. Special emphasis will</td>
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<td>be given to the growing field of qualitative</td>
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<td>research and the use of the Internet in making</td>
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<td>secondary research readily available. Prerequisites</td>
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<td>Math 200, BUS 310, and junior or senior standing</td>
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<td>BUS 320</td>
<td>Principles of Finance</td>
<td>3</td>
<td>F, S</td>
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<tr>
<td></td>
<td>Theory and practice of managerial finance,</td>
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<td>including financial statement analysis, financial</td>
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<td>planning and control, working capital</td>
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<td>management, and capital budgeting. Prerequisites:</td>
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<td>BUS 202, ECON 200 and 210, MATH 200</td>
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</tbody>
</table>
BUS 330  Principles of Information Systems
3 Credits  F,S
Introduction to information system theory and application. Emphasis is placed on information systems design in the functional areas of management, marketing, accounting, and operations management. Credit may not be received for both BUS 330 and CIS 250. Prerequisites: BUS 202 and 300, MATH 200

BUS 340  Management Science
3 Credits  F,S
Essential quantitative techniques and their use in business decision-making. Techniques covered include decision analysis, forecasting, linear programming, project scheduling, inventory cost minimization, and queuing analysis. Emphasis is on the practical application of these techniques to production and operations management and other business problems. Prerequisites: BUS 300 and MATH 200 or permission of instructor

BUS 345  Supply Chain Management
3 Credits  I
Provides an understanding of supply chain management processes as they apply to both service and manufacturing organizations. Special consideration is given to identifying ways in which the strategic use of supply chain management can create competitive advantages for firms. Topics covered include logistics, inventory management, sales and operations planning, sourcing and purchasing processes, materials planning, TQM, JIT, lean processes, and technology-enhanced supply chain processes. This course requires travel throughout the Shenandoah Valley to participate in plant tours and other field experiences. Prerequisites: BUS 330, BUS 340, and junior or senior standing, or permission of instructor

BUS 350  Business Law
3 Credits  F,S
The U.S. legal and regulatory environment, including the sources of law; the resolution of disputes; the Uniform Commercial Code; the laws of torts, contracts, agency, partnerships, corporations, employment, and equal opportunity; and laws regulating competition. Prerequisites: BUS 120, ENG 101 or ENG 110 or 140

BUS 365  Cross-Cultural Issues in Business
3 Credits  I
This course explores cultural differences in business practices and combines international travel and experiential learning with classroom discussion and reflection to enrich students’ educational experience. The travel portion of the course provides opportunities for direct communication with business leaders in the selected location, facility tours, and attending business lectures at local universities. Possible travel destinations include Europe, Japan, and China. On campus, students will be actively involved in reflecting on cross-cultural similarities and differences in the conduct of business, cross-cultural business issues, and ways to become more sensitive to the complexities, relationships, and dialogues among different cultures. The course may be taken more than once provided a different location is selected each time. Prerequisites: Permission of instructor

BUS 370  Forensic and Investigative Accounting
3 Credits  S
This course introduces students to the challenging field of forensic and investigative accounting. Topics to be discussed include: introduction to forensic and investigative accounting, forensic accounting education, institutions, and specialties, fraudulent financial reporting, detecting fraud in financial reporting, employee fraud, methods of reconstructing income, money laundering, litigation services provided by accountants, proper evidence management, computing economic damages, computer forensics, profiling the cybercriminal, cybercrime management, cybercrime loss valuations, and business valuations. Prerequisites: BUS 202 Alternate years: offered 2012–2013

BUS 371, 372  Intermediate Accounting I, II
3 Credits each  F,S
A two-course sequence providing an in-depth exploration of financial accounting issues. BUS 371 focuses on accounting theory, accounting’s conceptual framework, the development of generally accepted accounting principles (GAAP), and how GAAP is applied in preparing income statements, balance sheets, and statements of cash flow. BUS 372 focuses on financial reporting issues related to the time value of money, current and noncurrent liabilities, leases, deferred
income taxes, pensions and post-retirement liabilities, stockholders’ equity, earnings per share, accounting changes, correcting accounting errors, and statements of cash flows.

Prerequisites for BUS 371: BUS 202
Prerequisites for BUS 372: BUS 371

**BUS 375**  
Financial Statement Analysis  
3 Credits

Integrates concepts from introductory accounting, finance, and economics to focus on effective analysis of financial statements. Students will use analytical tools for assessing relative operating and financial performance, making judgments about earnings quality, and developing alternate approaches to valuation.  
Prerequisites: BUS 202 and at least concurrent enrollment in BUS 320 or BUS 371

**BUS 381**  
Federal Tax Accounting I  
3 Credits

This course provides students with an introduction to the federal tax structure, with emphasis on accounting for personal income taxes, including preparation of individual income tax returns. Course emphasis is placed on working with tax law, determining personal and dependency exemptions, gross income, deductions, losses, depreciation, and tax credits.
Prerequisites: BUS 202

**BUS 382**  
Federal Tax Accounting II  
3 Credits

This course emphasizes accounting for preparing corporate, partnership, gift, estate, and trust returns. Course highlights include focus on corporate operating rules, organization, capital structure, distributions, S Corporation limitations, exempt entities, and tax administration and practice.
Prerequisites: BUS 202
Alternate years: offered 2011–2012

**BUS 385**  
Cost Accounting  
3 Credits

Preparation and utilization of financial information for internal management purposes with emphasis placed on cost behavior, cost determination, and the development of information for planning and control purposes.
Prerequisites: BUS 202 and MATH 200

**BUS 400**  
Advanced Accounting  
3 Credits

Accounting for partnerships, business combinations, state and local governments, private not-for-profit organizations and other selected topics.
Prerequisites: BUS 372 or permission of instructor

**BUS 405**  
Auditing  
3 Credits

Theory and practice of auditing: the techniques, standards, legal environment, and ethics of the public accounting profession. Emphasis is placed on the study of internal controls, and compliance and substantive tests of functional cycles within the firm, audit reports, accounting and review services, and other attestation services.
Prerequisites: BUS 372 and BUS 385

**BUS 412**  
Professional Selling  
3 Credits

A course designed to develop student interaction skills and strategies relating to the personal selling of products and services. Emphasis is on business-to-business selling strategies, but these skills are also applicable to retail selling and beneficial in enhancing skills needed for selling personal ideas within the workplace or the community at large.
Prerequisites: BUS 310 or permission of instructor

**BUS 414**  
Consumer Behavior  
3 Credits

A detailed study of the purchasing patterns and habits of consumers, this course increases student understanding of how businesses develop plans to appeal to recognized consumer characteristics. Emphasis is placed on field observations in the retail environment.
Prerequisites: BUS 310 or permission of instructor

**BUS 416**  
Advertising and Related Communications  
3 Credits

A study of the many varieties of non-personal ways an organization communicates with customers and other stakeholder groups. Primary emphasis is placed on traditional paid media. Internet options also are reviewed, along with alternative vehicles such as brochures, direct mail, and point-of-sale contacts. Student
review of the planning, design, and production of various sample communications is an essential part of the learning process.

Prerequisites: BUS 310 or permission of instructor

BUS 420 Human Resource Management 3 Credits F, S

Personnel administration from a managerial perspective, including recruitment, training and development, performance appraisal, compensation and motivation, employee/management relations, and various legal and regulatory issues.

Prerequisites: BUS 300

BUS 422 Entrepreneurship 3 Credits S

Entrepreneurship in the American free enterprise system. The course focuses on assessing new ventures, developing business plans, financing enterprises, reviewing legal aspects of new businesses and managing innovation in a growth atmosphere. The course includes group exercises that give the students a clinical experience in the creation of a growth-oriented new business venture.

Prerequisites: BUS 202 and BUS 300

BUS 430 Investments 3 Credits F

An introduction to security selection and portfolio management in efficient markets in a global environment, including the theoretical and practical aspects of asset allocation and stock and bond valuation.

Prerequisites: BUS 202 or permission of instructor

BUS 438 Issues in Finance 3 Credits S

This capstone course for the Finance concentration emphasizes such strategic issues as capital budgeting, the cost of capital, capital structure, dividend policy, and debt and equity financing. Case studies are used to develop analytical skills and enhance student understanding of the practical application of financial theory.

Prerequisites: BUS 320

BUS 468 Contemporary Issues in Business 3 credits S

A senior seminar for the Marketing, Organization Management, and International Commerce concentrations designed to help students integrate knowledge from general education, major, and concentration courses with current professional issues. Emphasis will be placed on issues such as international marketing, expatriate employees, and other cross-cultural concerns; effects of cross-country financial, legal, political, media, and transportation variations; interpersonal vs. virtual work environments; e-commerce; professional ethics; adapting and strengthening corporate culture in dynamic environments; and integrating functional and geographic business strategies.

Prerequisites: Senior standing in the Business Administration major or permission of instructor

BUS 478 Strategic Management 3 Credits F, S

A seminar-style capstone course for Business Administration majors that integrates the functional areas of business (accounting, finance, management, and marketing) through analysis, forecasting, and developing solutions to complex business scenarios. The course uses a combination of readings, discussion, case studies, and a team-based computer simulation to focus on managing strategically and responsibly.

Prerequisites: BUS 300, 310, 320, 330, 340, 350, and senior standing, or permission of instructor

BUS 480 Internship 3 Credits F, I, S

BUS 490 Independent Study 3 Credits F, I, S

BUS 491 Research 3 Credits F, I, S

BUS 500 Honors Project 3 Credits F, I, S
Education and Teacher Education Program

Bridgewater College provides a state-approved program for the preparation of elementary and secondary teachers. Students who successfully complete this program and pass the PRAXIS and other required tests receive certification in Virginia and may receive initial certification to teach in many other states through reciprocal certification contracts. However, it is important to contact the receiving state(s) to determine if other testing and ancillary requirements (e.g., a specific content course) are necessary.

The elementary education program prepares the student to teach in PreK–6 (Prekindergarten through Grade 6). The secondary education program prepares students to teach in the content areas in Grades 6–12. Art, Music, Health and Physical Education, and Foreign Languages endorsements prepare students to teach in Grades PreK–12. English as a Second Language (ESL) is a PreK–12 endorsement when obtained with a major in a content area or Liberal Studies. Algebra I and Driver Education are available as add-on endorsements.

FACULTY
Julia Y. Best
David E. Coffman,
   Director of Teacher Education and chair
Jean R. Hawk
Mark A. Hogan

MAJORS
Liberal Studies (PreK–6)

TEACHER CERTIFICATION
Elementary (PreK–6)
Secondary (6–12)

TEACHER ENDORSEMENT (PreK–12)
English as a Second Language
Foreign Languages
Health and Physical Education
Music, Vocal and Instrumental Visual Arts
Admission to the Teacher Education Program

Students who already hold a bachelor’s degree and are seeking to fulfill requirements for certification and licensure must adhere to the same requirements as degree-seeking students. Students pursuing teacher licensure may not be enrolled in Education courses, except the following, until they have been admitted to the Teacher Education Program: EDUC 140: Introduction to Foundations of American Education; EDUC 200: Psychology of Education and Development; and EDUC 215: Diversity in the Classroom. (Refer to the prerequisites for enrollment in EDUC 215.)

Requirements for the interview for admission to the Bridgewater College Teacher Education Program include the following:

1. Achieve an overall grade point average of 2.5 or better;
2. Pass the Virginia Communication and Literacy Assessment; in addition, pass the PRAXIS I math (178) or be exempt based on SAT/ACT scores or meet one of the Education Department’s PRAXIS I math options;
3. Complete an application for admission to the Teacher Education Program;
4. Receive positive recommendations from faculty, the Dean of Students, and others;
5. Verify previous work or volunteer experience with youth;
6. Be interviewed and recommended for admission by a departmental faculty member; and
7. Be approved by the Director of Teacher Education.

Technology Competencies

Students seeking certification to teach are required to meet all minimum technology competencies identified by the Virginia Department of Education. All courses in the Education Department emphasize the use of instructional technology in preparing teachers for today’s schools. Students must satisfy these competencies by placing out of CIS 103 or completing CIS 103 with a grade of “C” or higher.

Elementary Education (PreK–6)

Students seeking licensure to teach in the elementary schools are strongly encouraged to choose the Liberal Studies major. This will ensure that the student has met the state competencies as listed in the Virginia Licensure Regulations for School Personnel. Knowledge in the core content areas of the Virginia Standards of Learning and the ability to teach these areas is required for today’s elementary teachers.

Liberal Studies Major

Since the Liberal Studies major is linked to teacher licensure, all requirements (major and education courses) must be met prior to graduation. A student cannot graduate with this major and then return to complete student teaching. This major is available in either a B.A. or B.S. degree.

The following courses are required for the Liberal Studies major. See course description in appropriate department listings:

- ENG 275 Grammar, Style, and Editing
- OR
- ENG 300 Linguistics
- ENG 315 Teaching Writing
- ENG 345 Literature for Children
- MATH 105 Math Theory and Computation I
- MATH 115 Math Theory and Computation II
- MATH 200 Introduction to Statistics
- HIST 201 History of the United States to 1877
- HIST 302 The American Experience, 1877–Present
- GEOG 340 Regional Geography
- BIOL 100 The Nature of the Biological World
- PHYS 110 Introductory Astronomy
- OR
- PHYS 125 Concepts of Physics
- CHEM 125 Fundamentals of Inorganic Chemistry
- FCS 400 Child Growth and Development
- OR
- FCS 408 Parent and Child Relationships
**PROFESSIONAL EDUCATION COURSE REQUIREMENTS FOR TEACHER CANDIDATES**

In addition to a major, the following are courses that will be taken dependent upon the licensure/certification one is seeking. A grade of “C” or better in all education classes is required for teacher certification.

### Elementary Education (PreK–6) Licensure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 140</td>
<td>Introduction to Foundations of American Education</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Psychology of Education and Development</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Diversity in the Classroom</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Field Experience I—Concurrent with EDUC 215</td>
</tr>
<tr>
<td>EDUC 316</td>
<td>Strategies for Teaching Mathematics in the Elementary Classroom</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Early Literacy</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Field Experience II—Concurrent with EDUC 330</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Intermediate Literacy</td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Classroom Management (Elementary)</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Field Experience III—Concurrent with EDUC 370</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Practicum in Current Teaching Techniques</td>
</tr>
<tr>
<td>EDUC 406</td>
<td>Curriculum and Instruction for the Elementary Classroom—Semester before Student Teaching</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Field Experience IV—Concurrent with EDUC 406</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>Curriculum and Instruction for the Secondary Classroom—Semester before Student Teaching</td>
</tr>
<tr>
<td>EDUC 470</td>
<td>Professional Student Teaching</td>
</tr>
<tr>
<td>CIS 103</td>
<td>Introduction to Computing</td>
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</tbody>
</table>

### Secondary Education (6–12) Licensure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 140</td>
<td>Introduction to Foundations of American Education</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Psychology of Education and Development</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Diversity in the Classroom</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Field Experience I—Concurrent with EDUC 215</td>
</tr>
<tr>
<td>EDUC 334</td>
<td>Literacy in the Content Area</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Field Experience II—Concurrent with EDUC 334</td>
</tr>
<tr>
<td>EDUC 370</td>
<td>Classroom Management (PreK–12 and Secondary)</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Field Experience III—Concurrent with EDUC 370</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>Practicum in Current Teaching Techniques</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>Curriculum and Instruction for the Secondary Classroom—Semester before Student Teaching</td>
</tr>
<tr>
<td>EDUC 470</td>
<td>Professional Student Teaching</td>
</tr>
<tr>
<td>CIS 103</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>GEOG 340</td>
<td>Regional Geography</td>
</tr>
</tbody>
</table>

### Visual Arts Education Licensure (PreK–12)

The same education course sequence as for Secondary Licensure.

### Foreign Language Education Licensure (PreK–12)

The same education course sequence as for Secondary Licensure.

### Music Education (Vocal and Instrumental) Licensure (PreK–12)

Refer to the Music Department section of this catalog for the education course sequence.

### Health and Physical Education Licensure (PreK–12)

The same education course sequence as for Secondary Licensure except EDUC 412. Also refer to the Health and Physical Education major in the Health and Exercise Science Department section of this catalog.
English as a Second Language—ESL (PreK–12)

For the ESL endorsement, the following courses are required in addition to the major and the education courses listed for either the elementary or secondary licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 100</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>Early Literacy</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>Field Experience II—Concurrent with EDUC 330</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Intermediate Literacy</td>
</tr>
<tr>
<td>ENG 110</td>
<td>Effective Writing</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Grammar, Style, and Editing</td>
</tr>
<tr>
<td>ENG 300</td>
<td>Linguistics</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Teaching Writing</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Diversity in the Classroom</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>Field Experience I—Concurrent with EDUC 215</td>
</tr>
<tr>
<td>EDUC 406</td>
<td>Curriculum and Instruction for the Elementary Classroom</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>Field Experience IV—Concurrent with EDUC 406</td>
</tr>
<tr>
<td>ENG/FREN/SPAN 317</td>
<td>ESL and Foreign Language Teaching</td>
</tr>
<tr>
<td>EDUC 307</td>
<td>Practicum in Current Teaching Techniques for Elementary ESL—Concurrent with ENG/FREN/SPAN 317</td>
</tr>
<tr>
<td>FREN/SPAN</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDUC 460</td>
<td>Professional ESL Student Teaching for Secondary (6–12)</td>
</tr>
<tr>
<td>EDUC 465</td>
<td>Professional Student Teaching for Elementary Dual Endorsement</td>
</tr>
</tbody>
</table>

Add-on endorsement options to the initial licensure area:

**ALGEBRA I**

Refer to the Mathematics and Computer Science Department for required coursework (page 176).

**DRIVER’S EDUCATION**

Refer to the Health and Exercise Science Department section (page 148).

**EDUCATION CURRICULUM**

All students admitted to the Teacher Education Program must take required education courses outlined for their endorsement/program level. These courses have been designed to meet the professional competencies outlined in the Virginia Department of Education Licensure Regulations for School Personnel and Technology Standards for Instructional Personnel guidelines, effective Sept. 21, 2007.

Transfer students should meet with a member of the Education Department upon arrival at Bridgewater in order to plan their education course sequence.

**Program Completion Requirements**

After meeting all College requirements for graduation, the candidates must be program completers before the College can recommend them for licensure. In order to be considered a program completer, a student must have done the following:

1. Completed all professional education courses with a grade of “C” or higher.
2. Completed all field experiences and the Interterm practicum with a grade of “C” or higher, and completed student teaching with a grade of “S”.
3. Completed the following courses with a grade of “C” or higher: ENG 110: Effective Writing; MATH 105 and 115: Math Theory/Computations I and II or MATH 107: Quantitative Reasoning or MATH 109: Applied Algebra or MATH 110: College Algebra; and COMM 100: Oral Communication.
4. Successfully passed the VCLA and the PRAXIS I math or met one of the Education Department’s PRAXIS I math options.
5. Successfully passed the appropriate PRAXIS II.
6. Completed the Child Abuse module as required by the VDOE.
7. Successfully passed the Reading for Virginia Educators (only elementary licensure applicants).
8. Completed all requirements for the B.S. or the B.A. degree.

9. Maintained an overall GPA of 2.5 or higher.

COURSES

EDUC 140  Introduction to Foundations of American Education
3 Credits  F,S

This course is designed to provide the student the means for a self-assessment of the motivation and preparation necessary for entering the teaching profession. The nature and purposes of education will be examined. Other topics that will be discussed include the historical foundations of education, diversity in the classroom, and an introduction to the social foundations of education. Articles on contemporary issues in education are read and discussed.

EDUC 200  Psychology of Education and Development
3 Credits  F,S

This course surveys principles of development, learning, and evaluation as related to the educational process. Emphasis is placed on understanding the physical, social, emotional, and intellectual aspects of human development. The course is taught from a community of learning perspective and breaks down learning theory according to the frame of six schools of learning: developmentalists, behaviorists, information processors, cognitivists, social cognitivists, and constructivists. Integration of learning theory into practice and basic understanding of informal, formative, and summative assessment is taught.

EDUC 201  Field Experience I
1 Credit  F,S

This observation and participatory experience occurs in a local school system. Students will spend a minimum of 10 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. In addition to the requirements of the corresponding education course, related readings, reflection, and a journal of the experience are included. 

Concurrent enrollment in EDUC 215

EDUC 215  Diversity in the Classroom
3 Credits  F,S

This course explores the diverse cognitive, affective, behavioral, and social needs of students with high incidence disabilities, giftedness, multicultural issues, and language differences. The course also provides instruction in parent involvement; collaboration between special, ESL, and general education teachers; instructional and assistive technologies; emphasis on appropriate modifications and classroom practices; and legal implications of these practices to ensure school success for all students.

Prerequisites: Minimum 2.5 GPA, application to Teacher Education Program, have taken Praxis I, and concurrent enrollment in EDUC 201

EDUC 302  Field Experience II
1 Credit  F,S

This participatory experience occurs in a local school system. Students spend a minimum of 20 clock hours in the experience with a focus on literacy activities. Elementary placements include tutoring an emergent reader, analysis of reading assessments, and prescribed lesson plans. PreK–12 and Secondary placements include middle and high school literacy activities in a variety of content areas. Journals and directed reflections are a part of the experience in addition to the requirements of EDUC 330 or EDUC 334.

Prerequisites: Admission to Teacher Education Program and concurrent enrollment in EDUC 330 or 334

EDUC 303  Field Experience III
1 Credit  F,S

This observation and participatory experience occurs in a local school system. Students will spend a minimum of 20 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course in addition to the requirements of the corresponding education course.

Prerequisites: Admission to Teacher Education Program and concurrent enrollment in EDUC 370

EDUC 304  Field Experience IV
1 Credit  F,S

This field experience allows students in the curriculum classes (EDUC 406: Curriculum and Instruction for the Elementary Classroom or EDUC 412: Curriculum
and Instruction for the Secondary Classroom) to develop lesson plans, units, and other educational experiences that are directly targeted to a specific classroom setting. Students will spend a minimum of 10 clock hours in designated classrooms. The student is placed in different classroom settings within their major field to meet endorsement and certification requirements.

Prerequisites: Admission to Teacher Education Program and concurrent enrollment in either EDUC 406 or 412

EDUC 305  
Field Experience V  
1 Credit  F, S

This optional observational and participatory experience occurs in a local school system. Students will spend a minimum of 20 clock hours as a participant observer and/or assistant in an elementary, middle, or secondary school or in a related setting. Related readings, reflection, and a journal of the experience are a part of this course.

Prerequisites: Admission to Teacher Education Program

EDUC 307  
Practicum in Current Teaching Techniques for Elementary ESL  
2 Credits  F

This course is designed to provide the prospective ESL teacher with an intensive 40-hour experience of immersion into the elementary ESL school environment. While working on developing an understanding of the whole child, emphasis is placed on identifying and meeting the needs of students who are engaged in becoming acclimated to living in a culture other than their native one and learning English; identifying and continuing to develop classroom management techniques in preparation for the student teaching experience; and beginning to plan and create SOL-based lesson plans. Collaborative assignments within school-based teams will be encouraged.

Prerequisites: Admission to Teacher Education Program and concurrent enrollment in ENG/FREN/SPAN 317

EDUC 316  
Strategies for Teaching Mathematics in the Elementary Classroom  
3 Credits  F, S

This course provides prospective teachers in grades PreK–6 with the knowledge, skills, and understandings that will enable them to design and implement effective mathematics instruction. This course emphasizes how children learn mathematics and how teachers can best enable students to develop appropriate mathematics skills, attitudes, and concepts. Special emphasis is given to national and state mathematics standards, assessment, diagnostic and remedial strategies, the use of manipulatives, and the use of educational technology. Additionally, the course emphasizes the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society. This course is required for PreK–6 licensure only.

Prerequisites: Admission to Teacher Education Program

EDUC 330  
Early Literacy  
3 Credits  F

This course is a content and methods course designed to give the prospective teacher the basic understanding and skills for teaching Early (Beginning) Literacy. The focus is on phonemic awareness, the alphabetic principle and phonics, early vocabulary, and beginning fluency and comprehension. Assessment (including formal and informal testing—both formative and summative) and strategies for teaching diverse learners (particularly English language learners) are areas of emphasis.

Prerequisites: Admission to Teacher Education Program and concurrent enrollment in EDUC 302

EDUC 332  
Intermediate Literacy  
2 Credits  S

This course is a content and methods course designed to give the prospective teacher the basic understanding and skills for teaching Intermediate Literacy. The focus is on comprehension, reading in the content areas, stages in the writing process, vocabulary instruction, and fluency. Assessment (including formal and informal testing—both formative and summative) and instruction for diverse learners (with emphasis on English language learners) are addressed.

Prerequisites: EDUC 330 and Admission to Teacher Education Program

EDUC 334  
Literacy in the Content Area  
2 Credits  F, S

This course is designed to help prospective teachers describe and develop effective strategies that lead to the promotion of literacy for individual students, including those with academic, cultural, and linguistic
diversity. Emphasis will be given to identifying efficient and effective instructional practices that lead to student success in knowledge and skill attainment within general literacy and content area literacy. Technological strategies that can be used to mediate literacy development are also addressed. This course is required for PreK–12 and 6–12 licensure only.

*Prerequisites: Admission to Teacher Education Program, junior standing, and concurrent enrollment in EDUC 302*

**EDUC 370 Classroom Management**

3 Credits F, S

This course is designed to help the prospective teacher develop the content pedagogy of classroom management by using effective management strategies in order to create a positive learning environment where instructional strategies for student learning can be implemented. Emphasis is given to developing a management plan that is respectful, relates to all involved, and is effectively communicated to students, caregivers, and administrators.

*Prerequisites: Admission to Teacher Education Program, junior standing, and concurrent enrollment in EDUC 302*

**EDUC 380 Practicum in Current Teaching Techniques**

3 Credits I, Sum

This course is designed to provide the prospective teacher with an intensive three-week experience of total immersion into the school environment. Emphasis is placed on developing an understanding of the whole child while working to meet the needs of all students, including those with diverse needs; identifying and continuing to develop classroom management techniques in preparation for the student teaching experience; and planning, creating, and teaching SOL-based lesson plans. The use of technology to develop and deliver instruction is required. Collaborative assignments within school-based teams will be encouraged. The student is placed in different classroom settings within their major field to meet endorsement and certification requirements.

*Prerequisites: Admission to Teacher Education Program and taken in the Interterm or summer before student teaching*

**EDUC 406 Curriculum and Instruction for the Elementary Classroom**

3 Credits F, S

This course is designed to address theory and practice as it relates to the elementary prospective teacher’s ability to create, select and use learning activities, instructional materials (including technology), teaching strategies, and assessments that are appropriate for PreK–6 students and aligned with the Virginia Standards of Learning. The course also emphasizes appropriate lesson planning to meet the instructional and learning needs of diverse learners. The development of communication skills to enable the prospective teacher to effectively communicate with parents, guardians, and/or the public about student learning is also addressed. This course is taken in the semester immediately preceding student teaching.

*Prerequisites: Admission to Teacher Education Program, taken the semester before student teaching, and concurrent enrollment in EDUC 304*

**EDUC 412 Curriculum and Instruction for the Secondary Classroom**

3 Credits F, S

This is a course designed to address instructional practice, management, and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course. This course is taken in the semester immediately preceding student teaching.

*Prerequisites: Admission to Teacher Education Program, taken the semester before student teaching, and concurrent enrollment in EDUC 304*

**EDUC 450 Seminar in Educational Philosophies**

1 Credit F, S

This course is designed to be taught in a seminar style focusing on the philosophical and sociological foundations underlying teaching through the development of a comprehensive personal educational philosophy. The philosophical and sociological foundations of instructional design based on assessment data, the relationships among assessment, instruction, monitoring
students to include students’ performance measures in grading practices in curriculum are emphasized. Emphasis is also placed on the integration of professional literature and education course content to reflect the Teacher Education Program mission through the completion of the students’ INTASC portfolios. 

**Prerequisites:** Admission to Teacher Education Program and taken in the semester before student teaching

**EDUC 460  Professional ESL Student Teaching for Secondary (6–12)**

4 Credits  F

This course is the student teaching field experience designed to provide those students seeking an ESL endorsement an opportunity to teach at the secondary level in an ESL environment. It will involve instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community. This eight-week experience for the ESL endorsement extends five weeks into the Spring Semester.

**Prerequisites:** Admission to Teacher Education Program and completion of all course work in Teacher Education Program

**EDUC 465  Professional Student Teaching for Elementary Dual Endorsement**

12 Credits  S

This course is the final elementary field experience and involves instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community.

**Prerequisites:** EDUC 460 and seeking PreK–6 and ESL endorsements

**EDUC 470  Professional Student Teaching**

13 Credits  F, S

This is the final field experience and involves instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community. This is a full semester experience.

**Prerequisites:** Admission to Teacher Education Program and completion of all course work in Teacher Education Program

**EDUC 480  Internship**

3 Credits  F, I, S

**EDUC 490  Independent Study**

3 Credits  F, I, S

**EDUC 491  Research**

3 Credits  F, I, S

**EDUC 500  Honors Project**

3 Credits  F, I, S

**RELATED COURSES:**

**SPED 323  American Sign Language**

3 Credits  F

This course introduces the fundamental elements of American Sign Language. Emphasis is placed on the development of basic expressive and receptive skills. This course is not a part of the teacher education licensure program.

**No prerequisites. Open to all students.**

**SPED 324  Intermediate Sign Language**

3 Credits  S

This course is an extension of the introductory course. This course is not a part of the teacher education licensure program.

**Prerequisites:** SPED 323
Students majoring in English engage in close study of a wide range of literature, from traditionally valued American and English works to new literature representing many cultures. They may also choose among many writing courses to develop their talents in exposition and analysis and to do creative work. English majors typically develop their skills in writing, speech, and research, as well as their analytical and aesthetic judgments as readers. Their study of both the historical development and current usage of the English language helps them to become effective writers and editors.

The English major is a good basis for further graduate study in literature or writing and for professional careers in law, government, the ministry, and all levels of education. It also prepares students for work in journalism and for entrepreneurial, managerial, and executive work requiring skill in oral and written communication. Such fields as public relations, marketing, personnel management, sales, and leadership in non-profit agencies have also welcomed English majors.

Alumni of Bridgewater College’s English program currently work in a diversity of fields. Recent alumni include a director of a studies abroad program, an author of graphic novels, lawyers, technical writers, grant writers, librarians, teachers of English as a second language, as well as sportswriters, reporters, editors and other journalists, and teachers at elementary, secondary, and college levels.

Majoring in English can lay the foundation for rich lifelong reading and writing experiences as well as prepare students for a variety of careers.
ENGLISH MAJOR REQUIREMENTS

A major in English requires the Bachelor of Arts degree. A major in English consists of a minimum of 39 credit hours and includes eight core courses (totaling 24 credit hours), plus five elective courses (totaling 15 credit hours). In selecting the five elective courses, majors choose one of three tracks: Writing, Literary Studies, or Language and Literature.

The Core

The 24-credit core for the English major consists of the following eight courses:

- ENG 200 Introduction to English Studies
- ENG 310 Professional Writing
- ENG 330 Shakespeare
- OR
- ENG 400 Seminar in a Major Literary Figure
- ENG 401 American Literature I
- ENG 402 American Literature II
- ENG 405 English Literature I
- ENG 406 English Literature II
- ENG 450 Senior Seminar

TRACK ONE—WRITING

Core plus five courses numbered 250–324

TRACK TWO—LITERARY STUDIES

Core plus five courses numbered 325 or above

TRACK THREE—LANGUAGE AND LITERATURE

Core plus five courses numbered 201 and above

ENG 480, 490 and 500 may count as electives in any of the three tracks for the English major.

ENGLISH MINOR REQUIREMENTS

A minor in English consists of a minimum of 21 credit hours. The following courses are required:

- ENG 200 Introduction to English Studies
- ENG 401 American Literature I
- OR
- ENG 402 American Literature II
- ENG 405 English Literature I
- OR
- ENG 406 English Literature II

One 300-level writing course chosen from ENG 310–324

In addition to these four required courses, students minoring in English choose at least three elective courses from departmental offerings.

Any English course numbered 325–400 will satisfy the general education literature requirement.

COURSES

ENG 110 Effective Writing

3 Credits  F, S

An introduction to academic expository and argumentative writing, with a focus on developing rhetorical skills and practices appropriate to a range of disciplines. Instruction will be given in ethical use of material from sources and academic documentation systems. Supplementary writer’s workshop may be required, based on placement.

General Education: Core Skills

ENG 131 News Practicum

( Cross-listed as COMM 131)

1 Credit  F, I, S

This course is a skills-and-theory class which applies critical thinking to discuss and solve practical problems in news media production. This course prepares students for the convergence of media, providing practical experience in multiplatform media writing and production including print, radio, TV, and Web journalism. Work includes approximately three hours outside the class and one hour inside each week. Course may be repeated for a total of three credits.

ENG 141 Yearbook Practicum

( Cross-listed as COMM 141)

1 Credit  F, S

This course teaches students the process of book production through active participation in all stages of producing Ripples, the College yearbook. Student work will be contracted on an individual basis. This course may be repeated for a total of three credits.

Prerequisites: Permission of instructor
ENG 200  Introduction to English Studies  
3 Credits  F

An introductory methods course for English majors and minors. Students will be introduced to a number of rhetorical and critical theories and their terminology. They will apply these theories to a variety of texts in different media. They will also practice different modes of writing.

