



RHODES COLLEGE CATALOGUE
2001-2002

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**GENERAL
INFORMATION**

ACADEMIC CALENDAR, 2001-2002

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FALL SEMESTER, 2001

- Opening Faculty MeetingAugust 16, Thursday
- Orientation for New StudentsAugust 17-21, Friday-Tuesday
- Enrollment Clearance/Registration .August 21, Tuesday
- Classes BeginAugust 22, Wednesday
- *Opening ConvocationAugust 24, Friday
- Drop/Add Period EndsAugust 28, Tuesday
- Extended Drop Period BeginsAugust 29, Wednesday
- Labor Day RecessSeptember 3, Monday
- Pass/Fail Option EndsSeptember 12, Wednesday
- Extended Drop Period EndsSeptember 12, Wednesday
- Withdraw Period BeginsSeptember 13, Thursday
- Last Day to Remove
- Conditional GradesSeptember 19, Wednesday
- End of First Seven Weeks Classes . . .October 10, Wednesday
- Fall Recess BeginsOctober 12, Friday, 5:00 P.M.
- Mid-Term Grades DueOctober 15, Monday, 9:00 A.M.
- Fall Recess EndsOctober 17, Wednesday, 8:00 A.M.
- Withdraw Period EndsOctober 26, Friday
- Registration for Spring Semester . . .October 22-November 9, Monday-Friday
- Thanksgiving Recess BeginsNovember 20, Tuesday, 10:00 P.M.
- Thanksgiving Recess EndsNovember 26, Monday, 8:00 A.M.
- Classes EndDecember 5, Wednesday, 10:00 P.M.
- Reading DayDecember 6, Thursday
- Final ExaminationsDecember 7-12, Friday-Wednesday
- End of Fall SemesterDecember 12, Wednesday
- Final Grades DueDecember 14, Friday, 5:00 P.M.

SPRING SEMESTER, 2002

- Enrollment Clearance/Registration .January 8, Tuesday
- Classes BeginJanuary 9, Wednesday
- Drop/Add Period EndsJanuary 15, Tuesday
- Extended Drop Period BeginsJanuary 16, Wednesday
- Martin Luther King Day Observance .January 21, Monday
- Pass/Fail Option EndsJanuary 30, Wednesday
- Extended Drop Period EndsJanuary 30, Wednesday
- Withdraw Period BeginsJanuary 31, Thursday
- Last Day to Remove
- Conditional GradesFebruary 6, Wednesday
- End of First Seven Weeks Classes . . .February 27, Wednesday
- Spring Recess BeginsMarch 1, Friday, 5:00 P.M.

Mid-Term Grades Due March 4, Monday, 9:00 A.M.
 Spring Recess Ends March 11, Monday, 8:00 A.M.
 Registration for Fall, 2001 March 11-April 5, Monday-Friday
 Withdraw Period Ends March 22, Friday
 Easter Recess Begins March 27, Wednesday, 10:00 P.M.
 Easter Recess Ends April 1, Monday, 8:00 A.M.
 *Awards Convocation April 16, Tuesday, 9:10 A.M.
 Classes End April 26, Friday, 5:00 P.M.
 Reading Days April 27, Saturday, and May 2, Thursday
 Final Examinations April 29-May 4, Monday Saturday
 Final Grades Due May 6, Monday, 9:00 A.M.
 *Baccalaureate Service May 10, Friday, 3:00 P.M.
 *Commencement May 11, Saturday, 9:30 A.M.

* *Formal Academic Occasion*

FIRST SUMMER SESSION, 2002

Registration for All Students May 13-14, Monday, Tuesday
 Classes Begin May 13, Monday
 Drop/Add Period Ends May 17, Friday
 Memorial Day Recess May 27, Monday
 Withdraw Period Ends May 31, Friday
 Classes End June 14, Friday

SECOND SUMMER SESSION, 2002

Registration for All Students June 17-18, Monday, Tuesday
 Classes Begin June 17
 Drop/Add Period Ends June 21, Friday
 Withdraw Period Ends July 5, Friday
 Classes End July 19, Friday
 Final Grades Due July 31, Wednesday

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RHODES' EDUCATIONAL IDEALS

WHAT ARE RHODES' EDUCATIONAL IDEALS?

Rhodes seeks to educate students to lead the most meaningful and fulfilling lives of which they are capable; to love learning; to understand and be concerned about justice and freedom, peace and security, and the needs of the world; and to translate that understanding and concern into effective action.

WHAT LIFETIME SKILLS AND ATTRIBUTES DO STUDENTS DEVELOP AT RHODES?

Rhodes helps students to acquire an informed understanding of the world, cultivate an appropriate set of dispositions and sensibilities, and develop a comprehensive personal philosophy.

An informed understanding of the world requires study of the dynamics of human behavior and social structures, including interactions among individuals, societies, cultures, and nations, and of the basic nature and operation of the physical and biological worlds, of those processes by which knowledge is structured, of historical processes, of creative processes, and of artistic expression.

In order for students to progress toward this goal, they must be challenged by classical and contemporary thinking in the various disciplines. They must be given an opportunity to apply their knowledge by investigating ideas, perceptions, theories, and hypotheses, and also to explore in depth some discipline of their choosing.

An appropriate set of dispositions and sensibilities includes the attributes of personal integrity and respect for one's own abilities and values; respect for other persons and a concern for their dignity and welfare; a sense of community; an appreciation of cultural diversity; a respect for and an aesthetic appreciation of the natural world and human creativity; open-mindedness, and an attitude of critical inquiry; a desire for personal growth, wisdom, and wholeness; and a sense of direction fostered by the cultivation of personal talents.

Cultivation of that set of dispositions and sensibilities involves experiences in a community built on an honor system, in which students govern themselves and participate in the decision-making processes of the College. It also involves living and working in a setting which harmoniously blends natural beauty and works of human creation; exposure to quality in a variety of fields; participation in the fine arts; interacting with students and faculty from different racial, cultural, economic, and ideological backgrounds; participation in discussions in which students are called upon to express their own points of view and to consider with respect the views of others; and working with others in situations which require cooperation and mutual responsibility. Students have opportunities for participation in service projects that involve working with people from different social and economic backgrounds, in off-campus learning experiences here and abroad, and in sports and other physical activities which cultivate health and a sense of fair play.

A comprehensive personal philosophy includes reasoned views about the ultimate source and meaning of human life, what is of primary importance, and a corresponding hierarchy of values and obligations.

For students to formulate such a philosophy, they must be presented with a wide variety of challenging views on these central issues. Rhodes is committed to the position that students should formulate their own personal philosophy in dialogue with a Christian perspective on these issues in an atmosphere which encourages freedom of thought and expression for all. Students have the opportunity for interaction, both inside and outside the classroom, with a faculty of scholars who have a strong commitment to their disciplines and an enthusiasm for sharing their love of learning.

Certain skills contribute to the attainment of the educational goals of the College:

- A. Critical skills:** The ability to analyze arguments, to assess evidence, to discover, articulate, and evaluate assumptions.
- B. Creative skills:** Flexibility of thought which allows one to ask thoughtful and penetrating questions, to generate new insights, to seek new solutions to problems, to envisage new possibilities, to respond positively to change.
- C. Communication skills:** The ability to listen, to enter into dialogue, to write and speak with clarity and style in English; and proficiency in a foreign language.
- D. Research skills:** The ability to read critically, to formulate and test hypotheses, to collect and interpret information, and to draw conclusions.
- E. Evaluation skills:** The ability to formulate and justify value judgments, to evaluate oneself and one's beliefs honestly.
- F. Empathic skills:** The ability to appreciate the perspective of others and to respond empathetically.
- G. Aesthetic skills:** The ability to express oneself artistically, to exercise the imagination, and to recognize quality.
- H. Synthetic skills:** The ability to perceive ordering principles such as those inherent in myth, language, mathematics, and schools of thought and to fit diverse pieces of knowledge together into a whole.

WHAT KIND OF COLLEGE IS RHODES?

Rhodes can be described in a few words: It is a coeducational, residential, metropolitan, private, small, well-rounded, beautiful, church-related College noted for genuineness and excellence in the liberal arts and sciences.

Coeducational. Rhodes is dedicated to the belief that the most natural and best education takes place in a setting where there are both men and women students. Students benefit socially, psychologically, and educationally.

Residential. Students benefit daily from living on the campus. The College recognizes that, in attempting to educate the whole person, it is important to supplement and extend intellectual discourse by providing a complete educational environment. Combining various residential, social, academic, and leadership opportunities with quality in-class education builds a well-rounded person who is better prepared for life after college.

Metropolitan. Rhodes is the only small college in the South rated "Highly Competitive" that has a metropolitan campus. The location of the College in residential midtown Memphis was carefully chosen to provide students the many advantages of a city: internships, outlets for social, cultural, and service interests, convenient access by transportation of all types, availability of medical and other services and a variety of religious, artistic, governmental, recreational, social service, and business opportunities available to help the student grow. Thus the Rhodes student has opportunities to develop special interests.

Private. Rhodes holds to the highest principles of academic freedom and academic responsibility. Rhodes is committed to the market economic system that has built this country and fostered the growth of freedom in our society. We believe that a private college, not operated by the state, provides students the best opportunity to experience educational excellence and the values of religious faith and spiritual growth. Rhodes maintains a spirit of cooperation with public higher education, but stands as an important part of the free enterprise sector that opposes a government monopoly of higher education.

Small. Rhodes is committed to the belief that the best education takes place in the presence of what psychologists call "significant others." In childhood these are most frequently parents or their substitutes. In adolescence and adulthood these are most often teachers, mentors, or ones who know and care about us. For this reason Rhodes

is small and has a low student-faculty ratio that encourages students to develop close personal relationships with professors. The College provides the best in academic advising and in personal and career counseling, but the opportunity to know and to discuss ideas with members of the faculty is among the most important parts of a fine and lasting education. Rhodes is small so its students can be well-rounded.

Well-Rounded. Rhodes provides students with opportunity to participate in intercollegiate athletics, fraternities and sororities, student publications, and many activities not available except to specialists on huge campuses. Students benefit by developing broad interests and their capacity as leaders. Attending Rhodes is fun; the College plans it that way.

Beautiful. Rhodes maintains a campus that is second to none in its design, function, and beauty. Students benefit because elegant architecture inspires, broadens the mind, expands their consciousness of beauty and harmony, and reminds the community of the history and breadth of learning. The College is dedicated to maintaining a physical plant and campus that are cared-for and beautiful, not as an end in itself, but because such a campus shapes the quality of education and provides students a constant vision of excellence.

Church-Related. Rhodes has been affiliated with the Presbyterian Church since 1855. The College's Christian commitment and Church relationship are more than assent to a set of vague values or sentimental emotions. They represent a view of existence and reality based upon faith in God as creator, sustainer, and redeemer of life. They recognize that the fear of God is the beginning of wisdom and that truth is God's self-revelation. They are dedicated to the spiritual growth of students, a special witness to the Christian faith, and a community that nurtures lives of faith and service.

Genuine and Excellent. Rhodes is dedicated to the pursuit of genuineness and excellence in all its endeavors. Students learn to live with these standards. The College encourages, supports, and rewards outstanding achievement and merit in all parts of the life of the College.

Committed to the Liberal Arts. Finally, Rhodes is founded upon the principle that the best education for all of life is an education in the liberal arts and sciences.

A liberal education is the best preparation for tomorrow in a world that is shrinking, the best preparation for change, the best preparation for leadership, the best preparation for life, and the best preparation for developing values and vision. Those who will lead will need more than training - they need an education. If we give them only vocational training, what looks like training-for-marketability may end up as training-for-obsolescence. Rhodes students grow by studying history as analogy. They take courses that help them to think logically and precisely and independently. They learn to handle abstract thoughts and theories as well as concrete situations. They get an education that will help them to conceptualize and to act.

Liberal education prepares Rhodes students for leadership in a changing world. They have excellent preparation for earning a living over a lifetime.

Liberal education helps students form a cohesive understanding of life. They develop self-understanding and a philosophy of life that shapes the principles by which they live.

It is the duty of liberal learning to stress the integrating forces of the various disciplines. It is the task of developing the whole person, the whole life. Rhodes stresses that intellectual values and moral values are among the finest fruits of its educational process. A liberal education enables a person to analyze, evaluate, to judge, to prefer this to that, to have a "yes" and a "no" that are one's own, and to know why. These attributes are developed and learned through liberal education, where language and mathematics discipline the mind in clarity, precision, and style. Where literature and the communication arts open the curtain of the human arena - on good and evil, love and hate, peace and violence - the life-stuff of human options. Where art and music

develop a sense of beauty, a value to be preferred over ugliness or cacophony. Where the social sciences come to life through value judgments, as students study people individually, in groups, and in society. Where the natural sciences, teeming with power to liberate mankind from illness, can harness new energy sources and create new technology that will improve life for everyone.

The best way to prepare leaders of vision is to inspire them with the best that mankind has achieved - the best in the arts, the best in scientific experiments, the highest examples of society, the deepest understandings of religion. The study of the liberal arts and sciences does this best, for it holds before students what Whitehead called "the habitual vision of greatness."

Rhodes seeks out for appointment to its faculty and staff those who hold high these ideals, and the College recognizes and rewards not only those who have individual expertise and who carry out their personal responsibility, but also those who work to further the ideals of the College.

HISTORICAL SUMMARY

Rhodes had its origin in the Clarksville Academy, founded in 1837. The Academy conveyed its property in 1848 to the Masonic Grand Lodge of Tennessee and was merged into the new Masonic University of Tennessee, a degree-granting institution of higher education located in Clarksville, Tennessee. This institution became Montgomery Masonic College in 1850, and in 1855 its name was again changed, to Stewart College, in honor of its president, William M. Stewart. Under President Stewart's leadership the operation of the College passed from the Masonic Lodge to the Presbyterian Synod of Nashville.

Under the Plan of Union of 1873, the Presbyterian Church reorganized Stewart College after the Reconstruction Era to operate it as the single Presbyterian college for the entire area which was at that time considered to be the Southwest.

In 1875 Stewart College became Southwestern Presbyterian University, developing alongside the undergraduate curriculum a School of Theology, under the leadership of Dr. Joseph Wilson, father of Woodrow Wilson. The School of Theology remained in operation until 1917.

Under the leadership of President Charles E. Diehl, the College moved to Memphis in 1925 and adopted as its name Southwestern, denoting a liberal arts college. In 1945, the official college name became Southwestern At Memphis.

On July 1, 1984, the name of the College was changed to Rhodes College in honor of Peyton Nalle Rhodes, president from 1949 to 1965, who joined the faculty in 1926 and served the institution until his death in 1984. John David Alexander served as president from 1965 to 1969; William Lukens Bowden, from 1969 to 1973; and James Harold Daughdrill, Jr., from 1973 to 1999. William Earl Troutt became the nineteenth president of the College on July 1, 1999.

ACCREDITATION AND GENERAL POLICIES

Rhodes College is a fully accredited four-year college of liberal arts and sciences. With an endowment of \$202 million and a physical plant valued at \$155 million, the College has one of the largest investments per student (\$239,000) in the nation.

Rhodes is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097; telephone

number 404-679-4501) to award the Bachelor of Arts and Bachelor of Science degrees and the Master of Science degree.

Attendance at Rhodes, a privately endowed college, is a privilege which may be forfeited at any time by any student who refuses or fails to conform to the regulations and standards of the College, or who is unwilling to adjust to the College's traditions and environment. Among these traditions are the Honor System and the Social Regulations Council which are administered by students and are described elsewhere in the catalogue. Certain offenses and violations of College rules are considered serious enough to merit suspension or expulsion. Additionally, the College reserves the right to suspend or expel any student, if, in the sole discretion of the administration, such suspension or expulsion is necessary to protect the best interests or welfare of the College, including the health and well-being of other students, faculty, or staff.

Rhodes welcomes applications for admission from all persons and does not discriminate on the basis of gender, race, color, age, religion, disability, or national and ethnic origin in its admissions policies, loan programs, or other college educational programs, policies and activities. In compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Rhodes will make every reasonable effort to accommodate the needs of its students with disabilities.

The information, policies, and procedures listed in this catalogue are current and up-to-date as of March 1, 2001. Policies stated in this catalogue are expected to be in effect through the academic year 2001-2002 but are subject to revision. Normally, policy revisions are implemented in the next academic year, following notice thereof and are effective for all students who graduate in or after that academic year. However, occasionally a policy must be changed and implemented in the same academic year. In such cases, written notification of the revision will be mailed to all students currently enrolled.

The faculty of Rhodes College has the authority and the responsibility for establishing and maintaining those policies and procedures governing the academic standing of students at the College. Any deviation from the policies and procedures stated in this catalogue relating to academic standing requires the prior formal approval of the faculty.

A compendium of all current policies and procedures in regard to the College is The College Handbook. A current copy is maintained in the office of the President.

ADMISSIONS

APPLICATION PROCEDURE

A student who wishes to apply for admission to Rhodes should write or call the Admissions Office requesting an application form, which should be completed carefully and mailed to the Admissions Office together with a non-refundable application fee of forty dollars. The Rhodes application may also be accessed on-line at www.admissions.rhodes.edu and may be submitted on paper or electronically.

Rhodes also accepts the Common Application (paper and on-line), Peterson's Universal Application and applications from Apply! and CollegeLink in lieu of its own form and gives equal consideration to all. The College is a member of the National Association for College Admission Counseling (NACAC) and endorses the principles contained in the Association's Statement of Principles of Good Practice.

Students who have submitted an application and all supporting credentials to the Admissions Office by February 1 (January 15 for students who wish to be considered for any of the College's competitive scholarships or who have been nominated for Bellingrath Scholarships) will be notified of the decision of the Faculty Admissions Committee by April 1. Transcripts and other documents required for admission become part of the permanent file of an enrolled student and cannot be returned or legally copied for the student.

ADMISSION SELECTION PROCESS

Academic Record. A student's academic record is of primary importance in the admission selection process. Applicants must complete in high school sixteen or more academic units, including at least four years of English, two years of the same foreign language (classical or modern), two years of laboratory science and two years of history or social science. Furthermore, applicants are expected to have completed the mathematics course sequence Algebra I, Geometry, and Algebra II or their equivalent. A fourth year of high school mathematics, including trigonometry and advanced algebra is especially important for students who plan to study mathematics, natural science, computer science, economics or business administration. Students with slightly different high school curricula may be considered only if their records in other respects clearly indicate readiness for Rhodes' program of study.

Applicants are expected to have a high school diploma or G.E.D.

Special note is taken in the decision making process of advanced placement, honors, International Baccalaureate, accelerated or enriched courses. Students who have taken college-level courses and wish to receive credit at Rhodes for those courses should refer to "Transfer Credit for Enrolled Students" in the Requirements for a Degree section of this catalogue.

Standardized Test Scores. All applicants for admission to the entering class are required to take either the Scholastic Assessment Test (SAT-I) of the College Board or the American College Test (ACT). It is advisable for the student to take the test in the junior year as a means of adjusting to this type of examination or for Early Decision or Early Admission purposes. Any student applying for Regular Decision should take the test no later than December of the senior year so that their scores will be available for the Faculty Admissions Committee by February 1.

In addition to submitting the same application supporting documents as all other students, home schooled students must submit the results of two SAT-II Subject Tests from areas other than English or mathematics.

Test application forms may be obtained from high schools, or by writing directly

to the testing services, as follows: (1) The College Board, 45 Columbus Avenue, SAT Department, New York, New York 10023-6992 (2) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243.

Supporting documents. Other supporting documents will be considered when decided on a student's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, a counselor recommendation, a teacher recommendation, a short-answer question and an application essay.

In addition, the interest a student shows in Rhodes can be a deciding factor in the admission decision. Contacts such as a visit to the campus, an interview, talking with an admission officer at your high school or at a college fair, or personally corresponding with the admission office can assist staff members in making a decision between two similar candidates. A student's ability to pay may also be a deciding factor when considering students who are academically marginal.

The Faculty Admissions Committee and/or the Dean of Admissions and Financial Aid has the discretion to deny any student admission to Rhodes College.

Students who wish to appeal their admission decision may do so by writing to the Faculty Admissions Committee requesting reconsideration.

CAMPUS VISIT AND INTERVIEW

A campus visit is the best way to experience life at Rhodes. Students are encouraged to visit between Monday and Friday so that, in addition to an interview, they may attend a class and meet faculty. Arrangements can also be made through the Admissions Office to spend one night in a residence hall. Overnight accommodations are available Sunday through Thursday.

While on campus, students may choose to participate in an information session or have a personal interview with an admissions officer. Appointments may be scheduled between 9:00 a.m. and 4:00 p.m. (Central Time), Monday through Friday, and during the academic year on Saturdays from 9:00 a.m. until noon. Interviews are limited to Mondays, Fridays and Saturdays in the last two weeks of January and the entire month of February due to the admission staff's heavy involvement in reading applications.

The Admissions Office is open year round, and appointments may be made by writing or calling the Admissions Office at least two weeks in advance of the date of the visit. To arrange a campus visit, students may call toll free 1-800-844-5969 or, locally, 843-3700.

EARLY DECISION PLAN

Students who are certain they want to attend Rhodes may wish to take advantage of the Early Decision Plan. Under this plan the student must submit a completed application for admission, high school transcript including grades for the first marking period of the senior year, recommendations, standardized test scores and the Early Decision Agreement form by November 1 for Early Decision I or by January 1 for Early Decision II. The student may apply to other colleges, but not under any other Early Decision Plan. If accepted, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

Early decision candidates who are applying for need-based financial aid must complete and submit the College Scholarship Service's PROFILE to the Financial Aid Office by November 1 for Early Decision I or by January 1 for Early Decision II in order to determine estimated eligibility for financial assistance. The financial aid package offered under Early Decision must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Early Decision Plan, the College agrees to render a decision on admis-

sion by December 1 for Early Decision I or by February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 5 for Early Decision I or by February 5 for Early Decision II. If accepted under the Early Decision Plan, the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I or by February 15 for Early Decision II. Offers of admission and financial aid to students who do not submit the required deposit will be rescinded.

If a decision on the student's application cannot be reached, the student will be notified that the application will be deferred and guaranteed unbiased consideration under the regular admissions procedure.

EARLY ADMISSION PLAN

High school students who wish to enroll at Rhodes prior to completion of their secondary schooling may apply under the Early Admission Plan. This option is provided for those students who have demonstrated exceptional ability and motivation in secondary school and are ready to experience the challenges of a college education earlier than normal.

To be eligible for consideration, a student must submit a completed application for admission, a high school transcript including grades for five semesters of coursework, a teacher's and a counselor's recommendation form, SAT-I or ACT test scores and have a personal interview with an admissions officer. Successful candidates will have satisfied Rhodes' normal admissions requirements, including the academic units requirements outlined under "Admission Selection Process" above. Normally it will be necessary for an Early Admission student to enroll at a local college or university in the summer prior to their enrollment at Rhodes in order to fulfill the College's English units requirement.

Early Admission students must normally have the support of their secondary school counselor and of their parents in order to be considered for admission under the plan.

DEFERRED ADMISSION

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Admission by writing the Dean of Admissions and Financial Aid. The letter requesting Deferred Admission must indicate the length of time requested for deferral, the reason for requesting the deferral and the proposed actions of the student during the time of the deferral. The Dean of Admissions and Financial Aid will respond to the deferral request in writing. If deferred admission is granted, the student must submit a non-refundable \$200.00 enrollment deposit (and \$200.00 room deposit if the student wishes to live on campus) to the Office of Admissions.

Accepted students requesting deferral who have been awarded one of the College's competitive scholarships may retain the scholarship as long as its value is one-half Rhodes tuition or less. Scholarships granted to accepted, deferred students that are valued at over one-half Rhodes tuition will not be retained by the student. In this case, the student will be reconsidered for competitive scholarships during the semester prior to their enrollment at the College.

Deferred students may not enroll in more than two college courses for credit in any one semester/term during their time of deferral. To do so would change their classification to that of a transfer student, necessitate a rescinding of their admission and scholarship offer, and require a new admission and scholarship decision.

ADMISSION OF TRANSFER STUDENTS

Rhodes welcomes applications from students who wish to transfer from other accredited institutions. Students who have enrolled in more than two courses in any one semester/term at another institution are considered transfer students.

An applicant for admission as a transfer student should write or call the Office of Admissions for an application. The student should have official transcripts from his or her secondary school and all postsecondary institutions attended sent directly to the Office of Admissions. If the secondary school record does not include the student's scores on the SAT-I or ACT, the student must have these sent to the Admissions Office from the testing agency. Transfer applicants applying for January entrance must also provide mid-semester grade estimates from their professors. Prior college work is evaluated in light of Rhodes' established degree requirements. Transfer students whose prior work is not compatible with a Rhodes degree program may find it necessary to extend their college career in order to complete all requirements for a degree.

Rhodes' admissions policy is to only consider applications for transfer from students who are in good standing at the last institution attended. Students under academic or disciplinary suspension are not encouraged to apply to Rhodes until eligible for readmission to the suspending institution.

Transfer from an unaccredited college requires a more thorough analysis of academic credentials. If accepted, the student will be placed on probationary status for one academic year and is expected to maintain a record satisfactory to the Faculty Standards and Standing Committee. Transfer students coming from colleges not accredited by a regional accrediting agency may find the acceptance of transfer credit to be very limited.

For more information regarding the transfer of credit, see "Transfer Credit for Enrolled Students" in the Requirements for a Degree section of this catalogue.

ADMISSION OF INTERNATIONAL STUDENTS

Rhodes encourages international students living both abroad and in the United States to apply for admission. International students are those individuals who are not citizens or permanent residents (resident alien status) of the United States. Application forms may be obtained from the Office of Admissions.

All applications must be accompanied by a non-refundable \$40.00 (U.S. dollars) fee and a passport-size photograph of the applicant. In addition, the official results of either the Scholastic Assessment Test (SAT-I) or American College Test (ACT) and the Test Of English As a Foreign Language (TOEFL) must be forwarded to the Office of Admissions from the appropriate testing agency. The TOEFL exam is not required for native English-speaking students. International students who have studied at other colleges or universities must have official transcripts from those institutions sent to Rhodes. All transcripts must include English translation.

A limited amount of financial aid is available to international students with financial need. To qualify, students must submit the College Board's Foreign Student Financial Aid Form. All applicants, whether applying for financial aid or not, must submit the Foreign Student Certification of Finances. International student applicants are eligible for the competitive scholarships offered by the College. However, due to the requirement of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Scholarships.

ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Applicants who give evidence of sufficient ability may be admitted as special students to a course of study not leading directly to a degree, but allowing them to pursue

that work for which they are best prepared and/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight hours of credit per semester. Special students who wish to audit classes are limited to taking one course per semester.

Special students are not eligible to live in the residence halls or to participate in intercollegiate athletics, fraternity or sorority membership, or other extracurricular activities. In addition, special students are not eligible for any Rhodes or federal financial aid funds. Directed Inquiries are not ordinarily available to special students. Should the special student subsequently become a degree candidate, credits earned while a special student are applicable towards the degree sought.

The deadline for submission of a special student application and most recent transcript is two weeks prior to the beginning of a new semester/term. Applicants who have not been enrolled in any institution of higher education are required to have an official copy of their high school record sent to the Office of Admissions.

Special student admission material is submitted only once. Students who have attended Rhodes as a special student and wish to continue their studies as a special student should report directly to the Registrar's Office and register for classes during the first three days of a new semester/term.

Special students who have enrolled in two or more courses at another institution must reapply for special student status through the Office of Admissions. A student seeking readmission as a special student will normally be held to the same academic standards as full-time, degree-seeking students at Rhodes.

Special students are held to the same standards of academic progress regarding academic probation and suspension as degree students.

READMISSION OF STUDENTS

Students who have voluntarily withdrawn from the College and have taken two courses or less in any one term at another institution must apply for readmission through the Office of the Registrar. Students who have been academically suspended from Rhodes and wish to return must apply for readmission through Rhodes' Committee on Standards and Standing.

Returning students must complete an application for readmission which requests current information about the student, including an account of activities and educational experiences during the absence from Rhodes. In many cases interviews with the Dean of Academic Affairs and the Dean of Student Affairs will be necessary to complete the readmission process. Students seeking to be readmitted must initiate their requests at least two months prior to the beginning of a new semester.

Students who have voluntarily withdrawn from Rhodes and have taken more than two courses in any one term at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admissions. The Faculty Admissions Committee will review all records and render a decision.

RHODES HIGH SCHOOL SCHOLARS PROGRAM

Rhodes allows high school students who have demonstrated exceptional ability and motivation to begin their college work while completing their secondary school course of study. Such a student may enroll in up to two courses per semester at Rhodes.

To be eligible for the Rhodes High School Scholars Program, a student must complete an admission application; have scored at least 1140 on the Scholastic Assessment Test (SAT-I) or 24 on the American College Test (ACT); rank in the upper one-fourth of his or her class; have a positive high school recommendation; and have a personal interview no later than August 1.

Course fees per credit hour are the same as Special Student tuition. Financial aid is normally not available for students participating in the program. Participation in the High School Scholars Program will require coordination of the student's college and high school course schedules. Rhodes' Office of Admissions will gladly assist the students, teachers, and counselors with these arrangements.

ADVANCED PLACEMENT

Rhodes will normally grant advanced placement and course credit to entering students who score either 4 or 5 on a College Board Advanced Placement Examination. Students who score 3 on an Advanced Placement Examination may enroll in advanced course work if the department concerned recommends it. A maximum of twenty-eight (28) credit hours may be earned through Advanced Placement examinations. A maximum combined total of twenty-eight (28) credit hours may be earned through Advanced Placement and International Baccalaureate examinations.

A student who wishes to take courses for credit after receiving Advanced Placement credit for those courses is required to waive Advanced Placement credit before receiving credit from the College for actual enrollment and successful completion of those courses.

THE INTERNATIONAL BACCALAUREATE DEGREE PROGRAM

Rhodes recognizes the International Baccalaureate academic program and welcomes for review the submission of IB examination scores. Course credit is normally granted for each Higher Level Examination area passed with a score of 5, 6 or 7. A score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of twenty-eight (28) credit hours may be earned through Advanced Placement and International Baccalaureate examinations.

A student who has successfully completed advanced secondary school education, including the British Advanced Level Examinations, the French Baccalaureate, the German Abitur, or the equivalent, may receive some advanced standing or transfer credit at Rhodes for that work. Such credit is not granted, however, until the student has been admitted and has enrolled at Rhodes, at which time his or her credentials will be reviewed by the Registrar and the academic departments in which the credit(s) will be applied.

ENROLLMENT DEPOSIT

In order to reserve a place in the class, all accepted students must make a non-refundable \$200.00 enrollment deposit to the College. Those students who wish to reside on campus must deposit an additional non-refundable \$200.00 to reserve a room in the residence halls. Deposits must be postmarked no later than our deadline of May 1(December 15 for Early Decision I and February 15 for Early Decision II.) The deposit is not an extra charge but is credited to the student's account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in mid-August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

ORIENTATION AND REGISTRATION REQUIREMENTS

All new students are expected to be present for Orientation Week, which immediately precedes the opening of the College. The orientation period is designed to acquaint new students with the traditions, ideals, academic expectations and regulations of Rhodes and to give them an opportunity to plan their courses of study in consultation with members of the faculty. During orientation week the new students will

also meet with the representatives of various student organizations, take placement tests, receive instruction in the use of the library, participate in social events and attend discussions with administrative officers of the College. The dates of the orientation period are listed in the college calendar at the beginning of this catalogue.

A complete medical examination and provision of immunization records are required of all full-time new students. This medical examination should take place within six months prior to enrollment. The results of the examination along with immunization records, recorded on a form provided by the College, must be on file in the College Student Health Center before registration. Failure to provide the form may result in not being permitted to register and not being provided medical services until the form has been received. In the case of insufficient or missing medical data, the student may be granted provisional registration.

Proof of health insurance is required of all students. A copy of your insurance card will be requested with the completed Health Form. Failure to provide proof of insurance may result in not being permitted to register and will result in not being provided medical services.

ADDITIONAL INFORMATION

Admissions Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time). Additional information and application forms will be supplied upon request. Contact:

Office of Admissions
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone: 901-843-3700 or toll-free 1-800-844-5969
Fax: 901-843-3631
E-mail: admininfo@rhodes.edu
On-line: www.admissions.rhodes.edu

EXPENSES

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 70% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes some services in the College Health Services Center, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year.

A summary of costs for the 2001-2002 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

| | | |
|-------------------------|-----------------------|-------------|
| Tuition | | \$20,366.00 |
| Activity Fee | | 200.00 |
| Room & Board | | |
| Room Type | Meals per Week | Cost |
| Standard Multiple | 15 | 5,680.00 |
| Standard Single | 15 | 6,016.00 |
| Standard Multiple | 21 | 5,900.00 |
| Standard Single | 21 | 6,236.00 |
| East Village Multiple | 7 | 6,448.00 |
| East Village Single | 7 | 6,772.00 |
| East Village Multiple | 15 | 7,056.00 |
| East Village Single | 15 | 7,380.00 |
| East Village Multiple | 21 | 7,276.00 |
| East Village Single | 21 | 7,600.00 |

The regular college plan provides for payment of tuition, room and board in two installments. The payment for the Fall Semester is due August 9th, and the payment for the Spring Semester is due November 22nd. For students who are enrolled for less than a year, tuition and activity fee is \$10,283.00 per semester. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through one agency: Key Education Resources (1-800-KEY-LEND). Information on the various plans offered by Key will be mailed to all parents well before the first payment is due. If a monthly plan is chosen, arrangements should be made prior to the date the first payment is due. The College has made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents which will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. Information concerning the tuition refund plan will be mailed along with the first tuition bill in July which details the protection provided and cost of this coverage.

REGULATIONS REGARDING PAYMENT

A bill for the tuition charge, together with applicable room and board charges, will be mailed to all students before each due date. Unless prior arrangements acceptable to the Bursar of the College are made, a student's account not paid in full at the due date will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining academic tran-

scripts, using College facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation.

Students may enroll in courses totaling sixteen credit hours in each semester and, if approved, a seventeenth credit hour may be added without additional charge. The student desiring to take more than a normal academic load during a semester should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than seventeen hours in a semester must pay the extra hour fee even if the student eventually withdraws from the overload hour.

First-year students and sophomores are required to live on campus the full academic year.

Once a student moves into a residence hall room, room and board charges for the full semester are due and payable on the student's account. Even if the student moves out of the room during the semester, the full room and board charges for that semester remain due on the student's account. Because of the high demand for College housing, the student who is not withdrawing from Rhodes and is a resident only in the Fall Semester will be fined \$500 if he/she is not moved out of the room by the day after the last final examination of the Fall Semester.

Students living in the residence halls are required to choose either the 15 meals per week dining plan or the 21 meals per week dining plan. Students living in the East Village resident hall also have the option of choosing the 7 meals per week dining plan. There are no exceptions to this policy. Meals may be taken in either the Burrow Refectory or with a cash equivalency in the Lynx Lair. Students will be given the opportunity to choose the board plan they prefer prior to the start of the school year. Students may change their board option by contacting the Bursar's Office prior to the beginning of the next semester. Once the board plan has begun for a semester, no further changes may be made. Non-resident students may also purchase one of the meal plan options by contacting the Bursar's Office prior to the beginning of the semester.

All students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credit hours taken in the semester.

If at some point it becomes necessary to turn the student account over for collection, the student will be required to pay all collection and attorney fees associated with the collection of the debt.

WITHDRAWAL POLICY

All requests for withdrawal must be initiated by the student through the office of Dean of Student Affairs. The official date of withdrawal will be the date when approval was obtained from the Dean of Student Affairs. When the completed withdrawal forms are submitted to the Bursar, the financial accounts of the student will be settled based upon the policies below. Involuntary withdrawals (i.e. suspensions or expulsions) are handled the same as voluntary withdrawals in that tuition and other fees remain due for the semester in which the suspension or expulsion occurs.

Tuition. If a student has attended classes, the full semester's tuition is due and payable to the College regardless of the date of withdrawal, unless the student withdraws due to protracted illness or injury. Should this illness be certified by a physician, psychologist, or other qualified professional that it prevents the completion of the semester's academic work, a pro-rata charge for tuition will be made on the following basis ("days" is defined as days when classes are scheduled, i.e. five days per week).

| Withdrawal Date | Pro-rata Semester Tuition Due (for medical reasons only) |
|----------------------------|---|
| First 10 days of semester | 25% |
| 11th through 25th day | 50% |
| 26th through 35th day | 75% |
| After 35th day of semester | 100% |

Financial aid remains credited to the account on the same basis as the charge for tuition above.

Room and Board. The full room and board charges for the semester remain due and payable for any semester the student occupies a residence hall room. The charges remain due regardless of the date or reason for withdrawal. There are no pro-rata refunds of room and board charges.

Activitee Fee. The full activity fee charge for the semester remains due and payable for any semester the student attends classes, regardless of the date or reason for withdrawal.

SPECIAL FEES AND DEPOSITS

Application Fee. \$40.00

Tuition Deposit. \$200.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

Room Deposit. \$200.00. For incoming students the deposit, due by May 1, is non-refundable. For current Rhodes students, the deposit is due February 1.

Adult Degree Tuition (Applies only to students enrolled 1993-94 or before). \$530.00 per credit hour.

Part-time Students, Non-resident (Degree candidates taking 11 hours or less). \$850.00 per credit hour.

Special Student Tuition (Students not seeking a degree at Rhodes). \$530.00 per credit hour.

Teachers Certification Tuition (All fall and spring courses except Student Teaching, Education 450). \$530.00 per credit hour.

Teachers Certification Tuition for Student Teaching (Education 450). \$265.00 per credit hour.

Summer Session, 2001. \$265.00 per credit hour (Due at registration). All students earning Rhodes credit during the Summer Session must pay Summer Session tuition in order to receive the credit. Directed Inquiries and Internships, both on- and off-campus, are included in this category.

Education Fees for Special Students. Student-teaching courses require a participation fee of \$13.00 per credit hour.

Special Student Audit Fees. \$265.00 per credit hour plus \$40.00 application fee.

Extra Course Fee. \$340.00 per credit hour. This fee is charged of degree-seeking students enrolling in more than seventeen (17) credit hours in a semester.

Music Fees. Students who have not declared majors or minors in Music who wish to add the study of applied music to their regular academic program will be charged an additional fee of \$230.00 per credit hour per semester for private lessons. After the first applied music lesson, this additional fee is nonrefundable. A declared music major receives free private lessons on the student's principal and secondary instruments. Declared music minors have the music fee waived for study in the principal instrument only. All lesson fees paid prior to the formal declaration of major or minor will be credited to the student's account. If a student does not graduate as a music major or minor, the fees for lessons taken free of charge will be added to the student's account.

Late Payment of Bill. \$25.00

Late Registration Fee. \$50.00

Graduation Fee. \$140.00 Payment due by the beginning of a student's last semester in attendance.

Transcripts. \$2.00 each; additional copies in each order \$.50 each. First transcript, free.

Student ID card replacement. \$5.00

Telephones. The College provides each residence hall room with an outlet for a telephone. Permanent numbers are assigned to each room. Students must furnish their own touch-tone telephones. Local and on-campus calls are free. Long distance services are available and require a \$50.00 deposit. Bills will be sent monthly for long distance calls plus a \$5.00 access fee. Additional information will be sent to students during the summer concerning the campus telephone system.

Vehicle Registration Fee. \$20.00

FINANCIAL AID

Rhodes invests substantial funds in need-based assistance to help make it possible for students who are admitted to the College to attend. Currently, seventy-five percent of Rhodes students receive some form of financial assistance with total assistance amounting to approximately \$16.1 million.

Most aid awarded by the College is offered as a combination of grant, loan and student employment. Rhodes takes full advantage of the available federal and state financial assistance programs to enable students to afford the high cost of attending college. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous merit-based scholarship program.

APPLICATION PROCEDURES

All requests for Rhodes-funded competitive scholarships or need-based financial aid must be indicated on page two of the application for admission to Rhodes. Students who indicate they wish to be considered for a competitive scholarship will be notified by the Admissions Office of the specific scholarship awarded, if any, at the same time they are notified of their admission to Rhodes.

Students applying for need-based financial aid should so indicate on the application for admission and must submit the Free Application for Federal Student Aid (FAFSA) and designate Rhodes College (Title IV code number 003519) to receive the results. Photocopies of the parents' and student's U.S. Income Tax Return and W-2 forms may be requested to satisfy federal verification requirements.

All applicants who are seeking need-based assistance from Rhodes for the first time must submit the FAFSA and the PROFILE in order to be considered for Rhodes-funded grants or need-based scholarships. Registration information for the PROFILE may be obtained from your high school counselor or by calling the College Scholarship Service at 800-778-6888 or via the Internet by accessing the CSS website at <http://www.collegeboard.com> and then clicking on PROFILE. (*New students expecting to enter Rhodes in the fall semester should file the College Scholarship Service's PROFILE by February 1 (November 1 for Early Decision I applicants or January 1 for Early Decision II applicants) and the FAFSA by February 15. The Rhodes College code for use on the PROFILE is 1730.*)

Students granted admission to the College, and for whom Rhodes has received the results of the FAFSA and PROFILE, should receive a Notification of Financial Award by April 15 (*December 10 for Early Decision I applicants and February 10 for Early Decision II applicants – NOTE: the FAFSA will not have been completed for Early Decision students, but must be completed after January 1*). The deadline for accepting the financial aid offer from Rhodes is May 1 or one week from the date of the Notification of Financial Award, whichever is later.

To assure access to all financial aid programs, returning students must file the FAFSA by March 31. Returning students need not complete the CSS PROFILE.

FINANCIAL AID TO MEET NEED

When the results of the FAFSA and PROFILE reveal that a student has a financial need, Rhodes will normally offer the student a financial aid package that consists of gift-aid (grants and/or scholarships) and self-help (loans and student employment). Rhodes funds, federal funds, state funds and funds provided to the student through outside organizations are all considered to be a part of the need-based financial aid package. Rhodes administers the federal need-based financial

aid programs to adhere strictly to Title IV regulations. The need-based programs commonly available at Rhodes are described on the following pages.

GRANTS

Rhodes Grant-in-Aid. Students with demonstrated financial need may be awarded a Rhodes Grant-in-Aid. Grants are usually offered along with other forms of assistance such as student loans and campus employment. Whether or not a grant is offered and the amount of the grant will depend upon the availability of institutional funds and the results of the CSS Profile and/or FAFSA. Recipients of scholarships may receive additional financial aid, including a grant, if their financial need exceeds the amount of the Rhodes scholarship and other grants or scholarships received from outside sources. Also, the amount of the grant can vary from year to year depending upon the financial need of the student.

Federal Pell Grant. The federal government provides direct assistance to eligible students through the Federal Pell Grant Program. A student's eligibility for the Federal Pell Grant is determined by the results of a formula referred to as Federal Methodology. Currently these grants range from \$400 to \$3,750. *All students who apply for need-based financial aid from Rhodes must also apply for the Federal Pell Grant via the FAFSA.* If the student is eligible for a Federal Pell Grant, it will be included in the financial aid award.

Federal Supplemental Educational Opportunity Grant (SEOG). Federal Supplemental Educational Opportunity Grants are awarded by Rhodes using funds provided by the federal government. These grants are made to students with exceptional financial need. Students must be eligible for the Pell Grant in order to receive a SEOG award.

Tennessee Student Assistance Award. Students who are residents of Tennessee are expected to apply for a grant through the Tennessee Student Assistance Corporation. For 2001-2002, the TSAA grant ranges from \$1,938 to \$4,530. To be eligible a student must have graduated from a Tennessee high school, have been a continuous resident of Tennessee for the twelve month period preceding the start of the academic year for which the grant is made, and have extreme financial need. All Tennesseans should indicate on the FAFSA that they are applying for the Tennessee Student Assistance Award by releasing their FAFSA information to the state. No other application is necessary. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37219-5097. The phone number is (800) 342-1663 or (615) 741-1346.

Ministerial Grant. As a church-related college, Rhodes will assist applicants for the ministry and children of Presbyterian Church (U.S.A.) ministers. Rhodes students who have made the decision to go into the ministry and who have been certified by the responsible court or agency of the student's denomination, or a student who is a dependent of a Presbyterian Church (U.S.A.) minister, may receive, if needed and upon application, a ministerial grant of \$1,000 in addition to an institutional grant, if eligible, as explained above.

LOANS

Federal Perkins Loan. Rhodes awards Federal Perkins Loans to students who demonstrate exceptional financial need. The maximum loan cannot exceed \$4,000 per year as an undergraduate. This is a 5% interest loan on which no interest is charged and no payments are made as long as the student is enrolled at Rhodes on at least a half-time basis (at least 6 hours). Repayment begins nine months after the student ceases being at least a half-time student in an eligible

program at an approved institution. The minimum repayment may extend over a 10-year period.

Federal Stafford Student Loan Program. Loans up to \$2,625 for the first year are available to first-year undergraduate students. Upon earning 27 credit hours, students may obtain a loan up to \$3,500 for the sophomore year and, upon earning at least 55 credit hours, a student may obtain a loan of up to \$5,500 per year for the remaining years of undergraduate study. If the student accepts the Stafford Loan(s) as part of his/her financial aid package, Rhodes will arrange for the lender to mail a promissory note to the student's home address in the summer.

Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the federal government pays the interest while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment.

Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable with a cap of 8.25%.

Student Loan of the Presbyterian Church (U.S.A.). Up to \$1,000 annually may be borrowed from the Student Loan Fund administered by the General Mission Board on behalf of the Presbyterian Church. The student must have been a member of the denomination continuously for at least one year immediately preceding the date of application. Evidence of financial need is required. Students interested in this loan should address all communications to:

Presbyterian Church (U. S. A.)
Office of Financial Aid for Studies
100 Witherspoon Street
Louisville, KY 40202-1396
Telephone: (502) 569-5745

STUDENT EMPLOYMENT

The student employment programs at Rhodes include the Federal College Work-Study Program (FCWSP) and the Campus Employment Program (for those not eligible for the FCWSP). When an offer of student employment of any type is extended by the College and accepted by the student, this offer does not guarantee that the student will earn the full amount of the award. The student will be paid only for the hours worked. Earnings are paid directly to the student; they are not credited to the student's account in the Bursar's Office. To receive a check, a student employee must have an I-9 form on file in the Financial Aid Office and a current W-4 form on file in the Accounting Office.

Federal College Work-Study Program (FCWSP). Through the Federal College Work-Study Program, part-time employment is offered to students to help them meet their financial need. A student may work for no less than the national minimum wage rate for as many as forty (40) hours per week during the summer and for an average of ten (10) hours per week while enrolled as a regular student during the academic year.

Campus Employment Program. Employment on the campus may be offered through the Campus Employment Program to students who do not demonstrate financial need. In these cases, employment will be offered only after those commitments made to students eligible for the FCWSP Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the Financial Aid Office *after* the beginning of the academic year.

WITHDRAWAL AND REFUND/REPAYMENT OF FEDERAL TITLE IV STUDENT AID

When a student who has federal Title IV student aid withdraws from the College or does not return from an approved leave of absence, the unearned portion of those funds must be refunded to the federal student aid programs. Federal Title IV funds that may have to be refunded include the Federal Pell Grant, the Federal Stafford Loan, the Federal Parent Loan for Undergraduate Students (PLUS), the Federal Perkins Loan, the Federal Supplemental Educational Opportunity Grant (SEOG) and the Federal State Student Incentive Grant (commonly referred to as “state grants”). The unearned portion of federal Title IV funds is determined by dividing the number of days in the term that have passed as of the date of withdrawal by the number of days in the term. However, if the withdrawal occurs after 60% of the term has elapsed, no refund is required.

Federal regulations require funds be refunded to federal programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loans, Federal PLUS Loans. If funds remain after repaying all loan amounts, the remaining funds are repaid to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal State Student Incentive Grants.

Students and parents should be aware that the requirement to refund federal Title IV assistance might result in a balance due to Rhodes College when the Rhodes withdrawal policy is applied. (See Withdrawal Policy in the EXPENSES section of this catalogue.)

COMPETITIVE SCHOLARSHIPS

Competitive scholarships for incoming students are based solely on merit; financial need is not a consideration; though, by federal regulations, they must be considered a part of the need-based financial aid package. Selection is based on the candidate’s academic record, leadership, character, and personal achievements. Rhodes’ merit-based scholarships are awarded only to entering students. The scholarships may be renewed for a maximum of three renewals on the basis of continued academic achievement; however, the student must maintain full-time student status (at least 12 hours). The scholarships are described below.

Scholarships by Nomination

Walter D. Bellingrath Scholarships. Normally, three (3) Bellingrath Scholarships, each with a stipend equal to the full cost of tuition, fees, room and board at Rhodes, are awarded to the College’s most outstanding first-year students. Bellingrath Scholarships cover the cost of on-campus room and board calculated at the standard double occupancy rate and may be applied only toward on-campus housing.

Consideration for these three highest awards is by nomination only. High school counselors, teachers, principals or headmasters, Presbyterian ministers, alumni, and friends of the College may nominate students for these scholarships. The deadline for submission of a nomination is November 1.

A student who is nominated for one of these scholarships must submit an application for admission and all necessary supporting documents by January 15. Further information will be sent to those students who are nominated. Due to the requisite of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Scholarships.

Scholarships by Application

The following competitive scholarships do not require nomination. Students who wish to compete for one of these scholarships should indicate their interest on page

two of the Rhodes application for admission. The application for admission must be submitted by January 15 for preferential consideration.

Morse Scholarships. Normally, five (5) Morse Scholarships, valued at \$20,000 per year, are awarded to entering students each year.

Cambridge Scholarships. Normally, twenty (20) Cambridge Scholarships valued at \$15,000 per year are awarded to entering students each year.

University Scholarships. Normally, fifty (50) University Scholarships valued at \$10,000 per year are awarded to entering students each year.

Ralph C. Hon Scholarships. Hon Scholarships, valued from \$5,000 - \$10,000 per year are awarded to entering students interested in economics, business, international studies, pre-med, and pre-ministerial.

Dean's Scholarships. Normally, five (5) Dean's Scholarships are awarded to outstanding entering African-American students each year. The minimum value of this scholarship is \$10,000 per year. However, if the candidate has financial need, as demonstrated on the FAFSA and PROFILE, the value of the award can range up to \$15,000 per year depending upon the amount of the student's need.

Presidential Scholarships. Normally, fifty (50) Presidential Scholarships, valued at \$7,500 per year, are awarded to entering students each year.

Rhodes Awards. Rhodes Awards, valued from \$2,000 to \$5,000 per year, are awarded to qualified entering students.

Fine Arts Awards. Normally, eight (8) Fine Arts Awards, valued at \$10,000 per year, are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. Competition for the Awards takes place during the College's annual Fine Arts Competition in late February. Auditions are required in music and theatre, and art requires the submission of a portfolio. Winners of these scholarships are required to major or minor in a Fine Arts discipline while at Rhodes.

OTHER SCHOLARSHIPS AND AWARDS

Rhodes College National Merit Awards. Awards sponsored by Rhodes may be offered to first-year students who are designated as finalists in the National Merit Scholarship competition and who have designated Rhodes as their first choice. Recipients may not receive other National Merit Scholarships. The minimum value of the scholarship is \$500. However, if the candidate has financial need, as demonstrated on the FAFSA and PROFILE, the value of the award can be a maximum of \$2,000. The awards are renewable for three years.

The Presbyterian Partnership. Because Rhodes shares an important relationship with the Presbyterian Church (U.S.A.), a special scholarship program, called the Presbyterian Partnership, has been established. Through this program Rhodes seeks to strengthen its ties with the Church and to help students obtain the distinctive and high quality education available at Rhodes. Through the Presbyterian Partnership, the College and local churches cooperate to provide a lower tuition cost for the student. In the program, the Session of a Presbyterian church may nominate a student to receive a Partnership grant of \$1,000, \$2,000 or \$4,000. The church contributes one-half of the Partnership grant to Rhodes, and the College will match that amount and apply the total to the student's account. Any institutional grant aid previously awarded the recipient by Rhodes may be used to match the Church's portion of the scholarship. Eligibility requirements for a Partnership Scholarship are:

- The student must be nominated by the Session of a local Presbyterian Church (U.S.A.).
- Only first-year students and transfer students are eligible for an initial Partnership Scholarship.

- The recipient must meet all requirements for admission to Rhodes as a full-time student and maintain satisfactory academic progress at all times.

Interested students should contact their pastor or Clerk of Session to see if their church is willing to enter into a Partnership agreement with Rhodes. For further information about the Presbyterian Partnership program, contact the Director of Financial Aid.

National Presbyterian College Scholarships. Rhodes participates in the National Presbyterian College Scholarship Program by co-sponsoring one award each year to an entering first-year student. This award, based on financial need and ranging in value from \$700 to \$1,400, is renewable for up to three additional years.

The National Presbyterian College Scholarship Selection Committee will determine the winner from those applicants who indicate on the application that Rhodes is their first choice among the participating Presbyterian Colleges. Application forms may be obtained from and must be returned by December 1 to:

National Presbyterian College Scholarships
Presbyterian Church (U.S.A.)
Financial Aid for Studies
100 Witherspoon Street Mezzanine
Louisville, KY 40202-1396

American Field Service Returnee Scholarships. Rhodes will provide up to five (5) AFS Returnee Scholarships valued at \$500 per year and renewable for up to three additional years. The scholarships are available to any AFS returnee who is offered admission to the College. The student should indicate on the application for admission that he/she wants to be considered for the AFS Returnee Scholarship.

HOBY Scholarships. These scholarships are available to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years. Students should indicate on the Rhodes application for admission their desire to be considered for a HOBY Scholarship. A maximum of five (5) HOBY Scholarships will be awarded each year.

Youth for Understanding Scholarships. Rhodes will provide up to five (5) YFU Scholarships per year valued at \$500 and renewable for three additional years. The scholarships are available to any YFU participant who is offered admission to the College. The student should indicate on the application for admission that he/she wants to be considered for the Youth For Understanding Scholarship.

The Bonner Scholars Program. The Bonner Scholars Program supports first-year students who have substantial financial need as determined by the Free Application for Federal Student Aid (FAFSA). Students are expected to be involved in a significant way in community service. Bonner Scholars will provide ten hours of community service per week during the school year and 240 hours of service during the summer in exchange for an annual scholarship, loan reduction benefits, summer stipends and the opportunity for summer employment.

Lucius E. Burch Leadership Scholarships. The mission of the Burch Leadership Scholars program is to identify and develop, in a liberal arts and sciences context, leadership potential and specific lifelong leadership skills in its recipients. Each of the ten yearly recipients will be awarded a \$10,000 per year scholarship in addition to any other Rhodes grants or competitive scholarships the student is eligible to receive. To be eligible for consideration, a student's family income (parents and student's total income) must be less than \$85,000. Burch Scholars are expected to identify a community service project for which they will assume leadership responsibility while at Rhodes.

Memphis Scholars Program. The goal of the Memphis Scholars Program is to strengthen the connection between Rhodes and the Memphis community and to

keep the best and brightest Memphians in Memphis. Qualified applicants will be offered admission to the College and awarded a full tuition scholarship. The scholarship is renewable for three years based on the student maintaining a 2.50 grade point average. If the student receives federal or state grants that, when added to the scholarship, totals more than the total cost of attending Rhodes, the scholarship will be reduced accordingly.

Army ROTC Scholarships. Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees up to \$16,000 annually. Awardees also receive a book allowance of \$450 per year and a monthly stipend of \$150 from the Army.

Students awarded a \$16,000 Army ROTC scholarship may receive up to a \$4,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for three years as long as the student retains his/her ROTC Scholarship. Information about Army ROTC Scholarships may be obtained by writing to Army ROTC, The University of Memphis, Memphis, TN 38152, or by calling Army ROTC at (901) 678-2933.

Air Force ROTC Scholarships. Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at the University of Memphis and can compete for an AFROTC Scholarship. Type I and Type II scholarships are available to entering students. The Type I scholarship pays all tuition and fees, full book allowance, transportation to Memphis, and a tax-free stipend of \$150 per month. The Type II scholarship has the same benefits except that the tuition payment is limited to \$15,000 per year.

Air Force Type I scholarship awardees may receive up to a \$5,000 Rhodes grant and Type II awardees may receive up to \$3,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for three years as long as the student retains his/her ROTC Scholarship. Please note that if a Type I recipient chooses to live at home or with relatives, the amount of the Rhodes grant plus the Air Force Type I scholarship cannot go above Rhodes' cost of attendance for a commuter student living with relatives.

For details contact the Rhodes College Coordinator for ROTC Studies or call Air Force ROTC at (901) 678-2681. (Note: The application deadline is usually December 1 for the following academic year.)

Spencer Scholarships in Greek and Roman Studies. One to three Spencer Scholarships are awarded each year to first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. The scholarships range in value from \$4,000 to \$12,000 per year based on academic qualifications, and are renewable for three years based on continued academic achievement and participation in the Greek and Roman Studies program.

Outside Scholarships. Scholarships from other organizations, such as the \$1,000 one-year National Merit Scholarship and awards from local communities, are also available to students who attend Rhodes. Funds from corporations, unions, trust funds, religious and fraternal organizations, associations and private philanthropists are available and often unused. Some of these awards are administered through high schools. However, in most cases, the student applies directly to a club or association. Interested students should work with their high school counselors to become aware of those scholarships available in their area. Please note that outside scholarships, like the above aid, become part of the financial aid package and assist in meeting demonstrated financial need.

TUITION EXCHANGE PROGRAMS

Associated Colleges of the South. Children of employees of ACS participating institutions are eligible to be considered for the ACS Tuition Exchange.

Rhodes' agreement with ACS indicates that for any given academic year, ACS "imports" (students attending Rhodes as an ACS Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another ACS college under the agreement) by more than three students.

Each ACS Tuition Exchange recipient pays a participation fee of \$1,500 per academic year in exchange for tuition at Rhodes. Tuition Exchange may not include tuition for off-campus study programs. Participants must be full-time degree candidates. Recipients may be required to live in a residence hall at the College's discretion.

Interested students must specify that admission is being sought under the ACS Tuition Exchange program, apply for all state and/or federal aid for which he or she may be eligible, and submit an ACS Tuition Exchange form completed by the appropriate official at their home institution and certifying their eligibility for the exchange. Eligible students must meet Rhodes' normal admission requirements to be considered.

Association of Presbyterian Colleges and Universities (APCU). Students who are the dependent children and spouses of full-time faculty and staff in APCU colleges which have endorsed the Plan are eligible to be considered. Eligible students must meet Rhodes' normal admission requirements to be considered.

Rhodes' agreement with APCU indicates that for any given academic year, APCU "imports" (students attending Rhodes as an APCU Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another APCU college under the agreement) by more than one student.

The tuition exchange benefit is equivalent to full tuition at Rhodes and this benefit is renewable for three years as long as the student remains in good academic standing and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion.

Interested students must specify that admission is being sought under the APCU Tuition Exchange Agreement and submit a letter to the Office of Admissions from the president of his/her home institution certifying eligibility for the program.

RENEWAL OF FINANCIAL AID AND SCHOLARSHIPS

Normally, all forms of financial aid offered by Rhodes are awarded with the expectation of annual renewal for a maximum of three renewals. Students receiving need-based financial aid are required to file a Free Application for Federal Student Aid (FAFSA) by March 31 of each year. All students must be enrolled in a degree or certification program in order to receive assistance of any type.

Rhodes scholarships and financial aid can be used only for study at Rhodes or Rhodes funded programs. Funds are not available for summer terms or for studies at other institutions. Scholarships and grants can be applied only to those fees billed directly to the student by Rhodes. Rhodes funds are not available to students enrolled on a less than full-time basis (at least 12 hours) unless an exception is formally approved by the Disability Support Committee (see Students with disabilities below).

Students with disabilities who are taking a reduced course load and who have received approval of full-time status will not be discriminated against when applying for consideration for Rhodes financial aid. The amount of aid awarded, however, will be reduced to the proportionate amount that corresponds with the student's course load. For example, a minimum of 12 hours per semester is required to receive Rhodes-funded student aid as a full-time student. If a student has received approval from the Disability Support Committee to be considered a full-time student for a

course load of 8 hours in a given semester, then the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking 12 or more hours. A course load of 6 semester hours will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled on less than a half-time basis. Additionally, students with disabilities will be eligible to receive Rhodes-funded aid for a maximum of 12 semesters or 150% of the standard time required for completion of a Bachelor's degree, and the total Rhodes-funded aid will be limited to the amount the student would have received for 8 semesters taking standard course loads.

Renewal of Rhodes financial assistance and campus-based Title IV programs (Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans and Federal College Work-Study)

A student who has completed one academic year will have financial aid renewed if the student:

- attains a total cumulative grade point average of at least 2.000 in all course work attempted at Rhodes;
- has earned at least twenty-two (22) semester hours of course work by the beginning of his/her second academic year of study at Rhodes;
- has earned at least fifty-two (52) semester hours of course work by the beginning of his/her third academic year of study at Rhodes;
- has earned at least eighty (80) semester hours of course work by the beginning of his/her fourth academic year of study at Rhodes.

In cases of mitigating circumstances, an appeal for variance from these requirements may be submitted to the Director of Financial Aid.

Renewal of other Title IV/State student financial assistance (Federal Pell Grant, Federal Stafford Student Loan, Federal PLUS and Tennessee Student Assistance Award)

Requirements for renewal are as follows:

- Students must be enrolled on at least a half-time basis (6 hours) in order to be eligible for any Title IV assistance.
- The maximum time frame in which a student can complete a degree is six (6) years, and the minimum number of hours to be completed at the end of any one of the six years is one-sixth of the total number of hours required for a degree (see Graduation Requirements).
- All students must maintain a total cumulative grade point average of at least 2.000 on all work attempted at Rhodes.

In cases of mitigating circumstances, an appeal for variance from these requirements may be submitted to the Director of Financial Aid.

Grades and cumulative hours are first reviewed at the completion of the student's first year at Rhodes. Grades and cumulative hours are then reviewed at the end of each academic year for all students unless a student is on probation or has been granted a variance from the aforementioned requirements. Students on probation and students who have been granted a variance will have their records checked at the end of each semester.

Definitions and regulations concerning full-time student status, course schedule changes, unauthorized withdrawal from class, and removal of conditional grades are stated in other sections of the College Bulletin.

RENEWAL OF COMPETITIVE SCHOLARSHIPS

Bellingrath, Hyde, Morse and Cambridge Scholarships may be renewed for three

years as long as the student maintains a grade point average of 3.25 or better and meets the minimum standards for renewal described previously.

University Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better and meets the minimum standards for renewal described previously.

Dean's Scholarships, Presidential Scholarships, Rhodes Awards and Memphis Scholars may be renewed for three years as long as the recipient maintains a grade point average of 2.50 or better and meets the minimum standards for renewal described previously.

Fine Arts Awards may be renewed for three years as long as the student has declared, or is making satisfactory progress toward, a major or minor in either music, theatre or art. The student must also maintain a grade point average of 2.75 or better and meet the minimum standards for renewal previously described.

Burch Scholars may be renewed for three years as long as the recipient makes satisfactory progress toward a degree, maintains a 2.67 (B-) grade point average, meets the requirements of the program and attends all scheduled meetings. The grade point average must be maintained each academic year cumulatively. Burch Scholars are also required to file a report each year with the Burch Scholars Coordinator outlining their leadership/service activities during the past year.

Spencer Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum standards for renewal described previously and has declared, or is making satisfactory progress toward, a major or minor in Greek and Roman studies.

REVISION OF AWARDS

Any need-based financial aid package is subject to revision (even during the academic year) for any of the following reasons:

- In the process of verifying the information reported on the need analysis form, an error is discovered which, when corrected, changes the student's eligibility.
- A change in regulations governing federal or state programs occurs and requires an adjustment to be made.
- Funding levels in federal or state programs are reduced.
- The student receives additional assistance from a source not listed on the most recent Notification of Financial Award.
- The student fails to meet satisfactory academic progress standards.
- The Financial Aid Office discovers an error, clerical or other, on your award.
- The student fails to complete required financial aid applications for need-based federal, state and institutional aid.

FINANCIAL AID FOR STUDY ABROAD

Rhodes students enrolled in semester abroad programs administered by Rhodes are eligible for merit-based and need-based financial aid from Rhodes on the following basis:

- The total cost of such a program will be defined as tuition, participation fee (if any), round trip airfare, a reasonable allowance for ground transportation in the foreign country, an allowance for room and board, books and required supplies and an allowance for incidental personal expenses.
- The expected family contribution will be calculated using the results of the FAFSA and PROFILE.
- All forms of financial aid for which the student would normally qualify will be applicable, including Rhodes grants and scholarships, campus-based Title IV

and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of need-based grant and merit-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Work-study income will be replaced by additional loan, and need in excess of the cost of attending Rhodes will be met by loan or the student's family.

- In cases where the total cost of the semester abroad program is less than the total cost of a semester at Rhodes (as a resident student), the financial aid package will be based on the cost of the semester abroad program.
- Rhodes students receiving financial assistance from the College who choose to participate in one of Rhodes' exchange programs are considered to be Rhodes students. The financial aid awarded to the student to meet the costs of the exchange program are considered expended for the original length of the program. In other words, a student who elects to participate in a one-year exchange program is considered to have been awarded two semesters of aid. If the student decides not to complete the full year of the program, the student should realize that two semesters of aid have been used, even though the entire program was not completed.
- Limited funds are available for financial aid for exchange programs.

For students electing to participate in programs not included in the above definition, and if Rhodes is to be the degree-granting institution accepting credits from the program, Rhodes will assist the student in obtaining any non-campus-based Title IV funds for which the student may qualify. However, no Rhodes funds will be available, and no campus-based Title IV assistance will be available. This policy also applies to off-campus study programs based in the United States (*e.g.*, Washington Semester).

Students will not be eligible for either Rhodes need-based financial aid or for Rhodes competitive scholarship aid for more than one semester-abroad program during their time at Rhodes.

The above policies apply to study abroad programs that occur during the fall and spring semesters of the academic year. Summer study abroad programs are excluded, and no Rhodes need-based aid or competitive scholarship is available for summer study abroad.

TRANSFER STUDENTS

A student transferring to Rhodes who is seeking financial assistance must submit the College Scholarship Services' PROFILE by February 1 and an accurately completed FAFSA by February 15 in order to determine financial need for the upcoming year.

A transfer student shall be eligible for all forms of financial aid (except Bellingrath Scholarships and Burch Leadership Scholarships) provided:

a.) the student's previous college academic record is commensurate with the requirements for the award (a 3.50 minimum grade point average is required for a University Scholarship and a 3.75 minimum grade point average is required for any scholarships of greater value) and;

b.) had the student entered Rhodes during the first year in college, such an award would have been received.

ALTERNATIVE FINANCING

For families who prefer to pay college costs in monthly installments, Rhodes suggests Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111. or by phone at (800)KEY-LEND or by the internet at www.key.com/educate. Arrangements must be made with this agency prior to the due date of the first tuition payment.

Through the Federal Parent Loan for Undergraduate Students (PLUS) program,

the parent of an undergraduate student may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. The interest rate is variable but has a ceiling of 9%. PLUS applicants are subject to credit approval.

There are a number of private loan programs available for interested students and their families. One is from Key Education Resources listed above and another is the CitiAssist product from Citibank. The CitiAssist web site is www.citiassist.com and the phone number is (888) 812-5030. Credit-worthiness of the borrower is a determining factor.

ADDITIONAL POLICIES

All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Director of Financial Aid. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.

Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification. Exceptions to this may be made by formal approval of the Disability Support Committee (see "Renewal of Financial Aid and Scholarships" for the policy exceptions for students with disabilities).

Financial aid is not available for summer terms.

When calculating Rhodes scholarships or grants based on tuition, fees, room and board, the amount used for room is the average amount charged by the College for a student at the multiple occupancy rate for that dorm; the amount used for board is the current on-campus 21 meal plan rate.

