Modern Literatures and Cultures
(Incorporating the study of Arabic, Chinese, French, German, Italian, Japanese, and Russian with opportunities in Farsi, modern Hebrew, Swahili, and Turkish)

mlc.richmond.edu

An Introduction to Modern Literatures and Cultures
The study of languages, literatures, and cultures other than one’s own is more important today than ever before. We are increasingly aware of the practical necessity to “think globally” in today’s social, political, and economic environments. Acknowledging and entering into the complex realities of other cultures, as well as the multiple linguistic and cultural spheres within the United States, are crucial components of coming to terms with cultural diversity. The Department of Modern Literatures and Cultures promotes linguistic and cultural proficiency as a vehicle for raising global awareness, providing aesthetic and ethical insight, and for reflecting on collective memory.

While linguistic and cultural proficiency are linked, the first step in engaging with other literatures and cultures is through language. Elementary and intermediate language courses stress immersion in the target language as the best means of achieving proficiency in listening, speaking, reading, and writing. After the intermediate level, students focus on improving specific skills, writing more extensively, and gaining a deeper appreciation of literature and culture. Study abroad is strongly encouraged.

The most advanced seminars allow students to experience the wealth of other cultures firsthand, to express themselves with clarity and nuance, and to become acquainted with the world of disciplinary scholarship. Literary, linguistic, and cultural studies are relevant to education in any field or pursuit that values the need to read, reflect, and write critically and effectively.

Programs
The department offers majors in Chinese Studies, French, German Studies, Italian Studies, Japanese, and Russian Studies. The department also offers a number of combined majors linking subject areas such as French and English, German Studies and English, and Chinese, French, German, or Italian and international business. Self-directed language study options also are available for Farsi, modern Hebrew, Swahili, and Turkish. In 2008–2009, the department launched an initiative to establish a Middle Eastern Studies program that includes an Arabic language component as well as self-directed language study opportunities in Farsi, modern Hebrew, and Turkish. Beginning in Fall 2010, the department will contribute to the new interdisciplinary Middle East concentration in international studies that grew out of the Title VI (UISFL) grant the department was awarded in 2008.

Chinese, French, German, Italian, and Russian language programs offer advanced students the opportunity to work as practice assistants in elementary and intermediate language classes. Students benefit from the collaborative atmosphere of these small-group sessions and from working closely with the course instructor.

Because of the training our programs offer in cultural awareness, linguistic proficiency, critical thinking, literary analysis, and writing, the MLC curriculum prepares students for graduate school in a number of fields, as well as for immediate entrance into the job market.

The department encourages students to explore the relationships between the study of languages, literatures, and cultures and other disciplines. Modern Literatures and Cultures students have been involved in community service projects in the local Russian communities, and they have benefited from other opportunities for cultural immersion, such as the annual University of Richmond/Virginia Commonwealth University French Film Festival, the largest festival of new French cinema in the United States. The department also sponsors and organizes cultural events and lectures each semester.

Selected Course Offerings
ARAB 301 Arabic in the Media
CHIN 311 Insights into Chinese Culture
FREN 326 Revolution in France
GERM 314 German through Theater
ITAL 411 Italian Identities: Sicily, Veneto, and Tuscany
JAPN 497 Special Selected Topics: Japanese Manga
RUSN 311 Readings in Russian Cultural Studies
MLC 256 Psychoanalysis, Literature, and Culture
MLC 325 Representing the Chinese Empire
MLC 333 Geometries of Being: Transitions to Modernity in Russian Painting
MLC 335 Bolsheviks, Bombs, and Ballet: Soviet Culture and Civilization
MLC 350 Introductory Linguistics
MLC 357 The Idea of the Renaissance: Self, History, and Knowledge
MLC 360 Representing the Holocaust
MLC 364 Banlieue Cinema
MLC 365 German Film in Context

Study Abroad Opportunities
For students planning a minor or major, a semester or year of study abroad is highly recommended. In stressing the importance of study abroad for all students, the department strongly encourages participation in University-sponsored programs. Summer language programs currently are available in France, Germany, Italy, Japan, Jordan, and Taiwan. Semester programs are available in France, Germany, Italy, Russia, and many other locations.

The University of Richmond has established cooperative arrangements with universities around the world and is constantly increasing such educational opportunities. Both the department and the Office of International Education will work with individuals to plan and organize study abroad. Financial aid for studying abroad for
semester and year-long programs is available. A number of merit- and need-based scholarships for summer and semester/year programs are awarded through the department. Students should contact the Office of Financial Aid for additional support opportunities.

Global Studio
Located in the new Carole Weinstein International Center, the Global Studio supports technology-enhanced learning, including exciting initiatives in the use of podcasts, social networking, and Skype. Students use the Global Studio's workstations for multilingual computing, digital audio recording, and multimedia production. They enjoy watching international television and course-related films at individual viewing stations or in the Global Studio's screening room. The “virtual Global Studio” distributes course-related materials and international television via the campus computer network and cable system.

Faculty
Julie Baker
Ph.D., Indiana University
Director, intensive language program in French
Areas of specialty: language pedagogy, medieval French literature

Thomas Bonfiglio
Ph.D., Indiana University
Professor of comparative literature and linguistics
Areas of specialty: comparative literature, linguistics, psychoanalysis, feminist theory
Distinguished Educator Award, 1989
Gaines Chair, 2005, 2008

Kathrin Bower
Ph.D., University of Wisconsin-Madison
Associate professor of German studies
Areas of specialty: Holocaust representation, contemporary German cultural studies, German film
Distinguished Educator Award, 2001

Olivier Deiers
Ph.D., University of Michigan
Assistant professor of French
Areas of specialty: 18th-century French literature and culture, history of the novel, economic criticism

Nuray Grove
Ph.D., Indiana University of Pennsylvania
Director, English as a second language services, and co-director of the self-directed language acquisition program
Areas of specialty: ESL methodology, second language acquisition, composition theory, teacher training

Walid Hamarneh
Ph.D., University of Toronto
Associate professor of Arabic and Middle Eastern studies
Areas of specialty: modern Arabic literature, history of ideas in the modern Middle East, literary theory (Arabic and Western), post-colonial criticism

Yvonne Howell
Ph.D., University of Michigan
Department Chair
Associate professor of Russian studies
Areas of specialty: Russian and Czech literature, history of science, Soviet Union

Kasongo M. Kapanga
Ph.D., Vanderbilt University
Associate professor of French
Areas of specialty: Francophone literature, post-colonial criticism

Lorenza Marcin
Laurea, Universita di Urbino
Director, intensive language program in Italian

Sara Pappas
Ph.D., Cornell University
Assistant professor of French
Areas of specialty: 19th-century French literature, art, and culture

Kun Qian
Ph.D., Cornell University
Assistant professor of Chinese and Asian studies
Areas of specialty: modern Chinese literature, media studies, cultural studies

Lidia Radi
Ph.D., Rutgers University
Doctorat de lettres modernes, Université Stendhal-Grenoble 3, France
Assistant professor of French and Italian
Area of specialty: French and Italian literature of the Renaissance

Francoise Ravaux-Kirkpatrick
Ph.D., Michigan State University
Professor of French
Areas of specialty: 20th-century French literature, semiotics, French cinema
Distinguished Educator Award, 1988
Gaines Chair, 1996

Martin Sulzer-Reichel
M.A., Albert-Ludwigs Universität, Freiburg, Germany
Director, German and Arabic language programs
Areas of specialty: German language, culture and literature, Arabic language

Sharon Scinicariello
Ph.D., University of North Carolina at Chapel Hill
Director, Global Studio and self-directed language acquisition program
Areas of specialty: technology-enhanced language learning, autonomous learning, new media

Akira Suzuki
M.A., University of Pittsburgh
Director, Japanese language program

Su-Lin Tai
Ph.D., Florida State University
Director, Chinese language program
Areas of specialty: second language acquisition, language pedagogy

Joseph Troncale
Ph.D., Cornell University
Associate professor of Russian studies
Areas of specialty: Russian literature, art and art history
Distinguished Educator Award, 1983
Virginia Outstanding Faculty Award, 1989

Graduate and Professional Schools Accepting Recent Graduates
Cambridge University, England
Columbia University
Duke University Law School
Harvard University
Monterey Institute of International Studies
Ohio State University
Pennsylvania State University
Stanford University
University of California-Berkeley
University of Graz, Austria
University of Massachusetts-Amherst
University of North Carolina at Chapel Hill
University of Rochester
University of Texas-Austin
University of Virginia

Examples of Employment Pursuits of Recent Graduates
Accounting
Consulting
Development administration
Diplomacy
Finance
Law
Management
Marketing

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The Robins School of Business

In today's economy, where day-to-day changes may alter the complexion of business decisions, the study of business must be continually updated. Through research and interaction with the business community, the University of Richmond's Robins School of Business keeps abreast of such changes. The faculty recognizes the importance not only of teaching business principles, but also of showing how this knowledge may be applied to everyday situations. They design courses of study that explore current business theory and practices. Programs in business offer a sound professional education with sufficient versatility to include technological and social change with the fundamentals needed in the business world. As a result, students develop a working knowledge of the many facets of business. *Business Week* in 2010 recognized the Robins School of Business as the 15th best undergraduate business program in the nation, with a grade of A+ in teaching.

Students enter the Robins School of Business upon their formal declaration of a major after completion of the first year of study. An academic advisor is assigned once a student has indicated an interest in pursuing a business degree. In any given year, approximately 450 students at the junior/senior level are enrolled in the Robins School. Thus, classes are small, and the environment affords a close relationship between faculty and students.