ENG 215  Science Fiction and Contemporary Issues  
3 Credits  I

An interdisciplinary course that examines science fiction from a variety of perspectives, in both written and film media. The course concentrates on issues raised by science fiction to address the defining characteristics of humanness: physically, mentally, and spiritually. Some topics include the human role as creator and/or created, as an evolving being, and as a technological construct. Ethical issues considered may include the responsibilities and limitations of humans, as well as the use and abuse of technology and power by humans.
Prerequisites: ENG 101, 110 or 140

ENG 216  Movies from Literature and as Literature  
3 Credits  I

An introduction to the literary aspects of film. Some analyses cover movies derived from fiction, such as Tom Jones, and some treat movies without prior literary source but with a distinguished director, such as John Ford. An examination of the social role of film is included.
Prerequisites: ENG 101, 110 or 140

ENG 217  Literary Heroes in Popular Culture  
(Cross-listed as COMM 217)  
3 Credits  I

This course is designed to look at characters invented first in books and periodicals but known popularly for their incarnations in other 20th century media, particularly film. Particular heroes to be covered are Sherlock Holmes, Tarzan, Zorro, and James Bond. The course will look at differences in print’s and other media’s portrayal of the characters by examining first the original text followed by popular manifestations.
Prerequisites: ENG 101, 110 or 140

ENG 218  History of Motion Picture  
(Cross-listed as COMM 218)  
3 Credits  I

By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus film screenings.
Prerequisites: ENG 101, 110 or 140

ENG 219  Filming the Middle Ages  
3 Credits  I

This course examines the role of the Middle Ages in contemporary pop culture as expressed in films. Readings will include selections from film and cultural theory as well as appropriate medieval historical and literary texts. Films might include works such as Bergman, The Seventh Seal, Bresson, The Messenger, Boorman, Excalibur, Fuqua, King Arthur, Gilliam and Jones, Monty Python and the Holy Grail, and Scott, Kingdom of Heaven.
Prerequisites: ENG 101, 110 or 140

ENG 220  American Folklife  
3 Credits  I

Explores the role played by traditional American culture, including music, narrative, medicine, vernacular architecture, and folk art and craft. Much of the course will concentrate on the folk culture of the Shenandoah Valley.
Prerequisites: ENG 101, 110 or 140
General Education: United States

ENG 221  The Images of "Folk" in Literature  
3 Credits  I

Introduces students to the concept of folk—or traditional—groups and the ways they have been represented to mainstream cultures through the media of film and literature. Literary selections will be read in conjunction with viewing of mainstream film and television depictions of "the folk" as well as documentary films made by folklorists.
Prerequisites: ENG 101, 110 or 140
General Education: United States
ENG 222  American Lives
3 Credits  I
By studying a range of autobiographical writings in the context of American letters, the course focuses on individual lives within the larger context of American social history and cultural experience. Readings range from the Colonial period to the present.
Prerequisite: ENG 101, 110 or 140
General Education: United States

ENG 225  Travel Writing
3 Credits  I
This course is designed to offer students personal experience among the cultures and natural environments of variable destinations, which will provide the bases for their own original works in several modes of travel writing, including journalism, memoir, photo-essay, and creative nonfiction. After some preparatory reading in the history, politics, and geography of the chosen destination, students will spend 10–13 days exploring the regions to gather written and visual materials for their formal assignments. Contemporary issues of aboriginal rights, immigration, climate change, economic development, urban design, environmental conservation, and ecotourism are potential main subjects for analysis. Probable destinations include New Zealand, Scotland and Ireland, British Columbia, and the American Southwest.
Prerequisites: ENG 101, 110 or 140
General Education: United States, Europe, or Global Diversity (depending on destination)

ENG 231  The Image of the American Indian in Literature
3 Credits  I
An examination of the various ways in which American Indians have been portrayed in American literature and film. A variety of visual images and literary depictions of American Indians from the early 19th century to the present will be juxtaposed with the realities of American Indian life and history. Emphasis will be placed on what these depictions reveal about American culture, its history and its values.
Prerequisite: ENG 101, 110 or 140
General Education: United States

ENG 235  Literature of Southern Africa
3 Credits  I
The course will consider representative literature of Namibia, Botswana, South Africa and Mozambique to assess historical, cultural, and literary importance, beginning with aboriginal expression, moving through the Colonial period and the struggle of apartheid to the present.
Prerequisites: ENG 101, 110 or 140
General Education: Global Diversity

ENG 240  Russian Literature and Culture
3 Credits  F
A study of major writers of 19th and 20th century Russian literature. Texts are read in English translation. Some study of Russian culture is included.
Prerequisites: ENG 101, 110 or 140
General Education: Global Diversity

ENG 243  Native American Literature and Culture
3 Credits  S
Anthropological survey of Native North American and Meso-American cultures, examining such features as traditional subsistence patterns, kinship structures, religious beliefs and practices, social and political structures, artistic expression, and intellectual history. Course will then focus on the literary heritage of Native American cultures, beginning with the oral tradition and storytelling, and continuing on to the “Native American Renaissance,” the proliferation of Native American authors and poets that began in the 1960s and continues to the present.
Prerequisites: ENG 101, 110 or 140
General Education: Global Diversity

ENG 255  News and Media Writing
3 Credits  F
(Cross-listed as COMM 255)
Designed to teach students the basic skills of researching, investigating and writing in a variety of formats. Emphasis is placed on (1) identification of the writing structures used by contemporary media writers and (2) utilization of these structures in original pieces researched and written by the students.
Prerequisites: ENG 101, 110 or 140
ENG 275  Grammar, Style, and Editing  
3 Credits  S
An overview of what is traditionally called grammar, including syntax, mechanics, style, punctuation, spelling, vocabulary-building and proofreading for teaching writing at the elementary and secondary levels as well as for publication at a professional level. Students will demonstrate competency in creation, analysis (including diagramming), and editing of written English.
Prerequisites: ENG 101, 110 or 140

ENG 300  Linguistics  
3 Credits  F
Linguistic analysis incorporating traditional grammar, phonology, structural linguistics, transformational-generative grammar, and the history of the English language.
Prerequisites: ENG 101, 110 or 140

ENG 305  Journalism in the Information Age  
(Cross-listed as COMM 305)
3 Credits  S
Moves beyond the basic skills of writing for news and media outlets to understand the theories that underlie such questions as “What is news?” “Why is our society moving increasingly toward infotainment?” “Does the source of news matter?” and “How does living in a digital information society affect news and media writers?” Building on these theoretical foundations, students enhance their understanding of the application of the skills obtained in COMM 255 and their importance in a larger news and media framework. Students will continue to create original writing pieces, but with a richer understanding of the environments that shape and are shaped by their writings.
Prerequisites: ENG/COMM 255 or permission of instructor
Alternate years: offered 2012–2013

ENG 310  Professional Writing  
3 Credits  F
An advanced writing course in composing and revising essays, reports, and articles for potential publication or other professional purposes. Students will also study rhetorical theory and practice analysis of rhetorical elements (audience, purpose, organization, style, and so forth) of published texts and apply this knowledge to their own writing. Class is conducted as a writing workshop.
Prerequisites: ENG 101, 110 or 140

ENG 311  Creative Writing  
3 Credits  F
An intensive workshop providing an opportunity to gain deeper insight into literary techniques and practices through the production of original short and longer works of fiction, poetry, and drama, as well as creative expository forms. Students will develop a single, but substantial, literary project unified by a common theme or themes. Group workshops and individual conferences will provide extensive feedback and critical response as the student progresses through the project.
Prerequisites: ENG 101, 110 or 140

ENG 312  Technical and Workplace Writing  
3 Credits  S
An advanced writing course in composing reports, proposals, instructions, brochures, Web pages and other workplace documents. Students will learn principles of document design and incorporate graphic elements in their texts. Principles of editing will also be emphasized.
Prerequisites: ENG 101, 110 or 140

ENG 315  Teaching Writing  
3 Credits  S
An introduction to writing instruction for prospective teachers and writing center tutors from all disciplines. The course incorporates current theoretical perspectives, applied linguistics, and research on the writing process to introduce classroom practices such as one-to-one conferencing, the writing workshop approach, and teaching in computer classrooms.
Prerequisites: ENG 101, 110 or 140

ENG 317  ESL and Foreign Language Teaching  
(Cross-listed as FREN/SPAN 317)
3 Credits  F
Covers materials on instructional practice and student assessment as they relate to the teaching of English
as a Second Language (ESL) and foreign languages. Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Taught in English.
Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.
Prerequisites: ENG 101, 110 or 140 and concurrent enrollment in EDUC 307

ENG 318 Writing in Electronic Environments
3 Credits F
A course studying the nature of writing as it is shaped by its technologies. Discussions may cover electronic writing environments including various forms of hypertext, graphic and audio-enhanced text, synchronous and asynchronous communication applications, desktop publishing, word processing, text on screen, and document design. The course will explore the impact on writing of these media both in terms of theory and practice.
Prerequisites: ENG 101, 110 or 140

ENG 322 Advanced Creative Writing
3 Credits F
An advanced workshop providing an opportunity to demonstrate literary techniques and practices through the production of original short and longer works of fiction, poetry, and drama, as well as creative expository forms. Students will develop a single, but substantial literary project, defined by means of a contract with the instructor and unified by a common theme or themes. Advanced workshop students will also lead group workshop discussions, providing and receiving extensive feedback and critical response as class members progress through their projects. Advanced students will also explore the publishing market appropriate to their work and make a serious effort to secure publication in some form.
Prerequisites: ENG 101, 110 or 140 and ENG 311

ENG 327 Biblical Themes in Literature
(Cross-listed as REL 327)
3 Credits S
A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may vary in their retellings of the same story.
Prerequisites: ENG 101, 110 or 140
General Education: Literature
Alternate years: offered 2012–2013

ENG 330 Shakespeare
3 Credits F
A critical examination of Shakespeare’s development as a dramatist and of his basic themes. Approximately 12 plays are studied.
Prerequisites: ENG 101, 110 or 140
General Education: Literature

ENG 332 Arthurian Literature
3 Credits I
Examines the effect of the legends of King Arthur and his knights, showing such ideas as the Holy Grail and the code of chivalry in modern retellings and appropriations of the medieval sources. An acquaintance with Malory’s Morte D’Arthur is expected.
Prerequisites: ENG 101, 110 or 140
General Education: Literature

ENG 333 Irish Literature
3 Credits F
A study of Irish literature, including Celtic mythology. Late 19th and 20th century authors such as Yeats, Joyce, Synge, O’Casey, and Bowen will be emphasized. Some study of Irish political and cultural history will be included.
Prerequisites: ENG 101, 110 or 140
General Education: Literature

ENG 336 Literature of the Black Experience
3 Credits F
Selected readings in the fiction, drama, poetry and non-fiction prose of major black writers, both African and African American, with emphasis on the most influential authors, such as Douglass, Wright, Ellison, Achebe, Baldwin, and Morrison.
Prerequisites: ENG 101, 110 or 140
General Education: Literature

ENG 341 Mythology and Classical Literature
3 Credits S
An examination of Greek myth, especially of mythological ideas and figures that have had great influence
ENG 345  
**Literature for Children**  
3 Credits  F, S  
Development and analysis of the major types of children’s literature are addressed, including picture books, poetry, fables, folktales, fantasy, realism, and historical fiction. Students read and analyze classic examples of each type.  
*Prerequisites: ENG 101, 110 or 140*  
*General Education: Literature*

ENG 342  
**Medieval Literature from Beowulf to Dante**  
3 Credits  F  
A study of several of the major works of medieval literature, including epic, Arthurian romance; religious lyric and drama; biography; and satire. Special attention will be given to themes such as adventure, courtly love, and self-discovery as they appear in works that have remained influential to the present.  
*Prerequisites: ENG 101, 110 or 140*  
*General Education: Literature*

ENG 343  
**Literature of the Renaissance and the Enlightenment**  
3 Credits  S  
Readings in the Renaissance epic (for example, Milton), in early prose narrative, and in drama, lyric, and other major literary forms. Special attention is given to authors, works, and literary types that reflect the involvement of European civilization in the affairs of the rest of the world. Readings may include works by Machiavelli, Thomas More, Shakespeare, Molière, Swift, and Voltaire.  
*Prerequisites: ENG 101, 110 or 140*  
*General Education: Literature*

ENG 344  
**Literature of Romanticism and Realism**  
3 Credits  S  
A study of literature during the late 18th and 19th centuries. Attention will be given to the development of Romanticism and realism in American, English, and other western European literatures such as German, Russian, and French. Readings will include fiction, poetry, and drama. Authors studied may include Blake, Wordsworth, Goethe, Pushkin, Dickens, Austen, G. Eliot, the Brontës, Dostoevsky, Chekhov, Poe, Melville, Twain, James, Ibsen, and Flaubert.  
*Prerequisites: ENG 101, 110 or 140*  
*General Education: Literature*

ENG 350  
**Literature for Young Adults**  
3 Credits  I or S  
Reading and critical response to a range of fiction, nonfiction, and poetry written for a middle school through high school audience or considered suitable reading for this audience. Students practice literary analysis and establish criteria for evaluating literary quality in literature for young adults.  
*Prerequisites: ENG 101, 110 or 140*  
*General Education: Literature*

ENG 360  
**Modern Drama**  
(Cross-listed as THEA 360)  
3 Credits  F  
An examination of theatrical literature and forms from the late 19th century well-made plays, Realism, Expressionism, Futurism and Symbolism, to Epic theatre and the Theatre of the Absurd. Playwrights such as Henrik Ibsen, Bernard Shaw, Anton Chekhov, Eugene O’Neill, Bertolt Brecht, Samuel Beckett, and others will be studied. The goals of this course are for
students to gain an understanding of the scope, history, techniques and influence of modern drama.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

**Alternate years:** offered 2011–2012

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**ENG 362 Contemporary Drama**

(Cross-listed as THEA 362)

3 Credits  S

A focus on the contemporary theatrical forms of American and British drama. Students will begin with post-World War II dramatic works and move sequentially to the present day. Some areas of attention will be the “angry young men,” metadrama, gender, race and ethnicity, the “new brutalism,” and contemporary docudrama. Particular focus will be on how play texts engage with the cultural and historical moment of their creation. The goals of this course are for students to gain an understanding of the scope, history, techniques and influence of contemporary drama. Playwrights such as John Osborne, Edward Albee, Eduard Bond, José Rivera, Martin McDonagh, Tony Kushner, Sarah Kane, Suzan Lori-Parks, Nilo Cruz, Moisés Kaufman, Sarah Ruhl and others will be studied.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

**Alternate years:** offered 2011–2012

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**ENG 364 Studies in Short Fiction**

3 Credits  F

A study of the development of the short story as a distinctive literary form. Focus will be on the short story’s history, techniques, and conventions, giving emphasis to 19th and 20th century authors from various national literatures who have had a particular impact on the form’s development.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

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**ENG 366 Studies in the Novel**

3 Credits  S

A study of the development of the novel as a distinctive literary form. Focus will be on different techniques, conventions, and themes of the genre exemplified by representative works chosen from American, British, and other national literatures.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

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**ENG 368 Studies in Poetry**

3 Credits  S

A study of the development of poetry as a distinctive literary form. Focus will be on the techniques, conventions, and themes of the genre exemplified by representative works chosen from American, British and other national literatures.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

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**ENG 385 Modern Literature**

3 Credits  F

A study of the modernist movement in American, English, and world literatures. Focus will be on fiction, poetry, and drama written in the first half of the 20th century before World War II. Writers studied may include Hemingway, Faulkner, Yeats, T. S. Eliot, Woolf, Pound, Conrad, Camus, Sartre, Joyce, Kafka, and Mann.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

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**ENG 386 Contemporary Literature**

3 Credits  S

A study of postmodernism and contemporary literature in American, English, and world literatures. Focus will be on fiction, poetry, and drama written from World War II to the present day. Writers studied may include Beckett, Ellison, Vonnegut, Achebe, Borges, Kundera, and Heaney.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

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**ENG 390 Southern Literature**

3 Credits  F

An examination of the literature and culture of the southern United States from the 19th century to the present. The cultural development of the region and the influence of the historical context including slavery, reconstruction, economic depression, and the Civil Rights movement will be considered in relation to works by such authors as Mark Twain, William Faulkner, Eudora Welty, Robert Penn Warren, James Dickey, Flannery O’Connor, Walker Percy, Alice Walker, and Reynolds Price.

**Prerequisites:** ENG 101, 110 or 140

**General Education:** Literature

**Alternate years:** offered 2011–2012
ENG 400  Seminar in a Major Literary Figure
3 Credits  S
A critical examination of the life and writing of a major figure from American, British, or world literature. A student may take ENG 400 more than once for credit if the featured literary figure is different each time. Figures might include Dante, Geoffrey, Chaucer, John Milton, Jane Austen, Mark Twain, Henrik Ibsen, William Butler Yeats, James Joyce, Virginia Woolf, or William Faulkner.
Prerequisites: ENG 101, 110 or 140
General Education: Literature

ENG 401, 402  American Literature I, II
3 Credits each  F, S
The first course studies the development of American literature from the Colonial period up through the Revolution, then continues on to the American Renaissance of the mid-19th century, and culminates with the late 19th century American Realism. Transcendentalism, Realism, and Naturalism are examined. The second course begins with the 20th century and the Modernist period and then continues to the present. Modernism, imagist poetry, new criticism, objective poetry, existentialism, confessional poetry, post-modernism, the Beat movement, black humor and metafiction of the 1950s and 1960s, as well as various multicultural perspectives will be examined.
Prerequisites: ENG 200 or permission of instructor
This course does not satisfy the General Education Literature requirement.

ENG 405, 406  English Literature I, II
3 Credits each  F, S
The first course studies the development of English literature from its Anglo-Saxon beginnings through the Middle Ages, Renaissance, Restoration, and the 18th century. The second course addresses English literature beginning with Romanticism and continuing through the Victorian age to the present.
Prerequisites: ENG 200 or permission of instructor
This course does not satisfy the General Education Literature requirement.

ENG 450  Senior Seminar
3 Credits  F
An in-depth, graduate-level seminar examining a special literary topic or a literary figure or figures, to be chosen by the instructor. Students will explore both the primary sources and the critical and theoretical context of those sources in order to produce a substantial essay, which significantly contributes to the ongoing critical discussion.
Prerequisites: ENG 200 or permission of instructor
This course does not satisfy the General Education Literature requirement.

ENG 480  Internship
3 Credits  F, I, S

ENG 490  Independent Study
3 Credits  F, I, S

ENG 491  Research
3 Credits  F, I, S

ENG 500  Honors Project
3 Credits  F, I, S
The degree program in Environmental Science is an interdisciplinary major overseen by the Biology and Chemistry departments. This program features both introductory and advanced courses that prepare majors either for immediate employment, or to enter strong graduate programs to pursue advanced degrees in areas of specialization such as environmental engineering, applied ecology, resources conservation, and others. This major brings basic sciences to bear upon crucial problems caused by human use and abuse of natural resources. An emphasis will be on water as a resource.

Problems associated with the availability, provision, protection, and recycling of water have great impact on the quality of human life. Water is a basic necessity for life itself, and life quality is enhanced when there is an abundance of clean, safe water for agriculture, recreation, industry, and municipal development. All human uses degrade water, some decidedly so, so a continuing source of well-prepared environmental resources specialists is needed, and this curriculum is designed toward that end.

Modern environmental science takes advantage of rapidly expanding knowledge in ecology, molecular and cell biology, environmental chemistry, space technology, and instrumentation. There will be continuing demand for well-prepared environmental scientists. With a baccalaureate degree new graduates may pursue direct employment as high school earth science teachers, governmental field technicians, industrial or municipal water and wastewater technicians, field analysts for engineering and environmental consulting companies, or conservation technicians. With graduate preparation, students can aspire to leadership positions
in remediation, regulation, and protection with local, state, federal, or global government, and as research scientists, college professors, environmental planners, and environmental lawyers. Many graduate schools now offer cross-discipline opportunities for environmental science majors in health-related disciplines such as toxicology, epidemiology, and public health.

**Internships and Research Opportunities**

Bridgewater College science majors have participated in environmentally related internships in a variety of settings, including local industrial and municipal wastewater treatment plants, the Virginia Department of Environmental Quality, the Harrisonburg/Rockingham Regional Water and Sewer Authority, district offices of the U.S. Forest Service, the Virginia Department of Game and Inland Fisheries, the Chincoteague National Wildlife Refuge, the Shenandoah National Park, and regional environmental consulting companies. All environmental science majors will be encouraged to seek out internships and/or research opportunities while at Bridgewater College.

**ENVIRONMENTAL SCIENCE MAJOR REQUIREMENTS**

A major in Environmental Science consists of a minimum of 34 credits in core courses in biology, chemistry, physics, and mathematics. The following courses are required:

- BIOL 110 Principles of Biology I
- BIOL 111 Principles of Biology II
- BIOL 350 Ecology
- CHEM 161 General Chemistry
- CHEM 162 General Chemistry
- CHEM 250 Fundamental Organic Chemistry
  OR
- CHEM 306 Organic Chemistry II
- MATH 130 Survey of Calculus
  OR
- MATH 131 Calculus I
- MATH 200 Introduction to Statistics
  OR
- BIOL 330 Biostatistics
- PHYS 218 College Physics I
  OR
- PHYS 221 General Physics I

*And a minimum of an additional 18 credit hours (at least five courses) including:*

- ENVR/BIOL 301 Principles of Environmental Science
- ENVR/CHEM 320 Environmental Chemistry

*And at least three additional ENVR, BIOL, or CHEM courses numbered above 300 from the following courses (one may be a three-credit hour Interterm trip course):*

- BIOL 316 Ornithology: The Biology of Birds
- BIOL 318 Biology of the Insects
- BIOL 420 Plant Taxonomy
- GEOG 340 Regional Geography
- ENVR/BIOL 312 Forest and Wildlife Resource Management
- ENVR/BIOL 401 Environmental Microbiology
- ENVR/BIOL 435 Freshwater Biology
- BIOL/CHEM 405 Biochemistry
- ENVR/BIOL 402 Conservation Biology
- ENVR/CHEM 445 Instrumental Analysis

Note: Some ENVR electives are cross-listed under BIOL or CHEM. Potential double majors in Environmental Science (with either Biology or Chemistry) are cautioned that cross-listed ENVR courses will be counted toward only one major, and that the second major may require up to 15 additional credits beyond the apparent minimum.

**ENVIRONMENTAL SCIENCE MINOR REQUIREMENTS**

A minor in Environmental Science consists of 20 credits including the following courses:

- ENVR/BIOL 301 Introduction to Environmental Science
CHEM 306 Organic Chemistry
OR
CHEM 250 Fundamentals of Organic Chemistry
ENVR/CHEM 320 Environmental Chemistry

And two elective courses chosen from the following:
BIOL 350 Ecology
ENVR/BIOL 312 Forest and Wildlife Management
ENVR/BIOL 401 Environmental Microbiology
ENVR/BIOL 435 Freshwater Ecology
ENVR/BIOL 402 Conservation Biology

No electives may double count for a student’s major and the minor.

Supporting courses for the minor include the following:
BIOL 110 Principles of Biology I
BIOL 111 Principles of Biology II
CHEM 161 General Chemistry
CHEM 162 General Chemistry

COURSES

ENVR 256 Conservation Biology of Florida
(Cross-listed as BIOL 256)
3 Credits F

Due to its location, geology and climate, Florida supports a variety of unique species and ecosystems. It also supports rapidly growing human populations and diverse economic activities. This Interterm course will provide an overview of environmental and conservation issues that have arisen as human activity has increased (including water quality, decline of biodiversity, invasive species and wetland loss/restoration). The class will travel to Florida where they will learn about environmental/conservation problems and solutions. In this course, students examine the science as well as the economic, political and social aspects of the issues.

ENVR 301 Principles of Environmental Science
(Cross-listed as BIOL 301)
4 Credits F

An exploration of basic biological, chemical, geological, and physical processes at work on the earth, its lifeforms, and its natural resources. The extent of human impact and the need for global awareness will be emphasized, along with the need for application of rapidly expanding knowledge and technology toward solution of environmental problems. Three lectures and one lab per week.

Prerequisites: BIOL 110 and 111 or CHEM 161 and 162 or permission of instructor

ENVR 305 Natural Resource and Environmental Law
3 Credits S

This course will provide an overview of federal and state laws that are aimed at the conservation of natural resources and/or protection of environmental quality. Major laws that will be covered include the National Environmental Protection Act, Clean Air Act, Clean Water Act, the Endangered Species Act and others. Speakers from natural resource/environmental agencies such as the Va. Department of Environmental Quality, Va. Department of Game and Inland Fisheries and U.S. Forest Service will provide practical insights into the application and implementation of environmental policy.

Prerequisites: BIOL 100, 110 or 111
Alternate years: offered 2011–2012

ENVR 312 Forest and Wildlife Resource Management
(Cross-listed as BIOL 312)
4 Credits S

Ecology and management of forest lands and their animal populations, including principles and policy in support of diverse goals such as preservation of wilderness, management for harvest, parks and recreation, and habitat recovery. Effects of geology, soils, water, and climate on habitat quality and management implications. Three lectures and one lab per week.

Prerequisites: BIOL 100, 110 and 111, or ENVR/BIOL 301
(Credit may not be received for both BIOL 217 and 312)

ENVR 320 Environmental Chemistry
(Cross-listed as CHEM 320)
4 Credits S

The chemistry and quantitative aspects of environmentally important cycles (C, N, O, P, S) in the context of the atmosphere, hydrosphere, and lithosphere. Major environmental issues will be discussed such as acid rain,
sewage treatment, ozone destruction, anthropogenic climate change, air pollution, and eutrophication. Laboratories will involve sampling, quantitative detection, and data analysis. Three lectures and one lab per week.

Prerequisites: MATH 130 or 131, CHEM 250, 306 or 310 (Credit may not be received for both CHEM 120 and 320)

**ENVR 324**  The Hydrogen Economy, Alternative Energy, and Scandinavia

3 Credits  I

A study of how Scandinavian societies have been shaped by energy resources and energy production. Alternative modes of energy production will be studied and a contrast will be made between the national energy policies of Iceland and Denmark compared to the United States. A special emphasis will be given to the emerging hydrogen economy in Iceland. One week on campus and two weeks of camp in Iceland and Denmark.

Prerequisites: ENG 110

**ENVR 365**  Field Biology and Natural History

(Cross-listed as BIOL 365)

4 Credits  Sum

This primarily field-based course will provide a broad overview of techniques and concepts involved in field biology (especially ecology) including basic scientific method and a variety of sampling techniques. Course content also has a strong emphasis on basic natural history as students learn about and experience a wide variety of organisms (e.g. plant, fungi, insects, fish, amphibians and mammals), ecosystems (e.g. forests, grasslands, wetlands, ponds and streams) and ecological interactions. Students will also discuss techniques for interpreting/teaching these biological concepts to others.

Prerequisites: BIOL 110 and 111, or permission of instructor

**ENVR 401**  Environmental Microbiology

(Cross-listed as BIOL 401)

4 Credits  F

An exploration of how microorganisms interact with their environment and the implications of these interactions for humans. Specific topics will include: antibiotic resistance, biodegradation, biodiversity, biofuels, bioremediation, extreme environments, geochemical cycles, methods for sampling, culture, and analysis of environmental microorganisms, microbiology of air, water, and soil; environmental pathogens; and microbiological treatment of sewage and water. Three lectures and one lab per week.

Prerequisites: BIOL 325 or ENVR 320

Alternate years: offered 2011–2012

**ENVR 402**  Conservation Biology

(Cross-listed as BIOL 402)

4 Credits  F

This course is a survey of the methods used by the public and private sectors to manage the environment and natural resources. The primary emphasis will be on restoration ecology and conservation biology. Other topics that will be addressed will include environmental engineering (e.g. green chemistry and design of pollution control devices), economic considerations in conservation (e.g. conservation land easements and ecotourism), and government regulation. The lab will provide students with experience applying standard methods of monitoring biological resources. The lab will also provide an opportunity for students to hear talks from environmental experts and to travel to local sites where management activities are occurring.

Prerequisites: ENVR/BIOL 301 or BIOL 350 or permission of instructor

Alternate years: offered 2012–2013

**ENVR 433**  Biology and Management of Fishes

(Cross-listed as BIOL 433)

4 Credits  S

A survey of diversity of fish (with an emphasis on freshwater fish of North America). Topics will include taxonomy, anatomy, physiology, behavior, and ecology. There will be special emphasis on management of fish populations and diversity in the face of environmental threats including pollution, habitat alteration, over-harvest and invasive species. Lab will include basic ecology and behavior but will focus heavily on common fisheries’ techniques.

Prerequisites: ENVR/BIOL 301 or BIOL 350, or permission of instructor

Alternate years: offered 2011–2012
**ENVR 435**  
Freshwater Ecology  
(Cross-listed as BIOL 435)  
4 Credits  
F

An introduction to aquatic ecosystems (lakes, ponds, streams and wetlands). Students will learn about the major chemical and physical processes that determine the function of freshwater systems. Students will be introduced to the major groups of aquatic organisms (algae, vascular plants, invertebrates, fish and amphibians). Includes strong emphasis on the impacts that humans have on freshwater systems. The lab will introduce the basic skills necessary for the study and management of fresh waters.  
*Prerequisites: ENVR/BIOL 301 or BIOL 350 or permission of instructor*

**ENVR 445**  
Instrumental Analysis  
(Cross-listed as CHEM 445)  
4 Credits  
S

Exposure to methods of quantitation, signal-to-noise enhancement, instrumental design and function, methods of spectroscopy, chromatography, electroanalytical analysis, and mass spectrometry. Three lectures and one lab per week.  
*Prerequisites: CHEM 250 or 305*

**ENVR 480**  
Internship  
3 Credits  
F, I, S

**ENVR 490**  
Independent Study  
3 Credits  
F, I, S

**ENVR 491**  
Research  
3 Credits  
F, I, S

**ENVR 500**  
Honors Project  
3 Credits  
F, I, S
Family & Consumer Sciences

Family and Consumer Sciences (FCS) prepare majors to manage professional responsibilities while balancing family and career. Students are challenged with quality courses and programs in five areas of Family and Consumer Sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management. Internships and practicums are available for all majors to provide additional important practical application. An FCS minor complements almost any major at Bridgewater and adds to a student's career choices.

FCS is housed in Moomaw Hall, completed in 1970, which includes a play-school room (renovated in 2004 by students in housing/interior design classes), an eight-kitchen foods laboratory, a clothing/textiles lab, and classrooms equipped with computer projection systems. A student computer/study room is available for FCS students.

A major in Family and Consumer Sciences consists of a minimum of 30–41 credit hours depending upon the area of specialization. A Family and Consumer Sciences major may be earned in: Family and Consumer Sciences Secondary Education; and General Family and Consumer Sciences. General Family and Consumer Sciences majors may also be certified in Elementary Education, grades PreK–6. A major in Nutrition and Wellness is also offered.

FACULTY
Deborah R. Dunn-Frederick
Holly C. Ratwani, acting chair
Jenny L. Watson

MAJORS
Family and Consumer Sciences
Nutrition and Wellness

MINORS
Family and Consumer Sciences
Nutrition and Wellness

SPECIALIZATIONS
Family and Consumer Sciences Education

CAREERS
For information on careers in Family and Consumer Sciences, visit the office of career services or go to: www.bridgewater.edu/studentservices/careerservices
FAMILY AND CONSUMER SCIENCES
SECONDARY EDUCATION
REQUIREMENTS
Designed for those seeking certification to teach in secondary schools with an endorsement in Family and Consumer Sciences, grades 6–12. Requires a minimum of 41 credit hours in Family and Consumer Sciences including:

- FCS 102 Introduction to Textiles, Fashion and Apparel
- FCS 110 Foundations of Family and Consumer Sciences Professions
- FCS 201 Principles of Food Science
- FCS 321 Fundamentals of Housing
- FCS 400 Child Growth and Development
- FCS 412 FCS Curriculum and Instructional Methods
- FCS 420 Occupation Program Management
- FCS 430 Family Management
- FCS 471 Senior Seminar

And one additional course in each of the five areas of Family and Consumer Sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management. (15 credit hours)

In addition, the following education courses are required for certification:

- EDUC 140 Introduction to Foundations of American Education
- EDUC 200 Psychology of Education and Development
- EDUC 201 Field Experience I
- EDUC 215 Diversity in the Classroom
- EDUC 302 Field Experience II
- EDUC 303 Field Experience III
- EDUC 334 Reading in the Content Area
- EDUC 370 Classroom Management
- EDUC 380 Practicum in Current Teaching Techniques
- EDUC 450 Seminar in Educational Philosophies
- EDUC 470 Professional Student Teaching

GENERAL FAMILY AND CONSUMER SCIENCES MAJOR REQUIREMENTS
Required are a minimum of 32 credit hours in Family and Consumer Sciences including FCS 110 and FCS 471 and at least one course in each of the five areas of Family and Consumer Sciences: textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.

Remaining required credits are to be selected in consultation with the student’s advisor based on career objective (e.g., PreK–6 certification, day care, community services, gerontology, fashion merchandising, housing and home interiors, family counseling, event planning).

FAMILY AND CONSUMER SCIENCES MINOR REQUIREMENTS
A minor in Family and Consumer Sciences consists of 18 credit hours, nine hours of which must be chosen from courses numbered 300 or above.

NUTRITION AND WELLNESS MAJOR REQUIREMENTS
A major in Nutrition and Wellness consists of:

- FCS 240 Contemporary Nutrition and Wellness
- FCS 350 Lifespan Nutrition and Wellness
- FCS 355 Nutrition for the Athlete
- FCS 455 Community Nutrition
- ES 300 Personal and Community Health
- ES 320 Kinesiology
- ES 325 Principles of Health and Physical Fitness Assessment
- ES 335 Physiology of Exercise
- ES 427 Health Promotion and Wellness
- BIOL 305 Introduction to Human Anatomy
- CHEM 250 Fundamentals of Organic Chemistry
- MATH 200 Introduction to Statistics
- SOC 355 Counseling and Personal Development
The following courses are recommended electives to be chosen according to career objectives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FCS 250</td>
<td>International Foods and Nutrition</td>
</tr>
<tr>
<td>FCS 460</td>
<td>Professional Family and Consumer Sciences Practicum</td>
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<tr>
<td>ES 205</td>
<td>Introduction to the Allied Health Professions</td>
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<tr>
<td>FCS/ES 480</td>
<td>Internship</td>
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<tr>
<td>BIOL 110</td>
<td>Principles of Biology I</td>
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<td>CHEM 405</td>
<td>Biochemistry</td>
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<td>And any fitness activity course.</td>
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</table>

**NUTRITION AND WELLNESS MINOR REQUIREMENTS**

A minor in Nutrition and Wellness consists of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FCS 240</td>
<td>Contemporary Nutrition and Wellness</td>
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<tr>
<td>FCS 355</td>
<td>Nutrition for the Athlete</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Introduction to Human Anatomy</td>
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<tr>
<td>CHEM 250</td>
<td>Fundamentals of Organic Chemistry</td>
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<tr>
<td>ES 300</td>
<td>Personal and Community Health</td>
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<td>ES 325</td>
<td>Principles of Health and Physical Fitness Assessment</td>
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<td>ES 335</td>
<td>Physiology of Exercise</td>
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<tr>
<td>ES 427</td>
<td>Health Promotion and Wellness</td>
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</tbody>
</table>

**COURSES**

**FCS 102** *Introduction to Textiles, Fashion and Apparel*  
3 Credits F

Factors influencing fashion, including the sociological and psychological aspects of clothing, wardrobe analysis, and basic construction.