Rhodes scholarships and grants are based on a normal course load. Additional costs incurred by a student taking an overload will be incurred at that student's expense.

Rhodes scholarships and grants are not provided to students participating in non-Rhodes programs even though Rhodes may recognize the program as being a valuable experience for the student, i.e. the Washington Semester.

Rhodes scholarships and grants are provided only to students enrolled on a full-time basis. Seniors who need less than twelve (12) hours to graduate their last semester are NOT exempt from this policy.

Should a student graduate early due to overloads, summer course work, etc., that student forfeits aid for the semester(s) not enrolled. In other words, if a student graduates a semester early, for example, that student cannot have the full year's aid all in that last semester of enrollment.

Following is the definitions for enrollment status for financial aid, including Rhodes scholarships and grant:

| | |
|---------------------|---------------------|
| Full Time: | 12 hours or greater |
| 3/4 Time: | 9 – 11.99 hours |
| 1/2 Time: | 6 – 8.99 hours |
| Less than 1/2 time: | less than 6 hours |

STUDENT LIFE

RESIDENCE LIFE PROGRAMS

More than an excellent academic education, Rhodes also provides a thriving residential community where students' opportunities for involvement and leadership outside the classroom are enhanced by the experience of living in the residence halls.

The residence halls are the most convenient location for Rhodes students to live. Every room on campus is a short walk from classrooms, the Burrow Library, the Refectory, the computer labs, and the Bryan Campus Life Center. Living on campus makes it easier to visit with friends, participate in student organizations, and keep up with campus events. Students who live on campus do not have to worry about preparing meals, finding a parking place before class, or paying monthly utility bills.

The rooms in the residence halls are equipped with a phone jack, voice mail, call waiting and caller identification, an Internet connection per student, and furniture including a bed with mattress, chest of drawers, a chair and a desk. Students must supply mattress pads and bed sheets, blankets, pillows, towels, curtains and rugs. Laundry facilities are available in several locations on campus. Apartments in East Village have furnished living rooms.

The College reserves the right to use the residence halls for its own purposes during vacation periods. All residents must purchase the board plan. The dining hall will be closed during Thanksgiving, Christmas, Easter, and mid-semester recesses.

Special interest housing provides students with the opportunity to build and share an experience in community living centered around a particular academic affiliation or interest. The success of each unit depends, in part, on the degree of commitment and participation exhibited by each of its members. As a result, only those students who are willing and capable of being actively involved with that specialty are encouraged to apply for special interest housing.

The College offers five townhouses in Spann Place and one townhouse in Townsend Hall. The units have been organized around student interest in projects related to the Rhodes community or services in Memphis. Applications are available in the Residence Life Office each January.

RESIDENCY REQUIREMENT

Living on campus is a vital part of the college experience and aids the student's adjustment to college. Therefore, all first-time first year students at Rhodes must live on campus for their first two full academic years. Transfer students must live in College housing until they have completed two full academic years; previous enrollment at other institutions counts toward fulfilling this requirement. Exchange students must reside in College housing for the duration of their enrollment at Rhodes.

New Students. A \$200 non-refundable room deposit must be postmarked by May 1 and is applied toward the first payment of room charges. The total deposit (enrollment and room) is \$400 for resident students. Students who pay their housing deposit by May 1 and return their housing contract and questionnaire by June 15 will receive their housing assignments by July 15.

Returning Students. A \$200 room deposit must be paid to the Bursar's office by February 1 to participate in room lottery for the next academic year. By contacting the Residence Life Office, the deposit is fully refundable to rising juniors and seniors until the day housing selection begins. A partial refund of \$100 will be issued for students who cancel their deposits between the date of housing selection and June 30. The deposit is not refundable after June 30. The housing deposit is non-refundable for rising sophomores unless released from the residency requirement by the Director

of Residence Life. All rising sophomore resident students are expected to participate in the housing lottery process to comply with the residency requirement. In the event that a student does not participate in housing lottery, a space will be selected for the student by the Director of Residence Life. The student will be notified of the assignment in writing.

BRYAN CAMPUS LIFE CENTER

The Bryan Campus Life Center is the hub of athletics and recreation at Rhodes. It houses the varsity basketball/volleyball gymnasium, a three-court recreational gymnasium, three racquetball and two squash courts, indoor jogging track, and a 6,900 square foot fitness room equipped with free weights, resistive equipment, and cardiovascular equipment. The Lynx Lair, a pub-style grill, provides students with a dining alternative on campus, and is the site of many student activities such as concerts, comedians, and “open microphone” nights. In the 5,400 square foot McCallum Ballroom students attend lectures, dances, dinners, and receptions.

STUDENT GOVERNMENT

The main purpose of the Rhodes Student Government is to provide an organization to represent the needs and concerns of the Rhodes student body to the faculty and administration. The Student Government is the primary vehicle for student participation in the governance process of Rhodes. The members of Student Government seek to keep the group effectively involved in many areas of campus life. All meetings are open to the entire campus, and students are strongly encouraged to attend.

The Student Government oversees the allocation of the Student Activity Fund; nominates students for appointment to serve on Board of Trustees, faculty, and administrative committees; directs the Student Government Committees; and generally entertains any matters of student interest or concern at meetings and campus-wide forums.

Elections are held in the Spring for all positions except the First-Year Representatives, which are elected in the Fall.

HONOR SOCIETIES

The Rhodes College Chapter of **Phi Beta Kappa**, Gamma Chapter of Tennessee, was established at the College in 1949. Rhodes is one of only 255 colleges and universities in the nation to be awarded a chapter of this prestigious honor society. For over two hundred years, election to Phi Beta Kappa has been a recognition of exceptional academic achievement in the liberal arts and sciences. Rhodes students are elected to Phi Beta Kappa by the members of the chapter chiefly on the basis of outstanding academic achievement in the study of liberal subjects. Detailed criteria for election, as well as other information about Phi Beta Kappa, can be found through the Rhodes College World Wide Web homepage.

Omicron Delta Kappa, Phi Circle, was established at the College in 1927. The purpose of this national organization is to recognize leadership in college activities and to undertake various activities for the good of the College. Student members are chosen from the junior and senior classes, and not more than three per cent of the student body may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Sigma Tau Delta, national English honor society, was established at Rhodes in 1984. The purpose of this society is to promote the study of literature in English and to recognize outstanding achievement in this area.

Mortar Board, a national honor society for seniors, was established at Rhodes

April 17, 1964, for the purpose of recognizing eminence in scholarship, leadership, and service.

The **Pi Kappa Lambda** honorary academic music fraternity was established in the spring of 1949. It recognizes outstanding achievement in music and may elect not over twenty per cent of those members of the senior class majoring in music.

Eta Sigma Phi, national classic languages fraternity, was established in 1952. The purpose of this fraternity is to promote interest in all aspects of Greek and Roman literature, art, and life. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

The Rhodes chapter of **Sigma Pi Sigma**, the national physics honor society, was established May 27, 1963. The chapter receives into membership physics students and a limited number from closely related fields when such students attain high standards of scholarship, professional merit, and academic distinction.

The Rhodes chapter of **Omicron Delta Epsilon**, Theta Chapter of Tennessee, was established November 15, 1979. This International Economics Honor Society was created to recognize scholastic excellence in the field of economics and to establish closer ties between students and faculty within and between participating colleges. Undergraduate membership is limited to junior and senior students who are making the study of economics one of their major interests, who have completed at least twelve hours of course work in economics, who have at least a 3.50 average in all economics courses attempted, and who are in the top third of their class.

Theta Chapter of **Sigma Iota Rho**, a national honor society in International Studies, is a charter chapter which was founded at Rhodes in 1986. The purpose of Sigma Iota Rho is to recognize academic excellence and to promote information about and study of contemporary international issues. Students are eligible for membership beginning in their sophomore year, and must have a 3.2 cumulative grade point average and a 3.3 within the major.

Psi Chi, the national honorary society in Psychology, was reactivated at Rhodes in 1987 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of Psychology as a profession. Membership in this society, which is affiliated with the American Psychological Association and which is a member of the Association of College Honor Societies, is by invitation and limited to Psychology majors.

Theta Nu chapter of the **National Order of Omega** was chartered in the spring of 1987. It serves to recognize outstanding members of the fraternities and sororities on the basis of scholarship and leadership. A grade point average equal to or above the all-Greek average is required for consideration for membership. Applications for members are extended each year to eligible rising juniors and seniors.

A chapter of **Phi Alpha Theta**, the international honor society in History, was established at Rhodes in April, 1990. Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians. It seeks to bring students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours and are maintaining high standards in all of their academic studies are eligible for membership.

Beta Beta Beta is an honorary and professional society for students of the biological sciences. The Mu Rho Chapter of this national society was founded at Rhodes College on April 3, 1992. It seeks to encourage scholarly attainment in this field of learning by reserving its regular membership for those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences.

CHAPLAIN AND COMMUNITY MINISTRY

The chaplain and community ministry program at Rhodes provides opportunities for worship, community service, and spiritual growth through a variety of denominational and ecumenical activities. As a college of the Presbyterian Church (USA), Rhodes employs a full time chaplain and staff who reach out to students of all faiths. The Presbyterian and Reformed tradition has a long history of encouraging diversity of thought and respect for religious differences, while remaining biblically grounded and socially engaged. The Chaplain helps new students make connections with campus religious programs, nearby congregations, and with social action ministries throughout Memphis. Student-led religious organizations include Westminster Fellowship, Rhodes Christian Fellowship, Catholic Student Association, Canterbury, Jewish Student Union, InterFaith Circle, Fellowship of Christian Athletes, and the Muslim Student Association. Pastoral care, interfaith dialogue, mission trips, social justice ministries, and a school of servant leadership and spiritual formation are all part of the college's holistic approach to campus and community ministry.

Students with a special interest in faith-based vocations may participate in a preparation for ministry program, seminary inquiry, and special opportunities in youth ministry, hospital chaplaincy, urban ministry, and short-term missions.

THE LAURENCE F. KINNEY PROGRAM

The Kinney Program for Community Service is an integral part of life and learning at Rhodes, and has been recognized regionally and nationally for outstanding initiatives in service. The Kinney Program is coordinated by a council of sixteen student leaders and the Chaplain/Community Service staff, for the purposes of (1) developing partnerships between students and the broader community to meet actual needs; (2) helping students become aware of community issues and integrating service with learning; and (3) nurturing a lifelong commitment among students to serving with neighbors in need. Students serve voluntarily throughout the city in hospitals, crisis centers, environmental programs, public schools, housing and community development programs, and church-based social ministries. Students may also participate in research, strategic planning and community organizing in partnership with local nonprofits, serving as volunteers, interns, or through a service learning course.

Initiated by a grant from the Danforth Foundation in 1956, the Kinney Program was named in memory of a beloved Rhodes Professor of Religion. It is perpetuated by a gift from the estate of John D. Buckman, and supported by generous gifts from the Corella and Bertram F. Bonner Foundation, local churches and alumni. Over its long history, the volunteer program has grown with enthusiasm to include a large majority of the student body, and Rhodes now offers work-study jobs in community service and a four-year service scholarship through the Bonner Scholars Program. Some of the strongest service initiatives among Rhodes students are Souper Contact Soup Kitchen, Rhodes Chapter of Habitat for Humanity, the Adopt-a-School Program, Tex-Mex Alternative Spring Break, the Rhodes-MIFA Urban Ministry Partnership, and the VECA Community Development Program.

THE SOCIAL FRATERNITIES AND SORORITIES

Membership in social fraternities and sororities places an emphasis on volunteer service, academic achievement, and leadership. Such opportunities are available through any of Rhodes' 14 nationally-affiliated Greek letter organizations. Seven organizations for men currently hold charters at Rhodes. These groups include Alpha Tau Omega, Kappa Alpha Order, Kappa Alpha Psi, Kappa Sigma, Pi Kappa Alpha,

Sigma Alpha Epsilon, and Sigma Nu. The seven sororities (or women's fraternities, as some are officially known) at Rhodes include Alpha Kappa Alpha, Alpha Omicron Pi, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Delta, and Sigma Gamma Rho.

Each men's fraternity chapter is represented on the Interfraternity Council (IFC). Women's fraternities or sororities are represented on the Panhellenic Council (PAN). Both PAN and IFC, in cooperation with the Director of Student Activities and the Dean of Student Affairs, work together to host educational programs, recruit new members, set system policy, and regulate group activity.

To join a Greek-letter organization, students participate in a membership recruitment program, complete a period of pledgeship, and if eligible, are initiated into full membership. To be eligible for initiation, a student, during his or her pledgeship, must have a minimum grade point average of 2.0 or higher as set by each individual organization. Written certification by both the Registrar and the Cashier is required in order to verify that the student has met the academic requirements and has settled all college accounts prior to initiation.

MUSICAL ACTIVITIES

The Rhodes College Department of Music provides students with a number of opportunities to perform in musical ensembles. Large ensembles include Rhodes Singers, Rhodes MasterSingers Chorale, and Rhodes Orchestra. Medium and small ensembles include Flute Choir, Brass Ensemble, String Quartet, and other ensembles depending upon interest. A large number of students take advantage of private vocal and instrumental instruction.

Music students, under the guidance of the music faculty, may participate in the activities of such professional groups as the National Association of Teachers of Singing, the American Choral Directors Association, the American Guild of Organists, Pi Kappa Lambda, and various local performing arts organizations such as Opera Memphis and other performing ensembles. Hassell Hall houses practice rooms, studios, faculty offices, a music library and theory laboratory, listening stations, classrooms, and Payne Recital Hall. Additional performance and rehearsal spaces include Hardie Auditorium and the sanctuary of Evergreen Presbyterian Church.

Ensembles are open to students from all academic disciplines. An audition is required as well as an interview with the ensemble director.

Large Ensembles. Rhodes Singers is an auditioned choral ensemble that performs SATB music from the best of the choral tradition. Rhodes Singers focus on smaller choral works, often from the unaccompanied choral tradition. Rhodes Singers perform an annual tour each spring and an international tour every three years, and participate in both on-campus and off-campus concert performances.

Rhodes MasterSingers Chorale is an auditioned choral ensemble made up of community singers as well as Rhodes students, faculty, and staff. Rhodes MasterSingers Chorale focuses on larger choral works with orchestral accompaniment. Rhodes MasterSingers Chorale performs four concerts each year in various regional churches.

Rhodes Orchestra is the concert orchestra for the Rhodes Department of Music and the surrounding community. Orchestra rehearses and performs classical symphonic orchestral literature and is open to any Rhodes College student, staff, faculty, or community member with previous experience in band or orchestra. The Rhodes Orchestra is a member of the American Symphony League.

THEATRE ACTIVITIES

The performance studies program at McCoy Theatre provides numerous opportunities for student involvement. Students participate in a variety of activities in the production areas of acting, stage management, set crews, costume crews, running crews, and properties management. There are also many opportunities for involvement in what are called front of house areas of box office management, house management, public relations, McCoy publications editor, press management, marketing and advertising. The McCoy Theatre offers low rates for student subscription memberships. The purchase of a subscription is a commitment to an important art form and includes tickets to see the Subscription Series productions as well as the Studio productions. Since opening its first season in 1982, the McCoy Theatre has produced plays which are consistently chosen as outstanding by the Memphis press, Memphis Arts Council, and public. Musical productions have included *Candide*, *Sweeney Todd*, *Chicago*, *Pippin*, *Assassins* and *Blood Brothers*. Plays have included *Brecht On Brecht*, *A Midsummer Night's Dream*, *Marriage of Figaro*, *Richard III*, *Nicholas Nickleby*, and *J.B.*.

STUDENT PUBLICATIONS

All student publications are governed by the Publications Board, which is chaired by the Publications Commissioner and is composed of editors and elected representatives. The Publications Board appoints editors and business managers of the various publications who are responsible to the Board, not only in all financial matters, but also for the proper conduct of the publications. Publications include: *The Sou'wester*, the weekly student newspaper; the *Lynx*, the college yearbook; the *Southwestern Review*, the college literary magazine; *Cereal Info*, the daily news brief; *Confluence*, the humanities journal; and *Colossus*, a student Web publication. These official student publications have been established as forums for student expression, as voices of free and open discussion of issues, and as an educational setting in which students learn proper journalistic practice. No publications of these organizations are reviewed by College administrators prior to distribution or withheld from distribution. The College assumes no liability for the content of an official student publication and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to follow professional journalism standards.

BLACK STUDENT ASSOCIATION (BSA)

The Black Student Association (BSA) operates to promote unity within the African-American community, and to create harmonious relationships among people of different cultures and backgrounds. In its effort to fulfill this purpose, BSA sponsors and co-sponsors a variety of African-American cultural events at Rhodes, and participates in numerous campus events. BSA is an organization for anyone who aspires to help with its ideas of promoting activities of the Black community while promoting diversity among people of all cultures and backgrounds. Membership is open to all students at Rhodes.

OTHER ORGANIZATIONS

Participation in co-curricular organizations provides students the opportunities to explore new interests, develop skills, enhance an academic program, and become involved in campus and community leadership and service. There are currently over 90 campus organizations which offer religious, political, service, cultural, academic, social, recreational, governmental, and athletic involvement.

ATHLETICS

The Department of Athletics administers extensive intercollegiate sports, intramurals, club sports, and fitness and recreational programs.

Intercollegiate Sports: Rhodes sponsors teams in ten varsity sports for men (football, basketball, baseball, soccer, swimming, golf, tennis, indoor track, outdoor track, and cross country) and eleven varsity sports for women (softball, golf, field hockey, volleyball, basketball, tennis, soccer, indoor track, outdoor track, swimming and cross country). The intercollegiate athletic program is an integral part of the total educational process and a substantial percentage (approximately 25%) of the student body participates in the program.

Rhodes is a member of the NCAA and competes at the Division III level. As such, all financial aid awarded to athletes is either based upon the family's financial need as established by the Free Application for Federal Student Aid or is part of the merit scholarship program. Financial Aid for all students is the responsibility of the Director of Financial Aid and the Committee on Admissions and Financial Aid.

Varsity teams compete in the Southern Collegiate Athletic Conference (SCAC), whose members are Rhodes, University of the South (Sewanee), Rose Hulman Institute of Technology, Southwestern University, Depauw University, Centre College, Millsaps College, Oglethorpe University, Hendrix College and Trinity University (Texas). The women's golf team placed 3rd in the 2000 NCAA Division III National Championships. Emily Burch placed 5th overall. Taylor Tarver and Nao Kinoshita captured the 1997 NCAA Division III doubles title and Nao Kinoshita won the Division III singles title in 1995 and 1997. In 1999, Matt Wilkinson earned All-American Honors at the NCAA track meet in the javelin and Agnes Surowka placed in the top ten in the NCAA golf championship. The men's cross country team has won ten of the past eleven conference championships (1990-99) and the women's cross-country team has won three of the last four conference championships (96, 97, 99). The men's basketball team won the 1990-91 and 1992-93 SCAC Championships and in 1991-92 won twenty consecutive games to post a 20-5 season record and in 1992-93 advanced to the second round of the NCAA tournament. The men's soccer team has competed in the NCAA Division III national playoffs four of the last five years. The football team won the 1995 SCAC Football Title.

Intramurals: A large percentage of Rhodes men and women participate in the popular intramural program. Teams are organized by a wide variety of groups. Intramural teams compete in flag football, volleyball, basketball, softball, tennis, ultimate frisbee, soccer, and inertube water polo. There is squash, racquetball and tennis competition. The emphasis is on full participation, and many faculty and staff (as well as their spouses) compete.

Club Sports: Rhodes currently offers seven club sports: dance, cheerleading, outdoor organization, equestrian, marksmanship, rugby, fencing, crew and lacrosse. Student initiated, these clubs offer an opportunity for competition against club teams from neighboring colleges and universities.

Physical Education: Classes are offered in many areas. The specific courses are listed in the Physical Education section of the Courses of Instruction. One and one-half semesters of Physical Education are required for graduation. Emphasis in the courses is placed upon the individual student's growth in competence and appreciation for the particular sport or activity. The majority of the courses are in areas which can be continued on an individual basis after graduation.

Facilities include the Bryan Campus Life Center (fitness and weight room, indoor jogging track, three court gym), Mallory-Hyde Gymnasium (squash and racquetball courts, performance basketball and volleyball gym), Fargason Football Field, Alburty

Swimming Complex, Stauffer Baseball Field, Dunavant Tennis Center (ten lighted tennis courts), an all-weather track, a varsity soccer field, and numerous practice and recreational fields.

STUDENT SERVICES

The concern that Rhodes has for its students is reflected in the variety of resources and services provided by the faculty and the administrative staff.

CAREER SERVICES

The staff of Career Services assists students in making career plans and achieving professional goals. Comprehensive services are available to assist students in self-assessment, career exploration and career decision-making. Featured services include the CareerQuest Program, Career Tracks, the Sophomore Career Success Seminar, an academic internship program, a career library, and job postings from around the world.

The CareerQuest Program provides students a venue to explore career-related values, interests, skills, and personality traits. Through a series of four inventories/tests students will develop a better understanding of how they relate to the world of work. *Discover*, a computerized guidance system housed in the Rhodes Career Library, also assists students in researching potential career options and provides important career information such as job descriptions, potential income, educational requirements, and employment outlook.

All first-year students are encouraged to participate in Career Tracks, a career orientation program scheduled just prior to the beginning of spring term. Career Tracks includes individualized career assessments and speakers who discuss the world of work. All students who participate will receive a copy of *The Starting Line*, a Career Services publication providing information on resume writing, interviewing skills, and career exploration tips.

The Sophomore Career Success Seminar is a six-week, non-credit course addressing topics such as resume writing, interviewing, internships, and graduate school preparation. Sophomores are also encouraged to participate in the Shadow Program, which provides opportunities to observe the day-to-day routine of professionals and to take part in workshops and programs.

During the junior year, students are eligible to participate in the Rhodes Internship Program. More than 150 opportunities exist each semester in a wide variety of settings. Most academic departments award three hours of credit for a semester-long internship. *Compass*, a guide to professional employment and advanced education, is made available to all juniors and seniors to provide assistance in making career choices.

Throughout the course of the senior year, students are encouraged to establish files with Career Services and participate in the On-campus Recruiting Program and Referral Service to make contacts with potential employers. A Graduate School Expo is held in the fall and a Career Fair Expo is held in the spring. Each event draws representatives who are interested in recruiting Rhodes' students.

Career Services provides many additional resources to help students make informed decisions about graduate school and the world of work. The Rhodes Career Library contains many up-to-date resources covering the topics of majors, careers, graduate schools, internships, employer directories, and job announcements for full-time, part-time, and summer employment.

COUNSELING CENTER

The Counseling and Student Development Center provides confidential counseling services to all students. Counseling Center staff members are also available to arrange psychiatric consultations with local doctors. In addition to individual coun-

seling, the Counseling Center conducts workshops and outreach programs on topics such as stress, depression, eating disorders, substance abuse and other issues of concern to students. All services provided by Counseling Center staff are free of charge and confidential.

MEDICAL SERVICES AND INSURANCE

Students may be treated for most ordinary illnesses at the Moore Moore Student Health Center on campus. Internal Medicine residents, along with their attending physicians, are retained three afternoons a week by the College to provide health care to students. In instances when specialists are needed or if a physician is not available when a serious need arises, the student is referred off campus. All charges of a medical referral are obligations of the student. On-campus visits to the physician, and any laboratory or other fees which relate to on campus visits, will be billed to the student's health insurance. All co-pays, deductibles, and any fees not paid by insurance are the financial responsibility of the student.

Medical emergencies are handled 24 hours a day with referral to Baptist Minor Medical Center or U. T. Bowld Hospital, both a short distance away. When notified, the appropriate college officials will coordinate the emergency room visit and when necessary make arrangements for hospitalization.

When acute, life threatening, emotional disorders are brought to their attention, the College nurse or College counselor will refer the student to a psychiatrist for emergency care. The parents then will be notified and will take responsibility from that point. In emergency situations, if the parents cannot be reached, the Dean of Student Affairs may make a referral for an emergency psychiatric evaluation, including hospitalization if necessary. The parents will be notified as soon as possible and will assume responsibility. In the event of a severely debilitating or life threatening chronic emotional disorder, the parents will be notified, and they will then assume responsibility for the student's treatment.

A complete medical examination is required of all new or transfer students. The results of the examination, recorded on a health form provided by the College, must be on file in the Student Health Center before registration along with a copy (front and back) of the insurance card. Failure to provide the requested information may result in not being permitted to register and not being provided medical services until the information has been received. Housing assignments will not be made for new and transfer students until the information has been received.

The College requires all students to have a minimum of accident, sickness and hospitalization insurance coverage. Students may be covered under a family policy, a private carrier, or may enroll in an insurance policy negotiated through the College. Insurance coverage must continue as long as the student is enrolled. Proof of insurance coverage is required for registration for classes. It is the parent's and student's responsibility to verify with the insurance carrier the availability of coverage for health care in the Memphis area. If the student has a prescription card, check this coverage as well.

A complete record of the student's immunization history is a required portion on the health form provided by the College. All immunizations must be up-to-date before enrollment and moving into the residence halls. Students must show proof of the following immunizations: tetanus-diphtheria, primary series and booster within the last ten years; measles, mumps, rubella, polio, varicella and mantoux tuberculosis. Additionally, the College recommends, but does not require, that students be immunized against Hepatitis B and meningitis.

SERVICES FOR STUDENTS WITH DISABILITIES

Rhodes is committed to ensuring that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and expanded by Title III of the Americans with Disabilities Act (ADA). To guard against discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids are determined on a case-by-case basis for students who have a demonstrated need for these services. It is the student's responsibility to initiate any request for accommodation due to a qualifying disability. Prospective students with questions about special needs or accommodations should contact the Director of Admissions.

Once students are enrolled, the Coordinator of Student Disability Services is the point of contact for students with physical, psychological, and learning disabilities. The Coordinator of Student Disability Services confers with students on an individual basis, then together with the Disability Support Committee, determines appropriate accommodations and identifies needed resources. Since arrangements for reasonable accommodations may require several weeks of preparation, students who have been admitted to the College and who wish to request special services should contact the Coordinator of Student Disability Services as soon as possible after admission.

Students with disabilities who seek accommodations from Rhodes must present current documentation from a certified professional. Required documentation criteria are available in the Office of Student Disability Services. Accommodations are designed to meet the student's needs without fundamentally altering the nature of the College's instructional programs and are determined on an individual basis. Additional information regarding services provided by the College to enrolled students with disabilities is available in the Office of Student Disability Services.

ADVISING AND ACADEMIC SUPPORT

ACADEMIC ADVISING

Academic advising is integral to the individualized experience at Rhodes. Advisors assist students in making responsible, informed, and timely decisions about courses and schedules based on student interest and career/life goals.

Each entering student is assigned to an academic advisor until the student selects a major, which must be done by the end of the sophomore year. At that time, a faculty advisor from the major department is assigned to or selected by each new major.

CAREER ADVISING

Rhodes graduates have prominence in their chosen professional fields. The top occupational classifications for graduates are Business, Education (on all levels), Law, and Medicine and Health Sciences.

In addition to the programs and services offered by Career Services, students can seek career advisement from designated faculty career advisors.

The academic program at Rhodes offers a variety of courses that may be used as preparation for graduate study or as preparation for particular professional careers. The prerequisites for professional courses of study vary greatly, not only among the various professions but also among individual institutions preparing students for the professions. Therefore, the faculty advisor should be consulted as soon as a student has decided upon aims for the future, in order that the best course of study may be planned according to individual purposes and needs.

In some cases very specific recommendations for pre-professional courses have been developed: Medicine and the Health Sciences, Business Administration, and Law. The advisors named below have this information and should be consulted early in one's undergraduate work.

CAREER ADVISORS

| | |
|-------------------------|--|
| Accounting: | Professor Church |
| Architecture: | Professor Williamson |
| Business: | Professors Birnbaum, Pittman |
| Church Professions: | Professor Haynes |
| Foreign Service: | Professor Michta |
| Health Professions: | Professors Jeter, G. Lindquister, and Birnbaum |
| International Business: | Professor Pittman |
| Law: | Professor Pohlmann |
| Museum Careers: | Professors Coonin and McCarthy |
| Music: | Professors Clark, Gray, and Sharp |
| Psychological Services: | Professor Wetzell |
| Social Services: | Professor P. Ekstrom |
| Theatre: | Professor Ewing |

PREPARATION FOR GRADUATE STUDY

A student who plans to do graduate work leading to one of the advanced academic degrees should confer with the faculty advisor during the student's first year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum of study in the chosen major field and in related fields without lessening general knowledge of other fields. Since most graduate schools require a reading knowledge of at least one for-

eign language for all advanced degrees, the faculty advisor of the prospective graduate student should be consulted regarding the most appropriate foreign language(s) as early as possible in the college career.

The prospective graduate student should consider applying for the Honors Program. The Honors Program provides an opportunity to do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory, and encourages independent research and study. The Honors Program is more fully described in the section on Opportunities for Individualized Study.

ACADEMIC SUPPORT

Academic support services are available to all students through the academic advising system, the Counseling Center, individual meetings with faculty members, workshops, and peer tutoring programs. Many of these services are provided or coordinated by the Office of Student Academic Support. Students who find themselves in academic difficulty may receive assistance from a wide variety of programs in such areas as study skills and time management as well as personal academic counseling and assistance to achieve greater academic success.

CAMPUS REGULATIONS

A desire to promote responsible maturity and personal freedom is the basis for policies and procedures in the area of student life at Rhodes. Responsible maturity and personal freedom require a high regard both for one's own worth and for that of others.

Students of the College are expected to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard may result in restrictions on personal rights, suspension, or expulsion. Through the agencies mentioned below, Rhodes seeks to preserve all the rights and responsibilities of individuals, but at the same time it reserves the right of the community to exclude at any time persons whose conduct is undesirable. In such cases, no refunds of tuition, fees, or room and board will be made, and neither the College nor its student, faculty, or administrative judicial committees nor its officers shall be under any liability therefore.

The administration of rules pertaining to student behavior is chiefly the responsibility of the Honor Council, the Social Regulations Council, the Dean of Student Affairs, and the Dean of Academic Affairs.

The students of the College share in the responsibility for the quality of campus life and participate through the student organizations named below in the formation and administration of College regulations.

An official set of campus regulations can be found in the Student Handbook which is provided to students enrolled at Rhodes. This section of the College Catalogue, which summarizes regulations especially applicable to students, is intended only to provide a broad overview.

THE HONOR COUNCIL

The students of Rhodes maintain the honor system and assume responsibility for the honorable conduct of all academic tests and examinations and other phases of campus life. They elect an Honor Council which is composed of representatives from each of the four classes. A student found in violation of the honor code will be disciplined by the Council, which can issue sanctions extending to expulsion from the College. The Council's decision may be appealed to a specially designated committee of the faculty. This faculty committee may, at its discretion, remand the case to the Council for reconsideration. The second decision is the final decision to be rendered by the Honor Council in the case. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the honor system and accepting the jurisdiction of the Honor Council as described in the published honor code.

SOCIAL REGULATIONS COUNCIL

The student body of Rhodes has the responsibility of governing its social and moral conduct on campus through the cooperative efforts of class and ex-officio members of the Social Regulations Council. The membership of the Council consists of seventeen voting members: a president and sixteen elected class representatives of the student body.

The Council's responsibilities are to investigate social offenses and enforce regulations with penalties up to and including expulsion, to advise the College administration on social regulations, and to promote responsible, sensitive, and mature conduct among students.

SMOKING POLICY

Certain public areas of the campus are designated as “smoke-free.” Classified as “No Smoking” areas are all interior spaces of all buildings and the exterior space within forty (40) feet of the entrances to all buildings.

In order for Rhodes to have an environment that is relatively free of pollutants or other substances that may be hazardous to one’s health, members of the campus community are encouraged to direct those who choose to smoke to areas not designated as “smoke-free.”

Campus areas in which smoking will be permitted are South Hall (Neely) of the Refectory, the patio of the Bryan Campus Life Center, the north porch of the Briggs Student Center and all exterior space at least forty (40) feet away from the buildings.

In the residence halls, all common space is smoke-free. This includes common bathrooms, hallways, stairwells and all social rooms. Students who smoke in “smoke-free” spaces will be fined \$25. Students who repeatedly violate this policy will be referred to the Social Regulations Council.

The College has non-smoking residence halls. Each year, more halls will be designated “non-smoking,” until the fall of 2004, when all residence halls will be smoke-free.

STATEMENT ON ALCOHOL USE

A complete description of the Rhodes College Alcohol Policy can be found in the Student Handbook provided to all students. The Rhodes policy has been established in an effort to promote a balance between the interests of the individual and those of the Rhodes community, and to encourage responsible decisions about alcohol. This policy recognizes and is guided by the following principles:

All members of the Rhodes community, as adults, are ultimately responsible for their choices and behavior regarding alcohol. We are committed to the ongoing development of a livable community, aware, at the same time, that we must respond to a world not of our making. As such, one’s presence at Rhodes does not provide immunity from the laws and standards of behavior of the larger community. Within this community, the College will take all reasonable steps to insure that no illegal consumption of alcohol occurs on its property or at its institutionally-sponsored activities.

The College is subject to the laws of the State of Tennessee and the City of Memphis regulating the use of alcoholic beverages. Every member of the collegiate community has a personal responsibility in regard to these laws, and no member can assume Rhodes provides a sanctuary for the misuse of alcohol or other drugs. Information concerning responsible use, effective party planning, indications of abuse or addiction, and resources for assistance are available in the Counseling Center.

The regulations contained within this policy apply to all students, faculty and staff, alumni and visitors or guests of the College. These regulations are to be observed:

1. At all times on the property of Rhodes College.
2. At all property leased for official purposes by Rhodes College.
3. At all institutionally-sponsored activities of the College that occur off-campus.

(Note: An institutionally-sponsored activity refers to a specific activity of a College funded organization or College sponsored program.)

Rhodes is committed to providing the members of its community with factual information about alcohol as well as confidential referrals for professional assistance in the event that it is needed. An awareness of the positive and negative effects of alcohol consumption may assist in efforts to make safe and responsible choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

STATEMENT ON DRUG USE

The possession, use, sale or distribution of illegal drugs, the misuse or abuse of medications or other legal drugs on the Rhodes campus is prohibited. Such conduct:

1. Violates the law
2. Violates one's physical and mental health, and
3. Violates the fabric of the community with serious security risks resulting from dealing with individuals operating outside the law.

The students, faculty and staff of Rhodes, as citizens, are responsible for knowing and complying with all applicable state and local laws that make it a crime to possess, sell, deliver or manufacture those drugs considered to be "controlled substances" by the state of Tennessee. Any member of the Rhodes community who violates the law is subject to both prosecution and punishment by civil authorities and to disciplinary proceedings by the College.

Students, faculty, or staff at Rhodes are subject to disciplinary action for the possession, manufacture, use, sale, or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance or for being under the influence of any prescription drug or controlled substance, except for the appropriate use of an over-the-counter medication or for the prescribed use of medication in accordance with the instructions of a licensed physician. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, and substances typically known as "designer drugs" such as "ecstasy" or "eve." Possession of paraphernalia associated with the use, possession or manufacture of a prescription drug or controlled substance is also prohibited. Students, faculty or staff also are subject to disciplinary action for the misuse or abuse of noncontrolled substances (e.g. Amylnitrate, ephedrine, etc.).

The penalties to be imposed by the College may range from probation to suspension or expulsion from one's place of residence, to expulsion from enrollment, or from employment.

SEXUAL HARASSMENT AND ASSAULT POLICY

Rhodes College is committed to providing a working, educational, social, and residential environment for all members of our College community, including all faculty, staff, and students, that is free from sexual harassment. Sexual harassment or assault in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the College. The complete sexual harassment and assault policy may be found in the Student Handbook and the College Handbook.

RESIDENCE HALLS AND CAMPUS PROPERTY

All residence hall regulations are administered and enforced by the Residence Life Office. A complete description of all regulations appears in The Student Handbook.

It is absolutely prohibited for any student to have weapons (including knives, pellet guns, B-B guns and bows-and-arrows) on the Rhodes campus. Anyone failing to follow this regulation will be suspended.

Authorized personnel of Rhodes have the right to enter student rooms at any time for purposes of maintenance and repair, inspection of health and safety conditions, and investigation of violation of College regulations. This right will be exercised with restraint. At least once each semester, generally over vacation periods, residence hall safety, sanitation, and maintenance inspections will be conducted by a representative of the Dean of Student Affairs Office and/or a representative of Physical Plant/Campus Safety. Automatic \$50-\$100 fines are levied for health and safety violations.

A student's personal belongings are not covered by College insurance. In deciding what to bring to college, students should discuss with their parents whether they want their comprehensive policy to include coverage of their belongings on campus.

College furniture may not be removed from a room at any time. Any College items of furniture found missing from a residence hall room will be charged to the residents of that room.

Students are responsible for all damages in their rooms. Cost of damage to common areas of residence halls will be prorated among the residents. It is an Honor Code violation to remove any furniture from a residence hall social room. Any College furniture found missing from a residence hall will be charged to the residents of that room.

VOLUNTARY WITHDRAWAL OR REMOVAL FROM CAMPUS

The College occasionally faces the problem of students who pose a threat to themselves or others, who are unable to cope, or who create a pattern of extreme disruption. If such behavior constitutes a violation of College rules and regulations, the case will be referred to the Social Regulations Council or the Dean of Student Affairs for action.

If the student's behavior occurs without such violation, if the student does not respond to the charges against him or her, or if the student did not know the nature or quality of the conduct in question at the time of occurrence, the Dean of Student Affairs will investigate the situation and the effect of the behavior on the student and the College community. The Dean may require a personal interview with the student and/or an evaluation of the student by a qualified professional. The Dean may require an interim removal of the student from campus pending resolution of the investigation.

If, as a result of this investigation, the Dean of Student Affairs determines that the student's behavior indicates substantial risk of threat to self or others, or that the individual is otherwise unable to fulfill the expectations of a student at Rhodes, the pursuit of professional care or a withdrawal from the College may be recommended. If the student will not pursue appropriate care or withdraw voluntarily, the Dean will consult with the Associate Dean of Student Affairs or other member of the student affairs staff and a representative from the Counseling and Student Development Center. Neither of these representatives should have had a direct professional contact with the student. They will recommend to the Dean of Student Affairs a course of action, which may include removal of the student from the College with conditions for readmission. If the student withdraws, he or she may be referred to an appropriate facility for additional assistance. The parents will be notified as soon as possible and must assume responsibility for the student's care.

If the student chooses to appeal the Dean of Student Affairs decision, the student may appeal the decision in writing to the Chief Academic Officer of the College within 24 hours or by the close of the following business day allowing the student 24 hours to complete the appeal.

Students who leave campus under the above conditions, either voluntarily or involuntarily, may be readmitted to the College only after being cleared by the Dean of Admissions and Financial Aid with concurrence of the Dean of Student Affairs. Permission for readmission as a full-time, part-time, or special student, will typically be based on the student's demonstrating a period of stable behavior outside the College and may require a statement from a physician, psychologist, or other qualified professional that the student is ready to return and cope with college life. Follow-up services may be required as part of the readmission decision.

Removal of a student from the College will be undertaken only as a last resort.

Every effort will be made to help students understand the consequences of their behavior, make responsible decisions, and develop skills that will allow them to remain and function in the Rhodes community.

OFFICIAL RECESSES

Residence Halls, the Refectory, and the Lynx Lair will be closed for the official College recesses which occur at Fall Recess, Thanksgiving, between the Fall Semester and the Spring Semester, Easter Recess and Spring Break. Certain students may be allowed to remain in residence during these recesses; but in that event, they may be subject to temporary reassignment to other residence halls. Exceptions may be granted in extenuating circumstances by contacting the Director of Residence Life at least two weeks before the vacation period. After any vacation period, students may not re-enter any residence hall before the date and time determined by the Director of Residence Life.

AUTOMOBILES

A student may not keep a car on campus without registering it with the Campus Safety Office. Car registration can be obtained through the Campus Safety Office anytime during the year. There is an annual \$20.00 vehicle registration fee that must be paid in the Bursar's Office.

USE OF CAMPUS FACILITIES

All campus facilities are for the use of the academic community of Rhodes College. During the academic year, requests by on-campus groups for the use of all campus facilities can be requested through the Facilities Management System on the Rhodes Web site. Use of the following spaces require confirmation by the listed authorizing personnel:

| | |
|---------------------------|---|
| Bryan Campus Life Center | Director of Bryan Campus Life Center |
| Buckman 310 | Economics Department Secretary |
| Burrow Library Media Room | Media Services Manager |
| Davis Room | Administrative Assistant to the President |
| Gooch Conference Room | Administrative Assistant to the President |
| Halliburton Lobby | Admissions Office Manager |
| Hassell Hall | Music Department Secretary |
| Hill Board Room | Admissions Office Manager |
| Lynx Lair | Director of Student Activities |
| McCallum Ballroom | Conference Services Manager |
| McCoy Theatre | Managing Director, McCoy Theatre |
| Rhea Lounge | Chaplain's Office |

Requests for the use of King Hall, for the use of all facilities during the summer, and all requests by off-campus groups should be sent to the Conference Services Manager in the Meeman Center for Lifelong Learning.

**THE EDUCATIONAL
PROGRAM**

REQUIREMENTS FOR A DEGREE

Rhodes College offers a four-year program of study in the liberal arts and sciences leading to the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must complete the general degree requirements. Students majoring in a science who complete additional work in the sciences may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting (see the section with that title later in the catalogue).

Twenty-four different majors are offered by Rhodes' academic departments. In addition students may choose one of seven established interdisciplinary majors or formulate, with the help of their advisors and approval of the Faculty, majors that meet their special academic needs. (See the section entitled "Interdisciplinary Study" for more information.)

THE BACHELOR'S DEGREE

The Bachelor's degree is granted to students who have completed at least 112 credit hours, writing and language requirements, a basic humanities requirement (twelve credit hours), distribution requirements in four different areas (at least 33 credit hours), a major, and three non-credit course units in Physical Education. Although 45 total hours are required in the basic humanities and in the distribution requirements, several of these hours will be satisfied by courses taken in a particular major. Moreover, the total number of credit hours required to satisfy the writing and language requirements may vary because the foreign language requirement may be satisfied by successful completion of a proficiency exam. Thus, the number of hours available for electives is dependent upon several factors: the major, whether the degree is the Bachelor of Arts or the Bachelor of Science, how many courses a student must take to satisfy the writing and language requirements, and how many courses outside the major a student must take to satisfy the distribution requirements.

Once the degree is conferred, no additional course work may be taken and applied to that degree. Additional course work may be applied toward a second degree or taken in a non-degree seeking status, however.

Bachelor of Arts. The Bachelor of Arts degree is awarded to those students who complete the general degree requirements as stated above and more fully described below, including the completion of the requirements for a major as outlined in the appropriate section of this catalog.

Bachelor of Science. The Bachelor of Science degree may be earned by students who complete the general degree requirements with a major in Biology, Chemistry, Computer Science, Mathematics, or Physics and who have completed at least five courses in the Natural Science division outside the major department. The five courses must be approved by the student's major department and must include at least three courses, or nine hours, in Mathematics/Computer Science chosen from courses designated "N."

Although the College, through various advising methods, assists a student in planning and following a program of study which will lead to a degree, the student is ultimately responsible for keeping track of progress toward a degree, for knowing and fulfilling all degree and major requirements, and for arranging a course of study accordingly.

112 CREDIT HOURS

A student must earn at least 56 of these 112 credit hours at Rhodes. The senior

year, defined as the last 28 hours earned, must be spent in residence. No more than six (6) of these hours may be transfer credit hours.

A student must earn a cumulative grade point average of no less than 2.000 (C) to qualify for the degree. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship hours.

A maximum combined total of twenty-eight (28) credit hours may be earned through Advanced Placement and International Baccalaureate examinations. A student earning both transfer credit hours and Advanced Placement and/or International Baccalaureate credit hours may apply a maximum combined total of fifty-six (56) of those credit hours to the Rhodes degree. A student with such credit must earn at least 56 of the 112 credit hours required for a degree at Rhodes.

WRITING AND LANGUAGE REQUIREMENTS

English 151, Critical Reading, Thinking, and Writing, must be taken in the first year by all students unless the requirement is waived by the English department.

In addition, proficiency in a foreign language at the level of third semester (201) courses must be demonstrated by passing any appropriate three or four credit hour language course at or above that level, by passing the Rhodes language placement test at a satisfactory level, or by scoring 3 or higher on that language's Advanced Placement Examination.

Students planning to meet the Rhodes requirement in a language they have previously studied must take the placement test in that language during the orientation period. If a student has completed two or more years of a language in high school, the student may not take the 101 course in that language for credit at Rhodes. The foreign language requirement should be completed in the first two years. For more information about foreign language study, see the "Foreign Languages and Literatures" section of this catalog.

THE BASIC HUMANITIES REQUIREMENT

Students must complete a total of twelve (12) credit hours from one of these two sequences:

A. *Humanities 101-102, 201-202. The Search for Values in the Light of Western History and Religion.* This is a four-course sequence taken in the Fall and Spring Semesters of the first two years.

B. *Life: Then and Now.* This sequence of four courses offered in the Religious Studies and Philosophy departments is normally completed in the first two years. The first two courses must be taken at the 100-level in the Fall and Spring semesters of the first year; the third and fourth courses (200-level or above) may be taken at any time but should be completed as early as possible. (Courses that meet this requirement are designated "L.")

Both of these alternatives are discussed in detail under the section "Interdisciplinary Study" in this catalogue. A student should plan to stay in the sequence first chosen, but if a change is desired, course equivalents between the two sequences may be obtained from the Registrar.

DISTRIBUTION REQUIREMENTS

At least 33 credit hours in distribution requirements must be completed for a Rhodes degree. Three courses totaling at least nine hours must be completed in each

of three areas: Humanities, Social Science and Natural Science. Two courses totaling at least six hours must be completed in the Fine Arts. (Courses that meet these requirements are designated H, S, N, and F.) The detailed requirements are as follows:

Humanities (H). Of the three courses, at least one must be in literature or film - English or foreign - and at least one in history or philosophy.

Natural Science (N). The three courses must be selected from at least two of the five science areas listed below. One of the three must have an accompanying laboratory.

| | |
|-----------|------------------------------|
| Biology | Mathematics/Computer Science |
| Chemistry | Physics/Astronomy |
| Geology | |

Social Science (S). The three courses must be selected from at least two of these four social science areas:

| | |
|------------------------|---|
| Anthropology/Sociology | Political Science & International Studies |
| Economics | Psychology (including Education 201) |

Fine Arts (F). The two courses must be selected from any two of these areas: Art, Music, Theatre. An accumulation of three one-hour applied music credits is equivalent to a course and may be used to meet this requirement.

THE MAJOR

A student must complete any one of the department-based majors listed below, one of the interdisciplinary majors listed below or an approved interdisciplinary major formulated in consultation with faculty members (see section below on "Interdisciplinary Major").

Department-based Majors:

| | |
|-------------------------|-----------------------|
| Anthropology/Sociology | History |
| Art | International Studies |
| Biology | Mathematics |
| Chemistry | Music |
| Computer Science | Philosophy |
| Economics | Physics |
| Business Administration | Political Science |
| Economics and | Psychology |
| Business Administration | Religious Studies |
| English | Russian Studies |
| French | Spanish |
| German | Theatre |
| Greek and Roman Studies | |

Interdisciplinary Majors:

- Economics and International Studies
- French and International Studies
- German and International Studies
- International Studies and Political Science
- International Studies and History
- Latin American Studies
- Urban Studies

Detailed descriptions of the department-based majors are given under the departmental descriptions in the section entitled "Courses of Instruction." The Interdisciplinary majors are described in the section "Interdisciplinary Study,"

All majors include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These

seminars carry two to six hours of credit and may extend over the whole year or be offered only in the spring semester.

No major may require more than 56 credit hours. A 2.000 (C) grade point average in the major field is required for graduation. A student pursuing a double major or a second Bachelor's degree may use no more than four (4) of the same courses to satisfy requirements in both majors unless specified as required by one or both of the majors.

In the case of changes in the requirement for a major, students may follow the requirements stated in the catalogue that defines their general degree requirements or in any later catalogue.

Declaration of a Major. Students must declare an intended major no later than the middle of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department's chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student's remaining semesters. A faculty advisor from the major department is assigned or selected by each new major to aid in this planning. Forms for declaring a major are available in the Office of the Registrar.

Students who are delinquent in filing a declaration of major will not be allowed to register for classes until the appropriate form is received by the Registrar. While students may change majors, changes made after the sophomore year may be difficult to accommodate in the remaining semesters.

Interdisciplinary Major. Some students prefer to study in an area that can best be covered by combining the work in two or even three academic departments. Interdisciplinary majors are important ways in which the faculty can meet the special academic needs of these students.

The department listing titled "Interdisciplinary Study" summarizes existing interdisciplinary major requirements for pre-approved curriculum structures. Students who wish to declare any of the established interdisciplinary majors may do so by filing the normal Declaration of Major form with the Office of the Registrar. Any deviation from the program of study outlined in the description must be approved by the chairpersons of the departments involved.

Students who wish to declare an interdisciplinary major that does not have a program of study already defined should follow the steps below in order to secure the necessary approvals within a reasonable time and to ensure an adequate review of the proposed program of study. The proposed program of study must include specific provisions for a senior seminar or integrating senior experience. The "Declaration of Interdisciplinary Major" form is used to record the approvals and to advise the Registrar of the College.

1. Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major. Consultation with the Registrar is also recommended in order to secure an understanding of the approval procedure.
2. Prepare, in consultation with the departments, a petition requesting the Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Curriculum Committee. The petition should contain these items:
 - a. The Declaration of Interdisciplinary Major, including a complete listing of courses, with numbers and titles and dates when the courses which comprise the interdisciplinary major are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that courses be included in the interdisciplinary major so that reasonably advanced work is done in each depart-

ment. Introductory level courses in a large number of areas is not sufficient.

- b. An essay in which a rationale for the interdisciplinary major is developed. Some clear academic link or tie between the departments is essential; simply taking courses in two departments is not sufficient. The rationale should be such that only by combining work in the departments can the rationale be realized.
 - c. A complete description of the manner in which the senior seminar will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. An indication should be given as to the department or departments in which the senior seminar will be pursued or if an interdisciplinary senior seminar is proposed.
 - d. Some indication of how the departments will work cooperatively with the student in realizing the rationale for the interdisciplinary major. This may take the form of a specially designed directed inquiry or tutorial for the student, participated in by representatives of the departments; it may be a major project in one area reviewed and evaluated by members of the other department. Whatever form it takes, some academic program sponsored by the departments in the interdisciplinary major is necessary.
3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the departments. This endorsement should give an assessment of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student.
 4. The entire Declaration of Interdisciplinary Major with the completed petition is submitted to the Registrar for review before it is sent to the Curriculum Committee for a full review and action.
 5. Interdisciplinary majors must be declared and receive approval no later than midterm of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, and consultation with the Registrar will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the sophomore year. If the interdisciplinary major can be worked out in time for the sophomore year deadline for declaring a major, it should be submitted earlier.
 6. Any proposed deviation from the approved interdisciplinary major must have departmental approvals and the approval of the Curriculum Committee before changes are made in the course of study.

PHYSICAL EDUCATION

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis. Physical Education courses are offered each semester and are taught for seven weeks (one-half of a semester) each. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken. For each successfully completed, full-semester course in one of the ROTC programs, a student will be credited with one course of the Physical Education degree requirement of three courses.

COMMENCEMENT

Rhodes College requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in August or December of the previous calendar year. The College recognizes students in com-

mencement exercises only after they have completed the academic requirements for a degree and confers degrees (signified by the date of degree in official records) at the end of each regular semester (December and May) and in August.

Candidates for degrees must submit to the Registrar's Office an "Intent to Graduate" form at least two semesters prior to the intended date of graduation.

ACADEMIC MINORS

Academic minors are available to students who wish to supplement their major field of study with another academic area, giving both more depth and breadth to their course work. In addition to departmental minors, interdisciplinary minors are available within the established interdisciplinary programs in the curriculum.

Normally, a student is required to complete at least six specified courses in the department in which the minor is selected. At least four of the courses in the minor must be outside the major department or interdisciplinary major requirements, and the same course cannot be used to satisfy the requirements in two different minors. Forms for declaring a minor are available in the Office of the Registrar and should be completed no later than the fall semester of the senior year.

A student must earn a grade point average of 2.000 in the courses required for an academic minor in order for the minor to be posted to the final academic record.

Academic minors are currently available in the following areas:

| | |
|-------------------------|------------------------|
| American Studies | International Studies |
| Anthropology/Sociology | Latin American Studies |
| Art | Mathematics |
| Asian Studies | Music |
| Business Administration | Philosophy |
| Chinese Studies | Physics |
| Computer Science | Psychology |
| Earth System Science | Religious Studies |
| Economics | Russian Studies |
| English | Spanish |
| Film Studies | Theatre |
| French | Urban Studies |
| German | Women's Studies |
| History | |

SECOND DEGREE

A student may earn a second Bachelor's degree upon earning at least 28 credit hours beyond the 112 required for the first degree (a total of 140 credit hours) and completion of all requirements for a second major. A student may not earn two Bachelor of Arts degrees or two Bachelor of Science degrees. A student planning to earn a second degree must declare that intention no later than the beginning of the last semester of enrollment. All academic work for both degrees is included in the cumulative grade point average of the double degree recipient.

A Rhodes graduate who wishes to return to the College to earn a second undergraduate degree must earn an additional 28 hours beyond the number of hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student's enrollment. Students readmit-

ted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College's curriculum, however, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

ACADEMIC ACHIEVEMENT

The candidate for the degree who attains a cumulative average of 3.9500 in all academic work at the College and a grade point average of 3.9500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *summa cum laude*.

The candidate for the degree who attains a cumulative average of 3.8500 in all academic work at the College and a grade point average of 3.8500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *magna cum laude*.

The candidate for the degree who attains a cumulative average of 3.5000 in all academic work at the College and a grade point average of 3.5000 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree *cum laude*.

If a student with transfer credit is a candidate for academic achievement recognition, the student must have the grade point average required for academic achievement on all Rhodes work and must have a grade point average for all accepted transfer work and Rhodes work combined which meets the standard for academic achievement.

The major with honors requires special independent study work in the major field during the senior year. The Honors Program is described under Opportunities for Individualized Study.

TRANSFER STUDENTS

Students who transfer to Rhodes have their previous college work evaluated for transfer credit upon their acceptance for admission. Credit will be awarded following the guidelines outlined below for the evaluation of academic work for transfer credit. Transfer students are responsible for having final copies of transcripts sent from each institution attended. Official evaluation of transfer credit will not be completed until these final transcripts have been received in the Registrar's Office.

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the 112 credit hours required for a Rhodes degree, a minimum of 56 credit hours must be earned at Rhodes and a maximum of 56 hours may be accepted as transfer credit. The Basic Requirement in Humanities may be fulfilled using Alternative A ("The Search Course") or Alternative B (Life: Then And Now), depending upon the acceptance of transfer credit for previously completed course work. Religious Studies, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of the Humanities 101-102, 201-202 requirement (Alternative A); or the courses may be credited toward fulfilling requirements in biblical studies or Bible-related studies (Alternative B).

TRANSFER CREDIT FOR ENROLLED STUDENTS

Credit from Other Institutions. Rhodes students may enroll in courses at other colleges and universities and transfer credit hours to Rhodes. A student who desires

to have academic work transferred from another institution must have the work approved in advance by the appropriate academic department chairperson at Rhodes and by Registrar, acting on behalf of the Curriculum Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

It is the responsibility of the student to ensure that an official transcript from the other institution is forwarded to the Registrar at Rhodes. Final evaluation of transfer work must be completed within twelve (12) weeks of the completion of the course(s) in question. In some departments, a proficiency examination must be passed in order for the transfer credit to be accepted.

Credit from Special Programs. Students wishing to participate in special programs at other collegiate institutions are required to obtain permission and approval in advance from the appropriate academic officer acting on behalf of the Faculty Curriculum Committee. In most cases, this approval will come from the Director of International Programs, the Registrar, and the chair of the department at Rhodes in which the coursework will be pursued. The Registrar, in consultation with department chairpersons and the Dean of Academic Affairs, must approve all work at other institutions in advance of beginning the work. In some cases it may be necessary to postpone approval until course syllabi, papers, and tests are examined.

No more than four credit hours of course work may be transferred to satisfy the degree requirements in each of the four divisions of the curriculum-Humanities, Natural Sciences and Mathematics, Social Sciences, and the Fine Arts. No more than twelve hours of transfer credit may be earned in any one summer.

Transfer Credit Guidelines. The following guidelines are used in evaluating academic work from other institutions for transfer credit:

1. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the curriculum at Rhodes or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at Rhodes. Departmental chairpersons make these judgments; in many cases the Registrar of the College can act with the authority of departmental chairpersons. In some departments, a proficiency examination must be passed in order for the transfer credit to be accepted. The chairpersons and the Registrar assign credit toward a degree in such a way as to match comparable work at Rhodes.
2. The course work must be taken on the campus of an accredited college or university.
3. Transfer credit hours may be used to satisfy degree and major requirements subject to the following condition: Currently enrolled students may use no more than 4 credit hours of transfer credit to satisfy a distribution requirement in each of the four divisions. Therefore, only one transfer course may be used to satisfy a general degree requirement in each academic division for a total of four courses maximum. This restriction does not apply to students participating in approved study-abroad programs. A student may use a 4-quarter hour course, equivalent to 2 and $\frac{2}{3}$ credit hours, to satisfy course requirements for a degree, up to a maximum of five courses.
4. No more than twelve hours of transfer credit may be earned in any one summer.
5. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
6. A maximum of 56 credit hours (1 credit hour = 1 semester hour) may be

accepted towards a Rhodes degree. No student may earn additional transfer credit once the 56 credit hour limit has been reached.

7. Transfer hours based on a quarter system are converted to the Rhodes credit hour basis using the formula that one quarter-hour equals two-thirds credit hour. Fractional transfer credit hours will be credited.
8. Students earning both transfer credit hours and Advanced Placement and/or International Baccalaureate credit hours may apply a maximum combined total of fifty-six (56) of those credit hours to the Rhodes degree. A student with such credit must earn at least 56 of the 112 credit hours required for a degree while in residence at Rhodes.
9. Of the twenty-eight hours earned to qualify for the senior year in residence, a maximum of six credit hours may be transfer credit.
10. Transfer credit hours are not accepted if the grade is D+ or below. Transfer courses taken on a Pass/Fail basis must be passed with a grade of C or better. Confirmation of such a grade must be received by the Registrar before the course will be accepted for transfer credit. Transfer credit hours are credited to the Rhodes transcript as credit hours only; they are not computed in or used to determine the grade point average.
11. Courses taken on a college campus prior to matriculation by accepted students, including those which are taken in conjunction with a dual-enrollment program at the secondary school level, will be accepted for credit under the same guidelines as stated above, including review by the appropriate department at Rhodes, only if such coursework does not satisfy high school graduation requirements or requirements for admission to Rhodes. Credit for such courses must be requested during the summer prior to enrollment at Rhodes.

DUAL DEGREE PROGRAM IN ENGINEERING

For those students who are interested in pursuing studies in engineering, Rhodes offers a Dual Degree Program in cooperation with Washington University in St. Louis. A student may complete the Rhodes requirements for the Dual Degree Program in three years at an accelerated pace (15-16 credit hours per semester). The student then applies to Washington University for admission to the engineering program there. After two years of intensive engineering study, the student receives two degrees, a Bachelor of Science from Rhodes and a Bachelor of Science from Washington University.

Students outside the science disciplines are also encouraged to combine those studies with engineering. The student who pursues a Rhodes degree in the Humanities, Social Sciences or Fine Arts will generally complete the Rhodes degree in four years applying elective hours to the Dual Degree core requirements. Approximately twenty percent of the students admitted to the Dual Degree Program at Washington have completed their Bachelor's degrees.

To satisfy the graduation requirements at Rhodes and the entrance requirements to Washington University, all students in the Dual Degree Program must do the following:

1. Satisfy all of the Rhodes general degree requirements as described earlier in this section of the catalogue. Students should note that Washington University has additional requirements for the Humanities and Social Sciences. In particular, at least eight hours must be taken in one department (in either Humanities or Social Sciences, but not necessarily both) and must include one upper level (300-400 level) course.
2. Take the following core courses:
 Mathematics 121, 122, 223, 251
 Chemistry 111, 112, 111L, 112L
 Physics 111-112 (or 109-110) and 113L-114L
 Computer Science 195, 195L
3. Complete the following additional requirements depending on the specific course of study to be pursued at Washington University:
 - a. Chemistry/Chemical Engineering
 Chemistry 122, 122L instead of 112, 112L in the core requirements
 Chemistry 211, 212, 211L, 212L, 311, 312, 311L, 312L, 385, 386
 - b. Physics/Civil Engineering
 Geology 111, 111L
 Physics 211, 212, 213L, 214L, 305, 306
 - c. Physics/Electrical Engineering
 Physics 211, 212, 213L, 214L, 301, 302, 304, 325
 - d. Physics/Mechanical Engineering
 Physics 211, 212, 213L, 214L, 304, 305, 306
 - e. Computer Science/Computer Engineering
 Computer Science 295; 298; plus one of CS 392, 397 or 398
 Mathematics 161; 162; and either Math 311 or 390
 - f. Mathematics/System Science and Mathematics
 Mathematics 161, 162, 261, 311, 390, 465

ACADEMIC REGULATIONS

The Board of Trustees vests responsibility for curriculum, instruction, and the regulation of academic affairs with the President and the Faculty. They in turn allocate this responsibility and implement it through various committees and individuals.

Three committees are chiefly responsible for regulating the academic program. The Curriculum Committee, which includes students in its membership, is responsible for the overall academic program, including requirements for the degree and departmental offerings. The Standards and Standing Committee has broad responsibility, subject to faculty review, to frame and implement procedures to insure that the instructional standards and aims of the College are met. The Individualized Study Committee, also subject to faculty review, is responsible for developing college policies in regard to honors work, directed inquiries, and implementing the policies in individual cases.

The regulations that follow are not comprehensive but are included here for the sake of easy reference by faculty and students. Any variation from academic regulations requires the formal approval of the Faculty. Students submit requests for variations from academic regulations to the appropriate faculty committees that make recommendations to the faculty. Requests for reconsideration of faculty decisions in light of new evidence will be considered by the committees making the initial recommendations. Students are encouraged to inquire in the Registrar's Office in the event that variations seem necessary.

REGISTRATION AND COURSE LOAD

All students are required to register for classes during the Enrollment Clearance/Registration process held on the day prior to the first day of classes each semester. Students who register for a semester on or after the first day of classes must pay the late registration fee. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credit hours in a semester. A normal course load for a full-time student is 13 to 16 hours. Registration for fewer than 13 or more than 17 hours by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to complete the 112 credit hours for a degree 14 credit hours in each of the eight semesters is needed. Less than 14 credit hours in any one semester must be matched by more than 14 credit hours in another semester or by summer session credit hours.

Degree-seeking students who register for eleven (11) credit hours or less in any one semester are classified as part-time students. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credit hours taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Student Affairs, part-time students may be allowed residence in College dormitories. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Normally, no student may carry more than eighteen (18) credit hours in a single semester or more than twelve (12) credit hours in a summer term. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses. Computation of the total credit hours permitted per semester includes directed inquiries and concurrent enrollment at other institutions.

Degree students may obtain permission to audit no more than one course per

semester, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of hours carried, nor are they recorded on the permanent record.

Special students, those students not seeking a degree, may enroll in more than nine (9) credit hours only with the permission of the Dean of the College. Students seeking Teacher Certification may enroll in a maximum of sixteen (16) credit hours in a fall or spring semester and no more than eight (8) credit hours in a summer session.

CLASS STANDING

A minimum of 27 credit hours are required for admission to the Sophomore class, 55 credit hours for admission to the Junior class, and 84 credit hours for admission to the Senior class. It should be noted that a minimum of 28 credit hours must be earned per year in order to accumulate the 112 credit hours needed for graduation in four years.

CLASS ATTENDANCE

At the beginning of every course, the instructors will state class attendance guidelines that are to be enforced. A student who is absent from class due to illness or other excusable reason must provide the professor with an explanation of the absence. Whenever possible this explanation should be given prior to the absence so the student's work may be continued with minimal interruption. An absence for which an excuse is not given is an unexcused absence. It is the responsibility of the student to determine what make-up work is to be submitted whether the absence is excused or unexcused.

When excessive absences from class (including laboratories) jeopardize the student's work in that course, the instructor informs the Director of Student Academic Support. Notice is sent to the student as a warning that further absences may lead to failure in or suspension from the course. This notice is also sent to the student's faculty advisor.

If continual absences make a student unable to complete a course in a satisfactory manner, the instructor makes a written recommendation to the Dean of the College that the student be dropped from the course with a grade of F. If a student is recommended for exclusion from as many as two courses in the same semester, the student will be asked to withdraw from the College.

CLASS PREPARATION

A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit hour. This principle applies to tutorial and directed inquiry study as well as to regular course work during the academic year. Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of seven hours per week outside of class is expected for active preparation for a three credit hour course.

SCHEDULE CHANGES

During the first week of classes in each semester, courses may be added and/or dropped from a student's schedule if approved by the instructor of each course being dropped and/or added. Students may drop classes until the end of the third week of the semester. The drop/add period for those courses which begin or end at mid-semester or at other irregular dates is one week from the beginning of the course. No extended drop period exists for these irregularly scheduled courses. Approval of a course underload must be obtained if the resulting course load is less than 13 hours. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

WITHDRAWAL FROM CLASS

Students withdrawing from a course between the beginning of the fourth week and the end of the ninth week of a semester will receive either a grade of WP (withdrew passing) or WF (withdrew failing). Neither grade is computed in the student's grade point average.

Withdrawal from a course is not official until the appropriate form with all required approvals is submitted by the student to the Registrar's Office. A request to withdraw from a class which does not receive the approval of the instructor and the faculty advisor may be appealed to the Standards and Standing Committee through the Registrar's Office.

The request to withdraw from a class after the ninth week requires the approval of the Standards and Standing Committee in addition to the approvals of the instructor and the student's faculty advisor. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved.

Unauthorized withdrawal from any class constitutes a failure in the course.

WITHDRAWAL FROM THE COLLEGE

It is not uncommon for some students faced with family circumstances, health problems, academic difficulty, or with other problems to consider withdrawing from the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisors, the College counselor, the Dean of Student Affairs, the Director of Student Academic Support, or the Registrar to discuss the advantages and disadvantages of a voluntary withdrawal or leave of absence.

Students who decide to withdraw from the College, either during or at the end of a semester, must contact the Dean of Student Affairs in order to initiate the withdrawal process. A letter of withdrawal must be filed with the Dean of Student Affairs and the entire withdrawal process completed before the student can be officially withdrawn from the College. Students who decide to return to the College after having withdrawn must apply for readmission. If a student withdraws from the College during or at the end of a semester, it is expected that readmission as a regular degree student or as a special non-degree student, if approved, will not take place until one full academic semester has lapsed. Applications for readmission are available from the Registrar. (See also "Voluntary Withdrawal and Removal From Campus" in the Campus Regulations and "Readmission of Students" in the Admissions section of this catalogue.)

LEAVE OF ABSENCE

For some students, a Leave of Absence is another option to take after deciding to interrupt studies for a specific length of time. Students must make the request for a Leave of Absence in writing to the Director of Student Academic Support. The granting of a Leave of Absence indicates a continuing relationship with the College and allows students to resume studies at a specific time without applying for readmission to the College. Students who are granted a Leave of Absence must also contact the Dean of Student Affairs in order to initiate the normal withdrawal process.