Mission Statement

The mission of the accounting department within the University of Richmond is to achieve and maintain a reputation for excellence in accounting education by combining superior instruction with relevant supporting intellectual inquiry, and to provide appropriate graduate experiences to enhance the goal of developing liberally educated professionals.

An Introduction to Accounting

The accounting department at the University of Richmond is well known throughout the country for producing especially high-quality graduates each year. Immediately after graduation, many of our students go into positions with international public accounting firms, major corporations, not-for-profit entities, and the government. Some students attend graduate schools in business, law, or the liberal arts.

At the University of Richmond, students are taught to understand accounting and its many complexities, rather than being forced to memorize purely mechanical procedures. The entire program stresses the theory behind accounting so that graduates will have the basis of knowledge to begin a lifelong career.

The accounting department aims to work with each student as a unique individual. Class sizes are small, and interactions between faculty and students are commonplace. Scores on the CPA exam have been consistently excellent for many years, with many former students passing the entire exam on their first attempt. The department seeks to graduate individuals who can enter the business world with the critical analysis skills necessary for success. *Business Week* in 2010 recognized our undergraduate accounting program as thirteenth in the nation.

Accounting Programs

The University of Richmond offers two degrees in accounting. The traditional four-year undergraduate program offers students the skills and knowledge needed in today's complex business environment. This program is especially designed for students who want to start their careers in public accounting, industry, government, or finance. University of Richmond students may enter the one-year Master of Accountancy program immediately after completing their four-year undergraduate accounting degree. The Master of Accountancy program offers graduate-level classes in accounting, business, and law, and it prepares students to take the CPA exam in any state. Master of Accountancy graduates are highly sought after by public accounting firms.

Examples of Employers Recruiting Recent Graduates

Accenture
Baker Tilly
Capital One
CarMax
Cherry, Bekaert & Holland
City of New Orleans
Clifton Gunderson
Deloitte
Ernst & Young
Fact Set Research Systems
Federal Bureau of Investigation
Firm Technologies Inc.
Goodman and Company
Johnson Lambert and Co.
Keiter Stephens
KPMG
PricewaterhouseCoopers
Reinsel Kuntz Lesher
Snag A Job
StoneTurn Group
Swart, Lalande and Associates
U.S. Government
U.S. Navy
Veris Consulting
Faculty

Paul M. Clikeman
Ph.D., University of Wisconsin
CIA
Outstanding Teacher Award, 2002
Area of specialty: auditing

Marbury A. Fagan II
M.B.A., University of Richmond
CPA
Who's Who Among America's Teachers nominee, 2005
Honorary Life Member, Alpha Kappa Psi, 2001
Outstanding Faculty Award, Delta Gamma, 2000
Areas of specialty: business modeling utilizing Microsoft Excel, financial accounting, managerial accounting, federal and state taxation, not-for-profit accounting

Marshall A. Geiger
Ph.D., Pennsylvania State University
Joseph A. Jennings Chair in Business, 2004–2010
Distinguished Research Award, Allied Academies, 2001
Areas of specialty: accounting theory, financial accounting, auditing

Joe Ben Hoyle
M.A., Appalachian State University
University of Richmond Last Lecturer, 2009
Virginia Professor of the Year by the Carnegie Foundation for the Advancement of Teaching, 2007
Outstanding Teacher Award, 2004
Virginia Outstanding Faculty Award, 1989
Area of specialty: financial accounting

Kip R. Krumwiede
Ph.D., University of Tennessee
CPA
Area of specialty: cost and managerial accounting

Gyung H. Paik
Ph.D., University of Illinois
Areas of specialty: financial accounting, managerial accounting

Daniel D. Selby
Ph.D., Florida State University
CPA
Areas of specialty: auditing, information systems

Raymond L. Slaughter
J.D., Howard University
L.L.M., College of William & Mary
M.B.A., University of Pennsylvania
David Meade White Distinguished Teaching Fellow, 2002–2003
Virginia Outstanding Faculty Award, 1994
Distinguished Educator Award, 1979
Areas of specialty: business law, tax accounting

Joyce van der Laan Smith
Ph.D., Virginia Commonwealth University
Areas of specialty: financial accounting, international accounting

Valaria P. Vendrazyk
Ph.D., Texas A&M University
Area of specialty: information systems

W. Darrell Walden
Department Chair
Ph.D., Virginia Commonwealth University
VCU African American Alumni of the Year Award for Black History in the Making, 2007
Excellence in Teaching, Learning, and Technology Award, 2003
Faculty Story Award, 2000
Areas of specialty: cost and managerial accounting, financial accounting, information systems

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business.richmond.edu/undergraduate/accounting
An Introduction to the Department of Art and Art History

The Department of Art and Art History at the University of Richmond offers a rich variety of programs in art history, studio arts, and in conjunction with the University's museums, museum studies and exhibitions. The art history major includes Western and non-Western art courses, museum studies courses, and internships. The studio art major offers introductory through advanced training in painting, drawing, design, printmaking, ceramics, photography, digital artmaking, and sculpture.

Students are offered a curriculum that allows them to work through advanced levels in their chosen discipline. Art history majors present thesis research projects in their senior year, and selected studio art majors organize senior thesis exhibitions of their work. Senior studio art majors embark on yearlong, self-defined projects, which may include technology-based media rather than traditional modes of expression. This also applies to senior art history majors in terms of presenting their research through current technology. Our digital art lab encourages students to investigate technological possibilities.

In addition to courses in the department, students are encouraged to select courses in related fields that are taught in other departments and will broaden their undergraduate experience. Aesthetics (philosophy department), Greek and Roman art and archaeology (classical studies department), film studies (English department), and study abroad (Office of International Education) are just a few examples. Students also may choose interdisciplinary concentrations in arts management or arts technology. Internship opportunities are available in both disciplines. Students have interned at the Virginia Museum of Fine Arts, the Metropolitan Museum of Art, the Whitney Museum of American Art, the Walters Art Museum, the Martin Agency, MTV, and in other museums and businesses.

The Learning Environment

The entire University is devoted to offering students a challenging yet personal academic experience. The art and art history department affords students a very supportive environment in the arts. Art majors generally have small classes that offer close interaction between faculty and students. Students are encouraged to use the studios during the evenings and weekends for their own personal growth and development. Many majors have received generous internal grant support for independent art history and studio projects.

There is also ample opportunity for part-time student employment in the department. Available positions include museum, visual resource, and studio assistants. Summer research positions are available in the University museums, including the Harnett Fellow in the Harnett Print Study Center. These opportunities increase the interaction between faculty and students, as well as offer students valuable experience in their areas of interest in the department.

The department and University Museums also sponsor lectures in art and art history that bring to campus diverse scholars, critics, and artists who address major issues confronting the discipline of art today in both Western and non-Western art.

The Joel and Lila Harnett Museum of Art, the University art museum, is a rich cultural enhancement and an important academic resource for the University community and the general public. Founded in 1968, the museum is both a forum for the visual arts and a catalyst for widely varied issues of artistic expression, research, and scholarship within the University and throughout the greater Richmond community and region.

In addition to presenting the visual arts through its exhibitions, the museum actively adds to its diverse permanent collections (ranging from the historical through contemporary art) that are an integral component of the teaching of studio art and art history at the University. The Joel and Lila Harnett Print Study Center has been established to house the University Museums’ print collections and to serve as a research center. The Lora Robins Gallery of Design from Nature is the University’s natural sciences and decorative arts museum.

Facilities

The George M. Modlin Center for the Arts dedicates space to the Harnett Museum of Art, the Harnett Print Study Center, a visual resources library, a computer graphics lab, a photography darkroom, state-of-the-art lecture and seminar classrooms, and studio space for drawing, painting, sculpture, ceramics, digital artmaking, photography, and printmaking.
Examples of Faculty/Student Collaborative Projects

“Looking at Prints,” exhibition and Web site created by studio art and art history students, faculty, University Museums staff, and the Center for Teaching, Learning, and Technology.

“Haiti Earthquake Benefit Art Auction,” an event organized by Art Club students, staff, and faculty of the Art and Art History Department.

A Sampling of Schools Accepting Recent Graduates

American University
Art Institute of Chicago
Cranbrook Academy
George Washington University
Hunter College
Indiana University
New York University
Northwestern University
Parson's School of Design
Pennsylvania State University
Pratt Institute
Rhode Island School of Design
Syracuse University
Tufts University
University of California at Berkeley
University of California - Davis
University of Chicago
University of North Carolina at Chapel Hill
University of Virginia
Washington University

Faculty

Stephen Addiss
Tucker-Boatwright Professor of Humanities-Art
Ph.D., University of Michigan
Distinguished Educator Award, 1999
Areas of specialty: humanities, Asian arts

Elena Calvillo
Assistant professor
Ph.D., Johns Hopkins University
Areas of specialty: Renaissance and Baroque art history

Margaret Fields Denton
Associate professor
Ph.D., Institute of Fine Arts, New York University
Distinguished Educator Award, 1994
Areas of specialty: 18th-, 19th-, and 20th-century art history

Jeremy Drummond
Assistant professor
M.F.A., Syracuse University
Areas of specialty: new media, video

Olenka Pevny
Assistant professor
Ph.D., Institute of Fine Arts, New York University
Areas of specialty: Medieval and Byzantine art history

Mark Rhodes
Associate professor
M.F.A., Southern Illinois University
Areas of specialty: sculpture, ceramics

Erling Sjovold
Associate professor
M.F.A., School of the Art Institute of Chicago
Areas of specialty: drawing, painting

Tanja Sofić
Associate professor
Department chair
M.F.A., Old Dominion University
Areas of specialty: printmaking, drawing, book arts

Richard Waller
Executive Director of University Museums
M.F.A., Yale University
Outstanding Mentor Award, 2002
Areas of specialty: museum studies, color and design, contemporary art

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Why Study Biology?
Global climatic changes, AIDS, genetic engineering, air and water pollution, exercise and nutrition, preservation of existing species, emerging infectious diseases … each of these issues—and many more—make the headlines every day. To make informed decisions about the issues that so clearly have an impact on our lives requires a background in the field of biology.