**FCS 110** *Foundations of Family and Consumer Sciences Professions*  
3 Credits F,S

An exploration of the field of Family and Consumer Sciences and its career opportunities.

**FCS 201** *Principles of Food Science*  
3 Credits F

Scientific principles involved in basic cookery are investigated with emphasis on quality characteristics and product evaluation. Structure, composition, and nutritive value of foods are studied as well as food selection, storage, preparation, processing, and meal management techniques. Instruction requires two class meetings per week and one three-hour lab.

**FCS 230** *Household Textiles and Materials*  
3 Credits S

Textile fibers, tests for identification, yarn and fabric constructions, methods of finishing, characteristics, uses and economics of textiles.  
Alternate years: offered 2012–2013

**FCS 240** *Contemporary Nutrition and Wellness*  
3 Credits F

Basic nutrition concepts, nutrition needs throughout the life cycle, and current nutrition issues.

**FCS 250** *International Foods and Nutrition*  
3 Credits F,S

The importance of food and nutrition in individual lives, communities, and nations. This course develops an understanding of food customs and the influence of culture and religion on food habits, with emphasis on the non-western or Third World nations. Problems in nutrition and solutions currently being tried or projected through national, international, and voluntary agencies are studied. Laboratory experiences emphasize cultural influences on food ways.  
General Education: Global Diversity

**FCS 303** *Applied Design*  
3 Credits F

Basic methodology of working with materials in special projects useful in interior design. Projects to be included are: furniture refinishing, upholstering, seat caning, window treatments, slipcovering, picture framing, and accessorizing.  
Offered on demand
FCS 304  Fashion Merchandising
3 Credits  F

Consideration of the major factors involved in the buying and merchandising of fashion products. Discussion of the dynamics of fashion: consumer buying, patterns, fashion buying, and fashion makers and retailers. Local and regional fashion industry visits.

FCS 306  Fashion Promotion
3 Credits  S

Investigation and application of effective promotional procedures of retail organizations including display, publicity, fashion show production, and various modes of advertising.
Prerequisites: FCS 304 or permission of instructor
Alternate years: offered 2012–2013

FCS 312  Perspectives on Aging
3 Credits

Geriatrics with emphasis on current issues including family and societal responsibilities, housing, clothing, economics, and nutritional needs. Opportunities are provided for observation of residential and intermediate facilities and for field experiences with appropriate agencies.
Offered on demand

FCS 319  Contemporary Family Relationships
3 Credits  S

Designed to analyze family and interpersonal relationships from a variety of conceptual frameworks to gain an understanding of the changes in society relative to marriage and family. Emphasis is placed upon the reciprocal impacts of relationships within the family and a person’s relationships to individuals and organizations outside the family. Knowledge and skills that facilitate an individual’s choices and actions are examined.

FCS 320  Sociology of the Family
(Cross-listed as SOC 320)
3 Credits  F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.
Prerequisites: SOC 101

FCS 321  Fundamentals of Housing
3 Credits  S

Aesthetic and economic factors and current problems in planning for family housing needs.

FCS 324  20th Century Interiors
3 Credits  I

A survey of interiors from 1900 to the present. Emphasis will be placed on the relationship of architecture and interior furnishings to the economic, political, religious, social and technical climate of the times.
Offered on demand

FCS 330  Household Equipment
3 Credits  F

Principles involved in intelligent choice, care, and efficient operation of equipment in the home. Consideration is given to research findings and technological advances.

FCS 350  Life Span Nutrition and Wellness
3 Credits  F

Nutritional needs throughout each phase of the life cycle are emphasized. Instructional delivery appropriate to each age group is stressed.

FCS 355  Nutrition for the Athlete
3 Credits  S

A study of the effects of nutrition on the well-being of the athlete and the relationship of good nutrition to optimum performance.
Prerequisites: FCS 240

FCS 400  Child Growth and Development
3 Credits  F, S

Physical, psychological, and social development of the child from conception through puberty. Provisions are made for observing and working with preschool children.
Prerequisites: Sophomore, junior or senior standing
FCS 401  Historic Costume  
3 Credits  S

Historical, literary, and artistic background of the costume of various countries from early civilizations to the present.  
Prerequisites: HIST 105 or 110  
Alternate years: offered 2011–2012

FCS 408  Parent and Child Relationships  
3 Credits  S

Parent-child interactions through the child rearing years. The roles of parents, the changing nature of the parent-child relationships throughout life-cycle stages, and changes in contemporary family structures with concomitant effects on parent-child relations are considered.

FCS 412  FCS Curriculum and Instructional Methods  
3 Credits  F

Objectives, organization of materials, planning, special methods and techniques of communicating Family and Consumer Sciences. Consideration is given to current trends in Family and Consumer Sciences education and to presenting Family and Consumer Sciences to the general public. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content areas of the secondary Virginia Standards of Learning and the Family and Consumer Sciences National Standards.  
Prerequisites: Junior standing

FCS 420  Occupation Program Management  
3 Credits  S

This course is designed to address instructional practice, management, and evaluation appropriate for the secondary Family and Consumer Sciences classroom. Laws governing vocational education, its management and guidance and its relationship to state and national programs is considered. Experiences with the Family and Consumer Sciences student organization, FCCLA, will be provided.  
Alternate years: offered 2011–2012

FCS 425  Family Economics  
3 Credits  F

Principles of economic systems in relation to standards in selection of goods and services and sources of reliable consumer information.  
Prerequisites: ECON 200 or 210 or permission of instructor

FCS 430  Family Management  
3 Credits  S

Management process and its significance on the quality of life experienced by families with consideration of values, goals, standards, decision making and resources.  
Prerequisites: Junior or senior standing

FCS 455  Community Nutrition  
3 Credits  S

A study of the health and nutritional concerns and needs of a community; the nutritional services available to the community; preventive nutrition practices; and the process involved in identifying, designing, and implementing programs for the community.  
Prerequisites: FCS 240

FCS 460  Professional Family and Consumer Sciences Practicum  
3 or 6 Credits  F, I, S

Field experiences in occupations related to Family and Consumer Sciences. Opportunities, qualifications, skills, and professional standards and ethics are studied. Two hours per week in class and a minimum of 100 (three credits) or 200 (six credits) hours of field experiences.  
Prerequisites: Senior standing

FCS 471  Senior Seminar  
2 Credits  F

A capstone course emphasizing goal setting as well as personal and professional development and leadership skills. Involvement in professional organizations, the immediate and global community and service will be encouraged. Special topics and problems will be developed according to the individual’s specialization and professional interests.
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Terms</th>
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<tbody>
<tr>
<td>FCS 480</td>
<td>Internship</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>FCS 490</td>
<td>Independent Study</td>
<td>3</td>
<td>F, I, S</td>
</tr>
<tr>
<td>FCS 491</td>
<td>Research</td>
<td>3</td>
<td>F, I, S</td>
</tr>
<tr>
<td>FCS 500</td>
<td>Honors Project</td>
<td>3</td>
<td>F, I, S</td>
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Foreign Languages

The Department of Foreign Languages offers a proficiency-oriented program, which is designed for students who want to increase their language skills and expand their knowledge of the culture and literature from the various areas where the language is spoken. We offer a major and a minor in French and Spanish, as well as a minor in German, through our BCA overseas program. Our majors study a core of courses designed to develop listening, speaking, reading and writing along with cultural sensitivity and knowledge. Students supplement the core with courses best suited to their future plans.

A French or Spanish major is an excellent basis for graduate study in many fields, and there is also currently a strong demand for foreign language teachers. In addition, many of our majors and minors study a foreign language as a type of “value-added” component to their studies in another field. As a result, recent alumni of Bridgewater College’s Foreign Languages program are using their language skills in business, social work, government service, medicine, and education. The study of a foreign language not only enriches a student’s liberal arts education through the understanding and appreciation of another culture and language, it also provides a practical skill for employment in our global community.

**FACULTY**
Barbara P. Black  
Valerie Dinger  
Charles Paul Fleis  
Julia I. Morton  
Susan L. Piepke, chair

**MAJORS**
French  
Spanish

**MINORS**
French  
German  
Spanish

**CAREERS**
For information on careers in Foreign Languages, visit the office of career services or go to: www.bridgewater.edu/studentservices/careerservices
FOREIGN LANGUAGE MAJOR REQUIREMENTS

The major in French or Spanish consists of a minimum of 30 credit hours in courses numbered 300 or above, and a semester abroad in the BCA Program (see page 33 for a description of the program) or equivalent, usually in the student’s junior year, is strongly recommended.

Foreign Language Recognition

Students will receive a notation on their transcript upon completion of five courses in French or Spanish, with a 2.0 average or higher, including FREN/SPAN 201–202 (or placement). The three additional courses at the 300- or 400-level will be selected in consultation with the French or Spanish advisor from among the department’s course offerings taught in the foreign language.

Courses numbered 201 and 202 are prerequisite to all courses of a higher number taught in the language unless the department determines that a student is otherwise qualified.

FRENCH MAJOR REQUIREMENTS

A major in French requires the Bachelor of Arts degree. The French major will consist of a minimum of 30 credit hours, of which at least 24 must be taken on campus. The remaining six credits will normally be courses taken during the BCA experience. The major is distributed as follows:

Required courses

18 credit hours

FREN 301, 302 Advanced Grammar and Composition I, II
FREN 310 Conversation and Diction
OR
FREN 315 Art of Conversation
FREN 320 French Civilization and Culture
OR
FREN 325 Modern French Culture
FREN 401 Survey of French Literature I
OR
FREN 402 Survey of French Literature II
And six credits in electives from the corpus of French courses numbered 300 or above.

FRENCH MINOR REQUIREMENTS

A minor in French consists of 21 credit hours and is distributed as follows:

FREN 301, 302 Advanced Grammar and Composition I, II
FREN 310 Advanced Conversation and Diction
OR
FREN 315 Art of Conversation
FREN 320 French Civilization and Culture
OR
FREN 325 Modern French Culture
FREN 401 Survey of French Literature I
OR
FREN 402 Survey of French Literature II
And six credits in electives from the corpus of French courses numbered 300 or above.

COURSES

FREN 101, 102 Elementary French I, II
3 Credits each F, S
Introduction to the structure and practice of modern French through the skills of speaking, listening, reading, writing and culture.
Prerequisites to FREN 102: FREN 101 or placement

FREN 201, 202 Intermediate French I, II
3 Credits each F, S
Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
Prerequisites to FREN 201: FREN 102 or placement
Prerequisites to FREN 202: FREN 201 or placement
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>FREN 300</td>
<td>French Colonial Empire</td>
<td>3</td>
<td>I</td>
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<td></td>
<td>The French Colonial Empire: how it came into being, the social and historical development of the separate colonies, the period of liberation, and its modern day form. The course is taught in English. General Education: Global Diversity</td>
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<tr>
<td>FREN 301, 302</td>
<td>Advanced Grammar and Composition I, II</td>
<td>3,3</td>
<td>F,S</td>
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<tr>
<td></td>
<td>Study and analysis of advanced grammatical structures, translation exercises and composition work. Prerequisites to FREN 301: FREN 202 or permission of instructor Prerequisites to FREN 302: FREN 301</td>
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<tr>
<td>FREN 303</td>
<td>Creative Writing</td>
<td>3</td>
<td>S</td>
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<td></td>
<td>Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry, prose and drama in French. Prerequisites: FREN 202 or permission of instructor</td>
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<td>FREN 305</td>
<td>Paris and the Provinces</td>
<td>3</td>
<td>I</td>
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<td>A two-week visit to historical and cultural sites in France. It begins in Paris and the surrounding areas (Versailles and Chartres); then on to the provinces to see the chateaux of the Loire Valley, the medieval walled city of Carcassonne, and the Mediterranean Sea at Nice. Time is spent in the Alsace region visiting Strasbourg. General Education: Europe</td>
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<tr>
<td>FREN 306</td>
<td>Francophone Literature in Translation</td>
<td>3</td>
<td>I</td>
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<td>This course will study the work of representative authors from the corpus of Francophone Literature including their corresponding literary movements resulting from the social and historical background(s) in which they wrote. The course will not count toward a major or minor in French. Taught in English. Prerequisites: ENG 101 or 110 or 140 General Education: Literature (Credit may not be received for both FREN 306 and FREN 403)</td>
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<tr>
<td>FREN 308</td>
<td>Francophone Cultural Studies</td>
<td>3</td>
<td>I</td>
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<td>Students will participate in at least a week’s study at a language institute on the island of Guadeloupe, a French Département d’Outre-Mer (Overseas Province). Here students will attend language classes in the mornings and have cultural excursions in the afternoons and weekends. During the trip, students will experience a full immersion as they will be staying with host families on the island. Another huge cultural exposure to come from this travel/study abroad experience will be a week-long cruise through the diversity of the Lesser Antilles where they will become aware of the diversity of culture, language and history of these many small islands. Special attention will be placed on Francophone islands in the region: Martinique and Guadeloupe. The cultural and historical aspects of this segment will be taught by the professor of record. Prerequisites: FREN 101 General Education: Global Diversity</td>
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<tr>
<td>FREN 310</td>
<td>Advanced Conversation and Diction</td>
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<td>S</td>
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<td>Expansion of listening and speaking skills. A study of French phonetics to improve pronunciation skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas. Prerequisites: FREN 202 or permission of instructor</td>
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<tr>
<td>FREN 315</td>
<td>Art of Conversation</td>
<td>3</td>
<td>S</td>
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<td>This course is designed to reinforce the more advanced syntactical structures of French: past tenses; subjunctive; commands; hypotheticals; perfect tenses; etc. It will further develop more formal speaking skills such as formal expository; persuasive; argumentation; debate; etc. Along with strengthening syntax, vocabulary will also be expanded. Prerequisites: FREN 202 or permission of instructor</td>
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<tr>
<td>FREN 317</td>
<td>ESL and Foreign Language Teaching</td>
<td>3</td>
<td>F</td>
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<td>(Cross-listed as ENG/SPAN 317)</td>
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<td>Covers materials on instructional practice and student assessment as they relate to the teaching of English as a Second Language (ESL) and foreign languages.</td>
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Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Taught in English.
Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.
Prerequisites: ENG 110 and concurrent enrollment in EDUC 307

**FREN 320  French Culture and Civilization**
3 Credits F
An introduction to French culture and its historical development through the French Revolution. Emphasis is on the intellectual, artistic, political, social, economic, and educational factors. Taught in French.
Prerequisites: FREN 202 or permission of instructor
General Education: Europe

**FREN 325  Modern French Culture**
3 Credits S
An introduction to French culture and its historical development after the Fall of the Ancient Regime and a study of modern-day France, including geography, and consideration of intellectual, artistic, political, social, economic and educational factors. Taught in French.
Prerequisites: FREN 320 or permission of instructor
General Education: Europe

**FREN 360  Special Topics**
3 Credits F, I, S
Devoted to a subject chosen from the corpus of French/ Francophone language, civilization, and literature. Possible topics include French African literature, phonetics, drama, French Canadian literature, civilization and culture of the French Caribbean, genre studies, and business French. The course may be taken more than once, provided different topics are covered. Taught in French.
Prerequisites: FREN 202 or permission of instructor
General Education: Global Diversity or Europe, depending on topic

**FREN 401  Survey of French Literature I**
3 Credits F
Representative French authors from the Middle Ages through the 18th century including social and historical background. Taught in French.
Prerequisites: FREN 202 or permission of instructor
General Education: Literature

**FREN 402  Survey of French Literature II**
3 Credits F
Representative French authors from the 19th and 20th centuries. Social and historical background is included. Taught in French.
Prerequisites: FREN 202 or permission of instructor
General Education: Literature

**FREN 403  Survey of Francophone Literature**
3 Credits S
Writings of representative Francophone authors (African, Caribbean, Quebecois), primarily of short stories, poetry and plays. Taught in French.
Prerequisites: FREN 202 or permission of instructor
General Education: Literature

**FREN 480  Internship**
3 Credits F, I, S

**FREN 490  Independent Study**
3 Credits F, I, S

**FREN 491  Research**
3 Credits F, I, S

**FREN 500  Honors Project**
3 Credits F, I, S

**GERMAN MINOR REQUIREMENTS**
A minor in German consists of 18 credit hours numbered 300 or above, chosen in consultation with the German minor advisor. Coursework for the minor is normally done in Marburg, Germany, as part of the BCA program, but some advanced coursework also may be transferred from other colleges or universities with the approval of the Vice President and Dean for Academic Affairs.
COURSES

GER 101, 102  Elementary German I, II
3 Credits each  F, S
Introduction to the structure and practice of modern German through the skills of speaking, listening, reading, writing and culture.
Prerequisites to GER 102: GER 101 or placement

GER 201, 202  Intermediate German I, II
3 Credits each  F, S
Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
Prerequisites to GER 201: GER 102 or placement
Prerequisites to GER 202: GER 201 or placement

GER 490  Independent Study
3 Credits  F, S

SPANISH MAJOR REQUIREMENTS

A major in Spanish requires the Bachelor of Arts degree. The Spanish major will consist of a minimum of 30 credit hours, of which 24 must be taken on campus. The remaining six credits will normally be courses taken during the BCA experience. The major is distributed as follows:

Required courses
18 credit hours

SPAN 301, 302  Advanced Grammar and Composition I, II
SPAN 310  Conversation and Diction
OR
SPAN 315  Art of Conversation
SPAN 320  Latin American Culture and Civilization
SPAN 325  Spanish Culture and Civilization
SPAN 401  Spanish Literature
OR
SPAN 402  Latin American Literature
And six credits in electives from the corpus of Spanish courses numbered 300 or above; plus six additional credits from BCA or other Spanish-language experience.

SPANISH MINOR REQUIREMENTS

A minor in Spanish consists of 21 credits hours and is distributed as follows:

SPAN 301, 302  Advanced Grammar and Composition I, II
SPAN 310  Conversation and Diction
OR
SPAN 315  Art of Conversation
SPAN 320  Latin American Culture and Civilization
OR
SPAN 325  Spanish Culture and Civilization
SPAN 401  Spanish Literature
OR
SPAN 402  Latin American Literature
And six credits in electives from the corpus of Spanish courses numbered 300 or above.

COURSES

SPAN 101, 102  Elementary Spanish I, II
3 Credits each  F, S
Introduction to the structure and practice of modern Spanish through the skills of speaking, listening, reading, writing and culture.
Prerequisites to SPAN 102: SPAN 101 or placement

SPAN 201, 202  Intermediate Spanish I, II
3 Credits each  F, S
Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.
Prerequisites to SPAN 201: SPAN 102 or placement
Prerequisites to SPAN 202: SPAN 201 or placement

SPAN 300  Introduction to the Spanish-Speaking Cultures of the World
3 Credits
This course is about the diversity of the people and cultures that make up the Hispanic world. Focusing on the political, economic and social conditions, this course is designed to help students better understand Central and South America. It will cover the legacy of Colonial institutions to the post-Colonial Hispanic
world, and then conjecture as to how these societies might be shaped in the future. Taught in English.

*General Education: Global Diversity*

**SPAN 301, 302**  
**Advanced Grammar and Composition I, II**  
3 Credits each  
F, S

An advanced study of the most important grammatical structures of Spanish, and extensive practice of these structures in the context of the skill areas of listening, speaking, reading, writing, and cultural competency.  
*Prerequisites: SPAN 202 or permission of instructor*

**SPAN 303**  
**Aztecs, Mayas, and Incas**  
3 Credits  
I

A study of three important pre-Columbian Indian civilizations of Latin America. Discussions focus on such topics as social structure and customs, rites and ceremonies, religion and mythology, and art and music. The class is taught in English. Credit available for Spanish majors or minors upon completion of a Spanish language component.  
*General Education: Global Diversity*

**SPAN 305**  
**Culture of Costa Rica**  
3 Credits  
I

The purpose of this study abroad experience is two-fold: 1) Allow students to study the Spanish language in an immersion environment. This includes lodging with host families and daily classes at a Spanish language institute, and 2) To expose students to the life and culture of Central America, more specifically Costa Rica. While students live in and explore the modern Latin American city of San José, they will tour the museums of National History, Modern Art, and Jade; market areas; The National Theatre; Moravia, (artisan enclave); and other sites of interest. Additionally, they will make excursions into the countryside to see volcanoes, coffee and banana plantations, to learn about native flora and fauna in the rain and cloud forests, and to visit Manuel Antonio National Park and Reserve. Taught in Spanish.  
*Prerequisites: SPAN 101*  
*General Education: Global Diversity*

**SPAN 306**  
**Mexican Culture**  
3 Credits  
I

This course is designed as a total immersion cultural experience. Students take language, conversation, and culture classes in a Mexican University in Cuernavaca, live with Mexican families, and discover the cultural and diverse richness of Mexico by touring different areas of the country. The weekend excursions include visits to the Pyramids of Teotihuacan, Diego Rivera and Frida Kahlo’s house and museum, the lake of Xochimilco in Mexico City; the pyramid of Cholula and the colonial city of Puebla; and three days in Acapulco. After class tours include visits to museums, caves, and indigenous towns and markets. The class is taught in Spanish.  
*Prerequisites: SPAN 101 or permission of instructor*  
*General Education: Global Diversity*

**SPAN 308**  
**Spanish Life and Culture**  
3 Credits  
I

History, culture, and geography of Spain are studied by traveling from the austere Medieval castles in the Central region to the lush Islamic palaces in southern Spain.  
*General Education: Europe*

**SPAN 310**  
**Advanced Conversation and Diction**  
3 Credits  
S

This course is designed to develop and improve oral and listening skills, to broaden vocabulary and to strengthen grammar skills. The course engages students in functional daily conversations and in discussion and expression of opinions on culture and current issues. This course has also a writing component, which is tied to the topics of the readings.  
*Prerequisites: SPAN 202 or permission of instructor*

**SPAN 315**  
**Art of Conversation**  
3 Credits  
S

This course is designed to reinforce the more advance syntactical structures of Spanish: past tenses; subjunctive; commands; hypotheticals; perfect tenses; etc. It will further develop more formal speaking skills such as: formal expository; persuasive; argumentation; debate; etc. Along with strengthening syntax, vocabulary will also be expanded.  
*Prerequisites: SPAN 202 or permission of instructor*
SPAN 317    ESL and Foreign Language Teaching  
(Cross-listed as ENG/FREN 317)  
3 Credits    F
Covers materials on instructional practice and student assessment as they relate to the teaching of English as a Second Language (ESL) and foreign languages. Material and discussions are focused on the central theme of how to contextualize language instruction and how to run a proficiency-oriented classroom. Taught in English. 
Required for students seeking ESL endorsement. Strongly recommended for students preparing to teach Spanish or French.  
Prerequisites: ENG 110 and concurrent enrollment in EDUC 307

SPAN 320    Latin American Culture and Civilization  
3 Credits    F
The historical development of Spanish-speaking and Latin America including consideration of geography as well as political, social, economic, intellectual, and artistic factors. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Global Diversity

SPAN 325    Spanish Culture and Civilization  
3 Credits    S
The historical development of Spain, including consideration of geography, as well as political, social, economic, intellectual, and artistic factors. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Europe

SPAN 360    Special Topics  
3 Credits    F,S
Devoted to a subject chosen from the corpus of Hispanic language, culture and civilization. Possible topics include phonetics, creative writing, reading strategies, Spanish for the professions, and the influence of Hispanic culture in the United States. A student is allowed to take the course more than once, provided different topics are covered. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Global Diversity or Europe, depending on topic

SPAN 401    Spanish Literature  
3 Credits    F
Representative authors, works, and literary movements of Spain, including social and historical background. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Literature

SPAN 402    Latin American Literature  
3 Credits    F
Representative authors, works, and literary movements of Latin America, including social and historical background. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Literature

SPAN 403    Topics in Hispanic Literature  
3 Credits    S
Devoted to the study of a specific literary topic. Possible topics include: Latin American short story (Latin American list for the major), Generation of ’98 (Peninsular Spanish list for the major), Hispanic women writers, Hispanic literature in the United States, and genre courses (drama, poetry, novel). A student is allowed to take the course more than once, provided different topics are studied. Taught in Spanish.  
Prerequisites: SPAN 202 or permission of instructor  
General Education: Literature

SPAN 480    Internship  
3 Credits    F, I, S

SPAN 490    Independent Study  
3 Credits    F, I, S

SPAN 491    Research  
3 Credits    F, I, S

SPAN 500    Honors Project  
3 Credits    F, I, S
The mission of the Department of Health and Exercise Science is to broaden students’ intellectual base in the various disciplines of health and exercise science. Students pursuing majors in the department are challenged to explore the scientific foundations of human movement as well as current issues relating to individual and public health. This includes study in sub-disciplines such as kinesiology, human anatomy, motor behavior, exercise physiology, psychology of physical activity, first aid and safety, nutrition, and all aspects of health. The department integrates significant field and laboratory opportunities with classroom experience to comprehensively prepare students to pursue careers such as teaching, allied health, athletic training, nutrition and wellness, coaching and various equestrian-related occupations.

In addition to major and minor course offerings in the department, students across the campus are invited to explore interests in physical activity and wellness. Instruction in activities that develop new physical skills that are designed to translate into lifetime activity and healthy living is an objective of the department and the College in general. This objective is reflected in the College’s General Education Core which requires all students to satisfactorily complete the Department’s Wellness course and at least one physical activity course.
HEALTH AND EXERCISE SCIENCE MAJOR REQUIREMENTS

A major in Health and Exercise Science consists of 48 credit hours in the following courses:

BIOL 305  Introduction to Human Anatomy
BIOL 314  Human Physiology
ES 215   Research Methods
ES 230   Introduction to Health and Exercise Science
ES 249   Nutritional Concepts in Exercise Science
ES 300   Personal and Community Health
ES 320   Kinesiology
ES 335   Physiology of Exercise
ES 356   Management Concepts in Health Care

OR

ES 360   Organization and Administration of Health and Exercise Science
ES 368   Psychological Principles in Physical Education and Sport

OR

ES 367   Health and Exercise Psychology
ES 460   Senior Seminar

And 12 additional credit hours from the following courses:
BIOL 411  Advanced Human Anatomy
BUS 310   Principles of Marketing
CHEM 250  Fundamental Organic Chemistry
ES 260   First Aid and Safety
ES 325   Principles of Health and Physical Fitness Assessment
ES 342   Foundations of Strength and Conditioning
ES 345   Motor Behavior
ES 354   Therapeutic Modalities
ES 355   Therapeutic Exercise and Rehabilitation
ES 427   Health Promotion and Wellness
ES 491   Research

OR

ES 500   Honors Project
MATH 200  Statistics

PHIL 320  Professional Ethics
OR

PHIL 235  Bioethics
PSY 310   Abnormal Psychology
PSY 370   Developmental Psychology

This major is designed to introduce students to the sub-disciplines of health and exercise science, providing students with a sound preparation upon which to develop a career or to pursue graduate study in the discipline.

HEALTH AND PHYSICAL EDUCATION MAJOR REQUIREMENTS

A major in Health and Physical Education is offered for the student pursuing a career in teaching health and/or physical education and consists of 48 credit hours. Separate admission to the Teacher Education program is a requirement for anyone wishing to graduate with a major in Health and Physical Education. Specific admissions criteria for the Teacher Education Program are found on page 114. The major consists of the following courses:

ES 235   Introduction to Teaching Physical Education
ES 260   First Aid and Safety
ES 300   Personal and Community Health
ES 310   Movement Education
ES 318   Human Anatomy and Physiology
ES 335   Physiology of Exercise
ES 340*  Health and Exercise Science Methods
ES 345   Motor Behavior
ES 350*  Tests and Measurements
ES 360   Organization and Administration of Health and Exercise Science
ES 368   Psychological Principles in Physical Education and Sport
ES 370*  Teaching Methods for Secondary Physical Education
ES 385   Adapted Physical Education and Recreation
ES 426*  Teaching Methods for Elementary Physical Education

Three activity courses from ES 120–189
Minimum of three credit hours from ES 371–379
In addition to the major, the following courses are required for licensure/certification:

EDUC 140  Introduction to Foundations of American Education
EDUC 200  Psychology of Education and Development
EDUC 201*  Field Experience I
EDUC 215*  Diversity in the Classroom
EDUC 302*  Field Experience II
EDUC 303*  Field Experience III
EDUC 334*  Reading in the Content Area
EDUC 370*  Classroom Management
EDUC 380*  Practicum in Current Teaching Techniques
EDUC 450*  Seminar in Educational Philosophies
EDUC 470*  Professional Student Teaching

*Courses only offered to students accepted into the Teacher Education Program

Students wishing to pursue this major should declare their intentions early in their academic career due to the significant course loads required to graduate in four years and the need for careful planning and advising.

ATHLETIC TRAINING MAJOR REQUIREMENTS

A major in Athletic Training consists of 52 credit hours from the following courses:

ES 249  Nutritional Concepts in Exercise Science
ES 250  Emergency Care and Prevention of Athletic Injuries
ES 251  Basic Concepts in Athletic Training
ES 252  Clinical Affiliation I: Introduction to Athletic Training
ES 301  General Medical Conditions
ES 320  Kinesiology
ES 335  Physiology of Exercise
ES 351  Athletic Injury Evaluation
ES 352  Clinical Affiliation II: Lower Extremity
ES 353  Clinical Affiliation III: Upper Extremity
ES 354  Therapeutic Modalities
ES 355  Therapeutic Exercise and Rehabilitation
ES 356  Management Concepts in Health Care
ES 450  Advanced Clinical Evaluation Training
ES 451  Clinical Affiliation IV: Equipment Intensive
ES 452  Clinical Affiliation V: General Medical
ES 453  Counseling and Pharmacology
BIOL 305  Introduction to Human Anatomy
BIOL 314  Human Physiology

This major is designed for individuals looking to prepare for an allied health career in athletic training. In addition, the major provides an added avenue for students interested in pursuing graduate studies in physical therapy or occupational therapy.

Students are required to maintain a cumulative grade point average of 2.5 and complete the application process to the Department of Health and Exercise Science (January 15 is the deadline). Additionally, students must complete their clinical experience under the supervision of an approved clinical instructor and successfully complete the Clinical Competencies and Proficiencies and the five clinical affiliations.

ADMISSIONS STANDARDS

Admission to the Athletic Training major is regardless of sex, race, color, national or ethnic origin or disability. Only applicants who have met the minimum requirements established below will be considered for a position. The admission process will be competitive for limited positions. Admission packets may be requested from the Director of the Athletic Training Program.

- Understand and sign the Technical Standards Form for the athletic training program.
- A complete application—submitted before January 15 of the application year.
- Three letters of reference—stipulating academic and leadership potential and overall
character of the applicant—from the faculty at Bridgewater College.

- Completion of a minimum of 200 “pre-placement” hours with intercollegiate athletics at Bridgewater College. These hours are used to familiarize the student with the athletic training profession and the practical requirements of the program.

- Successful academic performance resulting in a minimum cumulative GPA of 2.5.

- Successful completion of ES 250, ES 249 and BIOL 305 (final grade of C or above).

- Self-direction essay (500 words or more).

- All students meeting established minimum requirements will be interviewed by the Curriculum Admission Committee.

The Curriculum Admission Committee will interview and rank candidates based on objective criteria. Admission will not exceed a ratio of more than eight students per Certified Athletic Trainer. Letters of admission will be sent to applicants prior to February 1.

**TECHNICAL STANDARDS INFORMATION**

The Athletic Training Educational Program at Bridgewater College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]).

The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification (BOC) exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional behavior.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they will meet the standards.

The Bridgewater College Director of the Student Resource Center will evaluate a student who states he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If the student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

**TRANSFER STUDENTS**

A student who has attended another accredited college or university and is in good standing may apply for admission to Bridgewater College. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission to Bridgewater College must have a cumulative grade point average of 2.0 or above and be in good standing at the college they are attending. A transfer student applying for admission into the Bridgewater College Athletic Training Education Program must have a minimum of a 2.5 cumulative grade point average and must have completed the aforementioned admissions standards (Technical Standards Form, ES 249, 250; BIOL 305 observational hours, essay, application and interview). No student will be admitted into the program without successful completion of the pre-placement phase. Credentials collected for admission include all of those that are required for first-time entering students as well as Dean’s Reference Form (included with a letter from the Director of Enrollment Operations acknowledging receipt of the application) and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the Registrar on a course-by-course basis. Credit will be awarded only for those courses that a grade of C or above has been earned. The only course that may be transferred in within the Athletic Training Major is ES 250. All other courses for this major must be taken at Bridgewater College. Other general education requirements may be transferred based on the above criteria.

**GRADUATION REQUIREMENTS**

1. Complete a minimum of 123 credits with a minimum of 48 credits chosen from junior-senior level courses.
2. Complete general education requirements.
3. Complete course requirements for the major.
4. Earn a minimum cumulative grade point average of 2.5 and a minimum grade point average of 2.5 in courses required for the major.
5. Successful completion of the Clinical Competencies and Proficiencies.
6. Successful completion of the five Clinical Affiliations (introduction to athletic training, upper extremity intensive sports, lower extremity intensive sports, equipment intensive sports, and medical intensive rotation).

Following successful completion of this program, a student will be eligible to sit for the Board of Certification (BOC) exam.

**NUTRITION AND WELLNESS MAJOR REQUIREMENTS**

A major in Nutrition and Wellness consists of the following courses:

- FCS 240 Contemporary Nutrition and Wellness
- FCS 350 Lifespan Nutrition and Wellness
- FCS 355 Nutrition for the Athlete
- FCS 455 Community Nutrition
The following courses are recommended electives to be chosen according to career objectives:

FCS 250 International Foods and Nutrition
FCS 460 Professional Family and Consumer Sciences Practicum
ES 205 Introduction to the Allied Health Profession
ES 480 Internship
BIOL 110 Principles of Biology I
CHEM 405 Biochemistry
And any fitness activity courses.

This is an interdisciplinary major (in cooperation with the Department of Family and Consumer Sciences) and is offered for students interested in careers in wellness, health promotion, and fitness leadership.