A Leave of Absence is not given for the purpose of study at another institution nor can it be given to students who are not in good academic standing. If circumstances warrant, a student may be approved to enroll in up to two courses at another institution while on leave. Failure to return to the College at the specified time will result in the withdrawal of the student, and the student must file an application for readmission. A Leave of Absence will generally not exceed one year in length.

EXAMINATIONS

The Honor Code represents what the students, the faculty, and the administration believe to be the best environment for the pursuit of the College's educational aims. All tests and examinations are conducted under the Honor Code, and students are asked to indicate on their tests and final examinations that they have abided by the principles contained in the Honor Code.

Normally every course for which credit is given has a final examination as a component. Final examinations are intended to assess students' mastery of the subject matter of the course and are normally comprehensive in scope. In some courses the purposes of a final examination are best served by special testing: take-home examinations, departmentally administered oral examinations, special projects and assignments, for example. Whatever the testing method, the important factor is that students are asked to synthesize major concepts, approaches, and facts from the course, and to demonstrate that they can do this on their own.

Final examinations are given during the examination week according to the published schedule. A student with three examinations in a row (not to include reading days) may petition the Dean of Academic Affairs to re-schedule no more than two examinations for later times in the examination period. Other changes because of extenuating circumstances (e.g. illness) must also be approved by the professor and the Dean. A professor may offer optional exam times for an entire class within the examination period, except for a Reading Day. Each member of the class must choose one of the optional times at least one week before the first day of examinations. The feasibility of implementing this option is left to the professor's discretion.

A student who has a failing average on course work may be counselled before the final examination about the status of that work and about the role the final examination will play in determining the final grade, but the student is not excluded from taking the final examination. A student who has a passing average on course work but fails the final examination, and as a result has a failing average for the course, may be permitted to take a re-examination at the discretion of the instructor. The conditional grade of E (reexamination) is given in this case. The reexamination must be taken no later than the end of the second week of classes of the following semester.

A student who has a passing average on course work and who fails the final examination, but who earns a passing final grade, may be given the appropriate letter grade for the course.

Unexcused absence from a final examination automatically results in failure in the course. A student who is prevented by illness or other reason from taking the final examination at the scheduled time must present a written excuse or doctor's certificate and will be given a conditional grade of X (incomplete). In some courses, due to the lesser weight given to the final examination in determining the final grade for the course, a professor may not wish to give the grade of F for an unexcused absence or the grade of X in the event of an excused absence. The professor's policy on this matter is made clear at the beginning of the course so that there is no misunderstanding and so that it is clear that this situation is an exception to the general college policy. Consult the section on Conditional Grades for policies governing E and X grades.

CONDITIONAL GRADES: REEXAMINATIONS AND INCOMPLETES

A student with a grade of E (see Examinations) must notify the Registrar at least one week in advance of the scheduled time that the reexamination will be attempted. If the student passes the reexamination, a grade of D-, D, or D+ will be earned, unless the course was taken Pass/Fail, in which case the grade of P will be recorded. Seniors in the final semester of attendance may be eligible for reexamination with-

out delay, at the discretion of the professor, if they fail a final examination and are given an E grade.

The grade of X (incomplete) will be given to the student who is unable to complete course work, including the final examination, because of illness or other emergency. The appropriate form for the submission of the X grade must be submitted to the Registrar by the student and the professor by the deadline for the submission of final grades. Upon completion of the unfinished work and assignment of a grade by the professor, the student will receive a final grade.

All unfinished work must be completed and all final grades must be submitted by the professor to the Registrar's office no later than the end of the fourth week of classes of the following semester. A student on an approved Leave of Absence or off-campus study program will have until the fourth week of the student's next semester in attendance to have the grade submitted to the Registrar. If illness or other extraordinary circumstances prevent this deadline from being met, then a petition requesting an extension must be submitted to and approved by the Standards and Standing Committee. Conditional grades not removed by the deadline will automatically become grades of F.

GRADES AND GRADE POINTS

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, satisfactory; D, passing; P, pass; E, re-examination; X, incomplete; IP, honors work in progress; F, failure; WP, withdrew passing; WF, withdrew failing; NG, grade not submitted by professor. E and X grades are conditional and may be removed. A, B, C, D are employed with plus and minus notations.

Grade points are used to determine a student's grade point average. The number of grade points awarded per credit hour for each grade is as follows:

| Grade | Grade Pts | Grade | Grade Pts |
|-------|-----------|-------|-----------|
| A | 4.0 | C | 2.0 |
| A- | 3.7 | C- | 1.7 |
| B+ | 3.3 | D+ | 1.3 |
| B | 3.0 | D | 1.0 |
| B- | 2.7 | D- | 0.7 |
| C+ | 2.3 | F | 0.0 |

The total number of grade points earned for all courses are divided by the number of credit hours attempted in order to calculate the grade point average. Credit hours with a grade of Pass are not included in the determination of the grade point average although those hours with a grade of Fail are included. The grades of WP and WF are not computed in the grade point average. Conditional grades (see below) earn no quality points and no credit hours until they are removed. Credit and grade points earned by students who return for additional course work after receiving a degree are not computed with the final degree grade point average. Instead, a new grade point average is computed for all work attempted after receiving a degree.

The major grade point average is computed using the same formula as above. In computing the grade point average in the major department, all courses taken in the major department, not just those courses required for the major, and any required cognate courses in other departments are used.

REPEATING A COURSE BECAUSE OF GRADE

Any student who has received a grade of D-, D, or D+ in a course may repeat the course for a higher grade. No additional credit may be earned when repeating a course for a higher grade. Any student who has failed a course may repeat the course

for credit. In each case, the professor teaching the course being repeated must be notified. When calculating a student's cumulative grade point average, the two grades earned in the repeated course are averaged.

PASS-FAIL

A student may enroll in a class on a pass-fail basis with the permission of the instructor. No more than one course per semester with a maximum of six courses total are permitted under this program. The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-fail form with the instructor's signature must be returned to the Registrar's office during the first three weeks of class in a semester. The Pass/Fail option may not be used in courses taken to satisfy general degree requirements or courses taken to satisfy major or minor requirements including cognate courses.

Courses with grades of Pass count neither for nor against a student in the computation of grade point averages, but a failing grade is computed in the grade point average.

GRADE REPORTS

Reports of student's grades will be sent to the students at their home addresses at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

Mid-semester deficiency reports are mailed to those students who have any grade of D+ or below. For a grade of F or D, specific reasons for the grade may be indicated on the report. Complete mid-semester reports are distributed to all students and faculty advisors.

HONOR ROLL AND DEAN'S LIST

An Honor Roll and a Dean's List are compiled at the end of each semester. To be considered for Honor Roll or Dean's List, a student must be enrolled in at least 13 credit hours of academic work. To qualify for the Honor Roll, a student must achieve a semester grade point average of 3.85 or better. To qualify for the Dean's List, a student must achieve a semester grade point average of 3.70 or better. Those students who choose to take a course under the Pass/Fail option must have a minimum of 12 (twelve) additional graded credit hours of work to be considered for either of these honors. Students who are enrolled in the Honors Program and receive a grade of IP for that work will have their qualifying grade point average determined on all other graded work.

ACADEMIC GOOD STANDING

Students are considered to be in Academic Good Standing unless they are on Academic Probation or Suspension. The Registrar's Office will send statements to that effect to other institutions in order for current Rhodes students to attend summer sessions or other programs.

ACADEMIC PROBATION AND SUSPENSION

To graduate, a student must have an overall grade point average of 2.000 (C) for all work attempted and for all work attempted in the major department. A student is subject to academic probation if the major grade point average falls below 2.000. A student is subject to academic probation or suspension if the cumulative grade point at the end of any semester falls below a minimum standard, which is dictated by the number of cumulative credit hours the student has earned. The cumulative standards are as follows:

| Number of Credit Hours Earned | Minimum GPA to Avoid Suspension | Minimum GPA to Avoid Probation |
|-------------------------------|---------------------------------|--------------------------------|
| 0-26 | 1.500 | 1.600 |
| 27-54 | 1.700 | 1.800 |
| 55-83 | 1.900 | 2.000 |
| 84 or more | 2.000 | 2.000 |

In addition, a student is subject to probation in any semester in which the student earns fewer than ten (10) credit hours and earns a grade point average of less than 1.500.

A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. Notification of academic probation is printed on the student grade report in the case of cumulative grade point average deficiency. A student is removed from academic probation upon attainment of the minimum standard grade point average based on the number of credit hours earned.

After being placed on academic probation, a student may be continued on academic probation for no more than two consecutive semesters. At the end of the third consecutive semester on academic probation, the student must be removed from probation or placed on academic suspension.

Academic suspension may be imposed at the end of the fall semester as well as at the end of the academic year. Fees will not be refunded or remitted, in whole or in part, in the event of a suspension imposed by the College.

The period of suspension is one semester. Following suspension, a student may apply for readmission. Any student placed on academic suspension by the College for a second time may not be readmitted. No credit may be transferred for work done at another institution during the period of academic suspension.

A student has the right to request reconsideration of academic suspension. The Faculty Standards and Standing Committee considers the request. The Committee may allow the student to continue on academic probation into the next academic semester under specified conditions for academic achievement if it finds that the failure to achieve academically was due principally to extenuating circumstances and that the student has taken appropriate measures to ensure future academic success.

Semester grade point averages are affected by the conditional grades of X and E. The above provisions will apply when either of these grades is on the record in question. The action to suspend may be delayed until it is determined what the grade point average will be when the conditional grades are removed.

TRANSCRIPTS

Complete college records for each student are kept in the Registrar's Office. The first copy of the academic record ordered by the student is free. Subsequent orders are charged at the rate of \$2.00 for the first copy and \$0.50 for additional copies. Requests for transcripts must be in writing. Requests received via the College's fax machine will be accepted although transcripts will not be transmitted via the fax. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Rhodes complies with the Family Educational Rights and Privacy Act of 1974, as amended, commonly referred to as FERPA or the Buckley Amendment. This Act was enacted to protect the privacy of educational records. Under FERPA, students have the following rights regarding education records:

1. the right to inspect and review the student's education records;
2. the right to request the amendment of the student's education records to

ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent;

4. the right to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of the Act and the regulations;

5. the right to obtain a copy of the institution's student records policy. The procedures to be used by Rhodes for compliance with the provisions of FERPA are contained in The College Handbook. Copies of the policy can be found in the Registrar's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to this office.

OPPORTUNITIES FOR INDIVIDUALIZED STUDY

THE HONORS PROGRAM

The Honors program is a culminating experience in the major field, for seniors only. It is the principal means whereby a student may do more independent, intensive, and individual work than can be done in the regular degree programs. The Honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory and encourages independent research and study.

All Honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. A copy of the report or production is presented to the Individualized Study Committee for approval and is placed in a permanent file or on display in the library.

Students considering Honors normally take a one-hour tutorial in the second semester of the junior year. Emphasis in the tutorial will be selection of a topic, preliminary research and definition of the project, and preparation of the Honors application.

To be eligible for the Honors program a student must have a minimum grade point average of 3.5000 at the time of application for honors, and a student must graduate with a cumulative grade point average of 3.5000 in order to receive the honors designation at commencement.

Application to be an Honors student is made to the Individualized Study Committee. A typed proposal is submitted consisting of no more than five pages exclusive of bibliography. This proposal must outline the project, its significance, and the methodology chosen for the study. A selective bibliography of no more than two pages should be attached.

At least three hours per semester in the senior year must be earned in Honors Tutorial courses. Up to six additional hours of tutorial or related course work may be counted, resulting in a maximum of twelve hours of Honors credit in the senior year.

To receive Honors, the student's general performance in Honors work must be at least at the A- level. In addition, the Honors paper must be judged by the readers to be of at least A- quality. Honors projects require two readers, the sponsor and a second person who may be chosen from faculty members outside the department.

At the discretion of the instructors, Honors students may be exempted from final examinations in courses in their major in the semester in which the Honors paper is submitted.

Special attention is necessary to ensure the completion of the Honors project in time for it to be evaluated and approved. For this reason, a special timetable for submission, reviews, and approvals of Honors projects is announced by the Individualized Study Committee at the beginning of each academic year. Failure to meet announced deadlines may result in the failure to gain Honors recognition.

DIRECTED INQUIRY

The term directed inquiry indicates a type of independent study designed to give more individuality than is provided by regular coursework. A directed inquiry is a project agreed upon by a student and professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The details of the project are agreed upon by the student and the professor. Directed inquiries may not be used to satisfy general degree requirements.

Credits for a directed inquiry range from one to six hours. Forty-six hours of work, including outside reading, experiments and conferences, are required for one hour of credit. No more than twelve hours' credit may be earned in any one depart-

ment. The maximum number of hours for all directed inquiries allowed is twenty-four. Normally a first-year student may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

Proposals for directed inquiries must be submitted for approval to the Individualized Study Committee. Before being accepted for academic credit, the directed inquiry must be approved by the faculty. Appropriate forms are available in the Registrar's Office. These forms call for details such as the beginning and ending dates of the project and set forth specific rules governing such things as extensions or other possible considerations. The student should become familiar with this form well in advance of the date intended to submit a proposal so that everything will be in order and approved by the department when submitted. Applications for directed inquiries are to be submitted in time for the Committee to act before the date set for the project to begin. Normally a student will not be permitted to take more than one directed inquiry at a time.

In the event that more than two students are interested in a directed inquiry on the same topic, a special topics course may be taught subject to review and approval by the Curriculum Committee. Such courses must conform to the standard forty-six hours of study per credit hour.

THE TUTORIAL PLAN

The tutorial plan of instruction, like the Honors Program and the Directed Inquiry, has as its chief purposes the individualizing of instruction and the provision of a means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The method is often that of extensive reading under guidance, and conferences with the tutor on the material read, either individually or in a small group.

The content of a tutorial is usually that of a regular catalogue course which is not scheduled to be taught during a particular term. A student may request that the course be taught in the tutorial fashion if a member of the faculty is available and agrees to direct the course. Approval by the faculty member, the chairperson of the department involved, and the Registrar is necessary for the tutorial to be scheduled. At a minimum, forty-six hours of study are required for each credit hour or a total of 138 hours of study for a regular three credit hour course.

INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

Current programs are available in Urban Studies, Women's Studies, American Studies, Latin American Studies, Asian Studies, Earth System Science, and Film Studies. Although not officially classified as a program, cross-discipline study is also available in Russian Studies which offers a major and a minor. Urban Studies and Latin American Studies offer a major and a minor, while minors are available in Women's Studies, Film Studies, American Studies, Urban Studies, Earth System Science, and Asian Studies.

Descriptions of Interdisciplinary Programs currently approved may be found under the listing for "Interdisciplinary Study" in the Courses of Instruction section of this catalogue.

INTERNSHIPS AND PRACTICA

Rhodes recognizes the need and the value of integrating traditional academic work and practical application. Internships and practica are important ways in which students may have this experience.

Internship credit is given for involvement in programs in which off-campus work and significant academic work are combined. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. At a minimum the student is expected to be able to integrate academic work with on-the-job activities. Special internship opportunities can be proposed subject to approval by the department concerned and the Curriculum Committee. Interested students should contact the chairperson of the department and the Career Services Office.

Students pursuing an internship experience arranged through a department and/or the Career Services Office must register for the appropriate course in order to earn academic credit. This credit is considered part of the course load during a regular semester and during summer session. Students with summer internships must register for the credit and pay the summer session tuition in order to receive the credit. Students may not earn both academic credit and a salary or wages of any kind for the same internship.

A practicum involves actual experience and practical application of concepts learned in the classroom. The Department of Education offers a variety of these experiences.

No more than six (6) credit hours in internships may be earned in one department per semester. A student may apply toward a degree a maximum of six (6) credit hours in internships and a maximum of nine (9) credit hours in practica. Nine of the credit hours earned in any of the Crosstown R.O.T.C. programs are counted as practica hours and three of the hours earned are counted as internship hours.

THE NANCY HUGHES MORGAN PROGRAM IN HOSPITAL CHAPLAINCY

This program is designed for pre-medical students and persons going into other health-care related disciplines, the ministry, and counseling fields. It offers a carefully supervised internship in local hospitals where students serve as chaplains' assistants, develop counseling skills, and sharpen their abilities to listen and respond to patient needs.

THE MEMPHIS CONSORTIUM OF COLLEGES

Through an arrangement between Rhodes and the Memphis College of Art, Rhodes students may take courses at the College of Art during the fall and spring semesters. A student must receive approval for the course from the Chair of the Department of Art at Rhodes before registering for the course. The student then registers for the desired class at the College of Art and includes the class on the semester's course schedule at Rhodes. The course credit counts toward the semester's credit hours at Rhodes; and as long as the College of Art course does not result in a course overload for the semester, there is no additional tuition charge. The final grade for the course is computed in the student's grade point average as if it were a Rhodes grade. Normally, only one course may be taken per semester through the Consortium arrangement.

Although the Consortium arrangement is not available during the summer, coursework taken at the Memphis College of Art during the summer may be applied to the Rhodes degree as Rhodes hours.

OPPORTUNITIES FOR STUDY ABROAD AND OFF-CAMPUS STUDY

Rhodes offers four broad categories of international programs of study abroad: Rhodes College programs, exchange programs, Rhodes sponsored programs, and programs abroad sponsored by other institutions. It is also possible for students to enroll in programs sponsored by Rhodes or other American colleges and universities that take place in the United States. Because there are some very important differences among the four categories of international programs, and because off-campus study requires substantial prior planning, students interested in such a course of study should clarify their plans well in advance of their intended off-campus program or trip abroad.

What follows is a brief description of some of the options for off-campus study and study abroad. Interested students should obtain a copy of the International Programs brochure and application form from the Director of International Programs, closely examine the information contained in the brochure, and then discuss the various options with the Director. Students intending to study off-campus during the regular academic year should also prepare with their major departments a full plan for both their junior and senior years, making certain that they can meet all major and college degree requirements.

APPLYING FOR OFF-CAMPUS STUDY

All students interested in off-campus study must first meet with the Director of International Programs. The Director will assist the student in researching study abroad and other off-campus study programs, assure that plans of study complement major and degree requirements, and facilitate completion of the program's application process.

Each student who intends to pursue off-campus study must complete the Rhodes College Off-Campus Study Approval Form, available from the Director of International Programs. This form, when signed by all appropriate officials, grants approval for the program of study and, subject to general college policies regarding transfer credit, assigns appropriate credit for the academic work successfully completed.

The form is to be completed no later than October 15 (or next business day) for all spring semester study abroad programs and no later than March 15 (or next business day) for all summer, fall and academic year programs. It is the student's responsibility to ensure that a final transcript of the completed work is sent to the Registrar's Office at Rhodes following completion of a non-Rhodes program.

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to overseas study is most powerfully expressed in the programs that it has created and developed. The College offers various summer programs: four-week intensive foreign language programs in late May and early June, a two-week field course in Coral Reef Ecology in Honduras, a service oriented program in Honduras, and British Studies at Oxford, a six-week program in July and August. Occasionally there will be a special opportunity to study abroad with a professor during the summer. There is one semester long program: European Studies. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of financial aid is available for a few students directly through British Studies at Oxford for its program.

Intensive Language Study. The intensive language programs have been conducted in Paris; Madrid; Morelia, Mexico; and St. Petersburg, Russia. Accompanied

by a Rhodes faculty member, students travel to a location in another country for four weeks of total immersion in the language and culture of that country.

Coral Reef Ecology. Students enroll in the first of the two courses of this program during the Spring Semester on campus, taught by two Rhodes faculty members. The second half of the program is taught at the Marine Station in San Salvador, The Bahamas, or Roatan Island, Honduras. The intensive two-week field study gives students the opportunity to be exposed to the organisms of the reef and the modern sedimentation processes in this unique environment. An option for anthropological study is sometimes also available as students study the relationship between islanders and their natural environment through the use of ethnographic methods.

Service Learning in Honduras. Students study the process of rural transformation associated with the collaborative efforts of a Northern non-governmental organization, Heifer Project International. Service is an integral part of the program. At least one college-level year of Spanish is strongly recommended.

British Studies at Oxford. British Studies at Oxford attracts many students, not only from Rhodes but from other colleges of equivalent standing. The program is held at St. John's College, Oxford, where participants live and study. Students are taught by British and American tutors in courses on the history, literature, art history, and philosophy of one of the great periods of British cultural development, and all gather to hear lectures from distinguished British authorities. The period studied varies each year: Early and Medieval Britain; Britain in the Renaissance; Britain in the Ages of Enlightenment, Revolution, and Romanticism; and The Age of Empire: Britain in the Nineteenth and Twentieth Centuries. Integral to the program are visits and excursions to some of the most notable sites being studied, and time is left for the student to explore Britain and continental Europe independently. A total of 9 credit hours is possible for completion of this program.

European Studies. European Studies is a seventeen-week program offered jointly by Rhodes and the University of the South (Sewanee) that takes place in late summer and early fall. It is a whole semester of study abroad, and offers the unique experience of studying in a variety of locations in Europe, and in a special and quite different learning environment. The program entails four weeks of study at The University of the South with Rhodes and Sewanee faculty, a two-week practicum conducted by British tutors at The University of York, six weeks with British instructors at Lincoln's College, Oxford University, and five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History. European Studies offers two academic options: the first is a survey of the thinking and achievement of Ancient Greece and Rome, and its importance to Western Civilization; the second is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus. Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The hours are applied directly to degree requirements and are factored into the Rhodes grade point average. A total of 18 credit hours is possible for the completion of this program.

EXCHANGE PROGRAMS

Rhodes College has formal exchange programs with The University of Antwerp, Belgium, The University of Poitiers in France; Nebrissensis University in Madrid, Spain; The University of Tübingen in Germany; the University of Aberdeen in Scotland; the University of Lima in Peru; and Rhodes University in Grahamstown, South Africa. Students participating in one of these exchanges pay tuition and, in

some programs, room and board to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive tuition or tuition, room and board overseas. Credit earned at the institution abroad is treated as Rhodes credit. The number of students who can participate in these exchanges with other institutions is limited.

RHODES SPONSORED PROGRAMS

Rhodes sponsors two programs in South America through its membership in the Council on International Educational Exchange (CIEE): in Buenos Aires, Argentina, at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) and in Santiago, Chile, at the Pontificia Universidad Catolica de Chile. Students can attend for a semester, an academic year, or a summer session. A wide array of courses in many disciplines is offered for the semester and academic year programs. The summer programs focus on contemporary cultural issues in Latin America. All courses are taught in Spanish. While these are not Rhodes programs, Rhodes does grant academic credit to students for work successfully completed on the program, accepting the grades earned.

OTHER PROGRAMS ABROAD

In addition to exchange programs and Rhodes programs, there are numerous programs offered by other colleges and universities and international agencies. Information on these programs can be found in the Office of International Programs. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a full-year study abroad program than could have been earned in a regular academic year at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs.

THE WASHINGTON SEMESTER

In association with American University in Washington, D.C., Rhodes students are given the opportunity to participate in several academic programs offered in the nation's capital. Programs are available in the following areas and receive credit through the appropriate department at Rhodes:

- American Politics (Political Science)
- Economic Policy (Economics and Business Administration)
- Foreign Policy (International Studies)
- International Environment & Development (International Studies)
- Journalism (English)
- Justice (Political Science)
- Museum Studies (Art)
- Peace and Conflict Resolution (International Studies)
- Public Law (Political Science)
- Transforming Communities (Urban Studies/Political Science)

The program usually includes at least one seminar in the area of study, a major independent study component culminating in a paper, and an internship in an associated agency, department, or organization. Credit earned in the Washington Semester program is applied to the degree as Rhodes credit. Those courses taken at American University that are outside of the departmental program, however, are viewed as transfer courses and must be approved for transfer credit.

Applications for Washington Semester are available from the Office of

International Programs. Students who wish to attend the Washington Semester must receive permission of the Director of International Programs. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University.

SCIENCE SEMESTER AT OAK RIDGE NATIONAL LABORATORY

Through a cooperative arrangement between Oak Ridge National Laboratory, Oak Ridge, Tennessee, and Rhodes, qualified students in the natural and some social sciences may spend the spring terms of their junior or senior year in residence at the Oak Ridge laboratories engaged in seminars and in active scientific research.

Interested students should contact Professor MacQueen in the Department of Physics, the College's coordinator for the program, during the academic year preceding the one in which they intend to participate.

Rhodes College reserves the right to cancel, alter or amend any part of a Rhodes program or to increase fees should circumstances make these actions advisable or necessary.

BURROW LIBRARY

Lynne M. Blair. Director of the Library. A.B., M.A., M.S.L.S., University of Illinois, Urbana-Champaign.

Emily Flowers. Assistant Director and Catalogue Librarian. B.A., Union University; M. A. L. S., George Peabody College.

William Short. Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College. Curator for the Jessie L. Clough Art Memorial for Teaching.

Darlene Brooks. Information Services & Electronic Resources Librarian. B.A., M.L.I.S., University of Tennessee, Knoxville.

Annette Cates. Interlibrary and Information Services Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

Janet Carr James. Acquisitions and Periodicals Librarian. B.A., Rhodes College; M.S.L.S., University of Tennessee, Knoxville.

Janice Tankersley. Cataloguer. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville

Elizabeth Kesler. College Archivist. B.A., M.L.S., University of Rhode Island.

Katherine Muth. Circulation Assistant. B.A., Rhodes College.

Amanda Ford. Head of Circulation. B.A., Mississippi State University.

Rose Ann Hicks. Catalogue Assistant. B.A., M.Ed., Southeastern Oklahoma State University.

Phyllis Gregory. Periodicals and Acquisitions Assistant. B.S., University of Memphis.

The College library system is composed of the Burrow Library, five departmental collections (Biology, Chemistry, Mathematics, Music, and Physics), and the Human Relations Area File located in the Anthropology/Sociology Department office. The Burrow Library contains approximately 263,000 volumes, 1,200 periodical subscriptions, and 69,000 microforms, which provide a basis for its service. Information about the library's holdings is accessible at any computer terminal with access to the College's central computer. The collection is supplemented by computer access to information and online information services including the DIALOG Information Retrieval system, AP Photo Archive, Bibliography of the History of Art, Environmental Knowledgebase, FirstSearch, Infotrac, ProQuest Research Edition, the MLA Bibliography, PsycInfo, LEXIS-NEXIS, World News Connection, Religious Periodicals Database, the Washington Post Online, Newsbank, Philosopher's Index, Wilson Databases and the Latin American Database. Access is also provided to the Project Muse and JSTOR electronic journal collections. The library staff of twelve is concerned not only with the acquisition, organization, and circulation of the collection, but provides reference and reader assistance to users, as well as instruction to classes and individuals in the effective utilization of library resources.

Dedicated in 1953, and renovated in 1988, the Burrow Library building stands on the Rhodes campus as a monument to the generosity of its donors, Mr. and Mrs. A. K. Burrow, of Memphis. The present building has a capacity for 260,000 volumes and 250 readers.

The Burrow Library's book collection has been carefully built over a period of years by both the teaching and the library faculty so as to include materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. In addition to the reference and circulating collections there are three special collections, the Rhodes Collection, the Richard Halliburton Collection, and the Walter Armstrong Rare Book Collection. The Rhodes Collection consists of publications about Rhodes of an historical nature as well as the books written by faculty and alum-

ni. The Walter Armstrong Rare Book Room includes the special items of value added to the library through the years, and The Rare Book Collection of first editions of English and American authors, many of them autographed, donated by Mr. Walter P. Armstrong, Jr. The Halliburton Collection consists of manuscripts and artifacts relating to the life of noted explorer Richard Halliburton.

The Media Center, located on Burrow Library's renovated first floor, was opened in 1986. This center offers listening and viewing facilities to individuals and small groups. Housed in the Media Center is a collection of non-print material including laser discs, audiocassettes and videotapes selected to enhance learning.

The Human Relations Area File, maintained in the Anthropology/Sociology Department, is a carefully selected file of over 2 million pages, stored on microfiche and CD-ROM. Thoroughly cross-indexed, it is a major resource for research not only in anthropology and sociology but also in related disciplines such as comparative government, religion, and linguistics. The departmental collections in science and mathematics include files of specialized periodicals and indexes of research. The Buckman Library for Mathematics, given by the late Dr. Stanley J. Buckman and his associates of Buckman Laboratories, Inc., Memphis, is housed in the Frazier Jelke Science Center and was dedicated October 19, 1968.

The E. J. Adams Music Library is located in Hassell Hall. It functions as an audio center and music reference library. The department's collection of phonodiscs and audiocassettes, scores of the complete works of major composers, and reference sources are available for use within the Adams Library.

In order to effect optimum interinstitutional library service to the students, faculty, and staff of the Greater Memphis Consortium, the Burrow Library joins the following libraries in making their collections available to each other's students and faculty: The Christian Brothers University Library, Hollis F. Price Library of LeMoyne-Owen College, Ned W. McWherter Library of the University of Memphis, G. Pillow Lewis Library of the Memphis College of Art, and the Memphis Theological Seminary Library. Students are also entitled to library cards in the Memphis and Shelby County Public Library and Information Center, the Main Library of which is an especially valuable community resource. The Burrow Library operates an active interlibrary loan service for its faculty and students with libraries outside the Memphis area.

INFORMATION TECHNOLOGY SERVICES

L. Charles Lemond. Director of the Information Technology Services. *Assistant Professor of Psychology.* B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

Judith C. Rutschman. Associate Director. B.A. and M.S., University of Memphis.

Sue D. Hall. Programmer/Analyst. B.A., Rhodes College.

Janet M. Kirby. Lab/Office Manager. B.A., Wisconsin State University.

Caley Foreman. Senior Desktop Specialist. B.A., Mississippi State University.

Richard T. Trenthem, Jr. Database Administrator. B.A., Rhodes College; M.L.I.S., University of Texas.

Edward A. Trouy. Network and Computer Engineer. A.E.T., State Technical Institute, Memphis.

Joby M. Dion. Computer Technician.

Douglas G. Walker. Systems Administrator. A.A.S., State Technical Institute, Memphis.

Rhodes is committed to providing a wide range of computing resources to support the diverse work of faculty, staff and students. Computers are considered an essential tool across disciplines. Students make use of the computer in general writing, lab reports and class presentations. Use of the Internet for research is commonplace. Class discussions become virtual discussions through the email, bulletin boards and online courses.

Information Technology Services (ITS) is located in the Computer Center on the second floor of Buckman Hall. Computing facilities include a Compaq Alpha 2100 on which resides the email server and the on-line library systems. Windows NT servers provide network file sharing, WebMail and delivery of online course materials. Additionally there are three computer labs with approximately 85 Dell and Macintosh computers that are connected to the campus network. Equipped with a multimedia projection system, two of the labs are teaching labs. Computing resources dedicated to specific disciplines are located in various academic buildings on campus, notably in the science and mathematics buildings. The campus computer network is built upon an Ethernet backbone and is available in every major building on campus and in all residence halls. It is linked to the Internet, enabling global communication. There are several smart classrooms across campus equipped with full multimedia capability.

Students have free access to email, file servers, printing and the Internet. All students have from their residence hall room a direct Ethernet connection to the network and the Internet. Assistance for students is available on several levels. Student Computer Consultants reside in the residence halls to help students. Computer lab assistants are available at all times in the labs to assist users and assure proper operation of printers and equipment. Assistance can also be obtained from the ITS staff. Workshops throughout the year are open to students. Additional information regarding computing at Rhodes is available on the Internet through the Rhodes World Wide Web server at <http://www.rhodes.edu>.

MEEMAN CENTER FOR LIFELONG LEARNING

Marilyn Adams Hury. Interim Director, Marketing and Program Manager. B.A., University of Louisville; M.A., University of Memphis.

Mark Coy. Manager of Conference Services. B.S., University of Mississippi.

Cissy Whittaker. Administrative Assistant. B.A., University of Memphis.

Barbara Cockrill. Administrative Assistant.

Meeman Center for Lifelong Learning is Rhodes' endorsement of learning as a lifelong process. Since its inception in 1944, the Center has been an integral part of the College, successfully engaging adults of the Mid-South in the liberal arts and sciences. Meeman Center promotes personal and professional development by extending Rhodes' tradition of excellence in liberal education to individuals and businesses. All programs and courses offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office.

NON-CREDIT COURSES

Lifelong learning courses are offered in literature, art, languages, science, current events, history, religion, philosophy, and other areas of interest. Courses vary in length and are offered in the Fall (September through November) and Spring (February through May). The instructors are Rhodes faculty and experts of national and international standing.

INSTITUTE FOR EXECUTIVE LEADERSHIP

The Institute is a nine-month (one session a month) executive development program that uses great works of literature to study leadership. Relevant to today's leadership issues, the program is based on case studies of current executives and their corporate leadership styles. Rhodes professors and a facilitator from the business community lead the discussions.

INSTITUTE ON THE PROFESSION OF LAW

Meeman Center offers an annual ethics seminar for attorneys in the tri-state region to earn dual Continuing Legal Education (CLE) units. The seminar emphasizes national speakers, broad issues in law, and enlightened discussion and reflection. Rhodes faculty are a vital part of the Institute, both as planners and participants. The Institute is certified by the Tennessee, Arkansas, and Mississippi Continuing Legal Education Commissions.

ACSA INTERNATIONAL COTTON INSTITUTE

The Cotton Institute is a joint venture of the American Cotton Shippers Association and Meeman Center for Lifelong Learning. This nine-week residential Institute is designed to educate future leaders of the worldwide cotton industry by focusing on all aspects of cotton and its international business environment. Rhodes was chosen for this partnership because of its success in creating educational programs for businesses and organizations, and because of its expertise in different cultures and economic systems of the world.

CORPORATE AND PROFESSIONAL LEADERSHIP DEVELOPMENT PROGRAMS

Utilizing the College's faculty and selected professionals, Meeman Center works

with individual businesses to assess developmental needs and design educational and training programs to meet those specific needs and objectives.

INTERNATIONAL/INTERCULTURAL UNDERSTANDING SEMINARS

Special programs are custom designed for corporation managers involved in international business to help broaden their understanding of other countries — their history, art, language, and social patterns, as well as their political and economic environments. Rhodes faculty from various disciplines combine their skills to present a comprehensive program for a particular geographical area.

CONTINUING EDUCATION UNITS

Generally, Continuing Education Units (CEUs) are earned through any Meeman Center non-credit course. Continuing Legal Education (CLE) hours are earned through the Institute on the Profession of Law and certain other CLE Commission-certified continuing education courses. Both Continuing Professional Education (CPE) credit and CEUs are earned in the Institute for Executive Leadership. Contact the Meeman Center office for more information.

CONFERENCE SERVICES

The Smith & Nephew Conference Center in King Hall, and rooms in buildings across campus are often used by campus, community, and business groups for meetings, seminars, educational conferences, and social functions. Amenities including integrated multi-media systems in some conference rooms, and full food and beverage service are available through conference services.

During the summer months, Meeman Center utilizes the entire campus, hosting regional, national, and international residential conferences and workshops, in addition to programs sponsored by the Center itself.

**COURSES OF
INSTRUCTION**

BIBLICAL STUDIES AT RHODES

Rhodes' relation to the Presbyterian Church has remained close and unbroken since 1855. The most recent expression of the College's relationship to the Church may be found in a covenant statement between Rhodes and the Church, summarized as follows:

Rhodes is a liberal arts college associated with the Presbyterian Church (U.S.A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky). Rhodes, as a church-related college whose primary mission is to educate, guarantees freedom of inquiry for faculty and students. The College, without pressing for acceptance, maintains a climate in which the Christian faith is nurtured. The curriculum includes a variety of courses in Bible and religion that explore the Judeo-Christian heritage and its implications for the whole of life. Students are required to study the Bible and its relationship with history and culture as a part of their college work. As an academic community founded on Christian ideals, Rhodes expresses personal concern for students, provides opportunities for corporate worship, and maintains a commitment to social justice and human mercy.

More specifically, the educational purpose of the College is expressed in its maintenance of an environment for the pursuit of truth in which it is ensured that the Christian faith is clearly articulated, that its formative role in Western civilization is carefully considered, and that honest intellectual and moral questions are articulated and responded to intelligently and sensitively.

This commitment is made clear in a resolution adopted by the Board of Trustees of the College: It is the intention of the Board that the College substantially comply with requiring two years of sound and comprehensive study of the Bible for the granting of a degree.

In keeping with this resolution and with the mission of the College, the basic requirement in Humanities is structured so there are two ways available to students to complete this part of the degree program. (1) Students may choose the course *The Search for Values in the Light of Western History and Religion*, or (2) students may choose the *Life: Then and Now Program*.

1. THE SEARCH FOR VALUES IN THE LIGHT OF WESTERN HISTORY AND RELIGION

The twelve-hour course, *The Search for Values in the Light of Western History and Religion*, throughout its fifty-five year history, has guided students to an understanding of themselves as members of the western world by a study of the biblical heritage and its influence on western civilization. In both content and method this course is, essentially, a dialogue between the biblical faith and western culture. As an early catalogue put it, "Our . . . Christian background is traced and analyzed, and the pageant of (western) Civilization is viewed from its beginning to present time." This course is a basic foundation in the College's commitment to Christian higher education.

The first year is an intensive study of the Bible. Extensive passages from the Hebrew Bible and the New Testament are read and discussed, compared and contrasted with other writings of the ancient world and of Graeco-Roman civilization, which are seen as important in their own right and as part of the background of early Christianity.

The second year, to be taken ordinarily in the sophomore year, continues the study of the biblical roots of the history and institutions of the Western world. Readings are taken from the theology of St. Augustine, from St. Thomas in the high

Middle Ages, from Luther and Calvin in the Reformation, and other great theologians in the modern period from Schleiermacher to Reinhold Niebuhr, all of them biblically grounded. The readings show how basic Christian convictions became relevant in society as prophetic voices in successive eras made the biblical message come alive in the daily life and hopes of humankind.

In the study of the Middle Ages, the prodigious effort to establish a universal Christian civilization under the aegis of the Church is seen as nothing less than an attempt to construct a world community on Christian principles. Readings and study topics include St. Francis of Assisi, the struggle for Christian perfection in the devotion of the Monastic movement, and the vision of biblical ideas in painting, sculpture, stained glass, architecture, in the liturgy and great literary works which are symbolic of Christian life and thought like Dante's *Divine Comedy*.

The Reformation stressed in a vivid way a return to the authority of the Bible in Luther and Calvin's emphasis on the authority of the Word of God. Students consider and discuss the personal experiences of Luther and Calvin as these persons discovered meaning for their lives from Scripture and looked for guidance for life in society.

Many complex movements have emerged as the course approaches the modern scientific world, e.g. nationalism, the expansion of science, industrial and technological development, and divergent economic and political systems. In these complex movements, both the power and often the perversion of Christian ideas is seen: for example, Kierkegaard's *Attack on Christendom* represents a passionate plea for a genuine Christian faith. Nietzsche's contemptuous regard for Christianity, by contrast, reveals a passionate secular understanding of the nature of total commitment. For the student, the cumulative knowledge of the basic biblical ideas and the ways they have been made relevant to human life at various times and places in western history gives a growing context in which students can discuss and evaluate the inherited problems of the present time.

In the twentieth century, two great challenges are examined: the struggle of democratic powers with communism and fascism and the great anxieties of our age as seen in Existentialism. Class discussion focuses on how contemporary expression of the biblical faith can respond to these challenges.

There is a distinct emphasis on reading original sources, so the student is led directly to the idea as it is stated by the author, and not by secondhand knowledge. In the colloquia, the students are encouraged to seek for depth of understanding and to relate their own thought to the idea being presented. There is continuous effort to recognize the connections between ideas. Thus, there is always reference back to the formative ideas of the western tradition in the Bible and the classical heritage. This kind of teaching makes ideas come alive and become part of human character and shows that values are not merely something to be learned but something to be experienced and cherished.

2. LIFE: THEN AND NOW PROGRAM

The student who chooses the *Life: Then and Now* program completes four courses, two in biblical studies and two in Bible-related studies (other areas of religion and philosophy). The first two courses are taken in sequence in the first year. The third and fourth courses may be taken at any time in the remaining three years of the student's college career.

Religious Studies 101, *Introduction to the Biblical Tradition*, introduces students to biblical studies and is taken by all students entering the "Life" program. Religious Studies 102, *Introduction to the Theological Traditions*, introduces students to the-

ology and phenomenology of religion, two other areas of the “Life” curriculum, and is taken by all “Life” students in the second semester of the first year.

The third and fourth “Life” courses are chosen from a variety of courses in biblical studies and Bible-related studies (theology, ethics, history of religions, philosophy). Advanced courses in biblical studies focus on particular topics in the Hebrew Bible/Old Testament or New Testament. “Life” students must take one 200-level biblical studies course. Advanced courses in Bible-related studies pursue themes found in biblical materials as those themes take shape in theology, ethics, history of religions, or philosophy. Theology and ethics courses treat primarily Christianity while some history of religions courses include the study of other major world religions. Philosophy courses can be historical or thematic in nature. “Life” students must take one 200-level course in Bible-related studies. Courses can be chosen which best complement the student’s overall academic plan, both in fulfilling degree requirements and in fulfilling requirements for a major. A complete listing of the courses approved for the *Life: Then and Now* program is given in the section of the catalogue entitled Interdisciplinary Study.

COURSES OF INSTRUCTION

Normally courses numbered in the one-hundreds and two-hundreds are for first and second year students; those in the three-hundreds and four-hundreds are for juniors and seniors. Courses numbered above 500 are graduate-level courses and are open only to students admitted to the graduate program. Courses numbered above 800 are courses designed for and offered only to students attending any of the various Rhodes foreign study programs.

In general, courses numbered in the one-hundreds and two-hundreds are given yearly. Higher level courses are frequently offered every other year. Students making long range plans for majors are urged to consult with the chairperson of the department for information concerning the sequence of offerings.

From time to time experimental, special topics courses are offered by faculty members. These courses are numbered "099" and are not listed in the catalogue. Faculty members propose these courses; approvals are required from the department chairperson, the Curriculum Committee, and the Faculty. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules and examination policies; however, they may not be used to satisfy general degree requirements unless so specified at the time the course was approved.

Because the course topics and content vary from year to year, the courses offered through the British Studies at Oxford are not described in this catalogue. These courses are numbered from 800 to 899. Course descriptions of offerings of this program are available from the Office of British Studies or from the Registrar at Rhodes. In addition, several departments offer "Topics" courses for which the course description varies from semester to semester. Those course descriptions may be available from the appropriate department or faculty member.

The College reserves the right to cancel any course for which there is insufficient enrollment.

Fa (Fall) and Sp (Spring) following the course titles indicate the semester in which the course is usually taught. Course credit is shown in brackets at the right of the title line. Credit is given for half of a hyphenated course should the student not enroll the following semester.

SPECIAL PROVISIONS CONCERNING DEGREE REQUIREMENTS

Not all courses may be used to satisfy degree requirements. Those courses that can be used are designated on the title and credit lines of the catalogue listings. Directed Inquiries may not be used unless specified by the department. With very few exceptions, the courses designated as fulfilling degree requirements carry three or more hours credit. An accumulation of one-hour applied music or art credits may be used to satisfy the Fine Arts requirements. Listed below is an explanation of the codes used to designate courses that meet degree requirements:

L: LIFE: THEN AND NOW

Philosophy

Religious Studies

H: HUMANITIES

History

Literature

Philosophy

F: FINE ARTS

Art

- Music
- Theatre
- S: SOCIAL SCIENCE
 - Anthropology/Sociology
 - Economics
 - Education
 - International Studies
 - Political Science
 - Psychology
- N: NATURAL SCIENCE
 - Astronomy
 - Biology
 - Chemistry
 - Computer Science
 - Geology
 - Mathematics
 - Physics

THE ACADEMIC CALENDAR

The academic year consists of two semesters, each containing fourteen weeks of instruction and a fifteenth week devoted to examinations. The first semester begins in late August and ends in mid-December; the second semester begins in January and ends in early May. A detailed calendar including dates of recesses and special academic days may be found in the front of this catalogue. Students normally enroll in four or five courses, totaling thirteen to sixteen credit hours, each semester. In each academic year a student should plan to earn a minimum of twenty-eight credit hours in order to meet all graduation requirements in the standard four-year undergraduate program.

One credit hour is equivalent to one semester hour. A student is expected to spend a minimum of forty-six hours in academic study for every hour of academic credit. This principle applies to directed inquiries, tutorial study, and to all courses in the curriculum.

Courses taught in a two-semester sequence are normally scheduled with the Fall Semester course being the first in the sequence. In most cases, the second course in the sequence requires successful completion of the first course, but there are some sequential courses which allow the second course to be taken first. The course descriptions will identify such courses.

CLASS SCHEDULES

Courses carrying three hours of credit normally meet for a total of 180 minutes per week. The three-credit classes meeting on Monday, Wednesday, and Friday meet for sixty minutes during each class period. Those three-credit classes meeting on Tuesday and Thursday meet for ninety minutes during each class period. Laboratory courses carrying four hours of credit will also meet one or two afternoons per week for the laboratory. There are other classes that carry four hours of credit which meet at least four times per week on other daily schedules.

ANTHROPOLOGY AND SOCIOLOGY

ASSOCIATE PROFESSORS

J. Peter Ekstrom. B.A., Beloit College; M.A., The American University; Ph.D., University of Illinois. (Ecological anthropology, social organization, South America.)

Susan M. Kus. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, symbolic anthropology, Africa.)

Thomas G. McGowan. *Chair.* B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire. (Interpretive sociology, social gerontology, service-learning pedagogy, evaluation research.)

PART-TIME INSTRUCTORS

To be announced.

The Department of Anthropology/Sociology unites two major social science disciplines. Although the disciplines differ in origin, boundaries, and methodology, they share a common mission: to interpret and explain the structural forces that constitute and influence human action and to facilitate an ongoing encounter with the other, in order to provide the basis for undertaking a critique of our own culture, society, history, and self. Skills of both a methodological and theoretical nature are developed in order to undertake these tasks. The objectives of the department are to prepare students for professional careers in anthropology and sociology and to enrich general education by exposing students to the perspective gained by learning to conceptualize and understand human cultural and social diversity and to account for change and persistence across both time and space.

Career opportunities include social service, teaching, research in governmental or private organizations, foreign service, and programs in the international arena. In conjunction with a faculty advisor, a departmental major will design a curriculum in the department based on the student's specific goals and career options. The possibilities include intensive preparation for graduate work in either anthropology or sociology and the possibility of designing an interdisciplinary major.

Special opportunities. The department strives to assure that the cultural and social diversity represented by Memphis' urban environment be so utilized in our curriculum to allow our majors to conceptualize and gain an understanding of human cultural and social diversity in an active and participatory context. To this end the department supervises internships at a variety of social service agencies in Memphis. These internships provide valuable experience to majors who wish to supplement their academic study with actual work experience in their chosen field. The two semester Methods course also requires majors to utilize their developing methodological skills to conceive, propose, and carry out a directed research project in the Memphis community.

The department also encourages students to pursue other off-campus projects available in archeology, ethnology, and urban studies, either during the school year or the summer. Students may participate in projects sponsored by other colleges and universities, or arrangements may be made with the department for such projects to be developed as directed inquiries. A service/learning program on transformation/development in rural Honduras is available to students through the Associated Colleges of the South consortium. Anthropology faculty participate in this program on an ongoing basis (see chair for details).

Interdisciplinary Programs. The College offers a number of interdisciplinary programs that draw on faculty from several departments and offer both majors and minors. Students interested in Anthropology/Sociology also may want to investigate possible minors in American Studies, Latin American Studies or Women's Studies, or pursue a major in Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

Facilities. Offices and classrooms for the department are located on the first floor of Clough Hall. Facilities include an archaeology workroom, a photographic dark-room, an audio-visual room, a departmental library, and exhibit areas. A notable resource of the department is the Human Relations Area File, a research library on microfiche. It contains over two million pages of cross-indexed primary source materials concerned with human behavior. The file is available to students and faculty members, and useful for research not only in anthropology and sociology but also in such fields as religion, government, linguistics, and ethnohistory.

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY/SOCIOLOGY

A total of forty (40) credit hours as follows:

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 261 and 262. (to be taken junior year)
3. Anthropology/Sociology 275. (to be taken junior year)
4. Anthropology/Sociology 486. (to be taken senior year)
5. Seven additional courses (21 hours) in Anthropology/Sociology

The seven elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. Students may count one cognate course toward this requirement.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY

A total of nineteen (19) credit hours as follows:

1. Anthropology/Sociology 103 or 105.
2. Anthropology/Sociology 275.
3. Four non-introductory courses.

HONORS IN ANTHROPOLOGY/SOCIOLOGY

1. Courses required: fulfillment of the requirements for a major in the department.
2. Honors tutorial: Anthropology/Sociology 495-496, and a substantial research paper in an area of special interest to the candidate.
3. Superior grades in senior seminar.
4. Meet the criteria for eligibility for honors research and receive approval from the Individualized Studies Committee.

COURSE OFFERINGS

103. **Introductory Anthropology. (Fa,Sp) [3] S**

Anthropology, in the largest sense of the discipline, is the study of what it is to be human. In attempting to understand the diversity of thought and behavior that is characteristic of humans, we better understand ourselves, our potentials and our limitations. Further, this process of listening to and learning from others allows us to grant dignity and respect to those that we might otherwise naively dismiss as "primitives". This course covers the basic data, concepts, and theories of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems. No prerequisite. Not open to seniors.

105. Introductory Sociology. (Fa,Sp) [3] S

Sociology emerged in the late nineteenth century as an attempt to understand and explain the unprecedented changes in social organization and human relations resulting from modernization. This course provides a general overview of the sociological concepts, theories, and empirical research that concern the problems of modernity and contemporary American society. The naive, popular view of individuals as “free-standing, autonomous subjects” is critically assessed and a more comprehensive understanding of individuals as “social” selves that are both *products* and *producers* of institutions and social relationships is examined. In addition to introducing students to the field of sociology, the course aims to cultivate self-understanding and critical insight into the conditions of contemporary existence. No prerequisite. Not open to seniors.

203. Human Evolution. (Sp) [3] S

The basic data, concepts and theories of physical anthropology. Analysis of the origins and development of humans, primates, fossil humans, living races, and evolutionary principles. No prerequisite.

205. Victims of Progress. (Sp) [3] S

A critical examination of the interaction between industrial nations of the developed world and the tribal societies of the third world. The course will focus on the increasingly efficient exploitation of these peoples, not only by the industrialized world, but, also, by third world elites. The notion of progress itself will be critiqued. (Course offered in alternate years; scheduled for 2002-2003.)

206. Social Problems. (Fa) [3] S

An analysis of a variety of social problems such as racism and poverty. An attempt will be made to understand how situations are defined as problems and what efforts are made to solve them. Emphasis will be placed on the complexity of such problems in a contemporary urban setting.

207. Becoming Human: Archaeology and the Origins of Culture. (Fa) [3] S

The study of archeological methods and theory. Problem focus on human origins and cultural development up to the domestication of plants and animals. A section on the archaeology of the Southeastern United States is included. No prerequisite. Students should take 207 or 208 but not both.

208. Pyramids and Palaces: Archaeology of Complex Societies. (F) [3] S

Prehistory from the origins of plant and animal domestication to the origins of early states in the Old and New Worlds. Covers both the archaeological evidence available and the theoretical explanations offered for such cultural developments. Students should take 207 or 208 but not both.

209. Family in Social Context. (Sp) [3] S

This major institution is considered from sociological, anthropological, and historical perspectives. With emphasis on diversity and change, the course will examine issues of family organization, sexuality, marriage, and child rearing. Prerequisite: Anthropology/Sociology 103 or 105.

215. Field Anthropology. (Fa,Sp) [1, 2 or 3]

This course allows students to gain credit for participation in off-campus field projects under professional supervision in the fields of archaeological, social anthro-

pological, and physical anthropological research. Students will be required to integrate academic and field work experiences in an oral and/or written report at the end of the field work experience. Maximum of 3 hours credit is possible. Prerequisite: consent of instructor.

261. Research Methods I. (Fa) [3] S

Basic concepts and methods of anthropological and sociological research. Both quantitative and qualitative (ethnographic) skills are stressed. Several small projects are undertaken utilizing these concepts and methods. Prerequisite: Anthropology/Sociology 103 or 105.

262. Research Methods II. (Sp) [3] S

A continuation of Methods I involving “hands on” anthropological and sociological research. Prerequisite: Anthropology/Sociology 261.

264. Life Histories: The Aging Self in Context. (Sp) [3] S

This is an applied course in ethnographic and phenomenological fieldwork. The student participates in a weekly seminar and visits his or her elder companion in the Memphis community with the goal of writing the elder’s life-history. This course is the core component of a long term research project supported by the H. W. Durham Foundation that examines how intergenerational experience may be used to ameliorate ageism. Students are encouraged to deconstruct their inherited ageist, cultural stereotypes and receive instruction on developing appropriate strategies for interacting and working with their companions. Due to the complex ontological nature of this course it is closed to first year students. Permission of the instructor is required in all cases. (Course offered in alternate years; scheduled for 2002-2003.)

275. Explorations in Social Theory. (Fa) [4] S

The major goal of this course is to help students identify and understand explanations of the social world and social actors that have become elevated to the status of social theory. Lectures will present certain “classical” directions of thought in sociology and anthropology. Students will undertake “critical” analyses of primary sources and write a series of reflective essays on their intellectual engagement with theoretical schools. These essays will serve as focus for seminar format sessions during the semester. Prerequisite: Anthropology/Sociology 103 or 105.

300. Cultural Motifs. (Fa or Sp) [3] S

This course emphasizes contemporary and emergent themes in the respective disciplines as a means of keeping students abreast of substantial developments in these dynamic fields of social inquiry. Prerequisite: Anthropology/Sociology 103 or 105 or consent of the instructor. Students may enroll and receive credit for this course more than once as the course theme changes.

301. Psychological Anthropology. (Sp) [3] S

Recognizing the fact that society is composed of individuals and that culture is a meaningful creation of human beings brings us to some of the more fascinating issues in anthropology: What is the relationship between culture and cognitive/emotional processes? What can anthropology learn from psychology and vice versa? This course will investigate these and related questions. Prerequisite: Anthropology/Sociology 103 or 105, or consent of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

310. Gender and Society. (Sp) [3] S

This course examines issues raised by gender differentiation from an anthropological and sociological perspective. While biological and psychological differences might exist between the sexes, it is perhaps more important to realize that societies are capable not only of recognizing, ignoring, elaborating or creating gender differences, but of attaching value to them as well. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2002-2003.)

317. Alternative Realities: Symbols, Ritual, World Views. (Sp) [3] S

Humans are always searching for meaning and order beyond the limits of the activities that are needed to guarantee their immediate survival. This course will consider the role of symbolic activity in the construction and maintenance of coherent and comprehensive systems of meaning that integrate human experience with the workings of the larger world or cosmos. Prerequisite: Anthropology/Sociology 103, an upper level anthropology course and permission of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

320. Anthropology and the Written Word (Sp) [3] S

This course examines various issues involving orality and literacy and its consequences for ourselves and the others whose lives we wish to understand. The cultural contexts surrounding the invention and use of writing systems as well as the effects of literacy on mind and society will also be studied. Anthropologists use writing to record some of their knowledge about other peoples and cultures. While anthropologists have produced numerous "scholarly" texts, they have also pursued other writing projects: autobiographies of individuals from non-Western societies, poetry and the novel, science fiction and literary texts which may or may not conform to Western literary traditions. This course will not only explore some of these genres of writing but will involve a component of creative writing as well. Prerequisite: Anthropology/Sociology 103. (Course offered in alternate years; scheduled for 2002-2003.)

321. Ecological Anthropology. (Fa) [3] S

The study of the complex and varied systems of interaction between people and their environment. Several competing models of ecological anthropology will be analyzed including materialist, symbolic, and systems approaches. Prerequisite: Anthropology/Sociology 103.

328. Social Conditions of the Self. (Sp) [3] S

This seminar examines the ontological condition of existing socially and explores the implication of this condition for the construction of the self. While societies may be differentiated on the basis of numerous criteria (i.e., demographic composition, economy, political organization, etc.), every society conditions its individual members to internalize its normative beliefs and practices. This process of internalization begins with primary socialization and continues throughout the life-course. The implications of this life-long dialectical relationship between self and society will be studied in terms of the contrast between American and pre-revolutionary Czechoslovakian (prior to 1989) societies. Prerequisite: Anthropology/Sociology 105. (Course offered in alternate years; scheduled for 2003-2004.)

331. Prejudice and the Human Condition. (Sp) [3] S

It is a condition of being human to understand in terms of projected assumptions of meaning based on one's historical, social, cultural and linguistic position. This course examines the phenomenon of the projective or "prejudiced" nature of human

understanding and explores its implications for the self and the structure of interpersonal, institutional and cross-cultural experience. Students are assigned a question each week that must be answered in the form of an essay based on the students' interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics. (Course offered in alternate years; scheduled for 2002-2003.)

335. Modernization and Culture Change. (Fa) [3] S

An examination of major approaches to the study of socio-cultural change in contemporary peasant societies. The course will focus on how these types of societies function and change within the context of the larger systems of which they are a part. Special attention will be paid to the articulation of peasant economic systems with national and international capitalistic economies. Andean-America will be the geographic focus. Prerequisite: Anthropology/Sociology 103 or 105, or consent of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

341. Peoples of Africa. (Sp) [3] S

This course provides an ethnographic introduction to the cultures and culture history of sub-Saharan Africa. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2001-2002.)

343. Racial and Ethnic Minorities. (Sp) [3] S

An examination of racial and ethnic relations in a variety of contemporary cultures, including, but not restricted to, the United States. Attention is given to historical and cultural factors involved in present structural arrangements. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2002-2003.)

346. Peoples of South America. (Fa) [3] S

Introduction to a variety of native peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments. Prerequisite: Anthropology/Sociology 103 or 105, or consent of instructor. (Course offered in alternate years; scheduled for 2002-2003.)

348. Peoples of the Pacific. (Sp) [3] S

This course provides an ethnographic introduction to the cultures and culture history of the areas of Micronesia, Melanesia and Polynesia. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions. Prerequisite: Anthropology/Sociology 103 or 105. (Course offered in alternate years; scheduled for 2001-2002.)

350. Contemporary South American Society and Culture (Sp) [3] S

An anthropological look at contemporary problems of change in South America from the perspectives of First Peoples (Native American, Indian) and other peoples (variously labeled peasant, third world, campesino, caboclo, etc.) marginal to the market oriented political economy of the region. Prerequisite: Anthropology/Sociology 335 or Anthropology/Sociology 346 or consent of instructor.

451-452. Research. (Fa,Sp) [1, 2 or 3]

This course allows senior and advanced junior majors to become active partic-

ipants in ongoing departmental research projects. Prerequisite: Consent of instructor.

460. Internship in Anthropology or Sociology (Fa, Sp) [3-3]

Supervised experience for Junior and Senior anthropology/sociology majors in applying anthropological and/or sociological knowledge and principles in a field or real-world setting which might include non-profit community agencies, museums, and cultural resource management firms. A journal and/or final paper on the experience will be required. Prerequisites beyond Anthropology/Sociology 103 and 105 will depend on the individual project. Permission of instructor and department chair is required.

486. Senior Seminar. (Sp) [3]

Students will engage in an ongoing critical analysis of contemporary contributions to the theory and research in anthropology and sociology. Prerequisites: Anthropology/Sociology 103 or 105, and 275.

495-496. Honors Tutorial. (Fa-Sp) [6-6]

Open to candidates for honors in the department. A tutorial consisting of advanced original research.

ASSOCIATE PROFESSORS

A. Victor Coonin. *Chair.* B.A., Oberlin College; M.A. Syracuse University; Ph.D., Rutgers University. (Renaissance, Baroque, and Medieval art history.)

Diane M. Hoffman. B.F.A., Rhode Island School of Design; M.F.A., School of the Art Institute of Chicago. (Painting and drawing.)

David P. McCarthy. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, Contemporary, and American art history.)

ASSISTANT PROFESSORS

Val Valgardson. B.F.A., University of Victoria; M.F.A., University of California, San Diego. (Sculpture and drawing.)

Margaret Woodhall. B.A., Georgetown University; Ph.D., University of Texas. (Classical Art and Archeology.)

ADJUNCT ASSOCIATE PROFESSOR

James F. Williamson. B.A., Rhodes College; M. Arch., University of Pennsylvania; M. Arch., Studio of Louis Kahn, University of Pennsylvania. (Architecture and design.)

PART-TIME INSTRUCTORS

Hallie Salky Charney. B.F.A., University of Tennessee; M.F.A., University of Memphis. (Photography.)

James Lutz. B.A., University of California, Berkeley; M. Arch., Syracuse University. (Architecture and design.)

DIRECTOR, CLOUGH-HANSON GALLERY, and CURATOR, VISUAL RESOURCES COLLECTION

Marina Pacini. B.A., University of Wisconsin, Madison; M.A., University of Delaware.

The Department of Art offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art. The department requires a balanced program in studio and art history that may be augmented to suit particular student interests and needs.

The offerings in the history of art are designed to help the student develop the skills of analytical thinking about art; to understand the processes by which art is made, the ideas guiding its production, and the patterns of its consumption within both its historical and subsequent contexts; to develop visual literacy through the recognition of various languages of world art; and to respond critically to their ideological implications. Specialized topics in the history of art may be undertaken by means of directed inquiries.

Studio courses are designed to train students in the conception and production of art; to master fundamental skills necessary for the successful execution of work in various media (including drawing, painting, sculpture, photography, and architectural design); and to investigate, through studio practice, processes, themes, and materials in light of their historical and contemporary connotations.

Graduates in art often pursue careers in teaching, research, gallery management, museum curatorship, architecture, advertising, and studio art. By choosing the appropriate area of concentration, art majors may gain the skills and back-

ground necessary for entry into graduate or professional school, or into an art-related field immediately upon graduation.

Opportunities for Special Study. Through a consortium arrangement, full-time students may take studio courses at the Memphis College of Art for full credit without payment of additional tuition. Students may also earn 3-6 credits through Rhodes' European Studies Program. Internships in museum methods are possible through an arrangement with the Memphis Brooks Museum of Art, the Dixon Gallery and Gardens, and other local institutions, where students earn credit in museum methods by working alongside professionals in the field. Students interested in pursuing architecture as a career are strongly encouraged to take Art 460: Art/Architectural Internship. The Memphis College of Art and the Brooks Museum, both near the campus, along with other educational institutions, galleries, and theatres in the Memphis area, offer a rich variety of exhibitions and films to students throughout the year.

Interdisciplinary Programs. The College offers a number of interdisciplinary programs which draw on faculty from several departments. Students interested in pursuing studies in art have the opportunity to complete minors in American Studies and/or Film Studies, as well as a major in Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

The Jessie L. Clough Art Memorial for Teaching. In 1953, Etta Hanson gave to the College an important collection of Asian woodcut prints, porcelains, fabrics, and other objects that she and her sister had collected. Named in honor of Jessie L. Clough, the collection forms the basis of the College's art collection. Selected objects from the collection are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Clough-Hanson Gallery. The Clough-Hanson Gallery, located in Clough Hall, brings to campus exhibitions of contemporary art from September through March. In April and early May, the gallery hosts two student exhibitions: the Juried Student Exhibit and the Senior Thesis Exhibit.

REQUIREMENTS FOR A MAJOR IN ART

A student may choose one of the three following tracks. Majors may petition to pursue their own course of study to meet particular goals.

I. Concentration in Studio

For the student interested in art as a vocation, for teaching, or for further study in graduate school, a program of studies balanced between studio and art history is preferable. The following courses are required.

A total of forty-two (42) credit hours as follows:

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107, 385, 485, 486.
3. Art History: 231, 232, and one of the following: 342, 344, 345.
4. Twelve additional hours, at least six of which must be at the level of 300 or above in studio.

II. Concentration in Art History

For those students interested in the study of art history with graduate school as a definite goal, this program of study is suggested. The following courses are required

A total of forty-two (42) credit hours as follows:

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107.
3. Art History: 231, 232, 485, plus 18 additional hours, nine credits of which must be taken in courses covering art produced before 1800, and nine credits after 1800.

4. Three additional hours in studio or art history.

German and/or French through the 201 level are strongly recommended for those students planning to pursue graduate work in art history.

III. Concentration in Architecture Studies

Although a major in art is not prerequisite to graduate schools of architecture, the art major who intends to pursue a graduate level professional degree should take certain required courses to satisfy the prerequisites for admission. In addition to the required courses, others are recommended for a more complete grounding in architecture. The following courses are required.

A total of forty-two (42) credit hours as follows:

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105, 107, 108, 122, 322, 485.
3. Art History: 225, 231, 232, 334.
4. Six additional hours in studio or art history.
5. Cognate courses: Math 121, 122; Physics 111, 111L, 112, 112L.

The following courses are recommended:

Studio: 422, 460.

Art History: 227, 337, 342.

REQUIREMENTS FOR A MINOR IN ART

A total of twenty-one (21) credit hours as follows:

1. Theory: Art 150, 440.
2. Studio Art: 101 or 105.
3. History of Art: 231, 232.
4. Six additional hours at 300 level or above.

HONORS IN ART

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The proposal must be approved by the department before the petition is submitted to the Individualized Study Committee.

2. An overall grade of A- on the thesis or project itself is required for honors credit.

COURSE OFFERINGS

Introductory Studio Art

Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed for students with no previous background in the designated areas. Special emphasis is given to introducing media, exploring basic techniques, and problem solving. Typically, students will be given specific assignments that allow them to comprehend the inherent possibilities and limitations of media in two- and three-dimensions. For those students who feel that they are ready to move directly into intermediate studio courses, the department offers an examination and portfolio review the first weekend of each semester.

Studio courses require 138 hours of work per term for three hours of credit.

A studio fee is required for every studio course to cover the expense of materials and equipment.

101. Drawing. (Fa, Sp) [3] F

An introduction to drawing in various media.

105. Painting. (Fa, Sp) [3] F

An introduction to the illusionistic and physical properties of painting in oil.

107. Sculpture. (Fa, Sp) [3] F

An introduction to the making of sculpture. Emphasis will be on carving, constructing, and casting.

108. Three-Dimensional Design. (Sp) [3] F

Studio problems exploring the relationship between solid and void, materials, and the organization of space with particular emphasis on architectural space. (Course offered in alternate years, scheduled for 2002-2003.)

111. Photography. (Fa) [3] F

An introduction to basic camera and darkroom techniques. (The student will provide camera, film, and supplies.)

122. Making Places: An Introduction to Architectural Design. (Fa) [3] F

Studio investigations into the nature of architectural space and form, supplemented by illustrated discussions, readings, and field observations. (Course offered in alternate years, scheduled for 2001-2002.)

166. Topics in Studio Art. (Fa or Sp) [1-3] F

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

Intermediate Studio Art.

Students taking intermediate studio courses will explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are required to propose a fifteen-week program of research, develop a relevant body of work, meet weekly for critiques with the instructor, and maintain a daily sketchbook or journal. In addition each student will participate in one formal critique with art faculty and a peer group at the end of the semester. Students are expected to spend twelve hours per week on research and production. Students must have permission from the instructor before registration.

Studio courses require 138 hours of work per term for three hours of credit.

A studio fee is required for every studio course to cover the expense of materials and equipment.

300. Life Study. (Fa, Sp) [1, 3] F

Figure drawing from life. Prerequisite: Art 101 or 105.

301. Drawing (Fa, Sp) [3] F

Prerequisite: Art 101 or 105.

305. Painting (Fa, Sp) [3] F

Prerequisite: Art 101 or 105.

307. Sculpture (Fa, Sp) [3] F

Prerequisite: Art 107.

311. Photography (Sp) [3] F

Prerequisite: Art 111.

322. Making Places: Architectural Design (Sp) [3] F

Prerequisite: Art 122. (Course offered in alternate years; scheduled for 2001-2002).