The Biology Curriculum
Biology is a broad and rapidly changing field. In designing our curriculum, we have taken this simple fact into account. Our focus, for both major and nonmajor alike, is to teach biological principles as well as important skills that can be applied to a variety of situations.

These skills focus on the ability to think critically and to synthesize information; to find and extract information from continually expanding databases; to formulate hypotheses and design appropriately controlled experiments to test these hypotheses; to analyze and evaluate data and draw scientifically valid conclusions from that data; and to communicate clearly and succinctly both orally and in writing.

The Department of Biology at the University of Richmond believes that as students master these skills, they will begin to think and act like biologists, deriving from their experiments the excitement and joy of discovery.

The requirements for a degree in biology include one unit of Introduction to Biological Thinking; three units from three different conceptual area courses; Introductory Chemistry; Organic Chemistry I and II; and five additional units of upper-level elective biology courses. The bachelor of science degree requires one year of calculus and two units chosen from approved quantitative science courses. Partnerships exist with several programs including Duke University Marine Sciences Laboratory, Marine Biological Lab in Woods Hole, MassStudy abroad is also encouraged.

Facilities and Equipment
Biology shares the state-of-the-art Gottwald Center for the Sciences with the chemistry and physics departments. It is an arrangement that encourages discussion among faculty and students in the three disciplines. The teaching and research labs are extraordinarily well equipped, and we have a centrally located reading room with electronic access to reference materials, which enhances the accessibility of the vast quantities of information added to each field daily.

The Department of Biology maintains a diverse assemblage of modern equipment to support teaching and research. An imaging center (TEM, SEM, and confocal microscope), animal facility, greenhouse and herbarium, DNA sequencers, modern electrophysiological equipment, microscopes related to computer imaging technology, thermocyclers, and digital gel documentation are all available for student and faculty use. The University owns a 20-foot Boston Whaler that serves as a research vessel for oceanographic and marine research. The Department of Biology has a variety of vehicles to reach field sites and a diverse array of collecting and sampling gear.

Internships and Career Opportunities
There are more than 50 different internships available to our majors, each providing career experiences that are invaluable. Undergraduates leaving Richmond with a degree in biology may enter a variety of fields including the medical professions, teaching, biological research, forensics, museum restoration, natural history, science illustration, science writing and publishing, photography, and agricultural professions such as forestry, wildlife management, and conservation biology.

Departmental Scholarships/Fellowships
The Denoon Scholarship and Cole Memorial Scholarship are available to natural science students on a yearly basis. The John Neasmith Dickinson Memorial Research Award and the Robert F. Smart Award in Biology are fellowships awarded to biology majors to support summer research projects.

Undergraduate Research
The research interests of the biology department's faculty are varied, providing unique opportunities for students to become involved in independent research. Students are encouraged to join a faculty research program early in their studies at Richmond. Support for this work in the summer or during the academic year is derived from faculty research grants, the Richmond undergraduate research committee, department awards, and institutional grants. Collaborations with other departments are encouraged (for example, a biology and psychology concentration in neuroscience). Students can present the results of their investigations at the Richmond Arts & Science Undergraduate Research Symposium and at regional and national meetings, and they often publish their findings with faculty in scientific literature.

Recent Student Research Projects
“Evolution of an eye development gene: Six 1/2 in a marine sponge”
“Identification of vesicular monoamine transporters in macrophages”
“Altered Transcription Coactivator (CBP) levels in a transgenic polyglutamine disease model”
“Cryptic lineages within the species designation L. leptodactyloides”
“The effects of soil environments on Mojave Desert Nematodes”
“Mechanisms of fatty acid interactions with Kv4 Channels”
“Observing the biological effects of suf and isc deletion mutations on the growth of Shigella flexneri”
Recent Student Presentations at National Meetings

A Sampling of Schools Accepting Recent Graduates
Duke University
Emory University
Harvard University
The Ohio State University
Tufts University
University of Chicago
University of North Carolina at Chapel Hill
University of Texas
University of Virginia
Virginia Commonwealth University
Virginia Tech
Washington University
Yale University

A Sampling of Medical Schools Accepting Recent Graduates
Albany Medical College
Case Western Reserve University School of Medicine
The Chicago Medical School
Weill Cornell Medical College
Drexel University School of Medicine
Emory University School of Medicine
Florida State University College of Medicine
Georgetown University School of Medicine
Indiana University School of Medicine
Johns Hopkins University School of Medicine
Mayo Medical School
Mount Sinai School of Medicine
Tulane University School of Medicine
University of Connecticut School of Medicine
University of Iowa Carver School of Medicine
University of Maryland School of Medicine
University of North Carolina School of Medicine
University of Pennsylvania School of Medicine
University of Rochester School of Medicine and Dentistry
University of Vermont College of Medicine
University of Virginia School of Medicine
Vanderbilt University School of Medicine
Wake Forest University School of Medicine

Recent Success Stories
Nicole Buell, ’07, Doris Duke Fellow, Nicholas School at Duke University
Aaron Daugherty, ’09, Fulbright Scholarship
Alexander Moore, ’09, Goldwater Scholar

Integrated Quantitative Science
The Howard Hughes Medical Institute recently awarded the University of Richmond a $1.4 million grant to create an Integrated Quantitative Science program, or IQ Science. This year-long course counts as two units each semester and is open to first-year students. Rather than taking introductory courses in biology, chemistry, computer science, math, and physics, students in this discovery-based course will learn science the way science is actually performed—by using those five disciplines in an integrated manner to solve scientific problems. A professor of biology, chemistry, computer science, math, and physics will be present in the classroom every time the class meets.

Faculty
Linda M. Boland
Ph.D., University of North Carolina at Chapel Hill
Areas of specialty: ion channel function, synaptic memory formation

Emily J. Boone
M.S., University of South Alabama
Director of Biology Labs

R. Jory Brinkerhoff
Ph.D., University of Colorado, Boulder
Areas of specialty: epidemiology, vector-borne zoonotic disease dynamics

Rafael O. de Sá
Ph.D., University of Texas at Austin
Distinguished Educator Award, 1998
Areas of specialty: systematics, evolution and development of amphibians and reptiles

Krista Fischer-Stenger
Ph.D., Virginia Commonwealth University
Area of specialty: analysis of synaptic memory formation

W. John Hayden
Ph.D., University of Maryland
Areas of specialty: anatomy, morphology and systematics of vascular plants

April L. Hill
Ph.D., University of Houston
Area of specialty: genetics of sponge development

Malcolm S. Hill
Department Chair
Ph.D., University of Houston
Area of specialty: evolutionary ecology of sponges

Roni J. Kingsley
Ph.D., University of South Carolina
Area of specialty: investigations of calcareous armor formation in the ciliate Coleps

Paula B. Lessem
Ph.D., Rutgers University
Director of Cell and Molecular Biology and Genetics Laboratories
Area of specialty: antibiotic resistance mechanisms in bacteria

Carolyn Marks
M.S., Pennsylvania State University
Director of Biological Imaging

Gary P. Radice
Ph.D., Yale University
Area of specialty: development of three-dimensional body patterns in vertebrates

Maren B. Reiner
M.S., New York University
Director of Nonmajors Biology Laboratories

Laura Runyen-Janeczy
Ph.D., University of Wisconsin
Area of specialty: nutritional physiology of insects

Amy M. Tronis
Ph.D., Colorado State University
Area of specialty: microbiology

John Vaughan
Ph.D., Virginia Commonwealth University
Director of Pre-Health Education

John Warrick
Ph.D., Temple University
Area of specialty: analysis of neurodegenerative disease via transgenic Drosophila

Carrie Wu
Ph.D., University of California at Irvine
Areas of specialty: ecology, evolution and genetics of local adaptation in natural plant populations

Eugene Wu
Ph.D., The Scripps Research Institute
Areas of specialty: structure-based drug design, nucleic acid polymerases, virology, viral evolution

Kathy Zoghby
M.S., Virginia Commonwealth University
Director of Molecular Biological Laboratories

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July 2010
The Study of Chemistry
Chemistry is the study of matter and the transformations that substances undergo. It is one of the basic sciences and is fundamental to the study of all sciences. People who study chemistry are interested in finding explanations for how things in our universe work and in harnessing this knowledge in a way that provides for the creation of new materials that will improve our lives and our environment. Chemists are people who like to solve problems.

The chemistry major at the University of Richmond provides a strong basic background in the principal subdisciplines of chemistry on which to build—analytical, inorganic, organic, physical, and biochemistry. Richmond graduates are ready to enter the best chemistry graduate programs in the country, to enter the workforce as chemists in industry and government, to proceed into careers as secondary school teachers, or to develop careers in sales and marketing for the technical industry. This major also provides a strong background for studies in the health professions, allied health professions, and law.

