

University of Mary Washington

Office of the Registrar

Fredericksburg Campus
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Student Services Suite

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Web: <https://academics.umw.edu/registrar/>

Request for Re-Evaluation of Transfer Credit

Please complete one form per class.

All transfer credit is subject to the regulations published in the current [UMW Undergraduate Academic Catalog](#).

Student First Name: *	Student Last Name: *	UMW Banner ID: *
Student E-mail: i *	Date: *	Telephone: *

Advisor First Name: *	Advisor Last Name: *
Major: *	Degree Sought: *

Please input the College or University the transfer course is from: *	Please input the term and year in which the transfer course was taken: *
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Transfer Subject & Course Number: i *	Transfer Course Title: *	Number of Transfer Course Credits: *	Transfer Course Equivalent: i *
ENGL 206A	World Literature	3	ENGL 206A

Would you like this course re-evaluated as an equivalent to a UMW course? * Yes No

Please input the UMW course for which you are seeking credit:

UMW Subject: * ENGL	Course Number: * 206A	UMW Course Title: * Global Issues in Literature
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Are you requesting this course be evaluated for general education credit? * Yes No

Was this course a general education course at the transfer school? * Yes No Unsure

Please select the category of credit requested: * Diverse and Global Per

<p>1. How did you develop an informed understanding of an issue or a group of related issues (e.g. economic, environmental, geographical, health-related, historical, linguistic, political, technological) that influences cultures, global systems, and/or societies?</p>	<p>* Through reading Marjane Satrapi's Persepolis as a class, I learned about the struggles of people living in Tehran during the revolution and specifically how things changed for women. The author witnessed bloody protests as a child and later as a teenager she lived through bombings that claimed the lives of her friends and neighbors. Satrapi was sent to study abroad in Europe for her own safety while her parents stayed behind in Tehran. This was a difficult time in the author's life as she not only had to navigate the struggles of adolescence and early adulthood without her family, but she also had to live in a society that viewed her as a refugee and faced racism in unexpected places. The book was beautifully crafted with all of the laughter and devastation of a very real life in the face of disaster and political unrest.</p>
<p>2. Describe how you explored any range of topics including age, disability, ethnicity, gender, language, nationality, race, religion, sexuality, socioeconomic status, veteran status, and/or other salient social statuses that influence the human condition?</p>	<p>* As a class we read a range of works from authors of the Middle East, Greece, Mexico, Japan, the United States, Nigeria, and Sri-Lanka. Poems by Sappho explored female sexuality in ancient Greece, while Murasaki Shikibu's Tale of Genji exposed the differences between men and women living in high society during the Heian period in Japan. Other works by authors like Chinua Achebe, Michael Ondaatje, Pablo Neruda, and Miguel Cervantes were also examined to highlight cultural differences.</p>
<p>3. How and in what ways were you tasked with articulating how complex natural and/or human systems are influenced and/or constructed, operate with differential consequences, and can be altered. Students will reflect upon their own relationship to these processes?</p>	<p>* We had several integral assignments centered around the analysis of texts and their authors from a sociopolitical standpoint with an emphasis on intersectionality. What makes the piece unique? What does it say about men/women? Why is this culturally significant? Why is this historically significant? Do we see similar themes in other pieces? What about the author's background connects us to the purpose of their writing?</p>
<p>4. In what ways did you reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can help explain conflict and establish respect for other cultures and/or societies?</p>	<p>* Dear Committee,</p> <p>My name is [REDACTED] and I am a senior here at UMW. I am a [REDACTED] Major on track to graduate in [REDACTED] but I'm in need of a class with a designation of DGP. Last semester I attempted to sign up for an English course to fulfill this requirement, but it was marked as R for Repeated on my transcript due to my transfer credit from [REDACTED] Community College. I would like to explain why I believe my transfer credit for World Literature should be able to satisfy my DGP requirement for graduation.</p> <p>I had the pleasure of taking World Literature (ENG 255) with [REDACTED] at [REDACTED]. The 16-week course featured a number of works from the Middle East, Greece, Japan, the United States, Nigeria, Sri-Lanka, and Iran. Each week the class would focus on a particular author, their background, and one or more of their literary works—whether poetry, short story, or novel. Accordingly, every week we had to post discussion boards analyzing the literature, the author, and the sociopolitical significance of when and where the piece was written. When interacting with classmates, we were highly encouraged to make connections between different pieces from class, but also our own experiences and other works we have encountered.</p> <p>During the span of this class, there were two major assignments due: a literary analysis paper and a separate presentation. For the paper, students were tasked with choosing one of the pieces we'd read over the course of the semester and analyzing the theme and why it was culturally significant for the author to have created it. I chose Murasaki Shikibu's Tale of Genji and explored the global significance of a</p>

I have read the above and my signature indicates my willingness to participate in and accept the obligations imposed by this form and the Undergraduate Academic Catalog.

*

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Amber Stacy
Signature

11/07/2025
Date

Transfer Credit Coordinator:

Please select the designated user for the form to be reviewed by. If the form requires reviewal by the Department Chair and Committee, please select "Needs Department Chair Review". This may be indicated in the comments so that the Department Chair is aware.

Please select one: * Needs General Education Committee Revi

Transfer Credit Coordinator Comments: Student is looking for DGP credit for Brightpoint CC's ENG-255/UMW's ENGL-206A. Please let me know if approved.

General Education Committee:

If general education designation is not approved, please provide a statement indicating the reasons (to be shared with the student).

Please select one: * -- Please Select --

Registrar:

Please provide a statement indicating the approval or denial of the request (to be shared with the student).

Registrar Comments: *

Return for Revision

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