366. Advanced Topics in Studio Art. (Fa or Sp) [1-3] F

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include landscape painting and figure painting.

385. Junior Seminar. (Fa) [3] F

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty. Requirements include: a proposal of a fifteen-week program of research and production, the development of a body of work that focuses on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies, and the active participation in weekly critiques with art faculty and peer group. At the end of the semester, each student will present their work in a formal critique to all art faculty. Students are expected to present and defend their work orally. Each student will produce an artist's statement, an exhibition resume, and a slide sheet of finished work. All will be submitted as part of a portfolio review the last day of class. Students must spend no less than twelve hours a week on research and production. Prerequisites: junior standing and successful completion of all 100-level courses required for the major or permission of instructor.

Advanced Studio Art

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are required to propose a fifteen-week program of research, develop a relevant body of work, meet weekly for critiques with the instructor, and maintain a daily sketchbook or journal. In addition each student will participate in one formal critique with art faculty and a peer group at the end of the semester. Students are expected to spend twelve hours per week on research and production. Directed Inquiries can be accommodated through any of the advanced studio offerings.

Studio courses require 138 hours of work per term for three hours of credit.

A studio fee is required for every studio course to cover the expense of materials and equipment.

401. Drawing (Fa, Sp) [3] F

Prerequisite: Art 301 or 305.

405. Painting (Fa, Sp) [3] F

Prerequisite: Art 301 or 305.

407. Sculpture (Fa, Sp) [3] F

Prerequisite: Art 307.

411. Photography (Fa, Sp) [3] F

Prerequisite: Art 311.

422. Making Places: Architectural Design (Sp) [3] F

Prerequisite: Art 322. (Course offered in alternate years; scheduled for 2001-2002.)

460. Art/ Architectural Internship (Fa, Sp) [3] F

Students are placed with local and/or regional galleries, design firms or architectural firms. Prerequisites: art major with junior or senior standing; successful completion of all one-hundred level courses in the art department required for the appropriate track; and approval of the art department.

485. Senior Seminar. (Fa) [3] F

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty. Requirements include: a proposal of a fifteen-week program of research and production, the development of a body of work that focus-

es on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies, and the active participation in weekly critiques with art faculty and peer group. At the end of the semester, each student will present their work in a formal critique to all art faculty. Students are expected to present and defend their work orally. Each student will produce an artist's statement, an exhibition resume, and a slide sheet of finished work. All will be submitted as part of a portfolio review the last day of class. Students must spend no less than twelve hours a week on research and production. Prerequisites: senior standing and successful completion of all 100- and 200 -level courses required for the major. Required of all majors in the studio and architecture tracks.

486. Senior Thesis. (Sp) [3] F

The continuation of the senior seminar in which students further develop and refine creative projects with the approval and guidance of the art faculty. Requirements include: a proposal of a fifteen-week program of research and production, the development of a body of work that focuses on depth and commitment to precise conceptual explorations, a sketchbook or journal recording studio and critique strategies and the active participation in weekly critiques with art faculty and peer group. Students will refine their artists' statements, exhibition resumes, and slide sheets. Students are also required to submit proposals for the senior thesis exhibition in the spring at the Clough Hanson Gallery. Students must spend no less than twelve hours a week on research and production. Prerequisite: Art 485.

HISTORY OF ART

150. Introduction to the Visual Arts. (Fa, Sp) [3] F

A comprehensive, theoretical introduction to the visual arts. Special attention is given to media, visual analysis, interpretation, and writing about the visual arts. Open to first-year and sophomore students only.

225. Discovering Architecture. (Fa) [3] F

An exploration of the major ideas that have influenced the making of the architecture of our time. Illustrated discussions will be supplemented by readings and exercises designed to develop a thoughtful awareness of architectural space and form. (Course offered in alternate years, scheduled for 2002-2003.)

227. Survey of Western Architecture. (Fa or Sp) [3] F

A consideration of Western architecture from prehistory to the present day. Emphasis is placed on the historical context of buildings, the effects of new technologies, the relationship between a building's form and its function, and the interactions of architecture with its environment and the viewer.

231. History of Western Art I. (Fa) [3] F

A survey of Western art from pre-history through the middle ages. Emphasis is placed on examining art within the producing cultures of ancient Egypt, the ancient near east, classical Greece and Rome, the Byzantine East, and medieval Europe. Students will be exposed to the basic methods of art historical analysis.

232. History of Western Art II. (Sp) [3] F

A survey of Western art from 1300 to the present. Special emphasis will be placed on the development and expansion of Renaissance ideals of art, and then the reassessment of these ideals in the Nineteenth and Twentieth Centuries.

265. Topics in Art History. (Fa or Sp) [1-3] F

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

321. Early Christian, Byzantine, and Medieval Art. (Fa) [3] F

An examination of the visual arts in Europe during the period normally known as the Middle Ages, ca. 313-1348. Attention will also focus on the art emanating from the Byzantine east. Art works discussed will include both secular and religious objects, and topics covered will include issues of aesthetics, iconography, style, functionality, and spirituality. (Course offered in alternate years; scheduled for 2002-2003.)

323. Italian Renaissance Art. (Fa) [3] F

This course examines Italian art and architecture, ca. 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2001-2002.)

326. Northern Renaissance Art. (Sp) [3] F

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, art and the Reformation, theory, and the relationship of Northern European and Italian art and culture will be discussed. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel. (Course offered in alternate years; scheduled 2002-2003.)

328. Baroque Art. (Sp) [3] F

The course investigates European art ca. 1580-1750. Students will be introduced to the major artists, subjects, and stylistic developments during this time period. Additional emphasis will be placed on issues such as patronage, collecting, technique, women artists, and recent discoveries. Artists covered include Caravaggio, Bernini, Gentileschi, Rembrandt, Vermeer, Velasquez, and Rubens. (Course offered in alternate years; scheduled 2001-2002.)

334. American Art. (Fa) [3] F

A thematic examination of art produced in the United States from the colonial period to the present with special emphasis on the place of art and artists within a democracy. Themes include the relationship between political and visual representation, landscape as metaphor, race and ethnicity in art, and the tension between private and public patronage. Artists include Thomas Jefferson, Andy Warhol, Stuart Davis, and Frank Lloyd Wright. (Course offered in alternate years; scheduled for 2002-2003.)

337. Italian Architecture 1300-1700. (Sp) [3] F

An examination of architecture in Italy covering the Medieval, Renaissance, and Baroque periods. Special emphasis will be placed on the cultural context of buildings, architectural theory, and urban planning. Topics include patronage, the role of the architect and buildings in society, and special focus on Florence, Venice, and Rome. Architects covered include Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini. (Course offered in alternate years; scheduled for 2002-2003.)

341. Modern Art I. (Fa) [3] F

A survey of the major European art movements from about 1760 to 1870. Special emphasis is given to the interplay between politics and the emergence of new styles and subject matter in painting. Artists covered include David, Goya, Constable, Delacroix, Friedrich, Courbet, and Manet. (Course offered in alternate years; scheduled for 2002-2003.)

342. Modern Art II. (Sp) [3] F

A survey of European art from 1870 to 1940. Themes examined include "primitivism," the tension between modern art and mass culture, the attempt to combine radical politics with formal innovation, and the development of non-objective styles of painting. Movements discussed include symbolism, fauvism, cubism, futurism, dada, and surrealism. (Course offered in alternate years; scheduled for 2002-2003.)

345. Contemporary Art. (Sp) [3] F

A comprehensive survey of European and American art from 1940 to the present. Themes examined include the rhetoric of late-modernist criticism, the tension between modern art and mass culture, the effect of the cold war, the development of feminist strategies in representation, and the emergence of different voices in the art world in the past decade. Movements discussed include abstract expressionism, pop, minimalism, conceptual, process, neo-expressionism, and activist art. (Course offered in alternate years; scheduled for 2001-2002.)

356. Michelangelo. (Fa or Sp) [3] F

An examination of the life and art of Michelangelo Buonarroti (1475-1564). Special attention will be paid to stylistic, interpretive, and methodological issues, as well as the many controversies that have surrounded his life and art from the Renaissance to the present. Works studied will include painting, sculpture, architecture, drawings, and poetry. Class will combine both lecture and seminar formats.

360. Gallery Management. (Fa and Sp) [2]

An internship involved with the various aspects of gallery management, such as selection, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, lighting, receptions, security, etc. Students must enroll for two full semesters. Enrollment by permission of instructor. May be repeated for credit.

365. Advanced Topics in Art History. (Fa or Sp) [3] F

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different. Topics courses include Classical Art, Modernism, and Pop Art.

399. Tutorial for Honors Candidates. (Sp) [1]

Students interested in reading for honors in the Department of Art are required to enroll in a preparatory tutorial in the spring semester of their junior year. Successful completion of the tutorial does not necessarily guarantee acceptance into the Honors Program.

440. Art Theory and Criticism. (Fa) [3] F

A seminar devoted to the analysis of art theory and criticism in the modern period. Approaches examined include formalism, semiotics, marxism, and psychoanalysis. Open only to senior art majors and minors. Prerequisites: Art 150, 231, 232.

450. Museum Methods. (Fa, Sp) [3] F

An introductory training program in administration, organization, acquisition, preservation, conservation, cataloging, exhibition techniques, and the various operations of the art museum. Prerequisites: art major with junior or senior standing; recommendation of the Art Department and approval, through an interview, of the Director of the Dixon Gallery or the Memphis Brooks Museum. May be repeated for credit, with permission of chair.

455. Washington Semester. (Fa,Sp) [14-16]

A sixteen-week study of the arts and architecture in Washington, D.C.; consists of seminars, an internship, and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of department chair and special financial arrangements with the college.

485. Senior Seminar. (Sp) [3] F

Art History Track. Advanced seminar involving theory, methodology, and historiography. Students will submit a major research paper and conduct an oral presentation. Topics vary with instructor. Prerequisites: junior or senior standing within the Art History Track of the Department of Art. Required of all majors in the art history track. Prerequisites: Art 150, 231, 232. (Course offered in alternate years, or yearly with sufficient demand. Next scheduled for 2001-2002).

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

BIOLOGY

PROFESSOR

John S. Olsen. B.S., M.S., University of Illinois; Ph.D., University of Texas. (Systematics, evolution, plant taxonomy, morphology.)

ASSOCIATE PROFESSORS

Jay A. Blundon. B.S., Duke University; M.S., Ph.D., University of Maryland. (Animal physiology, neuroscience.)

Terry W. Hill. B.A., University of South Florida; M.S., Ph.D., University of Florida. (Cell biology, microbiology, biology of fungi.)

Carolyn R. Jaslow. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Biomechanics, histology, embryology, mammology.)

David H. Kesler. B.S., Denison University; M.S., University of Rhode Island; Ph.D., University of Michigan. (Ecology, limnology, behavior, coral reef ecology.)

Gary J. Lindquister. B.S., Furman University; M.S., Ph.D., Emory University. (Molecular biology, eukaryotic gene expression, virology.)

Charles L. Stinemetz. *Chair.* B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University. (Developmental biology, plant physiology, space biology.)

ASSISTANT PROFESSORS

Alan P. Jaslow. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (Vertebrate biology, functional morphology, evolution.)

Mary Miller. B.S., University of Tennessee; Ph.D., University of Virginia. (Genetics, microbiology, cell biology.)

STAFF

Christian Hardin. *Laboratory Supervisor and Biology Stockroom Manager.* B.S., University of Tennessee.

The Department of Biology seeks to provide students with an understanding of a modern scientific discipline with practice in its methods of investigation. Students will develop an understanding of the diversity of life and of the organizing principles of Biology, including the chemical and physical basis of life, the development and regulation of living systems, the expression and transmission of genetic information, the unity of structure and function at all levels of biological organization, the interactions that determine distribution and abundance of organisms, and the process of evolution.

A major in Biology provides a solid foundation for a career in any biologically related field and for acceptance into the finest graduate and professional schools. Many Biology majors have pursued careers as professional biologists (in research and higher education) or physicians. Other career choices include dentistry, veterinary medicine, laboratory technology, physical therapy, nursing, forestry, and wildlife management. A student's choice of courses within the major should reflect the student's interests and goals. Such planning is carried out by the student in consultation with a Biology professor and advisor.

Special opportunities. Students in Biology are strongly encouraged to include independent study in their curriculum. This can be accomplished within a variety of structured programs. Each member of the Biology faculty is actively engaged in research within the specific fields of interest listed above. Students can become involved in these research efforts by doing Directed Inquiries (variable credit options) or by enrolling in Biology 451 or 452, Research in Biology (1-4 credit

hours), which can be used to satisfy a major requirement as an upper level course with the completion of 4 credit hours.

Students may undertake independent work in various research facilities which offer other specialized opportunities for research, including the University of Tennessee Medical School, St. Jude Children's Research Hospital, the Memphis-Shelby County Health Department, and the Memphis City Zoo. Students may enroll in an intensive two-week field course in May given by Rhodes faculty at the Institute of Marine Sciences, Roatan Island, Honduras. This course stresses biological and geological processes, natural history, and the development of research questions focused on coral reef ecology. Biology students may also participate in the Oak Ridge Science Semester, a spring program for juniors and seniors which is described in the catalogue section on Special Study Opportunities.

Facilities. The Department of Biology is housed in a 37,000 square-foot wing of the Frazier-Jelke Science Center, located at the center of the Rhodes campus. Besides office and specialized laboratory space for each member of the Biology faculty, there are nine teaching laboratories, a mammal room, an aquarium room, a herbarium, constant temperature facilities, a cell culture laboratory, an electron microscope facility with both TEM and SEM, a video imaging center, two darkrooms, and three laboratory preparation rooms among the special facilities in the department. The Biology Library, located in the Frazier Jelke Science Center, houses many of the current journal holdings of the Biology Department. Books and other periodicals are housed in Burrow Library.

Non-Science majors. Students not majoring in Biology may satisfy a portion of the general degree requirements in the Natural Sciences by enrolling in Biology 120, Botany; Biology 121, Zoology; a course in the Biology 105 series, Topics in Biology; Biology 200, Evolution; or Biology 201, Mycology.

REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO THE B.S. DEGREE

A total of fifty-two to fifty-four (52-54) credit hours as follows:

1. Biology 120-120L, 121-121L.
2. At least seven upper level courses; at least five of these must have lab components. Four hours of research in Biology (Bio 451-452) and/or Chemistry 414/414L may also be counted as upper level courses.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L or 122-122L, 211-211L, 212-212L.
5. Math 111 and either 115 or 121. (A third course in Mathematics is required by the college for the B.S. degree).

REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO THE B.A. DEGREE

A total of forty-seven to forty-nine (47-49) credit hours as follows:

1. Biology 120-120L, 121-121L.
2. At least six upper level courses; at least four of these must have lab components. Four hours of research in Biology (Bio 451-452) and/or Chemistry 414/414L may also be counted as upper level courses.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L or 122-122L.
5. Math 111 and either 115 or 121.

HONORS IN BIOLOGY

Honors in Biology involves intensive investigation into a research topic. In addition to the normal degree requirements, Honors students will enroll in 3-4 hours of supervised research each term during the senior year. The research culminates in the writing of the Honors thesis and the presentation of the Honors research in a seminar. Students interested in Honors in Biology are urged to begin their planning early and discuss their interests with a Biology faculty member. Approval of Honors work is granted by the Individualized Studies Committee.

COURSE OFFERINGS

105. Topics In Biology. (Fa, Sp) [3] N

Topics in Biology courses provide an in-depth understanding of a topic in the Biological Sciences. As in other introductory biology courses, each Topics course details fundamental principles and concepts in the discipline, but in the context of a specific topic. Titles of previous Topics in Biology include: Animal Communication; Art and Science of Wine; Biology of the Mind; Biology Through Bees; Disease and Immunity; Economic Botany; Environmental Issues; Human Biology; Human Heredity; Microbes and Human Affairs. Actual offerings vary each semester. Topics in Biology may be taken as elective credit by students majoring in Biology provided they have not already taken an upper level Biology course of similar content; however, Topics in Biology will not satisfy upper-level course requirements for the major in Biology.

120-120L. Botany. (Fa) [3-1] N

A study of the basic principles of cell and plant biology. Cell structure and physiology, plant anatomy, reproduction and development, physiology and genetics will be examined to describe the basis of plant function. Laboratory work will combine observation with investigative procedures. Prerequisites: none. Three hours of lecture and four hours of laboratory per week.

121-121L. Zoology. (Sp) [3-1] N

A study of animal diversity covering the following subdisciplines of zoology: anatomy, physiology, ecology, development, molecular biology, histology and behavior. Mechanisms and principles of evolution will be emphasized throughout the course. The laboratory stresses the importance of hypothesis testing. Prerequisites: none. Three hours of lecture and four hours of laboratory per week.

200. Evolution. (Fa,Sp) [3] N

A study of the evolutionary process from the historical development of the Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of populational change, the process of speciation, the origins of life and extinction. Prerequisite: Biology 120 or 121 or consent of the instructor. Three hours of lecture per week.

201. Mycology. (Sp) [4] N

The study of life's "fifth kingdom": the fungi and fungus-like protists. Even though they share an equal evolutionary standing with plants and animals, to most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Where do they live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills

in the isolation and characterization of fungi from nature. Prerequisite: Biology 120, 120L or consent of the instructor. Three hours of lecture/discussion and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

202. Vertebrate Life. (Sp) [3]

A study of the diversity of vertebrates including past and present radiations. This course focuses on the various and diverse adaptations in behavior, ecology, morphology and physiology that allow vertebrates to successfully inhabit water, air and land. Prerequisites: Biology 121, 121L. Three hours of lecture/discussion per week. (Course offered in alternate years; scheduled for 2002-2003.)

204. Mechanisms of Development. (Sp) [4]

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three hours of laboratory per week.

206. Survey of the Plant Kingdom. (Sp) [4]

A study of the diversity of the plant kingdom, including algae, bryophytes and vascular plants. Emphasis will be placed on the morphology, life history and phylogenetic relationships of the groups examined. Prerequisites: Biology 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

207. Animal Behavior. (Sp) [4]

An evolutionary and ecological approach to questions of why and how animals behave as they do. Emphasis is on how traits help individuals maximize the survival of genes within them. Laboratories will involve quantitative data collection in both the laboratory and field. Math 111 or equivalent suggested. Prerequisites: Biology 121, 121L, 200. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2002-2003.)

209. Embryology. (Sp) [3]

A study of the morphological changes that occur in animals from fertilization of an egg to birth. This anatomically-based course will focus on the development of the major organ systems and body plan of vertebrates, including comparisons of developmental patterns among vertebrates and understanding what happens when the patterns are disrupted to produce birth defects. Prerequisites: Biology 121, 121L. Three hours per week of class meetings that will be predominantly lecture with some laboratory work. (Course offered in alternate years; scheduled for 2001-2002.)

240. Plant Physiology. (Fa) [4]

An examination of physiological processes which operate in vascular plants. The course will emphasize water relations, photosynthesis and gas exchange, hormonal control of tropistic responses, plant development, and mineral recycling. Laboratory work will be conducted on both the molecular and whole plant levels. Prerequisite: Biology 120, 120L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2002-2003.)

250. Systematics. (Sp) [4]

Systematics involves the recognition and explanation of patterns found among organisms. It is concerned with the evolutionary processes which generated the observed patterns as well as the mechanical aspects of describing the relationship between organisms in a meaningful way both taxonomically and evolutionarily. Prerequisite: Biology 200. Three hours of lecture and not less than three hours of laboratory per week.

252. Coral Reef Ecology - Primary Literature. (Sp) [1]

Primary literature dealing with coral reef ecology will be read and discussed to gain an in-depth understanding of coral reef processes. This course should be taken concurrently with Biology 253 and will provide a strong foundation for students continuing with Biology 254. Prerequisites: Biology 121, 121L or consent of instructor.

253. Coral Reef Ecology. (Sp) [1]

Emphasis will be placed on biological and geological field techniques, biological classification, primary literature dealing with coral reef ecology and geology, developing snorkeling proficiency, and instruction on expectations in Biology/Geology 254. Between one and two hours of class meetings per week. Prerequisite 121, 121L and consent of instructor.

254. Coral Reef Ecology. (May) [2] N

This intensive two-week field course exposes students to coral reefs, coral reef organisms, and the modern geological processes of carbonate sedimentation. This course will be given at The Institute of Marine Sciences, Roatan, Bay Islands during the middle two weeks of May. The Biology 252, 253, and 254 sequence may be combined for four hours and counted as an upper-level course for majors. Biology 253 and 254 may be combined for three hours and counted as a natural science with laboratory requirement for non-majors. Prerequisite: Biology 253.

301. Microbiology. (Fa) [4]

The study of bacteria from every major organizational perspective of Biology (physiology, ecology, phylogeny, genetics, etc.) Principal emphasis will be placed upon the importance of basic metabolic patterns in defining the many important roles that bacteria play in nature (including causing disease) and in understanding the roles that many bacteria play in human economic activities. The laboratory emphasizes the development of skills in the isolation and characterization of bacteria from nature. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2002-2003.)

304. Genetics. (Sp) [4]

A study of the transmission of genetic factors in microorganisms, plants and animals. The nature of the gene and its expression is a central theme in this study. Laboratory exercises include experimental genetic crosses and their analysis using *Drosophila* and computer simulation exercises. Prerequisites: Biology 120, 120L, 121, 121L, 200 or permission. Three hours of lecture and not less than three hours of laboratory per week.

307. Cell Biology (Fa) [3]

An advanced treatment of the organization and functions of eukaryotic cells. Primary emphasis will be placed on the role of biological membranes in such cellu-

lar activities as nutrition, secretion, intercellular recognition and communication, and energy transformations. Emphasis will also be placed on the role of proteins in motility and the regulation of cell metabolism. Prerequisites: Biology 120, 120L, 121, 121L. No laboratory is required, although Bio 308 or Bio 309 are recommended for those students desiring an appropriate laboratory accompaniment.

309. Electron Microscopy. (Sp) [2]

A laboratory/lecture course covering the theoretical and practical aspects of the use of transmission electron microscopy in biological research. Principal emphasis will be placed on the operation of the transmission electron microscope, specimen preparation in thin section, and techniques of image recording. Prerequisites: Biology 120, 120L, 121, 121L. One hour of lecture and not less than three hours of laboratory per week plus an independent project. Credit in this course can be combined with 2 hours credit in Bio 451 or 452 to satisfy an upper level course requirement in Biology, or it can be used as a laboratory accompaniment to Bio 307.

310. Methods in Biochemistry and Cell Biology. (Fa) [2]

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and immunofluorescence microscopy. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work. Same as Chemistry 310. Prerequisites: Chemistry 112-112L or 122-122L and at least junior standing.

315. Ecology. (Fa) [4]

A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions which determine the distribution and abundance of organisms. The laboratory component consists of both on-campus laboratory work and intensive aquatic field experiences including at least one overnight outing. Students with organismal and environmental interests desiring a field component are encouraged to participate. Prerequisites: Biology 120, 120L, 121, 121; Math 111 or equivalent recommended. Three hours of lecture and not less than three hours of laboratory per week. Several weekend field trips are required.

325. Molecular Biology. (Fa) [4]

A study of the structure and function of genes at the molecular level. Topics include the synthesis of nucleic acids and proteins and the mechanisms of gene expression and control in prokaryotes and eukaryotes. An emphasis will be placed on the design, analysis, and interpretation of classic and contemporary experiments. The laboratory component will teach the student how to conduct and interpret experiments in molecular biology including growth and isolation of bacteria, phage, and plasmids, gel electrophoresis of DNA and RNA, recombinant DNA cloning, and DNA sequencing. Prerequisites: Biology 120, 120L, 121, 121L, Chemistry 111 or permission of instructor. Three hours of lecture and not less than three hours of laboratory per week.

330. Virology/Immunology. (Sp) [3]

Approximately one quarter of the course is devoted to Virology, including the

structural basis for classification of viruses and both viral and host aspects of virus infection and replication. The remainder of the course provides an overview of the vertebrate immune system, focusing mainly on specific mechanisms of cellular and humoral immunity. Prerequisites: Biology 121, 121L. Three hours of lecture. No laboratory is required, although Biology 308 is recommended for those students desiring an appropriate laboratory accompaniment.

340. Animal Physiology. (Fa) [4]

A study of the organs and organ systems of animals using both physical and chemical relationships to describe their functional activities and roles in controlling the animal's internal environment. Although primary emphasis will be placed on the vertebrates, the diversity of physiological adaptations of invertebrates will also be examined. Laboratory investigations will include studies of the nervous system responses to external stimuli, functional diversity of vertebrate muscles, regulation of vertebrate cardiac activity, blood pressure and respiration, and regulation of vertebrate salt and water balance. Laboratory experiments will involve the careful and humane use of live vertebrates as research models. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week.

350. Comparative Vertebrate Morphology. (Fa) [4]

A comparative approach to the study of vertebrate anatomy, emphasizing evolution, development, and functional significance. This course focuses on the morphological patterns shared by vertebrates. Laboratories will involve dissection of representative vertebrates. Prerequisites: Biology 121, 121L. Two hours of lecture per week and not less than 4 hours of laboratory per week.

360. Histology (Fa) [4]

A study of the microscopic features of animal cells, tissues and organs. This course emphasizes the relationship between microscopic form and function starting with a brief overview of cells and progressing through the different mammalian organ systems. Prerequisites: Biology 120, 120L, 121, 121L. Three hours of lecture and not less than three hours of laboratory per week.

370. Neuroscience. (Sp) [4]

A study of the structural and functional aspects of the central and peripheral nervous systems. Topics covered may range from the processes involved in communication within individual cells of the nervous system to higher order human brain functions such as learning, memory, states of sleep and consciousness, and the physiological regulation of emotions and behavior. Pathologies of the brain (mania, schizophrenia, Alzheimer's disease) may also be included. Laboratory investigations will give students hands-on experience in electrophysiology, biophysics, and cell biology, and will include studies of intracellular signals (resting potentials, synaptic potentials and action potentials) of excitable cells, an examination of the complexity of neural networks, cell culture and investigations of growth and development of the nervous system. Some laboratory experiments will involve the careful and humane use of live vertebrates as research models. Prerequisite: Biology 121, 121L. Three hours of lecture and three hours of laboratory per week. (Course offered in alternate years; scheduled for 2001-2002.)

451-452. Research in Biology. (Fa, Sp) [1-4]

Qualified students may conduct original laboratory or field research in biology. A student may use four hours of research or a combination of two hours of credit from

Bio 308 or Bio 309 combined with research credit to total four hours to satisfy one of the upper level requirements in Biology. Interested students should consult the appropriate Biology faculty member. Prerequisite: permission of sponsoring faculty member. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

460. Internship in Biology. (Fa, Sp) [1-3]

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as Health Care, Laboratory Diagnosis, Forensics, Environmental Protection, Agriculture. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 hours per semester for no more than two semesters. Prerequisites: Permission of Departmental Program Director. (Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.)

485-486. Senior Seminar. (Fa, Sp) [3]

All Biology majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a broad, integrative experience in Biology, requiring both oral and written work.

495-496. Honors Tutorial. (Fa, Sp) [3-6,3-6]

Open to candidates for honors in biology. Includes supervised honors research and instruction in a biological field of study. Prerequisite: Departmental permission.

MARINE SCIENCES

Rhodes College is an affiliate of the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. Courses in the marine sciences offered by that institution in the summer are available to students with the grades being processed by the College as though the courses were taken on the home campus. Offerings change each year, so students interested in these courses should check with the Biology Department for details.

COURSE OFFERINGS

Marine Science II: Marine Biology. [5]

General introduction to marine biology emphasizing local fauna and flora. Prerequisites: 8 hours of biology.

Marine Invertebrate Zoology. [6]

A concentrated study of the important free-living, marine and estuarine invertebrates of the Mississippi Sound and adjacent continental shelf of the northeastern Gulf of Mexico with emphasis on the structure, classification, phylogenetic relationships, larval development and functional processes. Prerequisites: 16 hours of biology, including an introduction to invertebrate zoology.

Marine Ecology. [5]

A consideration of the relationship of marine organisms to their environment, effects of temperature, salinity, light, nutrient concentration, currents, food, predation, and competition on the abundance and distribution of marine organisms. Prerequisites: 16 hours of biology.

Coastal Vegetation. [5]

A broad study of general and specific aspects of coastal vegetation, and certain unique areas. Vegetational composition, variation, succession, climax, and distribution including survey and descriptive methods, plant identification, delineation of vegetational types and mapping. Prerequisites: 10 hours of biology including general botany.

Coastal Ecology for Teachers. [4]

Course provides teachers with a foundation in basic coastal ecology, enhancing awareness and understanding of marine and aquatic environments. Prerequisites: Basic science courses required for education degree or consent of instructor.

Marine Mammals. [5]

An examination of the natural history and population ecology of cetaceans, including life history, distribution, population dynamics, diet and feeding, social structure, evolution, and zoogeography. Additional topics may include physiology, communication and echolocation, marine mammal conservation and management. Pinnipeds, sirenians, sea otters and the polar bear will also be covered. Laboratory sessions will cover identification, abundance surveys and applications, and the anatomy of the bottlenose dolphin. Prerequisites: 12 semester hours of biology including Marine Science II or Marine Ichthyology.

Marine Aquaculture. [6]

This course is intended to familiarize the upper level student with current concepts in marine aquaculture: principles and technologies applied to the culture of commercially important marine organisms, history, economic importance, basic components of marine aquaculture systems, a survey of species and systems, principles of water quality for culturing facilities, and diseases of marine organisms as they relate to marine aquaculture. Prerequisites: 16 hours of biology.

Marine Invertebrate Biology [5]

A concentrated study of the important free-living marine and estuarine invertebrates of the Mississippi Sound and contiguous continental shelf of the northeastern Gulf of Mexico. Emphasis on structure, classification, phylogenetic relationships, larval development, and functional processes. Prerequisites: 16 hours of biology, including general zoology and introduction to invertebrate zoology.

CHEMISTRY

PROFESSORS

David Y. Jeter. *Chair.* B.S., Texas A&M University-Commerce; Ph.D., University of North Carolina, Chapel Hill. (Inorganic chemistry.)

Robert G. Mortimer. B.S. and M.S., Utah State University; Ph.D., California Institute of Technology. (Physical chemistry.)

ASSOCIATE PROFESSORS

Darlene M. Loprete. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

Bradford D. Pendley. B.S., Eckerd College; Ph.D., Cornell University. (Analytical chemistry.)

Richard D. Redfearn. B.S., Lander College; Ph.D., Duke University. (Organic chemistry.)

CHEMISTRY STOREROOM AND LABORATORY MANAGER

Jeff R. Goode. B.S., University of Memphis.

The Department of Chemistry at Rhodes views modern chemistry as a broadly diverse science, with roots in physics and mathematics, and applications in biology, geology, medicine, and industry. The study of chemistry provides the student with both knowledge and understanding of the composition, properties, and transformations of natural and synthetic substances. Work in the department consists of lectures, problem-solving exercises, laboratory work, and research opportunities. It is through this combination of empirical learning, experimentation, and creative thought that the study of chemistry contributes to a good liberal arts education.

Rhodes believes that the sciences, as well as the arts, are liberal, and that a science as diverse as chemistry offers an attractive focus for a liberal collegiate education as suitable for a farmer, a homemaker, or a public policy maker in the modern world as for a professional chemist. However, the majority of the department's graduates enter careers more directly related to chemistry. In recent years, graduates have typically followed one of three paths: employment in the chemical industry, research laboratories, or secondary-level teaching at the bachelors level; entry into such chemistry-related fields as medicine, dentistry, environmental science, toxicology, and patent law after further professional education; or entry into chemistry-related teaching and research at advanced levels after further graduate study.

Special opportunities. Students majoring in chemistry are encouraged to consider becoming involved in the department's research program either during the academic year or in the summer. Through cooperative arrangements, off-campus research opportunities are also available to selected students. Interested students should contact the departmental chair for additional information.

Entry into work of the department. Students may enter the chemistry program at several levels. Non-science majors may use Chemistry 105 or Chemistry 111-111L as entryways to the basics of chemistry and an introduction to the relationships between chemistry and other branches of knowledge and between chemistry and everyday life.

A student who is considering taking a B.S. or a B.A. degree with a major in Chemistry with either the Chemistry or Biochemistry track is advised to take the Chemistry 111-122 sequence in the first year at the college. One year of high school chemistry is the normal prerequisite for this sequence, and students who have not

had a year of high school chemistry may wish to take the equivalent of such a course in the summer preceding the freshman year. However, capable students have in the past successfully completed the first year chemistry sequence without prior chemistry courses. The consent of the instructor is required in this case. Students majoring in other sciences or mathematics may choose to take the Chemistry 111-112 sequence as an introduction to work within the department.

Facilities. Departmental offices, classrooms, and a full range of laboratories are located in the Berthold S. Kennedy Hall. The Atkinson Chemistry Library is also located in Kennedy Hall. The department maintains a wide variety of research equipment and instruments, both to permit faculty members to carry out research reaching to current frontiers and to permit students to have hands-on access to sophisticated equipment.

Planning a major. As a chemistry major's interests develop, a personalized program suitable to the student's particular objectives is designed in consultation with the department. The heart of any such program is a regular sequence of core courses. In the first year, the entering major should take Chemistry 111 and 122, and the accompanying laboratory courses, along with two terms of calculus. In the second year the student should take Chemistry 211-212 with laboratory, along with two terms of physics. In the third year, the student should take Chemistry 311-312, with laboratory.

Additional courses, chosen for the particular student's program, offer greater depth, both in the three years of core courses and in the senior year. In the junior and senior years, capable students are urged to participate in original research, usually in cooperation with faculty members, by taking Chemistry 451-452.

The department also offers a track in Biochemistry. This program is appropriate for students contemplating graduate study in biochemistry or other related biomedical fields. The first and second years of the program are identical to that of the Chemistry track.

Special accreditation. The department is among those certified by the American Chemical Society as complying with all its requirements for the professional training of chemists.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE

B.A. DEGREE

A total of forty-seven to forty-nine (47-49) credit hours as follows:

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311, 311L, and three additional approved one-semester courses.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE

B.S. DEGREE

A. Chemistry Track

A total of fifty-two to fifty-three (52-53) credit hours as follows:

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 406, 408, and one additional approved one-semester course.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

B. Biochemistry Track

A total of sixty-three to sixty-four (63-64) credit hours as follows:

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 310, 311-312, 311L-312L, 414-415.
2. Biology 120-121, 121L, 307 and one of the following: 301, 330, 340 or 370.
3. Physics 111-112 or 109-110, 113L-114L.
4. Mathematics 121-122.
5. Chemistry 385-386.
6. Chemistry 485-486.

REQUIREMENTS FOR CERTIFICATION BY THE AMERICAN CHEMICAL SOCIETY

1. Chemistry 111-111L, 122-122L, 211-212, 211L-212L, 311-312, 311L-312L, 406, 408, 414 and one of the following: Chemistry 415, 422, 432, 451, 452, or an approved advanced course in molecular biology, physics or mathematics.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

HONORS IN CHEMISTRY

1. Courses required: those listed for the B.S. degree as well as Chemistry 451 and 452.
2. An original investigation of some problem in chemistry or biochemistry, usually related to research being carried on by a member of the department, is required. A creditable thesis must be presented at the end of the project. The honors project and its outcome must be approved by the Individualized Studies Committee.
3. A public presentation on the honors work is required by the department.

COURSE OFFERINGS

NOTE: The laboratory periods referred to in the following courses indicate an afternoon period of at least three hours.

105. Topics in Chemistry. (Fa-Sp) [3] N

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences.

111. General Chemistry I. (Fa) [3] N

A study of the basic concepts and principles of chemistry with a particular emphasis on inorganic chemistry. Topics to be considered include stoichiometry, atomic and molecular structure, bonding, descriptive chemistry, and coordination chemistry. Prerequisite: One year of high school chemistry or consent of instructor. Corequisite: Chemistry 111L.

111L. General Chemistry Laboratory I. (Fa) [1]

An experimental introduction to the physical and chemical properties of matter. One laboratory period of four hours a week. Corequisite: Chemistry 111.

112. General Chemistry II. (Sp) [3] N

A continuation of Chemistry 111. Topics to be covered include states of matter, solutions, elementary kinetics and equilibria, acids and bases, oxidation-reduction and electrochemistry, and thermochemistry. Prerequisite: Chemistry 111-111L. Corequisite: Chemistry 112L.

112L. General Chemistry Laboratory II. (Sp) [1]

An experimental introduction to the volumetric techniques of chemical analysis. One laboratory period of four hours a week. Prerequisite: Chemistry 111L. Corequisite: Chemistry 112.

122. Chemical Separations and Measurements. (Sp) [3] N

A continuation of Chemistry 111 for students planning to major in the chemistry or biochemistry tracks. A detailed study of chemical equilibria with special attention given to ionic systems and acid-base reactions. An introduction to the basic principles and practice of absorption spectrophotometry and electrochemistry. A unified treatment of all types of chromatography. Prerequisite: Chemistry 111-111L. Corequisite: Chemistry 122L.

122L. Chemical Separations and Measurements Laboratory. (Sp) [2]

Practical laboratory experiments which provide the foundation for the material covered in Chemistry 122. Two four-hour laboratory periods per week. Corequisite: Chemistry 122.

180. The Art and Science of Early Italian Painting. (Sp) [3]

An interdisciplinary course in which students study the art and science of early Italian painting. Students will produce their own panel painting using original techniques and analyze the scientific principals involved in creating such works. Students will also investigate the cultural, historical, and stylistic context in which Italian art was produced ca. 1250-1500. Two lectures and one lab per week. Prerequisite: One year of high school chemistry or the equivalent. (Course offered in alternate years; scheduled for 2001-2002.)

211-212. Introductory Organic Chemistry. (Fa-Sp) [3-3] N

A general survey of elementary theory, preparation, reactions, and properties of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups. Prerequisite: Chemistry 112-112L or 122-122L. Corequisite: Chemistry 211L-212L.

211L-212L. Organic Chemistry Laboratory. (Fa-Sp) [1-1]

Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week. Corequisite: Chemistry 211-212.

310. Methods in Biochemistry and Cell Biology. (Fa) [2]

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and immunofluorescence microscopy. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work. Same as Biology 310. Prerequisites: Chemistry 112-112L or 122-122L and at least junior standing.

311-312. Physical Chemistry. (Fa-Sp) [3-3]

An introduction to the fundamental study of chemical phenomena using prima-

rily the techniques of thermodynamics, quantum mechanics, and statistical mechanics. Prerequisites: Chemistry 112-112L or 122-122L, Physics 111-112, 113L-114L and Mathematics 122. Corequisite: Chemistry 311L-312L. Recommended corequisite: Mathematics 223.

311L-312L. Physical Chemical Laboratory. (Fa-Sp) [1-1]

Experimental study of physico-chemical systems, using research-oriented techniques. Designed to be taken with Chemistry 311-312. One laboratory period a week.

385-386. Chemistry Junior Seminar. (Fa-Sp) [0-1]

A seminar course required of all junior chemistry majors. The course consists of participation in departmental seminars, as well as instruction and discussion on information retrieval in chemistry and on technique and practice in oral presentation.

406. Instrumental Analysis. (Fa) [4]

A study of the principles and practice of absorption and emission spectroscopy, mass spectrometry, electroanalytical chemistry, chromatography, radiochemical methods, infrared and nuclear magnetic resonance spectroscopies. Emphasis is placed on understanding the major instrumental tools a chemist may use to study chemical phenomena. Two lectures and two laboratory periods a week. Prerequisites: Chemistry 122-122L, 211-212, 211L-212L, 311-312, and 311L-312L.

408. Advanced Inorganic Chemistry. (Sp) [3]

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Six laboratory periods during the semester. Prerequisites: Chemistry 122-122L, 211-212, 211L-212L, 311-312, and 311L-312L. Recommended: Chemistry 406.

414. Biochemistry. (Fa) [3]

A survey of the chemistry of carbohydrates, lipids and proteins, and their metabolism in living organisms. The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied. Prerequisites: Chemistry 211-212, 211L-212L.

415. Advanced Biochemistry. (Sp) [3]

A study of the flow of genetic information from DNA to proteins, including transcription, mRNA processing, and translation. Aspects of molecular physiology will also be investigated. Prerequisite: Chemistry 414.

422. Advanced Organic Chemistry. (Sp) [3]

Modern theories of organic chemistry with emphasis on advanced synthetic methods and reaction mechanisms. Prerequisites: Chemistry 211-212 and 211L-212L.

432. Advanced Physical Chemistry. (Fa) [3]

A continuation of Chemistry 312, with more detailed treatments of quantum chemistry, statistical mechanics, and spectroscopy. Prerequisites: Chemistry 311-312, and 311L-312L, Mathematics 122.

451,452. Introduction to Research. (Fa,Sp) [1-3,1-3]

Original investigations undertaken by junior and senior chemistry majors of chemical or biochemical problems usually related to research being carried on by members of the department. A maximum of 12 credit hours may be earned. For degree purposes three semester hours of 451 and/or 452 will be equivalent to a course

even if these hours are not all taken in the same semester. Sophomores interested in research should pursue such interest through Directed Inquiries.

485-486. Chemistry Senior Seminar. (Fa-Sp) [0-2]

A seminar course required of all senior chemistry majors. The course is designed to promote independent thinking, integration of topics in chemistry, and to provide practice in group discussion and in written and oral presentation.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS

Daniel G. Arce. *Robert D. McCallum Professor of Economics.* B.A., Olivet College; M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign. (Managerial economics, industrial organization, economic theory.)

Marshall E. McMahon. B.A., University of the South; Ph.D., Vanderbilt University. (History of economic thought, business ethics.)

ASSOCIATE PROFESSORS

Dee Birnbaum. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., Ph.D., City University of New York. (General management, human resource management.)

Pamela H. Church. *Director, M.S. in Accounting Program.* B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

Ronald H. Eaton. B.B.A., M.B.A. University of Memphis; Ph.D., University of Arkansas. C.P.A. (Accountancy.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

Teresa A. Beckham. B.A., Agnes Scott College; Ph.D., University of North Carolina at Chapel Hill. (International economics, econometrics, macroeconomics.)

Marshall K. Gramm. B.A., Rice University; Ph.D., Texas A & M University. (Public economics, econometrics.)

Deborah N. Pittman. B.A., Rhodes College; M.S. and Ph.D., University of Memphis. C.P.A., C.F.A. (Finance.)

Allan Ryan. B.A. McGill University; M.A. University of Toronto; M.B.A. McGill University; M.S., Ph.D. Cornell University. (Business Policy, international management, business ethics.)

INSTRUCTOR

Michael Rollosos. B.A., Rhodes College. (Statistics)

PART-TIME INSTRUCTOR

Max A. Piwonka. C.P.A. B.S., University of Tennessee at Martin; M.S., University of Memphis.

The Department of Economics and Business offers three majors to meet students' particular interests and career goals: Economics, Business Administration, and Economics and Business Administration. There are two tracks within the Business Administration major: General Business Administration and International Business Administration. Economics and business administration are closely related social sciences that share a common theoretical base and employ similar methodology and analytical tools. They differ primarily in the perspectives taken and the problems on which they focus. A liberal education in economics provides students with an understanding of the method and techniques of economic analysis, the important economic institutions in our economy and the role that they play, and the policies designed to correct economic problems. Similarly, a liberal education in business administration provides students with both applied knowledge of the functional

areas of the business firm's operations, and with the broader social and historical perspective required for successful leadership roles in business and society at large. Courses are offered to help students understand the nature of and reasons for the accomplishments and problems of economic systems, in theory and in practice. Anyone concerned with the operation of businesses, monetary and financial institutions, tax laws, the government's role in the economy, economic development of the developing countries, and international trade and finance, will find courses in the department that address these concerns. For non-majors, courses which have a minimum of prerequisites are offered in both economics and business administration.

A major in the department provides an appropriate foundation for a career in business or government that begins after the completion of the baccalaureate degree, and/or for graduate study in business administration, economics, law, or international business. Our graduates often pursue careers in accounting, advertising, banking, human resource management, industrial engineering, finance, management consulting, marketing and sales.

Special opportunities. Majors may be eligible to participate in an internship program (see the course description below for Business Administration 460) which offers a wide range of experiential opportunities with banks, stock brokerages, manufacturers, hotels, and other businesses.

Planning a major. In planning a major in the department, students should pay special attention to the prerequisites for upper-level courses. Certain basic courses are required for most of the advanced courses, and some of the advanced courses are, in turn, required for further advanced work. By the end of the sophomore year, prospective majors in either economics or business administration should have completed the following courses: Economics 101-102, 290, and Mathematics 115. In addition to these courses, students majoring in Business Administration should have completed Business 241 by the end of the sophomore year. Though not required, it is strongly recommended that prospective majors begin Economics 101-102 and Math 115 in the first or second semester of the first year.

Specific requirements for the CPA exam are being changed and vary from state to state. Interested students must determine for themselves what the requirements are in their own state. In general, students interested in emphasizing accounting in their major, with the goal of sitting for the CPA exam or going on for an advanced degree in accounting, should complete Business Administration 241 by the end of the sophomore year. Regardless of the state of residency, adequate preparation for the CPA exam generally requires, at a minimum, Business Administration 241, 343, 345, 341-342, and 448.

International Business Track. One of the stated goals of the Department of Economics and Business is to offer an international perspective of economics and business administration to students. International business is the field of study that focuses on business activities that cross national boundaries. Attractive foreign opportunities and strong competition from abroad necessitate that strategic planning be undertaken in a global context. Managers must be prepared for greater flexibility and creativity, as well as greater customer orientation. International business combines the science and the art of business with many other disciplines, such as economics, geography, history, language, statistics, political science, and demography. We encourage students on the international business track to achieve the broad exposures required to participate in international business by taking courses throughout the liberal arts curriculum. We especially encourage students to take courses in international studies and in at least one modern language.

Master of Science in Accounting. A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of

Economics and Business. Students who have completed an undergraduate degree in the Department of Economics and Business and who have taken those accounting courses listed above, can finish the requirements of the M.S. in Accounting degree in two additional semesters of study. For a complete listing of courses and degree requirements in the M.S. in Accounting program, see the section on Master of Science in Accounting.

Interdisciplinary programs and majors. For a description of interdisciplinary programs and majors offered by the Department of Economics and Business Administration, refer to the section on Interdisciplinary Study.

Courses for non-majors. Economics 101-102, for which there are no prerequisites, is the appropriate entry into the department for majors and non-majors alike, and Economics 101 is a prerequisite for all courses in the department except Business Administration 241. Students interested in taking additional courses in the department may take any course for which they have met the prerequisites. However, such students should consult with a member of the department faculty to determine a logical sequence of courses suitable for their particular interests.

Mathematics requirement. Students who contemplate graduate work in economics or business administration are urged to substitute Mathematics 121 and 122 for Mathematics 115. Mathematics 115 is a terminal course in mathematics that is not suitable to support additional work in mathematics needed for graduate study. In addition, it is recommended that Mathematics 223 and 261 be taken. For the student contemplating doctoral studies in economics, the equivalent of a major in mathematics is strongly recommended. Consult a member of the economics faculty for further information.

REQUIREMENTS FOR A MAJOR IN ECONOMICS

A total of thirty-six (36) credit hours as follows:

1. Economics 101-102, 290, 302, 307, 308, 320, 486.
2. Three courses, at least one from each of the following areas:
 - a. Domestic issues: Economics 201, 205, 206.
 - b. International/Historical: Economics 210, 212, 222, 322.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Recommended: Mathematics 107 and Philosophy 304.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION

General Business Administration Track

A total of forty-two (42) credit hours as follows:

1. Economics 101-102, 290, 302, 307.
2. Business Administration 241, 343, 351, 361, 371, 486.
3. One course from each of two of the following areas:
 - a. Accounting: Business Administration 341.
 - b. Finance: Business Administration 452, 454.
 - c. Management: Business Administration 366, 463.
 - d. Marketing: Business Administration 372, 473.
 - e. Quantitative methods: Business Administration 375, Economics 320.
4. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
5. Recommended: Mathematics 107, Philosophy 304.

International Business Administration Track

A total of forty-eight (48) credit hours as follows:

1. Economics 101-102, 290, 302, 307, and either 201 or 210.

2. Business Administration 241, 343, 351, 361, 371, 454, 463, 473, 486.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Foreign Language proficiency in or completion of course of study in a foreign language through the second full year at the college level.
5. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MAJOR IN ECONOMICS AND BUSINESS ADMINISTRATION

A total of fifty-four (54) credit hours as follows:

1. Economics 101-102, 290, 302, 307, 308, 486.
2. Business Administration 241, 343, 351, 361, 371, 486.
3. Two courses, one from each of the following areas:
 - a. Domestic issues: Economics 201, 205, 206.
 - b. International/Historical: Economics 210, 212, 222, 322.
4. One course from each of two of the following areas:
 - a. Accounting: Business Administration 341.
 - b. Finance: Business Administration 452, 454.
 - c. Management: Business Administration 366, 463.
 - d. Marketing: Business Administration 372, 473.
 - e. Quantitative methods: Business Administration 375, Economics 320.
5. Mathematics 115 (for graduate study, see note above concerning mathematics requirement).
6. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MINOR IN ECONOMICS

A total of twenty-one (21) credit hours as follows:

1. Economics 101, 102, 290, 302, 307.
2. One additional course from the following: Economics 201, 205, 206, 210, 212, 222, 320, 322.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Students who major in Business Administration may not minor in Economics

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION

A total of twenty-one (21) credit hours as follows:

Option I

Economics 101, 102, 290.

Business Administration 241, 351, 361, 371.

Option II

Economics 101, 102, 290.

Business Administration 241 and 343.

Two additional courses from the following: Business 341, 342, 351.

HONORS IN ECONOMICS

1. Requirements for a major in Economics.
2. Economics 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program and receive approval from the Individualized Studies Committee.

HONORS IN BUSINESS ADMINISTRATION

1. Requirements for a major in Business Administration.
2. Business 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program and receive approval from the Individualized Studies Committee.

COURSE OFFERINGS

Generally, courses with numbers ending in 00 through 39 are economics courses, those ending in 40 through 79 are business courses, and those ending in 80 through 99 are both. Within business, the course numbers indicate the particular area: 40s-accounting and related areas, 50s-finance, 60s-management, and 70s-marketing.

ECONOMICS**101-102. Introduction to Economics. (Fa-Sp, Sp-Fa) [3-3] S**

A survey of economic analysis and institutions combining economic theory with a discussion of applications to the U. S. economic system for majors and non-majors. First semester (microeconomics): Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Second semester (macroeconomics): Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade. Must be taken in sequence, but one can take Economics 101 without taking 102.

201. Money and Banking. (Fa) [3]

An analysis of the relationship between money and economic activity with an emphasis on monetary theory, commercial banking, financial markets and interest rates. Special attention is given to international financial markets. The interface of monetary policy, fiscal policy and debt management is also considered. Prerequisites: Economics 101-102.

205. Public Economics. (Sp) [3]

An examination of public sector economics. The structure of the major revenue raising and expenditure operations of the government will be analyzed using micro-economic tools to determine their allocative and distributive effects. Additional topics include an introduction to public choice theory and an examination of market failures and public policy responses to them. Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

206. Industrial Organization and Government Regulation of Business. (Sp) [3]

The study of how market processes direct the activities of producers in meeting consumer demands, how these processes may break down, and whether they can be improved through government intervention. Examines the relationship between industry structure, conduct, and performance. Also examines and evaluates antitrust laws and policy and the proper role of government regulation, including the effects of deregulation. Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

210. International Economics. (Fa) [3]

A study of the theory, institutions, and commercial policies of international trade and finance. Barriers to free trade; private and public policies; international monetary problems and solutions with emphasis on balance-of-payments disequilibrium, its causes and adjustments and the current need for international liquidity and monetary reform. (Same as International Studies 210.) Prerequisites: Economics 101-102.

212. Economic Development. (Sp) [3]

Problems of economic development and growth; interaction of economic and noneconomic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and developing economies. Policy measures to promote development and growth. (Same as International Studies 212.) Prerequisites: Economics 101-102.

222. Classical and Marxian Political Economy. (Fa) [3]

The writings of Adam Smith and of Karl Marx had a profound and lasting influence on the way people think about the world. The Industrial Revolution that took place in the interim between the publication of the works of these two thinkers literally changed the world. This course focuses on the most important works of Smith and Marx and on the economic events taking place in eighteenth and nineteenth century England that continue to affect the way we think and live. The works of other Classical Economists are also examined. Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

265. Topics in Economics. (Fa, Sp) [1 to 4]

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. Prerequisites: Economics 101-102 and permission of the instructor.

290. Statistical Analysis for Economics and Business. (Fa, Sp) [3]

Drawing conclusions from limited information is a common characteristic of decision making in economics and business. Although this course is designed to introduce the student to basic concepts of probability and statistics as applied to topics in Economics and Business Administration, emphasis will be placed on the use of statistical inference to reduce the impact of limited information or uncertainty in decision making. Topics will include descriptive statistical measures, probability, random variables, probability distributions, sampling distributions, point and interval estimation, hypothesis testing, time series analysis, regression and the use of index numbers. Prerequisite or corequisite: Economics 101 or permission of the instructor.

302. Intermediate Macroeconomic Theory. (Sp) [3]

A study of the determinants of national income, its fluctuation and growth. Contemporary fiscal and monetary theories are analyzed in connection with the causes and control of economic growth and fluctuations. Prerequisite: Economics 101-102.

307. Managerial Economics. (Fa) [3]

Development and practical application of tools of supply, demand, cost, capital, and profit analysis, including quantitative models, to decision-making in a business enterprise. Additionally, a study of the problems of economic measurement and fore-

casting methods, business planning, product strategy, and location analysis. Extensive use of cases. Prerequisites: Economics 101-102, 290, and Math 115.

308. Economics of Strategy and Information (Fa) [3]

The issues of strategic interaction and information asymmetry have come to the forefront of virtually every functional field in economics and business. This course represents an introduction to how game theory is used as a tool to model and to solve questions of strategy as they arise in a variety of economic situations and events in the world. Modeling topics to be covered are strategic and extensive form games, Bayesian decision making, and evolutionary stability. Possible applications include bargaining, international collective action, the credibility of macroeconomic policy, learning, and signaling.

320. Econometrics. (Sp) [3]

Economic theory is mainly concerned with relations among variables. Econometrics is concerned with testing the theoretical propositions embodied in these relations to show how the economy operates, and with making predictions about the future. Topics covered in this course include the general linear model, qualitative variables and time series analysis. Prerequisites: Economics 101-102, 290, and Math 115.

322. Twentieth Century Economic Thought. (Sp) [3]

A survey of major developments in economic theory beginning with Marshall. The maturity of the marginal revolution, general equilibrium, the Austrian School, the proliferation of macroeconomic schools and major currents in modern microeconomics. Prerequisite: Economics 101-102.

450. Washington Semester: Economic Policy. (Fa, Sp) [12 or 16]

A sixteen-week study of the making of economic policy in Washington, D in conjunction with American University. Consists of an 8-credit seminar, a 4-hour internship and an optional 4-hour research project. Those not choosing a research project may enroll in another course for transfer. Prerequisite: Consent of department. Special financial arrangements with the College are required.

486. Senior Seminar in Economics. (Sp) [3]

Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of economic theory and policy studied as an economic major. The focus of the seminar is development of the ability to critically appraise analytical models' appropriateness and usefulness. Students will discuss, present and defend economic policy and research. Prerequisites: Economics 290, 302, and 308; senior status.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

Open to candidates for Honors in Economics or Business Administration. Prerequisite: Departmental permission.

BUSINESS ADMINISTRATION

241. Financial Accounting. (Fa, Sp) [3]

Principles of financial accounting which are used to communicate financial information to external parties. The study of financial accounting provides a strong foundation for future courses in business and finance. The student is introduced to account-

ing concepts, how to record transactions for the three legal forms of business organizations, and how to prepare financial statements. Use is made of tutorial software.

246. Law of Basic Commercial Transactions. (Sp) [3]

Introduction to legal concepts in those areas of the law essential to commercial transactions, including creation and performance of contracts for the sale of goods and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on how legal concepts are applied to specific factual situations.

265. Topics in Business Administration. (Fa, Sp) [1-4]

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. Prerequisites: Economics 101-102 and permission of the instructor.

341-342. Intermediate Accounting Theory. (Fa-Sp) [3-3]

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory, the accounting and reporting process, and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC. Should be taken in sequence. Prerequisites: Economics 101-102 and Business 241. Business Administration 343 recommended.

343. Cost Accounting. (Fa, Sp) [3]

Analysis of cost accounting techniques and applications relative to managerial planning, control, and decision making. Topics include measurement of unit costs, control of operating costs, incremental decision making, production cost reports, cost variances, and profit planning. Computer spreadsheets and cases are used to analyze cost accounting data and to simulate managerial accounting decisions. Prerequisites: Economics 101-102 and Business Administration 241.

345. Federal Income Tax. (Fa) [3]

An introduction to the principles of taxation applicable to individuals and businesses, including determination of income, deductions, exemptions, capital gains and losses, depreciation, employee expenses, alternative minimum tax, and property transactions. The course emphasizes taxation of individuals, but introduces corporate and partnership taxation as well. Coverage includes the theory and purpose of taxation, the impact of taxes on management decisions, and the evolution of the tax system over time. A computer tax service and a computer tax preparation program are utilized for tax research and simulation of financial decisions involving complex tax issues. Prerequisites: Economics 101-102 and Business Administration 241.

351. Financial Management. (Fa, Sp) [3]

The main objectives of the financial manager are to plan for, acquire, and use funds in an efficient manner in order to maximize the value of the firm. This course introduces the discounted cash flow model, modern portfolio theory, the capital asset pricing model, and the static theory of capital structure. Major topics covered include decision-making under uncertainty, cost of capital and valuation, history of capital markets, and financial analysis. Students are introduced to computerized financial spreadsheets, case studies, and contemporary financial issues. Prerequisites: Economics 101-102, 290, and Business Administration 241.

361. Management of Organizations. (Fa, Sp) [3]

Survey of organizational behavior and organization theory. Initially, the course covers fundamental issues such as theory construction, the difference between theoretical and non-theoretical models and theory testing as a basis for analyzing management models. The second part of the course focuses on micro issues such as theories of work motivation, leadership and selected topics such as tokenism and political behavior. The third part of the course deals with macro issues such as organizational structure, technology/work design, intraorganizational conflict, and the organizational/environmental interface. Throughout the second and third parts of the course, both theory application and theory evaluation are emphasized. Prerequisite: Economics 101 or permission of instructor.

366. Personnel and Human Resource Management. (Sp) [3]

An introduction to the functions of personnel/human resource management. Topics covered include human resource planning, training and development, wage and salary administration, selection instrument validation, employee performance evaluation, and employee relations. Special attention is given to the use of information systems for managing personnel functions. A computer/library project which focuses on the relationship between work attitudes and work behavior is required. Prerequisite: Business Administration 361 and Economics 290 (or Psychology 211).

371. Marketing Management I. (Fa) [3]

An introduction to the study of marketing as an exchange process: the theoretical underpinnings of how transactions in the marketplace are initiated, motivated, facilitated, and consummated. Topics include the basic role marketing plays in the economy; the ways marketing is planned and executed; students gain experience in applying marketing theory by competing in a computer simulation. Prerequisite: Economics 101 or the permission of the instructor.

372. Marketing Management II. (Sp) [3]

Focus is on the management of the marketing process in order to develop effective marketing strategies and the components of market and environmental analysis: customer and competitor, industry, government, and the business itself. Through the use of case studies and computer application of marketing models, attention is given to the development of an analytical structure for determining acceptable marketing strategies. Prerequisites: Economics 290 and Business Administration 371 and 343.

375. Business Research. (Fa) [3]

An examination of the strengths and limitations of business research, including the impact of research on managerial decision making. Topics covered will include research design, sampling, psychological measurement, survey and experimental methodology, and statistical analysis of business market data. Students conduct research and present findings on a consulting basis to a local business. Prerequisite: Economics 290.

448. Auditing. (Sp) [3]

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics. Prerequisites: Business Administration 341-342.

450. Washington Semester: International Business and Trade. (Fa, Sp) [16]

A sixteen week program in Washington, D, in conjunction with American University. Consists of an eight-hour seminar, a four-hour internship and an optional three-hour course for transfer. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of Department. Special financial arrangements with the college are required.

452. Cases in Managerial Finance. (Fa) [3]

Application of financial theories introduced in Financial Management (Business 351) to actual business problems using quantitative and qualitative techniques. Presented with debatable alternatives, students analyze, choose, and defend their ideas and a course of action. Corporate finance theories are reexamined in conjunction with their related cases. Case topics include financing current operations, long-term financing, investment decisions, signalling with dividend and debt policies, and mergers and acquisitions. Contemporary corporate financial issues are examined, as well as financial ethics. Extensive use of computerized financial spreadsheets. Students are organized into teams for case preparation. Prerequisite: Business Administration 351.

454. International Finance. (Sp) [3]

Introduction to the environment of international financial management, including the international monetary system, balance of payments, and parity conditions in the foreign exchange market. Presentation of foreign exchange markets, international investment analysis, international capital markets and derivatives, using concepts learned in Business 351: the efficient market hypothesis, discounted cash flow analysis, modern portfolio theory, and static capital structure theory. Students are also exposed to financial engineering and option theory in order to understand foreign exchange forward and futures contracts and foreign exchange options, which are important hedging securities. Case studies included. Use of computerized spreadsheet required. Prerequisite: Business Administration 351.

460. Internship. (Fa, Sp) [4-6]

The internship program provides an experiential approach to the learning process and affords economics and business administration students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resumé and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and senior economics or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience are required. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 6 hours of credit be allowed to count toward the 112 hours required for graduation.

463. International Management. (Sp) [3]

Explores the application of management models to international business decisions in the areas of work design, organizational structure, strategic planning and human resource/personnel management. The focus is on the usefulness of contemporary models across diverse cultural settings as indicated by recent empirical research. Prerequisite: Business Administration 361.

473. International Marketing. (Sp) [3]

An introduction to the global marketing environment, with an examination of how international business variables affect the marketing process. Objectives include understanding the differences between domestic and international marketing, providing a framework for analyzing major risks and opportunities in foreign markets, and developing techniques for preparing and implementing strategic marketing plans through the use of case studies. Prerequisite: Business Administration 371.

486. Senior Seminar in Business Administration. (Sp) [3]

A study of the theory and practice of setting and administering business policy, this course integrates the student's previous study of economics and business administration. Emphasis is on appraising a company's performance and strategy considering general social and economic conditions, as well as the internal conditions of the firm; developing objectives, policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet the objectives. Prerequisites: Economics 290 and Business Administration 343, 351, 361 and 371; senior status.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

Same as Economics 495-496.

ENGLISH

PROFESSORS

Jennifer Brady. *The Charles R. Glover Chair of English Studies.* B.A., University of Toronto; M.A. and Ph.D., Princeton University. (Jonson, Renaissance and Restoration literature.)

Robert L. Entzminger. *The T.K. Young Professor of English Literature.* B.A., Washington and Lee University; Ph.D., Rice University. (Milton, Renaissance literature.)

Michael Leslie. *Dean, British Studies at Oxford.* B.A., University of Leicester; Ph.D., University of Edinburgh. (Renaissance literature, literature and the visual arts.)

Cynthia Marshall. *Chair, The Connie Abston Chair of Literature.* B.A., Roanoke College; M.A. and Ph.D., University of Virginia. (Shakespeare, critical theory.)

ASSOCIATE PROFESSOR

Brian W. Shaffer. B.A., Washington University; Ph.D., University of Iowa. (Twentieth-century British literature, modern novel.)

ASSISTANT PROFESSORS

Tina Barr. B.A., Sarah Lawrence College; M.F.A., Columbia University; M.A. and Ph.D., Temple University. (Creative writing, twentieth-century literature.)

Gordon Bigelow. B.A., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century British and Irish literature, cultural studies.)

Marshall Boswell. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (Comparative fiction, creative writing.)

Robert Canfield. B.A., M.A., and Ph.D., University of Arizona. (Postcolonial literature, drama, cultural studies.)

Melanie Conroy-Goldman. B.A., Columbia University; M.F.A., University of Oregon. (Creative writing.)

John Hilgart. B.A., University of Michigan; Ph.D., Duke University. (American literature.)

Mary Ellen Pitts. B.S., University of North Alabama; M.A. and Ph.D., University of Florida. (Composition and rhetoric, literature and science.)

The Department of English offers courses in expository and creative writing, in film, and in the rich body of literature written in English, ranging in time from the Old English *Beowulf* to the work of such contemporary writers as Joan Didion and Toni Morrison, and in scope from traditional choices-Shakespeare, Faulkner-to authors past and present whose interest lies in their fresh discovery. The faculty approaches these works from a variety of critical perspectives, asking fundamental questions about meaning, about the work's significance in its own time and its continuing value. Students grapple with these questions in class discussion and demonstrate their understanding of the subject by learning to express their ideas in clear and effective prose. While all literature and film courses are thus writing courses as well, a number of courses focus specifically on the students' writing as the subject, typically employing a workshop format to help students develop a critical eye and ear for their own imaginative or expository writing as well as for their classmates'. Students majoring in English choose between a concentration in the study of literature and a concentration in writing.

Whether pursuing the literature track or the writing track, English majors acquire an attentiveness to verbal subtlety and the abilities to analyze difficult texts and express complex ideas effectively. The study of English is therefore valuable preparation for a broad range of careers that demand a proficiency in clear written expression and the ability to think critically. Recent graduates in English have pursued careers in teaching, journalism and the mass media, law, advertising, public relations, publishing, the ministry, business, public service, medicine, and a number of other fields.

Interdisciplinary Programs. The College offers a number of interdisciplinary programs that draw on faculty from several departments and offer both majors and minors. Students interested in English may want to investigate possible minors in American Studies, Film Studies, or Women's Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

Opportunities for special study. Throughout the year, the department brings to campus a number of visiting lecturers, noted critics and scholars, and poets and authors who share their work and lead workshops and discussion sessions.

Though interdisciplinary, the curriculum of the British Studies at Oxford summer study program offers more courses in English literature than in any other discipline. Both majors and non-majors often take advantage of these offerings to supplement work in English at Rhodes; credit earned in the program is directly credited as Rhodes College work. Professor Michael Leslie, a member of the English department, serves as Dean of the program, which is more fully described in the section concerning Foreign Study.

The Writing Center. The department oversees a writing service available to all Rhodes students. Student tutors, all majors in the department, are available daily to assist students with written work. The Writing Center will report the results of the tutoring to the professor for whom the written work is done.

REQUIREMENTS FOR A MAJOR IN ENGLISH

A total of forty-four (44) credit hours as follows:

Track I: Concentration in Literature

1. Any 200-level literature course
2. Four (4) courses in English literature written before 1800 (i.e., 230, 260, 315-341)
3. Either English 332 or 385, to be taken by the end of the junior year (may also satisfy #2 or #6)
4. English 485-486
5. Eight (8) additional courses in English, 200 or above, at least 6 of which must be in literature.

Of the above required courses, a minimum of eight must be numbered 300 or above.

Track II: Concentration in Writing:

1. Any 200-level literature course
- Literature:*
2. One course in pre-19th century English literature at the 300 level or higher (i.e., 315-341)
 3. Either English 332 or English 385, to be taken by the end of the junior year
 4. English 373
 5. Four additional courses in literature (one film course may be counted in this category)
- Writing:*
6. Five courses chosen from English 200, 201, 251, 300, 301, 310, 311 or a writ-

ing course in any other department, subject to approval by the English Department. The five courses (15 hours) must include both 300-level workshops in the student's major genre (fiction, poetry), at least one of which must be taken before the senior year.

7. English 481-482

8. English 485

Of the above required courses, a minimum of eight must be numbered 300 or above.