Richmond’s chemistry department offers two degree alternatives: the bachelor of arts degree and the bachelor of science degree. By adding appropriate courses, the American Chemical Society certification requirements for professional training in chemistry or chemistry/biochemistry may be met. In conjunction with the biology department, the bachelor of science and bachelor of arts degrees are offered in biochemistry/molecular biology. This program represents a significant opportunity for interdisciplinary study and research.

The Learning Environment
The learning environment includes much interaction with faculty and fellow students. The department graduates about 20 seniors each year, many of whom pursue postgraduate study. The majority also undertake research projects in the department during their four years as undergraduates.

Students receive significant laboratory training in their coursework. They have hands-on experience with important modern instrumental techniques including high-field NMR, gas chromatograph-mass spectrometry, atomic absorption spectrophotometry, Fourier transform infrared spectroscopy, electrochemistry, spectrofluorometry, and ultraviolet-visible spectrophotometry. In addition, majors are encouraged to undertake individual research projects under the direction of a member of the faculty. Funds are available to support summer research by students on campus, and the Undergraduate Research Committee funds student proposals for equipment and supplies throughout the year.

More than 50 students conduct undergraduate research each summer, and more than 70 students work in research projects during the academic year. Students regularly appear as co-authors on published papers in chemistry and biochemistry and present posters on their research at regional and national scientific meetings.

Special Equipment and Facilities
The Department of Chemistry is housed in the Gottwald Center for the Sciences, which reopened in 2006 after a $37 million renovation. The Gottwald Center houses the biology and physics departments as well, fostering collaboration between students and faculty across the three fields. Gottwald has 22 state-of-the-art teaching laboratories as well as 50 student-faculty laboratories.

Chemistry students and faculty take advantage of the latest technology to pursue their research, including a powerful parallel-processor supercomputer computer system, a state-of-the-art atomic force microscope, a biophysics/computational science laboratory, and an environmental radiation detection laboratory. Recent acquisitions include ITC, DSC, high resolution MS, and high-field NMR instruments. For a complete listing, please see chemistry.richmond.edu/resources/equipment.html.

The Science Information Center subscribes to SciFinder Scholar so that faculty and students have ready access to the most current online literature searching and information retrieval. Integrated bibliographic instruction in selected courses assures science majors a working capability in the literature of the discipline.

A Sampling of Schools Accepting Recent Graduates
Columbia University
Cornell University
Emory University
Harvard University
Johns Hopkins University
Massachusetts Institute of Technology
Northwestern University
Oxford University
Pennsylvania State University
Princeton University
Stanford University
University of California at Berkeley
University of California at Los Angeles
University of Chicago
University of Colorado
University of Florida
University of Minnesota
University of North Carolina at Chapel Hill
University of Pittsburgh
University of Rochester
A Sampling of Medical Schools Accepting Recent Graduates
Georgetown University
Johns Hopkins University
The Ohio State University
Thomas Jefferson Medical School
University of Texas at San Antonio
University of Virginia
Vanderbilt University
Virginia Commonwealth University

Examples of Employers Hiring Recent Graduates
Arqule Incorporated
Federal Food and Drug Administration
Great Lakes Chemical Corporation
Johnson & Johnson Pharmaceutical Merck
National Institutes of Health
U.S. Patent Office
Waco Chemicals, USA

Integrated Quantitative Science
The Howard Hughes Medical Institute recently awarded the University of Richmond a $1.4 million grant to create an Integrated Quantitative Science program, or IQ Science. This year-long course counts as two units each semester and is open to first-year students. Rather than taking introductory courses in biology, chemistry, computer science, math, and physics, students in this discovery-based course will learn science the way science is actually performed—by using those five disciplines in an integrated manner to solve scientific problems. A professor of biology, chemistry, computer science, math, and physics will be present in the classroom every time the class meets.

Faculty
Samuel Abrash
Associate professor
Ph.D., University of California at Berkeley
Physical chemistry

Ellis Bell
Professor
D. Phil., Oxford University
Biochemistry

William Case
Laboratory Director
Ph.D., Rensselaer Polytechnic Institute
General and inorganic chemistry

Jonathan Dattelbaum
Associate professor
Ph.D., University of Maryland at Baltimore
Biochemistry

Raymond Dominey
Associate professor
Ph.D., Massachusetts Institute of Technology
Analytical chemistry

Kelling Donald
Assistant professor
Ph.D., University of West Indies
Physical chemistry

Wade Downey
Assistant professor
Ph.D., Harvard University
Organic chemistry

Lisa Gentile
Associate professor and chair
Ph.D., Brown University
Biochemistry

Emma Goldman
Associate professor
Ph.D., Massachusetts Institute of Technology
Distinguished Educator Award, 1990
Organometallic chemistry

John Gupton
Floyd D. and Elisabeth S. Gottwald Professor of Chemistry
Ph.D., Georgia Institute of Technology
Distinguished Educator Award, 2005
Organic chemistry

Michelle Hamm
Associate professor
Ph.D., University of Chicago
Distinguished Educator Award, 2007
Biochemistry

René Kanters
Director of Computer Assisted Science Education
Ph.D., University of Nijmegen

Diane Kellogg
Director of Instrument Facilities
Ph.D., University of Arizona

Michael Leopold
Associate professor
Ph.D., North Carolina State University
Distinguished Educator Award, 2008
Analytical chemistry

Robert Miller
Laboratory Director
Ph.D., University of Akron
Organic chemistry

William Myers
Professor
Ph.D., University of Florida
Distinguished Educator Award, 1987
Inorganic and organometallic chemistry

Kristine Nolin
Assistant professor
Ph.D., University of California at Berkeley
Organic chemistry

Carol Parish
Floyd D. and Elisabeth S. Gottwald Professor of Chemistry
Ph.D., Purdue University
Physical chemistry

Christopher Stevenson
Associate professor
Ph.D., University of Florida
Analytical chemistry

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July 2010
**Introduction**

Building on the strengths of majors in physics, mathematics, computer science, chemistry, and biology, the School of Arts and Sciences at the University of Richmond offers students with special career goals the ability to pursue dual degrees in a five-year period. Some opportunities allow a student to earn a bachelor of science degree from Richmond and also a bachelor of science degree from a cooperating engineering school, while others enable a student to complete an undergraduate degree from Richmond and an accelerated master's degree in engineering from a partner institution—all within a five-year period.

**Programs Available**

- Applied mathematics
- Applied physics
- Biomedical engineering
- Chemical engineering
- Civil engineering
- Computer engineering
- Earth and environmental engineering
- Electrical engineering
- Engineering and management systems
- Industrial engineering
- Materials science and engineering
- Mechanical engineering
- Operations research
- Systems engineering
- Environmental engineering (an option in civil engineering)
- Medical preparation (an option in civil, computer, mechanical, or systems engineering)
- Aerospace and ocean engineering
- Biological systems engineering
- Civil and environmental engineering
- Electrical and computer engineering
- Industrial and systems engineering
- Materials science and engineering
- Mining and minerals engineering

**3-2 Program Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Requirements for Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Columbia University</strong></td>
<td>Completion of 28 units of designated coursework during three years at Richmond with a GPA of 3.0/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond.</td>
</tr>
<tr>
<td><a href="columbia.edu/cu/academics.html">columbia.edu/cu/academics.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>George Washington University</strong></td>
<td>Completion of 26 units of designated coursework during three years at Richmond with a GPA of 2.7/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond. (A GPA of 3.5 is required for special scholarship support at GW.)</td>
</tr>
<tr>
<td><a href="seas.gwu.edu/splash/php">seas.gwu.edu/splash/php</a></td>
<td></td>
</tr>
<tr>
<td><strong>Virginia Polytechnic Institute</strong></td>
<td>Completion of 26 units of designated coursework during three years at Richmond with a GPA of 3.0/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond. Students will be expected to complete two special introductory engineering courses during the summer prior to transfer.</td>
</tr>
<tr>
<td><a href="eng.vt.edu">eng.vt.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**Requirements for Transfer**

- **Columbia University**
  - Completion of 28 units of designated coursework during three years at Richmond with a GPA of 3.0/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond.

- **George Washington University**
  - Completion of 26 units of designated coursework during three years at Richmond with a GPA of 2.7/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond. (A GPA of 3.5 is required for special scholarship support at GW.)

- **Virginia Polytechnic Institute**
  - Completion of 26 units of designated coursework during three years at Richmond with a GPA of 3.0/4.0. In addition, the student must have a letter of recommendation from the Engineering Dual Degree advisor at Richmond. Students will be expected to complete two special introductory engineering courses during the summer prior to transfer.

**3-2 Program**

In the “3-2 program,” a student will receive two bachelor's degrees from two institutions within a five-year period. Courses in the fourth and fifth years at a partner institution are used to complete the major at Richmond and provide sufficient hours of elective work to complete remaining degree work. The work at Richmond is accepted toward the degree at the partner institution, and successful work in the fourth and fifth years enables the student to gain the second degree. This is a common program between liberal arts institutions like Richmond and engineering schools, but it also is available in some specialized science programs that enhance the offerings at Richmond. The engineering schools in the table below have agreements with the University of Richmond whereby
students will spend their first three years at Richmond completing a number of pre-engineering courses, all general education requirements, and most requirements for their major. They will then transfer to the engineering school for two additional years. At the end of the five-year period of successful coursework, the students will receive bachelor of science degrees from Richmond and the engineering school. This combines the best of the liberal arts and sciences with professional engineering coursework.

3-1-1 Program

A “3-1-1 program” provides a bachelor’s degree from Richmond and a master’s degree from a partner institution. The fourth year is taken at the partner institution and the work is transferred to Richmond to complete the Richmond degree. If the fourth year work is of good quality, the Richmond student is admitted to an accelerated one-year master’s degree program at the partner institution. Therefore, at the end of the fifth year a master’s degree may be earned.