**HEALTH AND EXERCISE SCIENCE MINORS**

The Department of Health and Exercise Science offers three minor programs of study as follows:

**Coaching**

A minor in Coaching is 23 credits and consists of the following courses:

ES 240 Introduction to Coaching
ES 260 First Aid and Safety
ES 325 Principles of Health and Physical Fitness Assessment
ES 345 Motor Behavior
ES 360 Organization and Administration of Health and Exercise Science

ES 368 Psychological Principles in Physical Education and Sport
ES 371–380 3 Teaching/Coaching Methods courses
ES 329 Practicum in Health and Exercise Science

This minor may be taken with a major in Health and Physical Education or Health and Exercise Science; however, there can be no overlap with electives listed on the Health and Physical Education or Health and Exercise Science plans of major.

**Equine Studies**

A minor in Equine Studies is 21 credits and consists of the following courses:

ES 110 Introduction to Equine Science
ES 200 Equine Development and Behavior
ES 210 Equine Farm and Stable Management
ES 329 Practicum

Three additional courses chosen from:

BIOL 205 The Biology of Horses
ES 220 Theories of Riding
ES 305 Equine Lameness and Disease
ES 330 Conformation: Form and Function
ES 358 Equine Business Management
ES 364 Judging and Course Design
ES 400 Training and Schooling

This minor is designed as an excellent adjunct for students in several majors including business, biology and pre-veterinary science. In addition, students interested in pursuing further study and/or careers in various equine fields will benefit from the addition of this minor to their curriculum. Facilities that will be used in support of the Equine Studies minor include the Bridgewater College stables located on the eastern edge of the campus and the Bridgewater College Equestrian Center, located several miles southeast of campus and the home stable for the Bridgewater College Equestrian Program. A Student pursuing the Equine Studies Minor is required to take many classes, to fulfill the minor, off-site at the Bridgewater College Equestrian Center (BCEC). It is the responsibility of the student to secure transportation to the BCEC.
**Nutrition and Wellness**

A minor in Nutrition and Wellness consists of the following courses:

- FCS 240 Contemporary Nutrition and Wellness
- FCS 355 Nutrition for the Athlete
- BIOL 305 Introduction to Human Anatomy
- CHEM 250 Fundamental Organic Chemistry
- ES 300 Personal and Community Health
- ES 325 Principles of Health and Physical Fitness Assessment
- ES 335 Physiology of Exercise
- ES 427 Health Promotion and Wellness

**PRE-PROFESSIONAL PROGRAMS AND ARTICULATION AGREEMENTS**

Majors in Health and Exercise Science and Athletic Training can specifically prepare a student for graduate school admissions in the fields of physical therapy and occupational therapy. The student should team with his/her advisor in order to devise a plan allowing the student to complete all prerequisite courses for graduate school admissions. An articulation agreement exists with Shenandoah University in physical therapy. Students applying to this program and meeting minimal requirements will be strongly considered for admission to the Doctorate of Physical Therapy Program. All questions regarding the articulation agreements should be directed to the student’s advisor or the Department Chair of Health and Exercise Science. For more information on pre-professional programs visit www.bridgewater.edu.

**GENERAL EDUCATION REQUIREMENTS**

In addition to major offerings, the Department of Health and Exercise Science contributes to the College’s general education program. All students are required to complete ES 105: Wellness, and to develop skill in a physical activity by completing a one-credit activity course. No more than four credits in activity courses may be applied toward graduation. Activity courses meeting the College’s general education requirement are listed as follows:

- ES 105 Wellness 2 Credits  F, I, S
- ES 110 Introduction to Equine Science 3 Credits  F
- ES 120 Bowling—1 Credit;  F, S
- ES 123 Ballet—1 Credit;  F, S
- ES 126 Aerobic Dancing—1 Credit;  F, S
- ES 131 Lacrosse (Women’s Rules)—1 Credit;  F
- ES 135 Golf—1 Credit;  F, S
- ES 141 Yoga—1 Credit;  S
- ES 145 Handball-Racquetball—1 Credit;  S
- ES 152 Snow Skiing—1 Credit;  I
- ES 155 Snowboarding—1 Credit;  I
- ES 162 Swimming—1 Credit;  F, S
- ES 163 Aqua Aerobics—1 Credit;  F, S
- ES 165 Tennis—1 Credit;  F, S
- ES 175 Conditioning and Weight Training—1 Credit;  F, S
- ES 177 Fitness-Jogging—1 Credit;  F, S
- ES 180 Fitness and Weight Control—1 Credit;  S
- ES 185 Horseback Riding—1 Credit;  F, S
- ES 186 Medieval Swordsmanship—1 Credit;  F
- ES 189 Ultimate Frisbee—1 Credit;  F
- ES 362 Lifeguard Training—1 Credit;  S

**COURSES**

**ES 105 Wellness**  
2 Credits  F, I, S

A general education course examining the principles of wellness and encouraging the lifelong practice of wellness habits. Emphasis is placed upon personal assessment, behavioral change, and lifetime applications.

**General Education: Core Skills**

**ES 110 Introduction to Equine Science**  
3 Credits  F

This course will include a survey of history, breeds and characteristics, colors, disciplines, health care, facilities and equipment, anatomy, reproduction, nutrition, management and careers. At the culmination of this course students will possess a general knowledge base of the horse, and be able to identify characteristics and principles of equine science and industry.

**ES 200 Equine Development and Behavior**  
3 Credits  F

The course includes the history of the horse and continues through the development and behavior of the
horse today. Students taking this course will gain an appreciation of the evolutionary development of the horse, his mental and physical capabilities, and the instincts which guide him to self-preservation. Methodology will include classroom lecture, field observation and related research projects. These activities are designed to broaden the students’ understanding of established material and contribute original research in this discipline.

ES 207  First Respondent First Aid and Emergency Care  
3 Credits  F

Provides training in the provision of emergency care for those who are likely to be the first person responding to the scene of an accident, fire, or medical emergency.

ES 210  Equine Farm and Stable Management  
4 Credits  S

This course will introduce students to preventative health maintenance, facility management, and basic sound business practices. Topics included are horse selection, sanitation, routine veterinary practices, nutrition and supplements, equipment recognition and selection, facilities design, hoof care and furriery, exercise physiology, liability issues and insurance selection. This four-hour course includes three hours of lecture and a practice lab each week.

ES 215  Research Methods  
3 Credits  S

Designed to introduce students to the research process. Covered topics include formulating research questions, research methods relevant to the physical activity setting, general statistical concepts relevant to research, evaluation, presentation of research, and research ethics.

MATH 200 recommended but not required

ES 220  Theories of Riding  
3 Credits  S

This course contains the theories involved in the development of the riding skills necessary to become successful riders in selected disciplines. The course will focus on hunter seat equitation but will also identify the differences in riding styles and techniques among disciplines. Students will learn to identify the common riding faults and how those faults affect the horses’ way of going. A discussion of the thinking behind the success of many famous riders and how they have modified and perfected their style will be included. Alternate years: offered 2012–2013

ES 230  Introduction to Health and Exercise Science  
3 Credits  F, S

This course will discuss and explore contemporary issues in the field of health and exercise science. It will also expose students to a wide variety of career opportunities, some of which include athletic training, exercise physiology, fitness, physical therapy, occupational therapy, and recreation.

ES 235  Introduction to Teaching Physical Education  
3 Credits  I

This course will be offered for freshmen and sophomores who are interested in the Health and Physical Education Major. Two days each week will be spent in the classroom and three days/week will be spent in the field. A strong, quality physical education program will be selected at each level (elementary, middle, and high school)—this will be an observational experience only. Concepts will include philosophy of physical education, behavior management, establishing a positive learning environment, advocacy, and differentiating instruction. These concepts apply to both elementary and secondary physical education.

ES 240  Introduction to Coaching  
3 Credits  I

This course will introduce students to the coaching profession. Topics covered include developing an athlete-centered philosophy, teaching positive values and facilitating social and emotional growth through sport, physical training basics, the role of nutrition in athletic performance, accurate information about drugs and supplements, effective communication skills and motivational techniques, organizing practices and creating practice plans, and generating program and coach evaluations.
ES 249  **Nutritional Concepts in Exercise Science**  
3 Credits  F,S
Designed to inform the student of basic nutritional requirements of active individuals and the relationship of proper nutrition to increased health and human performance. Specific topics to be covered include how nutrients (e.g., carbohydrates, proteins) can influence exercise performance, appropriate ways to manage weight, and evaluation of the role of ergogenic aids in human performance.

ES 250  **Emergency Care and Prevention of Athletic Injuries**  
3 Credits  F,S
Designed as a survey course in athletic training. Introduces the student to prevention of injuries, emergency care, general medical conditions and administration.

ES 251  **Basic Concepts in Athletic Training**  
3 Credits  S
Designed to introduce the student to risk factors, prevention, etiology (anatomical, biomechanical and physiological mechanisms), recognition and treatment of recreational and competitive sports injuries. 
*Prerequisites: ES 250, ES 320 and BIOL 305*

ES 252  **Clinical Affiliation I: Introduction to Athletic Training**  
1 Credit  S
This affiliation is designed to introduce the newly admitted athletic training student to the competencies and proficiencies related to the field of athletic training. 
*Prerequisites: ES 250 and admission to the Athletic Training Educational Program*

ES 260  **First Aid and Safety**  
3 Credits  F,S
Fundamentals of administering first aid in all its aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college, and community environments.

ES 300  **Personal and Community Health**  
3 Credits  F,S
This course examines the multiple determinants of health and wellness from a personal and community perspective. Students will work toward obtaining knowledge and skills to critically analyze individual, social, and environmental factors that influence health, while focusing on their application to individual and community health improvement. 
*Prerequisites: ES 105*

ES 301  **General Medical Conditions**  
3 Credits  F
This course will focus on general medical conditions of all body systems including causes of pathogen-related illnesses, chronic diseases, and other acute illnesses. Students must understand basic human anatomy in order to apply that knowledge to common medical condition screening, assessment, referral, and treatment. 
*Prerequisites: BIOL 305*

ES 305  **Equine Lameness and Disease**  
3 Credits  S
This course will introduce students to common lameness and diseases of the horse, describe the function of the equine body systems, and enable students to differentiate between true emergencies and those situations which can be handled by the trained layperson. Students will gain a working knowledge of health requirements for equines and be able to design a plan for wellness. Emphasis will be placed on effective communication with veterinary practitioners, and capable design of exercise programs for wellness and performance. Topics also covered in this course include description of common equine diseases, lameness and symptoms of same. 
*Alternate years: offered 2011–2012*

ES 310  **Movement Education**  
3 Credits  F
Performance and teaching techniques for games, gymnastics, rhythms, and dance, and cooperative activities, with a focus on pedagogical issues. 
*Prerequisites: ES 235 or permission of instructor*
ES 318  Human Anatomy and Physiology  
3 Credits  F
This course is an introduction to human structures and physiological systems, which are fundamental to human activity. Systems covered include musculoskeletal, respiratory, cardiovascular and nervous with particular attention to the integration of function across systems. Students needing a laboratory-based course should take BIOL 305: Introduction to Human Anatomy and BIOL 314: Human Physiology as an alternative.

ES 320  Kinesiology  
3 Credits  F,S
The primary purpose of this course is to educate students in the function of the human musculoskeletal system. The course will emphasize selected musculoskeletal structures and their functions, as well as analysis of movements as they relate to physical activity, exercise, and sport.  
Prerequisites: BIOL 305 or ES 318

ES 325  Principles of Health and Physical Fitness Assessment  
3 Credits  F,S
Practical experience in evaluation of physical fitness and its application to the implementation of safe and effective exercise training programs.

ES 329  Practicum in Health and Exercise Science  
2 Credits  F, I, S
This course is designed as a practicum experience consistent with the career objectives of the student. The student will be expected to complete 100 hours of competency-based work in an environment relevant to the discipline.

ES 330  Conformation: Form and Function  
3 Credits  F
This class demonstrates the relationship between the horse’s conformation and its function or performance. Included in the topics discussed will be methods of evaluation, conformation in relation of usability, performance requirements of various breeds, and the methods of judging. It requires two lecture hours and two hours of practical application per week.  
Prerequisites: ES 110  
Alternate years: offered 2011–2012

ES 335  Physiology of Exercise  
3 Credits  F,S
Basic physiological concepts of the nervous, muscular, and energy systems. Included is the effect of exercise on such functions as circulation, respiration, and temperature regulation.  
Prerequisites: BIOL 305 or ES 318

ES 340  Teaching Methods for School Health  
3 Credits  S
Administration of school health and exercise science programs, including health instruction, environmental services, and curriculum content. Methods and materials used in teaching health and exercise science are covered. Experiences in unit structure and application of teaching techniques are provided.  
Prerequisites: ES 300 and EDUC 215

ES 342  Foundations of Strength and Conditioning  
3 Credits  F,S
This course is intended to prepare future professionals in various fitness fields to apply scientifically sound principles of conditioning in professional settings. An in-depth study of strength training, speed development, cardiovascular training, flexibility training, and exercise program design will be required. Principles and concepts derived from physiology, psychology, anatomy, and kinesiology will be practically applied. The successful student will be able to function as a professional in the field of fitness training for groups and individuals. Students will be given the challenge of applying the principles of training to all populations including those with special needs and athletes.  
Prerequisites: ES 320

ES 345  Motor Behavior  
3 Credits  F
The study of human movement from the perspectives of motor learning, motor development, and motor control will be examined. This course highlights how basic psychological learning principles and theories apply to the acquisition of motor skills and factors which may influence skill learning. Examination of physical growth and development as related to motor performance across the lifespan will also be discussed.
ES 350  
**Tests and Measurements**  
3 Credits  S

This course covers the principles of measurement and evaluation as applied to physical education and exercise science. The purpose of this course is to assist students in constructing and/or identifying appropriate tests in the three domains of human performance (cognitive, affective, and psychomotor) and to have students engage in the measurement and evaluation of these assessment tools.

*Prerequisites: EDUC 215*

ES 351  
**Athletic Injury Evaluation**  
4 Credits  F

Designed to address systemic evaluation techniques of athletic injuries. At the completion of this course, the student should be able to demonstrate psychomotor and analytical skills to accurately complete a systemic evaluation of an athletic injury, suggest a physical dysfunction based on the analysis of the evaluation findings and plan a treatment approach based on the assessment.

*Prerequisites: ES 251 and BIOL 314 or permission of instructor*

ES 352  
**Clinical Affiliation II: Lower Extremity**  
1 Credit  F

This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of lower extremity injuries and illnesses.

*Prerequisites: Satisfactory grade in ES 252*

ES 353  
**Clinical Affiliation III: Upper Extremity**  
1 Credit  S

This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of upper extremity injuries and illnesses.

*Prerequisites: Satisfactory grade in ES 352*

ES 354  
**Therapeutic Modalities**  
4 Credits  S

Designed to provide the student with a complete understanding of the theoretical bases of treatment goals, appropriate therapeutic modality selection, application and assessment of the treatment response that is required for the successful integration of therapeutic modalities into the athletic training practice. This course will also provide the student with the theoretical foundations (physiology, physics and safety) for appropriate decision-making in the selection of the appropriate therapeutic modality. The student will learn the appropriate psychomotor skills for pre-treatment assessment, treatment set-up, modality application, and assessment of treatment response and appropriate documentation.

*Prerequisites: ES 351 or permission of instructor*

ES 355  
**Therapeutic Exercise and Rehabilitation**  
4 Credits  S

Designed to allow the student to develop a rehabilitation program for an individual recovering from an activity injury. Upon successful completion of this course, the student will be able to present a theoretical and practical approach for the design of rehabilitation protocols and the use of available rehabilitation equipment. Students will understand specific parameters for providing exercise and rehabilitation recommendations for people encountering special disease, illness or injury states.

*Prerequisites: ES 351 or permission of instructor*

ES 356  
**Management Concepts in Health Care**  
3 Credits  F

Course content is designed for the future healthcare worker. Including concepts of administration such as devising policy and procedures, record-keeping, budgeting, facility design, risk management and productivity standards.

ES 358  
**Equine Business Management**  
3 Credits  F

Students taking this course will study business plan development, record-keeping, professional ethics and courtesy, and liability issues and insurance choices. Topics such as evaluating and selecting staff, pricing in a competitive environment, identifying regional demographics favorable to business development, and building a client base will also be included. Advertising, grant design and community development are additional topics of interest. These activities are designed to enable students to merge into the world with skills necessary to be an asset to an established business and the basic knowledge needed to develop a new business entity of their own design.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>ES 360</td>
<td>Organization and Administration of Health and Exercise Science</td>
<td>3</td>
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<td></td>
<td>Desirable standards and policies in the organization, supervision, and administration of health, exercise science and athletics on all school levels and in all phases of the program.</td>
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<tr>
<td>ES 363</td>
<td>Lifeguarding Instructor</td>
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<td>Designed to train instructor candidates to teach the American Red Cross (ARC) courses and to review courses and challenges in the following: Lifeguard Training, Community Water Safety, CPR for the Professional Rescuer, Lifeguarding Instructor Aide and Longfellow’s Whale Tales.</td>
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<td>Prerequisites: ES 362</td>
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<td>Alternate years: offered 2011–2012</td>
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<tr>
<td>ES 364</td>
<td>Judging and Course Design</td>
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<td>This course will be divided into two segments. The first half of the semester will be an introduction to the process and systems involved in judging hunters, jumpers and hunter seat equitation. Students learn how to set up a judge’s card, how to identify style strengths and error, the symbols used to record a performance on the card, and how to arrive at an order of award. The second half of the course will be a study of the design and building of hunter and jumper courses with special emphasis on the suitability of the design to skill level of competitors and level of horses involved. Also, we will look at the specifications required for different types of courses.</td>
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<td>Alternate years: offered 2012–2013</td>
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<tr>
<td>ES 366</td>
<td>Water Safety Instructor</td>
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<td>Designed to train instructor candidates to teach the American Red Cross (ARC) Swimming and Water Safety course in the following: Infant and Pre-school Aquatics Program, Levels I–VII of the Learn to Swim Program, Community Water Safety course, Water Safety Instructor Aide course, and Safety Training for Swim Coaches course (additional training required).</td>
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<td>Prerequisites: ES 362</td>
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<td>Alternate years: offered 2012–2013</td>
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<tr>
<td>ES 367</td>
<td>Health and Exercise Psychology</td>
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<td>This course will examine the mental health benefits of exercise as well as motivational factors involved in exercise and the many variables that influence exercise behavior (e.g., stress, emotional states, anxiety and depression). Additionally, this course will explore the psychological antecedents and consequences of injury and illness.</td>
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<tr>
<td>ES 368</td>
<td>Psychological Principles in Physical Education and Sport</td>
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<td>An introduction to the role psychology plays in physical education and sport settings. The course explores how psychological factors (e.g., personality, achievement motivation, anxiety) can influence participation in physical activity and motor performance, how the structure of sport and physical education programs influence psychological development, and how teaching mental skills (e.g., arousal regulation, goal setting, visualization) may enhance motor performance in physical education and sport.</td>
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<tr>
<td>ES 370</td>
<td>Teaching Methods for Secondary Physical Education</td>
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<td>The course is designed to prepare a physical educator to teach individual, dual, and lifetime sports at the secondary level. Special emphasis is placed on developing methods and resources that are applicable to teaching situations that will be encountered during student and professional teaching experiences.</td>
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<td>Prerequisites: EDUC 215 and ES 235</td>
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<tr>
<td>ES 371–379</td>
<td>Teaching and Coaching Methods</td>
<td>1</td>
<td>F, S</td>
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<td>Techniques of teaching and coaching popular sports from basic fundamentals to detailed strategies. Organizational methods and administrative concerns particular to the specific sport are included.</td>
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<tr>
<td>ES 371</td>
<td>Coaching Football</td>
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<tr>
<td>ES 372</td>
<td>Coaching Track and Field</td>
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</tbody>
</table>
ES 373  Coaching Basketball
        1 Credit  F

ES 374  Coaching Baseball and Softball
        1 Credit  S

ES 375  Coaching Tennis
        1 Credit  F

ES 377  Coaching Volleyball
        1 Credit  S

ES 379  Coaching Soccer
        1 Credit  S

ES 385  Adapted Physical Education and Recreation
        3 Credits  F, S

This course is designed to examine the field of Adapted Physical Education. Exposure to recreational needs and capabilities of people with disabilities is provided. Practical experience in working with the special populations is included as well as orientation to wheelchair sports.

ES 400  Training and Schooling
        3 Credits  S

The student will learn to select suitable hunter/jumper prospects, to teach basic methods used in breaking horses, to understand necessary facilities and equipment necessary to accomplish particular goals, the flatwork requirements and over fences gymnastics needed to educate the young or problem horse, to prepare for horse shows, and to identify the necessary characteristics, personality traits, and abilities to become a successful trainer in the horse world of today. This course requires a two-hour lecture and two hours of practical application per week.
Prerequisites: ES 185

ES 426  Teaching Methods for Elementary Physical Education
        3 Credits  F

This course is intended to introduce students to the field of elementary physical education and provide future teachers with teaching skills and techniques that can help them create successful elementary physical education programs. Additionally, the course will introduce students to a variety of activities that help future teachers meet the NASPE standards for being a physically educated person.
Prerequisites: EDUC 215 and ES 235

ES 427  Health Promotion and Wellness
        3 Credits  F, S

This course focuses on the development of intervention strategies to modify health risk behaviors, theoretical concepts, and strategies to evaluate health promotion programs.

ES 441  Foundations of Traffic Safety
        3 Credits  Sum I

This course is the first of two courses required by the Virginia Department of Education for an endorsement in driver education. The intent of this course is to develop a thorough understanding of the highway transportation system, the complexity of the driving task, factors contributing to the performance of highway users, and attitudes and skills necessary to develop competent drivers. It will also provide prospective teachers with the essential knowledge and skills to effectively deliver the course content as presented in the Administrative and Curriculum Guide for Driver Education in Virginia.

ES 445  Foundations of Methodologies of Classroom and In-Car Instruction
        3 Credits  Sum II

This is the second of two courses required by the Commonwealth of Virginia for endorsement in driver education. This course incorporates an in-depth study of current teaching methods and research in the field of driver education. Emphasis is placed on organization and administration, classroom instruction, single car instruction, multiple-car range, simulation and evaluation. Emphasis will be placed on actual teaching skills including a minimum of 20 hours of actual behind-the-wheel, supervised teaching experience. Course content is consistent with the Administrative and Curriculum Guide for Driver Education in Virginia.
Prerequisites: ES 441 and a valid driver’s license
**ES 450  Advanced Clinical Evaluation**  
3 Credits  F

Designed to provide the student with additional opportunities for practical application of the advanced concepts of athletic training. The class will provide a large number of experiences geared toward critically analyzing injuries and their ensuing treatments.  
*Prerequisites: ES 351*

**ES 451  Clinical Affiliation IV: Equipment Intensive**  
1 Credit  F

This affiliation is designed to assess the competencies and proficiencies related to the application and care of protective medical devices and athletic equipment.  
*Prerequisites: Satisfactory grade in ES 353*

**ES 452  Clinical Affiliation V: General Medical**  
1 Credit  S

This affiliation is designed to assess the competencies and proficiencies related to the evaluation and care of general medical conditions.  
*Prerequisites: Satisfactory grade in ES 451*

**ES 453  Counseling and Pharmacology**  
3 Credits  S

Designed to introduce the student to the concepts of pharmacology and counseling. Students will complete the final requirements set forth by the Board of Certification (BOC) for examination and perform in-services for underclass athletic training students.  
*Prerequisites: ES 450*

**ES 460  Senior Seminar**  
4 Credits  F, S

A capstone course that encourages students to integrate the core content that they have learned in major level courses through readings, class discussions, and projects. Additionally, students will apply the skills they have developed by completing 75 hours of competency-based work in an environment relevant to the discipline and reflecting upon this experience in light of their knowledge and skill development.  
*Prerequisites: Senior Health and Exercise Science majors or permission of instructor*

**ES 470  Special Topics in Health and Exercise Science**  
3 Credits  I

This course is devoted to a subject matter chosen from a sub-discipline within Health and Exercise Science in which regular courses are not offered. The course may be repeated for credit given that a different topic is covered.

**ES 480  Internship**  
3 Credits  F, I, S

**ES 490  Independent Study**  
3 Credits  F, I, S

**ES 491  Research**  
3 Credits  F, I, S

**ES 500  Honors Project**  
3 Credits  F, I, S

**ES 500  Honors Project**  
3 Credits  F, I, S
The Department of History and Political Science prepares students for a life of active citizenship and intellectual engagement by offering broad exposure to the historical evolution and contemporary challenges of the world and its peoples. Knowledge of history equips students for participation in core social, political, economic, and religious institutions by providing essential information about them, and it helps students grasp the possibilities of the future and understand both themselves and others across the world. Political Science courses teach critical analysis of the institutions, policies, and philosophies of government so that students become effective citizens in local, national, and global communities and influence the political conversation that shapes the world.

The departmental program offers majors in History, Political Science, History and Political Science, and International Studies. Students may minor in History, Political Science or International Studies, and the department also offers a concentration in American History. The History major includes U.S., European, and non-Western history. The Political Science major studies American politics, world politics, and political philosophy. The History and Political Science major combines these two disciplines and is the typical major of students seeking careers in secondary education. The International Studies major is more interdisciplinary and includes courses in history, political science, sociology, religion, and economics.

Students pursuing majors and minors in the department hold a wide variety of career interests, including law, secondary and higher education, museum and archival work, religion, journalism, government service,
and international organizations. The department’s majors are also excellent liberal arts degrees, providing training in critical thinking, writing, research, and project development essential to any career. Several courses meet one of the general education requirements in Global Perspectives.

The History and Political Science Department aims to engage students actively in their education. It has a dynamic style of teaching that emphasizes discussion, reflection, simulations, problem-based learning, and collaborative research between faculty and students. This commitment extends to promoting experiential learning beyond the classroom, including internships, off-campus education, and work with related student clubs.

The department offers distinctive on- and off-campus experiences during Interterm that have recently included trips to the United Nations, Washington, D.C., and Australia. Some students participate in semester-length programs abroad or in the Washington Semester at American University in Washington, D.C. The internship program places students in law offices, local government, non-profits, state and federal bureaucracies, and more. Many students from the department take leadership roles in student organizations, notably the Student Senate and the Pre-Law Society.

**Law Pre-Professional Program**

The History and Political Science Department actively works with the College’s Pre-Law Society to develop courses, programs, internships, and guest speakers for students interested in law school and law-related careers. Students interested in law should contact Dr. James Josefson to design a course of study from the College’s elective pre-professional law program and visit www.bridgewater.edu.

**HISTORY MAJOR REQUIREMENTS**

A major in History requires the Bachelor of Arts degree. A major in History consists of 36 credit hours distributed as follows:

**UNITED STATES HISTORY (9 CREDITS)**

- HIST 365 Foundations of American Religion
- HIST 366 African American History
- HIST 370 U.S. Women’s History
- HIST 435 20th Century United States Social History
- HIST 440 War and Society in U.S. History
- HIST 462 History of the South

**EUROPEAN HISTORY (9 CREDITS)**

- HIST 311 Europe, 1492–1789
- HIST 321 Europe, 1789–Present
- HIST 325 Modern Britain, 1688–Present
- HIST 420 European Women
- HIST 424 Modern France
- HIST 426 Modern Eastern Europe
- HIST 430 The Rise and Fall of European Imperialism

**NON-WESTERN HISTORY (6 CREDITS)**

- HIST 356 East Asia
- HIST 358 Middle Eastern History Since A.D. 600
- HIST 360 Modern Africa
- HIST 410 Modern South Asia, 1700–Present
- HIST 415 Issues in Non-Western History
- HIST 425 Genocide in the Modern World

And 12 credits in electives from History courses numbered 300 or above, one of which must be Seminar in Theory and Practice of History (HIST 470). One Political Science course numbered 300 or above may substitute for a History elective. Students may take one Internship (HIST/PSCI 480) toward the requirements in the electives section. Honors Project (HIST 500) may substitute as a major elective course. The American Experience, 1877–Present (HIST 302) does not count towards the major. HIST 105, 110, 201, and 202 are co-requisites to a major in History and should be completed by the end of the sophomore year.
**HISTORY AND POLITICAL SCIENCE MAJOR REQUIREMENTS**

A major in History and Political Science requires the Bachelor of Arts degree. A major in History and Political Science consists of 36 credit hours distributed as follows:

**EUROPEAN HISTORY (3 CREDITS)**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>HIST 311</td>
<td>European History, 1492–1789</td>
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<td>HIST 321</td>
<td>European History, 1789–Present</td>
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<tr>
<td>HIST 325</td>
<td>Modern Britain, 1688–Present</td>
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<tr>
<td>HIST 420</td>
<td>European Women</td>
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<td>HIST 424</td>
<td>Modern France</td>
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<td>HIST 426</td>
<td>Modern Eastern Europe</td>
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<td>HIST 430</td>
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**UNITED STATES HISTORY (3 CREDITS)**

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<td>War and Society in U.S. History</td>
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<td>HIST 462</td>
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<td>East Asia</td>
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<td>HIST 358</td>
<td>Middle Eastern History Since A.D. 600</td>
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<td>HIST 360</td>
<td>Modern Africa</td>
</tr>
<tr>
<td>HIST 410</td>
<td>Modern South Asia, 1700–Present</td>
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<tr>
<td>HIST 415</td>
<td>Issues in Non-Western History</td>
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<td>HIST 425</td>
<td>Genocide in the Modern World</td>
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**POLITICAL SCIENCE (12 CREDITS)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSCI 210</td>
<td>Politics and Government in the United States</td>
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<tr>
<td>PSCI 220</td>
<td>Introduction to Political Philosophy</td>
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<tr>
<td>PSCI 230</td>
<td>Introduction to World Politics</td>
</tr>
<tr>
<td>PSCI 240</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>PSCI 250</td>
<td>Methods of Research and Data Analysis I</td>
</tr>
<tr>
<td>PSCI 331</td>
<td>The Classical Mind</td>
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<tr>
<td>PSCI 401</td>
<td>Contemporary Political Thought</td>
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<tr>
<td>PSCI 470</td>
<td>Seminar in International Studies and Political Science</td>
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</tbody>
</table>

**ELECTIVES (15 CREDITS)**

- Six credits from History courses numbered 300 or above
- Six credits from Political Science courses numbered 300 or above

Three additional credits from History or Political Science courses

One course must be Seminar in Theory and Practice of History (HIST 470) or Seminar in International Studies and Political Science (PSCI 470). Honors Project (HIST/PSCI 500) may be substituted as a major elective course. Students may take one Internship (HIST/PSCI 480) toward the requirement in the elective section.

Students seeking teacher certification in History and Social Studies must substitute GEOG 340, ECON 200, and ECON 210 in place of three History and Political Science electives. All students must take Seminar in Theory and Practice of History (HIST 470) or Seminar in International Studies and Political Science (PSCI 470). The American Experience, 1877–Present (HIST 302) does not count towards the major.

HIST 105, 110, 201 and 202 are co-requisites to a major in History and Political Science and should be completed by the end of the sophomore year.

**POLITICAL SCIENCE MAJOR REQUIREMENTS**

A major in Political Science consists of 45 credit hours distributed as follows:

**CORE COURSES (24 CREDITS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSCI 210</td>
<td>Politics and Government in the United States</td>
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<tr>
<td>PSCI 220</td>
<td>Introduction to Political Philosophy</td>
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<td>PSCI 230</td>
<td>Introduction to World Politics</td>
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<td>PSCI 240</td>
<td>Introduction to Comparative Politics</td>
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<tr>
<td>PSCI 250</td>
<td>Methods of Research and Data Analysis I</td>
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<tr>
<td>PSCI 331</td>
<td>The Classical Mind</td>
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<tr>
<td>PSCI 401</td>
<td>Contemporary Political Thought</td>
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<tr>
<td>PSCI 470</td>
<td>Seminar in International Studies and Political Science</td>
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**UNITED STATES POLITICS (9 CREDITS)**

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<tr>
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<tbody>
<tr>
<td>PSCI 332</td>
<td>Women and Politics</td>
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<tr>
<td>PSCI 340</td>
<td>Media and Politics</td>
</tr>
</tbody>
</table>
PSCI 360 American Constitutional Development
PSCI 410 The Legislative Process
PSCI 430 The Presidency in American Political Development

FOREIGN POLICY AND INTERNATIONAL POLITICS (12 CREDITS)
PSCI 310 Latin American Politics
PSCI 335 Peace, War, and World Politics
PSCI 336 United Nations
PSCI 356 Contemporary Foreign Relations
PSCI 420 International Law and Organization
PSCI 440 The Politics of International Economic Relations

Honors Project (PSCI 500) and one History elective numbered 300 or above (except HIST 302) may substitute for Political Science electives in either the U.S. Politics or Foreign Policy and International Politics groups. Students may take one Internship (HIST/PSCI 480) toward the requirement in these two groups.

Students may substitute Methods of Research and Data Analysis I (SOC 350) for Methods of Research and Data Analysis I (PSCI 250).

Students may not double major in Political Science and International Studies. Political Science majors may minor in International Studies, but 15 credits from non-core areas must be taken in disciplines other than Political Science.

HIST 110 is a co-requisite to a major in Political Science and should be completed by the end of the sophomore year.