Note: Those considering the concentration in writing should contact one of the creative writing professors for early advising, preferably by the end of the first year.

REQUIREMENTS FOR A MINOR IN ENGLISH

A total of eighteen (18) credit hours as follows:

1. Any 200-level course

2. Three courses in English numbered 300 or higher

3. Two additional courses in English numbered 200 or higher

HONORS IN ENGLISH

1. Courses required: fulfillment of the requirements for a major in English.

2. Intensive work in not less than two nor more than four areas, such as medieval literature, modern literature, Faulkner, etc.

3. A substantial, in-depth thesis in one or more of the areas studied.

4. Approval by the Individualized Studies Committee.

COURSE OFFERINGS

Unless otherwise noted, these courses are taught every year and in the semesters indicated.

FIRST-YEAR WRITING COURSES

151. First-Year Seminar in Critical Reading, Thinking, and Writing. (Fa, Sp) [3]

A course that develops the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. Several papers will be required, at least one of which will involve use of the library and proper documentation. The seminar will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor.

155. First-Year Seminar in Critical Reading, Thinking, and Writing: Daily Themes. (Fa, Sp) [3]

An alternative to English 151 offered to outstanding first-year writers, by invitation only. The course is limited to 12 students who meet as a group once a week and individually with the instructor once a week. Students will turn in 5 one-page themes each week. Some research and writing will be required, and students will use their daily themes as the basis for two longer papers: one at mid-term and the other at the end of the semester.

INTRODUCTORY AND ADVANCED WRITING COURSES

200. Introduction to Poetry Writing: Form, Theory, Workshop. (Sp) [3]

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion. Prerequisite: English 151 or the permission of the instructor.

201. Introduction to Fiction Writing: Form, Theory, Workshop. (Fa, Sp) [3]

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion. Prerequisite: English 151 or the permission of the instructor.

251. Advanced Essay Writing. (Fa, Sp) [3]

Extensive practice in the various types of expository prose.

300. Advanced Poetry Workshop I (Form). (Sp) [3]

Study of prosodic tradition, with an emphasis on the evolution of form as an organic process. Students will develop their own writing practices, both within received forms and by conceiving forms appropriate to their own styles. Study of poets in translation and those writing in English, across cultures and periods. Prerequisite: English 200 and permission of the instructor.

301. Advanced Fiction Workshop I (Narrative Form). (Sp) [3]

Practice in the craft of fiction with an emphasis on elements of narrative form, including point of view, character development, plot, temporality, and tone. Includes study of narrative form and close readings of contemporary short fiction. Prerequisite: English 201.

310. Advanced Poetry Workshop II (Theory). (Fa) [3]

Students will work to develop their own poetry, and consider and discuss their own ideas on aesthetics, as they read and discuss theories of poetry. Study of selected essays, excerpts and letters by writers such as Aristotle, Berryman, Brooks, Coleridge, Eliot, Hass, Keats, Lawrence, Longinus, Lowell, Olson, Pound, Rilke, Shelley, Stevens, Williams, and Wordsworth. Readings of selected poems in translation and in English, across cultures and periods. Prerequisite: English 200.

311. Advanced Fiction Workshop II (Theory). (Fa) [3]

Practice in the craft of fiction with an emphasis on narrative theory and the historical development of the short story. Students will develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. Includes study of literary movements and narrative theory. Prerequisite: English 201.

481-482. Senior Writing Project. (Fa-Sp) [0-2]

For majors in the writing concentration. A two-semester course in which students create and assemble a portfolio of their writing in their major genre. No more than 60% of the work included in the portfolio may be revision of material produced for workshops.

INTRODUCTORY LITERATURE COURSES**210. Interpreting Literature. (Fa, Sp) [3] H**

An introduction to the process of reading critically and writing perceptively about literary works, with examples from the genres of poetry, drama, and narrative.

215. Focus on Literature. (Fa) [3] H

A component of the First-Year Focus program. Open only to program participants.

220. Topics In Women and Literature. (Fa or Sp) [3] H

A study of works written by or about women, this course is an opportunity to

explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, and others. May be repeated once with different topic. Prerequisite: English 151.

221. The Novel of Manners. (Fa or Sp) [3] H

A study of the evolution of the genre of the novel of manners, from the nineteenth century to its modern and contemporary practitioners. Authors include: Austen, Meredith, James, Wharton, Adams, and Didion. This course may be counted toward a Women's Studies minor. Prerequisite: English 151.

223. Literature and Medicine. (Sp) [3] H

This course will focus on literary works, some by or about physicians, that treat subjects from medicine or medical ethics. Examination of a variety of texts that reveal the emergence of "medical science" from the "medical arts." By looking at medical issues as portrayed in a variety of literary forms, the course will note at times the cultural biases that underlie the seemingly neutral discourse of medicine. Prerequisite: English 151.

225. Southern Literature. (Fa, Sp) [3] H

A study of literature written about the South, primarily but not exclusively Southern literature of the 19th and 20th centuries. Authors likely to be studied include George Washington Harris, William Faulkner, Flannery O'Connor, Thomas Wolfe, Eudora Welty. Prerequisite: English 151.

230. Shakespeare's Major Plays. (Fa, Sp) [3] H

Selected plays from Shakespeare's major works. Prerequisite: English 151.

235. World Drama. (Fa) [3] H

An introduction to the critical reading of dramatic texts, and to the various implications of the genre itself. The stage will be explored not only as the site for the enactment of literary themes but also as a cultural arena where the re-presentation of cultural values and discourses becomes contested, subverted, reaffirmed, or celebrated. The issues will also be addressed in examining the translation of theatre to film. Prerequisite: English 151.

260. Survey of English Literature I. (Fa, Sp) [3] H

Representative works of medieval, Renaissance, and 18th century literature. Specific content will vary with the instructor. Prerequisite: English 151.

261. Survey of English Literature II. (Fa, Sp) [3] H

Representative works of the 19th and 20th centuries. Specific content will vary with the instructor. Prerequisite: English 151.

262. Survey of American Literature. (Sp) [3] H

Representative works primarily from the nineteenth and early twentieth centuries. Specific content will vary with the instructor. Prerequisite: English 151.

265. Special Topics. (Fa, Sp) [3] H

Topics may come from areas such as Masterworks of World Literature or the South in Film or from other areas as special opportunities arise. Content may vary from year to year with the instructor. Course may be repeated as long as topics are different. Prerequisite: English 151.

ADVANCED LITERATURE COURSES**320. Medieval Literature. (Fa) [3] H**

A study of representative works of medieval literature which may include works from the Anglo-Saxon period through the 15th century. Possible topics include: The Anglo-Saxons: Language, Literature, and Culture; The Arthurian World; Medieval Visionary Literature; Dante in Translation; the Pearl Poet; Langland and Chaucer; Women and Medieval Literature; and others. May be repeated once with different topic. Prerequisite: Any 200-level literature course.

322. Renaissance Poetry and Prose. (Fa or Sp) [3] H

A study of 16th and 17th century poetry and prose. Possible authors: Wyatt, Surrey, Sidney, Marlowe, Spenser, Shakespeare, Jonson, Raleigh, Donne, Marvell, Herbert, Herrick, More, Bacon, Browne. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 2001-2002.)

323. Renaissance Drama. (Fa or Sp) [3] H

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Kyd, Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Chapman. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 2002-2003.)

325. Chaucer. (Sp) [3] H

Chaucer's major works. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 2001-2002.)

332. Advanced Shakespeare Studies. (Sp) [3] H

Focused exploration of a critical problem in Shakespeare studies. The focus of the class will vary from semester to semester, but it will regularly include the study of six to eight works by Shakespeare as well as critical and historical texts. Sample subjects: Gender and its Representation; Shakespearean Historicism; Bad Shakespeare. Repeatable for credit with different subject. Prerequisite: Any 200-level literature course. Majors only.

335. Milton. (Fa or Sp) [3] H

Milton's major poetry and prose. Prerequisite: Any 200-level literature course. (Course offered in alternate years; scheduled for 2002-2003.)

336. Literature and Landscape, 1500-1800. (Fa) [3] H

This course investigates two closely related subjects: English literature's response to changing ideas of nature and the landscape; and the response of designers of English landscapes and gardens to literature. Material studied will range from Shakespeare to Wordsworth, including both the acknowledged literary greats and lesser-known writers of the 17th and 18th centuries. Prerequisite: Any 200-level literature course.

340. Restoration Literature. (Fa) [3] H

Poetry, drama, and prose of the Restoration and late seventeenth century. Authors include Dryden, Rochester, Wycherley, Etherege, Congreve, Killigrew, Otway, Finch, Phillips, Farquhar, Behn, Bunyan, Milton (selections), Defoe, Halifax. Prerequisite: Any 200-level literature course.

341. Eighteenth-Century Literature. (Sp) [3] H

The class will place particular emphasis on the historical and cultural changes

that resulted in the emergence of the novel as a mass market genre. Fiction by such authors as Defoe, Richardson, Fielding, Sterne, Burney, Radcliffe, and Austen, with poetry and prose by Swift, Goldsmith, Pope, Cowper, Gray, and others. Prerequisite: Any 200-level literature course.

350. Romantic Poetry and Prose. (Fa) [3] H

Works of the major Romantic writers from Blake through Keats. Possible authors: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey. Prerequisite: Any 200-level literature course.

351. Victorian Poetry and Prose. (Sp) [3] H

Works of major Victorian writers from Tennyson through Hopkins. Possible authors: Tennyson, Browning, Arnold, the Rossettis, Hardy, Hopkins, Carlyle, Ruskin, Morris, Pater, Wilde. Prerequisite: Any 200-level literature course.

355. Nineteenth-Century British Fiction. (Fa or Sp) [3] H

A study of such authors as Austen, Scott, Shelley, the Brontes, Thackeray, Dickens, Eliot, Meredith, Trollope, Stevenson, Hardy, and “minor classics.” Prerequisite: Any 200-level literature course.

360. American Literature to 1880. (Fa) [3] H

An advanced study of authors and works important to the first century of United States literature, a period of democratic social upheaval and experimental cultural nationalism. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Cooper, Poe, Emerson, Hawthorne, Stowe, Melville, Dickinson, and Whitman. Prerequisite: Any 200-level literature course.

361. American Literature 1875-1945. (Sp) [3] H

An advanced study of important authors and works from the Civil War to World War II, a period of self-conscious literary movements—realism, naturalism, and modernism—prompted by rapid and dramatic changes in American society. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Twain, Howells, Chesnutt, Frost, Stein, Hemingway, Cather, Fitzgerald, Eliot, Hurston, Hughes, and Faulkner. Prerequisite: Any 200-level literature course.

363. Twentieth-Century British Literature. (Fa) [3] H

Major British authors of the 20th century. Possible authors: Yeats, Hardy, Eliot, Joyce, Conrad, Forster, Woolf, Lawrence, Shaw, Beckett, Wilde, Auden, Thomas. Prerequisite: Any 200-level literature course.

364. Black Writers in America. (Fa or Sp) [3] H

A study of the works, mainly twentieth-century fiction, of black writers in America. Analysis of the artistic expression and vision of such writers as Chesnutt, Ellison, Hughes, Gaines, Brooks, Marshall, Walker, and Morrison will include an exploration of black aesthetics, as well as an investigation of the ways in which these authors treat personal, racial, historical, political, and gender-based issues. Prerequisite: Any 200-level literature course.

371. Modern Fiction. (Sp) [3] H

A study of major twentieth-century works of prose fiction in English or read in

translation. Possible authors: Kafka, Mann, Grass, Camus, Sartre, Proust, Nabokov, Calvino, Bulgakov, Garcia Marquez, Fuentes, Faulkner, Woolf, and others. Prerequisite: Any 200-level literature course.

373. Developments in Contemporary Literature. (Fa or Sp) [3] H

A study of the emergence of new writers after 1945, with close analysis of poems, works of fiction and plays. May be repeated with different topic. Prerequisite: Any 200-level literature course.

375. Survey of Postcolonial Literature. (Sp) [3] H

An introduction to the crucial issues and sites of postcolonial resistance. Focusing on three main arenas—poetry, fiction, and drama—the course will re-explore the various voices, relations, and movements that comprise the literature of the Other. Prerequisite: Any 200-level literature course.

385. Topics in Advanced Literary Study. (Fa, Sp) [3] H

The focused exploration of special topics or critical problems in literary study. Topics will vary from semester to semester, and may include the intensive study of major authors, literary genres or movements, historical contexts of imaginative expression, significant themes, or critical methodologies. Courses include the study of critical texts and issues that are central to defining and interpreting their literary topic. Seminar format. Repeatable for credit with different topic. Prerequisite: Any 200-level literature course. Majors only.

485. Senior Seminar. (Fa,Sp) [3]

An examination of selected developments in contemporary critical theory and their impact on the teaching and study of literature. Prerequisite: 332 or 385. For Senior English majors only.

486. Senior Paper. (Sp) [2]

For majors in the literature concentration. An independent project in which students will produce a sustained work of literary criticism on a topic of their choosing.

INTRODUCTORY AND ADVANCED FILM COURSES

241. History and Criticism of American Cinema. (Fa) [3] H

A chronological survey of American film, focusing on technological and stylistic developments such as the introduction of sound and color, on the evolution of various film genres (screwball comedy, the western, film noir), and how to “read” films. Prerequisite: English 151.

242. World Film. (Sp) [3] H

A chronological survey of world film, focusing on the theoretical implications of developing technologies and changing social mores, and introducing the major critical approaches to a filmic text. Prerequisite: English 151.

245. Special Topics in Film. (Fa) [3] H

Introductory film course open to all students. Special topics may include Film Comedy; South in Film; Fantasy, Science Fiction, and Horror Film. Course may be repeated for credit with a different topic. Prerequisite: English 151.

381. Advanced Topics in Film. (Sp) [3] H

The focused exploration of a topic or genre that ties a body of films together in

order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. Repeatable for credit with different topic. Prerequisite: 241 or 242.

382. Film Theory. (Sp) [3] H

The study of appropriate films in connection with a selection of theoretical texts that elaborate the problem of meaning in film. Films and readings will be roughly chronological. Requirements include mandatory attendance at film screenings, to occur outside of scheduled class hours. Prerequisite: 241 or 242. (Course offered in alternate years; scheduled for 2001-2002.)

SPECIAL COURSES

315. The English Language. (Sp) [3]

A survey of the historical development of English from the Anglo-Saxon period to the present, including a consideration of the concept of language, the Indo-European system, lexicography, and issues of American English. (Course offered in alternate years; scheduled for 2001-2002.)

399. Tutorial for Honors Candidates. (Sp) [1]

Junior English majors wishing to read for honors are required to enroll in a preparatory tutorial in the spring semester. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

450. Washington Semester. (Fa, Sp) [12-16]

An intensive study of journalism offered by the School of Communications at the American University in Washington, D.C., including seminars in contemporary journalism and a semester internship. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Permission of department chair and special financial arrangements with the College.

455. Linguistics. (Fa or Sp) [3]

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages.

460. Internship. (Fa, Sp) [3]

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. Graded Pass/Fail only.

465. Tutorial in One-to-One Writing Instruction (Fa) [1]

Theoretical and applied study of one-to-one writing instruction.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

Prerequisite English 399. Satisfies the Senior Paper requirement. For seniors only.

FOREIGN LANGUAGES AND LITERATURES

PROFESSORS

Horst R. Dinkelacker. Staatsexamen, Eberhard-Karls-Universität Tübingen; Ph.D., Vanderbilt University. (German language, literature, and culture; eighteenth and nineteenth centuries.)

James M. Vest. A.B., Davidson College; M.A. and Ph.D., Duke University. (French language and literature - nineteenth and twentieth centuries.)

ASSOCIATE PROFESSORS

Shira Malkin. Doctorat de Troisième Cycle, Université de Paris VII; Ph.D., State University of New York. (French language and literature, drama, intercultural education, and translation.)

Kenneth S. Morrell. *The J. Walter and Irene McDonnell Chair in Greek and Roman Studies.* B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Roman Studies.)

Valerie Z. Nollan. *Chair.* B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries, Soviet/Russian cinema.)

Katheryn L. Wright. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (French language and literature - twentieth century; African literatures.) (on sabbatical)

ASSISTANT PROFESSORS

Sarah E. Crisler. B.A., Millsaps College; M.A. and Ph.D. University of Texas. (French language and literature, medieval literature.)

Kathleen Anne Doyle. B.A., Saint Xavier College; M.A. and Ph.D., University of Chicago. (Spanish language and Peninsular Spanish literature.)

Ming Dong Gu. M.A. University of Kent, England; M.A. University of Wisconsin-Madison; Ph.D. University of Chicago. (Chinese language, literature, culture, and comparative literature)

P. Eric Henager. B.A., Rhodes College; M.A. and Ph.D, University of Illinois. (Spanish language and Spanish-American literature.)

Amanda L. Irwin. Licenciatura, Centro Universitario de Ciencias Humanas, Mexico City; M.A. and Ph.D., University of Chicago. (Spanish language and Spanish-American Literature.)

José E. Santos. B.A., M.A., University of Puerto Rico, Río Piedras; Ph.D., Brown University. (Spanish language, linguistics, and Peninsular Spanish Literature.)

David H. Sick. B.A., College of Wooster; M.A. and Ph.D., University of Minnesota. (Greek and Roman religion, Indo-European mythology, Roman social history.)

INSTRUCTORS

Alexandra Kostina. M.A. equivalent, Novgorod State University; Ph.D. candidate, Gornyi Institute. (Russian language, linguistics, and culture.)

Sabine Schmidt. M.A., Hamburg University; M.F.A., University of Arkansas; Ph.D. candidate, Johann Wolfgang von Goethe-Universität Frankfurt am Main, Germany. (German language, culture, and film.)

PART-TIME ASSISTANT PROFESSOR

Angela Balducci Mutzi. Doctor of Letters, University of Palermo (Italian language and literature.)

PART-TIME INSTRUCTOR

Anna Tran. M.A. equivalent, Uzbekistan Institute of Foreign Languages. (Russian language and culture.)

The Department of Foreign Languages and Literatures regularly offers instruction in Chinese, French, German, ancient Greek, Italian, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the foreign languages, the department also offers some courses in foreign literature in English translation.

A major in a foreign language provides the fundamental linguistic requirements for a career in teaching, diplomacy, international business, and translation, and for graduate study. It is useful in travel and important in understanding a foreign culture. Of particular interest to students are the Summer Intensive Study (Maymester) programs in France, Mexico, Russia, and Spain, and the Rhodes exchange programs with the University of Poitiers in France, the University of Tübingen in Germany, and Nebrija University in Spain.

The Summer Intensive Study program, currently offered for French, Russian, and Spanish, is designed to give students an opportunity to finish the sequence of courses leading to the fulfillment of the foreign language proficiency requirement in one academic year and thus to avoid the summer hiatus between language courses 102 and 201. In each program, students receive intensive language instruction five days a week for approximately four weeks at language institutes in Paris, St. Petersburg, Madrid, and Morelia (Mexico), which also provide room and board. A Rhodes faculty member accompanies each group to provide special tutoring beyond the institute's instruction and to organize additional events or excursions.

The Rhodes exchange programs in France, Germany, and Spain are for more advanced language students, generally juniors, who want to spend a semester or a year studying abroad. To be eligible for these programs students are normally required to have completed course work at the 300 level. For more information on any of these programs, please consult a faculty member in the relevant language.

Foreign Language Degree Requirement. The degree requirement in foreign languages may be met by the successful completion of any appropriate three or four hour course numbered 201 or higher or by an acceptable score on the placement test. Students who take 201 or the equivalent at another institution and wish to earn transfer credit must pass a placement test in the specific language before credit for that course is accepted. This placement test is administered the Saturday before classes start in the Fall semester only.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school **must** take a placement test in that language during orientation. For French, German, Latin, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. **However, a student may not take for academic credit a course numbered 101 in any language if two or more years of that language were completed in high school.** Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 201 level or higher fulfills Rhodes' foreign language requirement. Students wishing to fulfill the foreign language requirement in a language not previously studied

should sign up for a course numbered 101 in that language.

In the modern languages, placement tests cover reading, writing, listening comprehension, and culture; in Latin, reading and writing. They are given once a year during orientation week in August. **Literature or culture courses given in translation do not satisfy the foreign language degree requirement.**

Departmental Majors. Three types of majors are offered by the department:

A. The major in French, German, Greek and Roman Studies, and Spanish. This major is designed to provide depth in one language, including its literature and civilization. Requirements are listed under the appropriate language heading.

B. The interdisciplinary major in International Studies/French or International Studies/German. These majors are fully described in the Interdisciplinary Study section of this catalogue.

C. The Russian Studies major is described below under "Russian".

Minors are offered in Chinese, French, German, Greek and Roman Studies, Russian Studies, and Spanish. Requirements are listed under the appropriate language headings.

THE LANGUAGE CENTER

The Language Center houses technology for students and faculty members to use in accessing instructional materials in both analog (audio and video tapes and foreign-language television broadcasts) and digital (digital audio and video resources and computer software) formats. The Language Center, located in Buckman Hall, also consists of an office, seminar room, classroom, and faculty workroom used primarily to support the work of the Department of Foreign Languages and Literatures. Further information about the Language Center, including a list of its holdings, is available via the WWW at: server.forlang.rhodes.edu/Lcenter/LangCtr.html.

GENERAL COURSES

Foreign Languages 150. Selected Foreign Languages. (O.D.)

Certain foreign languages not listed above as regular course offerings are taught on occasion. Information concerning languages not regularly taught may be obtained from the Registrar or the chair of the department.

Foreign Languages 460. Internship. (Fa, Sp) [1-3]

Internships in foreign languages, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for an off-campus experience by working with either a business or non-profit organization. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language, written and/or spoken, and maintenance of an appropriate journal as well as a final written evaluation of the internship. Placements must be approved by a faculty member who teaches the language in question and the chair of the department.

CHINESE

A set of courses covering the Chinese language, literature, and culture are offered. The Chinese language offered at Rhodes is called "Mandarin" by English speakers, *putonghua* in the People's Republic of China, and *Kuo-yu* in Taiwan. The language courses include elementary, intermediate, and advanced Chinese. The literature and culture program offers courses either concentrating on or directly related to Chinese literature and culture.

REQUIREMENTS FOR A MINOR IN CHINESE STUDIES:

A total of 18 credit hours in Chinese language (above the level of intermediate Chinese 202), history, literature, and politics. The credits are spread across the following courses:

1. Chinese 301 and 302: Advanced Chinese
2. Chinese 205: Modern Chinese Literature in Translation
Or
Chinese 210: Chinese Literary Heritage
3. Two of the following three History Courses:
History 281: The Origins of Chinese Civilization
History 282: Late Imperial China
History 382: Modern China
4. International Studies 261: Government and Politics of China
Or
International Studies 262: China's Foreign Policy

Chinese 101-102. Elementary Chinese. (Fa, Sp) [4 - 4]

This two-semester course introduces Chinese to students with no knowledge of the language. Equal emphasis will be given to acquiring the rudiments of spoken and written Chinese. Students who complete the year-long course will master approximately 700 characters and a vocabulary of a little more than 1,000 words. They should be able to hold simple conversation on daily-life topics and to travel with relative independence in Chinese-speaking countries. It also intends to acquaint students with some basic aspects of Chinese culture and society as a necessary part of their education in this language.

Chinese 201-202. Intermediate Chinese. (Fa, Sp) [4 - 4]

In addition to the same objectives for the first year, this course aims at improving students' aural-oral skills to achieve fluency and comprehension, further developing their proficiency in reading for understanding, and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa. At the end of the year course students should be able to read authentic materials of reasonable degrees of difficulty, to write simple compositions in Chinese characters, and to translate chosen materials from Chinese into English and vice versa.

Chinese 205. Modern Chinese Literature in English Translation. (Fa) [3] H

An introductory course of modern Chinese literature (1918-1989) designed to acquaint students with major phases of modern Chinese literature and some masterpieces of representative writers in relation to political and social changes. The course provides opportunities to learn about modern Chinese culture, society, and politics through readings of chosen works and trains students to read thoughtfully and critically. Course teaching will be conducted in an interdisciplinary approach of literary, cultural, semiotic, and psychoanalytic studies. All readings are in English. No prior knowledge of Chinese language, literature, and culture is required.

Chinese 210. Chinese Literary Heritage. (Sp) [3] H

This course introduces one of the world's richest literary heritages – traditional Chinese literature. It conducts a general survey of Chinese literature from high antiquity up to modern times with the focus on some representative writers and their works. It consists of three major sections: poetry and prose, drama; and fiction. All readings are in English. No prior knowledge of Chinese language and culture is required.

Chinese 212. Introduction to Comparative Literature: Chinese/English. (Sp) [3] H

This course introduces students to the discipline of comparative literature. It selects some representative works from the Chinese and European literary traditions and groups them into several units centering round a genre and headed by a theme. By introducing some basic theories, paradigms, and methodologies of comparative literature, and comparing and contrasting some chosen literary works, it aims at initiating students into the comparative study of Chinese and Western literatures. All readings are in English. No prerequisites.

Chinese 300. Asian Humanities: India, China, Japan. (Fa or Sp) [3] H

An introductory course of the cultural traditions of Asia. While it covers a wide range of Asian cultures (Korea, Vietnam, Thailand, Burma, Cambodia, and other south-eastern countries and regions), it focuses on three major civilizations: India, China and Japan. It introduces students to the rudimentary aspects of Asian humanities such as geography, history, ethnicity, language, literature, religion, philosophy, and arts. A considerable amount of attention will be directed to the most influential philosophies and religions: Hinduism, Buddhism, Confucianism, and Taoism, and to the ways in which cultural values and aesthetic principles are expressed through masterpieces of literature and visual arts. All readings are in English. No prerequisites. (Offered in alternate years; scheduled for 2001-2002.)

Chinese 301-302. Advanced Chinese. (Fa, Sp) [3 -3]

This course lays greater emphasis on further developing students' proficiency in reading for understanding and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa. At the end of the year-long course students should be able to read Chinese materials in everyday life, to write compositions in Chinese characters for daily communication, and to translate non-technical materials from Chinese into English and vice versa with the help of dictionaries. (Scheduled for 2002-2003.)

FRENCH

Courses are offered in the language, literature, and culture of France and francophone countries. After the elementary and intermediate levels, the normal course sequence is 301-302, and then 313 or 314; thereafter, the student is prepared for other upper-level courses.

Students studying French also have the opportunity to participate in an intensive language immersion program in France, and at the upper-level, in a direct exchange program with the University of Poitiers. In addition, the French program awards annually one post-graduate teaching assistantship in Paris for the academic year following graduation.

REQUIREMENTS FOR A MAJOR IN FRENCH

A total of twenty-seven (27) credit hours as follows:

1. French 301, 485, 486.
2. Two of the following courses: 302, 313, 314.
3. Fifteen (15) additional hours in French (5 three-hour courses) at the 300-400 level.

Recommended: A second modern language; 2 years of Latin; related courses in English, history, philosophy, and art.

Majors are strongly encouraged to spend their junior year in a French or

Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

REQUIREMENTS FOR A MINOR IN FRENCH

A total of fifteen (15) credit hours as follows:

1. Three of the following four Rhodes core courses: French 301, 302, 313, 314.
2. Two other elective 3 or 4 credit hour French courses numbered 301 or above.

French 301 or 302 and French 313 or 314 must be taken before elective courses above 314 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Approved courses taken there, beyond French 314, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

HONORS IN FRENCH

A minimum of 33 hours above the 200-level courses in French; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; and study abroad (at least one semester). Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS

101-102. Elementary French. (Fa, Sp) [4-4]

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

201-202. Intermediate French. (Fa, Sp) [4-4]

Continued practice and acquisition of the basic language skills. In French 202, particular emphasis is placed on the reading and discussion of literary and cultural texts.

205. Intensive French. (Summer) [4 or 6]

Immersion-style French language study at the intermediate level, in a Francophone country. May be used to satisfy the college's proficiency requirement in foreign languages. Prerequisite: French 102 or equivalent.

206. Intermediate Conversation Practicum. (Fa) [1]

Intermediate grammar review, along with continuing development of oral expression and aural comprehension. Prerequisite: French 201 or 205. Students who have already taken French 202 or a course at the 300 - 400 level will not receive credit for 206.

234. Hitchcock and Truffaut. (Sp) [3] H

A study of films that exemplify the influence of French language and culture on Hitchcock and of Hitchcock on Truffaut. Taught in English. Does not satisfy the proficiency requirement in Foreign Languages.

301. Composition and Conversation. (Fa) [3]

Emphasis on development of oral expression through grammar review and acquisition of active vocabulary to be practiced in writing and class discussions. Prerequisite: French 202.

302. Survey of French Civilization. (Sp) [3]

French civilization from the Middle Ages to the twentieth century. Prerequisite: French 301 or permission of instructor.

305. Intensive French. (Summer) [4 or 6]

Immersion-style French language study beyond the intermediate level, in a Francophone country. Counts as one elective course beyond the three core courses in the French minor, but does not count toward the major in French. Prerequisite: French 202, or the equivalent.

306. Conversation Practicum. (Sp) [1]

Emphasis on oral expression and listening comprehension. Small group format. Prerequisite: French 301 or permission of instructor. May be repeated once for credit.

308. French Cultural Heritage. (Fa or Sp) [3 or 4] H

Intensive French language study at the advanced level in a Francophone culture, supplemented by an in-depth investigation of a major aspect of that culture's civilization. Research paper and formal oral presentation. Counts as one course towards the major in French. Prerequisite: French 301 or 302 or permission of the instructor.

313. Survey of Pre-Revolutionary Literature. (Sp) [3] H

Major French authors of the Middle Ages, Renaissance, classical period and enlightenment. Prerequisite: French 301 or 302. Students are advised to take French 302 prior to French 313.

314. Survey of Literature Since the Revolution. (Fa) [3] H

Major French authors of the nineteenth and twentieth centuries. Prerequisite: French 301 or 302. Students are advised to take French 302 prior to French 314.

317. Modern French Civilization. (Sp) [3] H

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in current periodicals; substantial unit on commercial French. Research project. Prerequisite: French 301 or 302 and 313 or 314.

332. French Drama. (Fa) [3] H

Plays by representative French dramatists from the French classical period to the present. Prerequisites: French 301 or 302 and 313 or 314. (Course scheduled for 2002-2003.)

333. French Poetry. (Fa) [3] H

Study of French poetics and survey of principal forms with focus on major French poetical movements. Prerequisites: French 301 or 302 and 313 or 314. (Course scheduled for 2001- 2002.)

334. French Cinema. (Sp) [3] H

A study of prominent directors and movements of French cinema, this course emphasizes techniques and themes of French filmmaking from the silent era through surrealism and the New Wave to the present. Taught in English. Counts toward the Film Studies minor. Students wishing this course to count toward the French minor or major should have completed French 301 or 302 and French 313 or 314 prior to taking 334. Credit toward the French major or minor will not be granted retroactively.

335. Readings in French Fiction (Fa) [3] H

Selected prose readings from the French classical period to the twentieth century.

The major focus of the course will be the study of representative French novelists. Prerequisites: French 301 or 302 and 313 or 314. Course scheduled for 2003-2004)

336. Contemporary French Literature. (Sp) [3] H

An examination of selected authors and developments in prose, drama, and film since World War II. Focus on the theater of the absurd, nouveau roman, and the literary representation of marginalized populations in France. Prerequisite: French 301 or 302 and 2 courses beyond 308. (Course scheduled for 2003-2004).

337. French Language Studies. (Fa or Sp) [1, 2, or 3]

Special studies in contemporary French usage. Focus on practical analysis of the French language. Prerequisites: French 301 or 302 and 313 or 314.

340. Introduction to Translation. (Sp) [3] H

Emphasis on problems and strategies of translation. Students will be trained in a variety of techniques to translate accurately and idiomatically from French into English and from English into French. Prerequisite: French 301 or 302 and 313. (Course scheduled for 2001-2002.)

354. African Literatures in French. (Sp) [3] H

Examines the origins and development of sub-Saharan African literatures written in French. Emphasis on the origins and dynamics of the Négritude movement, "post-colonial" theories and literatures, and the emergence of women's voices in literature. Prerequisite: French 301 and 313 or 314. (Course scheduled for 2002-2003.)

441-442. Special Topics in French. (Fa, Sp) [3-3]

Intensive study of some aspect of French literature, culture, or linguistics.

485. Senior Paper. (Fa) [2]

An independent research and writing project to result in an oral presentation and a paper of critical literary inquiry on a topic of the student's choice. Required of all majors. Prerequisite: Senior standing.

486. Senior Review. (Sp) [1]

Independent, comprehensive review of the major movements in francophone literatures and in French literature and civilization from the Middle Ages to the present in preparation for a short exit exam. Required of all majors. Prerequisite: Senior Standing.

495-496. Honors Tutorial. (Fa, Sp) [3-6, 3-6]

GERMAN

Courses are offered in the language, literature, and culture of Germany and the German speaking countries.

At the elementary and intermediate levels, courses provide training in understanding, reading, speaking, and writing German. Upper-level courses are all in German; students continue to develop a growing language proficiency and an understanding of German culture and literature.

Of particular interest may be the direct exchange program with the Eberhard-Karls-Universität Tübingen; consult a faculty member for details.

REQUIREMENTS FOR A MAJOR IN GERMAN

A total of twenty-seven (27) credit hours as follows:

1. German 301-302; at least one of these must be taken before any more advanced courses are attempted.
2. At least two of the following: German 303, 304, 307.
3. Three additional three-hour courses in German. Combinations of one or variable credit hour courses, such as 300 and 310, if they total at least 3 credit hours, may count as one of the three courses.
4. German 486 (Senior Seminar). Required for majors unless comprehensive examinations are taken.
5. Zentrale Mittelstufe-Prüfung. This test was developed by the Goethe-Institute as a language proficiency examination for their students who have completed Mittelstufe II or four eight-week intensive language courses with a total of 560 hours of instruction. Widely recognized in the Federal Republic of Germany, a passing score on this test is accepted by most German universities and American graduate schools in German as a measure of qualification for more advanced studies. It is offered every spring and may be repeated.

Majors are strongly encouraged to participate in our exchange program with the University of Tübingen during their junior years; equivalent courses from there will be accepted as substitutes.

Recommended: A second foreign language; related courses in English, philosophy, and history.

REQUIREMENTS FOR A MINOR IN GERMAN

A total of fifteen (15) credit hours as follows:

1. German 301-302. At least one of these must be taken before any more advanced courses are attempted.
2. Three additional three-hour courses in German. Combinations of one or variable credit hour courses, such as 300 and 310, if they total at least 3 credit hours, may count as one of the three courses.
3. Zertifikat Deutsch als Fremdsprache. This test was developed by the Goethe-Institute as a language proficiency examination for their students who have completed Grundstufe II or two eight-week intensive language courses with a total of 280 hours of instruction. Like the Zentrale Mittelstufe-Prüfung, although on a lower level of proficiency, it is widely recognized by business and educational institutions in the Federal Republic of Germany. A satisfactory score demonstrates that students have attained a level of proficiency that permits them to deal with all communicative situations during a stay abroad. It is offered every spring and may be repeated.

Minors are also strongly encouraged to spend at least a semester at the University of Tübingen; equivalent courses from there will be accepted as substitutes.

Comprehensive Examinations

The comprehensive examinations in German consist of three parts: a three-hour examination on the language and linguistic structures; a four-hour examination on the major developments in German literature and culture of the last two hundred years; and a one-hour oral. Students may take the Senior Seminar in lieu of comprehensive examinations.

HONORS IN GERMAN

A minimum of 30 hours above German 202; a research paper on a specific liter-

ary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German. Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS

101-102. Elementary German. (Fa, Sp) [4-4]

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

105-106. Accelerated German (Fa, Sp) [4-4]

This course essentially covers the same material as the 101-102-201 sequence in two semesters. It is thus intended for students who either already have some background in German or have studied another language and are willing to go at an accelerated pace; they are also expected to do more independent and individualized work outside the classroom. Students are advised to consult the instructor for details before enrolling.

155. German Cultural Studies. (Fa, Sp) [1]

This course introduces students to contemporary German culture and society. Students who have already chosen German or are thinking about doing so are particularly encouraged to explore what "German" might mean aside from fulfilling a language requirement. Some of the topics we will explore are Germany and its Past; Women and Men; German Images of America and vice versa; the Concept of National Identity and Germany's Foreigners; Current Political Issues; Youth; Popular and High Culture (Literature, Film, Theatre, Music, Comics, etc.); Religion and Religiosity; Public and Private Spaces; Everyday Life: Customs, Foods, and Feasts. Taught in English. May be repeated once.

201-202. Intermediate German. (Fa, Sp) [4-4]

Continued practice of the basic language skills. Particular emphasis is placed on the reading and discussion of modern texts of literary and cultural interest, systematic vocabulary building, and simple composition. Continued oral practice in language laboratory and in small groups with native speakers. Prerequisite: German 102 or the equivalent. Corequisite: German 203-204.

300. Current Issues/Deutsch Aktuell. (Fa, Sp) [1]

Discussions of current political, cultural, and social issues and developments in Germany/Europe centering around media reports via SCOLA and *Deutsche Welle*. May be repeated for credit. Prerequisite: German 201 or permission of instructor.

301. Composition and Conversation. (Fa) [3]

Training in written and oral German expression; intensive work with tapes; discussion of topical subjects, based on readings from newspapers and magazines and German news programs; individual reports. Prerequisite: German 202 or permission of instructor.

302. Advanced Grammar. (Sp) [3]

A study of the more difficult aspects of the German language. Further training in written and oral communication, translation exercises. Prerequisite: German 301 or permission of instructor.

303-304. German Culture and Civilization. (Fa, Sp) [3-3] H

A two-semester survey of the cultural and intellectual history of the German

speaking peoples with particular emphasis on the last two hundred years. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. The second half of the course will focus on the major developments of the 20th century. Prerequisite: German 301 or 302 or permission of instructor.

307. German Cinema. (Sp) [3] H

This course, examining important German films since the days of the Weimar Republic, places special emphasis on the historical and social background of each film as well as the aesthetic qualities of the works. It thereby seeks to contribute to a better understanding of recent German history and of films as an artistic medium. Filmmakers to be studied include Friedrich Murnau, Fritz Lang, Leni Riefenstahl, Werner Herzog, Wim Wenders, Rainer Werner Fassbinder, and Margarethe von Trotta. Prerequisite: German 301 or 302 or permission of instructor.

310. Readings. (Fa, Sp) [1-3]

Readings designed to meet individual interests and needs. May be taken more than once for credit. Prerequisite: German 202 or permission of instructor.

340. Workshop in Literary Translation. (Fa or Sp) [1-3]

After an introduction to German and American translation theory (Schleiermacher, Benjamin, Lefevere, Venuti), students compare and critique existing translations, using poetry by Rilke and Celan. Students are introduced to the role of the translator in literature and the function of literary translation as a method of literary analysis and interpretation. Part of the semester is devoted to the practice of translation and translation critique in a creative workshop atmosphere. Students submit a portfolio as their final project. Prerequisite: German 301 or permission of instructor.

401. The Drama. (Fa) [3] H

Plays by representative dramatists from the Enlightenment to the present. Authors studied: Lessing, Schiller, Goethe, Buechner, Hauptmann, Brecht, Duerrenmatt. Prerequisite: at least three 300-level courses or permission of instructor.

403. The Novel. (Sp) [3] H

Study of representative German novelists. The major focus of the course will be on the 20th century novel (Hesse, Kafka, Mann, Grass, Boell, Frisch). Prerequisite: at least three 300-level courses or permission of instructor.

405. The Novelle. (Fa) [3] H

Study of a distinctive genre of German literature. The focus of the course will be on examples from the 19th century (Romanticism to Thomas Mann). Authors studied: Tieck, Hoffmann, Eichendorff, Kleist, Keller, Storm, Mann. Prerequisite: at least three 300-level courses or permission of instructor.

407. Poetry. (Sp) [3] H

Study of poetics and major poets from Classicism to the present. A major focus of the course will be on Goethe and Romanticism. Other authors studied: Hölderlin, Eichendorff, Heine, George, Morgenstern, Benn. Prerequisite: at least three 300-level courses or permission of instructor.

409. Special Topics. (Fa or Sp) [3] H

Intensive study of some aspect or theme of German literature, culture or society.

486. Senior Seminar. (Sp) [3]

Designed to provide an integrative experience of German studies by focusing on a particular period, genre, theme. Students will be assigned individual research topics and present their results orally and in writing at the end of the course.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

GREEK AND ROMAN STUDIES

Greek and Roman Studies (GRS) aims to familiarize students with the civilizations of ancient Greece and Rome as transmitted to us through both written documents and archaeological artifacts. It also strives to open insights into the intellectual and political conventions, which emerged and evolved among the ancient Greeks and Romans and continue to shape our existence in Western societies. The primary component of a student's training in GRS will be the study of ancient Greece and Rome through courses that pose questions and present information reflecting the current directions of scholarly inquiry. Students will also devote their energy to the acquisition of ancient Greek and Latin as means of encountering these societies first-hand. The program in Greek and Roman Studies offers three types of courses as described below and designated as GRS, Greek, and Latin.

REQUIREMENTS FOR A MAJOR IN GREEK AND ROMAN STUDIES

A total of thirty-four (34) credit hours as follows:

1. Sixteen hours in Greek or Latin. This generally includes three four-hour courses in the elementary language sequence and four hours of credit in advanced reading courses, which are usually offered for one credit hour but may be taken for as many as three. Students with training in Greek or Latin from high school who place into Greek or Latin 201 or directly into the advanced reading courses (Greek or Latin 211 and higher) will usually take the advanced reading courses for more than one credit.

For students who concentrate in Greek.

2. Six hours of study in courses on Greek culture from GRS 211, 221, 231, 305; Theater 280; or Philosophy 401.

3. Nine hours of study in courses on Roman culture from Latin 101, 102, 201 (or higher); GRS 212, 222, 232, 305; Art 231, 321; or Philosophy 201.

GRS 241 and 242 may count either as a course on Greek culture or Roman culture but not both.

4. GRS 475: Senior Tutorial

For students who concentrate in Latin.

2. Six hours of study in courses on Roman culture from GRS 212, 222, 232, 305.

1. Nine hours of study in courses on Greek culture from Greek 101, 102, 201 (or higher); GRS 211, 221, 231, 305; Theater 280; Philosophy 401; Art 231, 321; or Philosophy 201.

GRS 241 and 242 may count either as a course on Greek culture or Roman culture but not both.

2. GRS 475: Senior Tutorial

Requirements for a minor in Greek and Roman Studies

A total of twenty (20) credit hours as follows:

1. Fourteen hours in Greek or Latin. This generally includes three four-hour courses in the elementary language sequence and two hours of credit in advanced reading courses. As noted above under the requirements for the major, students with

training in Greek or Latin from high school who place into Greek or Latin 201 or directly into the advanced reading courses (Greek or Latin 211 and higher) will usually take the advanced reading courses for more than one unit.

For students who concentrate in Greek.

2. Three hours of study in courses on Greek culture from GRS 211, 221, 231, 305; Theater 280; or Philosophy 401.

3. Three hours of study in courses on Roman culture from Latin 101, 102, 201 (or higher); GRS 212, 222, 232, 305; Art 231, 321; or Philosophy 201.

For students who concentrate in Latin.

2. Three hours of study in courses on Roman culture from GRS 212, 222, 232, 305.

3. Three hours of study in courses on Greek culture from) from Greek 101, 102, 201 (or higher); GRS 211, 221, 231, 305; Theater 280; Philosophy 401; Art 231, 321; or Philosophy 201.

GRS 241 and 242 may count either as a course on Greek culture or Roman culture but not both.

Honors in Greek and Roman Studies

Honors is awarded to those who distinguish themselves as exceptional students of ancient Greece and Rome. The honors project described below must be approved by the Individualized Studies Committee. Preparation for the project should begin no later than the spring semester of a candidate's junior year. In addition to fulfilling the requirements for the major with a concentration in either Greek or Latin, students seeking honors will be expected to complete the following:

1. GRS 495-496: Honors Tutorial.

2. An honors thesis or project that demonstrates an exceptional understanding of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

Programs Abroad

In addition to offering opportunities for travel and study in Greece and Italy through the GRS program and European Studies, Rhodes College also maintains ties with centers of study in Athens and Rome. Rhodes is a cooperating institution of the American School of Classical Studies at Athens and through the Associated Colleges of the South maintains an active relationship with the Intercollegiate Center for Classical Studies in Rome. Advanced students who anticipate pursuing graduate training in Greek and Roman Studies are strongly encouraged to participate in the programs of the ASCSA and ICCS.

Course Offerings in Greek and Roman Studies

Courses in Greek and Roman Studies are taught in English and have no prerequisites. Students of Greek and Latin may take a reading component in conjunction with each course for one or more hours of credit. A description of these reading components appears below in the section of advanced reading courses. Each series will be offered once every three years as designated.

The two-course series on ancient artistic expression (GRS 211-212) is designed in collaboration with the departments of English, Art, and Foreign Languages and Literatures to introduce the ideas, figures, events, and texts from the ancient world to which later literary and artistic traditions respond. The readings are organized around a topic that may change from one year to the next. The courses in ancient history (GRS 221-222) are designed to provide a chronological framework for the broader study of Greek and Roman culture and society. The series in ancient socie-

ty (GRS 241-242) will provide students, especially majors in the humanities, social sciences and religion, with an introduction to the social and religious conventions of ancient Greece and Rome which continue to influence the beliefs and institutions of modern societies.

The advanced reading components listed in Greek and Latin (courses numbered 211 and above) are designed to accompany courses listed under the Greek and Roman Studies section. The number of the reading component will correspond to the number of the GRS course. For these courses, the students and instructor will develop collaboratively a schedule of readings depending on the direction and focus of the course. Under the designation Greek 315 and Latin 315 will appear reading components that are offered in conjunction with courses in other disciplines. Students of Greek and Latin may take the language components independently of the corresponding courses in GRS and other programs. Course offerings are subject to change. For the latest information, visit the GRS website at www.classics.rhodes.edu.

COURSE OFFERINGS

211. Myth and Community in Ancient Greece in Rome. (Fa) [3] H

A study of mythoi from ancient Greece and Rome as transmitted in a variety of multiforms through works of literature, art, and architecture. This course aims to familiarize students with a set of Greek and Roman myths, discuss how myths shape human lives and perceptions, and present three interpretive traditions: the myth and ritual school (Fraser, Harrison, Murray), the psychoanalysts (Freud, Jung, Campbell), and the structuralists (Lévi-Strauss, Burkert). Sources for the study range from the Iliad and the iconography of Greek vase painting to Ovid's *Fasti* and Augustus' *Ara Pacis*. (Course offered every fourth year; Scheduled for 2003-2004.)

212. Literature of the Roman World (Sp) [3] H

A survey of Roman literature from the earliest works shaped by Greek models to late antiquity and the classical tradition. The material will be organized thematically, and themes may vary by year. Possible themes include: love and gender, the individual and the state, nature and society. Readings cover several genres, including epic and lyric poetry, the novel, drama, and biography. (Course offered every fourth year; scheduled for 2003-2004.)

221. History of Greece. (Fa) [3] H

A survey of Greek history in three parts: the prehistorical Minoan and Mycenaean societies of the Bronze Age, the rise and evolution of the Greek city-states from the Archaic Period to the rise of Macedonia, and the Hellenistic Period from the conquests of Alexander the Great to the collapse and annexation of Macedonia by the Roman Empire in 146 BE. (Course offered every fourth year; scheduled for 2001-2002.)

222. History of Rome. (Sp) [3] H

A survey of Roman history from Bronze Age Italy to the reign of Constantine. Students will encounter leading historical figures from Rome through their own writings and the perspectives of artists, contemporary historians, and later biographers. Readings will include the *Commentaries on the Civil War* by Caesar, the political speeches of Cicero, the political poetry of Catullus, Horace, Virgil, Ovid, and Lucan, the historical writings of Polybius, Sallust, Livy, and Tacitus, and the biographical treatises of Plutarch and Suetonius. (Course offered every fourth year; scheduled for 2001-2002.)

231. Athenian Society and the Dramatic Festivals of Dionysus. (Sp) [3] H

A study of Athenian society in the fifth and early fourth centuries BCE as reflected in the festivals of Dionysus. While focusing primarily on the City Dionysia, the largest and most significant of the festivals, during which native Athenians, resident foreigners, and visitors from around the Mediterranean experienced the dramatic works of the major Athenian tragedians and comic playwrights, the course will introduce students to the cultic, economic, political, and artistic nature of the City Dionysia and enable them to study the plays of Aeschylus, Sophocles, Euripides, and Aristophanes within their social, political, and cultural context. (Course offered every fourth year; scheduled for 2004-2005.)

232. The Romans and their City. (Sp) [3] H

This course serves as an introduction to the topography of the ancient city of Rome, surveying major public works as well as the arrangement of private architecture in the city. Additionally the course explores the relationship of that arrangement to Roman culture by reviewing important historical events and common social practices that occurred in those spaces. Ultimately the course investigates how Roman mores affected the topography of their city and conversely, how the site of the city influenced those same mores. Students will read works by major Roman authors such as Cicero, Plautus, Frontinus, and Martial. (Course offered every fourth year; scheduled for 2004-2005.)

241. The Archaeology of Ancient Greece and Rome. (Fa) [3] H

Beginning with a survey of Neolithic settlements and concluding with an overview of the artistic and architectural accomplishments of Late Antiquity, this course will provide students with an introduction to the material culture of ancient Greece and Rome. Students will study examples from each of the major categories of artifacts and gain a familiarity with techniques used by scholars to establish a chronology of cultural development. Students will also apply methods of formal and spatial analysis to pose questions about the activities of the Greeks and Romans and offer interpretations of the material record. (Course offered every fourth year; scheduled for 2002-2003.)

242. Serving Gods: Graeco-Roman Religions (Sp) [3] H

This course will use documents and material artifacts to reconstruct the beliefs and rituals of the traditional religions of Greece and Rome. The approach will focus on particular shared aspects of the sacred among the Greeks and Romans. Topics will include Graeco-Roman theology, sacrifice and its interpretation, hero cult, the afterlife, oracles and forms of prophecy, maintenance of sanctuaries, philosophical religion and emperor worship. This survey will culminate in an investigation of the confrontation between the mystery cults, such as Mithraism and Christianity, and the traditional Graeco-Roman cults. The sources of conflict between these world views will be discussed as well as the shared heritage of Christianity and ancient paganism. (Course offered every fourth year; scheduled for 2002-2003.)

253. Archaeology of Western Asia Minor. (Sp) [1]

This inter-institutional collaborative course, organized by Sunoikisis, a collaborative initiative in classics among the institutions of the Associated Colleges of the South, prepares students to participate in the excavation and survey at Hacimusalar in the Elmali Plain of southwestern Turkey. This course introduces the theory and methods of archaeological field work with emphasis on the faunal, ceramic, epigraphic, architectural, geophysical, and paleoenvironmental record at the site.

Students will also learn about the history of Lycia, the sculpture of western Asia Minor, and the technological infrastructure that serves the needs and goals of the project. Specifically designed for students who will work in Turkey, the course features weekly webcasts, on-line readings and discussion, and the opportunity to work with actual data from the excavation. Those interested in taking this course must obtain the approval of the instructor.

305. Travel-Study in Greece. (Summer) [3] F

An intensive introduction to the material culture of ancient Greece. Through visits to archaeological sites and museums, the course will cover the evolution of art and architecture from the Bronze Age (Minoan and Mycenaean) through the Archaic, Classical, and Hellenistic periods. The four-week tour will feature extended stays in Athens and Crete and a trip to the islands of Delos, Naxos, Paros, and Santorini. Although the emphasis of the course is on ancient civilizations, students are also encouraged to take advantage of the opportunity to learn about modern Greek society. GRS 211, 221, or 231 is strongly recommended as preparation for this course.

475. Senior Tutorial. (Sp) [3]

495-496. Honors Tutorial. (Fa-Sp) [3-3]

GREEK

101-102. Elementary Greek. (Sp-Fa) [4-4]

An introduction to the fundamentals of the ancient Greek language. Although the primary goal of the elementary sequence of courses through Greek 201 is to prepare students to use ancient Greek documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking. In addition to the three class sessions scheduled on Mondays, Wednesdays, and Fridays, students will also meet for a fourth session on Tuesdays or Thursdays for work in a tutorial setting.

201. Intermediate Greek. (Sp) [4]

The final course in the elementary language sequence. To prepare students for the advanced reading courses, which they will take in conjunction with a variety of courses both in the GRS program and in other departments, the course will emphasize reading and discussing documents primarily from the fifth and fourth centuries BCE. In addition to developing their reading comprehension, students will continue to work on their aural-oral proficiency. Students will meet in three class sessions scheduled on Mondays, Wednesdays, and Fridays, as well as in a fourth tutorial session on Tuesdays or Thursdays, which will focus on reading authentic texts at sight.

211. Reading Component. (Fa) [1-3]

Reading from the *Iliad* (generally from books I, III, VI, IX, XVIII, XXII, or XXIV) or *Odyssey* (from books IX-XII).

212. Reading Component. (Sp) [1-3]

Reading from the Homeric poems or texts from the lyric or comic traditions (generally poems by Sappho, Pindar, Theocritus, and Callimachus or the *Dyskolos* by Menander).

221. Reading Component. (Fa) [1-3]

Reading from the historians (generally Herodotus I or selections from Thucydides I and II).

222. Reading Component. (Sp) [1-3]

Reading from historical and biographical texts written in Greek during the Late Republic and Principate (generally Appian's *Civil Wars* I, selections from Plutarch's *Lives*, the *Roman Antiquities* of Dionysius of Halicarnassus, or the *Histories* of Polybius).

241. Reading Component. (Fa) [1-3]

Reading from sources that discuss the material culture of the ancient Greeks and Romans, e.g., selections from Plutarch, Pausanias, Strabo, and the Attic orators. Students will also have the opportunity to work with epigraphic sources.

242. Reading Component. (Sp) [1-3]

Reading selections significant for the study of Graeco-Roman religion and early Christianity. Readings will generally be chosen from one or more of the following: the *Homeric Hymn to Demeter*, Hesiod, Lucian, the later Greek philosophers, the New Testament, or a treatise of the Christian fathers.

305. Reading Component. (Summer) [1-3]

Readings of topical interest for the travel-study course to Greece or Italy. Selections from tragic or comic playwrights, philosophers, epic or lyric poets, orators, or historians depending on the interest and level of the students. Corequisite: GRS 305.

315. Reading Component. (Fa, Sp) [1-3]

Students may take reading components in conjunction with selected courses in theater, art, philosophy, humanities, English, history, and religious studies.

415. Tutorial Assistantship. (Fa-Sp) [1]

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct the tutorial sessions for the elementary students. This course is open only to advanced students and by permission of the instructor.

LATIN

101-102. Elementary Latin. (Fa-Sp) [4-4]

An introduction to the fundamentals of the Latin language. Although the primary goal of the elementary sequence of courses through Latin 201 is to prepare students to use Latin documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking. In addition to the three class sessions scheduled on Mondays, Wednesdays, and Fridays, students will also meet for a fourth session on Tuesdays or Thursdays for work in a tutorial setting.

201. Intermediate Latin. (Fa) [4]

The final course in the elementary language sequence. To prepare students for the advanced reading courses, which they will take in conjunction with a variety of courses both in the GRS program and in other departments, the course will emphasize reading and discussing documents primarily from the Late Republic and Augustan Age. In addition to developing their reading comprehension, students will continue

to work on their aural-oral proficiency. Students will meet in three class sessions scheduled on Mondays, Wednesdays, and Fridays, as well as in a fourth tutorial session on Tuesdays or Thursdays, which will focus on reading authentic texts at sight.

211. Reading Component. (Fa) [1-3]

Reading from Vergil (generally from Aeneid I, II, IV, VI, VIII, or XII or Livy (*Ab urbe condita* I)).

212. Reading Component. (Sp) [1-3]

Reading selected from a range of possible Latin authors, including Plautus, Terence, Catullus, Vergil, Ovid, Propertius, Tibullus, Horace, Cicero, Sallust, Livy, Tacitus, Petronius, and Juvenal.

221. Reading Component. (Fa) [1-3]

Reading from sources written in Latin concerning the history of ancient Greece (generally selections from Quintus Curtius Rufus's *History of Alexander the Great* or Cornelius Nepos's *De viris illustribus* or Livy's *Ab urbe condita*).

222. Reading Component. (Sp) [1-3]

Reading of significance for the study of Roman history (generally from prose authors, including Caesar, Cicero, Sallust, Livy, Tacitus, Petronius, or Suetonius).

232. Latin in Rome (Summer) [3] H

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections are taken from Roman historians, poets, orators, and inscriptions. Class meetings are held in the city of Rome. The sites described in the primary literature are visited and analyzed; inscriptions will be reviewed in situ where possible, and the textual tradition studied through available manuscripts.

241. Reading Component. (Fa) [1-3]

Reading from sources concerning the material culture of the ancient Greeks and Romans (generally from Pliny's *Naturalis historia* and Vitruvius's *De architectura*).

242. Reading Component. (Sp) [1-3]

Reading selections significant for the study of Graeco-Roman religion and early Christianity. Readings will generally be chosen from one or more of the following: Lucretius, Cicero's *De natura deorum* or *De divinatione*, Ovid's *Fasti*, Apuleius's *Metamorphoses*, the *Acta Martyrum*, or a treatise of the Christian fathers.

315. Reading Component. (Fa-Sp) [1-3]

Students may take reading components in conjunction with selected courses in search, theater, art, philosophy, humanities, English, history, and religious studies.

393. Literature of the Neronian Period (Fa) [3]

This inter-institutional collaborative course, organized by Sunoikisis, a collaborative initiative in classics among the institutions of the Associated Colleges of the South, explores the literature of the early Roman Empire, with a particular emphasis on the works of authors who were active during the period of Nero's reign. These authors include Seneca, Lucan, and Petronius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by participating faculty members, and weekly tutorials with faculty members at Rhodes. This course is specifically

designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome in the first century CE and current interpretive debates. Those interested in taking this course must obtain the approval of the instructor.

415. Tutorial Assistantship. (Fa-Sp) [1]

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct the tutorial sessions for the elementary students. This course is open only to advanced students and by permission of the instructor.

HEBREW

No Major or Minor Offered

COURSE OFFERINGS

101-102. Biblical Hebrew. (Fa-Sp) [3-3]

Introduction to the grammar and vocabulary of the Hebrew Bible/Christian Old Testament. By the end of a year's study, students should be able to read much of the prose material of the Bible.

201. Intermediate Hebrew. (Fa) [3]

Readings in biblical Hebrew prose emphasizing grammar, vocabulary, syntax, and translation.

ITALIAN

No Major or Minor Offered

COURSE OFFERINGS

101-102. Elementary Italian. (Fa, Sp) [4-4]

Fundamentals of the language: pronunciation, grammar, oral practice, reading of simple texts.

201-202. Intermediate Italian. (Fa, Sp) [4-4]

Continuation of grammar, conversation, and composition. Selected readings of classical and contemporary writers from Dante to Italo Calvino.

RUSSIAN

Courses are offered in the language, literature, culture, and film of the Soviet Union/Russia. All courses in language and the 400-level seminars are taught in Russian; courses in literature, culture, and film are taught in English. This interdisciplinary major is designed to enable students (1) to communicate effectively in Russian, (2) to become familiar with the most important works of Russian literature, and (3) to articulate the most prominent intellectual issues that Russia and her culture have grappled with over the centuries and still face today.

REQUIREMENTS FOR A MAJOR IN RUSSIAN STUDIES

A total of thirty-one (31) credit hours as follows:

1. Russian 301-302
2. Russian 205, 212, 306
3. Russian 210 or 214
4. Russian 410, 486
5. One course in Russian history approved by program coordinator
6. International Studies 221,333

Recommended courses (these do not count toward the 31 hours needed for the major): Russian 310 (Business Russian), Economics 222 (Classical and Marxian Political Economy), Philosophy 415 (Existentialism), and Music 120 (Musical Heritage of Russia and Eastern Europe). Majors are encouraged to spend at least one semester studying in Russia.

REQUIREMENTS FOR A MINOR IN RUSSIAN STUDIES

A total of sixteen (16) credit hours as follows:

1. Russian 301, 302, 410
2. Russian 306
3. Two of the following: Russian 205, 210, 212, 214

Minors are encouraged to spend at least one Maymester in Russia.

PROGRAMS ABROAD

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymester takes place. Students interested in the Maymester can take either Russian language training there or two courses taught in English (i.e., no prior knowledge of Russian is required for participation in the Maymester). In addition, students studying Russian can spend a summer, semester, or academic year in Russia through such nationally-recognized programs as the Council for International and Educational Exchange (CIEE) in St. Petersburg or the American Council on the Teaching of Russian (ACTR) in Moscow. In the past ten years, students at Rhodes have studied in Moscow, St. Petersburg, Tver, and Krasnodar. These students have also traveled widely in European and Siberian Russia as well as to many former Soviet republics (such as Ukraine, Kirgizia, and Kazakhstan) and Eastern European countries.

COURSE OFFERINGS**101-102. Elementary Russian. (Fa–Sp) [4-4]**

Elementary grammar, reading, and conversation, supplemented by assignments in the Language Center

201-202. Intermediate Russian. (Fa–Sp) [4-4]

Intermediate grammar and continued training in conversation and composition, supplemented by assignments in the Language Center Laboratory. Reading of Russian texts of graded difficulty. Prerequisite: Russian 101-102 or equivalent.

205. Russian Politics, Society, and Culture. (Fa) [3] H

Study and analysis of the last two decades of Russian political and social change through recent films and literary works. Films include *The Cranes are Flying*, *Dersu Uzala*, *Autumn Marathon*, and *Siberiade*. Literary works by the following writers: Akhmatova, Astafiev, Voznesensky, Soloukhin, Rasputin, and Trifonov. All films are subtitled; all works are read in translation. (Course offered in alternate years; scheduled for 2001-2002.)

210. Soviet/Russian Film. (Sp) [3] H

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of various directors, such as Eisenstein, Chukhrai, Daneliia, Tarkovsky, and Mikhalkov will be studied. All films are subtitled; course is taught in English and cross-listed with English 382 (Course offered in alternate years; scheduled for 2001-2002.)

212. Masterpieces of Russian Literature in Translation. (Fa) [3] H

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Goncharov, Turgenev, Tolstoy, and Dostoevsky) and screening of film adaptations of these works. All works are read in translation; all films are in Russian, with English subtitles. (Course offered in alternate years; scheduled for 2002-2003.)

214. Dostoevsky in Literature and Film (Sp) [3] H

In the course we will explore selected works by Dostoevsky in the context of the rise of the Russian novel, and view and analyze some filmic adaptations of his works. We will concentrate on the major literary, philosophical, and religious issues Dostoevsky raises in his prose, as well as consider questions relating to filmic reworkings of masterpieces in written form. Among other works we will read and view "White Nights," *The Idiot*, *The Brothers Karamazov*, and "Uncle's Dream." All works are read in translation. (Course offered in alternate years; scheduled for 2002-2003.)

301-302. Advanced Russian. (Fa, Sp) [3-3]

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia. Prerequisite: Russian 201-202 or equivalent.

306. Phonetics. (Sp) [1]

Practice in Russian sounds, especially those that tend to be problematic for a non-native speaker. Emphasis on specific phonetic phenomena, such as palatalization and assimilation of consonants, and reduction of unstressed vowels. Examination of word stress, sentence-level stress, and intonation patterns. Course should be taken as early as possible in the study of Russian, but must be taken as a co-requisite with Russian 301.

310. Business Russian. (Sp) [1]

The course is designed to train students in speaking about, writing, and reading different kinds of business or other official documents. Materials deal with law, education, anthropology, sociology, history, economics and politics, and will be presented in a cultural context. Prerequisite: Russian 201.

410. Stylistics. (Fa) [3]

Explorations of different prose styles in Russian, including literary, official, scientific, and political. Course conducted in Russian. Prerequisite: Russian 302 or equivalent.

486. Senior Seminar. (Sp) [3]

Students will be assigned individual research topics appropriate for their interests and needs, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Russian press and from Russian literature.

495-496. Honors Tutorial. (Fa-Sp) [3-6, 3-6]

SPANISH

Courses are offered in the language, civilization, and literature of Spain and Spanish America.

The 100-level and 200-level courses emphasize acquisition of comprehension, speaking, reading, and writing skills in Spanish. An introduction to the civilization and literature of the Spanish-speaking world is also provided in these courses.

301 and 302 are advanced language courses designed for students who have completed 202 or its equivalent and who plan to study Spanish and Spanish American literatures and/or linguistics. Each course above 302 deals with a particular topic in Hispanic literatures, linguistics, or cultural studies.

REQUIREMENTS FOR A MAJOR IN SPANISH

A total of twenty-seven (27) credit hours as follows:

1. Spanish 301 and 486
2. Twenty-one additional credit hours above Spanish 202

Recommended for the major in Spanish: Other modern foreign languages; Latin; literature; philosophy; art.

REQUIREMENTS FOR A MINOR IN SPANISH

A total of fifteen (15) credit hours as follows:

1. Spanish 301
2. Twelve additional credit hours above Spanish 202, selected according to the student's interest.

HONORS IN SPANISH

A minimum of 30 hours above the 200-level courses, reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar and Spanish civilization, and the field of specialization. Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS

101-102. Elementary Spanish. (Fa, Sp) [4-4]

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

201-202. Intermediate Spanish. (Fa, Sp) [4-4]

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America. Prerequisite: one year of Spanish in college or two years in high school.

205. Spanish in Madrid. (Summer) [4]

An intensive study of Spanish at Estudio Internacional Sampere. This course satisfies the proficiency requirement in foreign languages. Prerequisite: one year of college-level Spanish.

209. Spanish in Morelia, Mexico. (Summer) [4]

An intensive study of Spanish at Centro Mexicano Internacional. This course satisfies the proficiency requirement in foreign languages. Prerequisite: one year of college-level Spanish.

301-302. Advanced Spanish Language and Civilization. (Fa, Sp) [3-3]

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302. 301 and 302 need not be taken in sequence Prerequisite: Spanish 202 or the equivalent.

303. Introduction to Spanish Literature. (Sp) [3] H

Reading and analysis of selected works of Peninsular Spanish literature. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with an overview of the major periods in Spanish cultural and literary history. Prerequisite: Spanish 301 or 302 or permission of instructor

305. Spanish in Madrid. (Summer) [4]

An intensive study of Spanish at Estudio Internacional Sampere in Madrid, Spain, at the advanced level. Prerequisite: two years of college-level Spanish.

306. Introduction to Spanish American Culture and Literature (Fa) [3] H

After an introduction to the pre-Columbian heritage, attention is given to the prose of exploration, the poetry of the viceregal courts, the literature of the wars of independence, the modernista poets of the 19th century, and the new narrative of the 20th century. Prerequisite: Spanish 301 or 302 or permission of instructor.

307. Oral Proficiency Practicum. (Sp) [1]

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency. Prerequisite: Spanish 301 or 302 or permission of instructor.

309. Spanish in Morelia, Mexico. (Summer) [4]

An intensive study of Spanish at Centro Mexicano Internacional, at the advanced level. Prerequisite: two years of college-level Spanish.

310. Spanish in Memphis [3] H

A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that provide services in the Hispanic Community of Memphis.

320. Spanish American Drama. [3] H

A study of the works of Spanish American dramatists from the colonial era to the present. Prerequisite: Spanish 301 or 302 or permission of instructor.

330. Spanish American Poetry [3] H

A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the 20th Century.

340. Latin American Colonial Literature (Fa) [3] H

A survey course centered on the literary manifestations of Latin America during the Colonial period. Some of the main authors that will be studied are Cristobal Colón, Hernán Cortés, Bartolomé de las Casas, Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz. Prerequisite: Spanish 301 or 302, or permission of the instructor. (Course scheduled for 2001-2002.)