Currently, the University of Virginia’s School of Engineering partners with Richmond to provide this opportunity. The fourth year of undergraduate work is spent at the University of Virginia. The key is that there is no guarantee of admission to the master’s program; admission depends on performance in engineering coursework during the fourth year of undergraduate study. The programs at U.Va. are biomedical engineering, computer science, mechanical and aerospace engineering, chemical engineering, electrical and computer engineering, systems and information engineering, civil engineering, and materials science and engineering.

4-1 Program

A “4-1 program” allows University of Richmond students to move into an accelerated one-year master’s degree program at a partner institution. Students complete their coursework at Richmond, but based on performance in selected courses, are admitted into a one-year master’s degree program. Currently, this option is possible through Virginia Commonwealth University’s School of Engineering for chemistry students. The proximity of VCU to Richmond and a cross-registration agreement allow talented chemistry majors to take courses at VCU in chemical engineering during their junior and senior years. If they do well, they will be admitted to a one-year master of engineering program. Students should discuss this option with the chair of the chemistry department.

4-2 Programs

A “4-2 program” would be of interest to students who wish to complete four years at Richmond before moving on to complete an engineering degree. Columbia University provides two such programs. One leads to a bachelor of science degree in engineering after the two additional years, while the other leads to a master’s degree in engineering. The important distinction is that admission to the bachelor of science degree program is guaranteed upon successful completion of preparatory work at Richmond and the recommendation of the dual degree advisor, while admission to the graduate engineering program is competitive.

Planning for a Dual Degree

It is important to start your planning in the first year at Richmond. All the programs have a common set of basic requirements that must be met within the first three years.

• All the Richmond general education requirements must be met
• English 103 must be completed for all engineering programs even if Richmond would waive the requirement
• Mathematics 211–212 (or 231), 235, 240, and 245 must be completed
• Physics 131 (or 127 or 191), 132 (or 133 or 134), and chemistry 141 are required
• At least 26 units of coursework at Richmond must be completed before transfer to a partner institution

As detailed above, a major at Richmond will need to be completed or nearly completed in the first three years. The natural majors for those interested in engineering are physics and either mathematics or computer science, although any science major can work provided all but one or two courses are completed in the first three years of study. The final coursework should be transferable from the partner institution. It is important that students interested in these dual degree programs consult with the dual degree advisor as early as possible.

Program Applications and Financial Aid

Students will automatically be accepted to the dual degree program if they complete the specified courses at Richmond and earn the required GPA. The special application goes directly to our liaison person at the engineering school. This is done in early January of the third year. The student is asked to complete a form showing how certain courses will transfer to complete graduation at Richmond. Financial aid does not transfer, although student loans can likely continue. For the University of Virginia and Virginia Tech, costs are significantly lower, even for out-of-state students. George Washington University has special $10,000 merit transfer scholarships, although a minimum 3.5 GPA is required to be eligible. All schools except the University of Virginia allow transfer students to apply for financial aid.

Consider the Options

The dual degree programs are important options for students who are not sure about their career goals. The advantage of coming to Richmond is that students do not have to commit to engineering from day one. They have time to test their interests in science and mathematics courses. Students may discover other things that interest them; however, if they remain excited about an engineering career, the option is here at Richmond.
An Introduction to English
Recognizing that the aim of a liberal arts education is to bring students to a critical understanding of themselves, the world, and the intricate relationship between the two, the Department of English seeks to assist majors in coming to this understanding through a comprehensive study of literature and language. The coursework required for the major focuses centrally, though not exclusively, on English literature written in Britain and the United States and on rigorous training in writing. The major seeks to give students a knowledge of the way literature and language have evolved; exposure to a broad range of texts from both the past and present; and theoretical understanding of the ways in which literary texts are produced and can be read.

English as a Major
The requirements for the English major achieve these aims while allowing students to choose from many varied courses offered in the department. In addition to courses in the expanding canon of British and American literature (including African American and Native American), students may take courses in film, creative writing, advanced expository writing, and the important and growing body of literature produced in English on parts of the globe other than North America and the United Kingdom, including the Caribbean, India, and Anglophone Africa.

English as a Minor
Students also may minor in English. The English minor consists of several of the core English courses and some additional courses chosen by the student. Many students find that an English minor enriches their study of another field such as foreign language, history, or journalism. Some students majoring in the sciences have chosen an English minor to give themselves an undergraduate education that balances the sciences and humanities.

The Learning Environment
All classes in the English department are kept small. Enrollments in all writing classes are limited to 15-18 students. Most literature classes enroll 20 students. All majors take two versions of English 400: Junior/Senior Seminar, which focuses on special topics and in which enrollment is restricted to 12 students. Faculty keep regular office hours and frequently meet with students. The University's recently expanded library and academic computing center facilitate student research and the writing of papers.

Special Learning Opportunities
The English major and minor both emphasize the study of literature, but the department offers varied opportunities for involvement in creative writing, including seven regular courses, independent study courses, an editing and publishing course taught in conjunction with Verse magazine, interaction with distinguished writers who regularly visit campus, and a student literary magazine titled The Messenger. In addition, there are opportunities for students to serve as paid writing consultants in the University's Writing Across the Curriculum Program or in the Writing Center. Membership in the English Honor Society, Sigma Tau Delta, offers such benefits as a national conference and opportunities for publication. The department's honors program allows highly motivated students, through the writing of an honors thesis, to do extensive, guided research on topics of their own choosing. In addition, there are opportunities for students to work on individual summer research projects in a tutorial relationship with a faculty supervisor and to receive monetary support for this work. One recent summer project involved a student studying the influence of Shakespeare's plays on a number of important 20th-century novels. Another involved research in London on material objects and the fiction of Virginia Woolf. Students interested in interdisciplinary study can enrich their work in the English major by choosing the allied fields option; by participating in interdisciplinary studies concentrations, such as Medieval and Renaissance studies; or in interdisciplinary programs like American studies or film studies; or by choosing from among eight combined majors: English/classics, English/Greek, English/Latin, English/French, English/German, English/Russian, English/theatre, and English/women, gender, and sexuality studies.

Career Opportunities
Students majoring in English at the University of Richmond go on to careers in such fields as business, public relations, advertising, teaching, Web development, television, and movie production, or graduate work in other fields and law. Some students pursue graduate work in English with the aim of college-level teaching. The reading, writing, analytical, and critical thinking skills acquired by students in an English major make them attractive to employers in business, industry, government, and nonprofit organizations. Students who are still considering several different career paths can major in English with the knowledge that their skills and training will apply, regardless of their final decision.
A Sampling of Schools Accepting Recent Graduates

American University
Boston College
Brown University
College of William & Mary
Duke University
Georgetown University
Harvard University
Indiana University
Notre Dame University
The Ohio State University
State University of New York at Buffalo
University of California at Irvine
University of Chicago
University of Massachusetts, Amherst
University of North Carolina at Chapel Hill
University of Texas at Austin
University of Virginia
University of Wisconsin
Yale University

Faculty

Bertram Ashe
Ph.D., College of William & Mary
Areas of specialty: 20th-century American literature, 20th-century African-American literature and culture

Laura Browder
Ph.D., Brandeis University
Tyler and Alice Haynes Professor of American Studies
Areas of specialty: 20th-century American literature, documentary studies, modern drama, American studies

Abigail Cheever
Ph.D., Johns Hopkins University
Areas of specialty: film studies, American film, American literature after World War II

Daryl Dance
Ph.D., University of Virginia

Joseph Essid
Ph.D., Indiana University
Director of the Writing Center
Distinguished Educator Award, 2004
Areas of specialty: computers and composition, history of technology, virtual worlds

Terryl Givens
Ph.D., University of North Carolina
James A. Bostwick Professor of English
Distinguished Educator Award, 1997
Areas of specialty: Romanticism, religion and literature

Elisabeth Gruner
Ph.D., University of California at Los Angeles
Areas of specialty: 19th-century British literature, children's literature, creative nonfiction writing, 19th-century British women writers

Brian Henry
M.F.A., University of Massachusetts
Areas of specialty: creative writing, contemporary poetry

Donna Hickey
Ph.D., University of Wisconsin at Milwaukee
Distinguished Educator Award, 1990, 1993
Areas of specialty: rhetoric and composition, 20th-century American and British poetry

Raymond Hilliard
Ph.D., University of Rochester
Distinguished Educator Award, 1981, 2008
Areas of specialty: the novel, 18th-century British novel, 18th-century English literature, the modern novel

Suzanne Jones
Ph.D., University of Virginia
Department Chair
South Atlantic Association of Departments of English, Outstanding Teacher, 1994
Distinguished Educator Award, 1989, 1992
Virginia Outstanding Faculty Award, 1992
Areas of specialty: 20th-century women writers, literature of the American South, 20th-century American fiction

Peter Lurie
Ph.D., Boston University
Areas of specialty: modern American literature, film studies, Faulkner studies, literary and visual modernism, critical theory

Joyce MacAllister
Ph.D., University of Texas
Area of specialty: rhetoric and composition, modern grammar, life writing

Elizabeth Outka
Ph.D., University of Virginia
Areas of specialty: modernism, 20th-century British literature, history of the novel

Kevin Pelletier
Ph.D., State University of New York at Buffalo
Areas of specialty: 19th-century U.S. literature, U.S. apocalyptic literature, race and slavery

Anthony Russell
Ph.D., Yale University
South Atlantic Association of Departments of English, Outstanding Teacher, 2004
Distinguished Educator Award, 2002
Areas of specialty: Renaissance studies, comparative literature (English, French, Italian), Shakespeare

Louis Schwartz
Ph.D., Brandeis University
Areas of specialty: 16th- and 17th-century British nondramatic literature, John Milton, 16th-century lyric, English prosody

Monika Siebert
Ph.D., Harvard University
Area of specialty: Native American studies, North American ethnic literatures, film studies

Julietta Singh
Ph.D., University of Minnesota
Areas of specialty: postcolonial literatures and theory, diasporic literatures, transnational feminist studies, critical theory

David Stevens
M.F.A., Pennsylvania State University
Ph.D., Emory University
Areas of specialty: creative writing, 19th-century American literature, Western literature, science fiction and fantasy

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July 2010
Preparing for the Health Professions
The University of Richmond has an excellent track record of preparing students for continuing study in the health professions. Students planning to enter professional programs in the health professions such as medicine, dentistry, veterinary medicine, physical therapy, optometry, pharmacy, etc., are encouraged to major in the departments of their choice. The undergraduate years are devoted to exploring, and the exploration need not only be in the sciences.