INTERNATIONAL STUDIES MAJOR REQUIREMENTS
A major in International Studies requires the Bachelor of Arts degree. A major in International Studies consists of 39 credit hours distributed as follows:

REQUIRED COURSES (15 CREDITS)
PSCI/SOC 215 Global Identities
PSCI 230 Introduction to World Politics
PSCI 240 Introduction to Comparative Politics

GLOBAL STUDIES (12 CREDITS)
COMM 334 Intercultural Communication
ECON 440 International Economics
GEOG 340 Regional Geography
HIST 425 Genocide in the Modern World
HIST 430 The Rise and Fall of European Imperialism
PSCI 335 Peace, War, and World Politics
PSCI 336 United Nations
PSCI 356 U.S. Foreign Relations
PSCI 375 Contemporary Issues in U.S. Foreign Policy
PSCI 420 International Law and Organization
PSCI 440 The Politics of International Economic Relations
SOC 325 Development and Underdevelopment in the Modern World
SOC 330 World Justice Systems

COMPARATIVE AND REGIONAL STUDIES (12 CREDITS)
FREN 300 French Colonial Empire
FREN 325 Modern French Culture
OR
HIST 424 Modern France
HIST 321 Europe, 1789–Present
HIST 325 Modern Britain, 1688–Present
HIST 356 East Asia
HIST 358 Middle Eastern History Since A.D. 600
HIST 360 Modern Africa
HIST 410 Modern South Asia, 1700–Present
HIST 420 European Women
HIST 426 Modern Eastern Europe
PSCI 310 Latin American Politics
REL 340 Religions of the Near East
REL 350 Religions of the Far East
SOC 309 Cultures of Africa
SPAN 300 Introduction to Spanish-Speaking Cultures of the World

F—FALL SEMESTER  I—INTERTERM  S—SPRING SEMESTER
SPAN 320 Latin American Culture and Civilization

OR

SPAN 325 Spanish Culture and Civilization

Students may take one Internship (PSCI 480) toward the requirements for the major and apply the credits to either Global Studies or Comparative and Regional Studies.

One international travel course (such as ART 307, BIOL 352, BIOL 253) or cultural exploration course (such as COMM 333, ENG 240, FCS 250, FREN 305, MUS 236, MUS 255, SOC 306, SOC 309, SPAN 306, SPAN 308) may be used toward the Comparative and Regional Studies requirement.

ECON 200, SOC 101, and HIST 110 are co-requisites to a major in International Studies and should be completed by the end of the sophomore year.

Students may substitute SOC 350: Methods of Research and Data Analysis I for PSCI 250: Methods of Research and Data Analysis I.

Students may not double major in Political Science and International Studies. Political Science majors may minor in International Studies, but the 15 credits from non-core areas must be taken in disciplines other than Political Science.

Recommendations: students pursuing an International Studies major are strongly encouraged to study abroad, to explore a minor relevant to their area of interest (foreign language, economics, business, philosophy and religion, etc.), and to participate in an internship, either in the Bridgewater area or through the Washington Semester Program. Relevant internships through PSCI 480 earn credit towards the major.

INTERNATIONAL STUDIES MINOR REQUIREMENTS

A minor in International Studies consists of 21 credit hours distributed as follows:

CORE COURSES (6 CREDITS)

PSCI/SOC 215 Global Identities

PSCI 230 Introduction to World Politics

PSCI 240 Introduction to Comparative Politics

GLOBAL STUDIES (9 CREDITS)

COMM 334 Intercultural Communication

ECON 440 International Economics

GEOG 340 Regional Geography

HIST 425 Genocide in the Modern World

HIST 430 The Rise and Fall of European Imperialism

PSCI 335 Peace, War, and World Politics

PSCI 336 United Nations

PSCI 356 U.S. Foreign Relations

PSCI 375 Contemporary Issues in U.S. Foreign Policy

PSCI 420 International Law and Organization

PSCI 440 The Politics of International Economic Relations

SOC 325 Development and Underdevelopment in the Modern World

SOC 330 World Justice Systems

COMPARATIVE AND REGIONAL STUDIES (6 CREDITS)

HIST 321 Europe, 1789–Present

HIST 325 Modern Britain, 1688–Present

HIST 356 East Asia

HIST 358 Middle Eastern History Since A.D. 600

HIST 360 Modern Africa

HIST 410 Modern South Asia, 1700–Present

HIST 415 Issues in Non-Western History

HIST 420 European Women

HIST 424 Modern France

HIST 426 Modern Eastern Europe

PSCI 310 Latin American Politics

REL 340 Religions of the Near East

REL 350 Religions of the Far East

SOC 309 Cultures of Africa

Students may take one Internship (PSCI 480) toward the requirements for the major and apply the credits to either Global Studies or Comparative and Regional Studies.
Political Science majors may minor in International Studies, but the 15 credits from non-core areas must be taken in disciplines other than Political Science.

Recommendations: students pursuing an international studies minor are strongly encouraged to study a foreign language, study abroad, and participate in internships relevant to the field.

**HISTORY MINOR REQUIREMENTS**

A minor in History consists of 18 credit hours and is distributed as follows:

**AMERICAN HISTORY (6 CREDITS)**
- HIST 365 Foundations of American Religion
- HIST 366 African American History
- HIST 370 U.S. Women’s History
- HIST 435 20th Century United States Social History
- HIST 440 War and Society in U.S. History
- HIST 462 History of the South

**EUROPEAN HISTORY (6 CREDITS)**
- HIST 311 Europe, 1492–1789
- HIST 321 Europe, 1789–Present
- HIST 325 Modern Britain, 1688–Present
- HIST 420 European Women
- HIST 424 Modern France
- HIST 426 Modern Eastern Europe
- HIST 430 The Rise and Fall of European Imperialism

**NON-WESTERN HISTORY (6 CREDITS)**
- HIST 356 East Asia
- HIST 358 Middle Eastern History Since A.D. 600
- HIST 360 Modern Africa
- HIST 410 Modern South Asia, 1700–Present
- HIST 415 Issues in Non-Western History
- HIST 425 Genocide in the Modern World

HIST 105, 110, 201, and 202 are co-requisites to a minor in History. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies. The American Experience, 1877–Present (HIST 302) will not count towards the minor.

**POLITICAL SCIENCE MINOR REQUIREMENTS**

A minor in Political Science consists of 21 credits and is distributed as follows:

- PSCI 210 Politics and Government in the United States
  OR
- PSCI 220 Introduction to Political Philosophy
- PSCI 230 Introduction to World Politics
  OR
- PSCI 240 Introduction to Comparative Politics

And 15 additional credits in political science numbered 300 or above. Students may take one Internship (HIST/PSCI 480) toward these additional credits.

This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

**UNITED STATES HISTORY CONCENTRATION**

The United States History concentration is for History or History and Political Science majors. Only nine credits of the courses listed on the student’s United States History concentration may be included on the student’s plan of major in History or History and Political Science. A concentration in United States History consists of 21 credits including:

- HIST 201 History of the United States to 1877
- HIST 202 History of the United States Since 1877
- HIST 470 Seminar in Theory and Practice of History
- HIST 490 Independent Study

Plus three additional elective courses (except HIST 302) that focus on United States history.
ELECTIVES
Courses that fulfill the elective requirement include:

- ECON 310  U.S. Economic and Business History
- ECON 330  Government and Business
- ENG 401, 402  American Literature I, II
- MUS 232  American Music

And other courses as approved by the department.

COURSES

HISTORY

HIST 105  World History to 1500  3 Credits  F, S
An examination of the multiple global narratives that comprise human development and interaction prior to 1500 with primary focus on early human activity, the development of complex societies, classical and post-classical ages, and expansion of post-classical cross-cultural involvement.
General Education: World History

HIST 110  World History Since 1500  3 Credits  F, S
An examination of the multiple global narratives that comprise human development and interaction since 1500 with primary focus on the origins of global interdependence, the ages of revolution, industry, and empire, and the 20th century.
General Education: World History

HIST 201  History of the United States to 1877  3 Credits  F
The United States from settlement to Reconstruction. Major themes include the development of a new society, the evolution of democratic behavior, and the growth of sectionalism. Includes both social and political approaches.
General Education: United States

HIST 202  History of the United States Since 1877  3 Credits  S
The United States from Reconstruction until the present. Major themes include industrialization and modernization, the increased role of government, greater U.S. involvement in international affairs, and the impact of these changes on society. A continuation of HIST 201.
(Credit may not be received for both HIST 202 and HIST 302)

HIST 268  The Civil War in the Shenandoah Valley  3 Credits  I
Studies the experience of the Shenandoah Valley during the Civil War, the causes of the war, the campaigns of 1862 and 1864, and the home front, including the burning, conscientious objectors, slavery, and shortages. It will touch a variety of large trends, including race, gender, and religion.
General Education: United States

HIST 270  The Second War in Global Perspective  3 Credits  I
Examines the foundations, nature, and impact of the Second World War in Africa, the Middle East, and Asia. Emphasizes the role of ideology, including fascism, communism, militarism, imperialism, and colonial nationalism, in shaping the experiences of both western and non-western powers in these regions from the late 1930s to 1945.
General Education: Global Diversity

HIST 275  Post-Colonial Europe: Veils, Riots, and Assimilation  3 Credits  I
Studies the challenges immigration has posed to European society since the 1970s by examining urban riots and public demonstrations and discussing cultural practices, such as veiling, polygamy, and religion, in a European context. The course draws special attention to immigrants of Islamic descent and their struggles to find a secure place in European society. Students will think about questions related to citizenship and multiculturalism. Materials assigned/examined may include films (feature length and short films), works of fiction, music, poetry, and memoirs/autobiographies. Class time may include debates, organized forums, and/or policy application scenarios.
General Education: Global Diversity
HIST 302  The American Experience, 1877–Present
3 Credits  S
An examination of recent United States history, including fundamental trends in American society, such as race, gender, religion, democratic behavior, modernization, immigration, and great events, especially the two World Wars, the Depression, Vietnam, and the Civil Rights movement.
Prerequisites: EDUC 200 or permission of instructor
General Education: United States
(Credit may not be received for both HIST 202 and HIST 302)

HIST 305  India Past and Present
3 Credits  I
A travel course that offers a firsthand examination of the cultural, political, and religious legacies of three separate empires—the Delhi Sultanate, the Mughals, and the British Raj—in contemporary India. While experiencing the vast array of Indian cultures in general, students will explore a number of past and current political and religious centers and examine the role of competing imperial frameworks in shaping the simultaneous unities and divisions in modern India. The course will focus on Northern India, including Delhi, Agra, the Great Indian Desert (Thar) in Rajasthan, British “hill stations” in the Himalayas, and the Hindu holy city of Hardwar on the River Ganges.
General Education: Global Diversity

HIST 306  Multi-Layered Histories
3 Credits  I
A travel course that studies the ways that historical events create physical and cultural layers in a landscape. It emphasizes the deeper significance of landscape and space to historical study. It investigates the process of belonging to a place and the ways historical changes re-shape places. Specific topics include urban and rural dynamics, migration, and the continual re-building of structures that accompanies historical change. The course emphasizes the way landscapes are made and re-configured as a historical process.
General Education: Global Diversity

HIST 307  History through Film; Film through History
3 Credits  I
Examines the relationship between history and film and considers the difficult balance between historical scholarship and artistic expression. Emphasis is on popular movies portraying historical characters and events and the controversies and questions these often raise. Subjects will cover a broad range of topics in European and world history.
General Education: Europe

HIST 308  Vietnam Conflict
3 Credits  I
The Vietnam Conflict from French Colonial rule through American involvement. Major topics include Vietnamese nationalism, American intervention and escalation, military events, wartime experiences, domestic reactions, and postwar memory.
General Education: Global Diversity

HIST 311  Europe, 1492–1789
3 Credits  F
Surveys developments in European history from the discovery of the New World to the eve of the French Revolution. Major topics include Europeans' interactions with peoples and cultures outside Europe, the Reformation, the development of both limited and absolutist governments, the Scientific Revolution, and the Enlightenment.

HIST 317  History of the Christian Church
(Cross-listed as REL 317)
3 Credits  F
Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Alternate years: offered 2011–2012
General Education: A course in Religion or Philosophy

HIST 321  Europe, 1789–Present
3 Credits  S
Surveys developments in European history from the French Revolution to the present day. Major topics include the French Revolution and Napoleonic
Europe, industrialization, the rise of new ideologies and systems of thought, the new Imperialism, the World Wars and the Holocaust, rise and fall of communism, and the place of Europe in the world in the early 21st century.

HIST 325  Modern Britain, 1688–Present  
3 Credits  S
Examines political, economic and cultural trends in British history from the “Glorious Revolution” of 1688 to the present day. Modern Britain stands as one of the cornerstones of the contemporary world, and its politics and culture influenced global society in countless ways, ranging from soccer to modern environmentalism to constitutional law. The course focuses on several major themes, including the role of religion, finance, and industry, the royal family, sport, and, most important of all, “social class,” in building British society. Students will acquire a basic understanding of the major driving forces of modern British history and the ways that they compare and interrelate with Europe, the United States, and the world.


HIST 356  East Asia  
3 Credits  F
Survey of East Asia (China and Japan) from 1800 to the present. Emphasis is upon the different paths towards modernity taken by each society, the conflicts involved in the attainment of modernity, and the impact of the West during the period.

Alternate years: offered 2012–2013
General Education: Global Diversity

HIST 358  Middle Eastern History Since A.D. 600  
3 Credits  S
Emphasizes the origins of Islam and the rise of Islamic empires and culture from the seventh through the 13th centuries, the development of European interest between 1500 and 1800, the growth of European, Arab and Jewish nationalisms in the 19th century, and the Arab-Jewish conflict over Palestine in the 20th century.

Alternate years: offered 2012–2013
General Education: Global Diversity

HIST 360  Modern Africa  
3 Credits  F
Surveys the history of Modern Africa from the era of the trans-Atlantic slave trade to the present and places special emphasis on sub-Saharan Africa. It approaches the history of the continent through a consideration of the nature and impact of European intrusion into African societies and African responses to European imperialism. Moreover, the course examines how independent African nations have addressed the legacies of their history and the challenges independence has posed for African nations. Special topics include apartheid, the struggle against segregation, African women, feminism, development, and the difficulty in creating viable democracies and stable economies in the late 20th century.

General Education: Global Diversity
Alternate years: offered 2011–2012

HIST 365  Foundations of American Religion  
(Cross-listed as REL 365)  
3 Credits  S
A survey of American religious history with a focus on origins and diversity. Major topics include Puritanism, Pietism, Revivalism, Mormonism, Methodism, African American religion, Catholicism, and Judaism.

General Education: United States

HIST 366  African American History  
3 Credits  S
A survey of the African American experience in the U.S. from 1607 until the present. It emphasizes the South, but also incorporates the national level. It includes slavery, slavery politics, civil rights, family life, black culture, migration patterns, and religion.

Alternate years: offered 2011–2012
General Education: United States

HIST 370  U.S. Women’s History  
3 Credits  S
Surveys the history of women in the United States from the Colonial period to the present. Examines the experiences of women, their changing legal status, and common understandings of women’s roles in society. The course will also explore the ways gender affects all Americans, not just women.

Alternate years: offered 2012–2013
General Education: United States
HIST 410  Modern South Asia, 1700–Present  
3 Credits  F
Examines the history of India and Pakistan from the beginning of British rule in the early 1700s to the present. A region of the world that is by the day becoming more important to the United States and the West, this class explores the major issues of modern South Asian history, including the rise of British dominion, the Indian revolt of 1857–58, the escalation of religious communalism, growth of nationalism, India’s partition and independence, and the current nuclear stand-off between India and Pakistan by focusing on the complex interplay between nationalism, imperialism, and the three major religions of the region—Hinduism, Islam, and Sikhism—over the last 300 years. 
General Education: Global Diversity
Alternate years: offered 2012–2013

HIST 415  Issues in Non-Western History  
3 Credits  F
A study of major themes, questions, events, and problems in non-western history chosen by the instructor. The course can be either global in perspective or specific to a region.

HIST 420  European Women  
3 Credits  S
Surveys the history of women in the European context from the French Revolution in 1789 to the present. It approaches this by examining how gender norms were created, maintained, and challenged and emphasizes women’s attempts to negotiate such boundaries in creative ways to achieve empowerment and contribute to history. Special topics include the women’s suffrage movements, women’s participation in political and social reform movements, women’s cultural and artistic contributions, and women’s involvement in war, imperialism, and international diplomacy.

HIST 424  Modern France  
3 Credits  S
Examines the political, economic, social and culture history of France since 1871 with a special emphasis on the evolution of French concepts of democracy and citizenship as well as regime change in the 20th century. Major issues examined include church and state conflicts, feminism and working-class radicalism, anti-Semitism, intellectual culture, immigration, collaboration with and resistance to Nazi occupation, reconstruction after World War II, student protests, and Americanization in the postwar period. Alternate years: offered 2012–2013

HIST 425  Genocide in the Modern World  
3 Credits  S
Examines genocide in various areas of the world since the early 20th century, including Ottoman Armenia, the Holocaust, Cambodia, and Rwanda. Themes include the various perspectives of victims, perpetrators, and observers, international responses, war crimes trials, and cultural representations of genocide, among others. Alternate years: offered 2012–2013

HIST 426  Modern Eastern Europe  
3 Credits  S
Provides a basic introduction to the history of East Central Europe from the Paris Peace Conference in 1919 to the outbreak of the Yugoslav wars in 1991. The focus is on the complex history of the various peoples and states that once made up “the Other Europe,” i.e., the Balkans, Poland, Hungary, Czechoslovakia, and Romania, with particular attention paid to issues of ethnicity and nationalism, fascism, communism, democracy, inter-state political relations, and economic development. Three-year rotation: offered 2011–2012

HIST 430  The Rise and Fall of European Imperialism  
3 Credits  S
Surveys Europeans’ relationship with the rest of the world from the origins of modern European empires in the 19th century, to the process of decolonization in the 20th century, to current debates about neo-imperialism and neo-colonialism. Examines the effects of empire on both the colonizers and the colonized. Alternate years: offered 2011–2012
HIST 435 20th Century United States Social History
3 Credits  S
Examines the experiences of the ordinary men and women who lived in the 20th century; their views of the political, social, and cultural events that shaped their times; and the importance of race, gender, class, and ethnicity in shaping their experiences.
Alternate years: offered 2012–2013

HIST 440 War and Society in U.S. History
3 Credits  F
Examines the history of the U.S. military in the context of American social, cultural, gender, and racial history. Students investigate the impact of wars and the military on society and the personal experiences of participants on the homefront and the front lines.
Prerequisites: HIST 202 or permission of instructor
Alternate years: offered 2011–2012

HIST 462 History of the South
3 Credits  F
A survey of the former slaveholding states. The course focuses on slavery and slavery politics, race relations, and distinctive characteristics of Southern society.

HIST 470 Seminar in Theory and Practice of History
3 Credits  F
Research and discussion designed to familiarize the History major with the theories, ideas, concepts, and major figures that have contributed to the development of the body of historical interpretation and historical understanding.

HIST 480 Internship
3 Credits  F, I, S

HIST 490 Independent Study
3 Credits  F, I, S

HIST 491 Research
3 Credits  F, I, S

HIST 500 Honors Project
3 Credits  F, I, S

POLITICAL SCIENCE AND INTERNATIONAL STUDIES

PSCI 210 Politics and Government in the United States
3 Credits  F
An introduction to American politics, covering the founding of American democracy, relations between the states and the federal government, state and local governments, elections, the role of the media, the three branches of national government, and current debates in American politics.
General Education: United States

PSCI 215 Global Identities
3 Credits  F, S
This interdisciplinary course explores the power and dynamics of human similarities and differences on a global scale. Dramatic changes in information, communications and transportation technologies continue to make it easier to interact with people from all over the world. The new interactions allow us to discover ways that we are similar to those we have long considered different and to create new understandings about what it means to be different. How we think about identity and difference governs our behavior toward others and therefore will grow increasingly important as the world continues to shrink. By providing the opportunity to question contemporary assumptions, values and patterns of behavior, students are encouraged to think about ways to make these global interactions more constructive and more peaceful.
General Education: Global Diversity

PSCI 220 Introduction to Political Philosophy
3 Credits  F
Changing conceptions of freedom and virtue in ancient Greece, liberal thought, and contemporary political philosophy.
Alternate years: offered 2012–2013
General Education: A course in Religion or Philosophy

PSCI 230 Introduction to World Politics
3 Credits  F
Introduces students to the world as a site of political activity. Examines institutions and processes on a
global scale. Topics include nation-states and their interactions, supranational organizations like the United Nations and the European Union, globalization, the environment, trade, development, and a variety of current events.

General Education: Global Diversity

PSCI 240  Introduction to Comparative Politics  
3 Credits  S
Confronts the diversity of political institutions invented by various societies around the world. How have others solved the problems of power and distribution of resources that all governments face? Explores political systems both thematically (how do people elect officials, what is the state) and by studying individual countries.

General Education: Global Diversity

PSCI 250  Methods of Research and Data Analysis  
3 Credits  S
An introduction to the production of knowledge about political phenomena. Topics include the relationship between theory and research, formulation of research questions and research design, and quantitative and qualitative methods. Students will understand and evaluate scholarly research in the field and conduct their own research projects.

PSCI 290  Aesthetics, Philosophy, and Politics  
3 Credits  I
Reviews the role of aesthetics in the history of political philosophy and American politics. Readings include canonical figures in the history of philosophy, such as Thucydides, Plato, Aristotle, Hume, Kant, Nietzsche, Dewey, and Arendt, to understand aesthetics as an alternative foundation for political theory. The course explores the practical implications of aesthetic political philosophy in the context of the American Arts and Crafts Movement and will emphasize developing aesthetic judgment as a key capacity of citizenship. When/if possible, the course will examine the political implications of public art and architecture in Washington, D.C.

General Education: A course in Religion or Philosophy

PSCI 310  Latin American Politics  
3 Credits  S
Examines major themes in Latin American politics, including geographic diversity, ethnic diversity, slavery, colonization, independence movements, underdevelopment, authoritarianism, democratization and consolidation concerns, and current cultural, political, economic, and social challenges. The course will highlight several nations representative of Latin America’s regional variation, including Mexico, Haiti, Colombia, and Brazil, and evaluate connections between their histories and current challenges.

Alternate years: offered 2011–2012

General Education: Global Diversity

PSCI 331  The Classical Mind  
(Cross-listed with PHIL 331)  
3 Credits  F
The primary works of Plato and Aristotle form the foundation for the development of certain issues traced into the Medieval era. The original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.

Prerequisites: ENG 101 or 110 and REL 220

General Education: A course in Religion or Philosophy

PSCI 332  Women and Politics  
3 Credits  S
This course explores the role of women in American politics in order to understand the role of identity, institutions, and political mobilization in our democracy. Topics include women’s influence on the development of the modern welfare state, feminism, anti-feminism, sexual harassment, women in combat, and Black feminism.

Alternate years: offered 2011–2012

General Education: United States

PSCI 335  Peace, War, and World Politics  
3 Credits  F
Examines human understanding of the institution of warfare, especially over the last 100 years. Is war natural and inevitable or a curable abnormality? What
alternatives exist for settling international conflict short of going to war? Also studies the concept of peace, including the personal and policy implications of the various definitions of the term.
Alternate years: offered 2011–2012

**PSCI 336**

**United Nations**

3 Credits  F

History, structures, issues, and politics of the United Nations, and a consideration of the organization’s role in world politics.

*General Education: Global Diversity*

**PSCI 338**

**The Politics of Social Change**

3 Credits  I

An Interterm/first summer session travel course that will take students to a site of recent revolutionary political and social changes to explore the causes, dynamics, and implications of such change. The study of successful transitions to democracy will complement existing courses in comparative politics, international law and peace, war, and world politics, as well as courses in conflict transformation and peace studies. The course will be taught every other year, and students may travel to different countries during different years. Possible sites include Russia, Czech Republic, eastern Germany, Hungary, Cyprus, South Africa, and other countries that recently have experienced political change but that are now largely stable. Other sites could be added in the future, depending on the dynamics of global politics.
Alternate years: offered 2012–2013

*General Education: Global Diversity*

**PSCI 340**

**Media and Politics**

3 Credits  F

An examination of the role of mass media in American politics. Topics include the effect of journalistic norms on political news, the impact of new media technologies from newspapers to the Internet, media objectivity, and the effect of media on political reasoning and behavior.
Alternate years: offered 2011–2012

*General Education: United States*

**PSCI 356**

**Contemporary Foreign Relations**

3 Credits  F

Explores how America's foreign policy is formulated, enacted, and received around the world and studies the nature of U.S. power and its outward projection to serve American interests abroad. The course includes historical and global perspectives on foreign policy and uses case studies to demonstrate long-term patterns in U.S. management of its relationships with other countries.
Alternate years: offered 2011–2012

**PSCI 360**

**American Constitutional Development**

3 Credits  F

A survey of the development of the U.S. Constitution through judicial interpretation.
Alternate years: offered 2012–2013

*General Education: United States*

**PSCI 375**

**Contemporary Issues In U.S. Foreign Policy**

3 Credits  I

Examination of major foreign policy issues facing the United States and consideration of policy options available.

**PSCI 401**

**Contemporary Political Thought**

3 Credits  S

An examination of the origins and development of contemporary notions of freedom, democracy, and equality from the birth of liberalism in Hobbes, Locke, and Rousseau to the challenge to liberalism in Marx and Nietzsche, and to the 20th and 21st century responses to liberalism by DuBois, Fanon, Arendt, Rawls, Nozick, Habermas, and Foucault.
Alternate years: offered 2011–2012

*General Education: A course in Religion or Philosophy*

**PSCI 415**

**Congress and the Presidency**

3 Credits  S

An examination of how Congress, the Presidency, and interest groups work together to make federal public policy. Topics include the legislative process, congressional elections, and the role of the presidency in the development of the federal administrative state.
Alternate years: offered 2012–2013
PSCI 420  International Law and Organization
3 Credits  F
Explores the nature of international law and its similarities and differences with domestic law. Examines the institutions, rules, and organizations that provide the context for global interactions in an increasingly globalizing world. Case studies include issues such as human rights, the International Criminal Court, the World Trade Organization and the World Bank, and International Monetary Fund.  
*Alternate years: offered 2012–2013*

PSCI 440  Politics of International Economic Relations
3 Credits  S
Political implications of international economic relations, including such topics as the politics of trade, monetary relations, development, and multinational corporations.  
*Alternate years: offered 2012–2013*

PSCI 470  Seminar in International Studies and Political Science
3 Credits  F
Examination of significant professional literature in political science and international studies. Preparation and presentation of major research paper.

PSCI 480  Internship
3 Credits  F, I, S

PSCI 490  Independent Study
3 Credits  F, I, S

PSCI 491  Research
3 Credits  F, I, S

PSCI 500  Honors Project
3 Credits  F, I, S

**RELATED COURSE: GEOGRAPHY**

GEOG 340  Regional Geography
3 Credits  F
Geography of the major geographic and cultural regions of the world. Impact of physical environment upon culture and civilization of the regions.  
*Prerequisites: HIST 110 and either ECON 200 or SOC 101, or permission of instructor*
The Mathematics and Computer Science Department offers majors in Mathematics, Computer Science, and Information Systems Management.

The Mathematics major is modeled after the curriculum suggested by the Mathematical Association of America. By choosing the appropriate electives, a student may prepare for a career immediately following graduation or for graduate school. Recent graduates have pursued careers in quality assurance, statistics, actuarial science, teaching and computer programming, to name a few.

The major in Computer Science is based upon the curriculum recommended by the Association for Computing Machinery and emphasizes fundamental principles and problem-solving skills. Graduates in the major are prepared to enter careers in the software development and support industry, or to continue their studies in a graduate computer science program.

The major in Information Systems Management develops skills in three areas: technical skills for dealing with computers; management skills for dealing with organizations; and interpersonal skills for dealing with people. Graduates are ready to begin careers as members of a computer service center with the skills to deal effectively with the service providers as well as the service customers.
**MATHEMATICS MAJOR REQUIREMENTS**

A major in Mathematics consists of the following required courses:

- MATH 120 Precalculus
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 216 Set Theory and Symbolic Logic
- MATH 231 Calculus III
- MATH 232 Calculus IV
- MATH 330 Linear Algebra
- MATH 340 Theoretical Statistics I
- MATH 400 Modern Algebra
- MATH 410 Real Variables I
- MATH 420 Real Variables II*
- MATH 460 Seminar in Mathematics

Two additional courses in Mathematics numbered 300 or above, excluding MATH 480.

Majors who wish to earn their secondary education licensure must also take MATH 300 and MATH 320.

*MATH 341 may be substituted with permission of department

**COMPUTER SCIENCE MAJOR REQUIREMENTS**

A major in Computer Science consists of the following required courses:

- MATH 120 Precalculus
- MATH 131 Calculus I
- MATH 132 Calculus II
- CSCI 200 Introduction to Programming
- CSCI 205 Data Structures and Abstraction
- CSCI 225 Mathematical Structures for Computer Science
- CSCI 300 Software Practice
- CSCI 315 Artificial Intelligence
- CSCI 320 Algorithm Analysis
- CSCI 340 Computer Architecture
- CSCI 440 Operating Systems and Networking
- CSCI 460 Seminar in Computer Science
- CIS 250 Introduction to Information Systems
- CIS 450 Software Engineering

And two courses from the following:

- ART 220 Introduction to Digital Media
- ART 322 Web Theory and Design
- CSCI 140 Introduction to Web API Programming Using Facebook
- CSCI 330 Scripting Languages
- CSCI 410 Signal and Image Processing
- CSCI 430 Programming Paradigms
- CSCI 435 Compiler Design
- CSCI 450 Special Topics
- CIS 325 Data Communications
- CIS 350 Database Management
- MATH 330 Linear Algebra
- MATH 340 Theoretical Statistics I
- MATH 350 Numerical Analysis
- PHYS 305 Electronics
- PHYS 306 Digital Electronics

The Computer Science major may be taken as a dual major with Mathematics.

**INFORMATION SYSTEMS MANAGEMENT MAJOR REQUIREMENTS**

A major in Information Systems Management consists of the following required courses:

- CIS 103 Introduction to Computing
- CIS 250 Introduction to Information Systems
- CIS 325 Data Communications
- CIS 350 Database Management
- CIS 450 Software Engineering
- CIS 460 Seminar in Information Systems
- CSCI 330 Scripting Languages
- BUS 300 Principles of Organization Management
- BUS 340 Management Science
- BUS 420 Human Resource Management
- PHIL 319 Conflict Transformation
- PHIL 320 Professional Ethics
- COMM 325 Communication in the Organization
- SOC 245 Group Process
- MATH 200 Introduction to Statistics

And one course from the following:

- CSCI 105 Beginning Programming
- CSCI 200 Introduction to Programming
MATHEMATICS MINOR REQUIREMENTS

A minor in Mathematics consists of the following courses:

- MATH 120 Precalculus
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 216 Set Theory and Symbolic Logic
- MATH 231 Calculus III

And two additional courses chosen from Mathematics courses numbered 300 to 450, excluding MATH 320.

COMPUTER SCIENCE MINOR REQUIREMENTS

A minor in Computer Science consists of the following required courses:

- MATH 120 Precalculus
- MATH 131 Calculus I
- MATH 132 Calculus II
- CSCI 200 Introduction to Programming
- CSCI 205 Data Structures and Abstraction
- CSCI 225 Mathematical Structures for Computer Science
- CSCI 300 Software Practice

And six additional credits in Computer Science chosen from courses numbered 300 or above.

COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS

A minor in Computer Information Systems consists of the following courses:

- CIS 103 Introduction to Computing
- CIS 250 Introduction to Information Systems
- CIS 325 Data Communications
- CIS 350 Database Management
- CIS 450 Software Engineering

And one course from the following:
- CSCI 105 Beginning Programming
- CSCI 200 Introduction to Programming

A minor in Computer Information Systems may not be taken with a major in Information Systems Management.

ALGEBRA I ADD-ON ENDORSEMENT REQUIREMENTS

Students already admitted to the Teacher Education Program and are not already earning their secondary education licensure in mathematics may opt for an add-on endorsement in Algebra I. This endorsement consists of the following courses:

- MATH 120 Precalculus
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 216 Set Theory and Symbolic Logic
- MATH 300 Modern Geometry
- MATH 330 Linear Algebra
- MATH 200 Introduction to Statistics

OR

- MATH 340 Theoretical Statistics
- CSCI 105 Beginning Programming

Requirements also include admission to the Teacher Education Program, earning an endorsement in another area, and passing scores on the PRAXIS Examinations. If interested, please contact the chair of the mathematics and computer science department and the director of teacher education.

COURSES

MATHEMATICS

MATH 103 Topics in Basic Mathematics

This course is to provide an introduction to fundamental topics in mathematics that, at present, are only available to students taking upper-level math classes. There will be two main areas of emphasis plus several additional minor topics. The main areas are Geometry and Linear Algebra. The additional topics include algebra of complex numbers, geometric and arithmetic sequences, and measurement systems (U.S. Customary and metric).
MATH 105, 115  Mathematical Theory and Computation I, II
3 Credits each  F, S

The courses are logically divided into four primary areas: arithmetic, geometry, algebra, and problem solving. Each of the four areas is studied in both semesters. The theory of problem solving is an integral part of all aspects of the courses. The study of arithmetic includes the theory of arithmetic operations and the development of skills in computation; number theory and patterns in sequences of numbers are used to introduce the basics of mathematical proofs. The study of geometry includes identification of plane and solid geometric shapes, computations of perimeter, area and volume, and trigonometry of right triangles. The study of algebra includes basic algebraic operations, computation using functions, and graphing.

General Education: Core Skills

MATH 107  Quantitative Reasoning
3 Credits  F, S

A problem-solving approach to quantitative literacy that emphasizes the logical application of mathematical and statistical concepts and the critical consumption of quantitative literacy.

General Education: Core Skills

MATH 109  Applied Algebra
3 Credits  F, S

Topics covered include properties of real numbers, exponents, radicals, elementary algebraic operations, quadratic equations, elementary graphing techniques, and exponential and logarithmic functions. Problem solving is emphasized throughout the course, especially the solution of consumer and business related problems.

General Education: Core Skills

MATH 109 (Credit may not be received for both MATH 109 and 110)

MATH 110  College Algebra
3 Credits  F, S

Real numbers, exponents, radicals, and algebraic operations with polynomial and rational functions. Solving equations and graphing expressions involving polynomial and rational functions, and exponential and logarithmic functions.

General Education: Core Skills

MATH 110 (Credit may not be received for both MATH 109 and 110)

MATH 120  Precalculus Mathematics
3 Credits  F, S

A precalculus course for students continuing in mathematics. Includes topics in algebra, functions and relations, and trigonometry.

Prerequisites: MATH 110 or satisfactory performance on placement test

MATH 130  Survey of Calculus
3 Credits  S

Differential and integral calculus for the student who needs a working knowledge of the subject but does not plan to pursue more advanced study in mathematics. Includes theory and application of limits, derivatives, and integrals.

Prerequisites: MATH 120 or satisfactory performance on placement test

(Credit may not be received for both MATH 130 and 131)

MATH 131  Calculus I
3 Credits  F, S

Study of differential calculus of a single variable. Applications of the derivative are made to curve sketching, max-min problems, linear approximation, and l’Hopital’s Rule. Also included are applications of the Intermediate Value Theorem and Mean Value Theorem.