350. Short Fiction by Spanish Women Writers (Fa) [3] H

Aims to raise and examine issues associated with women's literary expression through the study of short works by some of the most prominent Spanish writers of the last two centuries. Questions of marginality (as related to gender, language and (culture), feminine sexuality and creativity, and the challenge of writing under the watchful eye of state censors will be addressed. Spanish 301 or 302 or permission of instructor. (Course scheduled for 2001-2002.)

360. Gender In Spanish American Literature. (Sp) [3] H

A study of gender in women and men writers. Topical units composed of texts representing various genres, regions, and periods. Prerequisite: Spanish 301 or 302 or permission of instructor.

365. Special Topics in Spanish. (Fa, Sp) [3]

Emphasis on a particular genre or the literature of a specific Hispanic nation. Prerequisite: Spanish 301 or 302 or permission of instructor.

370. Contemporary Argentine Literature. (Fa) [3] H

A study of contemporary Argentine literature including the short story, novel and theatre. Prerequisite: Spanish 301 or 302 or permission of instructor.

390. Introduction to Hispanic Linguistics (Sp) [3] H

A general overview of the main topics of Hispanic linguistics. Theoretical description, succinct history and dialectal configuration of the Spanish language. Prerequisite: Spanish 301 or 301 or permission of the instructor.

395. Spanish Medieval Masterpieces (Fa) [3] H

A survey course of the literary manifestations of Spain during the Middle Ages. Some of the main texts that will be studied are *Poema de Mio Cid*, *Milagros de Nuestra Señora*, *Libro de buen amor* and *La Celestina*. Spanish 301 or 302 or permission of instructor. (Course scheduled for 2001-2002.)

405. The Literature of Mexico after 1911. (Fa) [3] H

A study of major Mexican writers of the 20th century, including works by Juan Rufo, Rosario Castellanos, Elena Garro, Carlos Fuentes, and Octavio Paz. Prerequisite: Spanish 301 or 302 or permission of instructor.

406. The Contemporary Novel of Spanish America. (Fa) [3] H

A study of major novelists since 1950, including works by Isabel Allende, Mario Vargas Llosa, and Gabriel García Márquez. Prerequisite: Spanish 301 or 302 or permission of instructor.

408. The Spanish American Short Story. (Fa) [3] H

A study of Spanish American short story writers, including works by Jorge Luis Borges, Isabel Allende, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga. Prerequisite: Spanish 301 or 302 or permission of instructor.

410. Modern Spain: From Enlightenment to Realism. (Fa) [3] H

This course aims to give the student an overview of the literary development of Spain during the 18th and 19th centuries. Emphasis is given to the main cultural and literary movements: Enlightenment, Romanticism and Realism. Prerequisite: Spanish 301 or 302 or permission of instructor.

412-413. Twentieth-Century Spain.(Fa, Sp) [3-3] H

The Generation of 1898; the literature of the Civil War, the Franco era and early fruits of the new democracy. Prerequisite: Spanish 301 or 302 or permission of instructor.

421-422. The Golden Ages. (Fa,Sp) [3-3] H

The first semester of this sequence focuses on 16th century poetry and 16th and 17th century prose, with a particular emphasis on Cervantes. The second semester focuses on 17th century poetry and representative plays by the major dramatists of the 16th and 17th centuries. Prerequisite: Spanish 301 or 302 or permission of instructor.

486. Senior Seminar. (Sp) [3]

An overview of major topics of Hispanic literature and culture.

495-496. Honors Tutorial. (Fa, Sp) [3-6, 3-6]

GEOLOGY

PART-TIME INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University. (Department of Physics, Geology.)

No major or minor is offered in Geology. An Earth System Science minor is described in the section on Interdisciplinary Study.

Geology is the basic science of the earth: its materials, its energy, and its complex interactions with the atmosphere, hydrosphere and biosphere that occur through time. The courses are designed to increase the students awareness and appreciation of their physical environment. An understanding of the dynamics of the earth is important for the future design of our society.

COURSE OFFERINGS

111-111L. Introduction to Earth System Science. (Fa) [3-1] N

The introduction to the materials, structures, and processes of the earth as the interaction of subsystems; and an analysis of the ways geological knowledge is acquired. Geology of the mid-south is emphasized. Three hours of lecture and three hours of lab per week, plus a short field trip to the Ouachita Mountains.

112-112L. Evolution of the Earth. (Sp) [3-1] N

The origin and evolution of the earth as revealed by the rocks and fossils of the earth's crust. A regional analysis of selected areas of North America is related to the broader context of global tectonics. Three hours of lecture and three hours of lab per week, plus a short field trip to northeastern Mississippi. (Course offered in alternate years; scheduled for 2002-2003)

214-214L. Environmental Geology. (Sp) [3-1] N

The application of geologic principles to understand the response of our environment to natural and anthropogenic forces of change. Local environmental topics such as earthquakes, soils, drainage basins, ground water, and natural resources will be analyzed spatially using GIS (geographic information system). There will be a service learning component to the course focusing on both Cypress Creek and an environmental audit on campus, plus several field trips. (Course offered in alternate years; scheduled for 2001-2002.)

252. Coral Reef Ecology-Primary Literature. (Sp) [1]

The course will analyze the geological aspects of carbonate reef and carbonate platform development through primary literature. The course should be taken concurrently with Geology. 253; both of which are intended as the foundation for Geo. 254. Prerequisite: Geo. 111 or 112 or 214.

253. Coral Reef Ecology-Past and Present. (Sp) [1]

This course is a prerequisite for Biology/Geology 254. Emphasis will be placed on geological field techniques, biological classification, primary literature dealing with coral reef ecology and geology, developing snorkeling proficiency, and instruction on expectations in Biology/Geology 254. Between one and two hours of class meeting per week. Prerequisite: Geology 111 or 112. Not open to seniors.

254. Coral Reef Ecology-Past and Present. (May) [2] N

This intensive field course will expose students to the organisms of coral reefs and the modern geological processes of carbonate sedimentation. This two-week course will be given at either the Bahamian Field Station, San Salvador, Bahamas; or Roatan Field Station, Bay Islands, Honduras, in May.

Geology 253 and 254 may be combined for a total of three hours, meeting a degree requirement in the natural sciences with a laboratory. Prerequisite: Biology/Geology 253. Not open to seniors.

301. Special Problems in Geology. (Fa) [1-3]

Designed to encourage students to do research on current problems in geology. Prerequisite: Geology 111 and approval of instructor.

460. Internship in Geology. (Fa, Sp) [1-3]

A program designed to introduce students to the practical applications of their academic studies. Students may work with professionals in such agencies as the U. S. Geological Survey, USGS Water Resources Division, and the Center for Earthquake Research and Information (CERI). A written and oral presentation is required at the end of the internship integrating the student's academic work and the internship project.

Marine Sciences

Rhodes College is an affiliate of the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. Courses in the marine sciences offered by that institution in the summer are available to students with the grades being processed by the College as though the courses were taken on the home campus. Offerings change each year, students interested in these courses should check with the Biology Department for details.

Coastal Marine Geology. [3]

Provides basic and advanced information that will enable the student to understand the complex nature of the coastline and its structural features. Students will learn barrier island zonation, structure and formation, in the classroom and through visits to barrier islands of northern Gulf of Mexico. Prerequisites: 6 semester hours geology.

HISTORY

PROFESSOR

Douglas W. Hatfield. *The J. J. McComb Professor of History.* B.A., Baylor University; M.A. and Ph.D., University of Kentucky. (Modern Europe, German history.)

ASSOCIATE PROFESSORS

Michael R. Drompp. *Chair.* B.A., M.A., Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

James C. Lanier. B.A., Stetson University; M.A. and Ph.D., Emory University. (American intellectual and cultural history, U.S. in the twentieth century.)

Gail S. Murray. B.A., University of Michigan; M.S.E., University of Central Arkansas; Ph.D., University of Memphis. (U.S. social and cultural history, colonial America, the early republic.)

Carolyn P. Schriber. B.S., Kent State University; M.A. and Ph.D., University of Colorado. (Ancient world, medieval Europe, Renaissance and Reformation.)

Lynn Zastoupil. B.A., Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (Modern Britain, modern India, European intellectual history.)

ASSISTANT PROFESSORS

Dorothy C. Garceau. B.A., Nasson College; M.A., Washington State University; Ph.D., Brown University. (Women in the American West, American women, Native American history.)

Timothy S. Huebner. B.A., University of Miami; M.A., Ph.D., University of Florida. (U.S. South, nineteenth century, U.S. constitutional/legal history.)

Jeffrey H. Jackson. B.S., Vanderbilt University; Ph.D., University of Rochester. (Modern Europe, France, cultural history.)

Michael LaRosa. B.A., George Washington University; M.A., Ph.D., University of Miami. (Contemporary Latin America, Colombia, church history.)

Russell Wigginton. B.A., Rhodes College; M.A., Ph.D., University of Illinois. (African-American history, U.S. labor history.)

The Department of History offers courses designed to provide liberal arts students with a comprehensive understanding of the main historical forces that have shaped the world's civilizations. This understanding provides a foundation for students who plan to take advanced work in history as well as for students who plan to major in other disciplines within the liberal arts. No matter what vocation the liberal arts student chooses after graduation, knowledge of historical processes and forces is a valuable asset in the attempt to understand the world in which we live.

Planning a Major. First-year students contemplating a history major should enroll in Introduction to Historical Investigation (History 101) as well as courses at the 200 level. Prospective majors should complete a section of History 101 by the end of the sophomore year. In addition, courses at the 200 level are normally taken during the first, sophomore, and junior years, while courses at the 300 level are normally taken during the junior and senior years. Students should have completed at least one course at the 200 level before attempting coursework at the 300 level. In the senior year, majors must complete the Senior Seminar (History 485). Complete requirements for a major are listed below. The prospective major should work out an overall plan with a member of the department.

Objectives for majors. By carefully selecting advanced courses in consultation with members of the department, the history major can design a program to meet one of several specific objectives:

For a broadly based liberal arts education, the student may follow departmental requirements, emphasizing both geographic and chronological diversity.

For teaching history at the secondary level, the student should stress advanced courses in United States history. The chair of the Department of Education can provide additional information on appropriate courses for state certification.

As preparation for graduate work in history, the student should concentrate on upper level research courses.

Students with a variety of career objectives may major in history and choose from appropriate corollary courses in other departments:

For law or politics, add courses in English, logic, and political science.

For a business or government service career, choose courses in economics, business administration, and political science.

For a career in foreign service, add courses in international studies and modern foreign languages.

For church-related careers, choose courses in religion, philosophy, English, and psychology.

Interdisciplinary Programs. The College offers a number of interdisciplinary programs that draw on faculty from several departments and offer both majors and minors. Students interested in History may want to investigate possible minors in American Studies, Asian Studies, Russian Studies, or Women's Studies; or pursue majors in Russian Studies or Urban Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

REQUIREMENTS FOR A MAJOR IN HISTORY

A total of thirty-nine (39) credit hours as follows:

1. History 101
2. Eleven additional courses at the 200 and 300 levels, selected according to the following principles:
 - a. Of the eleven courses, up to seven may be taken at the 200 level.
 - b. Of the eleven courses, at least four must be seminar courses at the 300 level.
 - c. Of the eleven courses taken at the 200 and 300 levels, no more than six may be taken in a single area (listed below), and at least one must be taken in each area:
 - (1) European history
 - (2) United States history
 - (3) Latin American or African history
 - (4) Asian or Middle Eastern history
 - d. Of the eleven courses taken at the 200 and 300 levels, at least one must concentrate on periods prior to 1500 CE. The following courses meet that requirement: History 211, 212, 281, 282, 285, 288, 293, 312, 314, and 318.
3. History 485.

REQUIREMENTS FOR A MINOR IN HISTORY

A total of eighteen (18) credit hours selected according to the following principles:

1. No more than one course at the 100 level.
2. At least two courses at the 300 level.
3. At least one course each in:
 - (a) European history
 - (b) United States history
 - (c) Asian, Middle Eastern, Latin American, or African history

HONORS IN HISTORY

1. Completion of all requirements for a Bachelor of Arts degree in History and a minimum grade point average of 3.50.
2. Completion of the two-term tutorial sequence History 495-496.
3. Completion of a major research project, culminating in a research paper and an oral presentation. The topic of research is to be selected by the student in conjunction with a member of the department. The student usually begins preparing a proposal in the spring of the junior year. Approval of the honors proposal and the final honors project by the Department of History and the Individualized Studies Committee is required.

COURSE OFFERINGS**101. Introduction to Historical Investigation. (Fa, Sp) [3] H**

This course is intended primarily for students considering a major or minor in History. The purpose of the course is to introduce students to the experience of how historians do history. Although centered around a specific topic, each seminar will address issues of methodology, historiography, and the use of primary sources. Written work will be emphasized. (Enrollment in 101 is normally limited to first-year students and sophomores.) Possible topics for History 101 include: The Impact of the Norman Conquest, Why Hitler?, The Mind of the South, Post-World War II United States, and Learning and Life at Rhodes: An Oral History.

205. Selected Introductory Topics in History. (Fa, Sp) [3] H

Introduction to selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year.

211. Ancient Mediterranean Worlds. (Sp) [3] H

This course traces the development of five early civilizations that centered around the Mediterranean basin. It begins around 3000 BCE with the Egyptians and Mesopotamians, considers the histories of the Hebrews and Greeks, and ends with the collapse of the Roman Empire. The course's emphasis is on environmental influences, the development of cultural, social, and political institutions, and the migrations and interactions of peoples. (Course offered in alternate years; scheduled for 2001-2002.)

212. Medieval Europe. (Fa) [3] H

This course examines the transition from the world of late antiquity to that of the European Middle Ages, from the collapse of the Roman Empire through the eleventh century. Lectures will focus on the medieval "braid" of Roman tradition, Christianity and Germanic custom. Topics will include patterns of migration, the Christianization of Europe, the development of social and political institutions, the conflicts between church and state, and the urban revival of the eleventh century. (Course offered in alternate years; scheduled for 2002-2003.)

213. Renaissance and Reformation Europe. (Fa) [3] H

This course begins by examining the changes, as well as the medieval carry-overs, that brought about the period we know as the Renaissance. We will look at the effects of impersonal forces such as climate change and epidemics, the impact of the discovery of the Americas, and a new understanding of human capabilities. Then we turn to a survey of the intellectual movements and of the religious, social, and political characteristics of European history from 1500 (the coming of the Reformation) to 1714 (the height of French power under Louis XIV). The emphasis will fall upon

those changes that prepared society for the transition to what we now consider the “modern” world. (Course offered in alternate years; scheduled for 2001-2002.)

215. Enlightenment, Despotism, and Revolution: Europe, 1714-1815. (Fa) [3] H

This course surveys the development of the Old Regime in the eighteenth century and seeks to interpret the social, economic, and intellectual forces that tended to undermine it, with particular reference to the roles of the “enlightened despots.” It examines the overthrow of the Old Regime in France and then the rise and fall of the Napoleonic system in Europe.

216. Industrialism, Nationalism, and Imperialism: Europe, 1815-1914. (Fa) [3] H

This course examines the impact of industrialization on the social, political, and intellectual life of Europe. The combination of nationalist idealism and the realism of state power that produced the unifications of Italy and Germany will be critically examined. The course will also examine the nationalist and imperialist rivalries that drove the European states to the brink of war after the turn of the century.

217. Total War, Cold War, and Beyond: Europe since 1914. (Fa or Sp) [3] H

This course focuses on the impact of the two world wars of the twentieth century and the transformation of European life in all its dimensions: political, social, economic, cultural, intellectual, and religious. The course will conclude with a survey of the attempts by the European countries and peoples to reconstitute their lives in a world they could no longer dominate.

224. British Empire and Commonwealth. (Fa) [3] H

This course introduces some of the major developments of the British Empire in the period from 1713 to 1970. Emphasis will be on the empire’s role in Britain’s rise and fall as a world power, on the empire’s impact on Britain’s domestic political and economic structures, and on Britain’s impact on its colonies and possessions. (Course offered in alternate years; scheduled for 2001-2002.)

231. North America in the Colonial and Revolutionary Eras. (Fa, Sp) [3] H

This course investigates British, French, Spanish, African, and Native American encounters in North America from the Age of Exploration through the early political development of the United States. Major themes may include the tensions between individual and community interests, the origins and development of slavery, and the emergence of capitalism and popular sovereignty.

232. The United States in the Nineteenth Century. (Fa, Sp) [3] H

This course examines major social, political, cultural, and economic changes in the nineteenth century, including territorial expansion, reform movements, the Civil War, Reconstruction, and industrialization. Major themes may include the rise and decline of sectionalism, transformations in gender and race relations, and contests over political participation.

233. The United States in the Twentieth Century. (Fa, Sp) [3] H

This course investigates major social, political, cultural, and economic changes in the twentieth century, from Progressivism through the end of the Cold War. Major themes may include the effects of world war and economic depression on society, the United States’ changing role in the global community, the rise and fall of American liberalism, the Vietnam War as watershed, and the emergence of cultural pluralism.

241. Native America and American History. (Fa) [3] H

This course provides an in-depth look at selected Native American cultures, intertribal relations, and relations with Euro-Americans in North America. The evolution of United States Indian policy, as well as key shifts in Native American strategies for survival form the chronological framework for this course. Recent scholarship as well as Native American oral history, autobiography, and fiction will shed light on issues of sovereignty, conquest, resistance, syncretism, and cultural identity.

242. African-American History. (Fa) [3] H

The experiences of African-American people in the United States can be described as a continuous quest for empowerment; this quest has been affected by myriad factors (e.g., gender roles, class divisions, secular and non-secular ideologies, regionalism) in addition to racism. This course, through the use of secondary and primary material, historical documentaries, and critical analyses, will chart the historically complex journeys of African Americans, from the impact of the African diaspora on colonial America to the Black student sit-ins and the formation of the Student Non-Violent Coordinating Committee in 1960.

243. Slavery in the United States. (Sp) [3] H

The purpose of this course is to attain a fundamental knowledge of one of the most complex and controversial experiences in United States history. This course will examine various social, economic, and political factors in an attempt to explain why slavery developed as it did. Also, because slavery remained in the United States over such a long period (approximately 240 years), we will discuss how it changed over time.

244. History of Childhood in the United States. (Fa) [3] H

This course provides an examination of the ways in which the concept of childhood has been defined throughout United States history, as well as a study of how children themselves have influenced and shaped institutions, laws, and popular culture. A service-learning component is required. (Course offered in alternate years; scheduled for 2001-2002.)

245. Women in United States History. (Fa or Sp) [3] H

This course explores key developments in American women's history, from European arrival to the present. Topics include Native and Euro-American women's status in pre-industrial society, the political meanings of witchcraft, the rise of domestic sentimentalism, race and gender in the slaveholding South, the impact of industrialization, gender relations in war and economic depression, and the origins of modern feminism. Letters, diaries, oral histories, government documents, and popular literature will be analyzed in light of related scholarship.

247. The American South. (Fa) [3] H

This course provides an exploration of the social, political, economic, and cultural history of the South as a distinct region of the United States. The course will include discussion of the origins of a slave society, the culture of slavery and the Old South, the Civil War and Reconstruction, social and cultural change in the New South, and the Civil Rights Movement.

249. History of Southern Women. (Fa) [3] H

Using a variety of genres including autobiography, demographics, fiction, court records, film, and women's history, students will explore the many public and private roles that Southern women have filled, from colonial days to the present. Emphasis

will be placed on the distinctiveness of Southern society and its complex cultural diversity. (Course offered in alternate years; scheduled for 2002-2003.)

252. African-American Work Culture. (Fa) [3] H

The purpose of this course is to attain a fundamental understanding of the diverse experiences of African Americans as workers in the United States. Ranging from slavery to current affirmative action issues, we will examine cultural, political, and economic explanations for why Blacks have historically lagged behind Whites in the workplace. Also, we will discuss ways in which African-American workers responded to their limited job opportunities and inferior social status. (Course offered in alternate years; scheduled for 2001-2002.)

254. Interpreting the American West. (Sp) [3] H

A collaboration between History and Theater Arts, this course will immerse students in primary historical research and in the techniques of scripting, staging, and acting. Students will focus on three of the most mythologized forms of westward migration: the fur trade, the Overland Trail, and the cattle drives. From their interpretation of archival sources, students will create a performance piece. All students will engage in both historical analysis and dramatic interpretation. (Course offered in alternate years; scheduled for 2002-2003.)

257. United States Intellectual History: The Twentieth Century. (Fa) [3] H

This course examines the role that intellectuals have played in American society in the twentieth century. The course emphasizes the emergence of modernism between 1910 and 1930, changing patterns of American social thought from Progressivism to the present, and the reaction of intellectuals to major events of the twentieth century.

258. American Traditions of Service, Philanthropy, and Social Change. (Sp) [3] H

This course offers an exploration of the ways in which people in the United States have created voluntary organizations over the past two hundred years to improve the quality of life in their society. As this is a service-learning course, students will be required to participate in some community agency. Topics will include the role of the non-profit sector, private efforts which complement and/or inspire the activities of government, and changing attitudes toward the "others" who are being served. (Course not offered in 2001-2002.)

261. Colonial Latin America. (Fa) [3] H

This course surveys the history of Latin America in the period before the Revolutions of Independence (before 1810). After studying the Native American (principally Aztec, Inca, Chibcha and Maya) and European (Spanish and Portuguese) civilizations that shaped the formation of colonial Latin American history, the conquest, the institutions and the social history/movements during this historical period will be addressed in a thematic fashion.

262. Contemporary Latin America. (Sp) [3] H

This course surveys the history of Modern Latin America from the period of Independence (1810-1824) to the present, addressing the economic and social development of the Latin American region. Certain themes, such as religion, poverty, violence and foreign intervention will be covered in depth. Feature films, recent literature and oral history testimony will serve as "tools" for understanding contemporary Latin America.

264. History of Religion in Latin America. (Sp) [3] H

This course examines the history of religion and religious tradition in Latin America, beginning with an analysis of pre-Columbian religious history and study of the imposition of Christianity with the arrival of the Spaniards and Portuguese. Syncretic identity, politics and religion and the recent growth of evangelical Protestantism in Latin America will be some of the major themes addressed. (Course offered in alternate years; scheduled for 2001-2002.)

267. Mexico: From Pre-Columbian Peoples to the Present. (Sp) [3] H

This course focuses on Mexico as a geographic unit and addresses, principally, the social, cultural and economic history of the peoples who have inhabited Mexico. Beginning with an examination of pre-Columbian history, the course moves in a mostly chronological fashion, focusing on the European conquest of Mexico (1519-1521), colonial institutions and actors, nineteenth century independence, politics and instability. The course concludes with an examination of twentieth century revolution (1911 and after), reform and identity. (Course offered in alternate years; scheduled for 2002-2003.)

281. The Origins of Chinese Civilization. (Fa) [3] H

This course examines the foundations and evolution of China's cultural tradition from the prehistoric period to the Song reunification in 960 CE, with emphasis placed on the imperial period (beginning 221 BCE). The themes of change and continuity within the structure of an enduring ideology are supplemented by a multifaceted approach which includes the history of society and the arts. (Course offered in alternate years; scheduled for 2001-2002.)

282. Late Imperial China. (Sp) [3] H

This course examines China's development into a modern nation from the tenth-century Song reunification through foreign conquest, native recovery, and yet another foreign conquest to the creation of the heavily bureaucratized and Confucianized Qing state. It also explores the beginnings of China's encounter with the West which led to the collapse of the traditional Chinese world order. (Course offered in alternate years; scheduled for 2001-2002.)

285. Nomads of Inner Asia. (Fa) [3] H

This course presents a survey of the history of the pastoral nomadic peoples who have inhabited the Eurasian steppe region since early times, with particular attention paid to the creation of nomadic empires and their relations with sedentary neighbors in China, Europe, and the Middle East. The course will focus on the histories of the Scythians, Xiongnu, Huns, Turks, and Mongols.

288. Japanese Civilization. (Fa) [3] H

This course presents an examination of Japan's history and culture from prehistoric times to the mid-nineteenth century. Important themes will include Japan's creation of a unique culture through both isolation and cultural receptivity, the formation and preservation of enduring values, the structure and transformations of Japanese society, and Japan's "cult of aesthetics." (Course offered in alternate years; scheduled for 2002-2003.)

289. East Asia in the Modern World. (Fa) [3] H

This course presents a survey of the modern experiences of five different Asian nations: China, Japan, Mongolia, Korea, and Vietnam. The emphasis will be on the period from World War II to the present, to examine these different countries' expe-

riences with nationalism, world war, civil war, revolution, and modernization along with the tenacity of tradition. The course also will examine the relationships among these nations and their significance in the modern world. (Course offered in alternate years; scheduled for 2002-2003.)

293. Medieval India. (Fa) [3] H

This course explores India from the first Islamic invasions of the late tenth century CE through the death of the last great Mughal emperor, Aurangzeb, in 1707. Emphasis is on political history, especially the distinctly Indian Muslim states that flourished in this period, although attention will also be devoted to religious, intellectual, social and economic developments as well.

294. Modern India. (Sp) [3] H

This course surveys the history of South Asia from the collapse of the Mughal Empire in the century to the post-colonial era of the late twentieth century. Focus is on political, religious, and socio-economic events, including the fall of the Mughal Empire, the origins and nature of the British raj, the nationalist movements and the end of British rule, partitions and the post-colonial experiences in India, Pakistan, and Bangladesh, and, finally, current developments in South Asia. (Course offered in alternate years; scheduled for 2001-2002.)

296. Gandhi: Nonviolence and Revolution in Colonial India. (Fa) [3] H

This course explores the life and thought of M.K. Gandhi, with a focus on his transformation from a Western-educated Indian into a self-confident nationalist leader, deeply proud of his own cultural heritage, who played a major role in leading his nation to independence. Gandhi's complex relations with Indian Muslims and untouchables is also examined. Normally, this course has a service-learning component that entails community service designed to enhance student understanding of Gandhi's own profound commitment to serving his community, the Indian nation.

305. Selected Advanced Topics in History. (Fa, Sp) [3] H

Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include *Imagining Asia: Western Perceptions of the East*, *The Power of the Poor in Latin America*, and *Law and Justice in the American South*. Prerequisite: Any History course at the 200 level or permission of the instructor.

312. Medieval England. (Sp) [3] H

This seminar traces the development of the English nation from the Anglo-Saxon conquests through the Anglo-Norman, Plantagenet, and Tudor-Stuart eras. It emphasizes major political and constitutional developments, including the Magna Carta, English Common Law, the growth of Parliament, the English civil war, and the settlement of the Glorious Revolution. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

314. Medieval France. (Fa) [3] H

This seminar begins with the Franks, who blended their culture with that of Late Roman Christianity to produce the nation now known as France. Merovingians, Charlemagne, and the process of reform that marked the Carolingian Renaissance and the decline that followed the Viking invasions are examined. The course looks at the creation of Normandy, the rise of universities, and cultural and social changes,

culminating in Louis IX and Philip the Fair, and examines the “militant miracle” of Joan of Arc and the process of recovery that set France on the road to royal absolutism. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course not offered in 2001-2002.)

318. Medieval Misfits. (Fa) [3] H

This seminar focuses attention on the people most overlooked in regular medieval history classes: the misfits and non-conformists of medieval society – those who, precisely because they were somewhat out of step with their world, sought new solutions or brought about change. Students will examine some of the side issues that influenced the social and economic development of medieval Europe, such as love potions and herbal brews, labor riots, religious fringe groups, and attitudes toward money. Among the not-so-ordinary people discussed will be heretics, witches, moneylenders, magicians, renegade monks, and holy anorexics. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

319. Renaissance Princes, Popes, and Preachers. (Fa) [3] H

This seminar addresses the intellectual, religious, social, and political problems of Western Europe in the period between 1450 and 1650. It covers such topics as the development of communes in Italy, the growth of humanistic attitudes, the early push for church reforms, Renaissance theories of government, the Protestant Reformation, the Catholic response, the exploration and exploitation of the Americas, the Scientific Revolution, and changes in popular culture. Coursework will center on a series of “microhistories,” closely-detailed studies of individuals whose lives were affected by the changes taking place during the Renaissance and Reformation. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

326. Modern European Intellectual History. (Sp) [3] H

This seminar examines some of the leading developments in European thought from the eighteenth century to the present. Some of the issues/intellectual trends to be discussed include the Enlightenment, the French Revolution and natural rights, political economy and liberalism, the Industrial Revolution and socialism, Darwin and Social Darwinism, the “irrational” in late nineteenth-century thought, the impact of the two world wars, feminism, the Cold War and existentialism, and student radicalism and the new left. Among the important individuals whose ideas will be discussed are: Voltaire, Kant, Rousseau, Burke, Wordsworth, J.S. Mill, Marx, Darwin, Dostoevsky, Freud, Nietzsche, V. Woolf, Orwell, Sartre, Camus and Marcuse. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

328. The Age of Fascism, 1919-1945 (Fa) [3] H

This seminar will explore the major problems of interpretations, including “was there a generic fascism or only fascism?” The course will examine economic and social interpretations, particularly Marxist interpretations, as well as social-psychological and psychoanalytical interpretations. It will also consider the question of continuity or discontinuity in the particular national histories. Students will explore these issues in class discussions and will write their own interpretations of some aspects of the age of fascism. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

332. Colonial North America. (Sp) [3] H

This seminar explores a variety of interpretations of the colonial experience in North America. Emphasis will be on the interaction of cultures and the evolution of political and social systems. Students will explore primary documents and autobiography, culminating in a research paper. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered alternate years; scheduled for 2001-2002.)

334. The Early Republic of the United States. (Fa) [3] H

This seminar explores a variety of interpretations of the political, social, and economic history of the early United States. Special emphasis is placed on competing political ideologies, movements for social reform, and interpretation of primary documents. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered alternate years; scheduled for 2002-2003.)

335. The Civil War and Reconstruction Era. (Fa or Sp) [3] H

This seminar will investigate the political, social, and constitutional developments surrounding the American Civil War. Topics include the development of antebellum society in the North and South, the rise of sectional political tensions, the social impact of the war on Black and White Americans, and post-war attempts to reconstruct the social, political, and constitutional order. Discussion of military strategies and the clash of armies will constitute only a minor part of the course. Prerequisite: Any History course at the 200 level or permission of the instructor.

336. The Origins of Modern America, 1877-1918. (Fa) [3] H

This seminar deals with the social, economic, political, and constitutional development of the United States from the Reconstruction Era through the end of World War I. The course will specifically examine the attempts of late nineteenth century Americans to deal with the enormous changes brought about by the Civil War and Reconstruction—how defeated southerners, victorious northerners, and newly-freed African Americans came to terms with their recent past and charted their respective futures. In addition, the class will look at how early twentieth century reformers began to think about society and government in new ways and how their vision was affected by American involvement in World War I. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

339. Recent History of the United States. (Sp) [3] H

This course examines the evolution of American society since 1945. Special attention is given to the Cold War, political developments, and the cultural transformation of the 1960s and 1970s, and the resurgence of conservatism. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

341. Interpretive Issues in Native American History (Fa) [3] H

The course provides a closer look at problematic issues in the history of Native people in North America, including both Canada and the United States. Topics include the nature of oral tradition as history, Native spiritual crises and revitalization movements, the uses of metaphor in Indian diplomacy, the intersections of tribalism and capitalism, and the emergence of pan-Indian culture. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

343. The Civil Rights Movement. (Fa) [3] H

The Civil Rights era is considered by many to have been the most tumultuous yet empowering period for Blacks in the United States. To explain this phenomenon, this seminar will examine the social, political, and economic climate of the 1950s through the 1960s, and will consider how both Blacks and Whites were affected. Specifically, the course will focus on various organizations and the strategies they implemented which resulted in events such as the *Brown v. Board of Education* case, the Greensboro sit-ins, and the Civil Rights Act of 1964. Additionally, the course will analyze the subtle and not-so-subtle reactions to initiatives that allowed African Americans to attain many of the rights and privileges that have become commonplace in today's society. Prerequisite: Any History course at the 200 level or permission of the instructor.

345. Gender in the American West (Fa) [3] H

This seminar offers an investigation of men's and women's role change in the trans-Mississippi West, from early contact between European and Native peoples through twentieth-century industrial migrations. Major themes include human encounters with the natural environment, the convergence of cultures, the construction of economic landscapes, and their impact on gender systems. Students will consider the role of gender in historic "frontiers" of individual and community transformation. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course not offered in 2001-2002.)

351. United States Constitutional History to 1865. (Sp) [3] H

This seminar examines American constitutionalism from the colonial era through the Civil War. Topics include revolutionary ideology, the Constitutional Convention, the early nineteenth-century Supreme Court's exercise of judicial review, and the new nation's attempts to deal with such issues as federalism, the separation of powers, the government's role in an expanding economy, and the fate of slavery in new territories. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course not offered in 2001-2002.)

352. United States Constitutional History since 1865. (Sp) [3] H

This seminar examines American constitutionalism from the Civil War to the present. The course will focus on the Supreme Court's interpretation of the constitutional questions arising out of Reconstruction, industrialization and economic expansion, the rise of national regulatory power, and a growing consciousness of individual rights. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

363. History of U.S.-Latin American Relations. (Sp) [3] H

This seminar provides an examination of the history of United States - Latin American relations, beginning with tensions created by the Latin American Wars for Independence (1810-1824). U.S. priorities, dating from the Monroe Doctrine of 1823, are studied in light of specific policies and actions taken by the U.S. in the region. Specifically, the Mexican-American War, the Spanish-American War, the Good Neighbor and The Alliance For Progress will be examined in depth. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

382. Modern China. (Sp) [3] H

This seminar examines China's transformation from a traditional society to a rev-

olutionary one. Beginning with the intrusion of Western powers and the collapse of China's imperial system, the course will then explore the nation's attempts at integration and stabilization in the face of warlordism and invasion. Finally, an important focus will be China's civil war and the history of the People's Republic to the present day. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2002-2003.)

388. Modern Japan. (Sp) [3] H

This seminar examines Japan's transition from a closed, traditional society through the processes of modernization, imperial expansion, defeat and occupation to its postwar recovery and emergence as a global economic power. Particular emphasis will be placed on Japan's efforts to become an integral part of the modern world and yet retain its traditional social structures and values. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

394. Religion, Nationalism, and Revolution in India and Ireland. (Sp) [3] H

This is a comparative history seminar, examining parallels in the modern historical developments of South Asia and Ireland. The focus of the course will be on the respective colonial situations, the emergence of cultural and political nationalism in the nineteenth century, the importance of religious identities in the evolution of independence movements, the impact of the two world wars on the eventual political partitions, and the lingering political, cultural, and religious divisions that plague both regions. Prerequisite: Any History course at the 200 level or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

460. Internship. (Fa, Sp) [3]

This is a directed internship in which students apply analytical and writing skills in a variety of off-campus workplaces. Possibilities include historical archives and museums as well as opportunities in non-profit organizations and law firms. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not count toward the major. Taken pass-fail only.)

485. Senior Seminar. (Fa, Sp) [3]

The senior seminar is an examination of important themes and issues in the study and writing of history, as seen through selected representative works drawn from diverse fields of historical investigation. Emphasis will be on reading and discussion, with both written reactions/analyses and oral presentations required. (Open only to senior History majors.)

495-496. Honors Tutorial. (Fa-Sp) [3-3]

Maximum of 6 hours credit.

INTERDISCIPLINARY STUDY

INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

URBAN STUDIES

Committee:

Michael P. Kirby, Department of Political Science, *Chair*

John L. Mason, Department of Political Science

Thomas G. McGowan, Department of Anthropology and Sociology

Marcus D. Pohlmann, Department of Political Science

Russell T. Wigginton, Department of History

The City—culture, noise, excitement, poverty, diversity, crime, vitality, racial tensions—a conglomeration of contradictions, problems, and possibilities. It is this environment that is explored through a unique, interdisciplinary major in Urban Studies. Classroom study, urban work experiences, and independent research have been integrated to lend perspective to different urban phenomena that affect the lives of virtually all Americans. As such, the Urban Studies major should give the student an opportunity to relate a liberal education to specific and real human concerns.

Since the relationships between various urban issues are complex, an interdisciplinary approach is essential to their analysis. With that in mind, the major is based on a core of sociology, political science, and history. The goal of the classroom training is to provide the student with the ability to synthesize and apply theories, methodologies, and empirical research findings from various disciplines. The student should gain a fuller understanding of urban processes and phenomena as well as how to critically analyze proposed and actual public policies in a systematic fashion. The field work and independent study components of the major add depth to this understanding by allowing students to test classroom knowledge against urban experience and to pursue solutions to particular urban problems which they will confront.

Urban Studies is an excellent major for students who intend to work in urban institutions after graduation; volunteer in social, governmental or church programs; or attend graduate school. Urban Studies can lead to careers in many areas, including social services, local government, nonprofit groups, businesses with urban activities, banking, consulting, parks and landscape planning, neighborhood organizations, environmental agencies, and church agencies.

An Urban Studies major allows students to fashion a major which involves courses in many academic fields and to tie it to internships, jobs and volunteerism in the Memphis community. An Urban Studies minor allows students to supplement their own more theoretical majors with a minor that emphasizes the urban community.

Students considering either a major or minor in Urban Studies should consult with the chairperson of Urban Studies for course information and materials.

The program also sponsors a program with the city of Memphis that provides stipends during both the school year and the summer for Urban Studies students.

Students function as research assistants, community planning workers, and policy analysts under the program. Contact the department chair for more information.

First year students should take introductory classes in the discipline from which they will be selecting their electives. First year students considering Urban Studies as a major should register with the Chair for the mailing list for the Urban Studies Colloquium.

REQUIREMENTS FOR A MAJOR IN URBAN STUDIES

A total of forty (40) credit hours as follows:

1. Political Science 200: Urban Politics
2. Political Science 316: Urban Policy
3. Anthropology/Sociology 206: Social Problems
4. History 252: African-American Work Culture
5. Two courses of Urban Studies 460: Internship in Urban Studies
6. Urban Studies 485: Senior Seminar in Urban Studies
7. One course in research methods selected from the following: Anthropology/Sociology 261, Political Science 270, or International Studies 350.
8. Eighteen hours of urban-related courses from the following list with at least two courses from Anthropology/Sociology; other courses may be added during the school year; check with departmental chair during registration for a complete list of electives in Urban Studies; see appropriate departmental listing for course descriptions. Courses cannot be used as both requirements and electives. Courses with * require written consent of departmental chair.

REQUIREMENTS FOR A MINOR IN URBAN STUDIES

A total of eighteen (18) credit hours as follows:

1. Urban Studies 190: Urban Perspectives (3 total hours)
2. Five (5) courses from the list of electives below. Courses must be from at least two (2) departments with no more than three (3) courses from any one department. Four (4) of these courses must be from outside the major.

ELECTIVES IN URBAN STUDIES

Courses with * must have urban content and require written consent of departmental chair. Eligible courses are posted on the Urban Studies Bulletin board on the third floor of Buckman Hall at registration time.

Anthropology-Sociology 206: Social Problems
 Anthropology-Sociology 209: The Family in Social Context
 Anthropology-Sociology 264: Life Histories
 Anthropology-Sociology 300: Cultural Motifs*
 Anthropology-Sociology 343: Racial and Ethnic Minorities*
 Anthropology-Sociology 431: Special Problems*
 Art 225: Discovering Architecture
 Economics 205: Public Economics
 Business Administration 241: Financial Accounting
 Business Administration 246: Law of Basic Commercial Transactions
 Business Administration 351: Financial Management
 Business Administration 361: Management of Organizations
 Business Administration 366: Personnel and Human Resource Management
 Earth System Science 214: The Environment and Earth Systems

Education 201: Foundations of Education
 Political Science 161: Contemporary Issues in Public Policy
 Political Science 200: Urban Politics
 Political Science 230: Black Politics
 Political Science 316: Urban Policy
 Political Science 385: Criminal Justice
 Political Science 420: Seminar in Urban Policy
 History 242: African-American History
 History 243: Slavery in the United States
 History 244: History of Childhood in America
 History 247: The American South
 History 252: African-American Work Culture
 History 258: American Traditions of Service, Philanthropy, and Social Change
 History 267: Mexico: From Pre-Columbian Peoples to the Present
 History 305: Selected Advanced Topics in History*
 History 343: The Civil Rights Movement
 International Studies 250: Mexican Politics and Society in the 20th Century
 Psychology 229: Developmental Psychology: Infancy and Childhood
 Psychology 303: Psychology of Health
 Psychology 304: Abnormal Psychology
 Psychology 311: Counseling Psychology
 Religious Studies 232: Social Issues in Ethical and Religious Perspectives: Hunger, Plenty and Justice
 Religious Studies 258: Religion in America: African American Religious History*
 Urban Studies 350: Topics in Sociopolitical Relations
 Urban Studies 351: Topics in Urban Public Policy
 Urban Studies 450: Washington Semester (three classes can be used as electives and one class can be used as an internship, depending upon urban content)
 Urban Studies 460: Internship in Urban Studies
 Urban Studies 462: Practicum in Urban Studies

COURSE OFFERINGS

Urban Studies 350. Topics in Sociopolitical Relations. (Fa, Sp)[3]

A course based on specialized topics in the social and political area of urban studies; possible topics include urban social problems, black politics, and welfare policies. No prerequisites; course may be repeated.

Urban Studies 351. Topics in Urban Public Policy. (Fa,Sp)[3]

A course based on specialized topics in urban management and urban policy; possible topics such as urban health systems, urban planning and urban environmental analysis. No prerequisites; course may be repeated.

Urban Studies 450. Washington Semester. (Fa, Sp)[16]

A sixteen-week study in Washington, DC; consists of seminars, internships and a research project. Students are required to take the urban research project. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship fund to the cost of attendance at American University: Prerequisite: Consent of Chair and special financial arrangements with the College.

Urban Studies 461. Internship in Urban Studies. (Fa, Sp)[3-3]

A directed internship with an urban, social, governmental, or nonprofit agency.

The courses integrate traditional academic work in Urban Studies with practical internship experience. Prerequisite: Two courses in Urban Studies or Urban Studies electives. (Education 450 may be used to satisfy Urban Studies 461.)

Urban Studies 462. Practicum in Urban Studies. (Fa,Sp)[3]

Direct application of class work to an urban problem or issue through field work in an urban institution; development of a research or policy design before field activity; involvement of student, faculty sponsor and community agency sponsor. Prerequisite: three courses in Urban Studies or Urban Studies electives.

Urban Studies 485. Senior Seminar in Urban Studies. (Sp)[3]

An investigation of subject areas in the discipline of Urban Studies which involves research collaboration between students and faculty.

LATIN AMERICAN STUDIES

COMMITTEE:

Peter J. Ekstrom, Department of Anthropology/Sociology

Eric Henager, Department of Foreign Languages

Amanda Irwin, Department of Foreign Languages

Michael LaRosa, Department of History, *Chair*

Frank O. Mora, Department of International Studies

The Latin American Studies program, firmly grounded in the liberal arts tradition, combines academic disciplines and requires a strong language component. The curriculum consists of courses in four departments: Anthropology/Sociology, Foreign Languages (Spanish), History, and International Studies. The interdisciplinary approach to Latin American studies at Rhodes means that students benefit from exposure to widely divergent methodologies, theories, and cultural considerations, making Latin American studies an outstanding course of study for students hoping to go into government work, business, criminal justice, the Peace Corps, education, and/or journalism.

Latin America is one of the most dynamic regions in the world in terms of economic growth, regional integration and investment opportunities. The links that tie the United States to Latin America are many—they involve trade and finance, politics, and culture. Latin American music, art and sports have all become extraordinarily popular in the United States, particularly in large, urban centers. This increasing interdependence of the Americas demands that students gain greater exposure to those issues and forces.

Special Features. In addition to a diverse and challenging course of study, the Rhodes Program in Latin American Studies gives students the opportunity to study in Latin America, at selected programs in Chile at the Pontificia Universidad Catolica in Santiago de Chile, at FLACSO in Buenos Aires, Argentina, or at the Universidad de Lima in Peru. Other programs in Latin America are also available, including Maymester in Morelia, Mexico and a service-learning program in Honduras. Students are encouraged to study or visit Latin America as part of their academic training.

Students are also encouraged to participate in the annual Undergraduate Latin American Studies Symposium of the American Colleges of the South (ACS) held every Spring at Birmingham-Southern College. Students write a well-researched paper and present it before students and faculty of the ACS. The papers are later

published in the Proceedings of the Symposium. Additionally, the Latin American studies faculty work to promote on-campus cultural activities, including speakers, films, music, and other events thematically related to Latin America. The Office of Career Services helps students identify options and job opportunities in the area of Latin American Studies.

Finally, students have the opportunity to apply for the Five-Year Cooperative Degree Program between Rhodes and the Center for Latin American Studies (CLAS) of Georgetown University. The agreement allows qualified Latin American Studies majors who have demonstrated an interest and competence in Latin American studies to complete a master's degree within two semesters and a summer (one year) at Georgetown University. Students are guaranteed admission to Georgetown if they meet the minimum cumulative GPA of 3.50.

REQUIREMENTS FOR A MAJOR IN LATIN AMERICAN STUDIES

A total of forty-five (45) credit hours as follows:

1. Each of the nine following courses:
 Anthropology/Sociology 103: Introduction to Anthropology **or** 105: Introduction to Sociology
 History 261: Colonial Latin American
 History 262: Modern Latin America
 International Studies 200: Introduction to Comparative Politics
 International Studies 273: Latin American Politics and Society
 International Studies 274: Issues in US-Latin American Relations
 Spanish 301: Advanced Spanish Language and Civilization
 Spanish 306: Introduction to Latin American Culture and Literature
 Latin American Studies 485: Senior Seminar
2. Two of the following courses:
 Anthropology/Sociology 205: Victims of Progress
 Anthropology/Sociology 335: Modernization and Cultural Change
 Anthropology/Sociology 346: Peoples of South America
3. One of the following courses:
 History 264: History of Religion in Latin America
 History 267: Mexico: From Pre-Columbian Peoples to the Present
 History 363: History of US-Latin American Relations
4. One of the following courses:
 International Studies 250: Mexican Politics and Society in the Twentieth Century
 International Studies 431-432: Topics in International Studies (course must be on Latin America)
5. Two of the following courses:
 Spanish 309: Maymester in Morelia, Mexico
 Spanish 320: Latin American Drama
 Spanish 360: Gender in Latin American Literature
 Spanish 370: Contemporary Argentinian Literature
 Spanish 405: Literature of Mexico after 1911
 Spanish 406: Contemporary Novel of Latin America
 Spanish 408: Latin American Short Story

REQUIREMENTS FOR A MINOR IN LATIN AMERICAN STUDIES

A total of twenty-four (24) credit hours as follows:

- Anthropology/Sociology 103: Introduction to Anthropology
or 105: Introduction to Sociology

Anthropology/Sociology 335: Modernization and Cultural Change
 or 346: Peoples of South America
 History 264: Colonial Latin American Survey
 History 267: Modern Latin America
 International Studies 200: Introduction to Comparative Politics
 International Studies 273: Latin American Politics and Society
 International Studies 274: Issues in US-Latin American Relations
 Spanish 306: Introduction to Latin American Culture and Literature

COURSE OFFERINGS

485. Senior Seminar. (Fa) [3]

Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Foreign Languages (Spanish). Students must combine two disciplines in their research and work under the supervision of the faculty from the departments who are also members of the Latin American Studies Committee.

AMERICAN STUDIES

Committee:

James C. Lanier, Department of History, *Chair*
Marshall Boswell, Department of English
Dorothy C. Garceau, Department of History
John Hilgart, Department of English
Timothy S. Huebner, Department of History
David P. McCarthy, Department of Art
Patrick A. Shade, Department of Philosophy
Russell Wigginton, Department of History
Stephen H. Wirls, Department of Political Science

The program in American Studies is designed to enable students to broaden their understanding of the United States. Courses in many different departments examine facets of American culture. Participation in American Studies allows students to draw upon what they have learned in separate disciplines to develop a more integrated knowledge of American culture. Specific efforts are made to bring together insights from the social sciences, the humanities, and the fine arts.

Students who choose American Studies as a minor field are challenged to understand the culture in which they live and to formulate their own responses to it. They explore the diversity of American culture by considering the roles which race, class, gender, and region play in shaping experience. Students are asked to think comparatively, to consider what American culture has in common with other developed societies and to contrast its patterns with those of traditional societies. Throughout the program, the goal is to engage students to understand their own role in American culture-how they have been shaped by it, how they can be creative actors in it, and how they can resolve the numerous value conflicts within it.

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES

A total of twenty-four (24) credit hours as follows:

1. American Studies 200 or American Studies 300
2. Four courses from at least two departments chosen from the following courses with an American Studies approach:

- a. English 225: Southern Literature
English 360: American Literature to 1880
English 361: American Literature 1875-1945
English 364: Black Writers in America
 - b. History 242: African-American History
History 245: Women in United States History
History 247: The American South
History 254: Interpreting the American West
History 257: American Intellectual History: The Twentieth Century
 - c. Philosophy 370: American Philosophy
 - d. Political Science 212: American Political Thought
 - e. Religious Studies 251: Religion in America
3. Three additional courses from Group 2 or from the following courses:
- a. Anthropology/Sociology 206: Social Problems
 - b. Art 334: American Art
Art 344: Modern Art III
Art 345: Contemporary Art
 - c. Economics 201: Money and Banking
Economics 205: Public Economics
Economics 206: Industrial Organization and Government Regulation of Business
 - d. English 220: Women and Literature (when subject is American)
English 241: History and Criticism of American Cinema
English 265: Special Topics (when subject is American)
English 373: Developments in Contemporary Literature (when subject is American)
English 381: Topics in Film (when subject is American)
English 385: Topics in Advanced Literary Study (when subject is American)
 - e. History 101: Introduction to Historical Investigation (when subject is American)
History 231: North America in the Colonial and Revolutionary Eras
History 232: The United States in the Nineteenth Century
History 233: The United States in the Twentieth Century
History 241: Native America and American History
History 244: History of Childhood in America
History 252: African-American Work Culture
History 258: American Traditions of Service, Philanthropy, and Social Change
 - f. International Studies 371: U. S. Foreign Policy
International Studies 372: Contemporary U. S. Foreign Policy
 - g. Music 118: Black Music in America
 - h. Philosophy 250: Topics in Philosophy (when subject is American)
 - i. Political Science 151: United States Politics
Political Science 200: Urban Politics
Political Science 230: Black Politics
Political Science 260: Congress and the Political Process
Political Science 301-302: Constitutional Law and Politics
Political Science 340: The American Presidency
 - j. Religious Studies 211: Contemporary Theology (when subject is American)
Religious Studies 232: Social Issues in Ethical and Religious Perspective (when subject is American)

Religious Studies 300: Selected Topics (when subject is American)

Note: The courses selected from categories 2 and 3 must be chosen from at least three departments, and no more than three courses may be chosen from the same department.

COURSE OFFERINGS

200. Introduction to American Studies. (Sp) [3] H

The specific topic of this course, which is team-taught, will vary with instructors. Topics may include Work in America, Technology in America, Individualism and Community in America.

250. Contemporary Issues in American Culture. (Fa,Sp) [1]

A course designed around major guest lectures delivered on the Rhodes campus - the Gilliland Symposium, the Seidman Lectures, the Moss Lectures, and others sponsored by departments. Each year the American Studies Committee will designate those speakers whose topics best illuminate controversial issues in American life. Students will be required to attend 8-10 lectures and cultural events, to read essays and view films relevant to them, and to keep a journal of their own responses.

300. The Methodologies of American Studies. (Sp) [3] H

An interdisciplinary seminar in the methodologies of American Studies for third and fourth year students who have completed at least two courses from category two above. Readings will include studies of myths and symbols; scholarship that employs the analysis of race, gender, and class; explorations in popular culture.

ASIAN STUDIES

Committee:

Michael R. Drompp, Department of History, *Chair*

John F. Copper, Department of International Studies

Ming Dong Gu, Department of Foreign Languages and Literatures

John C. Kaltner, Department of Religious Studies

Mark W. Muesse, Department of Religious Studies

Lynn B. Zastoupil, Department of History

The Asian Studies Program offers an interdisciplinary approach to a diverse and complex region that comprises the East Asian, South Asian, Southeast Asian, and Inner Asian cultural spheres. As the nations of Asia become increasingly important in the world, a systematic study of their languages, cultures, histories, and political-economic structures can be a valuable component of a liberal arts education. The program in Asian Studies provides students with an opportunity to gain a greater understanding of this region through a variety of courses; it aims at a broad approach in order to encourage the exploration of the rich cultural traditions of Asian societies.

REQUIREMENTS FOR A MINOR IN ASIAN STUDIES:

A total of twenty-one (21) credit hours as follows:

1. Asian Studies 150: Asian Societies Past and Present
2. Six additional courses (200-level or above) chosen from the following two disciplinary groups, with at least one course from each group and no more than three courses from any one group. One of these six courses may take the form of a direct-

ed inquiry if approved by the Asian Studies Committee. Courses currently being offered which meet this requirement are:

Humanities

- Chinese 205: Chinese Culture through Literature
- Chinese 210: Chinese Literary Heritage
- History 281: The Origins of Chinese Civilization
- History 282: Late Imperial China
- History 285: Nomads of Inner Asia
- History 288: Japanese Civilization
- History 289: East Asia in the Modern World
- History 293: Medieval India
- History 294: Modern India
- History 382: Modern China
- History 388: Modern Japan
- Religion 255: Living Religions of Today's World (when topic centers on Asia)
- Religion 258: Topics in History of Religions (when topic centers on Asia)

Social Sciences

- Economics 212: Economic Development (when topic centers on Asia)
- International Studies 261: Government and Politics of China
- International Studies 262: China's Foreign Policy
- International Studies 263: Government and Politics of Japan
- International Studies 264: Government and Politics of Southeast Asia
- International Studies 285: The East Asia Miracle
- International Studies 395: United States Foreign Policy in East Asia
- International Studies 432: Topics in International Studies (when topic centers on Asia)

COURSE OFFERINGS

150. Asian Societies Past and Present. (Fa) [3]

This introductory, interdisciplinary course takes a thematic approach to important issues in Asian societies. By examining these broad topics, the student will see how each society's past informs its present, and thus will develop a basis for the further study of these societies. Important subjects to be discussed will include the interactions among Asian cultures and the transmission of ideas, the development of Asia's significant religious and philosophical traditions, the inherent tension between nomads and cultivators, and Asian societies' experiences with Western political and economic expansionism.

EARTH SYSTEM SCIENCE

COMMITTEE:

- David H. Kesler, Department of Biology, *Chair*
- Carol L. Ekstrom, Department of Physics (Geology)
- John L. Streete, Department of Physics

Earth System Science is the study of the interactions between the different earth systems, the lithosphere, hydrosphere, atmosphere and biosphere; and the transfer of energy and materials on various scales of time and space. Viewing the earth as interconnected subsystems gives a contextual framework for the study of environmental issues in courses in Geology, Biology, and Physics. A GIS (geographic information

system) approach is used in Geology 214 to spatially analyze environmental problems. A systems modelling approach is used in Physics 103 to understand such issues as greenhouse warming, ozone depletion, acid precipitation.

REQUIREMENTS FOR A MINOR IN EARTH SYSTEM SCIENCE

A total of twenty (20) credit hours as follows:

1. Geology 111-111L: Introduction to Earth System Science
2. Physics 103: Global Change
3. Math 111 or Economics 290 or Psychology 211
4. A minimum of an additional 10 credit hours, selected from the following courses, in at least two departments:

| | |
|------------------|--|
| Geology 112-112L | Evolution of the Earth |
| Geology 214-214L | Environmental Geology |
| Geology 252 | Coral Reef Ecology –Primary Literature |
| Geology 253-254 | Coral Reef Ecology – Past and Present |
| Geology 301 | Special Problems in Geology |
| Geology 460 | Internship in Geology |
| Physics 101 | Astronomy |
| Biology 200 | Evolution |
| Biology 252 | Coral Reef Ecology –Primary Literature |
| Biology 253-254 | Coral Reef Ecology – Past and Present |
| Biology 315 | Ecology |

The following courses have an environmental component to them, although they are not part of the Earth System Science requirements: Anthropology 205, 321; Political Science 161, 420; Religion 232; History 254.

EDUCATION

The Education program at Rhodes is based on the philosophy that a liberal arts background with a strong academic major is essential for any student who will teach at the secondary level. For this reason no major or minor in Education is offered. Rhodes believes in teachers who are competent in their major fields of study and who possess the necessary skills and background for teaching.

The Education program at Rhodes is undergoing significant changes in order to meet the level of expectations set by the Faculty and students. The program is also considering how to better meet the guidelines of the State of Tennessee for certification of its students. For those reasons, the College has reduced the offerings in the program until its mission is better defined.

For students who wish to be licensed to teach upon graduation, careful advising and planning is essential. Course scheduling must begin early including a plan to take additional courses at other institutions. Certification is not possible by taking only Rhodes courses at this time.

INTRODUCTORY COURSE

201. Foundations of Education. (Fa or Sp) [3] S

This course investigates the demands (financial, legal, and political) placed upon the American educational system as it responds to pressure groups and inequalities in educational opportunities. It includes the examination of philosophical perspectives, historical foundations, learning theory, educational law, school finance, and mechanisms for change, as each applies to today's educational system.

FILM STUDIES

COMMITTEE:

Ellen Armour, Department of Religious Studies
Shira Malkin, Department of Foreign Languages
Robert Entzminger, Department of English
Mike LaRosa, Department of History
Cynthia Marshall, Department of English
Valerie Nollan, Department of Foreign Languages
James Vest, Department of Foreign Languages

The minor in Film Studies exposes students to a range of methodologies and philosophies for examining film. Students see a variety of films from the traditions of various nations and cultures. They are encouraged to consider such topics as film aesthetics, film history, film and politics, the relationship between film and theater, and the contemporary uses of film and media. Students also consider film across a wide variety of disciplines, including Art, English, Languages, Political Science, and Theater.

REQUIREMENTS FOR A MINOR IN FILM STUDIES

A total of eighteen (18) credit hours as follows:

1. English 241 or English 242
2. English 382

3. Four courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Film Minor Committee). At least two of these courses must be 300- or 400-level courses. Courses currently being offered which meet one or more of these requirements are:

Art 150: Introduction to the Visual Arts
 Art 345: Contemporary Art
 English 245: The South in Film (Special Topics Course)
 English 245: Fantasy, Science Fiction, and Horror Film (Special Topics Course)
 English 381: Topics in Film
 French 234: Hitchcock and Truffaut
 French 332: French Drama
 French 334: French Cinema
 German 307: German Cinema
 History 205: History of Latin America Through Film (when offered)
 Political Science 310: Media and Politics
 Religious Studies 156: The Bible in Film (Selected Topics Course)
 Russian 210: Russian/Soviet Cinema

WOMEN'S STUDIES

COMMITTEE:

Gail P. C. Streete, Department of Religious Studies, *Chair*
Ellen T. Armour, Department of Religious Studies
Lynne M. Blair, Director of Burrow Library
Carol L. Ekstrom, Department of Physics (Geology)
Dee Garceau, Department of History

Darlene Loprete, Department of Chemistry
 Shira Malkin, Department of Foreign Languages
 Robert A. Canfield, Department of English

The Women's Studies Program provides students with the opportunity to examine gender roles and the social construction of gender in historical and contemporary context and to consider women's contributions to society, the arts, and sciences. Women's Studies classes encourage critical analysis of how women have been represented in philosophy, religion, literature, science, and in social and political theory.

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

A total of eighteen (18) credit hours as follows:

1. Two required core courses to be taken in sequence:
 - a. Women's Studies 200: Introduction to Women's Studies.
 - b. Women's Studies 400: Seminar in Contemporary Feminist Theory.
2. Four courses selected from a list of courses that deal with women's issues offered in various departments. One of these required courses may be satisfied by doing an internship in an appropriate setting or pursuing a directed inquiry in any department on a topic relevant to women's issues. The internship or the directed inquiry must be approved by the Women's Studies Committee. Courses *regularly* being offered which meet this requirement are:

Anthropology/Sociology 209: The Family
 Anthropology/Sociology 310: Gender and Society
 English 220: Topics in Women and Literature
 History 245: Women in United States History
 History 249: History of Southern Women
 Psychology 232: Psychology of Women
 Religious Studies 232: Religion and Sexuality
 Religious Studies 220: Feminist Theology

COURSE OFFERINGS

200. Introduction to Women's Studies. (Fa or Sp) [3] H

An interdisciplinary course designed primarily for first and second year students. This course assists students in formulating questions about gender as it relates to their work in various disciplines across the curriculum.

400. Seminar in Contemporary Feminist Theory. (Fa or Sp) [3]

An interdisciplinary seminar in contemporary feminist thought for third and fourth year students. Students will examine contributions of feminist scholars in political theory, literary criticism, theology, psychology, anthropology, and philosophy.

INTERDISCIPLINARY MAJORS

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. Details about such majors may be found in this catalogue under Planning A Degree. The following interdisciplinary majors have been approved by the Faculty Curriculum Committee, and the required courses have been defined as listed below. Students declare these interdisciplinary majors in the same manner as a standard major.

Economics and International Studies

A total of fifty-one to fifty-five (51-55) credit hours as follows:

1. Economics 101-102, 210, 212, 290, 302, 307, 309, 485-486.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

International Studies/French or German

A total of fifty-one (51) credit hours as follows:

1. International Studies 100, 190, 200, 300, 475, plus six (6) additional hours on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
2. Economics 101-102.
3. Political Science 151.
4. Foreign Languages. Twenty-one (21) hours from among French or German courses numbered 300 or above, to be determined in consultation with a faculty member in the major language and French 485-486 (Senior Paper and Senior Review) or German 486 (Senior Seminar).

Students will be expected to bring their particular emphases to bear in the courses they take. This may mean in a literature course, for example, that students might concentrate on writers who are politically engagés. Conversely, in International Studies, their awareness of literary and cultural traditions will enhance their understanding of certain political dynamics; they will have to use foreign sources for the courses in which papers are required.

History and International Studies

A total of sixty to sixty-four (60-64) credit hours as follows:

1. History 101, 232, 233, 485, and two of the following courses: 224, 216, 217.
2. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
3. Economics 101-102, Political Science 151.
4. Area Requirement in History and International Studies: (Choose one)
 - a. Western Europe: History 326, 394; I.S. 281, 282
 - b. China: History 282, 382; I.S. 261, 262
 - c. East Asia (excluding China): History 288 or 289, 388; I.S. 263, 264.
5. An appropriate foreign language through completion of the second year.

International Studies and Political Science

A total of forty-five to forty-nine (45-49) credit hours as follows:

1. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
2. Political Science 151, 260, 340, and one of the following courses: 212, 214, 230, 314, plus six additional hours in Political Science.
3. Economics 101, 102.
4. An appropriate foreign language through completion of the second year.

INTERDISCIPLINARY COURSES

HUMANITIES

Basic Requirement In Humanities

The Humanities 101-102, 201-202 course and the *Life: Then and Now* program described below offer alternative ways to fulfill the Basic Requirement in Humanities in the College's general degree requirements. (See the section titled Planning a Degree in this catalogue.

101-102, 201-202. The Search for Values in the Light of Western History and Religion. First year (Fa-Sp); Sophomore year (Fa-Sp) [3-3, 3-3]

The Search for Values in the Light of Western History and Religion is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed western culture. In the first year, students examine original documents in translation from the history and literature of the Hebrews, the Greeks, the Romans, and the Early Christians. Selected texts from the Hebrew Bible are read and discussed in conjunction with the ideas and themes of Mesopotamian culture. Students study the Gospels and selected letters from the New Testament in conjunction with Graeco-Roman history, life, and thought.

In the second year, students trace the roles of Judeo-Christian and the Graeco-Roman heritages in the shaping of the values, character, and institutions of western culture and its understanding of self and world. To this end, they read and discuss selections from the works of philosophers, theologians, political writers, scientists, and literary artists from the Middle Ages to the present. Courses in the second year focus attention on the following disciplines: Religious Studies, History, Philosophy, Literature, Politics. Students choose one of these disciplinary areas as the emphasis for the sophomore year of study.

Participating Staff: Professors Armour (Religious Studies), Batey (Religious Studies), Cullen (Political Science), Entzminger (English), Favazza (Religious Studies), Hatfield (History), Huebner (History), Kaltner (Religious Studies), LaRosa (History), Leslie (English), Llewellyn (Philosophy), McKenzie (Religious Studies), McNary-Zak (Religious Studies), Morrell (Greek and Roman Studies), Muesse (Religious Studies), Murray (History), Nelson (Political Science), Nollan (Russian), Schriber (History), Shade (Philosophy), Shaffer (English), Sick (Greek and Roman Studies), Streete (Religious Studies), Vest (French), Walsh (Religious Studies), Wirls (Political Science), Zastoupil (History).

Life: Then and Now. Four courses. [3, 3, 3, 3]

In the first two courses of the *Life: Then and Now* program, the student is introduced to the major methodological approaches to the study of religion represented in the "Life" curriculum. The student selects the last two courses from a range of courses that apply these specific methodological approaches to different aspects of religion. One of the last two courses must be in biblical studies and one must be in theology, ethics, history of religions, or philosophy. See below for a list of courses. Fuller course descriptions may be found in the departmental listings.

First Semester, First Year: Introduction to the Biblical Tradition. (Fa) [3]. The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students will survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention will be paid to understanding the

role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Second Semester, First Year: Introduction to the Theological Traditions. (Sp) [3]. This course continues the introduction to the "Life" sequence begun in RS 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures (Catholic and Protestant) from early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th century, including the advent of the comparative study of religion.

Third and Fourth Courses: The third and fourth courses in the "Life" curriculum allow the student to focus in particular areas of the study of religion or philosophy. One of these courses must be in biblical studies, one in Bible-related studies (see below). The order in which the two courses are to be taken is not prescribed. Most biblical studies courses are offered in the spring semester. Most Bible-related courses in religious studies are offered in the fall semester. See the departmental listing for the standard schedule for philosophy offerings. Among the choices of courses are the following:

Biblical Studies Courses

- RS 270: The Hebrew Bible and Israelite Origins
- RS 271: Pentateuch
- RS 272: Historical Literature
- RS 273: Prophets
- RS 274: Wisdom Literature/Psalms
- RS 275: Apocalyptic
- RS 276-277: Selected Topics in Hebrew Bible/Old Testament
- RS 280: The New Testament and Early Christian Origins
- RS 281: Synoptic Gospels
- RS 282: Gospel of John
- RS 283: Paul's Letters
- RS 284: The Letter to the Romans
- RS 285-286: Selected Topics in New Testament

Bible-related Courses

Theology and Ethics

- RS 211: Contemporary Theology
- RS 212: Philosophical Theology
- RS 213: The Quest for Meaning
- RS 220: Topics in Theology
- RS 232: Social Issues in Ethical and Religious Perspective
- RS 233: Pain, Suffering, and Death

History of Religions

- RS 210: History of Christian Thought
- RS 214: Early Christian Literature
- RS 251: Religion in America
- RS 253: Judaism
- RS 255: Living Religions in Today's World
- RS 256: Phenomenology of Religion
- RS 258: Topics in the History of Religions
- RS 259: Topics in the History of Christianity

RS 260: Archaeology and the Biblical World
 RS 265: Archaeology and the Biblical World: Field Work

Philosophy

PHIL 201: Greek and Medieval Philosophy
 PHIL 212: Philosophical Theology
 PHIL 250: Topics in Philosophy
 PHIL 305: Responses to Moral Confusion
 PHIL 318: Metaphysics of the Human Person
 PHIL 320: Medical Ethics
 PHIL 350: Philosophy of Religion
 PHIL 360: Philosophy and the Christian Faith
 PHIL 415: Existentialism

Participating Staff: Professors Armour (Religious Studies), Batey (Religious Studies), Danziger (Religious Studies, part-time), Favazza (Religious Studies), Haynes (Religious Studies), Jordan (Religious Studies, part-time), Kaltner (Religious Studies), Llewellyn (Philosophy), McKenzie (Religious Studies), McLain (Religious Studies), McNary-Zak (Religious Studies), Muesse (Religious Studies), Shade (Philosophy), Streete (Religious Studies), Walsh (Religious Studies).