Advising and Program
The pre-health program provides students with opportunities and experiences needed for the successful pursuit of health profession careers. In addition to advising students, the director of pre-health education oversees the program’s resources: clinical internships with area physicians and fourth-year medical students; scholarship support; pre-health study abroad programs; personal statement and interview preparation; a medical humanities minor; and a full-year, faculty-led MCAT preparation course.

Student Organizations
The UR Pre-Medical Society, a chapter of the American Medical Student Association, is composed of students who plan careers in the health professions. It brings to the campus practicing professionals who discuss their work and admission officers who describe the medical programs and the admissions processes at their schools. It also provides opportunities for

Medical Schools Where Graduates Matriculated (2004–2009)
Albany Medical School
Case Western Reserve University*
Commonwealth Medical College
Cornell University*
Drexel University
East Carolina University
Eastern Virginia Medical School
Emory University*
Florida State University
George Washington University
Georgetown University
Indiana University*
Jefferson Medical College
Johns Hopkins University*
Louisiana State University-New Orleans
Louisiana State University-Shreveport
Marshall University
Mayo Medical School*
Medical College of Georgia
Medical University of South Carolina
Meharry Medical College
Michigan State University*
Morehouse Medical School
Mount Sinai*
New Jersey Medical School
New York Medical College
The Ohio State University
Pennsylvania State University
Robert Wood Johnson University
Rush Medical School
Temple University
Tulane University
Universidad Central del Caribe
University of Arkansas
University of Connecticut
University of Kentucky
University of Louisville
University of Maryland*
University of Mississippi
University of North Carolina*
University of Oklahoma
University of Pittsburgh
University of South Alabama
University of South Carolina
University of Tennessee
University of Texas-Galveston
University of Texas-Houston
University of Texas-San Antonio
University of Vermont*
University of Virginia*
Vanderbilt University*
Virginia Commonwealth University
Wake Forest University
* Top-25 medical school as ranked by U.S. News & World Report

Recent graduates also have entered programs in dentistry, veterinary medicine, osteopathy, pharmacy, nursing, optometry, and physical therapy. They represent majors ranging from biology, chemistry, and physics to business and English.

The Health Professions Advisory Committee (HPAC)
The HPAC is composed of 14 faculty members in the School of Arts and Sciences. It interviews pre-health students in their application year to health professions schools and writes letters of recommendation. The HPAC interview simulates the interview format used by most health professions schools, giving students valuable experience that assists in refining their interviewing skills.
An Introduction to International Studies

The international studies major at the University of Richmond promotes the teaching and learning of issues of global importance. To achieve informed and coherent perspectives on international affairs, the program builds its strengths on advanced language competency, overseas cultural immersion, and expertise in a geographic or functional area.

Because we live in an interdependent world, no nation or individual can live and prosper in isolation or ignorance of others. For this reason, the University of Richmond, which places great emphasis on internationalizing the education of all students, established the international studies major in the spring of 1986. Drawing faculty from 25 academic disciplines that offer more than 150 courses, this versatile and flexible program has consistently been one of the most popular majors on campus.

An understanding of the global system in which we live is the primary objective of the major. It aims to educate students about cultures, nations, and societies and enable them to deal with the economic, political, cultural, and security issues confronting the world today.

International studies majors are generalists and, as such, are prepared to enter careers in any field in which the ability to work across cultural boundaries, the knowledge of a foreign language, and the experience of living, studying, and working abroad are assets. Today these fields include international trade, banking, law, all levels of government, U.S. and international nongovernmental organizations, education, human services, health and environmental organizations, and many others. With increasing regularity, employers are recruiting employees who have the knowledge and experience of global issues. It seems clear that in the near future practically all occupations will be international in various ways.

The international studies major also lays a good foundation for graduate study in areas such as law, business, history, political science, international relations, public relations, foreign languages and literatures, and anthropology, as well as public administration and public health, intercultural communication, peace studies, and the growing number of interdisciplinary programs.

Structure

Since culture and international behavior are influenced by many complex factors which cannot be understood from a single disciplinary perspective, the international studies major integrates various academic disciplines. This is accomplished through two interdisciplinary core courses—Perspectives in International Studies and the Senior Seminar—and through the requirement of courses in no fewer than three disciplines within the student’s concentration.

Perspectives in International Studies addresses issues that arise in cross-cultural representation and interpretation, as well as the origins and implications of diversity and interdependence among nations, cultures, regions, and peoples.

In Senior Seminar, sets of international issues and relationships are studied using tools and approaches of several disciplines and core concepts of the field. Students in the Senior Seminar write, under close faculty supervision, a major research paper on a topic relating to both the seminar's theme and their international studies concentration. In recent years, IS majors have won University prizes for research projects on such topics as contemporary French policy toward Francophone Africa, mapping as a form of power in New Spain, Muslims in China, international refugee issues, imperial implications of the Great Exhibition of 1851 in London, the Kuril Islands controversy in current Russo-Japanese relations, and Rafael Trujillo’s anti-Haitian policies in the Dominican Republic.

In addition, Political Science 250: Introduction to International Relations, which studies the “society” of states and nonstate actors, or Geography/IS 210: Geographical Dimensions of Human Development is required. Beyond these core courses, majors choose a concentration in which they gain coherence in their study and expertise by taking an additional eight courses in no fewer than three departments. The major consists of seven concentrations: Africa, Asia, international economics, Latin America, Middle East, modern Europe, and world politics and diplomacy.

Each concentration is supervised by a faculty advisor who is a specialist in the area. A student with a strong interest in an area not defined as a concentration may, with permission, create an individual course of study. The structure of the international studies major lends itself to combining it with other disciplinary majors, especially in such fields as modern languages and literatures, political science, economics, history, sociology, the natural sciences, and others. Students also have combined this major with degrees in business and leadership studies.

Internationally oriented internships may be pursued locally, elsewhere in the U.S., and abroad. In 2008-09 two international studies majors had internships at the U.S. Department of State in Washington, D.C., while others did summer internships in London and Cape Town, South Africa.

Language Requirement

International studies majors must achieve proficiency in a second language through completion of at least two units of 300- or 400-level foreign language courses taught in the target language. Language instruction is available in French, German, Italian, Russian, and Spanish at the major level, and in Arabic, Chinese, and Japanese at the minor level.

Experience Abroad

International understanding and communication depend on mutual respect and the appreciation of linguistic, cultural, economic, and political differences. To develop these qualities, all international studies majors complete an “experience abroad” of at least one semester in duration. This may be accomplished through participation in a study abroad program.
or, with approval by the academic advisor, through a less traditional program of work or community service abroad.

The University of Richmond offers study abroad programs during the academic year and in the summer in the following locations: Argentina, Australia, Austria, Botswana, Brazil, Canada, Chile, China, the Czech Republic, Denmark, England, the European Union, France, Germany, Ireland, Israel, Italy, Japan, Jordan, Mexico, the Netherlands, New Zealand, Peru, Poland, Russia, Scotland, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, and Turkey. Additional programs are being developed in other areas, including India and Africa. With advising and approval by relevant departments and the Office of International Education, Richmond students are able to study in nearly every part of the world while earning credits toward the major and without delaying their graduation. Financial aid is transferable to University programs abroad.

Examples of Companies/Organizations Hiring Recent Graduates

Americorps
Bonner Foundation
Child Fund International
CNN-Washington Bureau
Fulbright Program
International Justice Mission
Japan Exchange and Teaching Programme
Peace Corps
Teach for America
U.S. Agency for International Development

A Sampling of Schools Accepting Recent Graduates

American University (international affairs)
University of Denver (law, international studies)
Fordham University (law)
Georgetown University (European studies)
George Washington University (Asian studies, public health)
Johns Hopkins University (international relations)
London School of Economics
New York University (Spanish)
University of Virginia (law)
Washington University (social work)
Yale University (international relations, East Asian Studies)

Campus Life and the City of Richmond

International education at Richmond is an integral part of campus life. International studies majors, like all students, have the opportunity to participate in organizations such as the International Club, Amnesty International, the Japanese Society, and Phi Beta Delta Honor Society for international scholars. They can attend the international film series, concerts, exhibits, symposia, and lectures on international issues. Students also have the benefit of contacts with visiting scholars, writers, and students from all over the world.

More than 70 countries are represented among the students, faculty, and staff at Richmond.