Prerequisites: MATH 120 or satisfactory performance on placement test

(Credit may not be received for both MATH 130 and 131)

MATH 132  Calculus II
3 Credits  F, S

Study of integral calculus of a single variable. Included are techniques of integration and numerical methods of integration. Applications of the integral are made to computing area, volume, arc length, and selected topics.

Prerequisites: MATH 131
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 200</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td>F,S</td>
<td>MATH 109, MATH 110, MATH 115, or satisfactory performance on placement test</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Set Theory and Symbolic Logic</td>
<td>3</td>
<td>F</td>
<td>MATH 132</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus III</td>
<td>3</td>
<td>F,S</td>
<td>MATH 132</td>
</tr>
<tr>
<td>MATH 232</td>
<td>Calculus IV</td>
<td>3</td>
<td>S</td>
<td>MATH 132</td>
</tr>
<tr>
<td>MATH 300</td>
<td>Modern Geometry</td>
<td>3</td>
<td>F</td>
<td>MATH 132 and 216 or permission of instructor</td>
</tr>
<tr>
<td>MATH 305</td>
<td>Differential Equations</td>
<td>3</td>
<td>F</td>
<td>MATH 231 and CSCI 105 or 200</td>
</tr>
<tr>
<td>MATH 320</td>
<td>History of Mathematics</td>
<td>3</td>
<td>I</td>
<td>MATH 132</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Linear Algebra</td>
<td>3</td>
<td>S</td>
<td>MATH 132 and 216</td>
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<tr>
<td>MATH 340</td>
<td>Theoretical Statistics I</td>
<td>3</td>
<td>F</td>
<td>MATH 231 or permission of instructor</td>
</tr>
<tr>
<td>MATH 341</td>
<td>Theoretical Statistics II</td>
<td>3</td>
<td>S</td>
<td>MATH 340</td>
</tr>
<tr>
<td>MATH 350</td>
<td>Numerical Analysis</td>
<td>3</td>
<td>S</td>
<td>MATH 231 and CSCI 105 or 200</td>
</tr>
</tbody>
</table>
MATH 400  Modern Algebra  3 Credits  F
Abstract algebra, with emphasis on algebraic structures such as groups, rings, integral domains, and fields.
Prerequisites: MATH 216 and 232 or permission of instructor
Alternate years: offered 2011–2012

MATH 410, 420  Introduction to Real Variables I, II  3 Credits each  F, S
Real number system, topology of Euclidean Spaces, theory of limits, differentiation, integration, and infinite series.
Prerequisites: MATH 216 and 232
Alternate years: offered 2012–2013

MATH 450  Special Topics  3 Credits  F, I, S
Devoted to a subject chosen from among the various fields of mathematics in which regular courses are not offered. Possible topics include complex variables, number theory, topology, probability, and applied mathematics, as well as others. A student may take the course more than once, provided different topics are covered.
Prerequisites: Permission of instructor

MATH 460  Seminar in Mathematics  3 Credits  F
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics.
Prerequisites: Senior standing with a major in Mathematics or permission of instructor

MATH 480  Internship  3 Credits  F, I, S

MATH 490  Independent Study  3 Credits  F, I, S

MATH 491  Research  3 Credits  F, I, S

MATH 500  Honors Project  3 Credits  F, I, S

COMPUTER SCIENCE

CSCI 105  Beginning Programming  3 Credits  F
An introduction to computer programming using a contemporary language. Problem solving methods and algorithm development with emphasis on how to design, code, debug, and document programs using techniques of good programming style.

CSCI 140  Introduction to Web API Programming Using Facebook  3 Credits  I
An introduction to using a Web Application Programming Interface (API) to develop basic Web services. Unlike a traditional introductory programming course, where students are introduced to a specific programming language’s constructs and use those constructs as their problem solving primitives, this course will use the methods supported by a Web API as the problem solving primitives. Students will solve problems using a much higher level of software abstraction than they would in a traditional introductory programming course. The course will specifically focus on using the Facebook API. Upon completion of the course, the students will have learned the various methods supported by the Facebook API as well as how to use a scripting language to access those methods. They will be able to write simple scripts and develop small scale Web services for themselves and for others.

CSCI 200  Introduction to Programming  3 Credits  S
Introduces structured programming using a modern imperative language. Topics include assignment, input/output, flow of control, strings, arrays, records, files, and functions. Problem solving, algorithm development and program design are emphasized. Computing system structure and the edit, translate, debug and run-time environments of the programming language system are covered. Applications include sorting and searching, string processing, simulation, elementary numerical methods, and an introduction to graphics. Assignments will be programmed in C++, Java, Ruby, or Python.
Prerequisites: MATH 110
CSCI 205  Data Structures and Abstraction  
3 Credits  F

A continuation of Computer Science 200. Topics include pointers, recursion, principles of language design, and an introduction to object-oriented programming. Standard data structures and algorithms for sorting and searching data will be introduced, including lists, stacks, queues, and trees. Software engineering concepts such as top-down design, stepwise refinement, modularization, testing, and documentation will be emphasized. All concepts will be reinforced through programming assignments in C++, Java, Ruby, or Python.

Prerequisites: CSCI 200 and MATH 120

CSCI 225  Mathematical Structures for Computer Science  
3 Credits  S

An introduction to the fundamental mathematical concepts and structures used in computer science. Topics include propositional and predicate logic; sets, functions, and relations; mathematical induction, counting principles, and recurrences; trees and graphs. Topics will be implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205  
Co-requisite: MATH 131

CSCI 300  Software Practice  
3 Credits  F

A study of fundamental software development techniques in the context of small- to medium-scale applications. Topics covered include user-interface design and programming, fundamentals of graphics, use of APIs and software development tools, testing, and documentation. Extensive practice reading, writing, and critiquing programs individually and in teams. Assignments will be programmed in C++, Java, Ruby, or Python using appropriate programming APIs and libraries.

Prerequisites: CSCI 205 and 225

Alternate years: offered 2011–2012

CSCI 315  Artificial Intelligence  
3 Credits  S

This course provides a general introduction to the field of Artificial Intelligence (AI). It discusses what AI is, surveys some of the major results in the field, and looks at a few promising directions. The course covers AI problem solving, knowledge representation, reasoning, planning and machine learning in details with exercises that expose students to various AI systems and languages. Some advanced topics such as natural language processing, vision, robotics, and uncertainty are also covered but only at a survey level. Topics will be implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205, 225 and 320

Alternate years: offered 2011–2012

CSCI 320  Algorithm Analysis  
3 Credits  F

Impact of data structure design on algorithm design and performance. Topics covered include graph and tree algorithms, performance analysis, testing and classification of algorithms, and design techniques. Topics will be implemented in C++, Java, Ruby, Python, or mathematical programming languages such as Mathematica or MATLAB.

Prerequisites: CSCI 205 and 225

Co-requisite: MATH 131

Alternate years: offered 2011–2012

CSCI 330  Scripting Languages  
3 Credits  F

The class provides a detailed survey of the syntax, semantics, and programming using modern scripting languages. These languages are commonly used to support enterprise for report generation, formatting data, and as glue between languages and legacy applications. The course develops the discipline of modern programming techniques in a variety of application areas. Assignments will be programmed in Perl, Python, Ruby, and other scripting languages.

Prerequisites: CSCI 105 or 200 or permission of instructor

Alternate years: offered 2012–2013

CSCI 340  Computer Architecture  
3 Credits  F

Introduction to computer systems and their organization. Topics include logic, gate, component and system level organization of generic computing systems. Bus
architecture, memory organization, data representation, and processor design are discussed. Includes an introduction to assembly language programming with appropriate laboratory assignments.

**Prerequisites:** CSCI 200, 205 and 225

Alternate years: offered 2012–2013

**CSCI 410  Signal and Image Processing**

**3 Credits  S**

Signal and image processing are studied using modern signal and image processing function libraries to explore and program waveform analysis, convolution and correlation including FIR filters, spectrum analysis and composing linear systems. Image processing expands FIR filtering from one dimension to two dimensions and studies applications such as image contouring, edge detection, smoothing, and noise removal. Programming will be required using signal and image processing APIs.

**Prerequisites:** CSCI 320 or permission of instructor

Alternate years: offered 2011–2012

**CSCI 430  Programming Paradigms**

**3 Credits  I**

A survey of approaches to problem solving using non-imperative language features from the functional, logical, object-oriented, and concurrent paradigms. Laboratory projects in several different languages are required; typical languages covered include LISP, ML, Ruby, Perl, Python, MATLAB, Prolog, Mercury, Smalltalk, Eiffel, SR, and Erlang.

**Prerequisites:** CSCI 105 or 200 or permission of instructor

Alternate years: offered 2012–2013

**CSCI 435  Compiler Design**

**3 Credits  S**

An introduction to the theory and practice of programming language translation. Topics include lexical analysis, parsing, symbol tables, type-checking, code generation, and an introduction to optimization. Assignments will be programmed in C++, Java, Ruby, or Python. Compiler generation tools such as Lex/Flex, Yacc/Bison, ANTLR, ANTLRWorks or others will be used to implement translator and compiler development.

**Prerequisites:** CSCI 200 and 205

Alternate years: offered 2012–2013

**CSCI 440  Operating Systems and Networking**

**3 Credits  S**

Principles of computer operating systems, including the user and programmer interfaces and the management of processes, memory, I/O devices, files, and networks. Covers issues of scheduling, security, concurrency, and distributed algorithms. Provides practical experience working with the UNIX system. Practical UNIX network design and network security will be discussed. Assignments will be programmed in C++ and various scripting languages.

**Prerequisites:** CSCI 205, 225 and 340

Alternate years: offered 2012–2013

**CSCI 450  Special Topics**

**3 Credits  F, I, S**

Devoted to a subject chosen from among the various fields of Computer Science in which regular courses are not offered. Possible topics include graphics, natural language processing, scientific computing, Web programming, GIS, parallel processing, robotics, simulation, as well as others. A student may take the course more than once, provided different topics are covered.

**Prerequisites:** Based on topic or permission of instructor

Offered on demand

**CSCI 460  Seminar in Computer Science**

**3 Credits  F**

Discussion and presentation of papers by students and faculty on problems of current interest in Computer Science. Students will do research for a seminar on a Computer Science topic and write a 25-page paper. A presentation and oral defense of the paper will be required. The capstone project is designed so that students can highlight what they have learned.

**Prerequisites:** Senior standing with a major in Computer Science or permission of the instructor

**CSCI 480  Internship**

**3 Credits  F, I, S**

**CSCI 490  Independent Study**

**3 Credits  F, I, S**

**CSCI 491  Research**

**3 Credits  F, I, S**
CSC 500  Honors Project  3 Credits  F, I, S

COMPUTER INFORMATION SYSTEMS

CIS 103  Introduction to Computing  3 Credits  F, I, S
An introduction to computing intended as a general education course for all students. Presents an overview of computing including history, operational principles, terminology, components, hardware and software trends, commercial benefits, social impact, legal and ethical aspects, consumer issues, and typical software applications. Hands-on laboratory component introduces word processing, spreadsheets, and databases. Does not count towards the computer science major or minor.

CIS 250  Introduction to Information Systems  3 Credits  F, S
Offers a general approach to the use of Information Systems in management, education, and government. Topics include computer terminology, data communications, system design, computer ethics, human-to-computer interfaces, and computer based decision support systems. Credit may not be received for both BUS 330 and CIS 250.
Prerequisites: CIS 103 or permission of instructor

CIS 250  Data Communications  3 Credits  S
This course presents concepts and applications of telecommunications technologies, networks, and distributed information systems. Topics include various standards, protocols, architectures, requirements, communication techniques, and management issues.
Prerequisites: CIS 250 or BUS 330 or permission of instructor

CIS 350  Database Management  3 Credits  F
This course presents concepts and applications of database management systems. Topics include physical and logical data organization, various database models, query languages, design concerns, integrity and security, and management issues. MS Access will be used for assignments.
Prerequisites: CIS 250 or BUS 330 or permission of instructor

CIS 450  Software Engineering  3 Credits  F
This course presents an introduction to the latest trends in software engineering, including program specification and requirements. Topics include problem solving techniques and software development. Particular emphasis is placed upon the design of large information systems projects.
Prerequisites: CIS 250 or BUS 330, or permission of instructor and one of the following courses: CSCI 105 or CSCI 200

CIS 460  Seminar in Information Systems  3 Credits  S
Discussion, preparation, and presentation of papers by the students and faculty on topics of current interest in information systems. This is a capstone course for students majoring in Information Systems Management.
Prerequisites: Senior standing with a major in Information Systems Management or permission of instructor

CIS 480  Internship  3 Credits  F, I, S

CIS 490  Independent Study  3 Credits  F, I, S

CIS 491  Research  3 Credits  F, I, S

CIS 500  Honors Project  3 Credits  F, I, S
The Music Department at Bridgewater College serves the various needs of the academic community with the Carter Center for Worship and Music as the site of most musical activity. Students from all majors are invited to participate in one or more of the choral, instrumental or chamber ensembles, and private study (applied music) is available to singers and players. Students who choose music as a career may focus on performance and/or elect to gain certification to teach vocal or instrumental music in the public schools. A concentration in Church Music is offered to Music majors and supported by the College’s strong choral tradition and outstanding rehearsal and performance facilities for organists. Internships in music and music-related fields can be arranged for those with special interests. Numerous courses offered by the Music Department meet the College’s General Education Requirement in Fine Arts. Specific information about musical opportunities and courses at Bridgewater College is listed as follows.
**MUSIC MAJOR REQUIREMENTS**

A major in Music requires the Bachelor of Arts degree and consists of the following courses:

- MUS 210 Voice Methods
- MUS 211 Brass Methods
- MUS 212 Woodwind Methods
- MUS 213 String Methods
- MUS 214 Percussion Methods
- MUS 221 Music Theory I
- MUS 222 Music Theory II
- MUS 311 History of Medieval and Renaissance Music
- MUS 312 History of Baroque and Classical Music
- MUS 313 History of Romantic and 20th Century Music
- MUS 341 Music Theory III
- MUS 342 Music Theory IV
- MUS 343 Music Arranging
- MUS 420 Instrumental Conducting and Methods

OR

- MUS 421 Choral Conducting and Methods

And 12 credit hours in applied music (Eight credit hours in the major performance area at the 300 and 400 levels, and four credit hours in the minor performance area).

The requirement in applied music includes satisfactory completion of two years of keyboard instruction and passing a piano proficiency examination for those who study piano below the 300 level.

The major in Music also includes a requirement of performance in a large ensemble for each year the student is in residence at Bridgewater College. Jury examinations are required each year in the student’s major performance area. Two public performances in the major performance area are required each year. A senior recital is required. Completion of all requirements of the PDP program is required of Music majors.

**TEACHER CERTIFICATION—CHORAL/VOCAL**

Teacher certification for choral/vocal teachers consists of completing a Music major in voice or keyboard and a minor in keyboard or voice as well as participation in a choral ensemble during each year of residence and completion of the following professional education, music education and field experience courses and requirements:

- MUS 322 Choral Literature
- MUS 422 Music Education in the Elementary School
- MUS 436 Music Education in the Secondary School

Admission to the Education Department and passing scores on the PRAXIS Examinations.

- EDUC 140 Introduction to Foundations of American Education
- EDUC 200 Psychology of Education and Development
- EDUC 201 Field Experience I
- EDUC 215 Diversity in the Classroom
- EDUC 303 Field Experience III
- EDUC 370 Classroom Management (Secondary)
- EDUC 380 Practicum in Current Teaching Techniques
- EDUC 450 Seminar in Educational Philosophies
- EDUC 470 Professional Student Teaching

**TEACHER CERTIFICATION—INSTRUMENTAL**

Teacher certification for instrumental teachers consists of completing a Music major in a band or orchestral instrument and a minor in a band, orchestral or keyboard instrument as well as participation in an instrumental ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements:

- MUS 327 Marching Band Techniques
- MUS 422 Music Education in the Elementary School
- MUS 436 Music Education in the Secondary School

Admission to the Education Department and passing scores on the PRAXIS Examinations.

- EDUC 140 Introduction to Foundations of American Education
EDUC 200 Psychology of Education and Development
EDUC 201 Field Experience I
EDUC 215 Diversity in the Classroom
EDUC 303 Field Experience III
EDUC 370 Classroom Management (Secondary)
EDUC 380 Practicum in Current Teaching Techniques
EDUC 450 Seminar in Educational Philosophies
EDUC 470 Professional Student Teaching

MUSIC MINOR REQUIREMENTS
A minor in Music consists of the following courses:

MUS 221 Music Theory I
MUS 222 Music Theory II
MUS 312 History of Baroque and Classical Music

OR

MUS 313 History of Romantic and 20th Century Music

Eight credit hours of applied music in the major performance area numbered 300 or above.

And two additional courses chosen from the following:

MUS 311 History of Medieval and Renaissance Music
MUS 312 History of Baroque and Classical Music
MUS 313 History of Romantic and 20th Century Music
MUS 341 Music Theory III
MUS 342 Music Theory IV
MUS 420 Instrumental Conducting and Methods

OR

MUS 421 Choral Conducting and Methods

And participation in a large performance ensemble during each year the student is in residence.

Jury examinations are required each year in the student’s major performance area. Two public performances in the major performance area are required each year. A senior recital also is required.

CHURCH MUSIC CONCENTRATION REQUIREMENTS FOR MUSIC MAJORS
A concentration in Church Music consists of 19 credit hours including the following courses:

MUS 322 Choral Literature
MUS 340 Church Music
MUS 480 Internship OR an equivalent experience

And the remaining credit hours chosen from the following courses:

MUS 362 18th Century Counterpoint
MUS 400 Composition
MUS 420 Instrumental Conducting OR
MUS 421 Choral Conducting and Methods
MUS 422 Music Education in the Elementary School
MUS 490 Independent Study

COURSES

MUS 210 Voice Methods
1 Credit  S

Development of the singing voice: posture, breathing, vowels, consonants, intonation, placement and resonance; English, German, French and Italian diction; and choral and solo literature in several styles.
Prerequisites: Music major or permission of instructor

MUS 211 Brass Methods
1 Credit  F

Practical course in the teaching, playing, and care of brass instruments.
Prerequisites: Music major or permission of instructor

MUS 212 Woodwind Methods
1 Credit  S

Practical course in the teaching, playing, and care of woodwind instruments.
Prerequisites: Music major or permission of instructor
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 213</td>
<td>String Methods</td>
<td>1</td>
<td>S</td>
<td>Practical course in the teaching, playing, and care of string instruments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>Prerequisites: Music major or permission of instructor</em></td>
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<tr>
<td>MUS 214</td>
<td>Percussion Methods</td>
<td>1</td>
<td>F</td>
<td>Practical course in the teaching, playing, and care of percussion instruments.</td>
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<td><em>Prerequisites: Music major or permission of instructor</em></td>
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<tr>
<td>MUS 220</td>
<td>Introduction to Western Music</td>
<td>3</td>
<td>F,S</td>
<td>Listening and learning to recognize forms, styles, composers, and works in Western music from the early Christian era to the present.</td>
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<td><em>General Education: Fine Arts</em></td>
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<tr>
<td>MUS 221</td>
<td>Music Theory I</td>
<td>3</td>
<td>F</td>
<td>Tonal and rhythmic development through exercises in sight singing and ear training. Solfège, part-singing, rhythms, scales, intervals and other fundamentals of music. Tonic, dominant and sub-dominant cadences (primary chords) and progressions studied by analysis, part-writing and keyboard harmony.</td>
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<td><em>Prerequisites: Intermediate music reading ability</em></td>
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<tr>
<td>MUS 222</td>
<td>Music Theory II</td>
<td>3</td>
<td>S</td>
<td>Primary and secondary chords, secondary dominant chords, and modulation to the dominant and relative major keys studied by analysis, part-writing and keyboard harmony.</td>
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<td><em>Prerequisites: MUS 221</em></td>
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<tr>
<td>MUS 230</td>
<td>Introduction to 20th Century Music</td>
<td>3</td>
<td>F</td>
<td>Listening and learning to recognize forms, styles, composers, and works in Western music since 1870.</td>
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<td><em>General Education: Fine Arts</em></td>
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<tr>
<td>MUS 232</td>
<td>American Music</td>
<td>3</td>
<td>I</td>
<td>American musical life from Colonial times to the present. Samplings include music following both the European classical tradition (operatic, choral, symphonic, etc.) and America’s popular tradition (ragtime, jazz, rock, etc.). Specific topics in the general areas are treated in detail by individual research.</td>
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<td><em>General Education: Fine Arts</em></td>
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<tr>
<td>MUS 233</td>
<td>Jazz in America</td>
<td>3</td>
<td>I</td>
<td>Designed to increase the appreciation and enjoyment of jazz. The history and techniques of American jazz will be examined by lecture, demonstration and audio and video recordings. Differences in the music elements for the major jazz styles will be highlighted. During the third week of the course, the class will be traveling to a significant jazz location (possibly New Orleans, Chicago, New York) to experience live jazz and culture pertaining to it.</td>
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<td><em>General Education: Fine Arts</em></td>
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<tr>
<td>MUS 235</td>
<td>American Theatrical Music</td>
<td>3</td>
<td>F</td>
<td>This course is a study of the sources and the development of the American musical from George M. Cohan to Stephen Sondheim. Students will learn of the history of the musical, as well as its relationship to other genres such as opera, operetta, dramatic song cycle, and theatrical concert music.</td>
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<td><em>General Education: Fine Arts</em></td>
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<tr>
<td>MUS 236</td>
<td>The Music and Art of Polynesia</td>
<td>3</td>
<td>I</td>
<td>The arts in traditional Polynesian culture and their relationship to ceremonies, celebrations, religion, folklore, and daily life. Several days are spent on campus to survey Polynesian culture and history in preparation for a two-week trip to Hawaii. While in Hawaii, the class visits museums and historical sites and takes advantage of lectures and study tours offered by the Polynesian Cultural Center, and the University of Hawaii.</td>
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<td><em>Prerequisites: Permission of instructor</em></td>
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<td><em>Alternate years: offered 2012–2013</em></td>
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<td><em>General Education: Global Diversity</em></td>
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MUS 255  Music and Culture in Western Europe  
3 Credits  I
A tour of musical and cultural centers of Western Europe: London, Paris, Munich, Salzburg, Vienna, and Rome. The course includes the study of various European schools of composition and composers with visits to homes, monuments, musical institutions, churches, etc. General sightseeing is included.
Prerequisites: Permission of instructor
Alternate years: offered 2011–2012
General Education: Europe

MUS 311  History of Medieval and Renaissance Music  
3 Credits  S
History of Western musical style from the early Christian era to 1600. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.
Prerequisites: This course should be taken by students who have some background in music and who have the ability to read a musical score.
General Education: Fine Arts

MUS 312  History of Baroque and Classical Music  
3 Credits  F
History of Western musical style from 1600 to 1800. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.
Prerequisites: This course should be taken by students who have some background in music and who have the ability to read a musical score.
General Education: Fine Arts

MUS 313  History of Romantic and 20th Century Music  
3 Credits  S
History of Western musical style from 1800 to the present. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.
Prerequisites: This course should be taken by students who have some background in music and who have the ability to read a musical score.
General Education: Fine Arts

MUS 322  Choral Literature  
2 Credits  S
Choral literature, styles, forms, and voicings from the Renaissance to the present. Historical considerations and performance practices are discussed, and criteria for selection of music for choirs is developed.
Alternate years: offered 2011–2012

MUS 327  Marching Band Techniques  
2 Credits  F
Practical course for future public school marching band educators. Objectives include developing the skills necessary to instruct and administer a successful marching band.
Alternate years: offered 2012–2013

MUS 329  Keyboard Pedagogy  
3 Credits  F
Separate studies of piano and organ teaching regarding teacher qualifications, teaching techniques, graded music courses, professional ethics, and recital planning.
Offered on demand

MUS 340  Church Music  
3 Credits  F
Church music, with studies in hymnology, administration, graded choirs, choral techniques, choral literature, and worship.
Offered on demand

MUS 341  Music Theory III  
3 Credits  F
Chromatically altered harmony with modulation techniques and impressionistic harmony studied by analysis, part-writing and keyboard harmony.
Prerequisites: MUS 222

MUS 342  Music Theory IV  
3 Credits  S
The fundamentals of 12-tone serialism through written exercises and analysis, and studies in form and analysis, including phrase structures and the various part-forms of tonal music.
Prerequisites: MUS 341
MUS 343  Music Arranging  3 Credits  S
Band and orchestral instruments and voices, and their classifications, ranges and general use. The course includes writing and arranging music for vocal and instrumental solos and ensembles.
Prerequisites or co‑requisite: MUS 342
Alternate years: offered 2011–2012

MUS 362  18th Century Counterpoint  2 Credits  S
Eighteenth century contrapuntal techniques, including fugue.
Prerequisites: MUS 342
Offered on demand

MUS 370  History of Dramatic Music  3 Credits  I
Analytical study of the history of dramatic music, especially opera and oratorio. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.
General Education: Fine Arts

MUS 400  Composition  2 Credits  S
The study and practice of musical composition, both traditional and modern.
Prerequisites: MUS 343
Offered on demand

MUS 420  Instrumental Conducting and Methods  3 Credits  F
Elements of instrumental conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined instrumental and choral ensembles.
Prerequisites: MUS 222

MUS 421  Choral Conducting and Methods  3 Credits  F
Elements of choral conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined choral and instrumental ensembles.
Prerequisites: MUS 222

MUS 422  Music Education in the Elementary School  3 Credits  F
A course for future music teachers. Introduction to the melodic and harmonic instruments used in the elementary school. Selection and presentation of songs by rote and note, rhythmic activities, creative activities, and listening materials for grades K–6.
Prerequisites: MUS 222

MUS 436  Music Education in the Secondary School  3 Credits  S
The methodology and philosophy of teaching music in the secondary school including general music, music appreciation, music theory, and performing groups.
Prerequisites: MUS 222

PERFORMING ENSEMBLES
Ensemble members earn 0.5 credit per semester, and are expected to commit themselves to participation in the ensemble for the full academic year. A maximum of four credits in ensemble participation may be applied toward graduation. Students from all majors are eligible for membership in the performing ensembles.

MUS 441  Concert Choir  0.5 Credit  F, S
A select choral ensemble of about 45 singers who rehearse a wide variety of choral literature in preparation for the ensemble’s annual spring concert tour. The Concert Choir serves as the College’s ceremonial chorus.
Prerequisites: Audition required

MUS 442  Chorale  0.5 Credit  F, S
The Chorale is an ensemble of about 25 advanced singers. The Chorale appears on- and off-campus throughout the entire year in a variety of programs. The Chorale tours with the Concert Choir each
spring. The ensemble makes occasional concert tours to distant locations in the United States and abroad. Members of the Chorale are required to be members of the Concert Choir, MUS 441. Membership is determined by auditions, which are held in the spring for the following year. 

Prerequisites: Audition required

**MUS 443 Symphonic Band**

0.5 Credit  F, S

Performs a wide variety of concert band literature on- and off-campus. Instrumental music majors are required to enroll in this ensemble.

Prerequisites: Previous instrumental music experience

**MUS 444 Jazz Band**

0.5 Credit  F, S

Performs a wide variety of jazz literature on- and off-campus. Ensemble members who are instrumental music majors are required to also be members of the Symphonic Band, MUS 443.

Prerequisites: Audition required

**MUS 445 Chamber Music Ensembles**

0.5 Credit  F, S

Brass, String, Percussion, Woodwind, Vocal, Handbell, and Mixed small ensembles. A wide variety of quality literature will be performed on- and off-campus.

Prerequisites: Permission of instructor

**APPLIED MUSIC**

A student may register simultaneously for one or two applied music courses with the approval of his or her advisor and the music faculty. One credit may be earned each semester for each applied area. For the new applied music student, the course number is determined by an audition before a member of the music faculty.

100 level: beginning student
200 level: second year beginning student
300 level: first year for an advanced student
350 level: second year for an advanced student
400 level: third year for an advanced student
450 level: fourth year for an advanced student

The last digit in an applied music course number designates the specific applied music area (i.e., a beginning piano student’s number will be 101; a first year advanced piano student’s number will be 301).

__01 piano
__02 organ
__03 voice
__04 woodwind instrument
__05 brass instrument
__06 percussion instrument
__07 string instrument
__08 guitar

**MUS 480 Internship**

3 Credits  F, I, S

**MUS 490 Independent Study**

3 Credits  F, I, S

**MUS 491 Research**

3 Credits  F, I, S

**MUS 500 Honors Project**

3 Credits  F, I, S
Philosophy and Religion is an ideal major for the liberal arts student. In all Philosophy and Religion courses, one sees how logical tools and ethical principles help to bring together, and make personal, the variety of knowledge gained in other disciplines. Philosophy explores the "big questions" whose answers shape ideas of self, reality, and meaning in life. Religion explores how those same ideas relate to ultimate concerns that are integral to past and present cultures, beliefs, and practices. Study in Philosophy and Religion illuminates the historical and contemporary content of Western and Eastern cultures and is excellent preparation for developing a philosophy of life and for graduate school in any humanities field where both a clear understanding of intercultural history and effective skills in research and argumentation are requisites.

Career opportunities for the student going into ministry, religious education, or graduate school in Philosophy or Religion begin with completing the major in the Department of Philosophy and Religion leading to the Bachelor’s degree.

Pre-Professional Programs
The Department of Philosophy and Religion offers pre-professional preparation for ministry that qualifies one as an applicant for admission to a theological seminary to pursue a Master of Arts or a Master of Divinity degree. Such a master’s degree is prerequisite for ordination to the ministry in most denominations. For more information on pre-professional programs visit www.bridgewater.edu/studentservices/careerservices.
The degree from Bridgewater College in Philosophy and Religion also qualifies one as an applicant for admission to other graduate schools’ and universities’ master’s degree programs in philosophy, in religion, in peace and justice studies, or in other humanities disciplines. The degree also qualifies one for lay leadership in religious education, or for doing church work. The degree in Philosophy and Religion also has shown itself to have played an excellent role in preparation for law, banking and finance, international relief service, education, and music careers. In fact, majors in Philosophy and Religion have entered each of those varied fields.

For more information about the department visit www.bridgewater.edu.

PHILOSOPHY AND RELIGION MAJOR REQUIREMENTS

A major in Philosophy and Religion requires the Bachelor of Arts degree. A major in Philosophy and Religion consists of not less than 30 credits with a minimum of 12 credits each from Philosophy and Religion, the remaining credits composed of courses approved by the Department. In their senior year, majors must take the Philosophy and Religion seminar (either as PHIL 430 or REL 430).

PHILOSOPHY AND RELIGION MINOR REQUIREMENTS

A minor in Philosophy and Religion consists of 18 credit hours selected from Philosophy and Religion courses in consultation with the advisor in the minor. It also requires an emphasis in one of the following areas: World Religions, Theology, Philosophy, Biblical Studies, or Ethics.

For an emphasis in World Religions, the student must take:
REL 340 Religions of the Near East
REL 350 Religions of the Far East

For an emphasis in Theology, the student must take at least two of the following:
REL 318 Medieval Women’s Spirituality
REL 331 Christian Beliefs
REL 332 Reformation Theology
REL 333 Contemporary Christian Thought

For an emphasis in Philosophy, the student must take at least two of the following:
PHIL 228 Philosophy of Popular Culture
PHIL 310 Logic
PHIL 331 The Classical Mind
PHIL 332 Modern Mind
PHIL 333 Contemporary Philosophy
PHIL 335 Philosophy of Religion
PHIL 337 Philosophy of Science
PHIL 420 Post-Modernism

For an emphasis in Biblical Studies, the student must take at least two of the following:
REL 325 Biblical Interpretation
REL 326 Readings in Hebrew Scriptures
REL 327 Biblical Themes in Literature
REL 310 Jesus in History and Culture

For an emphasis in Ethics, the student must take at least two of the following:
PHIL 225 Contemporary Moral and Political Problems
PHIL 235 Bioethics
PHIL 320 Professional Ethics
PHIL 322 Gender and Ethics
PHIL 340 Environmental Ethics
REL 400 Peace Studies Seminar
REL 420 Christian Social Ethics

PEACE STUDIES MINOR REQUIREMENTS

The department offers a minor in Peace Studies that addresses the continuing need for intellectually substantial, morally grounded, and practically effective alternatives to socially conditioned structures of conflict and violence. A minor in Peace Studies consists of 18 credit hours including the following courses:
REL 335 Christian Perspectives on Violence and Peace
REL 420 Christian Social Ethics
PHIL 319  Conflict Transformation

And three of the following courses:

PHIL 225  Contemporary Moral and Political Problems
PHIL 490  Independent Study
REL 317  History of the Christian Church
REL 319  History of the Church of the Brethren
REL 340  Religions of the Near East
REL 400  Peace Studies Seminar
REL 490  Independent Study
PSCI 335  Peace, War, and World Politics
PSCI 356  Contemporary Foreign Relations
PSCI 420  International Law and Organization
SOC 325  Development and Underdevelopment in the Modern World

Courses listed on a student’s plan of the major in Philosophy and Religion are excluded.

GENERAL EDUCATION REQUIREMENT

The College’s General Education requirement of courses in religion or philosophy and in global diversity can be met by courses in the Department of Philosophy and Religion. See the course’s description in the catalog to discover the category to which a particular course applies. REL 220 meets the religion requirement of the College’s General Education plan.