INTERDISCIPLINARY COURSE OFFERINGS

195. Intercultural Education (Fa,Sp) [1]

The purpose of this course is to provide a theoretical framework to develop cross-cultural literacy and to offer practical opportunities to enhance competent intercultural communication. Topics covered include ethnocentrism, the ways in which culture affects perception and influences behavior, verbal and non-verbal communication, the phenomenon of “culture shock” and the strategies to manage it effectively. In addition to weekly readings, students will be required to keep a journal and to conduct a directed research project based on interviews of inter-cultural informants in the Memphis community. This course meets only the second seven weeks of each semester. Although it is designed for students planning to study abroad, it is open to all students interested in understanding cultural differences.

222. Geographic Information Systems (GIS). (Sp) [1]

Geographic information systems (GIS) technology is a tool used for scientific investigations, resource management and development planning. GIS technology is a collection of digital maps, associated digital data, and software tools that can answer spatially posed questions. This course will introduce students to GIS technology, GIS software and the application of GIS in a variety of natural and social science disciplines, including anthropology, biology, economics and business, geology, international studies, and urban studies

240. Effective Public Speaking. (Fa) [3]

This course provides students with frequent opportunities to practice oral communication skills. Students study the fundamentals of healthy and efficient voice production, as well as the use of the voice and body as instruments of expression and persuasion. There is also a Service/Learning component in the course.

331. Theory and Practice of Grant Writing. (Fa) [3]

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for post-graduate scholarships and other

competitive opportunities. Students learn about the various options available, read scholarly literature on grant writing, develop strategies for writing proposals and give and receive criticism on proposals and projects. By the conclusion of the course, students are prepared to compete for national post-graduate scholarships.

485, 486. Interdisciplinary Senior Seminar (Fa, Sp) [3,3]

This course is intended for the student who is pursuing an interdisciplinary, self-designed major. In the event that the student is unable to unify the senior seminar experiences of the departments involved in the major or to take each of the department's senior seminars, the Interdisciplinary Senior Seminar will be utilized to serve as the culminating experience for the major. It is intended to be an experience that will show both a breadth and a depth of knowledge in the integration of the departments, requiring both written and oral work.

INTERNATIONAL STUDIES

PROFESSORS

John F. Copper. *The Stanley J. Buckman Distinguished Professor of International Studies.* B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (East Asia, China and Japan, international politics, international law.)

Andrew A. Michta. *The Mertie Willigar Buckman Professor of International Studies.* B.A., St. Mary's College; M.A., Michigan State University; Ph.D., The Johns Hopkins University. (Eastern and Central Europe, Russia and Soviet successor states, international politics, communism and post-communism, U.S. foreign and security policy.)

ASSOCIATE PROFESSORS

Karl C. Kaltenthaler. *The P.K. Seidman Professor in Political Economy.* B.A., M.A., University of Akron; Ph.D., Washington University. (Western Europe, comparative and international political economy.)

Frank O. Mora. *Chair.* B.A., George Washington University; M.A. and Ph.D., University of Miami. (Latin America, comparative politics, international politics.)

ASSISTANT PROFESSORS

Stephen J. Ceccoli. B.A., Heidelberg College; Ph.D., Washington University. (International Relations, research methods, political economy.)

Quintan Wiktorowicz. B.A., Cornell University; Ph.D., American University. (Comparative Politics, Middle East.)

INSTRUCTOR

Krista Johnson. *The William Randolph Hearst Endowed Teaching Fellow.* B.A., The Johns Hopkins University; Ph.D. candidate, Northwestern University. (African politics and society, comparative politics.)

The Department of International Studies at Rhodes is one of the few undergraduate departments of international studies in a liberal arts college. The main objectives of the department are to prepare students, within the framework of a sound liberal arts education, to meet the requirements of leading graduate schools and law schools and to prepare students for careers in international business, journalism, teaching, research, government, and international organizations.

The international studies curriculum affords the student an understanding of international politics, foreign policy making, political development, international law and international organization, defense policy, and the politics and cultures of various countries and regions of the world. Students concentrate in one of two general areas: (1) Area A "Functional Specialization" or (2) Area B "Area Specialization."

The Department offers a number of interdisciplinary majors in cooperation with other departments. These majors include International Studies/Economics; International Studies/Foreign Languages; International Studies/History; and International Studies/Political Science. Other student-designed, interdisciplinary majors can be arranged according to student interests. Students have constructed interdisciplinary majors with Anthropology/Sociology, English, Religious Studies, and other fields.

In addition to regular courses, the Department sponsors Model U.N.—mock United Nations sessions—each year for which students receive credit, and the Great

Decisions course for one credit. International Studies majors can also receive credit for internships offered by the department with international businesses or global organizations in the Memphis area or sponsored by the State Department, the Central Intelligence Agency, and other federal organizations involved in U.S. foreign policy-making as well as foundations and think tanks. International Studies majors also have the opportunity to spend the summer abroad and receive academic credit under the Summer Internship Abroad Program funded by the Mertie W. Buckman Student Fellowships. Students participate in a number of undergraduate research conferences, such as the annual U.S. Naval Academy Conference, International Studies Association Conference, U.S. Air Force Academy Conference and the Birmingham-Southern Undergraduate Latin America Symposium. These conferences offer students an opportunity to present their research work before a national forum of undergraduates and faculty. Finally, we have recently added the National Model NATO Conference in Washington, D.C. This provides an opportunity to study the organization and activities of NATO through simulation augmented by briefings at the embassies of NATO countries in Washington, D.C.

Interdisciplinary Programs. The College offers a number of interdisciplinary programs which draw on faculty from several departments and offer both majors and minors. In addition to the interdisciplinary majors mentioned above, students interested in International Studies may want to investigate minors in Business Administration, American Studies, Asian Studies, or Russian/Soviet Cultural Studies; or pursue a major in Russian/Soviet Cultural Studies. For further information on interdisciplinary programs at Rhodes, see the section on Interdisciplinary Study in this catalogue.

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES

A total of forty-five (45) credit hours as follows:

1. Required courses: International Studies 100, 190, 200, 300, 475 or 495-496.
2. One other 400 level course (excluding I.S. 460).
3. Economics 101-102.
4. Political Science 151.
5. Eighteen (18) additional hours in International Studies with at least 6 hours from each area (A and B). Most courses should be taken in pairs as listed below.
6. Proficiency in or completion of courses in a modern foreign language through the second full year at the college level (through the 202/204 course). (Greek, Hebrew, or Latin will not satisfy this requirement.) An equivalent proficiency in mathematics, statistics or computer science may be substituted for the fourth semester of the language requirement through petition to the International Studies Department or the completion of a semester of course work in the area.
7. A Senior Paper or Honors Paper (done in I.S. 475 or I.S. 495-96).

REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES

A total of twenty-one (21) credit hours as follows:

1. International Studies 100, 190, 200, 300.
2. One two-course sequence numbered 200 or above in either area A or B.
3. One 400-level course (excluding I.S. 460) taken in the junior or senior year.

AREAS OF CONCENTRATION:

Area A Functional Specializations

210-212: International Economics/Economic Development (offered in the Department of Economics and Business Administration)

310-312: Comparative/International Political Economy

- 333: Communism and Post-Communism
 336: Nationalism
 371-372: U.S. Foreign Policy/National Security Policy
 395: U.S. Foreign Policy in East Asia
 420: Revolution in World Politics
 421: Democratization in World Politics
 451-452: International Organization/International Law
- Area B Area Specializations*
- 221: Russia/Soviet Successor States
 243-244: The Middle East
 245-246: Africa
 250: Mexican Politics and Society in the 20th Century
 261-262: China/Chinese Foreign Policy
 263-264: Japan/Southeast Asia
 273-274: Latin America
 281-282: Western Europe
 283: Eastern and Central Europe
 285: The East Asia Miracle
- Other Courses (these can be either A or B area courses):*
- 133: Model United Nations
 235: Great Decisions
 431-432: Selected Topics in International Studies
 460: Internship in International Studies (1-6 credit hours)
 470: Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program) (1-6 credit hours)

HONORS IN INTERNATIONAL STUDIES

1. Prerequisites: Senior standing, a minimum GPA of 3.50 in all course work. Approval of the department and acceptance of the Honors Project by the Individualized Studies Committee.
2. Required: A project consisting of an intensive research effort, the presentation and refinement of a research design, the writing and rewriting of the senior paper and the ultimate submission and a defense of the paper to the department (including faculty and students).

COURSE OFFERINGS

100. Introduction to International Relations. (Fa,Sp) [3] S

A survey of contemporary international politics. Major topics covered in this course include international political geography, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, North-South issues, and the evolution of the international system.

133. Model United Nations. (Fa,Sp) [1]

Simulation of United Nations bodies (General Assembly, Security Council, etc.) in a controlled class environment to prepare students for participation in Model United Nations Sessions to which Rhodes College is invited annually. Students engage in detailed topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. May be repeated for credit (4 credit hours maximum).

190. International Politics since 1945. (Fa,Sp) [3] S

An extensive survey of key world events and trends in the international system

since 1945. Topics will include the origins, evolution, and end of the cold war, communism and postcommunism, the rise and decline of superpowers, decolonization and East-West competition, limited wars, the rise of nationalism, the role of nuclear weapons in world politics, changes in the world economy, and challenges facing the United States today.

200. Introduction to Comparative Politics. (Fa,Sp) [3] S

An examination of the principal analytical approaches and methods relating to the study of comparative politics. These include the nation state and its environment, political systems, political development, political culture, political revolution, political institutions and processes, and political performance. Selected countries will be compared and contrasted using these approaches. Prerequisite: International Studies 100 or Political Science 151.

210. International Economics. (Fa) [3] S

A study of the theory, institutions, and commercial policies of international trade and finance. Barriers to free trade; private and public policies; international monetary problems and solutions with emphasis on balance-of-payments disequilibrium, its causes and adjustments and the current need for international liquidity and monetary reform. (Same as Economics 210.) Prerequisites: Economics 101-102.

212. Economic Development. (Sp) [3] S

Problems of economic development and growth; interaction of economic and noneconomic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and developing economies. Policy measures to promote development and growth. (Same as Economics 212.) Prerequisites: Economics 101-102.

221. Russia and Soviet Successor States. (Fa) [3] S

A study of the countries comprising the former USSR. The course will discuss the politics of the reform, as well as the domestic, foreign, and security policies of the successor states, and the context of the changed global power equation after the Cold War. Prerequisite: International Studies 190 and 200 or permission of instructor.

235. Great Decisions in U.S. Foreign Policy. (Sp) [1]

A review of important current issues confronting U.S. decision makers in world affairs. This course is offered in cooperation with Special Studies each February and March. Issues are selected the previous fall, and course materials and bibliography are chosen accordingly. The course meets in the evening once a week for 2 hours for eight weeks.

243. Government and Politics of the Middle East. (Fa) [3] S

An introduction to the variety of political cultures, institutions, and practices in the Middle East. A survey of the more important states and their recent evolution will be made as well as a detailed examination of one of them. The twin themes of the similarity of Islamic religion and the diversity of political forms and styles will be emphasized. Prerequisite: International Studies 200 or permission of the instructor.

244. Issues in Middle East Politics. (Sp) [3] S

An analysis of contemporary forces and issues in the nations of the Middle East. The political structures, legal systems, religious basis, socioeconomic development of selected countries in the region will be covered as well as the major foreign policy

constraints and opportunities such as the Arab-Israeli dispute, oil and OPEC, the PLO. Prerequisite: International Studies 243 or permission of instructor.

245. Government and Politics of Africa. (Fa) [3] S

The African mosaic in its complexity is introduced to students in this course. Beginning with a brief review of African history, the politics, economics and social transitions on the continent since 1945 will be examined. The role of both external and internal factors in shaping these transitions provides the theoretical focus for an investigation of present political economy, and future possibilities. Prerequisite: International Studies 200 or permission of the instructor.

246. Issues in African Politics. (Sp) [3] S

Numerous complex and contentious issues confront contemporary African society: Dependency vs. Independence; Democracy vs. Authoritarianism; Starvation vs. Subsistence. This course examines the political, economic and social implications of choices made by African leaders when confronted by such issues, and seeks to understand the context of decision making. Prerequisite: International Studies 200 or 245.

250. Mexican Politics and Society in the 20th Century. (Fa) [3] S

A study of the political and economic development of Mexico since the Revolution of 1910-1917. Particular emphasis will be given to the relationship among business, labor groups and the ruling political party. Also, emphasis will be given to Mexico's special relationship with the United States and its growing commercial and financial ties since the signing of NAFTA. A significant section of the course will be devoted to examining the political and economic forces that are changing the nature and structure of this authoritarian democracy in the 1990s. Prerequisite: International Studies 200.

261. Government and Politics of China. (Fa) [3] S

A study of the political system of the People's Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system will be assessed as a unique communist system and one that is changing due to rapid economic development. Current political problems will be analyzed. Prerequisite: International Studies 200 or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

262. China's Foreign Policy. (Sp) [3] S

An analysis of China's foreign policy from 1949 to the present. Particular emphasis will be placed on China's relations with the United States, Russia, Japan and Europe, its bid to lead the Third World bloc, Beijing's efforts to adjust to a new world order and its new role as an economic power. Prerequisite: International Studies 190 or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

263. Government and Politics of Japan. (Fa) [3] S

A study of the Japanese political system focusing on political culture, constitutionalism, the party system, elections, political leadership, local governments, and the relationship among business, labor, and the bureaucracy. The Japanese political system is assessed as a mixed presidential-parliamentary system and as a model in terms of consensus efficiency and smooth decision making. Prerequisite: International Studies 200 or permission of the instructor.

264. Government and Politics of Southeast Asia. (Sp) [3] S

A study of political structures, parties, bureaucracies, leadership hierarchies, foreign policies in selected Southeast Asian countries. Particular attention will be given to political development; the impact of war in Indochina; the threat of communism; the potential for regional organizations, especially the Association of Southeast Asian Nations (ASEAN); and the area's role in the new world order. Prerequisite: International Studies 200 or permission of the instructor.

273. Government and Politics of Latin America. (Fa) [3] S

A study of the domestic political and economic development of Latin America. Topics include political history, political culture, political actors and institutions, governmental systems and the state, and contemporary political issues. Other topics in the economic area include underdevelopment, trade and political economy. Selected countries are examined as case studies to describe and explain Latin American political life in a variety of environments. Prerequisite: International Studies 200 or permission of instructor. (Course offered 2001-2002.)

274. Contemporary Issues in Inter-American Relations. (Sp) [3] S

A study of the international aspects of politics in Latin America, with particular attention to its relationship with the United States. Special attention is given to issues in U.S.-Latin American relations. Topics include diplomatic history, the Cold War and post-Cold War environments, the relationship of domestic and international politics in the region, and contemporary Latin America issues such as debt, development, trade and integration, environment, immigration, drugs and democracy. The foreign policies of major Latin American powers are also examined. Prerequisite: International Studies 200 or permission of instructor.

281. Government and Politics of Western Europe. (Fa) [3] S

A comparative study of the governmental structures and political dynamics of the United Kingdom, France, Germany and Italy. The varieties of parliamentary democracy, their political evolution in recent decades, comparisons of political cultures, and the disparate decision making patterns will be emphasized. Prerequisite: International Studies 200 or permission of the instructor. (Course offered in alternate years; scheduled for 2001-2002.)

282. Politics of European Integration. (Sp) [3] S

An examination of the post World War II transformation of Europe: the loss of empire, the evolution of the European Union institutions and the development of new national, regional and international roles. Emphasis will be on the political issues, economic problems, and defense debates within and among the countries of the European Union in the last decade. Prerequisites: International Studies 190 and 281. (Course offered in alternate years; scheduled for 2001-2002.)

283. Eastern and Central Europe. (Sp) [3]

A study of contemporary Eastern and Central Europe, including domestic politics, foreign and economic policy, regional cooperation, and discord. Special attention will be paid to the changes taking place in the region in the aftermath of the 1989 anti-communist revolutions, including prospects for democracy and market reform in the region. Prerequisite: International Studies 200 or permission of instructor. (Course offered in alternate years; scheduled 2001-2002.)

285. The East Asia Miracle. (Sp) [3] S

This course will focus on the development (economic and political) miracles that have taken place in East Asia since WWII. Special attention will be given to change in Japan since the war, the Four Dragons (S. Korea, Taiwan, Hong Kong and Singapore), where economic growth seems to have produced democracy (faster than anywhere in the world and without violence), Southeast Asia, which is currently experiencing greater economic and political change than anywhere, and China (which is booming economically and may be in the process of evolving from communism to traditional authoritarianism to democracy). Prerequisite: International Studies 100.

300. International Relations Theory. (Fa,Sp) [3] S

An examination of the major theoretical paradigms in the study of international politics. An overview of approaches to the study of international relations with emphasis on the realist/liberal/Marxist debates. Theories of war, and peace will be analyzed. Prerequisites: International Studies 100, 190, and 200.

310. Comparative Political Economy. (Fa) [3]

Contemporary nation-states display a wide range of diversity in their patterns of power and authority and choices of economic systems. This course seeks to comprehend from a theoretical perspective the processes which produced these present systems, their similarities and differences, and their sources and mechanisms of change. Major theoretical perspectives will be reviewed. Prerequisites: International Studies 200, Economics 101-102. (Course not offered in 2002-2003.)

312. International Political Economy. (Sp) [3]

This course provides an overview of the major issues in international political economy: interdependence, the making of foreign economic policy, evolution of the international financial system, the role of multinational corporations, and issues in the North-South dialogue. Emphasis is on the variety of ways in which political and economic forces interact to affect flows of goods, services, investments, money and technology. Students will focus on a particular topic for in-depth analysis. Prerequisites: Economics 101-102 and 6 hours of International Studies. (Course offered in alternate years; scheduled for 2002-2003.)

333. Communism and Post-Communism. (Sp) [3]

A study of the formation, evolution, and demise of communism in the international system. Topics will include the thoughts of Marx and Engels, Lenin, Stalin, and Mao; the collapse of communism in the Soviet Union and Eastern Europe and its evolution in China and the developing world; and the rise and consolidation of post-communist successor states. Prerequisites: International Studies 200 or 221 or permission of the instructor.

336. Nationalism. (Sp) [3] S

A study of nationalism and its impact on international relations. The course examines the roots of national identity, the evolution of nationalism in the twentieth century, and changes brought about by the end of the Cold War. It explores links between nationalism and foreign policy-making, war, and conflict resolution. Prerequisite: International Studies 200 or permission of the instructor. (Course offered 2001-2002.)

350. Research Methods in International Relations. (Fa) [3]

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects will be emphasized. Basic analytical concepts and techniques will also be introduced as students explore various approaches to the study of world politics. Prerequisite: International Studies 300 or permission of the instructor.

371. American Foreign Policy. (Fa) [3] S

This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis will be placed on the historical evolution of American foreign policy, the conduct and style of foreign policy making and the contemporary foreign policy establishment. Policy alternatives for specific issues in the present and near future will also be studied. Prerequisite: International Studies 190 or permission of the instructor. (Course offered 2001-2002.)

372. U.S. National Security Policy. (Sp) [3] S

This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis will be placed on the dynamics of policy formation, the interaction of foreign and defense policy, and the impact of domestic politics and the changing international environment on the policy process. Various strategic theories, assumptions about national security policy, and dilemmas regarding the use of force will also be examined. Prerequisite: International Studies 371 or permission of the instructor. (Course offered 2001-2002.)

395. U.S. Foreign Policy in East Asia. (Sp) [3]

This course will assess U.S. foreign policy toward the countries of East Asia. It will focus on America's traditional role in the Far East, recent wars (Korea and Vietnam), problems in current relations with China and Japan, the NICs, ASEAN and the survival of communism in East Asia, trade and security issues, and human rights. The matter of a Pacific Rim bloc will also be covered. Prerequisite: At least one of the following: I.S. 261, 262, 263, 264, 371, 372, 373 or 374.

420. Revolution in World Politics. (Fa) [3]

This course examines the concept of revolution, the development and processes involved in revolutionary movements, and the consequences and ramifications of revolutionary change. Students will first be familiarized with theoretical frameworks prevalent in the study of revolutions (those of Gurr, Johnson, Skocpol, etc.). Focus will then be on historical case studies, with particular emphasis on the Russian, Chinese, Algerian, Cuban, Vietnamese, and Iranian revolutions, and on the specific role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, guerrilla activities, and the prevailing social and cultural environment. Prerequisite: International Studies 200

421. Democratization in World Politics. (Sp) [3]

This course examines thematically as well as empirically the phenomenon of democratization in previously non-democratic countries. It analyzes the general dynamics involved in the causes, processes, and consequences of the move toward modernization, examining the various theoretical frameworks forwarded for the explanation of the phenomenon. Some of the topics discussed will include the role and significance of political culture, the institutional and structural characteristics of the political systems involved, the importance of initiatives by political actors and parties, and the general nature of the events leading to the establishment of a

democratic polity. The course will also focus on various case studies, starting from the re-establishment of democracy in southern Europe in the 1970s to parts of Latin America in the 1980s and various east European nations at the start of the 1990s. Prerequisite: International Studies 420 or permission of the instructor.

431-432. Topics in International Studies. (Fa-Sp) [3-3] S

Concentrated study on issues of special importance in international affairs. This course is arranged to meet particular students' interests or faculty research projects. Topics offered recently have included Soviet-American Arms Control Negotiations and Crises in International Politics. Other possible topics might include Terrorism, Arms Transfers, International Drug-Trafficking, the Pacific Rim, South Africa, and others. Offered irregularly as faculty time permits. Prerequisite: Permission of the instructor.

450. Washington Semester. (Fa,Sp) [12-16]

A sixteen-week study program in Washington, D.C., consisting of seminars, an internship, and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Permission of department chair and special financial arrangements with the College.

451. International Organization. (Fa) [3] S

The growth of international organizations in the nation-state system; procedures of international cooperation in key issue areas including: the peaceful settlement of disputes and collective security, human rights, ecological balance, and economic well-being. The study of functional and universal organizations, with an emphasis on the League of Nations and the United Nations. Prerequisite: International Studies 100 or permission of instructor.

452. International Law. (Sp) [3] S

A study of the sources of international law, general problems of international law such as rights and duties of states, succession, recognition, settlement of disputes, international legislation, individual and collective responsibility, codification and U.N.-formulated international law. Prerequisite: International Studies 200 or permission of instructor.

460. Internship in International Studies. (Fa,Sp) [1-6]

Arranged on an individual basis, students receive credit for work in a variety of organizations. Internships have been arranged in the past with the State Department, the Defense Department, Central Intelligence Agency, the National Security Agency, offices of Senators, members of the House of Representatives or Committee Staffs on Capitol Hill, or other federal government organizations involved in the making of foreign policy and national security policy. Other internships have been arranged with international banks and businesses, the United Nations, and private voluntary organizations involved in a variety of projects throughout the world.

470. Summer Internship Abroad [1-6]

The Mertie W. Buckman Student Fellowship Program. The program provides an opportunity for outstanding IS majors to spend two months abroad in an international business setting while working on an internship project approved by the International Studies faculty. It seeks to expose the student to international politics

and economics. It can be used to satisfy requirements in either Area A “Functional Specializations” or Area B “Area Specializations,” of the International Studies curriculum. The Mertie W. Buckman Student Fellowships, which fund the internship, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

475. Senior Tutorial. (Fa,Sp) [3]

Readings, presentations and preparation of the Senior Paper on a topic of student’s choice and faculty members approval. Conducted as a tutorial, this course seeks to assist each student in intensive research and the completion of the Senior Paper. Very current issues in international politics are also discussed in this course. Required of all International Studies majors and all interdisciplinary majors with International Studies emphasis. Prerequisite: Senior Standing.

495-496. Honors Tutorial. (Fa-Sp) [3-3]

An Honors version of International Studies 475, this tutorial will consist of individual research and writing of the Honors Senior Paper through individual meetings with the faculty sponsor several times each week.

MATHEMATICS AND COMPUTER SCIENCE

ASSOCIATE PROFESSORS

Thomas H. Barr. *Chair. E.C. Ellett Chair of Mathematics.* B.S., King College; M.S. and Ph.D., Vanderbilt University. (Differential equations, functional analysis.)

Robert E. England. B.A., Rhodes College; M.S. and Ph.D., University of Tennessee, Knoxville. (Operating Systems.)

Terri E. Lindquister. B.S., Emory University; Ph.D., Emory University. (Graph theory, combinatorics.)

ASSISTANT PROFESSORS

Eric Gottlieb. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

Kennan Shelton. B.S., University of Central Arkansas; M.S., University of Michigan, Ann Arbor; Ph.D., University of North Carolina, Chapel Hill. (Ergodic theory, dynamical systems.)

Assistant Professor of Computer Science. To be named.

Assistant Professor of Mathematics. To be named.

The Department of Mathematics and Computer Science offers courses of study that meet the needs of a wide variety of students. The mathematics and computer science majors described here provide preparation for students who wish to pursue graduate work in these disciplines and also for students who are interested in careers in which reasoning, quantitative skills, and communication are important. The courses described here provide students with foundational tools that are useful in the physical sciences and other areas. The overall objective in mathematics courses is to introduce students to basic ideas and provide them with opportunities to develop analytical thinking in a variety of applications. Since computer-implemented applications and models abound in other academic areas and in the world at large, the department's computer science component is designed to provide students basic problem-solving and programming skills as well as conceptual models for the machinery commonly used.

Majors in mathematics or computer science often enter careers as applied mathematicians, computer scientists, software engineers, systems analysts, mathematically-oriented economists, business persons, actuaries, or secondary school, college, or university teachers. Students interested in connecting mathematics or computer science with other fields such as physics or economics may wish to pursue an interdisciplinary major.

Concentrations within the department. It is recommended that students who plan to teach mathematics take Math 121, 122, 223, 251, 261, 311-312, 321, and 362, and Computer Science 195. Students in biology or the social sciences who need mathematics for practical or theoretical applications in their discipline should take Math 107, 111, and either 115 or 121-122, and Computer Science 195. For students in the Physical Sciences, these courses are recommended: Math 111, 121, 122, 223, 251, 261, and 311-312, and Computer Science 195. Students who wish to round out their liberal arts education with courses in mathematics and computer science that give them some perspective on the place these fields occupy in our society are encouraged to take Math 105, 107, 111, either 115 or 121-122, and Computer Science 185. Recommended courses for students planning to do graduate work in mathematics: selected courses from Math 251, 311-312, and 465, as well as Honors in Mathematics. Recommended courses for students interested in applied mathe-

matics: selected courses from Math 251, 311-312, 390, 465, and selected computer science courses from 295, 298, 397, and 465.

Dual Degree Program. Students may major in Mathematics or Computer Science by completing the Dual Degree Program offered by Rhodes in conjunction with the School of Engineering at Washington University in St. Louis. The requirements for such majors are given in the Dual Degree section in this catalogue.

Budapest Semesters in Mathematics. Students may apply to study mathematics in Hungary for one or two semesters during their junior or senior years. In addition to a wide variety of mathematics courses (in the traditional areas as well as the Hungarian specialties), there are courses in language, arts, and history, all taught in English by eminent Hungarian professors. With some planning beforehand, a schedule can be planned so that credits will transfer to Rhodes, general degree requirements can be met, and requirements for any major in the department can be satisfied. To be eligible, students normally must have at least sophomore standing, have completed advanced calculus (real analysis) by the start of the program, and be motivated to study mathematics. Application is free and selection is based on the application form, letters of recommendation, and a transcript. For more information, see <http://www.stolaf.edu/depts/math/budapest.html>

Equipment and Facilities. The Mathematics and Computer Science Department is located in Ohlendorf Hall, which houses faculty offices, Buckman Library (the department's repository for its approximately 75 current journals and bound copies, and an attractive and comfortable place for students to study), the Sun Lab (a high-performance Unix workstation laboratory containing seven Sun computers and two Linux boxes), and classroom space with a computer projection system. The department's computers run a wide variety of compilers, text editors, development libraries, image editing programs, layout and typesetting programs, computer algebra systems, data analysis software, and web browsers.

More Information about the department can be found on its web page, <http://www.mathcs.rhodes.edu>.

REQUIREMENTS FOR A MAJOR IN MATHEMATICS LEADING TO THE B.A. DEGREE

A total of forty-four (44) credit hours as follows:

1. Mathematics 121, 122, 161, 162, 223, 261, 321, 362, 485, and 486.
2. Computer Science 195 and 195L.
3. Physics 111, 113L, 112, and 114L.
4. Two additional three-credit mathematics courses numbered above 200.

REQUIREMENTS FOR A MAJOR IN MATHEMATICS LEADING TO THE B.S. DEGREE

A total of fifty-six (56) credit hours as follows:

1. Mathematics 121, 122, 161, 162, 223, 261, 321, 362, 485, and 486.
2. Computer Science 195 and 195L.
3. Physics 111, 113L, 112, and 114L.
4. Three additional three-credit mathematics courses numbered above 200.
5. Three additional approved Natural Science courses outside the department.

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE LEADING TO THE B.A. DEGREE

A total of forty-three (43) credit hours as follows:

1. Computer Science 195, 195L, 295, 298, either 394 or 397, 485, and 486.

2. Mathematics 121, 122, 161, 162, and either 223 or 261.
3. Four additional three-credit computer science courses numbered above 300. (Physics 304 is considered a computer science course for this purpose.)

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE LEADING TO THE B.S. DEGREE

A total of fifty-eight (58) credit hours as follows:

1. Computer Science 195, 195L, 295, 298, either 394 or 397, 485, and 486.
2. Mathematics 121, 122, 161, 162, and either 223 or 261.
3. Four additional three-credit computer science courses numbered above 300. (Physics 304 is considered a computer science course for this purpose.)
4. Five additional approved Natural Science courses outside the department.

REQUIREMENTS FOR A MINOR IN MATHEMATICS

A total of eighteen (18) credit hours as follows:

1. Mathematics 121, 122, 223, and 261.
2. Either 321 or 362.
3. One additional three-credit mathematics course numbered above 300.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

A total of eighteen (18) credit hours as follows:

1. Computer Science 195, 195L, 295, and 298.
2. Three additional three-credit computer science courses numbered above 300.

HONORS IN MATHEMATICS, COMPUTER SCIENCE, OR AN INTER-DISCIPLINARY MAJOR HAVING MATHEMATICS OR COMPUTER SCIENCE AS A COMPONENT:

1. Required courses: fulfillment of the requirements for the major.
2. Honors course: readings, research, and a research and/or expository thesis.
3. Approval by the Individualized Studies Committee is required.

COURSE OFFERINGS IN MATHEMATICS

105. Topics in Mathematics. (Fa or Sp) [3] N

A course designed for the non-mathematics major. Possible topics may include (but are not restricted to) cryptography, music and math, and mathematical modeling. Prerequisites will be minimal, depending on the topic.

107. Linear Methods. (Fa, Sp) [3] N

Topics include systems of linear equations, matrices, matrix inversion and applications (including Leontief input-output analysis), coding theory, linear programming and the simplex method, finite Markov chains, and game theory. No prerequisites.

111. Elementary Probability and Statistics I. (Fa, Sp) [3] N

This course, includes the following topics: descriptive statistics, sample spaces, counting procedures, compound events, random variables, discrete and continuous probability distributions, expectation, estimation, hypothesis testing, correlation, and simple linear regression. Computer statistical packages will be used. No prerequisite. (Students who have already had Math 122 should consider taking Math 311-312 instead.)

115. Applied Calculus. (Fa, Sp) [3] N

This one-semester course presents an overview of calculus: limits, the derivative and applications, the definite integral and area, the fundamental theorem of calculus, integration by substitution and by parts, exponential and logarithmic functions, and partial derivatives. This course does not use trigonometry. (Note: Credit cannot be earned for both of Math 115 and Math 121. Math 115 is not adequate preparation for Math 122.)

121. Calculus I. (Fa) [3] N

This is the first course of a rigorous three course calculus sequence: functions, limits, continuity, the derivative, applications of the derivative, and the definite integral. This course does assume a knowledge of trigonometry. (Note: Credit cannot be earned for both of Math 115 and Math 121.)

122. Calculus II. (Fa, Sp) [3] N

A continuation of Math 121: inverse functions, logarithm and exponential functions, techniques of integration, applications of the definite integral, sequences and series, and polar coordinates. (Note: Math 115 is not adequate preparation for Math 122.) Prerequisite: Math 121.

161-162. Discrete Mathematics. (Fa-Sp) [3-3] N

An introduction to principles, applications, and techniques of discrete mathematics. Topics include mathematical logic, proofs, rings, groups, fields and Boolean algebras. Also included are introductions to combinatorics, graph theory, functions, relations, automata and formal languages. Prerequisite for 162: Math 161.

223. Calculus III. (Fa, Sp) [3] N

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem. Prerequisite: Math 122.

251. Differential Equations. (Fa) [3] N

The theory, methods, and applications of ordinary differential equations. Topics include existence, uniqueness and other properties of solutions, linear equations, power series and Laplace transform methods, systems of linear equations, and qualitative analysis. Prerequisite: Math 223.

261. Linear Algebra. (Sp) [3] N

Topics include systems of linear equations, matrix algebra, determinants, real and complex vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. Attention is given to proofs. Prerequisite: Math 122.

311-312. Mathematical Statistics and Probability. (Fa-Sp) [3-3] N

Topics include probability spaces, discrete and continuous random variables, independence, expectation, characteristic functions, the Central Limit Theorem, point and interval estimation, hypothesis testing, and regression. Prerequisite for 311: Math 122. Prerequisites for 312: Math 311 and Math 261. (Courses offered in alternate years; scheduled for 2001-2002.)

321-322. Real Analysis. (Fa-Sp) [3-3] N

Topics include the real and complex number systems, metric spaces, sequences

and series, continuity, and differentiation, as well as topics selected from the Riemann and the Riemann-Stieltjes integrals, sequences and series of functions, functions of several real variables, and Lebesgue theory. Emphasis is on careful proof. Prerequisite for 321: Math 261. Prerequisite for 322: Math 321. (Courses offered in alternate years; scheduled for 2002-2003.)

362-363. Abstract Algebra. (Fa-Sp) [3-3] N

An introduction to axiomatic algebraic structures. Topics include groups, subgroups, permutation groups, cyclic groups, normal subgroups, quotient groups, homomorphisms, isomorphisms, rings, integral domains, polynomial rings, ideals, quotient rings, fields, and extension fields. Additional topics may include finite fields, Galois theory, and advanced topics from linear algebra. Prerequisite for 362: Math 261. Prerequisite for 363: Math 362. (Courses offered in alternate years; scheduled for 2001-2002.)

370. Complex Variables. (Sp) [3] N

This course is an introduction to the theory of functions of a complex variable. Topics covered include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex logarithm, exponential and trigonometric functions, complex integration and the Cauchy integral formula, complex power series, the residue theorem, and applications to calculations of definite integrals. Prerequisite: Math 223. (Course offered every third year; scheduled for 2002-2003.)

390. Numerical Analysis. (Fa) [3] N

A study of computational methods for solving problems in science and engineering; floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value problems, and solution of systems of linear equations. Prerequisites: Math 223, Math 261, and CS 195. (Course offered every third year; scheduled for 2002-2003.)

431. Topology. (Sp) [3] N

Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology, homotopy, and homology theory. Prerequisite: Math 223 and Math 261. (Course offered every third year; scheduled for 2001-2002.)

455-456. Readings in Mathematics. (Fa-Sp) [1 to 3]

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisite: Permission of department chair.

460. Internship. (Fa, Sp) [1-3] N

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Depending on the specifics of the internship, credit received may be used towards the major. Upon completion of the internship, a written and oral report is required integrating the student's academic work and the internship project. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Mathematics. (Fa, Sp) [3] N

An occasional offering of topics not covered in the existing mathematics courses. Topics may include but are not limited to: graph theory, Fourier analysis, measure theory, dynamical systems, foundations of mathematics, game theory, set theory, logic, non-Euclidean geometry, applied mathematics, operations research. Prerequisites will vary.

482. Combinatorics. (Fa) [3] N

Topics selected from basic counting principles, Ramsey theory, the inclusion-exclusion principle, recurrence relations, generating functions, partially ordered sets, systems of distinct representatives, combinatorial designs, and an introduction to coding theory. Prerequisite: Math 162 or permission of instructor. (Course offered every third year; scheduled for 2003-2004.)

485-486. Senior Seminar. (Fa-Sp) [1-2]

This course is meant to emphasize the unity and power of mathematics and computer science by applying and extending ideas drawn from courses required for all majors. Topics will be determined by consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations. Student presentations will meet with CS 485-486. Prerequisite: Math 261 or 223 and permission of supervisor.

495-496. Honors Tutorial in Mathematics. (Fa-Sp) [3 to 6]

Prerequisite: Permission of department chair.

COURSE OFFERINGS IN COMPUTER SCIENCE

185. Computers and Society. (Sp) [3]

A survey of computer history, operation, application, capability and limitation. Designed for the non-computer science major wishing to gain a deeper understanding of computers and computing technology. Topics include history of computers, how computers work, applications of computers (including word processing and scientific and office applications), the Internet and World Wide Web, the limitations of computers and the social implications of these uses and limitations. This course does not satisfy the Natural Science general degree requirement. No prerequisites.

195. Computer Science I: Introduction to Computer Science. (Fa) [3] N

A survey of computer science and an introduction to programming using C++. Topics include algorithms, arrays, records, files, pointers, recursion, structured and modular programming, compilers, operating systems, computer history, computer architecture and computability. Corequisite: CS 195L.

195L. Computer Science I: Introduction to Computer Science Lab. (Fa) [0]

Basic programming in the C++ language. The programming projects are designed to give the student experience in applying the concepts studied in CS 195. Corequisite: CS 195. This course does not count toward the Natural Science Laboratory requirement.

295. Computer Science II: Data Structures. (Sp) [3] N

A study of data structures such as linked lists, stacks, queues, trees, and graphs and the algorithms for manipulating them. Other topics include memory management and data representation in sequential and random-access files. Prerequisite: CS 195 or equivalent.

298. Software Analysis and Design. (Sp) [3] N

An introduction to algorithms and their implementation. Special attention will be paid to the analysis of algorithm complexity, proofs of algorithm correctness, development of efficient algorithms and development of correct, maintainable, testable implementations. Prerequisite: CS 195 or equivalent. (Course offered in alternate years; scheduled for 2001-2002.)

390. Numerical Analysis. (Fa) [3] N

A study of computational methods for solving problems in science and engineering; floating point arithmetic, rounding and truncation errors, solution of equations, numerical differentiation and integration, interpolation, initial and boundary value problems, and solution of systems of linear equations. Prerequisites: Math 223, Math 261, and CS 195. (Course offered every third year; scheduled for 2002-2003.)

392. Operating Systems. (Sp) [3] N

A study of computer operating systems and their construction: basic structure, layered systems, virtual machines, and management of processes, processors, storage, input/output devices and scheduling. Prerequisite: CS 295. (Course offered in alternate years; scheduled for 2001-2002.)

394. Automata Theory. (Fa) [3] N

The study of theoretical models for computing: finite automata and regular languages, push-down automata and context-free languages, and Turing machines and computability. Prerequisite: Math 161. (Course offered in alternate years; scheduled for 2002-2003.)

397. Computer Organization and Assembly Language. (Fa) [3] N

A study of digital computer organization: buses, registers, processors, storage, computer arithmetic, data representation, instructions, addressing modes, operating system input/output, macros, conditional assembly and use of libraries, low-level hardware organization and microprogramming. Prerequisite: Math 161. (Course offered in alternate years; scheduled for 2001-2002.)

398. Compilers. (Sp) [3] N

A study of programming languages and their translation. Techniques of scanning, parsing, code generation and optimization will be examined. Each student will construct a compiler for a small computer programming language. Prerequisite: CS 295. (Course offered in alternate years; scheduled for 2002-2003.)

455-456. Readings in Computer Science. (Fa-Sp) [1 to 3]

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests. Prerequisite: Permission of department chair.

460. Internship. (Fa, Sp) [1-3]

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Depending on the specifics of the internship, credit received may be used towards the major. Upon

completion of the internship, a written and oral report is required integrating the student's academic work and the internship project. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Computer Science. (Fa, Sp) [3] N

An occasional offering of topics not covered in the existing computer science courses. Topics may include but are not limited to: Artificial Intelligence: search techniques, game playing, neural nets, machine learning; Computer Graphics: data structures for representation of images, hidden line algorithms, shading, animation; Programming Languages: a comparative survey of various assembly, structured, and object-oriented computer languages; Database Systems: relational, hierarchical and network databases, security and synchronization; Operations Research: resource allocation and optimization techniques including linear programming, game theory, queueing theory and Markov chains. Prerequisites will vary.

485-486. Senior Seminar. (Fa-Sp) [2-2]

This course is meant to emphasize the unity and power of mathematics and computer science by applying and extending ideas drawn from courses required for all majors. Topics will be determined by consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations. Student presentations will meet with Math 485-486. Prerequisite: Math 261 or 223 and permission of supervisor.

495-496. Honors Tutorial in Computer Science. (Fa-Sp) [3 to 6]

Prerequisite: Permission of department chair.

ASSOCIATE PROFESSORS

Thomas E. Bryant. B.M., M.M., University of Georgia; D.M., Northwestern University. Pupil of Despy Karlas, Jane Douglas, Hans Petermandl, Maria Regina Seidlhofer-Luponi, Donald Isaak; studies in accompanying with Laurence Davis, Erik Werba. (Piano, music theory, music literature.)

Diane M. Clark. *Chair.* B.M., Rhodes College; M.M., Indiana University; D.A., University of Mississippi; Certificate in Transpersonal Studies, Institute of Transpersonal Psychology. Pupil of Neumon Leighton, Zinka Milanov, Martha Lipton, Wiley Tatum, Larry Frazier, Vera Scammon, Jack Eric Williams, Wesley Balk. (Voice, music theory, public speaking.)

David Ramsey. B.M., Rhodes College; S.M.M., Union Theological Seminary, New York. Pupil of Adolph Steuterman, William Gravesmill, Alec Wyton, Vernon de Tar. Associate Conductor, Rhodes Singers. (Organ, music theory, music literature.)

Timothy W. Sharp. B.M., Belmont University; M.C.M., D.M.A., The School of Church Music, Southern Baptist Theological Seminary. Director of Ensembles. Conductor of Rhodes Singers, Rhodes MasterSingers Chorale, and Rhodes Orchestra. (Ensembles, conducting, music literature.)

ASSISTANT PROFESSOR

Patricia Gray. B.A., Rhodes College; M.A., M.M., University of Memphis; Ph.D., Washington University. (Music history, music literature, computer applications for teaching.)

ADJUNCT INSTRUCTORS

The Department of Music provides a wide range of applied music courses made possible in part by drawing on an unusually talented group of musicians in the Memphis area. These persons provide applied music courses based on student demand and on availability of instructor.

Carole Choate Blankenship. B.A., Rhodes College; M.M., University of Memphis. Pupil of Diane Clark, Beverly Hay, and Randal Rushing. (Voice.)

Sara Chiego. B.M., University of Memphis, M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (String bass.)

Marsha M. Evans. B.M., Rhodes College; M.M., University of Memphis. Artistic Director, Memphis Chamber Music Society. (Piano.)

Catherine Scarbrough Fletcher. B.M., Lambuth College; M.A., Middle Tennessee State University. Director of The Music Academy. Pupil of Daniel Fletcher, Jerry Perkins, and Don Huneycutt. (Piano.)

Tommy Gaines. B.M., M.M., University of Memphis. Pupil of Richard Paige and Katherine Akins

Robert Gilbert. B.M., Indiana University. Pupil of Ralph Pottle and Philip Farkas. (French horn.)

Rose Meri Hurt. B.A., Lambuth College. Pupil of Wayland Rodgers and Carolyn Cansler. (Voice.)

Nobuko Igarashi. B.M., Indiana University. Pupil of Eli Eban, Alfred Prinz, and James Campbell. (Clarinet.)

Bradley Kroeker. B.M., M.M.A., University of Nebraska. Pupil of Richard Grace, Clare Elby, Raymond Gibbs, Beverly Hay, and Randal Rushing. (Voice.)

David T. Lay. B.M., Lambuth University. (Guitar.)

Phyllis Long. B.M., Eastman School of Music; M.M., University of Memphis. Memphis Symphony Orchestra. (Cello.)

Ruth Ann McClain. B.M., M.M., University of Memphis. Director, Rhodes Flute Institute. Co-Founder, Mid-South Flute Society. (Flute.)

Corbin Miles. B.M., East Carolina University. Pupil of Lily Afshar. (Guitar.)

Edward F. Murray. B.M., New England Conservatory of Music. Memphis Symphony Orchestra. Pupil of Elden Bailey and Alan Dawson. (Percussion.)

Katherine Hopkins Piecuch. B.M., Lawrence University; M.M., New England Conservatory; Pupil of Howard Niblock, Fred Cohen, and Dan Stolper. (Oboe.)

Kathleen Powell. B.M. Cincinnati Conservatory of Music; M.M., Rice University. Program Director, Memphis Youth Symphony. (Violin.)

Brian Ray. B.M., University of Tennessee at Martin; M.M., University of Memphis. (Piano; Staff accompanist.)

John Ross. B.M., Northern Illinois; M.M., Illinois State University. (Guitar.)

Jane Gerard-Schranze. B.M., Eastman School of Music; M.M., New England Conservatory. (Viola.)

Marian Shaffer. B.A., Stephens College; M.A., University of Memphis. Memphis Symphony Orchestra. Pupil of Mimi Allen. (Harp.)

Yalin Song. Bachelor's degree, Central Conservatory of Music, Beijing; M.M., Illinois State University. Pupil of Ko Iwasaki and Mats Lindstrom. (Cello.)

Kate Stimson. B.A., Hollins College; M.M., University of Memphis. Pupil of Daniel Fletcher. (Piano.)

Mark Vail. North Texas State University. Memphis Symphony Orchestra. Pupil of David Waters, John Kitzman, Leon Brown, and Paul Baur. (Trombone, tuba.)

Rose Marie Wang. B.A., Shanghai Conservatory of Music, Shanghai, China; M.M. Northern Illinois University; D.A., Ball State University. Pupil of Donald Walker and Pia Sebastiani. (Piano.)

Lee Weimer. B.F.A., University of Minnesota; M.M., Southwest Texas State; D.M.A., University of Memphis. Pupil of Mark Dodson, James Stamp, David Baldwin, Ron Hasselmann, Jack Laumer and Richard Steff. (Trumpet.)

E. J. ADAMS MUSIC LIBRARY

Brandon Goff. *Librarian.* B.M., M.M., Arkansas State University. Pupil of Jared Spears and Tom O'Connor.

THE MUSIC ACADEMY

Catherine Scarbrough Fletcher. *Director.* B.M., Lambuth College; M.A., Middle Tennessee State University. Pupil of Daniel Fletcher, Jerry Perkins, and Don Huneycutt. (Piano.)

The Department of Music. The mission of the Department is to foster creativity and to develop the skills of our students, while instilling a passion for quality and an appreciation of the universal importance of the arts. Students are encouraged to become aware of the great variety of musical styles, both past and present, and to recognize the wide range of musical activity currently available. They are invited to explore their individual interests in music and to discover ways to apply their own musical capabilities within society.

The Bachelor of Arts degree in music is a liberal arts degree designed to prepare students for graduate studies, to develop a satisfying avocation, and to serve as preparation for a range of careers. Students from a wide variety of backgrounds are welcome to pursue this degree. Recent graduates have pursued careers in teaching, sacred music, music therapy, arts administration, and performance.

Special Opportunities. The Department offers credit for participation in the Rhodes Singers, the Rhodes Master Singers Chorale, the Rhodes Orchestra, and several other ensembles. See the course descriptions for Music 190-197 for more information. The Department annually sponsors a series of concerts by students, faculty, and guest artists, most of which are free and open to the public.

Facilities. The Department of Music is housed in Hassell Hall, a 15,000-square-foot building completed in 1983. The building contains studios and practice rooms, classrooms, the E. J. Adams Music Library, and the Shirley M. Payne Recital Hall.

The Music Academy. The Music Academy enrolls over 400 students in piano, voice, guitar, and all the symphonic instruments. Various classes and ensembles are available for preschoolers through adults. The Academy offers instruction to those wishing to pursue music for enjoyment, but also prepares the motivated high school student for further study at the college level.

REQUIREMENTS FOR A MAJOR IN MUSIC

A total of fifty-four (54) credit hours as follows:

1. Music 101 and 104
2. Music 160-177 (16 hours, 12 of which must be in the principal instrument and 4 in piano, or 4 hours in special keyboard skills for keyboard principals)
3. Music 190-197 (4 hours in approved ensembles)
4. Music 205, 227-228, 305-306
5. Music 485, 487-488
6. Two 3-hour music electives (at least one of which must be an upper level course). Students must demonstrate proficiency in the principal instrument before being allowed to pursue the major beyond the sophomore year. Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty. Final performance exams will be taken with other music majors. Students who have declared a major in music will have the applied music fee waived for study in the principal and one secondary instrument per semester.

REQUIREMENTS FOR A MINOR IN MUSIC

A total of twenty-three (23) credit hours as follows:

1. Music 101 and 104
2. Music 160-177 (4 hours in the principal instrument)
3. Music 190-197 (2 hours in approved ensembles)
4. Music 205, 227-228. Students must demonstrate proficiency in the principal instrument before being allowed to pursue the minor beyond the sophomore year. Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty. Final performance exams will be taken with secondaries and non-music majors. Students who have declared a minor in music will have the applied music fee waived for study in the principal instrument only.

HONORS IN MUSIC

1. Fulfillment of the requirements for a major in music, with Music 495-496 substituted for 487-488
2. Intensive work in at least one of the following areas: music history, music theory, composition, or performance
3. A substantial in-depth thesis or creative project in one or more of the areas studied
4. Approval by the Individualized Studies Committee.

COURSE OFFERINGS

THE THEORY OF MUSIC

A music theory placement test is given by the department in order that a student who has the appropriate degree of proficiency may start the theory class sequence with either Music 104 or 205. Music majors and minors who encounter a closed course in the registration process should contact the instructor to be admitted.

103. Theory I: Learning to Read Music. (Sp) [3] F

A course designed for the student who desires to learn the fundamentals of reading music, such as pitch recognition, note values, rhythm, meter, melody, intervals, and easy harmonic analysis.

104. Theory II: Discovering Practical Applications in Music. (Fa) [4] F

A course which develops written, aural, and keyboard skills as applied to Western musical knowledge. This course emphasizes the basics of chord structures, species counterpoint, voice-leading and harmonic progression. Prerequisite: Music 103 or satisfactory score on music theory placement test.

205. Theory III: Exploring Tonal Harmony. (Sp) [4] F

A course which continues the development of written, aural, and keyboard skills as applied to Western musical knowledge. This course refines voice-leading techniques and harmonic progression with the introduction of mode mixture, secondary chords and modulation. This course introduces basic formal analysis. Prerequisite: Music 104 or satisfactory score on music theory placement test.

305. Theory IV: Expanding Harmonic Applications. (Fa) [4] F

A course which continues the development of written, aural, and keyboard skills as applied to Western musical knowledge. This course refines voice-leading techniques and harmonic progression with the introduction to chromaticism. This course also explores eighteenth-century counterpoint. Prerequisite: Music 205.

306. Theory V: Applying Advanced Theoretical Concepts. (Sp) [4] F

A course which continues the development of written, aural, and keyboard skills as applied to Western musical knowledge. This course emphasizes formal designs and analysis of complete compositions as well as twentieth-century compositional and analytical techniques. Prerequisite: Music 305.

MUSIC HISTORY AND LITERATURE

A music history placement test is given by the department in order that a student who has the appropriate degree of proficiency may start the history class sequence with either Music 101 or 227. Music majors and minors who encounter a closed course in the registration process should contact the instructor to be admitted.

101. Music: A Sound Experience. (Fa,Sp) [3] F

A course which encourages the student to experience, through reading and listening, the great variety of Western music from 1600 to the present day.

105. Topics in Music. (Fa or Sp) [3] F

A course designed for the non-music major. Special interest topics such as Piano Literature, Art Song Literature, Words on Music, Women in Music, and Non-Western Music will be presented.

116. Music and Society. (Fa or Sp) [3] F

A social history of musical expressions prevailing in Western music from 1300 to the present day. Music developments will be examined in relationship to the social and political conditions of their contemporary periods.

118. African-American (Fa or Sp) [3] F

A survey of the African-American cultural music tradition, its special characteristics, and its significance in America and the world.

120. Musical Heritage of Russia and Eastern Europe. (Fa or Sp) [3] F

An exploration of Russian and Eastern European music approached through readings, recordings, videos, and concerts.

121. History of Opera. (Fa) [3] F

A survey of the history of opera with emphasis placed on the most frequently performed works in the standard repertory and on the most important composers, singers, and conductors in the field.

133. Nationalism in Music. (Fa) [3] F

A study of musical works which highlight the spirit and musical styles called Nationalistic Music in Western countries since the nineteenth century.

227-228. European Musical Heritage. (Fa-Sp) [3-3] F

These courses trace the development of Western musical style from the time of its earliest written records to the present. This development will be placed in dialogue with materials from social or intellectual history, literature, and other arts. Prerequisite: Music 101 or satisfactory score on music history placement test.

320. Music in the Middle Ages and Renaissance. (Sp) [3] F

This course will survey the major developments in Western music from approximately 900 to 1600. In addition to reading about the history of early music, students will be required to listen to and analyze scores of important representative works. Assignments will include writing music analyses, extensive listening and video viewing, and reading from the texts and other sources. Prerequisite: Music 227 or permission of instructor.

334. 20th Century Art Music. (Sp) [3] F

This course will examine the diverse trends in music composition in the 20th century. Included will be twelve-tone, electronic music, aleatory music, post-serialism, and minimalism. Prerequisite: Music 228 or permission of instructor.

415. Conducting. (Sp) [3] F

The fundamentals of conducting and their application to performance. Open to music majors and minors only. (Course offered in alternate years; scheduled for 2002-2003.) Prerequisite: Music 305 or permission of instructor.

APPLIED MUSIC

Private instruction is available to students of all levels, including beginners. Students register each term for a specific number of hours to be earned that term, normally one for non-majors, and not more than two for majors. The 100 level numbers refer only to the instrument involved and do not indicate proficiency.

Note that there is an extra fee for private music instruction, except for music majors

or minors. A student will be charged the full amount of the fee upon completion of the first lesson of the semester, even if the course is dropped at a later date.

Declared majors receive instruction without fee for their principal and one secondary instrument per semester. Declared minors receive instruction without fee for their principal instrument. If, after lessons have begun in any given term, a major or minor drops an applied music course for which he has not paid, he will be charged the full term fee. Students who decide to drop a declared major or minor in music will be charged for all lessons previously received.

- 160. Piano. (Fa,Sp) F
- 161. Voice. (Fa,Sp) F
- 162. Organ. (Fa,Sp) F
- 163. Violin. (Fa,Sp) F
- 164. Classical Guitar. (Fa,Sp) F
- 165. Harpsichord. (Fa,Sp) F
- 166. Cello. (Fa,Sp) F
- 167. Harp. (Fa,Sp) F
- 168. French horn. (Fa,Sp) F
- 169. Flute. (Fa,Sp) F
- 170. Oboe. (Fa,Sp) F
- 171. Clarinet. (Fa,Sp) F
- 172. Bassoon. (Fa,Sp) F
- 173. Trumpet. (Fa,Sp) F
- 174. Trombone/Tuba. (Fa,Sp) F
- 175. Percussion. (Fa,Sp) F
- 176. Viola. (Fa,Sp) F
- 177. Bass. (Fa,Sp) F

ENSEMBLES

190. Rhodes Singers. (Fa,Sp) [1,1] F

This noted performing ensemble has toured in the United States for over sixty years, and sometimes tours abroad. They have appeared numerous times with orchestras and have made several recordings. Membership is by audition.

191. Rhodes Orchestra. (Fa,Sp) [1,1] F

This chamber orchestra is composed of students, faculty and staff, alumni, and community members. The ensemble rehearses weekly and presents one major concert per semester. Membership is by audition.

192. Rhodes MasterSingers Chorale. (Fa,Sp) [1,1] F

This ensemble is made up of students and experienced choral singers from the community. There are normally four concerts each year and the repertoire includes a wide variety of musical styles, often including works with orchestra. Membership is by audition.

195. Piano Accompanying. (Fa,Sp) [1,1] F

Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

196. Selected Instrumental Ensembles. (Fa,Sp) [1,1] F

Competent players of orchestral or electronic instruments will prepare for performance music ranging from duets to larger works. (Availability limited.)

197. Selected Vocal Ensembles. (Fa,Sp) [1,1] F

Competent singers will prepare for performance music ranging from duets to larger works. (Availability limited.)

THE SENIOR EXPERIENCE

All senior music majors will participate in both the Senior Seminar and the Senior Project. Each major will choose either the Performance Track or the Research Track for the Senior Project. The Senior Project consists of two parts: the Senior Paper and the Senior Presentation.

485. Senior Seminar. (Sp) [1]

This seminar focuses on the study of great books in the field of music and provides opportunities for student leadership and student/faculty interaction.

487. Senior Paper. (Fa) [1]

Each student will prepare an extensive research paper appropriate to the chosen senior project track.

488. Senior Presentation. (Sp) [1]

Each student will present either a full-length solo recital or a one-hour public lecture/demonstration appropriate to the chosen senior project track.

495-496. Honors Tutorial. (Fa-Sp) [3-6,3-6]

PHILOSOPHY

ASSOCIATE PROFESSOR

Robert R. Llewellyn. B.S., Davidson College; M.A. and Ph.D., Vanderbilt University. (Interdisciplinary humanities, philosophy of science; history of philosophy.)

ASSISTANT PROFESSOR

Patrick A. Shade. B.S., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Interdisciplinary humanities; history of philosophy; American philosophy; logic.)

Assistant Professor to be named.

The Department of Philosophy offers a wide range of courses. The study of philosophy has traditionally included efforts to answer certain large and important questions, for example, questions about the nature of things, about values and human obligations, and about the ways and limitations of understanding. It has also usually been characterized by a careful and critical spirit in dealing with such questions.

A major in philosophy may meet the needs of students interested in a wide range of career paths. Majors in philosophy often plan, after doing graduate work, to teach. Majors also pursue work in law, medicine, theology, or employment in government, business, or social service. Those preparing for these fields should combine their work in the department with suitably chosen work in other fields. Still others undertake the major for personal satisfaction and enrichment, or as a path in the pursuit of a liberal education, without intending to become professional philosophers.

Special Opportunities. Opportunities exist for those wishing to combine the study of philosophy with work in another department in an interdisciplinary major. A student with an idea for such a major, a wide variety of which are possible, should see the section in the catalogue concerning "Interdisciplinary Majors" and consult with a member of the department.

Entry work in the department. Philosophy 206 is the place to start for majors. Philosophy 201 and Philosophy 202, preferably but not necessarily taken in sequence, are the courses to take next for majors. Philosophy 201 and Philosophy 202 are intended to be primarily courses in philosophy and not in the history of ideas. Besides Philosophy 206, Philosophy 201, and Philosophy 202, the non-major may consider a number of other courses in the department not requiring prerequisites. These include Philosophy 304 and 319, relevant to many disciplines, and Philosophy 350 and 360 dealing with some central questions about religion. Some upper level historical and topical courses might be taken by students without prior work in philosophy, under special circumstances, but a prior consultation with a member of the department is advisable.

Religious Studies 300, Anthropology/Sociology 331, and Women's Studies 400 may each be taken for Philosophy credit with prior approval of the Chair of the Philosophy department.

REQUIREMENTS FOR A MAJOR IN PHILOSOPHY

A total of thirty-six (36) credit hours as follows:

1. Philosophy 201, 202, 206, 304, 386, 486.
2. At least one of the following two courses: 318 or 319.
3. Twelve (12) additional hours in Philosophy.

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

A total of eighteen (18) credit hours as follows:

1. Philosophy 201 or 202 (Students are encouraged to take both).
2. Philosophy 206 and 304.
3. At least two other courses in the 300s or above.
4. One additional three-hour course in Philosophy.

No course offered to meet a requirement for a major in another department can be used to meet the requirement for a minor in Philosophy.

HONORS IN PHILOSOPHY

1. Courses required: fulfillment of the requirements for a major in Philosophy
2. Honors course: Philosophy 495-496
3. Examination: The department will ordinarily require an oral examination on the honors essay and related field
4. An honors project approved by the Individualized Studies Committee is required.

COURSE OFFERINGS**201. Greek and Medieval Philosophy. (Sp) [3] H, L**

An introduction to philosophy through an examination of philosophical methods, problems, and ideas from early Greek through medieval philosophy. Reading and discussion of some main writings of the period.

202. Early Modern Philosophy. (Fa) [3] H

An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. Major themes are their epistemological and ethical theories. Issues to be considered include such things as the nature and role of rationality, the relation of the sensuous and the rational, the exercise of freedom, and the existence of God.

206. Logic. (Fa, Sp) [3] H

Emphasis is on identifying, classifying, analyzing, and appraising arguments. Attention is given to necessary truth, analysis of ordinary language, methods in categorical and truth-functional logic, induction, non-inductive analogy, and fallacies.

212. Philosophical Theology. (Fa) [3] H, L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, the problem of evil, religious experience, and the nature of faith are discussed. Same as Religion 212. May be taken for either Philosophy or Religion credit but not for both.

214. Modern Ideologies. (Fa) [3] H

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. The same as Political Science 214. May be taken for either Philosophy or Political Science credit but not for both.

232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] H, L

After a brief discussion of moral theory, this course focuses on selected social issues such as war, capital punishment, sexual ethics, and hunger. The same as Religious Studies 232. May be taken for either Philosophy or Religion credit but not for both.

250. Topics in Philosophy. (Fa or Sp) [3] H, L

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. In principle, the topics will focus on issues that raise significant moral questions in contemporary society. (Subject to special scheduling.)

304. Ethics. (Fa) [3] H, L

A study of some of the major issues of philosophical ethics such as the nature of the good life, basic moral rules, the nature of moral reasoning, the nature of moral judgments, the relation between ethics and religion, and principles of social and economic justice.

305. Responses to Moral Confusion. (Sp) [3] H, L

An examination of three prominent texts in contemporary moral theory with the objective of understanding the nature of and prospects for genuine debate about morally significant issues. The course examines selected responses to the claim that moral debate is inherently inconclusive. One text is included that discusses this issue from a position informed by considerations that are religious in nature. An excellent companion to 304: Ethics, though 304 is not a prerequisite. (Course offered in alternate years; scheduled for 2002-2003.)

310. Philosophy of Science. (Fa) [3] H

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences. (Course offered in alternate years; scheduled for 2001-2002.)

311. Classical Political Philosophy (Sp) [3] S

A consideration of fundamental questions of political philosophy through careful examination of selected writings of Plato, Aristotle and others. Same as Political Science 311. May be taken for either Philosophy or Political Science credit but not for both. (Course offered in alternate years; scheduled for 2002-2003.)

314. Modern Political Philosophy (Sp) [3] S

An examination of selected themes in the tradition of Western political thought from Machiavelli to Nietzsche including: foundations of liberalism in natural rights and social contract theories, arguments for republican virtue, freedom and order, authority and revolution. Prerequisite: Political Science 311 is strongly recommended. Same as Political Science 314. May be taken for either Philosophy or Political Science credit but not for both. (Course offered in alternate years; scheduled for 2001-2002.)

318. Metaphysics of the Human Person. (Sp) [3] H, L

An exploration of some major issue(s) such as materialism vs. theism, the mind-body problem, freedom and determinism. Prerequisite: permission of instructor. (Course offered in alternate years; scheduled for 2002-2003.)

319. Theory of Knowledge. (Fa) [3] H

An exploration of some major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge and justified belief, and the ethics of belief. Prerequisite: permission of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

320. Medical Ethics. (Fa) [3] H, L

A seminar focussing attention on issues arising from the practice of medicine, the application of medical technology, and the business of health care delivery that have significant implications for an understanding of the good life or an understanding of moral duties. Prerequisites: Sophomore, Junior, or Senior class standing; in the case of first year students, approval of the instructor may be given for admission to the course. (Course offered in alternate years; scheduled for 2002-2003.)

350. Philosophy of Religion. (Fa) [3] H, L

An exploration in depth of a few major problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the meaningfulness of theological language, and the relationship of faith and reason.

360. Philosophy and the Christian Faith. (Sp) [3] H, L

A philosophical examination of one or more distinctive Christian doctrines, e.g., the atonement, the incarnation, the trinity, or an examination of the writings of one or more thinkers who use philosophical analysis and argument to articulate and/or defend some distinctive Christian doctrine.

370. American Philosophy. (Sp) [3] H

An examination of the major representatives of Classical American Philosophy. Emphasis is on issues such as the nature of philosophical method, the biological/social nature of human beings, the instrumentalist view of knowledge and inquiry, and the contextual nature of truth and value. (Course offered in alternate years; scheduled for 2001-2002.)

386. Junior Research Seminar: Explorations in the History of Philosophy. (Sp) [2]

Each student identifies an individual topic or historical figure to research and study in consultation with departmental faculty. Normally, this seminar focuses on topics or figures not otherwise offered in standard departmental courses. This course may be used to develop prospective honors topics. It is expected that students will make use of library and electronic resources, including the Internet and searchable databases.

401. Plato and Aristotle. (Sp) [3] H

A study of some dialogues of Plato, not previously covered in other philosophy courses, and Aristotle's *Nicomachean Ethics*. (Course offered in alternate years; scheduled for 2001-2002.)

411. Contemporary Political Philosophy (Fa or Sp) [3] H

An advanced seminar devoted to controversies or recent developments in contemporary political philosophy. Topics may include: theories of justice, rights, egalitarianism, multiculturalism, communitarianism, religion and politics, philosophy of law. Prerequisite: Political Science 214 or permission of the instructor. The same as Political Science 411. May be taken for either Philosophy or Political Science credit but not for both.

415. Existentialism. (Sp) [3] H, L

A study of two somewhat contrasting existentialists. (Course offered in alternate years; scheduled for 2001-2002.)

475-476. Problems in Philosophy. (Fa,Sp) [3-3]

A tutorial course for senior students only. Each student chooses an individual topic in consultation with the departmental faculty.

486. Senior Seminar: Developing a Comprehensive Personal Philosophy. (Sp) [3]

A seminar designed to help each senior philosophy major develop his or her own comprehensive philosophy. Readings will be chosen in such a way that students will encounter a variety of reasoned views about issues that would typically be dealt with in a comprehensive philosophy and in such a way that they will be enabled to formulate their own personal philosophy in dialogue with a Christian perspective on these issues in an atmosphere which encourages freedom and thought and expression for all.

495-496. Honors Tutorial. (Fa-Sp) [6-6]

A tutorial course devoted in part to preparation of an Honors essay.

PHYSICAL EDUCATION

Physical Education classes are offered each semester for students who wish to take courses to fulfill degree requirements and for their own growth, development, and pleasure. Courses are taught for seven weeks (one-half of a semester), and all classes are open to both men and women. Courses offered during the first seven weeks of the semester are numbered in the 100s, and courses numbered in the 200s are offered during the second seven weeks of the semester.