The annual International Week includes such events as the Study Abroad Fair, the International Career Forum, and many events that bring together U.S. and international students from the campus and the whole metropolitan area, as well as faculty, alumni, and members of the greater-Richmond community.

The City of Richmond and the surrounding counties are now home to a number of immigrant communities: Vietnamese, Cambodian, Russian, Indian, Ethiopian, and Chinese, to mention a few. International studies majors have the opportunity to work as interns and volunteers in various organizations that offer services to new immigrants.

The Office of International Education

The Office of International Education is the focal point of international activities on campus. The staff assists international studies majors, as well as all other students, in choosing opportunities for study, work, and volunteering abroad. It also advises international students and works with student government and student organizations to develop a wide range of international events and activities.

Faculty

IS Concentration Advisors:

Dr. John Gordon, Program Coordinator
Advisor, world politics/diplomacy
Department of History

Dr. David Brandenberger
Advisor, modern Europe
Department of History

Dr. Mary Finley-Brook
Advisor, Latin America
Department of Geography and the Environment

Dr. Sheila Carapico
Advisor, world politics/diplomacy
Department of Political Science

Dr. Yvonne Howell
Advisor, modern Europe
Department of Modern Literatures and Cultures

Dr. Stephen Long
Advisor, world politics/diplomacy
Department of Political Science

Dr. Tze Loo
Advisor, Asia
Department of History

Dr. Joseph Obi Jr.
Advisor, Africa
Department of Sociology and Anthropology

Dr. Jennifer Pribble
Advisor, world politics/diplomacy
Department of Political Science

Dr. David Salisbury
Advisor, Latin America
Department of Geography and the Environment

Dr. John Treadway
Advisor, world politics/diplomacy
Department of History

Dr. Hugh West
Advisor, modern Europe
Department of History

Dr. Jonathan Wight
Advisor, international economics
Robins School of Business

Dr. Yucel Yanikdag
Advisor, Middle East
Department of History

Because the International Studies major is interdisciplinary in nature, students also have the benefit of daily contact with faculty from a number of departments and fields. Members of the faculty involved in the major represent a wide range of scholarly specializations, including

- politics of Africa, Asia, Europe, Latin America, and the Middle East
- Amazonia
- war and society
- Russian cinema
- British imperialism
- globalization and development
- modern Balkans
- human rights
- world hunger
- international marketing and advertising
- Czech literature
- East Asian religions
- Holocaust representation
- Soviet Stalin era
- Ottoman and Turkish nationalism
- human environment interface
- cultural heritage preservation
- colonial Buganda and Uganda
An Introduction to the School

The Jepson School of Leadership Studies was founded to meet the aspirations of a liberal arts education. All too often, educators talk about preparing future leaders without developing in students a rich understanding of leadership—the knowledge, ability, and conviction to address social problems and live lives of consequence. In bridging this critical gap, Jepson stands at the forefront of scholarship and education.

To educate students for and about leadership, the School uses multiple disciplinary lenses. The study of economics, history, literature, philosophy, politics, psychology, and religion allows students to look at leadership as it was, as it is, and as it should be, and provides them with conceptual tools that support the exercise of leadership in a variety of settings.

A thoughtfully designed and sequenced curriculum integrates the disciplinary perspectives on leadership. The introductory courses, Leadership and the Humanities and Leadership and the Social Sciences, give students the historical and empirical foundations to ground their study of leadership. Leadership Ethics serves as the capstone course in the academic program. Required courses in Critical Thinking, Research Methods, and Theories and Models reflect Jepson’s commitment to intellectual rigor and theoretical depth. Advanced courses allow students to look at leadership as a historical, social/organizational, and ethical phenomenon. Students are encouraged to pursue concentrations in areas of interest such as international leadership, religious leadership, or the psychology of leadership.

Courses with experiential components—especially Justice and Civil Society and the Internship—help students understand how to use knowledge gained through coursework in the world outside the classroom. Majors are awarded a bachelor of arts degree in leadership studies.

A Jepson education investigates leadership as a process and a relationship among people. It is based in a rigorous academic curriculum with plentiful hands-on opportunities. It explores fundamental questions about who we are, how we live together, and how we influence the course of history. It exemplifies the spirit of the liberal arts: to educate people to take an active role in the world. The Jepson School helps students realize their distinctive capacities and apply their learning for the good of society.

Admission Procedures

To be considered for admission, students apply by October 1 of their second year.

Jepson School Students

Jepson School students bring diverse interests to the learning community. Active in student government, fraternities, sororities, the arts, athletics, and clubs, they share their leadership abilities to make contributions across the University.

The Jepson School Community

Jepson’s environment is one of open doors, personal attention, trust, and respect. With an average class size of 15, there’s no back row. Classes are interactive and rich in discussion. Students frequently work in groups and learn through interaction and one-on-one mentoring.

The result is an academic community in the best sense of the term: students, faculty, and staff who form close-knit intellectual and social bonds. They work together and draw upon shared experiences to understand leadership, to conduct research, and—ultimately—to make a better world. As a result of these relationships, alumni stay close to the School and to one another.

The Jepson School sponsors events on and off campus, and is a respected center for debate and discussion of issues related to leadership. The annual Jepson Leadership Forum brings renowned speakers to campus. Local and national leaders share their expertise through a leader-in-residence program and through informal discussions at regular dean’s luncheons and dinners. The Jepson School of Leadership Studies Student Government Association represents the student body and plays an integral role in academic and student affairs. New students are welcomed into the Jepson School community at a ceremony called Prelude, and students enjoy alumni, educational, and social functions. Many students say that their peer relationships within the School are their most meaningful on campus.

Alumni and Careers

With fewer than 1,000 graduates worldwide, the Jepson alumni network is intimate and accessible. Many alumni go straight to top graduate schools after Jepson. Many seek more education later. They successfully pursue careers ranging from business to nonprofits, from medicine to politics and government service, and law.

Jepson graduates are cognizant of their place in, and their responsibility to, their professions, their organizations, and their communities—a trait that follows them far beyond the borders of campus and throughout their lives.

Recruiters and graduate schools alike consistently cite Jepson graduates for strength in the areas they value most, including communication, critical thinking, ethical understanding, social responsibility, interpersonal ability, leadership understanding, self-managed learning, presentation skills, and teamwork.

Required Courses

Leadership and the Humanities
Leadership and the Social Sciences
Justice and Civil Society
Research Methods
Critical Thinking
Theories and Models of Leadership
Leadership Ethics
Internship

Advanced Courses

Historical
Civil War Leadership
Creation of the American Republic
Dead Leaders Society
Early Modern Crises in Leadership
Leadership in Cultural and Historical Contexts
Leadership in Political Contexts
Presidential Leadership
Reason, Rhetoric, and Leadership
Social Movements
Statesmanship
Social/Organizational
Conflict Resolution
Gender and Leadership
Good and Evil
Group Dynamics
Leading Change
Leadership in a Diverse Society
Leadership in Organizations
Leadership in Socially Active Businesses

Ethical
Competition, Cooperation, and Choice
Contemporary Debates in Democratic Theory
Ethical Decision Making in Health Care
Leadership and Governance in the Contemporary American Metropolis
Leadership and Religious Values
Leadership in International Contexts
Moral Limits of the Criminal Law
Sex, Power, and Politics

Research Opportunities
Jepson students have the opportunity to work together with faculty members to conduct research on a variety of topics and gain insight into leadership as a basic part of the human condition. They often find practical applications for their work. Opportunities include: independent study, collaborative study, directed study, senior thesis, and senior honors thesis. Grants are available for students to conduct full-time or part-time research.

A Sampling of Recent Internships
The White House
Capital One
Caring for Cambodia
Ethical Investment Research
Goldman Sachs
Governor of Virginia Fellows Program
Mercer Human Resources Consulting
American Cancer Society
Medical Teams International
U.S. News and World Report

A Sampling of Schools Accepting Recent Graduates
American University
California Institute of the Arts
Case Western Reserve University
College of William and Mary

Duke University
Emory University
Georgetown University
Harvard University
Johns Hopkins University
The London School of Economics
New York University
Princeton University
University of North Carolina at Chapel Hill
University of Notre Dame
University of Pennsylvania
University of Virginia
Wake Forest University
Yale University

Crystal L. Hoyt
Ph.D., social psychology, University of California, Santa Barbara
Curricular interests: social behavior, group dynamics, research methodology in the social sciences

Peter I. Kaufman
Ph.D., religion, University of Chicago
Curricular interests: historical studies (late antiquity to early modern Europe), contemporary social justice (immigration issues, access to higher education)

Gary L. McDowell
Ph.D., government and public affairs, University of Virginia
Curricular interests: the Constitution, the judiciary, politics, statesmanship, and civil liberties

Sandra J. Peart
Dean
Ph.D., economics, University of Toronto
Curricular interests: competition and cooperation, experimental economics, history of economic thought

Terry L. Price
Associate Dean for Academic Affairs
Ph.D., philosophy, University of Arizona
Curricular interests: leadership ethics; moral psychology of leadership; and social, political, and legal theory

Thaddeus M. Williamson
Ph.D., political science, Harvard University
Curricular interests: political theory, social justice, American politics and public policy

J. Thomas Wren
Ph.D., history, College of William and Mary
J.D., University of Virginia
Curricular interests: foundations of leadership studies, history and theories of leadership, conflict resolution

Karen D. Zivi
Ph.D., political science, Rutgers University
Curricular interests: political theory, feminist theory, gender politics, law and society
The Field of Political Science

Political science involves the description, analysis, and critical study of governments and their social and cultural environments, decision-making processes, laws and policies, and the relationships of these elements to one another. As such, political science has many subfields and shares many points of interest with other disciplines, such as economics, philosophy, history, sociology, and law. The major subfields in political science at the University of Richmond are American government, public policy, comparative politics, political theory, international relations, and research methods.