COURSES

PHILOSOPHY

PHIL 225  Contemporary Moral and Political Problems  
Examination of pressing moral and philosophical questions that have become major political issues of our day. Problems considered include abortion, sexism, racism, drugs, privacy and censorship, civil disobedience, and others of interest to the group.  
Prerequisites: ENG 101 or 110 or 140 and REL 220  
Alternate years: offered 2011–2012  
General Education: A course in Religion or Philosophy

PHIL 228  Philosophy of Popular Culture  
A systematic philosophical analysis of the major entertainment media of modern American culture aimed at determining the values reflected in and arising from popular movies, television, comics, music, and literature. Students select and research materials from the most popular national media, assessing the reasons for their extreme popularity.  
Prerequisites: ENG 101 or 110 or 140 and REL 220  
Offered on demand  
General Education: A course in Religion or Philosophy

PHIL 235  Bioethics  
This course will confront a number of modern scientific and ethical problems including abortion, genetic testing, genetically modified plants and animals, stem cells, gene therapy, research on humans, and physician-assisted suicide. Biology and biotechnology often confound our notions of right and wrong, and what ethical behavior is.  
Prerequisites: ENG 101 or 110 or 140 and REL 220  
Alternate years: offered 2012–2013  
General Education: A course in Religion or Philosophy

PHIL 300  Topics in Philosophy and Religion  
(Cross-listed as REL 300)  
Examines a series of fundamental questions in metaphysics, epistemology, aesthetics and ethics from both a philosophical and a theological perspective. Traces the lineage of current assumptions including the questions and methods of inquiry that are treated in the disciplines of philosophy and religion. Designed and intended for students who are considering a major or minor in Philosophy and Religion.  
General Education: A course in Religion or Philosophy

PHIL 310  Logic  
Skills of reasoning for solving problems found in ordinary language, deductive and inductive formats, and in common fallacies. A brief introduction to symbolic logic, scientific method, and probability.  
General Education: A course in Religion or Philosophy
**PHIL 319**  
**Conflict Transformation**  
(Cross-listed as SOC 319)  
3 Credits  
F, S  

Designed as a broad introduction to the field, this course will familiarize students with conflict and practical approaches to its transformation. Students will focus on personal communication and conflict styles, negotiation skills, interpersonal mediation and facilitation of group decision-making and problem-solving. Students will participate in discussions, exercises, analyses, role-plays and simulations. In addition to the regularly scheduled meeting times, one day-long Saturday session is included.  
*Prerequisites: ENG 101 or 110 and REL 220*  

**PHIL 320**  
**Professional Ethics**  
3 Credits  
F, S  

Pressing issues confronting professionals in a technological era. Utilizing the insights of philosophical and religious ethics, the course examines the responsibilities of the professional person in business, medicine, law, education, the ministry, and other fields. Problems considered include confidentiality, accountability, whistleblowing, governmental regulation, and ethical codes.  
*Prerequisites: ENG 101 or 110 or 140, REL 220 and junior or senior standing as listed on WebAdvisor*  
General Education: A course in Religion or Philosophy  

**PHIL 322**  
**Ethics and Gender**  
3 Credits  
S  

This course is an introduction to gender-related ethical issues. It surveys the development of gender and racial critiques of traditional ethical theories and examines the relationship between gender and the concept of the good in Western culture.  
*Prerequisites: ENG 101 or 110 or 140*  
Alternate years: offered 2012–2013  
General Education: A course in Religion and Philosophy  

**PHIL 328**  
**Germanic Cultures**  
3 Credits  
I  

An effort to appreciate Germanic culture contributions by traveling to Germany, Austria and Switzerland. Language, philosophical influences, and theological developments determine the itinerary for the course. Modern history from 16th century to the present suggest sites to be visited.  
*Prerequisites: ENG 101 or 110 or 140 and REL 220*  
Offered on demand  
General Education: Europe  

**PHIL 329**  
**Classical Cultures: Greece and Italy**  
3 Credits  
I  

An analysis of the historical and cultural roots of Western culture with special concern for the religious and philosophical heritage. Fifteen days of travel are combined with the academic study of the historical sites, literature, art, and concepts of these extraordinary ancient civilizations.  
Alternate years: offered 2011–2012  
General Education: Europe  

**PHIL 331**  
**The Classical Mind**  
(Cross-listed as PSIC 331)  
3 Credits  
F  

The primary works of Plato and Aristotle form the foundation for the development of certain issues traced into the Medieval era. The original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.  
*Prerequisites: ENG 101 or 110 or 140 and REL 220*  
General Education: A course in Religion or Philosophy  

**PHIL 332**  
**The Evolution of the Modern Mind**  
3 Credits  
S  

The primary works of certain major philosophers who have shaped our intellectual history. Emphasis is placed on Descartes, Spinoza, Leibnitz, Hume, Locke, Kant, and Hegel. The basic philosophical turning-points in the modern history of our civilization are highlighted.  
*Prerequisites: ENG 101 or 110 or 140 and REL 220*  
Alternate years: offered 2011–2012  
General Education: A course in Religion or Philosophy  

**PHIL 333**  
**Contemporary Philosophy**  
3 Credits  
F  

Outstanding philosophical concerns of this milieu beginning with the Vienna Circle and continuing to the present. Focus is on the primary works of influential philosophers from analytical philosophy, language
analysis, and important linguistic arguments from writers in other schools of thought and academic disciplines. Representative thinkers may include Wittgenstein, Ayer, Quine and Rorty.

**Prerequisites:** ENG 101 or 110 or 140 and REL 220

**Alternate years:** offered 2012–2013

**General Education:** A course in Religion or Philosophy

**PHIL 335 Philosophy of Religion**  
3 Credits  F

Concepts and problems associated with theistic faith in the West. Areas of inquiry and reflection include: the relation of philosophy to religion, arguments for and against the existence of God, the problem of evil, the nature of religious experience (including miracles and mystical experience), the purpose and meaning of religious language, and the immortality of the soul.

**Prerequisites:** ENG 101 or 110 or 140 and REL 220

**Alternate years:** offered 2011–2012

**General Education:** A course in Religion or Philosophy

**PHIL 337 Philosophy of Science**  
3 Credits  F

Interaction of philosophy and science that affects human understanding of the physical universe, life, the mind, and human values. Investigations are made into methods of research, physical evidence defining our universe, the principle of relativity, the uncertainty principle, predictive knowledge, and related topics.

**Prerequisites:** ENG 101 or 110 or 140 and REL 220

**General Education:** A course in Religion or Philosophy

**PHIL 340 Environmental Ethics**  
3 Credits  S

The historical development of environmental ethics in the U.S., major ethical approaches to contemporary environmental issues, and the application of those theories to particular topics such as ecojustice, biodiversity, and global warming. Readings will be drawn from a wide range of sources, from ancient scripture to current news reports.

**Prerequisites:** ENG 101 or 110 or 140 and REL 220

**Alternate years:** offered 2011–2012

**General Education:** A course in Religion or Philosophy

**PHIL 420 Postmodernism**  
3 Credits  S

An effort to analyze philosophically the eras of the 20th century considered “modernism” and “postmodernism.” Some key ideas of relativity, literary criticism, modern warfare, social norms, and ethical values from art, literature, sciences, social sciences, and philosophy. Authors from the movements called existentialism, structuralism, deconstructionism, feminism, pragmatism, et al.

**Prerequisites:** ENG 101 or 110 or 140 and REL 220

**Alternate years:** offered 2011–2012

**General Education:** A course in Religion or Philosophy

**PHIL 430 Senior Seminar**  
(Cross-listed as REL 430)  
3 Credits  F

Intensive study, research, and discussion in a field of current interest in philosophy and religion. This is the required senior seminar for Philosophy and Religion majors.

**Prerequisites:** Minimum of 18 credit hours of course work in the Department of Philosophy and Religion

**PHIL 480 Internship**  
3 Credits  F, I, S

**PHIL 490 Independent Study**  
3 Credits  F, I, S

**PHIL 491 Research**  
3 Credits  F, I, S

**PHIL 500 Honors Project**  
3 Credits  F, I, S
REL 220  New Testament
3 Credits  F, S
Christian beginnings with emphasis upon the literature and thought of the early Christian community. Introduces information and skills necessary for examining the New Testament documents and their relevance in the history of Western culture.
Prerequisites: ENG 101 or 110 or 140
General Education: New Testament

REL 300  Topics in Philosophy and Religion
(Cross-listed as PHIL 300)
3 Credits  F
Examines a series of fundamental questions in metaphysics, epistemology, aesthetics and ethics from both a philosophical and a theological perspective. Traces the lineage of current assumptions including the questions and methods of inquiry that are treated in the disciplines of philosophy and religion. Designed and intended for students who are considering a major or minor in Philosophy and Religion.
General Education: A course in Religion or Philosophy

REL 310  Jesus in History and Culture
3 Credits  S
The person and significance of Jesus as understood in his own time and throughout history. Examines literature, art, and film to appreciate how the perceptions of Jesus change and develop within various social and historical contexts.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Alternate years: offered 2011–2012
General Education: A course in Religion or Philosophy

REL 312  Archaeology and the Bible
3 Credits  I
Archaeology as it relates to biblical materials, especially to the Old Testament. An examination of findings and discoveries of the past two centuries and their relationship to biblical religion and faith, and to the history of the Hebrew people.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Alternate years: offered 2012–2013

REL 315  The Lands of the Bible
3 Credits  I
A study of the history, sociology, and archaeology of Palestine as these disciplines relate to the literature, religions, and cultures of ancient Hebrew society and early Christianity. Following the first week of study on campus, two weeks are devoted to visiting sites of biblical and religious importance in Israel and Jordan.
Prerequisites: ENG 101 or 110 or 140
Alternate years: offered 2011–2012
General Education: Global Diversity

REL 317  History of the Christian Church
(Cross-listed as HIST 317)
3 Credits  F
General introduction to Christianity, surveying all three historical traditions: Roman Catholic, Eastern Orthodox, and Protestant. Special emphasis on social and political structures of the church, and issues in theology and ethics from the Apostolic Age to the present.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Alternate years: offered 2011–2012
General Education: A course in Religion or Philosophy

REL 318  Medieval Women’s Spirituality
3 Credits  I
A study of Medieval women’s visionary literature, considering both its roots in the classical and Medieval mystical tradition and its development within the distinct life experience of women in the Middle Ages. Special attention will be given to such authors as Hildegard of Bingen, Julian of Norwich, Teresa of Avila, and the Beguine mystics Hadewijch, Mechthild of Magdeburg, Beatrice of Nazareth, and Marguerite Porete.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Offered on demand
General Education: A course in Religion or Philosophy

REL 319  History of the Church of the Brethren
3 Credits  I
From its beginning to the present day. Emphasis upon understanding the church today in light of its historical development, and attention to Brethren doctrine and ideals.
Prerequisites: ENG 101 or 110 or 140 and REL 220
Alternate years: offered 2011–2012
**REL 325**  
**Biblical Interpretation**  
3 Credits  
S  
A survey of the changing approaches to biblical interpretation throughout history. Focuses on the theological schools and exegetical methods of the Early Church, the Middle Ages, the Reformation, and the Modern Era. Special attention is given to the exegesis of selected passages.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Religion or Philosophy  

**REL 326**  
**Readings in the Hebrew Scriptures**  
3 Credits  
S  
History, literature and faith of the Hebrew people as revealed in the study of specific topics in Hebrew Scriptures. Designated material in the Hebrew Bible will be examined through the insights of literary analysis, archaeology, anthropology and historical criticism with special emphasis on interpretive methods.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**General Education:** A course in Religion or Philosophy  

**REL 327**  
**Biblical Themes in Literature**  
(Cross-listed as ENG 327)  
3 Credits  
S  
A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Literature  

**REL 331**  
**Christian Beliefs**  
3 Credits  
F  
Introduction to Christian theology. The central doctrines of the Christian faith examined in the context of their historical development. Various interpretations of those doctrines in contemporary theology are evaluated.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Religion or Philosophy  

**REL 332**  
**Reformation Thought**  
3 Credits  
F  
The formative period of thought for contemporary Catholic and Protestant Christianity. Thinkers include representative scholastics, the Humanists, Luther, Zwingli and the Anabaptists, Calvin, and the Catholic Reform expressed in the Councils from Constance to Trent.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Religion or Philosophy  

**REL 333**  
**Contemporary Christian Thought**  
3 Credits  
S  
Critical reading and discussion of writings of representative, contemporary, academic theologians (including Barth, Bonhoeffer, Cone, Gutiérrez, Küng, and Schüssler Fiorenza) with a view to developing an awareness of basic issues and patterns in present theological thinking.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Religion or Philosophy  

**REL 335**  
**Christian Perspectives on Violence and Peace**  
3 Credits  
I  
Biblical, historical, and social attitudes toward violence and peace including a study of political, social, and scientific factors that affect violence at the interpersonal, and through war at the international levels of human experience. A seminar approach is used.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2012–2013  
**General Education:** A course in Religion or Philosophy  

**REL 340**  
**Religions of the Near East**  
3 Credits  
F  
Major living religions of the Near East stressing a sympathetic understanding of the illumination, which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Judaism, Christianity, and Islam.  
**Prerequisites:** ENG 101 or 110 or 140 and REL 220  
**Alternate years:** offered 2011–2012  
**General Education:** Global Diversity
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>REL 350</td>
<td>Religions of the Far East</td>
<td>3</td>
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<tr>
<td></td>
<td>Major living religions of the Far East stressing a sympathetic understanding of the illumination, which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Hinduism, Buddhism, and native Chinese religion.</td>
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<td>Prerequisites: ENG 101 or 110 or 140 and REL 220</td>
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<td>Alternate years: offered 2012–2013</td>
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<td></td>
<td>General Education: Global Diversity</td>
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<tr>
<td>REL 365</td>
<td>Foundations of American Religion</td>
<td>3</td>
<td>S</td>
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<td>(Cross-listed as HIST 365)</td>
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<td></td>
<td>A survey of American religious history with a focus on the diversity of that experience. Major topics include Puritanism, Pietism, Revivalism, Mormonism, Methodism, African American religion, Catholicism, and Judaism.</td>
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<td>Alternate years: offered 2011–2012</td>
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<td>General Education: United States</td>
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<tr>
<td>REL 400</td>
<td>Peace Studies Seminar</td>
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<td></td>
<td>A brief history of peace studies in the United States, current issues in peace studies, studies in the philosophy of civilization, the roles of violence and nonviolence in protest and revolution, and the roles of church and state in peacemaking.</td>
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<td></td>
<td>Prerequisites: ENG 101 or 110 or 140 and REL 220</td>
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<td>Offered on demand</td>
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<td>REL 420</td>
<td>Christian Social Ethics</td>
<td>3</td>
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<td></td>
<td>Personal and social ethical issues from the perspective of contemporary writings of Christian ethicists. Normative and contextual approaches. An examination of the relationship between religion and culture.</td>
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<tr>
<td></td>
<td>Prerequisites: ENG 101 or 110 or 140 and REL 220</td>
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<td></td>
<td>Alternate years: offered 2011–2012</td>
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<td></td>
<td>General Education: A course in Religion or Philosophy</td>
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<tr>
<td>REL 430</td>
<td>Senior Seminar</td>
<td>3</td>
<td>F</td>
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<td>(Cross-listed as PHIL 430)</td>
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<tr>
<td></td>
<td>Intensive study, research, and discussion in a field of current interest in philosophy and religion. This is the required senior seminar for Philosophy and Religion majors.</td>
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<tr>
<td></td>
<td>Prerequisites: Minimum of 18 credit hours of course work in the Department of Philosophy and Religion</td>
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<td>REL 480</td>
<td>Internship</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>REL 490</td>
<td>Independent Study</td>
<td>3</td>
<td>F, I, S</td>
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<tr>
<td>REL 491</td>
<td>Research</td>
<td>3</td>
<td>F, I, S</td>
</tr>
<tr>
<td>REL 500</td>
<td>Honors Project</td>
<td>3</td>
<td>F, I, S</td>
</tr>
</tbody>
</table>
Three different majors in the Physics Department provide opportunities for students to study the theoretical and applied nature of physics from within a broad liberal arts context. Students will find that the courses of study in these majors prepare them for a variety of challenging and rewarding careers, not only in the fields of science and technology, but also in education, engineering, and architecture, as well as careers emphasizing advanced analytical skills, such as business management, law, and Christian ministry.

- The Physics major prepares a student for further study in graduate school or for a career in industry. A number of our graduates have used this route to prepare for study towards a master’s degree in engineering. Others have entered doctoral studies and subsequent vocations in higher education or research. Still others have gone directly into technical jobs in business such as electronics technicians or computer specialists.

- The Physics and Mathematics major is a broad course of study in both physics and mathematics, designed especially for students interested in high school teaching. Upon completion of this program and the necessary education courses, a graduate can become certified to teach both physics and mathematics in high school.

- The Applied Physics major is designed for students interested in technical careers. Depending on their interests, students will select one of three tracks within this major. The Engineering Physics track is designed for students preparing for further study in engineering...
or completing a dual-degree engineering program with the George Washington University or Virginia Tech. Students interested in combining interests in physics, electronics and computer science should complete the Physics and Technology track. The Physical Science track will give a student a broad background in both physics and chemistry.

The department also offers students the opportunity to minor in physics, which can be a unique way of blending together an interest in traditionally non-science areas with an interest in physics. For example, students interested in careers in technical writing, patent law, philosophy, or religion can combine studies in the humanities with physics. In addition, the department offers several courses in astronomy and physics that meet the General Education needs of non-science majors.

**Pre-Professional Programs**

For more information on pre-professional programs visit www.bridgewater.edu.

**Physics Major Requirements**

This major is selected by students planning on graduate study in physics or engineering or on a physics-related career in industry.

**Required Courses:**

PHYS 221 General Physics I  
PHYS 222 General Physics II  
PHYS 305 Electronics  
PHYS 308 Modern Physics  
PHYS 311 Classical Mechanics I  
PHYS 331 Electricity and Magnetism I  
PHYS 345 Experimental Physics  
PHYS 460 Seminar  
And nine additional credits from courses numbered 300 or above.

**Supporting Courses:**

MATH 131 Calculus I  
MATH 132 Calculus II  
MATH 231 Calculus III  
MATH 232 Calculus IV

**Applied Physics Major Requirements**

This major is designed primarily for students interested in careers in engineering or technology. Students completing dual-degree programs may transfer appropriate engineering courses for physics courses at the discretion of the Department and the Vice President and Dean for Academic Affairs.

**Required Courses:**

PHYS 221 General Physics I  
PHYS 222 General Physics II  
PHYS 308 Modern Physics  
PHYS 311 Classical Mechanics I  
PHYS 460 Seminar

**Supporting Courses:**

MATH 131 Calculus I  
MATH 132 Calculus II

Students must select additional courses as outlined in one of the following tracks.

**A. Engineering Physics Track**

This track cannot be taken as a dual major with a major in physics.

**Required Courses:**

CHEM 161 General Chemistry I  
CHEM 162 General Chemistry II  
PHYS 312 Classical Mechanics II  
And four additional courses numbered 300 or above chosen from the Department of Physics.

**Supporting Courses:**

MATH 231 Calculus III  
MATH 232 Calculus IV

**B. Physics and Technology Track**

This track cannot be taken as a dual major with a major in computer science or physics.
REQUIRED COURSES:
- CSCI 200  Introduction to Programming
- CSCI 205  Data Structures and Abstraction
- CSCI 225  Mathematical Structures for Computer Science
- PHYS 305  Electronics
- PHYS 306  Digital Electronics

And two additional courses numbered 300 or above chosen from the Departments of Physics and Mathematics and Computer Science (one from each department).

C. Physical Science Track
This track cannot be taken as a dual major with a major in chemistry or in physics.

REQUIRED COURSES:
- CHEM 161  General Chemistry I
- CHEM 162  General Chemistry II

And 15 additional credits in courses numbered 300 or above chosen from the Departments of Physics and Chemistry (at least six from each department).

SUPPORTING COURSES:
- MATH 231  Calculus III
- MATH 232  Calculus IV

PHYSICS AND MATHEMATICS MAJOR REQUIREMENTS
This major is designed primarily for students wishing to gain licensure in teacher education and may not be taken as a dual major with the major in Mathematics or Physics.

REQUIRED COURSES IN PHYSICS:
- PHYS 221  General Physics I
- PHYS 222  General Physics II
- PHYS 305  Electronics
- PHYS 308  Modern Physics
- PHYS 311  Classical Mechanics I
- PHYS 345  Experimental Physics
- PHYS 460  Seminar

REQUIRED COURSES IN MATHEMATICS:
- MATH 131  Calculus I
- MATH 132  Calculus II
- MATH 216  Set Theory and Symbolic Logic
- MATH 231  Calculus III
- MATH 232  Calculus IV
- MATH 300  Modern Geometry
- MATH 320  History of Mathematics

And three additional credits in mathematics from courses numbered 300 or above for a total of 24 credits.

PHYSICS MINOR REQUIREMENTS

REQUIRED COURSES:
- PHYS 221  General Physics I
- PHYS 222  General Physics II
- PHYS 308  Modern Physics

And three additional physics courses numbered 300 or above.

COURSES

PHYS 110  Introductory Astronomy
4 Credits   F, S

Designed to help students appreciate and understand their physical environment and the methods of physical science through the study of basic astronomy. Topics include the history of astronomy; motion of celestial objects; planets of the solar system; birth, life, and death of stars; galaxies; and cosmology. Three hours in class and two hours in lab per week.

General Education: Natural Science

PHYS 125  Concepts of Physics
4 Credits   F, S

An introduction to the basic concepts of physics emphasizing practical applications of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of sound and light, uses of electricity and magnetism, and the behavior of fundamental particles. Three hours in class and two hours in lab per week.

Prerequisites: MATH 107 or satisfactory score on the placement exam, or permission of instructor

General Education: Natural Science

PHYS 140  The Physics of Music
3 Credits   1

This course is a set of lectures and active-learning activities that explore the physics of sound and music.
Topics covered include the propagation and energy of sound waves, frequency and wavelength, harmonics and overtones, perception of sound intensity, how various musical instruments produce different sounds, and standing waves in different media.

Prerequisites: MATH 107 or MATH 110

**PHYS 175**  
**Astrobiology: Searching for Life in the Universe**  
3 Credits  I

This course is a general introduction to the burgeoning field of astrobiology in which students will explore astronomy from a search for life perspective. The approach to the search for life in this course will be the search for habitable places in the universe. The course will detail cosmology and the scientific description of the physical and astronomical conditions and processes that produce life on earth. These concepts form the foundation for the current search for additional locations in the solar system that might support life and the search for extrasolar planets throughout the universe.

Prerequisites: MATH 107 or satisfactory score on the placement exam, or permission of instructor

**PHYS 205**  
**Principles of Astrophysics**  
3 Credits  I

Basic principles of physics as applied to understanding the physical nature of the solar system; the birth, life and death of stars including black holes; and the formation of the universe.

Prerequisites: MATH 120

**PHYS 218, 219**  
**College Physics I, II**  
4 Credits each  F,S

An algebra-based exploration of the concepts of motion, forces, energy, waves, heat, electricity, magnetism, optics, and modern physics. Three hours in class and three hours in lab per week.

Prerequisites: MATH 120 (PHYS 218 is prerequisite to PHYS 219)

General Education: Natural Science

**PHYS 221, 222**  
**General Physics I, II**  
4 Credits each  F,S

During the first term: Kinematics, Newton’s Laws of Motion, conservation laws, rotational motion, periodic motion, and fluid mechanics. During the second term: Thermodynamics, electricity, magnetism, optics and modern physics. A combination of lectures and learning by inquiry are employed. Computers are used for data acquisition, data analysis, and mathematical modeling. Three hours in class and three hours in lab per week.

Prerequisites: MATH 130 or 132 or concurrent enrollment in MATH 131, 132 respectively (PHYS 221 is prerequisite to PHYS 222)

General Education: Natural Science

**PHYS 305**  
**Electronics**  
4 Credits  F

Analog and digital electronics including diode and transistor operation, mathematical circuit analysis, operational amplifier applications, and digital logic gates. Two hours in class and six hours in lab per week.

Prerequisites: PHYS 222 and MATH 132

Alternate years: offered 2011–2012

**PHYS 306**  
**Digital Electronics**  
3 Credits  I

Analysis and applications of digital circuits such as flip-flops, registers, counters and analog-to-digital converters leading to interfacing real-time data collection to computers.

Prerequisites: PHYS 222 or PHYS 219

Alternate years: offered 2012–2013

**PHYS 308**  
**Modern Physics**  
3 Credits  F

Relativity, wave-particle dualism, Schroedinger equation, wave functions, spectra, nuclear physics and elementary particles.

Prerequisites: PHYS 222 and MATH 132

Alternate years: offered 2011–2012

**PHYS 311, 312**  
**Classical Mechanics I, II**  
3 Credits each  F,S

Kinematics and dynamics in one, two and three dimensions including oscillating systems, central force motion, Lagrangian and Hamiltonian dynamics, motion of rigid objects, and wave motion.

Prerequisites: PHYS 222 and MATH 132 (PHYS 311 is prerequisite to PHYS 312)

Alternate years: offered 2012–2013
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Description</th>
</tr>
</thead>
</table>
| PHYS 331, 332 | Electricity and Magnetism I, II      | 3 Credits each | F, S   | Electrostatics, scalar potential, electric fields and energy in conductors and dielectrics, electric currents, magnetic fields and energy, leading up to Maxwell’s equations and from there to electromagnetic radiation. *Prerequisites: PHYS 222 and MATH 132 (PHYS 331 is prerequisite to PHYS 332)*  
Alternate years: offered 2012–2013                                                                                                                  |
| PHYS 341 | Thermal and Statistical Physics        | 3 Credits | S       | Thermodynamics, kinetic theory, and an introduction to statistical mechanics. *Prerequisites: PHYS 222 and MATH 232*  
Alternate years: offered 2011–2012                                                                                                                     |
| PHYS 345 | Experimental Physics                   | 3 Credits | I       | Certain classical and modern experiments designed to give the student a basic understanding of experimental methods. One hour in class and six hours in lab per week. *Prerequisites: PHYS 222 and MATH 132*  
Alternate years: offered 2011–2012                                                                                                                     |
| PHYS 410 | Optics and Laser Physics               | 4 Credits | S       | Topics include electromagnetic nature of light, geometrical optics, polarization, interference, diffraction, holography, and basics of lasers with applications. Three hours in class and three hours in lab per week. *Prerequisites: PHYS 222 and MATH 232*  
Alternate years: offered 2011–2012                                                                                                                     |
| PHYS 420 | Quantum Mechanics                      | 3 Credits | S       | Schroedinger equation, square well, harmonic oscillator, hydrogen atom, matrix methods, angular momentum, spin, and approximation methods. *Prerequisites: PHYS 340 and MATH 232*  
Alternate years: offered 2011–2012                                                                                                                     |
| PHYS 450 | Special Topics                         | 3 Credits | F, S    | Devoted to a subject chosen from some field of physics in which regular courses are not offered. The course may be repeated for credit provided a different topic is covered. *Prerequisites: Permission of instructor*  
Offered on demand                                                                                                                                       |
| PHYS 460 | Seminar                                 | 3 Credits | S       | Discussion and presentation of papers by students and faculty on problems of current interest in physics. *Prerequisites: Senior standing with a major in Physics, Applied Physics, Physics and Mathematics or permission of instructor*                                                                                      |
| PHYS 480 | Internship                              | 3 Credits | F, I, S |                                                                                                                                                                                                                                                                                                                                         |
| PHYS 490 | Independent Study                      | 3 Credits | F, I, S |                                                                                                                                                                                                                                                                                                                                         |
| PHYS 491 | Research                                | 3 Credits | F, I, S |                                                                                                                                                                                                                                                                                                                                         |
| PHYS 500 | Honors Project                         | 3 Credits | F, I, S |                                                                                                                                                                                                                                                                                                                                         |
Psychology

Psychology, broadly defined, is the systematic, scientific study of physiological, behavioral, and mental processes in humans and animals. The field of psychology is simultaneously a scholarly discipline, a research domain, and an applied profession. Psychologists may work in clinical, counseling, educational, industrial, or social settings and play central roles in the fields of health, sports, politics, and business.

The main goal of the Department of Psychology at Bridgewater College is to teach students the significant concepts, theories, research findings, and methodological approaches that have shaped the history of psychology and that represent the contemporary status of the field. A vital component of a Bridgewater student’s training in psychology is direct involvement in psychological research and the application of knowledge, skills, and techniques to the prevention, treatment, and solution of individual and social problems.

The Department of Psychology offers a wide range of courses to students to represent the diversity of the field and to meet the diversity of students’ interests. With this variety of course offerings, students have the opportunity to choose those courses that best serve their interests and career goals.

The curriculum is decidedly research-focused while sampling from subfields within psychology that are traditionally regarded as fundamental (cognition, developmental and social) and those more often labeled as applied (clinical and sexuality), in addition to the neurosciences. Students may fulfill the senior capstone requirement through a faculty-mentored research project using state-of-the-art

FACULTY
L. Alan Eby, chair
Hunter G. Honeycutt
Brian M. Kelley
Randall C. Young

MAJORS
Psychology

MINORS
Psychology
Neuroscience

CAREERS
For information on careers in Psychology, visit the office of career services or go to: www.bridgewater.edu/studentsservices/careerservices
computing and laboratory or through applied research in a practicum setting at one of many human service agencies in the area. More specific information regarding the curriculum and the major in Psychology is presented in the following pages.

**PSYCHOLOGY MAJOR REQUIREMENTS**

A major in Psychology consists of a minimum of 42 credit hours including the following courses:

- PSY 101 General Psychology
- PSY 210 Biological Psychology
- PSY 220 Measurement and Statistics
- PSY 230 Research Methods
- PSY 240 Behavioral Psychology

*And three courses selected from the Fundamentals of Psychology category:*
- PSY 310 Abnormal Psychology
- PSY 330 Memory and Cognition
- PSY 350 Social Psychology
- PSY 370 Developmental Psychology
- PSY 390 Sensation and Perception
- PSY 399 Psychology of Personality

*And two courses selected from the Applied Psychology category:*
- PSY 320 Clinical Psychology
- PSY 340 Public Mental Health
- PSY 360 Psychopharmacology
- PSY 380 Human Sexuality

*And one course selected from the Neurosciences category:*
- PSY 315 Neurophysiology
- PSY 317 Biology of Mind
- PSY 319 Functional Neuroanatomy
- PSY 375 Applied Neuropsychology

*And two capstone courses selected from Psychology courses numbered 450 or above.*

**PSYCHOLOGY MINOR REQUIREMENTS**

A minor in Psychology consists of a minimum of 23 credit hours including the following courses:

- PSY 101 General Psychology
- PSY 210 Biological Psychology
- PSY 220 Measurement and Statistics
- OR
- PSY 230 Research Methods
- PSY 240 Behavioral Psychology

*And one course selected from the Fundamentals of Psychology category:*
- PSY 310 Abnormal Psychology
- PSY 330 Memory and Cognition
- PSY 350 Social Psychology
- PSY 370 Developmental Psychology
- PSY 390 Sensation and Perception
- PSY 399 Psychology of Personality

*And one course selected from the Applied Psychology category:*
- PSY 320 Clinical Psychology
- PSY 340 Public Mental Health
- PSY 360 Psychopharmacology
- PSY 380 Human Sexuality

*And one course selected from the Neurosciences category:*
- PSY 315 Neurophysiology
- PSY 317 Biology of Mind
- PSY 319 Functional Neuroanatomy
- PSY 375 Applied Neuropsychology

**NEUROSCIENCE MINOR REQUIREMENTS**

A minor in Neuroscience consists of 19 credit hours in the following courses:

- PSY 315 Neurophysiology
- PSY 317 Biology of Mind
- PSY 319 Functional Neuroanatomy
- PSY 375 Applied Neuropsychology
- PSY 425 Neuroscience Methods
- PSY 475 Neuroethics

For students minoring in Neuroscience and majoring in Psychology, only three credits from the minor may be applied to the requirements for the major in Psychology.

The introductory courses for the neuroscience minor are PSY 315, 317, and 319. The prerequisites
for each of the three neuroscience minor introductory courses include PSY 101 and [PSY 210 or BIOL 110 or 112] or permission of the instructor. CHEM 125 or higher is prerequisite for PSY 425. Students interested in graduate work or careers in neuroscience are strongly encouraged to complete BIOL 305 and 314.

**COURSES**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
<td>F, S</td>
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<tr>
<td>PSY 210</td>
<td>Biological Psychology</td>
<td>4</td>
<td>F, S</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Measurement and Statistics</td>
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<td>F</td>
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**PSY 101 General Psychology**

(Replaces PSY 200)

Introduction to psychology as a natural and a social science. Topics include the methods of science, biological bases of behavior, developmental processes, sensation and perception, states of consciousness, conditioning and learning, memory and cognition, motivation and emotion, theories and assessment of intelligence and personality, diagnosis and treatment of psychological disorders, and social-cultural influences on behavior.

*General Education: Social Sciences*

**PSY 210 Biological Psychology**

(Replaces PSY 225)

Introduction to the biological bases of human and animal behavior. A general introduction to the nervous system, including its development, structure, and function, with particular emphasis on the role of brain mechanisms in movement, circadian rhythms, hunger and thirst, sexual behavior, emotional behaviors and stress, learning and memory, and psychological disorders.

*Prerequisites: PSY 101*

**PSY 220 Measurement and Statistics**

Introduction to basic principles of measurement, data collection and analysis. Topics include data distributions, preparation of data and graphs, descriptive statistics (measures of tendency and dispersion), and statistical inference (sampling distributions, and hypothesis tests). Students will develop expertise in using SPSS while collecting and analyzing data to test hypotheses in the laboratory and a group research project. Three lecture hours and one lab per week.

*Prerequisites: PSY 101 and fulfillment of the General Education proficiency requirement in quantitative reasoning*

**PSY 230 Research Methods**

4 Credits  S

An exploration of descriptive, correlational, and experimental research methods and statistics. Topics include an introduction to science as a way of thinking, the fundamentals of ethical research, sampling, hypothesis testing, reliability and validity, the nature and correct use of inferential statistics, and how to interpret main effects and interactions. Students will develop expertise with SPSS as they analyze data to test the hypotheses of a group designed research project. Three lecture hours and one lab per week.

*Prerequisites: PSY 101*

**PSY 240 Behavioral Psychology**

(Replaces PSY 340)

3 Credits  F, S

Provides an introduction to the experimental analysis of behavior. Historical and modern approaches in the scientific study of learning are discussed. Students are required to demonstrate factual knowledge in the major content areas, procedures, and other advanced issues in regards to simple forms of learning such as habituation and sensitization and more complex forms of associative learning exemplified in classical and operant conditioning.

*Prerequisites: PSY 101 or permission of instructor*

**PSY 310 Abnormal Psychology**

(Replaces PSY 320)

3 Credits  F, S

The course addresses empirical findings related to the description, classification, assessment, etiology and treatments of various psychological disorders. Specific disorders examined include anxiety disorders, mood disorders, substance-related disorders, personality disorders, and schizophrenia. An important emphasis will be understanding the impact of mental illness on individuals and their family and friends.

*Prerequisites: PSY 210 or permission of instructor*
PSY 315  **Neurophysiology**  
(Cross-listed as BIOL 315)  
(Replaces PSY 275)  
3 Credits  F

Designed as an interdisciplinary introduction to the function of the central nervous system. The basic principles of neuroscience including neuronal anatomy, electrical properties of neurons, and cell biology of neurotransmitter release are followed by a discussion of individual sensory systems and an introduction to the organization and function of discrete brain regions including cortex, basal ganglia, hypothalamus, hippocampus, and others. Understanding basic aspects of nervous system function is emphasized, with relevant clinical examples.  
*Prerequisites: PSY 101 and 210 or BIOL 110 or 112 or permission of instructor*

PSY 320  **Clinical Psychology**  
3 Credits  F

This course is an introduction to the field of Clinical Psychology. Emphasis is placed on covering the two main tasks of clinical psychologists: psychotherapy and testing. Content of the course will include a variety of treatment approaches and therapeutic techniques, as well as testing situations and common clinical applications. Special emphasis is given to clinical competence, client rights, and matching therapeutic techniques and tests with specific referral questions. Theoretical and applied material will be integrated so as to provide students with the rationale for, and a “hands-on” feel of, clinical psychology. As appropriate, students will have the opportunity to observe and/or informally administer psychological testing instruments and therapeutic techniques.  
*Prerequisites: PSY 230 or permission of instructor*

PSY 317  **Biology of Mind**  
(Cross-listed as BIOL 317)  
3 Credits  S

The biology of mind utilizes neuroscience to reveal what we currently know about how the mind works. The focus will be on how the brain gives rise to structures of mind with topics such as anatomical bases of mind, sensory processing, attentional control, learning and memory, language and the brain, action, executive function, and the role of consciousness in brain activity. Drawing upon a variety of interdisciplinary techniques for probing the working brain—including functional neuroimaging, electrophysiological methods, and analysis of neurological impairments in brain-damaged patients—this course seeks to relate mental representations to brain mechanisms and processes.  
*Prerequisites: PSY 101 and 210 or BIOL 110 or 112 or permission of instructor*

PSY 330  **Memory and Cognition**  
3 Credits  F

This course investigates the major theories of memory and cognition: perception and attention, representation of knowledge, models of memory, problem solving, reasoning, use of language, intelligence, neural basis of learning and memory as well as memory and cognitive disorders. The emphasis will be on the application of the theories to real-life situations. Course material will be enhanced through journal readings and hands-on experiments/demonstrations.  
*Prerequisites: PSY 230 or permission of instructor*

PSY 319  **Functional Neuroanatomy**  
(Cross-listed as BIOL 319)  
(Replaces PSY 375)  
3 Credits  F

A comprehensive analysis of the organization of vertebrate nervous systems is approached from a structural perspective with emphasis on the human central nervous system. Principles of organization are stressed. The laboratory component of the course introduces students to neuroanatomical and neurohistological methods and techniques. Both the gross and fine microscopic anatomy of the nervous system are studied.  
*Prerequisites: PSY 101 and 210 or BIOL 110 or 112 or permission of instructor*

PSY 340  **Public Mental Health**  
(Replaces PSY 380)  
3 Credits  S

This course is designed to expose students to a broad view of public mental health and psychology in the public interest. The intent is to stimulate the interest of future researchers, clinicians, and policy makers toward improvement of public mental health. Specific attention is given to discerning science from pseudoscience in the practice of psychology.  
*Prerequisites: PSY 101 or SOC 101*
PSY 350  Social Psychology  
(Replaces PSY 440)  
3 Credits  S
An overview of the study of how people’s behaviors, attitudes, and feelings are shaped by other people and the social environment. Students will be presented with the Lewinian model of behavior as they explore such topics as attraction, prejudice, deindividuation, persuasion, cognitive dissonance, social cognition, and attribution theory. This course will emphasize classic studies in the field and their applicability to the everyday experiences of the students.  
Prerequisites: PSY 230 or permission of instructor

PSY 360  Psychopharmacology  
(Replaces PSY 420)  
3 Credits  S
Introduction to selected topics from the study of drug effects on behavior and other psychological processes, including memory, motivation and perception. Special emphasis will be on the reinforcing properties of drugs and substance abuse/dependence.  
Prerequisites: PSY 210 or permission of instructor

PSY 370  Developmental Psychology  
(Replaces PSY 360)  
3 Credits  F,S
This course surveys historical approaches, basic issues, recent research, and current theoretical perspectives in developmental psychology. Emphasis is placed on describing and explaining the changes that characterize physical, perceptual, cognitive, social, and emotional development across the lifespan.  
Prerequisites: PSY 230 or permission of instructor

PSY 375  Applied Neuropsychology  
(Cross-listed as BIOL 375)  
(Replaces PSY 351)  
3 Credits  S
This is a multidisciplinary course in neuroscience, with clinical ties to neurology, psychiatry, and psychology as well as basic scientific links to biology, computer science, and cognitive studies. The aim of this course is to understand how the structure and function of the brain relate to specific psychological processes and overt behaviors. To understand the mind and brain, we will study people who have suffered brain injury and/or neurological illness. The focus of assessment is on diagnosis, to measure cognition and behavior by examining neuroanatomy and neuropathology, to understand neurocognitive deficit, and to measure change over time. Aspects of cognitive functioning that are assessed include orientation, learning and memory, intelligence, language, visuo-perception, and executive functioning. Behavior-based vs. norm-base assessments and quantitative and qualitative aspects of the evaluation process are reviewed with both “paper and pencil” and computerized measures. The administration, scoring, and interpretation of various neuropsychological measures are discussed. Brain relationships will be a focus: cognitive assessment including neuroanatomy, research methods and ethics, and statistical analyses of data.  
Prerequisites: PSY 101 or SOC 101 AND permission of instructor

PSY 380  Human Sexuality  
(Replaces PSY 390)  
3 Credits  F
This course is a survey course of the field of human sexuality as taught from a scientific/psychological perspective. The psychological focus means that sexuality and topics of sexuality will be examined as they relate to human behavior and relationships. Students will learn practical information about the biological, psychological, and social aspects of sexuality that will be of use for daily living (e.g., information about contraception, STDs, and variations in sexual behavior). Students will become comfortable with the topic of sex to assist them in communicating with their romantic relationships, their doctors, and someday, their children. Content topics include: sexual anatomy and physiology; sexually transmitted diseases; methods of contraception; prenatal sexual differentiation; sex research; attraction and love; sexual orientation and sexual dysfunction and therapy.  
Prerequisites: PSY 101 or SOC 101 AND permission of instructor  
(Credit may not be received for both PSY 380 and BIOL 306)
PSY 390  Sensation and Perception  
(Replaces PSY 370)
  3 Credits  F

A survey of theories, principles, and facts concerning the sensory sciences. Emphasis will be placed on the study of physical, physiological, and psychological principles governing how we acquire information from the environment through the senses, and the organization of these sensations into meaningful, interpretable experiences. Although the focus is on mechanisms, the influence of disease, development, and aging are also considered.  
Prerequisites: PSY 210 or permission of instructor

PSY 399  Psychology of Personality  
(Replaces PSY 430)
  3 Credits  S

With a primary focus on the approaches to personality (psycho-analytic, neo-analytic, trait, biological, and adjustment) this course will teach students about the dynamics and determinants of normal and abnormal personality development. Students will gain insight into their own personality through a series of reflective essays and assessments. The contributions of major personality theorists will be included throughout the semester as will implications of current research on personality.  
Prerequisites: PSY 101 or permission of instructor

PSY 425  Neuroscience Methods  
(Cross-listed as BIOL 425)
  4 Credits  S

This lecture and laboratory course exposes students to a variety of research techniques employed by neuroscientists: behavioral and cognitive procedures for measuring reward, memory, attention, and emotion; neuroanatomical procedures for staining and examining brain tissues; physiological procedures for recording the electrical activity of nerve cells, as well as commonly used techniques used to explore brain-behavior relationships (EEG, lesions, electrical and chemical stimulation).  
Prerequisites: PSY 315, 317 or PSY 319 AND CHEM 125 or higher or permission of instructor

PSY 450  Historical Issues in Psychology  
  3 Credits  F, S

Evolution of modern psychology from its origins in philosophy, physiology and physics to current theoretical positions. Special attention is given to reoccurring psychological issues and the role of a scientific perspective.  
Prerequisites: PSY 230 and junior or senior standing

PSY 460  Interaction Rituals: Research Seminar in Contemporary Psychology  
  3 Credits  I

The focus of the course is on developing a research proposal that may culminate in either an independent study or honors project in the Spring Semester. Requires a formal research proposal prepared according to the editorial style of the American Psychological Association, including a title, problem statement, literature review, formal hypothesis(es) and method of data collection and analysis.  
Prerequisites: PSY 230 and junior or senior standing

PSY 470  Special Topics
  3 Credits  I

Directed study of a selected research topic. This experience is designed to help the advanced student develop knowledge of a specific area of research or practice.  
Prerequisites: Permission of instructor

PSY 475  Neuroethics  
(Replaces PSY 479)
  3 Credits  I

This course will delineate a new field of Neuroethics concerned with the social, legal and ethical implications of modern research on the brain. The course will bring together contemporary writings from neuroscientists, bioethicists, public policy makers and scholars in the humanities for discussion and debate on these issues.  
Prerequisites: PSY 101 and [PSY 210 or BIOL 110, 111 or 112] or permission of instructor  
Alternate years: offered 2011–2012
PSY 480  Internship  3 Credits  F, I, S
PSY 490  Independent Study  3 Credits  F, I, S

PSY 481  Practicum in Applied Psychology  3 Credits  F, S
PSY 491  Research  3 Credits  F, I, S
PSY 500  Honors Project  3 Credits  F, S

Supervised practicum experience in a public or private agency setting that provides psychological or educational services. A student may enroll in a practicum for three credit hours in a semester, and practicum credit may be earned in one additional semester. Students are graded based on supervisor evaluations, class attendance and participation, setting up a specific learning agreement, completing weekly note-writing, compiling a scientific rationale for intervention, and developing a case presentation.

Prerequisites: PSY 230, a minimum 2.5 GPA, and junior or senior standing
The Sociology Department offers a broad range of courses leading to a B.A. or B.S. degree with a major in Sociology. Social Work, Crime and Justice, and Cultural Studies minors are options for students majoring in other disciplines. Each year, our graduates go into a variety of careers and graduate programs in the social sciences, human services, education, the legal professions, criminal justice, government, business, and communications. The department places a strong emphasis upon developing skills in interpretation, writing, research, and data analysis that are broadly transferable among many professional vocations. Many sociology courses are taught in an interactive format, in which student contributions are central to class sessions. Subjects include anthropology, cultural studies, group dynamics, criminology, inequality, family, race and ethnicity, social theory, and both quantitative and qualitative research and data analysis. Distinctive features of the program are: 1) a balanced emphasis upon theoretical issues and practical skills; 2) a senior practicum that is very flexible, with a strong reputation in local and regional organizations; 3) a multi-function departmental lab that is outfitted with state-of-the-art computer technology; and 4) a curriculum structure that invites our majors to consider minors in related disciplines and opportunities for study abroad.
**Sociology Major Requirements**
A major in Sociology consists of 33 credit hours including the following courses:

- SOC 101 Principles of Sociology
- SOC 350 Methods of Research and Data Analysis I
- SOC 351 Methods of Research and Data Analysis II
- SOC 352 Qualitative and Ethnographic Research
- SOC 405 The Community
- SOC 420 Social Inequality
- SOC 450 Sociological Theory

And four additional sociology courses approved by the department.

A supporting course for the major is MATH 200: Statistics or PSY 220: Measurement and Statistics.

**Social Work Minor Requirements**
A minor in Social Work consists of 27 credit hours in Sociology and Social Work from the following courses:

- SOC 254 Introduction to Social Work
- SOC 255 Introduction to Social Welfare Systems
- SOC 311 Criminology
- SOC 320 Sociology of the Family
- SOC 354 Interventive Methods and Social Work Practices
- SOC 355 Counseling and Personal Development

And two courses from the following:

- SOC 228 Racial and Ethnic Studies
- SOC 245 Group Process
- SOC 312 Juvenile Justice
- SOC 317 Sociology of Birth and Death
- SOC 319 Conflict Transformation
- SOC 335 Immigrants in the Shenandoah Valley
- PSY 340 Public Mental Health

And a supporting course consisting of at least three credit hours in:
- SOC 481 Field Experience in Social Welfare

**Crime and Justice Minor Requirements**
A minor in Crime and Justice consists of 24 credit hours including the following courses:

- SOC 311 Criminology
- SOC 319 Conflict Transformation
- SOC 412 Adjudication and Corrections: Existing and Alternate Strategies
- SOC 483 Senior Practicum in Crime and Justice

And four courses from the following:

- SOC 312 Juvenile Justice and Delinquency
- SOC 313 Gender, Crime and Justice
- SOC 330 World Justice Systems
- SOC 332 Public Security and Insecurity
- SOC 335 Immigrants in the Shenandoah Valley
- SOC 410 Communication Law: Civil Liberties and the Public Good
- PHIL 320 Professional Ethics
- PSY 340 Public Mental Health

**Cultural Studies Minor Requirements**
A minor in Cultural Studies consists of 21 credit hours including the following courses:

- SOC 232 Cultural Studies
- SOC 352 Qualitative and Ethnographic Research
- SOC 495 Intercultural Seminar

And four courses (200 level and above) chosen from the following recommended electives:

- COMM 334 Intercultural Communication
- ENG 220 American Folklife
- ENG 243 Native American Literature and Culture
- PSCI/SOC 215 Global Identities
- PHIL 420 Postmodernism
- SOC 228 Racial and Ethnic Studies
- SOC 335 Immigrants in the Shenandoah Valley
- PSY 340 Public Mental Health

Other elective courses may be included with departmental approval.

Courses for the minor must be taken in at least three different departments. No more than two
courses will count toward both the minor and the student’s major. No more than one Interterm course will count toward the minor.

**COURSES**

**SOC 101**  
**Principles of Sociology**  
3 Credits  F,S

Introduction to sociology as the study of human arrangements, with emphasis upon the relationship between human behavior and the social context. Topics include the nature and impact of culture and social structure, inequality, poverty, social institutions, organizations, social interaction, impression management, social change, and the historical context of knowledge and relationships. Methods of sociological investigation and interpretation are also emphasized.  
*General Education: Social Sciences*

**SOC 206**  
**The Sociology of the Living Dead: Zombie Films and the Apocalyptic in American Culture**  
3 Credits  I

Since the release of George Romero’s 1968 cult classic *Night of the Living Dead*, depictions of zombies have captured viewers’ imaginations like few other horror genres. Today, one can find a huge proliferation of zombie films, novels, videogames, and Internet forums, each presenting a vision of the slowly-shambling ghouls. To social scientists, the popularity of the zombie genre suggests that these films tap into important aspects of American culture and ideology. This course pursues this possibility, exploring how portrayals of the struggle against zombies may actually prove to be illustrations of the tensions between individualism and community, declining trust in government and other civic institutions, and the pervasiveness and influence of apocalyptic and millennial visions in American culture. Through seminar discussion and analytical writing, the work of the course brings to bear sociological theories of culture, ideology, social movements, and cultural change to address some crucial questions about our society and our social ideals: how we define citizenship, community, and nation; how members of social movements and subcultures create insider-outsider distinctions between themselves and non-members; and the cultural values and symbols upon which groups can draw in order to communicate a vision of America as they see it and as they believe it should be.  
*Prerequisites: SOC 101  
General Education: United States*

**SOC 208**  
**Studying the American Militia Movement: Guerrillas in Our Midst**  
3 Credits  I

Although many Americans only became aware of the militia movement after the 1995 Oklahoma City bombing, it has actually been growing into a conspicuous presence upon the American political landscape for the last 30 years. This course explores the genesis of the American militia movement and its current incarnations. We explore many salient questions about the movement: How do scholars account for the militia’s emergence? What social conditions do they argue allow militia groups to emerge and flourish? According to the militias themselves, what are their concerns and goals? In what contexts do these concerns appear valid? In what forms do their ideas appear, and who shares them? Have the militias been misunderstood or misrepresented? Through seminar discussion and analytical writing, the work of the course brings to bear sociological theories of culture, ideology, social movements, and cultural change to address some crucial questions about our society and our social ideals: how we define citizenship, community, and nation; how members of social movements and subcultures create insider-outsider distinctions between themselves and non-members; and the cultural values and symbols upon which groups can draw in order to communicate a vision of America as they see it and as they believe it should be.  
*Prerequisites: SOC 101  
General Education: United States*

**SOC 215**  
**Global Identities**  
(Cross-listed as PSCI 215)  
3 Credits  F,S

This interdisciplinary course explores the power and dynamics of human similarities and differences on a global scale. Dramatic changes in information, communications and transportation technologies continue to make it easier to interact with people all over the world. The new interactions allow us to discover ways that we are similar to those we have long considered different and to create new understandings about what it means to be different. How we think about identity and difference governs our behavior toward others and, therefore, will grow increasingly important as the
world continues to shrink. By providing the opportunity to question contemporary assumptions, values and patterns of behavior, students are encouraged to think about ways to make these global interactions more constructive and more peaceful.

*General Education: Global Diversity*

**SOC 220**

**Social Problems**
3 Credits  I

Problems of population growth, environment and resource depletion, alcoholism and drug addiction, crime and violence, inequity and poverty, unemployment, alienation and others is studied. Development of public awareness, role of social movements, theoretical approaches, value conflicts, interest groups and power struggles, and examination of proposed solutions will also be included.

*General Education: United States*

**SOC 228**

**Racial and Ethnic Studies**
3 Credits  F

The nature of racial relations and inequalities in American society, including their historical origins and relationship to Western capitalist development. The ethnic composition of contemporary American society, impact of legal and illegal immigration patterns, dynamics of modern structures and institutions, the Civil Rights Movement, inter-ethnic conflicts and attitudes, multiculturalism and status of affirmative action are analyzed in the context of national and global social change.

*Prerequisites: SOC 101*

*General Education: United States*

**SOC 230**

**Mass Media and Society**
(Cross-listed as COMM 230)
3 Credits  S

A survey of media history and an examination of the effect mass media has on American society. This course examines the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis is placed upon the development of the information society.

**SOC 232**

**Cultural Studies**
3 Credits  F

This course serves as an introduction to the theory and practice of cultural studies. Students gain awareness of major theorists and works in the field, as well as the practice of cultural studies in various disciplines. Exemplary works of scholarship will model a critical perspective on culture in human society. Topics may include cultural materialism, semiotics, nationalism, ethnic and racial identity, gender and sexuality, cultural politics, mass media, public spheres, social space and place, commodity consumption, music, and popular culture.

*Prerequisites: SOC 101*

**SOC 235**

**General Anthropology**
3 Credits  F

Human biology and evolution as seen through genetics, races, archaeology, and prehistory; and the diversity and uniformity of human behavior as seen through cross-cultural studies. The growth and spread of culture in time and space are reviewed; the impact of urbanization, industrialization and technological trends on the nature and quality of man’s life are examined.

*General Education: Global Diversity*

*(Credit may not be received for both SOC 235 and 236)*

**SOC 236**

**Cultural Anthropology**
3 Credits  S

The cultural branch of anthropology concerns the many, diverse ways that human beings create and live in worlds of meaning. This course focuses on how the different contexts in which humans live have produced variations in belief, food, dress, music, kinship, gender, visual aesthetics, language, and other cultural aspects of ordinary life. The course also introduces ethnography, an anthropological way of doing research and writing, in order to understand cultural difference. In the process of trying to understand the cultures represented in the anthropological literature, students gain a deeper, critical understanding of their own culture.

*General Education: Global Diversity*

*Alternate years: offered 2011–2012*

*(Credit may not be received for both SOC 235 and 236)*
SOC 238  Introduction to Material Culture Studies  
3 Credits  I

The study of material culture unlocks the various cultural meanings underlying the objects made and used by American men and women. This course introduces students to techniques for examination of objects and artifacts through the study of important texts, hands-on experience, on-site visits to museums, buildings and cultural landscapes. Topics explored include vernacular architecture, cultural geography, popular design, technology, folk life and archaeology.

Prerequisites: SOC 101
General Education: United States
Alternate years: offered 2012–2013

SOC 245  Group Process  
3 Credits  S

The study of the behavior of individuals in small groups with a focus on the development of interpersonal communication skills. Topics include facilitation, leadership styles, decision making, problem solving, and mediation. Attention is directed at how groups form and change over time; how conflict occurs and is managed; how roles and norms develop; and the nature of power, conformity and deviance in groups. The relevance of this work to applied settings will also be discussed.

Prerequisites: SOC 101
Alternate years: offered 2012–2013

SOC 303  Examining the Dynamics of Community in Costa Rica  
3 Credits  I

An examination of the impact of globalization and transnational migration in Costa Rica while concentrating on definitions and constructions of community in Guanacaste. Due to the province’s rapid growth and increasingly diverse population, examples of cultural preservation movements by Guanacastecos (natives to the area), socio-economic stratification, and cultural hybridity can be observed. Analysis of the dynamics of this region will rely upon critical theory, participant observation, and extended interviews gathered in the region using ethnographic methods.

Spanish is recommended but not required.
Prerequisites: SOC 101
General Education: Global Diversity

SOC 304  Sociology of the Caribbean: A Case Study of Jamaica  
3 Credits  I

A sociological exploration of the Caribbean with Jamaica as the case study. The course examines the political, economic, and social aspects of Jamaica in the context of the Caribbean region and in comparison with the rest of the world. Jamaican history, language, race, social class, ethnicity, and the impact of the tourist industry are explored.

Prerequisites: SOC 101
General Education: Global Diversity

SOC 306  Cultures of Japan  
3 Credits  F, S

An historical and cultural study of Japan, with particular attention to religion, government, and the arts. Consideration is given to daily life in Japan and current problems and changes.

Prerequisites: SOC 101
General Education: Global Diversity

SOC 308  Sociology of the African Continent: A Case Study of Zambia  
3 Credits  I

The objective of the course is to conduct a sociological study of the African continent with Zambia as the case study. The course explores how such characteristics as geography, climate, Colonial history, social change, tribal cleavage and affiliation may influence the culture, language, politics, tourism, racial and ethnic relations, education, family structure, and other significant social dimensions. Contemporary problems and challenges of rural economic development, globalization, urbanization, democratization, wild life conservation, ecotourism, and the HIV-AIDS pandemic will be explored using Zambia as the case study. These objectives are achieved through a 12-day field trip to Zambia which focuses on visiting the capital city of Lusaka and the University of Zambia, Nkhanga Rural region of Lundazi District of Eastern Zambia where a village library is being built, the Luangwa Game Park to explore wild life conservation, and the Victoria Falls.

Prerequisites: One of the following: SOC 101, SOC 235, SOC 236, SOC 215/PSCI 215 or permission of instructor
General Education: Global Diversity
SOC 309  
**Cultures of Africa**

3 Credits  F

The racial, social, and cultural history of Africa in ancient and modern times. Attention is given to the impact of urbanization and to African responses to Western values and institutions as carried to the continent by the Colonial powers as well as contemporary political and socioeconomic trends and problems.

Prerequisites: SOC 101

General Education: Global Diversity

SOC 311  
**Criminology**

3 Credits  F

This course examines theories pertaining to the causes of crime and treatment of offenders. It explores theories of violent and property crimes (including “white-collar” crimes). It includes a critical analysis of the social, political and cultural context of the justice system in the United States of America, with a special emphasis on questions of justice, fairness and equality.

Prerequisites: SOC 101

SOC 312  
**Juvenile Justice and Delinquency**

3 Credits  F

An analysis of juvenile crime trends including the impact of gender, race, and class on delinquent behavior. Historical trends in juvenile corrections are examined along with current debates on reform and the relationship of delinquency to family structures, peer groups, the educational and medical systems, and the court. Special topics include gangs, juvenile detention, probation, child advocates, waiver to adult courts, and hospitalization.

Prerequisites: SOC 101

Alternate years: offered 2013–2014

SOC 313  
**Gender, Crime and Justice**

3 Credits  F

An investigation of the interaction between gender and social control in the United States and cross-culturally. The gendered nature of criminal activity is examined, as well as theories that seek to explain these patterns. Emphasis is on historical shifts in the status and treatment of women, and how these relate to the justice system. Current issues in the correctional treatment of women are also explored.

Prerequisites: SOC 101

Alternate years: offered 2012–2013

SOC 317  
**Sociology of Birth and Death**

3 Credits  S

An examination of how events often assumed to be “natural” are conditioned by social and cultural forces. Emphasis is on the socialization of nature, changes in medicine and technology, the transmission of cultural mores regarding birth and death, and the rituals that surround them. Questions of how society supports, controls, and constrains our arrival into and departure from the world are addressed, as well as the ways in which birth and death become cultural metaphors for other social phenomena.

Prerequisites: SOC 101

Alternate years: offered 2011–2012

SOC 319  
**Conflict Transformation**  
(Cross-listed as PHI 319)

3 Credits  S

Designed as a broad introduction to the field, this course familiarizes students with conflict and practical approaches to its transformation. Students will focus on personal communication and conflict styles, negotiation skills, interpersonal mediation, and facilitation of group decision-making and problem solving. Students participate in discussions, exercises, analyses, role-plays, and simulations. In addition to the regularly scheduled meeting times, one Saturday session is included.

Prerequisites: SOC 101

SOC 320  
**Sociology of the Family**  
(Cross-listed as FCS 320)

3 Credits  F

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.

Prerequisites: SOC 101
SOC 325  Development and Underdevelopment in the Modern World  

Dilemmas, tensions, and theoretical and policy issues related to the position of Third World countries in the modern world. Questions of urbanization, industrialization, modernization, westernization, and distribution of economic resources are discussed. Various theories of development and underdevelopment are critically examined.  
Prerequisites: Major in one of the Social Sciences or permission of instructor and SOC 101  
General Education: Global Diversity  
Alternate years: offered 2012–2013

SOC 330  World Justice Systems  

A comparative study of justice systems derived from major legal traditions. The development and application of these systems is examined, with an emphasis on historical trends and social forces that shape them. Comparative themes include: objectives of the systems, the role of political power, governing authorities, public perceptions, systems of morality, constructions of guilt and innocence, and corrections philosophies and practices.  
Prerequisites: SOC 101  
Alternate years: offered 2013–2014

SOC 332  Public Security and Insecurity  

Examines perceptions of security and danger in America since the early 20th century. Examples include immigrants and street crime, organized crime, labor conflict, the communist threat, youth gangs and drugs, and terrorism. The role of "moral entrepreneurs," special interest groups, mass media, private and public security industries, intelligence and surveillance, and political manipulation will be explored. A critical question throughout centers on the balance of public safety and individual liberty.  
Prerequisites: SOC 101  
Alternate years: offered 2011–2012

SOC 335  Immigrants in the Shenandoah Valley  

Developing patterns of immigration have changed the human landscape of the Shenandoah Valley. This course places these changes in the context of current theories and research on immigration, while also allowing students to learn from first-hand interaction with people involved with immigration locally. Emphasis is placed on understanding the point of view of immigrants, as well as issues faced by the receiving community. Opportunities for field experience and original research are incorporated into the assignments. Students with a background or interest in the Spanish language, intercultural work or study, and service-learning will especially benefit from the course.  
Prerequisites: SOC 101  
General Education: Global Diversity  
Alternate years: offered 2012–2013

SOC 340  Cultural Theory at the Movies  

A selection of popular films is the medium for an introduction to theories of culture and society. The American landscape serves as our canvas. Topics covered include race, class, gender, style, appropriation, resistance, allegory, and the carnivalesque. This is less a film class than a survey of major contemporary theories in the humanities and social sciences. Students gain experience in critical thinking and writing from a cultural studies perspective. Substantial reading assignments will accompany the daily films. The course is highly recommended for students considering graduate studies in the humanities or social sciences, or for anyone interested in developing a critical viewpoint on films and culture in general. (Students should be prepared to view challenging films that may depict violence, sexual situations, substance abuse, and strong language.)  
Prerequisites: SOC 101 or permission of instructor  
General Education: United States

SOC 350  Methods of Research and Data Analysis I  

Scientific methods and their application in the study of social phenomena, with an emphasis upon survey research. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing the Statistical Package for the Social Sciences (SPSS).  
Prerequisites: SOC 101 and MATH 200 or PSY 220
SOC 351  Methods of Research and Data Analysis II
3 Credits  S
The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the General Social Survey (GSS) and other existing data sets. The course culminates in a major research paper that is presented in oral and written form.
Prerequisites: SOC 350

SOC 352  Qualitative and Ethnographic Research
3 Credits  S
This course introduces practical, theoretical, and ethical issues involved in interpretive, field-based cultural research. Students will gain exposure to the questions and assumptions associated with various approaches to qualitative inquiry. Specific research methods addressed may include participant observation, interviews, field notes, archiving and analysis of multimedia materials, and ethnographic writing. Students gain hands-on experience through small-scale field projects, and develop a plan for their own original research.
Prerequisites: SOC 101

SOC 405  The Community
3 Credits  S
This senior capstone course offers an exploration of sociological literature related to the nature of community in American society. Topics include rural/urban contrasts, individualism and social obligation, the Chicago school, American community studies, urban problems, gentrification, and affluence and homelessness. Classical literature from Simmel and Toennies is combined with recent monographs on the topic.
Prerequisites: SOC 101

SOC 410  Communication Law: Civil Liberties and the Public Good
(Cross-listed as COMM 410) 3 Credits  F
An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.
Alternate years: offered 2011–2012

SOC 412  Adjudication and Corrections: Existing and Alternate Strategies
3 Credits  S
 Begins with an overview of structures of adjudication, sentencing and corrections in the United States. It then examines alternative approaches to justice and reconciliation, including community-based rehabilitation, victim/offender conflict mediation, family and neighborhood circles, etc. Adult and peer mentoring, job training, employment agreements with local businesses, and educational supports are considered as strategies for community reintegration.
Prerequisites: SOC 101

SOC 420  Social Inequality
3 Credits  S
Patterns of social stratification and important theories of the class structure. Stress is placed upon analysis of the American class system; acquaintance with major research in the field is emphasized.
Prerequisites: SOC 101

SOC 450  Sociological Theory
3 Credits  F
A survey of classical and contemporary sociological theory, including the works of Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, Erving Goffman, Talcott Parsons, Harold Garfinkel, Pierre Bourdieu, Anthony Giddens, and others.
Prerequisites: SOC 101

SOC 480  Internship
3 Credits  F, I, S

SOC 483  Senior Practicum in Crime and Justice
3 Credits  F, I, S
This course is designed to be a capstone for the Crime and Justice minor. It provides direct experience with the field through placement in agencies of law enforcement, adjudication (courts or law firms), and corrections/rehabilitation/community restoration. The
experience is under the careful supervision of both the agency and the Sociology Department. The practicum requires 120 hours of field participation over the semester. Weekly journals and a final substantive paper, integrating the experience with scholarly research and the larger framework of justice in society, are required. **Prerequisites:** At least two courses from SOC 311, 319, or 412, and one course from the Crime and Justice minor electives, or permission of instructor

**SOC 490**  
Independent Study  
3 Credits  F, I, S

**SOC 491**  
Research  
3 Credits  F, I, S

**SOC 495**  
Intercultural Seminar  
3 Credits  S

As a capstone experience to the Cultural Studies minor, the seminar provides a collaborative space for framing the students’ experiences in the minor, both in courses and extracurricularly, using a synthetic and theoretically informed perspective. A substantial piece of writing is required, in the form of a reflective essay, original research report, or theoretical discussion. **Prerequisites:** SOC 232 and SOC 352

**SOC 500**  
Honors Project  
3 Credits  F, I, S

**RELATED COURSES: SOCIAL WORK**

**SOC 254**  
Introduction to Social Work  
3 Credits  F

An overview of the development of social work as a profession with an introduction to the various settings in which social work is practiced. Particular emphasis is placed on the value orientation and ethical code of the profession and legal issues facing both practitioners and clients. Twenty hours of community service is a component of this course. **Prerequisites:** SOC 101

**SOC 255**  
Introduction to Social Welfare Systems  
3 Credits  S

Traces the origins and development of current social welfare institutions and illuminates the philosophical and ethical considerations under-girding social policy while considering the merits and deficits of current social services. While a primary focus is on the political, economic, and social context of the American welfare system, cross-cultural comparisons will be considered. **Prerequisites:** SOC 101

**SOC 345**  
Interventive Methods and Social Work Practices  
3 Credits  S

Designed to introduce students to problem solving and interview skills in various social work settings. Orientation is given to methods employed in casework, group work, and community organization. Attention is given to the theoretical frameworks that inform social work practice with specific focus on assessment, planning, crisis intervention, evaluation of services, and termination of care. Twenty hours of community service is a component of this course. **Prerequisites:** SOC 254

**SOC 355**  
Counseling and Personal Development  
3 Credits  F

Basic counseling skills and models are outlined for students who plan to enter a helping profession. Primary focus is placed on current counseling techniques and strategies. Helping skills such as attending, reflecting, clarifying, empathizing, supporting, examining feedback, confronting, and facilitating group process are treated. Goal setting, decision making, self-awareness, and referral techniques are also included. **Prerequisites:** SOC 101

**SOC 481**  
Field Experience in Social Welfare  
3 or 12 Credits  F, S

Provides social work experience through placement in a human service agency. The placement may be arranged for 12 weeks of a full-time experience during
the normal semester or on a part-time basis for three credits. The experience is under careful supervision of both the agency and the Sociology Department. The student’s interest influences the choice of an agency. One hundred twenty hours of participation are required for three credits and 480 hours are required for 12 credits.

Prerequisites: SOC 254, 255, 354, and 355 or permission of instructor

SOC 482  Proseminar in Social Work Ethics

3 Credits  F, S

This independent study may only be taken by those students who are concurrently enrolled in SOC 481: Field Experience in Social Welfare. In conjunction with the fieldwork placement, this seminar is designed to provide students with an advanced forum to discuss the social work profession. This seminar explores the implications of the Social Work Code of Ethics on professional conduct as well as the agencies with which students work. In addition, students have an opportunity to explore inter-agency approaches to social work and social welfare.
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