The political science major at the University of Richmond has an unusually distinctive array of choices. In addition to the usual advantages of a small university—close working relationships with faculty and an excellent liberal arts education—students can enroll in a two-unit internship program at the General Assembly during spring semesters; participate in an internship in Washington, D.C., organized by departmental faculty; minor in leadership studies, international studies, or law and liberal arts; and even take courses taught by law school faculty.

Class Size

More than 200 students major in political science at the University of Richmond. It is the largest major in the School of Arts and Sciences. Classes vary in size from eight to 25, with an average of 20–23.

Internships

Approximately 50 students participate in government internships each year. Some work with legislators, lobbyists, and government agencies involved in the legislative process at the Virginia General Assembly. Legislative internships carry two units of credit. Internship positions also are available in other agencies of state and local government in the Richmond area, and many students take advantage of the summer months to gain internship credits by working and studying in Washington, D.C.

Study Abroad

An increasing number of students in political science are taking advantage of the growing opportunities to study abroad, not only in Great Britain and on the European continent, but also in Australia, Asia, Latin America, and Africa. In most cases, students enroll in institutions associated with the University of Richmond.

Career Opportunities

For those students interested in law, political science is the most popular department at the University of Richmond. The department offers courses that help to prepare students for law school. Students have taken advantage of both the newly created law and liberal arts minor and the pre-law advising program. However, any one of several majors in the liberal arts will help prepare a student for admission to law school.

 Majors in political science also may pursue a variety of careers in government, private organizations concerned with public or social policy, teaching, and business. Students may go directly into government or private sector work, or they may choose to enter specialized graduate programs in such fields as urban planning, public policy, or international affairs.

A Sampling of Schools

Accepting Recent Graduates

University of Rochester
University of Texas
University of Virginia
Villanova University
Washington University
Yale University

A Sampling of Law Schools

Accepting Recent Graduates

Boston College
College of William and Mary
Cornell University
Dayton University
Duke University
Emory University
Georgetown University
Harvard University
New York University
Rutgers University
Syracuse University
University of California, Berkeley
University of Chicago
University of Michigan
University of North Carolina
University of Pennsylvania
University of Richmond
University of Virginia
Vanderbilt University
Wake Forest University
Washington and Lee University
Yale University

Recent Student-Faculty Research Projects

“Voter Verification in Congress and the States,” Meredith Patrick and Doug Rubin with Daniel Palazzolo
“Independent Candidates in Virginia,” Chris Jones with John Whelan
“Early Childhood Education,” Katy Groover with Jennifer Erkulwater
“We Re the Religion Clauses Originally Meant to Protect State Establishments of Religion?” Brian Culver with Ellis West
“John Locke on Religious Freedom,” Karl Holsten with Ellis West
“Third World Women,” Kimya Dennis with Sheila Carapico
Faculty

Sheila Carapico
Ph.D., State University of New York at Binghamton Distinguished Educator Award, 1991 Fulbright Scholar, 1993
Author of numerous articles on Middle East politics and a book on civil society in Yemen Areas of specialty: international relations, comparative politics, research methods

Kevin M. Cherry
Ph.D., University of Notre Dame Areas of specialty: political theory

Richard Dagger
Ph.D., University of Minnesota Areas of specialty: political theory, public policy

Monti N. Datta
Ph.D., University of California at Davis Areas of specialty: world public opinion, global governance, U.S. foreign policy

Jennifer Erkulwater
Ph.D., Boston College Research fellow at the Brookings Institution Author of articles, book chapters, and a book on social welfare policy Areas of specialty: social welfare policies, public policy and American politics, parties, elections

Jimmy D. Kandel
Ph.D., University of Wisconsin at Madison Author of numerous articles and a major book on West Africa

H. Benson Dendy
President, Vectre Corporation; served as a member of the cabinet in the administrations of Virginia’s Gov. Gerald Baliles and Gov. Charles Robb

James Derderian
Former Chief of Staff, House Commerce Committee, Washington, D.C.; now a Washington lobbyist

Scott Erwin

Virgil Goode
Former Virginia congressman

Thomas Jardim
Former mayor of Westfield, N.J.

Jennifer McClellan
Attorney, Virginia House of Delegates, local civic leader

B. Guy Peters
Maurice Falk Professor of American Government at the University of Pittsburgh

Andy Rich
Ph.D., Yale University; President and CEO, Franklin and Eleanor Roosevelt Institute

Mary Sue Terry
Former attorney general of Virginia and candidate for governor in 1993

Seán Theriault
Ph.D., Stanford University; assistant professor at the University of Texas

Scholarship Award
The W. Ney and May Thompson Evans Scholarship is given to one or more outstanding Westhampton political science majors in their senior year.

Notable Alumni
Frank Atkinson, chairman, McGuire Woods Consulting; served in the cabinet of Virginia Gov. George Allen

Phil Cramer
Vanderbilt Law School graduate and author of a book on radical environmentalism, which is based on a senior Richmond research project

F. Amanda DeBusk
Attorney with Miller and Chavalier; former assistant secretary for export enforcement for the U.S. Department of Commerce

Stephen Long
Ph.D., University of North Carolina at Chapel Hill Areas of specialty: international relations, international conflict and security

Rick Mayes
Ph.D., University of Virginia NIH Post-doctoral grant at the University of California, Berkeley, 2000–2002

Richmond College Student Government Association Faculty Member of the Year, 2000 Omicron Delta Kappa Professor of the Year, 2003

Author of a book and articles on healthcare policy Areas of specialty: healthcare policy, comparative public policy, American politics

Daniel J. Palazzolo
Ph.D., University of Virginia

Author of articles and books on congressional leadership, budget politics, and election reform Congressional Fellow Distinguished Educator Award, 1994, 1998

Omicron Delta Kappa Professor of the Year, 1999

Areas of specialty: public policy, American government, research methods

Jennifer Pribble
Ph.D., University of North Carolina at Chapel Hill

Area of specialty: social policy and reform in Latin America

Tracy M. Roof
Ph.D., Johns Hopkins University Areas of specialty: American political institutions, public policy, interest groups, and social movements

Stephen Simon
Ph.D., University of Maryland

Author of articles on national law and individual liberties Areas of specialty: public law, theory, American government

Andrea Y. Simpson
Ph.D., Emory University Author of a book on identity and political attitudes, and articles on environmental justice Areas of specialty: American government, racial politics, social movements

Aleksandra Sznajder
Ph.D., Yale University

Author of papers and articles on political economy of post-communist Europe Areas of specialty: comparative politics, European politics, political economy

Vincent Wei-cheng Wang
Department Chair Ph.D., University of Chicago

Author of numerous articles on Asian politics, foreign policy, and political economy Directed 14 Richmond Quest-funded independent study projects with a research trip to China, Hong Kong, and Taiwan in spring 2005

Areas of specialty: Asian governments and politics, international relations, comparative politics
Pre-law at Richmond

Unlike medical schools, which expect incoming students to have a solid understanding of chemistry and biology, law schools require no particular course load of incoming students. Accordingly, there is no such thing as a “pre-law” curriculum. Undergraduates at Richmond who aspire to a career in law are advised to develop three key skills: writing, deductive reasoning, and public speaking. Our experience has shown that today’s university students—even those at selective schools—are deficient in each of these three areas. Our pre-law advisor works with students to provide them with exposure to courses and professors that will help students improve their skills so as to do well on the LSAT, in law school, and ultimately, in the practice of law.

Advising

Our pre-law advisor, Professor McGarvie of the Department of History, practiced law for 14 years and has been on the law school faculties at State University of New York-Buffalo, New York University, and The College of William and Mary. He is available to advise Richmond undergraduates to address a wide range of common concerns.

The process of applying to law schools is quite different from that of applying to undergraduate institutions. At Richmond, students are advised:

- how to use the Law School Admission Council system
- how to draft application essays
- what type of references to provide and how to ask for them
- how to decide which law schools to consider
- how to increase the likelihood of financial aid for legal education
- how to prepare for the LSAT
- what courses to take at Richmond
- how to integrate foreign study with future career goals

Students also may have questions about the profession of law and the various subfields and specialties available to trained professionals. Other students may just enjoy a discussion of the role of law in American history or in our society today. Our pre-law advisor has an open door to all Richmond undergraduates to discuss these or any other concerns.

Programming

The Office of Pre-law Advising sponsors two or three evening lectures or seminars each semester to provide undergraduates with a greater insight into and appreciation of the nature of law school, legal practice, and the role of law in America. Programs have included talks by law school admissions directors, discussion panels consisting of current law students, addresses by current practitioners in various fields, and a lecture by the author of a humorous but insightful book on dealing with the first year of law school, to name a few. Each year new programs are added so as not to repeat programming for pre-law students who spend four years on campus.

Law Schools Attended by Richmond Graduates

Richmond sends graduates to Ivy League and other top-tier law schools, including:

- Columbia University
- Duke University
- Georgetown University
- Harvard University
- Rutgers University
- Stanford University
- University of Chicago
- University of Florida
- University of Michigan
- University of Richmond
- University of Virginia
- Wake Forest University
- Yale University

Nearly everyone who wants to go to law school from Richmond does so, though not everyone gains admission to his or her first choice. Our pre-law advisor can work with students to consider a range of law school options and to secure interviews at law schools with which we have a strong working relationship.