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis.

Physical Education courses for which proper registration is not made will not be credited to a student's record retroactively. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken.

COURSE OFFERINGS

100/200. Varsity Sports. (Fa,Sp)

101/201. Club Sports. (Fa,Sp)

103/203. Tennis. (Fa,Sp)

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

107/207. Golf. (Fa,Sp)

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels..

120/220. Squash. (Fa,Sp)

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

121/221. Racquetball. (Fa,Sp)

Instruction in basic skills and scoring.

125/225. Swimming. (Fa,Sp)

Instruction to students at all skill levels.

128/228. Fencing. (Fa,Sp)

Instruction in basic skills.

131/231. Scuba Diving. (Fa,Sp)

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

143/243. Middle Eastern Dance. (Fa.)

An overall conditioning course through dance.

154/254. Weight Lifting. (Fa,Sp)

Instruction in the proper use of weight training equipment.

157/257. Run for Fun. (Fa,Sp)

A self-paced program from walking to jogging for all levels of conditioning.

174/274. Aerobics. (Fa,Sp)

Low impact, step, and circuit training.

175/176 Wing Chun. (Fa,Sp)

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

176/276. Tai Chi. (Fa,Sp)

A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

177/277. Karate/Self Defense. (Fa,Sp)

Instruction in basic kicking, punching, katas (forms) and self defense techniques. Open to all levels and belt testing is optional.

178/278. Kickboxing. (Fa,Sp)

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

180/280. Yoga. (Fa,Sp)

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

185/285. Ballet. (Fa,Sp)

Open to all levels.

283. Responding to Emergencies. (Sp)

Certification in first-aid and C.P.R.

156/256. Advanced Conditioning. (Fa,Sp)

A structured program of advanced conditioning programs consisting of running, weight-lifting, agility, plyometrics, and sprint work.

PHYSICS

ASSOCIATE PROFESSOR

John L. Streete. B.S., Rhodes College; M.S. and Ph.D., University of Florida. (Optical and environmental physics.)

ASSISTANT PROFESSORS

Brent K. Hoffmeister. B.A., Wabash College; Ph.D., Washington University (Ultrasonics, medical physics.)

Ann M. Viano. B.S., Santa Clara University; Ph.D., Washington University. (Solid state physics.)

PART-TIME INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University. (Geology, earth system science.)

TECHNICAL ASSOCIATE

Glen W. Davis. B.S., University of Memphis; M.S., Murray State University.

The Department of Physics offers courses intended to serve the needs and interests of a variety of students, including non-science majors, non-physics science majors, students in the dual-degree engineering program and majors in physics. A physics major is appropriate for those students interested in careers in engineering, geophysics, meteorology, oceanography, astronomy, and other technical and scientific specialties.

With a bachelors degree in physics, a Rhodes student is well-prepared for graduate study in physics, engineering, medicine, medical physics or law, a technical career in an industrial or governmental laboratory, or a career in secondary education. (Prospective secondary school teachers should consult with the chair of the Department of Education early in their college careers to arrange courses leading toward the appropriate state teaching certificate.) The student planning a physics-related research career or an academic position at a college or university should anticipate completing an augmented curriculum at Rhodes, attending graduate school and obtaining an advanced degree.

Introductory work. For students in the humanities, fine arts, or social sciences, the Physics 101 (Astronomy), Physics 103 (Global Change), Physics 105 (Topics) or Physics 106 (Light and Relativity) courses provide interesting introductions to physical science; or such students may choose to take the Physics 111-112 or Physics 109-110 sequences, with the associated laboratories (Physics 113L-114L). Students intending to major in mathematics or physics, or planning a dual-degree program in mechanical, civil or electrical engineering should take Physics 111-112 and 113L-114L their first year. Students who have taken Advanced Placement Examinations in Physics should consult the department chair for appropriate placement.

Facilities. Six different instructional laboratories provide students with modern scientific equipment and instrumentation to investigate physical phenomena in areas of optics, electronics, quantum physics, astronomy, mechanics, electrodynamics and thermal physics. A wide variety of facilities are also available to students and faculty for research. These include a 0.35 meter diameter Schmidt-Cassegrain telescope, CCD cameras and a large Czerny-Turner spectrograph for astrophysical measurements. Ultrasonic and mechanical testing equipment are used for medically-relat-

ed studies of tissues and other materials and a high power radio frequency generator is available for fabricating exotic metallic alloys. Networked personal computer systems and high speed Sun workstations are used for data collection and analysis in all instructional and research laboratories.

Special opportunities. In addition to formal class and laboratory work, students are encouraged to join the physics faculty in research efforts, which involve the study of astrophysics of the sun, medical physics, interplanetary physics and the physics of materials. Department members collaborate with scientists at a variety of other institutions in scientific research and development. Support for students participating in research, both during the academic year and during the summer, is usually available. An endowment from the Van Vleet Foundation provides additional summer student and faculty support.

Faculty also assist upperclass students in obtaining professionally rewarding employment in research during the summer months. Faculty research efforts at Rhodes are one source; in addition, past physics majors have received summer research fellowships from a variety of other organizations.

Majoring in physics. All prospective physics majors should consult with the chairperson before registration. As noted, prospective physics majors should take Physics 111-112 and 113L-114L their first year. Physics 101, 103, 105 and 106 are not open for credit to majors or minors. Majors are encouraged to participate in research by taking at least one directed inquiry in physics and, if qualified, to attempt an honors tutorial.

REQUIREMENTS FOR A MAJOR IN PHYSICS LEADING TO THE B.S. DEGREE

A total of fifty (50) credit hours as follows:

1. Physics 111-112 (or Physics 109-110) and 113L-114L.
2. Physics 211-212 and 213L-214L.
3. Physics 301, 305, 401, and 406.
4. Physics 485-486.
5. Additional courses totaling no fewer than 5 credit hours from any at the 300-level or above.
6. Mathematics 121, 122, 223, 251, and 261.

REQUIREMENTS FOR A MINOR IN PHYSICS

A total of twenty (29) credit hours as follows:

1. Physics 111-112 (or Physics 109-110) and 113L-114L.
2. Physics 211-212.
3. Two additional lecture courses at the 300-level or above.
4. Mathematics 121, 122 and 223.

HONORS IN PHYSICS

1. Courses required: those listed for the B.S. degree with a major in physics, plus Physics 495-496, Honors Tutorial.
2. A research project in physics, usually involving a topic related to faculty research. The honors project must be approved by the College's Individualized Studies Committee. A creditable thesis must be presented at the end of the year.

COURSE OFFERINGS

101. Astronomy. (Fa, Sp) [3] N

An introduction for non-science majors to modern astronomy, including the appar-

ent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the solar system, the sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems and cosmology. The accompanying laboratory course 101L is not required of students taking this lecture course. No prerequisites.

101L. Astronomy Laboratory. (Fa, Sp) [1] N

Laboratory demonstration, computer simulation and exercises involving astronomical concepts and, weather permitting, observations of the stars, constellations, the moon, planets, and “deep sky” objects. May only be taken by students concurrently enrolled in Physics 101.

103. Global Change. (Fa) [3] N

An offering for, but not limited to, non-science students, this course is a survey of the underlying scientific basis of the issues involved in global environmental change: greenhouse warming, deforestation, ozone depletion, acid precipitation, sea level rise, fresh water and toxic waste concerns. Problems presented by fossil fuel depletion and possible solutions employing sustainable energy sources will be considered. Laboratory portion involves computer modelling of relevant global systems. The course includes two lectures and a two-hour laboratory session per week, and carries laboratory credit. No prerequisites.

105. Topics in Physics. (Fa,Sp) [3] N

Topics, designed for the non-science major, in physics, astronomy and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, astrophysics and geophysics. No prerequisites.

106. Light and Relativity. (Sp) [3] N

An introduction to the behavior and properties of light, for non-science-major students. Refraction, reflection, interference and diffraction will be investigated, as will polarization, the photoelectric and Compton effects. The course will consider the wave and particle aspects of light and the role light plays in the development of the special theory of relativity, including length contraction and time dilation. No prerequisites.

109-110. Introductory Physics-Life Sciences (Fa-Sp) [3-3] N

A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics, wave motion and sound during the first semester, and thermodynamics, electromagnetism, optical properties and atomic structure in the second semester. Applications will be drawn from life sciences. Intended primarily for students majoring in the life sciences. Corequisite: Physics 113L-114L and Math 115 or Math 121-122.

111-112. Introductory Physics- Physical Sciences (Fa-Sp) [3-3] N

A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics, wave motion and sound during the first semester, and thermodynamics, electromagnetism, optical properties and atomic structure in the second semester. Intended for both science and non-science majors. Corequisite: Physics 113L-114L and Math 115 or Math 121-122.

113L-114L. Introductory Laboratory. (Fa-Sp) [1-1] N

Basic experiments in topics covered in either Physics 109-110 or Physics 111-112 courses. Includes extensive use of microcomputer-based data collection and analysis. Corequisite: Physics 109-110 or 111-112.

211-212. Modern Physics (Fa-Sp) [3-3]

A survey of relativistic and quantum physics, including photons, the atom, matter waves, introductory quantum mechanics via the Schrodinger formulation, one-electron and complex atoms, nuclear properties and processes, elementary particles, molecules and condensed matter. Prerequisite: Physics 110 or 112. Corequisite: Mathematics 223.

213L-214L. Intermediate Laboratory. (Fa) [1]

The application of electrical and optical techniques to basic measurements of modern physics. Includes measurements of fundamental constants, properties of electrons, atomic energy levels, atomic and nuclear scattering, image processing and computer simulations. Corequisite: Physics 211 and 212.

301. Electromagnetic Theory. (Fa) [3]

A study of the fundamental properties of electric and magnetic fields in vacuum. The development will be from fundamental observations through modern, discrete applications of Maxwells Equations. Prerequisite: Physics 112. Corequisite: Mathematics 251. (Course offered in alternate years; scheduled for 2001-2002.)

302. Advanced Electromagnetic Theory. (Sp) [3]

A study of static and dynamic electromagnetic fields in matter, electromagnetic waves and radiation; also, a brief introduction to relativistic electrodynamics. Prerequisite: Physics 301. (Course offered in alternate years; scheduled for 2001-2002.)

304. Electronics. (Sp) [3]

The basic concepts of analog and digital electronics, with emphasis on digital electronics. Single transistor amplifiers and operational amplifiers will be examined in detail. Logic gates, flipflops, latches, decoders, multiplexers, registers, counters, displays and arithmetic/logic circuits will be covered. Two lectures and one laboratory session per week. Prerequisite: Physics 112.

305. Dynamics. (Fa) [3]

Basic principles of the dynamics of particles and rigid bodies presented within the framework of classical mechanics. Topics include Newtonian mechanics, oscillating systems, general motion of a particle in three dimensions, mechanics of rigid bodies, and an introduction to Lagrangian and Hamiltonian mechanics. Prerequisites: Physics 112; Corequisite: Mathematics 251. (Course offered in alternate years; scheduled for 2002-2003.)

306. Advanced Dynamics. (Sp) [3]

Advanced topics in the study of dynamics, including noninertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity. Prerequisite: Physics 305. Corequisite: Mathematics 261. (Course offered in alternate years; scheduled for 2002-2003.)

307. Topics in Intermediate Physics. (Fa or Sp) [3]

Topics for the intermediate-level physics or natural science student, often including but not limited to exposition of experimental systems or subjects such as spectroscopy, astrophysics, experiment interfacing, etc. Prerequisite: Physics 211. Course offered as interest warrents.

325. Optics. (Sp) [3]

A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. Two lectures and one laboratory session per week. Prerequisite: Physics 301. (Course offered in alternate years; scheduled for 2001-2002.)

401. Quantum Physics. (Fa) [3]

An advanced survey of topics in quantum physics, including particle spin, intermediate wave mechanics with application to simple potentials and atoms, the theory of quantum measurement and interpretation, and Bell's theorem. Prerequisites: Physics 212, Mathematics 251.

402. Quantum Mechanics. (Sp) [3]

Introductory formulation of the techniques involved in the study of quantum processes, including Hilbert space vectors and operators, the Hamiltonian, potential wells and the harmonic oscillator, introduction to Dirac notation, scattering theory and applications to the study of atoms. Prerequisites: Physics 305 and 401.

406. Thermal Physics. (Sp) [3]

The study of thermodynamics and statistical mechanics from the unifying viewpoint of the quantum theory. Gibbs and Boltzmann factors; Fermi-Dirac and Bose-Einstein distribution functions. Temperature, pressure and the monatomic ideal gas. Application to metals, white dwarf stars, photons and phonons. Consideration of the thermodynamic potentials. Prerequisites: Physics 212 and Mathematics 223. (Course offered in alternate years; scheduled for 2002-2003.)

409. Topics in Advanced Physics. (Fa or Sp) [3]

Special topics designed for advanced students in physics or mathematics. Subjects will involve theoretical physical and mathematical systems, often concerning astrophysics. Prerequisites: Physics 301, 305. Course offered as interest warrants.

413L-414L. Advanced Experimental Physics. (Fa-Sp) [1-1]

Experiments and fabrication techniques of an advanced nature, with the former emphasizing modern physics. Experiments are selected from those involving high vacuum techniques, stellar photometry, scintillation spectroscopy, Compton scattering, atomic and molecular spectroscopy, Mössbauer effect and superconductivity. Fabrication techniques emphasize design and metal working efforts. Prerequisite: Physics 214L.

485-486. Senior Seminar. (Fa-Sp) [1-1]

Examination of the unifying themes, central concepts and links between discipline areas of physics. Lectures by faculty. Also student organization, preparation and presentation of papers from the physics literature and current research efforts. One meeting per week. Open to third or fourth year physics students only.

495-496. Honors Tutorial. (Fa-Sp) [3 to 6]

Open to candidates for honors in Physics. Prerequisite: Permission of department chair.

POLITICAL SCIENCE

PROFESSORS

Michael Nelson. B.A., College of William and Mary; M.A. and Ph.D., The Johns Hopkins University. (Presidency; elections; American politics.)

Marcus D. Pohlmann. *Chair.* B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (Urban politics; black politics; legal studies.)

ASSOCIATE PROFESSORS

Daniel E. Cullen. M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; contemporary political theory.)

Michael P. Kirby. B.S., Wisconsin State University; M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee. (Criminal justice; urban policy; computers.)

ASSISTANT PROFESSORS

John L. Mason. B.A. Rhodes College; Ph.D., University of Texas. (American politics; public policy; elections; methodology.)

Stephen H. Wirls. B.A. Kenyon College; M.A. and Ph. D., Cornell University. (American politics, Congress, political theory.)

PART-TIME ASSISTANT PROFESSORS

Ashley B. Coffield. B.A. Rhodes College; M.P.A., Texas A&M. (Public administration; public policy)

David E. England. B.A. Marquette University; M.P.A. and Ph. D., University of Georgia. (American politics.)

The Department of Political Science offers students the opportunity to examine the theory and practice of democratic politics and government, and to develop a capacity for intelligent evaluation of public policies, political ideas and opinions. Political science is concerned with fundamental questions of justice, law, the constitutional structure of government, national and local institutions, decision-making processes, and the causes and consequences of public policies. Courses are offered in the fields of American Government and Politics, Political Philosophy, Public Policy and Legal Studies. Students majoring in political science prepare for careers in fields such as law, government service, education, criminal justice, management and journalism. The curriculum develops analytical reasoning and research skills, and stresses excellence in written and oral expression. The department provides academic and placement counseling on graduate and law schools.

Planning a Major. Political Science 151 provides students with an overview of the institutions and processes of American government and is a prerequisite for most upper level offerings. All political science majors must take 151. (Advanced Placement credit in Political Science will count as three hours toward the major but will not substitute for 151.) Most 200-level courses are appropriate for non-majors and may also serve as first courses in the discipline; 300-level courses and 400-level seminars are primarily intended for majors.

Interdisciplinary Programs. The College has a number of interdisciplinary programs which draw on faculty from several departments. Students interested in Political Science may want to augment their major curriculum with courses in American Studies, Women's Studies, Urban Studies, or International Studies. Prospective political science majors are strongly advised to enroll in the Search

course in their first year, which will allow them to take the Politics track of Second Year Search. For further information on such opportunities, see the section on Interdisciplinary Study in this catalogue.

Special Opportunities. The department offers a unique internship program which allows students to obtain credit by working with legal, political, and governmental organizations. Students may also earn credit for participation in the Washington Semester program and the highly successful Mock Trial program.

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

A total of thirty-six (36) credit hours as follows:

1. Political Science 151
2. Political Science 485
3. At least one course in political theory selected from Political Science 212, 214, 230, 310, 311, 314, or 411
4. History 233 and International Studies 200
5. Seven additional courses (21 hours) in Political Science.

HONORS IN POLITICAL SCIENCE

1. Completion of the requirements for a Bachelor of Arts degree in Political Science
2. Enrollment in the two-term tutorial sequence Political Science 495-496 and completion of a major independent research project. The topic of research is to be selected by the student in conjunction with a department member. Normally, the student begins preparing a proposal in the spring of the junior year. Approval of the honors project by the Individualized Studies Committee is required.

COURSE OFFERINGS

151. United States Politics. (Fa,Sp) [3] S

An examination of the U.S. political system. Major topics include the nature of politics, constitutionalism, federalism, political ideologies, public opinion and political participation, pressure groups, elections and campaigns, political parties, congressional, presidential, and bureaucratic politics, the Supreme Court and federal judiciary, and public policy-making. Open to seniors by permission of department only.

161. Topics in Public Policy. (Fa or Sp) [3] S

An analysis of selected national issues in public policy: their origin, development, and impact. Topics may include taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare. Prerequisite: Political Science 151.

200. Urban Politics. (Fa) [3] S

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures. Prerequisite: Political Science 151.

211. Politics and Literature. (Fa or Sp) [3] S

An exploration of perennial issues of politics broadly understood as they are treated in literature and drama. Authors studied may include: ancient Greek dramatists, Shakespeare, Defoe, Swift, Cooper, Hawthorne, Melville, Twain, Stendhal, Flaubert, Dostoyevsky, Conrad, Golding, Malraux.

212. American Political Thought. (Fa or Sp) [3] S

A survey of the ideas and controversies in American political thought and development from the Puritans to the present. Topics may include the philosophical origins of the Declaration of Independence and the Constitution, federalism, the democratization of politics, slavery and the Civil War, laissez-faire capitalism and the welfare state, the civil rights movement, and the redefinitions of freedom and equality by, for example, the new left and feminism. Prerequisite: Political Science 151 or permission of the instructor.

214. Modern Ideologies. (Fa or Sp) [3] S

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. Topics include the evolution of liberalism and conservatism, the origins and development of communism, contemporary controversies over justice and economic distribution, morality and law, and feminism.

230. Black Politics. (Sp) [3] S

A critical analysis of a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered. Prerequisite: Political Science 151.

260. Congress and the Political Process. (Fa or Sp) [3] S

Congressional organization, the legislative process, relations with the executive branch, the electoral process and representation. Prerequisite: Political Science 151 or permission of the instructor.

261. Parties and Partisanship in American Politics. (Fa or Sp) [3] S

An examination of the theory and practice, historical and contemporary, of political parties in elections and policy-making. Specific topics will include: the founders' critique of parties, parties and representation, critical elections, parties in Congressional and Presidential politics. Prerequisite: Political Science 151 or permission of the instructor.

270. Research Methods. (Fa) [3] S

An examination of the various research methods used in the study of American politics. Focus will be on quantitative methods of inquiry, but qualitative research techniques will also be studied. Prerequisite: Political Science 151.

301, 302. Constitutional Law and Politics (Fa, Sp) [3,3] S

An examination of the federal judicial process and American constitutional principles. Constitutional topics include the death penalty, prisoner rights, church-state relations, abortion, euthanasia, and affirmative action. Prerequisite: Political Science 151. Must be taken in sequence, but 301 may be taken without taking 302.

304. Trial Procedure. (Fa) [3]

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and impeaching a witness. Prerequisite: Sophomore status or permission of the instructor.

305. Mock Trial Participation. (Sp) [1]

Preparation for and participation in intercollegiate Mock Trial competitions. Participants prepare cases around assigned sets of facts. They then practice and compete

in roles of both lawyer and witness. Prerequisite: Political Science 304 and invitation of the instructor. A total of 4 credit hours may be earned for Mock Trial Participation.

310. Topics in Political Theory. (Fa or Sp) [3]

Problems of justice, law and morality explored through classic and contemporary works of political philosophy and literature. Prerequisite: A previous course in political theory or permission of the instructor. (Topics vary from year to year and students may repeat the course accordingly.)

311. Classical Political Philosophy (Fa or Sp) [3]

A consideration of fundamental questions of political philosophy will be explored through careful examination of selected writings of Plato, Aristotle, and others including: What is the human good? How is politics related to human nature or, what does it mean to be a "political animal"? Are the good person and good citizen identical?

314. Modern Political Philosophy (Fa or Sp) [3]

An examination of selected themes in the tradition of Western political thought from Machiavelli to Nietzsche including: foundations of liberalism in natural rights and social contract theories, contrasting arguments for self-interest and republican virtue, freedom and order, authority and revolution.

316. Urban Policy. (Fa) [3] S

Problems and processes of policy formation in the urban system; discussion of substantive policy areas such as housing and community development.

340. The American Presidency. (Fa or Sp) [3] S

An exploration of the constitutional, historical and political aspects of the presidency. Specific topics include the selection of the President, presidential leadership, personality, relations with Congress and the Supreme Court, and the Vice Presidency. Prerequisite: Political Science 151.

385. Criminal Justice. (Sp) [3] S

The study of criminal justice in urban areas, practices and purposes of enforcement agencies and courts, arrest, preliminary hearing, bail, jury, prosecution, trials, plea bargaining, sentencing, corrections, and probation. Justice in theory and practice. Prerequisite: Political Science 151.

401. Seminar in the Political Process. (Fa or Sp) [3] S

An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political behavior, campaign design and strategy. Prerequisite: Political Science 151.

411. Contemporary Political Philosophy (Fa or Sp) [3]

An advanced seminar devoted to controversies or recent developments in contemporary political philosophy. Topics may include: theories of justice, rights, egalitarianism, multiculturalism, communitarianism, religion and politics, philosophy of law.

420. Topics in Urban Policy: Solutions to Urban Problems. (Fa or Sp) [3] S

Examination of programs and policies that address urban problems; with an opportunity to explore the inner workings and outcomes of effective programs that have social, environmental, and downtown emphases.

440. Seminar in the Constitutional Convention. (Sp) [3] S

An analysis of the Constitutional Convention of 1787 as a political event with philosophical underpinnings. Special topics include the political environment, the major actors and controversies, the ratification debates, and continuing issues of constitutional reform. Prerequisite: Political Science 151.

450. Washington Semester. (Fa,Sp) [16]

A sixteen-week study of national government in Washington, D; consists of seminars, internship and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of Director and special financial arrangements with the College. Six of the hours can be counted as elective hours towards a major in Political Science.

460. Public Affairs Internship. (Fa,Sp) [3, 3]

A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director; and the course can be taken twice for credit. Prerequisite: two courses beyond Political Science 151 and consent of the instructor.

485. Senior Seminar in Political Science. (Fa or Sp) [3]

An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

495-496. Honors Tutorial. (Fa-Sp) [6-6]

An advanced tutorial, individually tailored to each honor student. It involves the preparation of a major independent research project.

PSYCHOLOGY

ASSOCIATE PROFESSORS

Bette J. Ackerman. *Chair.* B.A. Eckerd College; M.A. and Ph.D., University of Florida. (Social; health psychology; social theories of self.)

Robert J. Strandburg. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles. (Physiological; cognition and perception; psychopathology.)

Marsha D. Walton. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; psychology of women; language and social interaction.)

Christopher G. Wetzel. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; decision making.)

ASSISTANT PROFESSORS

Kevin S. Carlson. B.S. University of Wisconsin - Oshkosh; M.A. Cornell University; Ph.D. University of California - Santa Cruz. (Developmental; personality; close relationships; narcissism; political psychology.)

Anita A. Davis. B.A., Rhodes College; M.A. and Ph.D., University of Illinois at Urbana-Champaign. (Clinical; community; interventions with minority populations; adolescent motherhood.)

L. Charles Lemond. *Director of the Computer Center.* B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

Natalie K. Person. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive, educational psychology.)

VISITING PROFESSOR

Allen Overton Battle. B.S., Siena College; M.A. and Ph.D., Catholic University of America. (Clinical psychology; psychopathology.)

The Department of Psychology provides students with the opportunity to develop an understanding of behavior and experience from a variety of theoretical perspectives. Faculty members' educational background and research interests include physiological psychology, health, personality, community, abnormal, social, developmental and educational psychology. The department offers several courses of general interest to non-majors and to students in related fields.

The Psychology Major develops an educational background beneficial to a number of vocations as well as to careers in psychology. The curriculum focuses on (a) teaching the basic methods of the discipline, (b) exposing students to the major areas of study in psychology, (c) providing opportunities to explore a variety of applied and specialized subfields, and (d) giving students opportunities to be involved in ongoing research.

Special Opportunities for internships can be arranged with the University of Tennessee Center for the Health Sciences, Memphis City Schools, numerous psychologists working in clinical and business settings in the city, and various human services agencies. Majors in the department often take advantage of internships, which are offered for academic credit, to gain practical experience in their particular area of interest.

Students are encouraged to become involved in the ongoing research of members of the psychology faculty. These projects include, for example, experimental studies of self-perception and the perception of others, psychophysiological studies of information processing, observational studies of classroom interaction and child development, content analyses of narratives and conversational interaction of children and

adults, and intensive studies of pregnant and mothering teens. Frequently, students present these projects at regional or national research meetings.

Facilities include an observational research laboratory for child development and social interaction research, a human psychophysiology laboratory, and individual testing and interviewing rooms.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

A total of forty (40) credit hours as follows:

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Either Psychology 200 or Mathematics 111 to be taken as early as possible in the student's course of study. (Students with a strong math background may be able to test out of this requirement.)
3. Psychology 211 and 212 to be taken concurrently as early as possible in the student's course of study.
4. Four of the following Foundation courses: 216, 223, 226, 227, 229, 318, and 325.
5. Three of the following Applied/Specialized courses: 230, 232, 234, 303, 304, 309, 311, 408, 460, or no more than one of the courses numbered below 150.
6. One Research/Laboratory course to be chosen from: 306, 319, 338, 410, or a Directed Inquiry or Honors Research.
7. Psychology 485 to be taken during the senior year.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

A total of twenty-one (21) credit hours as follows:

1. Psychology 150.
2. Psychology 211 or Math 112 or Economics 290.
3. Five additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department.

HONORS IN PSYCHOLOGY

1. In the spring of the junior year, a qualified psychology major, in consultation with a member of the psychology department, may develop a proposal for an honors research project to be undertaken in the senior year. This proposed program must be approved by the psychology department before the petition to read for honors is submitted to the Individualized Studies Committee. The prospective honors student will normally enroll in Psychology 399 during the junior year.
2. Courses required: Fulfillment of the requirements for a major in psychology plus Psychology 495-496.
3. An honors thesis must be prepared reporting on the research undertaken. The thesis must be read and approved by the thesis advisor and one other faculty member (second reader) before it is submitted to the Individualized Studies Committee.

COURSE OFFERINGS

105. Special Topics in Psychology. (Fa, Sp) [3] S

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught. Students will be exposed to the five major theoretical perspectives and to research methods as they pertain to a thematic topic such as drugs and behavior, the psychology of the self, or creativity and intelligence.

110. Psychological Explanations of Paranormal Experiences. (Fa, Sp) [3] S

This course is designed for the non-psychology major. It will examine the scientific evidence for paranormal phenomena, as well as the psychological factors which might promote belief in the paranormal. Two emphases will be on (1) critical thinking, the scientific method, and what constitutes proof to scientists compared to laypeople, and (2) how paranormal experiences are explained from various theoretical perspectives in psychology.

120. Drugs, Brain and Behavior. (Fa, Sp) [3] S

This course is an introduction to the behavioral effects of psychoactive drugs and their mode of action in the brain. Following an introduction to basic neuroanatomy and physiology, we will examine the full range of psychoactive substances including psychotherapeutic medications, drugs of abuse, and drugs of casual use.

150. Foundational Issues in Psychology. (Fa, Sp) [3] S

It will focus on major themes which underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of scientific reasoning in refining our common sense notions of human nature and behavior. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological methods.

200. Research Methods and Statistics. (Fa, Sp) [3]

Students will be taught critical thinking and scientific reasoning skills. Topics include: philosophy of science and the scientific method, measurement theory (reliability and validity), the basics of research design (control variables, rival hypotheses, and confoundings), elementary statistical analysis (descriptive, t-test, correlation, chi-square), and test statistic decision-making. Prerequisite: Psychology 150. May be taken instead of Math 111 in preparation for the Psychology 211-212 courses.

211. Statistical Methods in Psychology. (Fa, Sp) [3]

Measurement principles with emphasis on the application of statistics in the design and analysis of psychological research. Prerequisite: Psychology 150 and either Psychology 200 or Math 111. Concurrent enrollment in Psychology 212 required for majors, but not minors.

212. Experimental Methods of Psychology. (Fa, Sp) [4]

The study and application of experimental design used in research with human subjects. Psychological data will be collected and analyzed to demonstrate the steps in hypothesis testing and report writing. One hour of lecture and four hours of laboratory each week. Prerequisite: Psychology 150. Concurrent enrollment in Psychology 211 required.

216. Perception. (Sp) [3] S

A survey of theories and research concerning sensation and perception focusing on how we construct an internal representation of the external world from the evidence of our senses. Prerequisites: Psychology 150 or permission of the instructor.

222. Educational Psychology. (Sp) [3] S

A study of thoughts and actions as they relate to how we teach and learn, particularly in school settings. Emphasis will be placed on the use of theory to guide practical instruction and the use of assessment to determine instructional effectiveness. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking,

and self-regulation of learning will be stressed. Prerequisite: Psychology 150 or Education 201.

223. Social Psychology. (Sp) [3] S

Study of social behavior, including such topics as interpersonal attraction, altruism, aggression, conformity, group dynamics, leadership, intergroup conflict and negotiation, attitude change, person perception, and the social aspects of environmental and health psychology. Prerequisites: Psychology 150 and either Psychology 211, Math 111, Economics 290, or permission of instructor.

226. Learning and Memory. (Fa) [3] S

This course will begin with an examination of behavioral theories of learning. Then, after a brief discussion of attention and perception, we will consider the role of mental representation in learning focussing on the formation and retrieval of memories. Two hours of lecture and three hours of laboratory each week. Prerequisites: Psychology 150 and 211.

227. Cognitive Processes. (Sp) [3] S

This course will provide a comprehensive account of recent cognitive theory and research on thinking and problem solving. Some of the topics that will be covered include language acquisition, inductive and deductive reasoning, problem solving, decision making, and text comprehension. Prerequisites: Psychology 150 and 211, or permission from the instructor.

229. Developmental Psychology: Infancy and Childhood. (Fa) [3] S

A study of developmental principles, focusing on research relevant to prenatal development, infancy, and childhood. Theories of emotional, cognitive, and personality development will be examined. Students will consider the implications of developmental research for social and educational policy that affects the welfare of children. There is a 10-hour service learning requirement. Prerequisite: Psychology 150 or permission of the instructor.

230. Adolescent Development. (Sp) [3] S

Theories and research on adolescent development will be applied to educational and social policy issues pertaining to adolescents in today's world. Prerequisite: Psychology 150 or Education 201.

232. Psychology of Women. (Fa) [3] S

This course is designed for students in other disciplines as well as Psychology. It is a survey of theory and research on women's experience and will address such topics as personality development, female sexuality, psychological aspects of reproductive functions, moral development, gender roles. Prerequisite: Psychology 150 or Women's Studies 201.

234. Industrial/Organizational Psychology. (Fa) [3] S

Study of human relations, work motivation, job satisfaction, performance appraisal, organizational theory, environmental design, human engineering, personnel decisions (selection and placement), personnel training and development, and leadership. Prerequisites: Psychology 150 and either Psychology 211, Math 112, Economics 290, or permission of instructor. (Course offered in alternate years; scheduled for 2000-2001).

303. Psychology of Health. (Fa) [3] S

The knowledge base and methodology of psychology will be applied to an understanding of health and illness. Topics to be covered will include risk factors, behaviors impacting on specific illnesses, health delivery systems, and health maintenance. Prerequisite: Psychology 150 or permission of the instructor.

304. Abnormal Psychology. (Sp) [3] S

Symptoms, etiology, and treatment of the principle psychopathologies. This course includes case presentations at psychiatric settings. Prerequisite: Psychology 150 or permission of the instructor.

306. Language and Communication. (Sp) [3] S

A survey of recent theory and research on human language. Topics to be covered include the relationship between language and culture, gender differences in communication style, and language development. Students will collect observational data and develop discourse analysis skills. Two hours of seminar and three laboratory hours per week. Prerequisite: Psychology 150 and junior or senior standing or permission of the instructor. Non-psychology majors with a special interest in language or theatre are welcomed in this course.

309. Human Judgment and Decision Making. (Fa) [3] S

An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action. Prerequisite: Psychology 211 or Math 112 or Economics 290 or permission of instructor. (Course offered in alternate years; scheduled for 2001-2002.)

311. Counseling Psychology. (Fa, Sp) [3] S

A survey of the major theoretical orientations and current practices of counseling and psychotherapy. Elementary helping and listening skills will be practiced. Prerequisite: Psychology 150 and Junior or Senior standing, or permission of the instructor.

318. Physiological Psychology. (Fa) [3] S

This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology. Prerequisites: Psychology 150 or permission of the instructor.

319. Human Psychophysiology Laboratory. (Sp) [2]

An introduction to laboratory methods in psychophysiology. Current research methods will be surveyed, and practical experience recording and analyzing human brain activity and bodily responses will be provided. Prerequisites: 211, 318 and permission of the instructor.

325. Personality Psychology. (Sp) [3] S

Major theoretical approaches to understanding personality are presented and evaluated. This course contains both conceptual and experiential components. Prerequisite: Psychology 150 or permission of the instructor.

338. Tests and Measurements. (Fa) [3] S

Psychometric principles of test construction as well as observation and evaluation

of contemporary psychological tests. Lecture/discussion format with observation of testing in the classroom. Prerequisite: 211.

399. Junior Seminar. (Sp) [1]

A survey of contemporary research on selected topics, to be taken in preparation for honors research. Open only to junior psychology majors. Prerequisite: permission of a faculty member who agrees to supervise the project.

408. Advanced Topics in Psychology. (Fa or Sp) [2-4]

An issue of current interest and importance in psychology will be explored in depth. Topics will be announced each time the course is offered. Prerequisite: permission of instructor.

410. Research Topics in Psychology. (Fa or Sp) [3,4]

An advanced course in research involving either social, developmental, educational, community, health or physiological psychology. Students will complete at least one major research project. Two hours of seminar and 4 hours of laboratory per week. Prerequisites: Psychology 211, 212, and instructor's approval.

460. Internship in Psychology. (Fa, Sp) [3-6]

Supervised experience in applying psychological knowledge and principles in a field or real-world setting. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, and keep a daily journal. Prerequisites: 211-212 plus specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required.

485. Senior Seminar. (Sp) [3]

Psychology majors are required to enroll in Senior Seminar during the Spring semesters of their senior years. Senior seminar is intended to be a capstone experience in Psychology, requiring both oral and written work.

495-496. Honors Tutorial. [3-6]

Maximum of 12 hours credit. For students accepted into the honors program of the college to do independent research.

RELIGIOUS STUDIES

PROFESSORS

Richard A. Batey. *The W. J. Millard Professor of Religious Studies.* B.A., David Lipscomb College; B.D. and Ph.D., Vanderbilt University. (New Testament studies.)

Frederic Michael McLain. *The R. A. Webb Professor of Religious Studies.* B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University. (Philosophical theology.)

ASSOCIATE PROFESSORS

Ellen T. Armour. *Chair.* B.A., Stetson University; M.A. and Ph.D., Vanderbilt University. (Contemporary philosophy and theology, historical theology, feminist theory and religion.)

Joseph A. Favazza. B.A., Saint Meinrad College; J.B., M.A., and Ph.D., The Catholic University of Louvain, Belgium. (Historical theology, Catholic studies, religion and ritual.)

Stephen R. Haynes. *The Albert Bruce Curry Professor of Religious Studies.* B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Holocaust studies, religion and politics, religion and literature, religion and education.)

Steven L. McKenzie. B.A., Abilene Christian College; M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

Mark W. Muesse. A.B., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology, comparative religions.)

Gail P. C. Streete. B.A., M.A., and M.L.S., State University of New York at Buffalo; M.Phil. and Ph.D., Drew University. (Biblical studies, classics, women and religion, ascetical theology.)

ASSISTANT PROFESSORS

Luther D. Ivory. B.A., University of Tennessee; M.S., University of Arkansas; D.Min., Union Theological Seminary; Ph.D., Emory University. (African-American religion and ethics, civil rights movement.)

John C. Kaltner. B.A., State University of New York at Oswego; M.A., Maryknoll School of Theology; S.S.L., Pontifical Biblical Institute; Ph.D., Drew University. (Biblical studies, Islam.)

Bernadette McNary-Zak. B.A., University of Rochester; M.A., Catholic University of America; Ph.D., University of Toronto. (Early Christianity, Gnostic and Hellenistic thought, asceticism, Catholic studies.)

Carey E. Walsh. B.A., Allegheny College; M.Div. Yale University School; A.M., University of Chicago; Th.D., Harvard University. (Biblical archaeology; Hebrew Bible interpretation.)

PART-TIME FACULTY

Rabbi Harry K. Danziger. B.A., University of Cincinnati; M.A. and Ordination, Hebrew Union College, Jewish Institute of Religion. (Judaism.) Supported in part by the Jewish Chautauqua Society.

R. Craig Jordan. B.A., Greensboro College; M.Div. and D. Min., Vanderbilt University; M.S., University of Memphis. (Pastoral care and counseling, bioethics, death and dying.)

The Department of Religious Studies has as its primary objective the academic study of religion. The courses offered explore living religious traditions, especially the Judeo-Christian faith and its relevance for contemporary life.

Students take courses in religious studies in order to investigate areas of personal interest, acquire valuable career and interpersonal skills, prepare for a vocation, and fulfill the basic requirement in humanities. The study of religion can aid in developing skills for the analysis of human problems and the means for their solution. It also promotes ethical awareness and commitment. Such knowledge, skills, and commitment can be helpful in many careers.

Majors in religious studies are fully qualified to enter seminary and prepare for a vocation in the church, or they may choose to pursue a doctorate in religion and follow an academic career as teachers and scholars. Other graduates have entered the fields of business, counseling, publishing, social work, law, and medicine.

Students majoring or minoring in religious studies will select their individualized course of study in consultation with their departmental advisors. The major leads to a balanced and integrated understanding of basic concepts and methodologies in the study of religion. Twelve courses are required for a major; seven for a minor.

The senior seminar (Religious Studies 485) is designed to promote reflection on the course of study and discussion of its content with fellow majors and the religious studies faculty. The seminar requires the student to analyze and synthesize important issues in the study of religion. The senior paper should reflect a student's mature thinking on a topic of concern to religious studies.

Special Opportunities. The Joseph Reeves Hyde Award in Religious Studies is presented annually to a junior student at Rhodes College to allow the student to pursue an activity related to the discipline of religious studies, preferably in the summer between the junior and the senior years.

The department sponsors internships in Memphis area religious, social, and health agencies. See Religious Studies 460, below. Each Spring the department offers a unique supervised chaplaincy internship designed for pre-medical students, as well as those looking to patient-related vocations such as counseling, nursing, ministry, etc.

Religious Studies and Life: Then and Now. Courses in religious studies are a vital part of the basic requirement in humanities. All courses designated "L" may be used for this purpose. Members of the department will assist students in selecting the group of courses that best satisfies their interests.

Interdisciplinary majors. The department encourages interdisciplinary majors. Working closely with advisors from Religious Studies and from another department, students design individual programs of courses to define and explore areas of complementary concern. Normally, such programs require fewer courses than a double major but more than the minimum required for a major in Religious Studies (twelve). Individual plans must have approval from both departments concerned, be submitted to the Faculty Curriculum Committee and be approved by the faculty of the College. In the Senior Seminar in Religious Studies, students in an interdisciplinary major may present a senior paper which reflects the interdisciplinary character of their studies.

REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

A total of thirty-six (36) credit hours as follows:

1. Religious Studies 101 and 102. (Humanities 101-102 may substitute for Religious Studies 101; Humanities 201-202 [Religion track] may substitute for Religious Studies 102 plus an elective.)
2. Religious Studies 255 and 256, preferably in sequence.
3. One 200-level course in biblical studies. (Religious Studies 270-286.)
4. One 200-level course in theology and ethics. (Religious Studies 211-233.)

5. Three elective courses in any area in religious studies.
6. Two 300-level courses, at least one of which must be taken before the senior year.
7. Religious Studies 485.
The Internship (460) may not count toward the religious studies major.

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

A total of twenty-one (21) credit hours as follows:

1. Religious Studies 101 and 102. (Humanities 101-102 may substitute for Religious Studies 101; Humanities 201-202 [Religion track] may substitute for Religious Studies 102 plus an elective in theology and ethics.)
2. Four 200-level courses, at least one from each area of religious studies (biblical studies, theology and ethics, history of religions.)
3. One 300-level seminar in any area.
The Religious Studies internship (460) may not count toward the Religious Studies minor.

RECOMMENDED COURSES

Greek 101-102 and Hebrew 101-102 are recommended for students interested in advanced work in New Testament and Hebrew Bible studies, respectively, and for students considering seminary. Students interested in theology could benefit from taking courses in Philosophy.

HONORS IN RELIGIOUS STUDIES

The Honors Program in Religious Studies is established by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the advanced seminar, Religious Studies 495-496, in which the student will be guided in the research and writing of an honors paper. An oral examination will be administered over this special area of research.

COURSE OFFERINGS

BIBLICAL STUDIES

101. Introduction to the Biblical Tradition. (Fa) [3] L

The first in a two-course sequence that introduces the “Life” curriculum, this course focuses on introducing students to the academic study of the Bible. Students will survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention will be paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus’ significance, e.g.).

Religious Studies 101 is a prerequisite for 200-level courses in biblical studies. Humanities 101-102 can substitute for Religious Studies 101. Upper level biblical studies courses are historical, literary, and theological studies of various biblical writings. They are usually offered in the spring semester. Not all courses, however, will be offered every year; some will be given in alternate years only.

Hebrew Bible/Old Testament Studies

270. Introduction to the Hebrew Bible/Old Testament. (Sp) [3] L

271. Pentateuch. (Sp) [3] L

272. Historical Literature. (Sp) [3] L

273. Prophets. (Sp) [3] L

274. Wisdom Literature/Psalms. (Sp) [3] L

275. Apocalyptic. (Sp) [3] L

276-277. Selected Topics in Hebrew Bible/Old Testament. (O.D.) [1-3] L

New Testament Studies

280. Introduction to the New Testament. (Sp) [3] L

281. Synoptic Gospels. (Sp) [3] L

282. Gospel of John. (Sp) [3] L

283. Paul's Letters. (Sp) [3] L

284. The Letter to the Romans. (Sp) [3] L

285-286. Selected Topics in New Testament. (O.D.) [1-3] L

BIBLE-RELATED COURSES: THEOLOGY, ETHICS, AND HISTORY OF RELIGIONS

102. Introduction to the Theological Traditions (Sp) [3] L

This course continues the introduction to the Life sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures (Catholic and Protestant) from early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th century, including the advent of the comparative study of religion.

Religious Studies 102 is a prerequisite for upper level courses in theology, ethics, and history of religions. Students who have not had Religious Studies 102 may take these courses with the permission of the instructor. Courses in theology, ethics, and history of religions are typically offered in the fall semester of each year. Not all courses, however, will be offered every year; some will be given in alternate years only.

THEOLOGY AND ETHICS

211. Contemporary Theology. (Fa) [3] L

A survey of the major issues and figures in theology in the twentieth century. The course focuses on the special challenges to theology posed by the modern world.

212. Philosophical Theology. (Fa) [3] L

A consideration of the philosophical basis and implications of religious belief and theological formulations. Such questions as the existence of God, human freedom, the problems of evil, and the meaning of God-talk are discussed. (Same as Philosophy 212.) May be taken for either Philosophy or Religion credit but not for both. (First and second year students by permission only.)

213. The Quest for Meaning. (Fa, Sp) [3] L

Wide-ranging readings from theology, philosophy and literature selected by the instructor, the intention being to engage reflection and stimulate discussion on the possibility and nature of meaningful or authentic life in the modern world.

220. Topics in Theology. (Fa or Sp) [3] L

An in-depth study of a particular problem, topic, or perspective in modern theology.

232. Social Issues in Ethical and Religious Perspective. (Fa or Sp) [3] L

This course examines selected social issues in theological, ethical and biblical per-

spective. Topics include Holocaust, Hunger, Plenty and Justice, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

233. Pain, Suffering, and Death. (Fa) [3] L

A seminar which examines critical issues and problems of crisis-experience involving pain, suffering, and death. Includes lectures, discussions, and interviews with practicing physicians, psychologists, and clergy. Designed primarily for pre-medical students, it serves also those looking to patient-related vocations such as counseling, nursing, ministry, etc.

HISTORY OF RELIGIONS

210. History of Christian Thought. (Fa) [3] L

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

214. Early Christian Literature. (Fa) [3] L

A study of selections from the early Greek Fathers, e.g. Clement of Rome, Ignatius of Antioch, and the Epistle of Barnabas, whose writings extend the biblical tradition into the second century CE and mark a formative stage in the development of Christian creed and canon.

251. Religion in America. (Fa, Sp) [3] L

A historical analysis of American religion, examining selected beliefs, institutions, and ideals. The first semester treats American Religion to 1865, the second since 1865. Courses may be taken together or independently.

253. Judaism. (Sp) [3] L

A survey of the history of Judaism, its formative experiences and its sources of tradition, its distinctive ideas and values, and what it means to be a Jew in today's world.

255. Living Religions in Today's World. (Fa) [3] L

A survey of the major living religions in today's world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered include Hinduism, Buddhism, Chinese religion, Japanese religion, Judaism, Christianity, and Islam.

256. Phenomenology of Religion. (Sp) [3] L

A cross-cultural study of the origin and prehistory of religion, myth and how to decode it, spiritual discipline and other dimensions of religious practice. The course will also treat theories of the essence of religion.

258. Topics in the History of Religions. (Fa or Sp) [3] L

An exploration of a specific tradition or subject in the history of religions. Subjects include Islam, African-American Religion, Women in American Religion, and Women in World Religions.

259. Topics in the History of Christianity. (Fa or Sp) [3] L

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

260. Archaeology and the Biblical World. (Fa, Sp) [3] L

A detailed study of the major archaeological finds from ancient Israel and their

impact on biblical interpretation. The course uses the material evidence of archaeology to reconstruct ancient life, customs, and cultural influences in the biblical lands and then compares this portrait with those presented in the biblical texts. Familiarity with general biblical history is presumed.

265. Archaeology and the Biblical World: Field Work. [3] L

Work in the summer at an archaeological site related to biblical history.

ADVANCED STUDIES AND SEMINARS

Courses in Religious Studies at the 300 level and above are not part of the "Life" curriculum and cannot count for "Life" credit.

300-301. Selected Topics in Biblical Studies, Theology, and the History of Religions. (Fa-Sp) [1-3]

460. Internship. (Fa, Sp) [1-3]

Supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department. Each Spring the department offers the supervised chaplaincy internship at a local hospital.

485. Senior Seminar: Senior Paper. (Sp) [3]

The seminar culminates in the senior paper, a major research project reflecting a semester-long engagement with a significant topic for religious studies.

495-496. Honors Tutorial. (Fa-Sp) [3-6]

THEATRE

ASSISTANT PROFESSORS

Laura Canon. *Technical Director and Production Manager, McCoy Theatre.* B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design, theory.)

Julia Ewing. *Chair. Artistic Director, McCoy Theatre.* B.A., Siena College; M.A., University of Memphis. (Acting; theatre history; directing; stage movement.)

David Jilg. B.A., Rhodes College; M.F.A., Tulane University. (Production design, costume design, theatre history.)

Gregory Krosnes. B.A.; Rhodes College; M.F.A.; University of California, Irvine. (Acting, stage movement, improvisation.)

MANAGING DIRECTOR, MCCOY THEATRE

Margo Raiford. B.A., Rhodes College.

The Department of Theatre offers courses of instruction which are designed to develop an understanding of the theatrical arts as an integral part of the society in which they exist. The courses are grounded in the belief that the liberal arts curriculum should give the highest priorities to the teaching of principles and concepts and that skills are valuable only if they are integrated components of a thorough understanding of those underlying principles and concepts.

A major in Theatre provides the basis for further study in graduate school, professional theatre training, or in the area of arts management.

Special Study Opportunities. Students who are interested in a special topic of study may design a course of study which concentrates on the historical or theoretical aspects of that topic. This individually designed course of study is called a directed inquiry. For practical application of classroom studies the department offers a wide array of opportunities in its internship and applied studies. Internships and applied studies within the department may be taken in the areas of arts management, theatre design and performance. The department has strong community ties with television and radio stations, newspapers and advertising companies. This diverse range of internships and applied studies are very important in the goal of providing the most nearly complete education for our majors.

Departmental Facilities. The McCoy Theatre opened in 1982 with a production of *Candide*. The sixty by sixty foot black box theatre is versatile enough to accommodate almost infinite possibilities for stage and seating configurations. Productions in the McCoy have ranged from the intimate *Fifth of July* to the spectacular *Nicholas Nickleby*.

McCoy Theatre Productions. The producing component of the department is the McCoy Theatre. Each season a subscription series is offered to the public. The McCoy Theatre is respected throughout the community and the productions are consistently chosen as among the outstanding theatrical presentations in the city. Casts for these productions come primarily from the student body. Guest appearances are made by acting and directing professionals as well as by outstanding community performers and faculty members.

REQUIREMENTS FOR A MAJOR IN THEATRE

A total of forty-seven (47) credit hours as follows:

1. Theatre 100 or Theatre 120
2. Theatre 220 and Theatre 222
3. Theatre 221 or 231 or 331

4. Theatre 280 or 281 or 380
5. Theatre 370
6. One of the following courses:
 - a. Greek/Roman Studies 221
 - b. English 323
 - c. English 340
 - d. German 401
 - e. Spanish 320
 - f. French 332
7. Six credit hours in one of the following groups of courses:
 - g. Performance. Theatre 310 and Anthropology/Sociology 264 or English 332
 - h. Design. Theatre 334 and Theatre 340 or Theatre 352
8. Three additional courses totaling nine (9) hours
9. Two hours from one of the following: Theatre 341, 342, 343, 344, 345
10. Six hours chosen from the following areas, at least one hour in each area:
 - i. Applied Production. Theatre 341, 342, 343, 344, 345
 - j. Applied Acting/Dramaturgy/Directing. Theatre 129, 229, 329, 339
 - k. Applied Management. Theatre 346
11. Theatre 485-486

REQUIREMENTS FOR A MINOR IN THEATRE

A total of twenty-one (21) credit hours as follows:

1. Theatre 100 or Theatre 120.
2. Theatre 220 and Theatre 222
3. Theatre 221 or 231 or 331
4. Theatre 280 or 281 or 380
5. One additional course totaling 3 hours
6. Three hours chosen from the two of the following areas:
 - Applied Production. Theatre 341, 342, 343, 344, 345
 - Applied Acting/Dramaturgy/Directing. Theatre 129, 229, 329, 339
 - Applied Management. Theatre 346

COURSE OFFERINGS

Theatre Studies

100. Theatre Arts. (Fa, Sp) [3] F

The course will focus on the various aspects of theatre such as design, performance, text analysis and production. This course is designed to give students knowledge of and experience with the fundamental arts of theatre and is required for all theatre majors and minors. Not open to seniors.

120. Acting I. (Fa, Sp) [3] F

Designed for the beginning student, offering introduction to basic script analysis, concentration on relationships between characters, their goals and obstacles. Improvisations as well as scripted scenes will be utilized. The course is primarily for actors. Advanced students may audition to have this requirement waived.

200. Theatre Arts in Performance (Fa) [3] F

This course expands on elements of theatre learned in Theatre Arts 100 and Acting I 120. A published script is utilized for study throughout the term and is produced and performed by the class at the end of the term. Prerequisites: Theatre 100 and/or 120, or permission of instructor.

210. American Musical Theatre. (Sp) [3] F

An exploration of the evolution of the American musical theatre from the early years to the present. Students will study musicals which have been influential on the variety of significant forms which musical theatre in America has taken. (Course offered in alternate years; scheduled for 2002-2003.)

220. Theatre Production. (Fa,Sp) [3] F

This course provides an introduction to the basics of technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical laboratory gives students hands-on experience. Open to first year students by permission of instructor.

221. Acting II. (Sp) [3] F

This course is designed for a more intensive study of acting. Various theories and exercises will be explored and applied to scene study. An audition is required for admission.

222. Introduction to Design. (Fa) [3] F

An exploration of the creative process and the principles and tools of design as they apply to theatrical production. Emphasis will be on script analysis, graphic techniques, and trends in theatrical design through research, practical exercises, and projects.

231. Stage Movement I. (Fa) [3] F

This course is designed to develop an expressive awareness of the body. Exercises in isolation, centering, rolling, tumbling, falls, mime and more are used in the development of the discipline enhancing the student's grace, control, flexibility and strength.

240. Developing the Speaking Voice. (Sp) [3]

This course presents the fundamentals of healthy and efficient voice production, as well as the use of the voice as an instrument of expression and persuasion. In the first half of the term all students will experience a core content dealing with vocal production and an introduction to public speaking. In the second half of the term each student will choose an area for further specialization: Vocal Music, Theatre or Public Speaking.

250. Theory and Practice of Dramatic Writing. (Fa) [3] F

An introduction to the process of writing for the stage and screen, this is an opportunity to develop a general understanding of dramatic writing and the structure of plays and scripts. Students will complete one or more short playscripts. Permission of instructor is required (Offered every third year; scheduled for 2001-2002.)

251. Workshop in Dramatic Writing. (Sp) [3] F

Practice in the craft of writing for the stage and screen. Includes study of contemporary scriptwriting techniques. Students will develop one or more short playscripts. Repeatable for credit with a different project. Permission of instructor is required.

254. Children's Literature, From Page to Stage. (Fa) [3] F

There is storytelling and there is playmaking. Each is a separate art form yet each is very useful in the primary grades. The goal of this class is to create plays from children's stories that stimulate imagination, instill a love of language, improve listening skills, and improve language skills. Once the play has been created, the class will perform in local city schools.

255. Improvisation in Performance. (Sp) [3] F

Students explore and stretch their “creative spontaneity” through the study of improvisational exercises. Selected exercises are used for a workshop at midterm lead by students of the class, and then these exercises and other performance-oriented improvisational pieces will be organized for a presentation at the end of the term.

280. Theatre History I. (Fa) [3] F

A survey course spanning the origins of theatre through the works of William Shakespeare, thereby covering over 2000 years of human development. Using representative plays, major documents in dramatic theory, and related works, the goals of this course are to develop a broad general knowledge of theatre history, theory, and dramatic literature; and to explore theatre’s relationship with other disciplines. (Offered alternate years; scheduled for 2002-2003.)

281. Theatre History II. (Sp) [3] F

A continuation of Theatre 280, this survey course follows the development of theatre from the end of the Renaissance through the middle of the twentieth century. Using representative plays, major documents in dramatic theory, and related works, the goals of this course are to develop a broad general knowledge of theatre history, theory, and dramatic literature; and to explore theatre’s relationship with other disciplines. (Offered alternate years; scheduled for 2000-2001.)

310. Stage Direction. (Sp) [3] F

Designed as an introduction to stage direction. The emphasis will be on the analysis of play scripts and the translation of that analysis into dramatic action. Prerequisites: Theatre 120, 220, 280 or 281.

320. Acting III. (Sp) [3] F

A course for advanced actors. Permission of instructor is required.

331. Movement and the Text. (Sp) [3] F

The actor’s instrument is the self. That includes the mind, the body, the voice and the heart. The goal of this class is to exercise the whole person in relation to the text of plays and the life of characters. Prerequisite: any 100 or 200 level theatre course. (Course offered in alternate years; scheduled for 2002-2003)

334. Costume Design. (Sp) [3] F

This course explores the creative process and the principles and tools of design as they apply to costume design. Emphasis will be on script analysis, period research and rendering techniques, utilizing classroom discussion, design evaluation, practical exercises and projects. Prerequisite: Theatre 222 and/or permission of instructor.

340. Set Design. (Fa) [3] F

The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course. Prerequisites: Theatre 220, 222, and/or permission of the instructor.

352. Lighting Design. (Sp) [3] F

An exploration of lighting design and documentation through small class projects designed to help develop each student’s ability to make appropriate design choices. Prerequisite: Theatre 220.

365. Special Topics in Theatre. (Fa or Sp) [3]

This class will concentrate on a particular production within the McCoy season.

370. Theory. (Fa) [3]

This class is intended as a broad overview to expose students to the major dramatic theorists from the Greeks to Peter Brook. It is hoped that through the study of various theoretical readings and plays the student will begin to develop an ability, when analyzing plays or trends in theatre, to uncover underlying assumptions, leading to a fuller and richer understanding of the theatre in both theory and practice.

380. Theatre in the 20th Century. (Sp) [3] F

This course explores significant dramatic texts and theatrical performances from 1945 to the present. Topics may include Theatre of the Absurd, political and environmental theatrical experiments of the 1960s, the question of postmodernism in theatrical performance, feminist and multicultural theatre, and recent experiments in performance art. (Course offered in alternate years; scheduled for 2002-2003.)

399. Pre-Honors Tutorial. (Sp) [1]

Junior Theatre majors contemplating honors are required to enroll in a preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

470-471-472. Languages of the Stage. (Sp-Fa-Sp) [3-3-4]

A three-term course designed for the theatre major/minor and the serious theatre student. The course approaches dramatic theory and practice as separate but integrated elements of a whole. Enrollment is limited to twenty students. Not open to first-year students. Prerequisite: Theatre 370.

485. Senior Seminar. (Fa) [2]

Examination, exploration and discussion of both the art and business of theatre. Selected readings as well as portfolio review will be a part of the experience.

486. Senior Project. (Sp) [1]

Seniors will meet with the faculty to design and develop a project that will consist of both a written and performance component. The project will be presented during the second term.

495-496. Honors Tutorial. (Fa-Sp) [3-6]**APPLIED STUDIES****129. Applied Acting. (Fa,Sp) [1-3]**

Actual stage experience in one of the four subscription series productions ranging from minor to major roles. Investigation into character, period and author will be included. 46 hours of work will be required for each hour of academic credit. Prerequisites: Theatre 120 and/or permission of instructor (director).

139. Applied Acting: Audition Preparation. (Fa,Sp) [1-3]

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions. Prerequisites: Theatre 120 and permission of instructor.

229. Advanced Applied Acting. (Fa,Sp) [1-3]

Stage experience in a major role. Prerequisites: Theatre 120, 221 and/or permission of the instructor.

329. Dramaturgy. (Fa,Sp) [1-3]

Work on a production under the supervision of the director in the area of historical and critical analysis of the play. Permission of instructor (director) required.

339. Assistant Director (Fa,Sp) [1-3]

Designed for students to do advanced work in directing plays in production. Permission of instructor (director) is required.

341. Applied Sets. (Fa,Sp) [1-3]

Working experience in the design and execution of stage settings. Prerequisites: Theatre 220 and permission of the instructor.

342. Applied Costume Design. (Fa, Sp) [1-3] F

Working experience in the design and execution of costumes for productions of the McCoy Theatre or the Theatre Department. Students act as designers or assistant designers. Prerequisites: Theatre 222, Theatre 334 and permission of the instructor.

343. Applied Sound. (Fa,Sp) [1-3]

Working experience in the design and execution of sound for productions. Prerequisites: Theatre 220 and permission of the instructor.

344. Applied Lighting. (Fa,Sp) [1-3]

Working experience in the design and execution of lighting designs. Prerequisites: Theatre 220 and permission of the instructor.

345. Applied Production. (Fa, Sp) [1-3] F

Working experience in the various areas of Stage Management, Assistant Stage Management, Properties Management, Set/Costume/Lighting Crews. Prerequisites: Theatre 220 or Theatre 222 and permission of the instructor.

346. Applied Management. (Fa,Sp) [1-3]

Working experience in the areas of public relations, advertising sales, Newsletter publication, house management training, etc. Prerequisite: permission of the instructor.

460. Internship. (Fa,Sp) [1-3]

Actual working experience in areas of interest may be gained through this course. Work may be on or off campus. Applications for internships must be filed and approved prior to registering for this course.

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to overseas study is most powerfully expressed in the programs that it has created and developed. In addition to the programs described in the "Opportunities for Study Abroad and Off Campus Study" section earlier in this catalogue, there is one semester long program, European Studies, with two different tracks from which students may choose. Credit earned in both these tracks is Rhodes credit.

EUROPEAN STUDIES

European Studies is a seventeen-week program offered jointly by Rhodes and The University of the South (Sewanee) that takes place from mid summer through early fall. It is a full semester of study abroad and offers the unique experience of studying in a variety of locations in Europe in a special and quite different learning environment. The program begins in July with four weeks of study at The University of the South with Rhodes and Sewanee faculty. Then in England, there is a 10 day practicum conducted by British tutors at the Universities of York and Durham, followed by six weeks with British instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History.

European Studies offers two academic options. The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a survey of the thinking and achievement of Ancient Greece and Rome and their importance to Western Civilization. The second track, "Western Europe in the Middle Ages and the Renaissance," is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus.

Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The hours are applied directly to degree requirements and are factored into the Rhodes grade point average.

A total of 18 credit hours is possible for the completion of this program. All courses are approved as meeting major or general degree requirements in the appropriate department or division as noted. Since courses are developed annually, some variation in topics may occur from year to year although the departments and general fields of study remain constant.

COURSE OFFERINGS

Track One. Ancient Greece and Rome: The Foundations of Western Civilization

Art 836. Greece, the Eastern Aegean, and Italy: The Monuments and Centers of Classical Civilization. [3] F

The travel-study portion of Track One includes a month-long tour of the Continent including Athens, Istanbul, Troy, Naples, Rome, the Vatican City, and London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art and architecture and city structure before going on this program but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

English 831. Epic Poetry. [3] H

Ancient epics were sweeping sagas of gods and heroes, love and battle, with many characters and events. This course introduces the study of epic poetry, focusing on the characteristics that distinguish epic from other types of literature. It begins with the detailed study of *The Iliad* with emphasis on its characteristics as oral poetry and continues with the Roman equivalent, Virgil's *Aeneid*. The comparison of the great heroes, Achilles and Aeneas, demonstrates the origins of the characteristically western struggle between individualism and the obligation to society. Students may not take both English 831 and Rhodes' Greek and Roman Studies 211 for credit.

English 834. Ancient Greek Literature: Greek Lyric Poetry and Drama. [3] H

This course traces the development of Greek poetry from the first personal poems of Archilochus and Sappho to the lyric splendor of the Theban Pindar, then the flowering of drama in fifth-century Athens. Plays of each of the three great classical tragedians, Aeschylus, Sophocles, and Euripides are read, as well as Aristophanes' comedies that extracted humor from subjects surprisingly similar to those which agonized the audiences of tragedy.

History 830. Ancient Greek and Roman History. [3] H

This course explores the politics, culture, and society of the ancient Greek and Roman worlds. The course begins with a study of how the Greek city states, with special reference to Athens, developed in the archaic period, triumphed over their Persian foes and attained the glories of the fifth century, and fought disastrously with one another before becoming subject to Alexander the Great's "world" empire.

The course then traces the transformation of the Roman state from its mythological origins and the regal period, through the Republic, and back to the monarchical system of the Principate. Broad social themes are studied: the ideology of imperialism, some views of the more remote parts of the empire, the role of women, the city of Rome, religion, and imperial propaganda. This course is equivalent to History 211: Ancient Mediterranean Worlds. Students may not take both courses for credit.

Philosophy 833. Classical Philosophy from Homer to Plato. [3] H

The Athenian Plato and his pupil Aristotle, who both wrote in the fourth century BCE, are two of the greatest figures in the history of western philosophy. This course offers a brief overview of the historical development of classical Greek thought from Homer to Plato. Students may not take both Philosophy 833 and Rhodes' Philosophy 201 for credit.

Philosophy 835. Aristotle, Plato and the Legacy of Ancient Philosophy. [3] H

What can we know? How should we live? These and other connected questions were searchingly examined by Plato and Aristotle, and after them by thinkers of the Epicurean, Stoic, Sceptic, and Neoplatonist schools. The course is designed to provide a critical overview of the evolution of their debate. A closer look is made also at selected extracts from the writings of the philosophers concerned, as well as one complete work, the *Nicomachean Ethics* of Aristotle.

Track Two. Western Europe in the Middle Ages and the Renaissance**Art 833. Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments. [3] F**

The travel-study portion of Track Two includes a month-long tour of the Continent including Paris, Rome, Florence, Venice, Munich, and London. During

the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art and architecture and city structure before going on this program, but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

Art 843. Western Europe: Middle Ages and the Renaissance. [3] F

This course provides a broad-based, chronological survey of the art and architecture of Western Europe in the Middle Ages, from the fourth century to the Renaissance. It introduces many of the themes and works of art that are explored further on the Continental tour. Slide lectures trace the general developments of styles throughout the period, set within their historical contexts, as well as focusing on individual buildings, manuscripts, pieces of sculpture, metalwork or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum enable students to view at first hand examples of the objects studied in the course.

English 843. Comparative Literature: Arthurian Literature and Shakespeare. [3] H

This course explores the history and the literary development of the greatest medieval hero – Arthur, king of the Britons—and compares it with themes of the greatest author of English drama, William Shakespeare. The study goes from the first story of Arthur in Geoffrey of Monmouth’s *History of the Kings of Britain* to the development of the legend in French courtly and spiritual literature to Thomas Malory’s great *Morte D’Arthur*. The second part of the course is an exploration of a key theme in Shakespearean drama. The course concentrates on various texts, including the comedies, *The Merchant of Venice* and *A Midsummer Night’s Dream*; the tragedies, *Hamlet* and *Macbeth*; and the Roman play, *Coriolanus*. Themes within the broader context of Shakespeare’s works as a whole will be examined.

History 834. Politics and Society in Medieval Europe. [3] H

The aim of this course is to provide a sound general understanding of European politics and society in the Middle Ages. The introductory classes consider the creation of the medieval world, focusing in particular on the “fall” of the Western half of the Roman Empire and on the formation and Christianization of the Germanic kingdoms of Western Europe. Next the course examines some political, religious, and social developments which reached their culmination in what historians call the High Middle Ages, among them the formation of states, the development of the papacy, the development of towns, and the roles of women in the medieval world. The course will end with consideration of the political, economic, and religious problems of the Late Middle Ages (c. 1300-c. 1500). This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

History 844. European Life in the Late Middle Ages and Renaissance. [3] H

This course examines the organization and character of the Western Catholic Church before the Reformation. It examines the distinctive systems of belief which were fostered before the Reformation and seeks to understand how particular beliefs prompted distinctive behavior in the later fifteenth and early sixteenth centuries. The course continues through the Tudors, Henry VIII, and the Reformation in Britain, in Italy and the Mediterranean, and Northern Europe. Two excursions enable the group to visit several churches in the Oxford region and witness what different classes of lay men and women were commissioning and building before the Reformation, the better to understand the tenor of faith and pious activity at that

time. This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

Religious Studies 830. The Formation of Christianity in Western Europe: From Late Antiquity to the Middle Ages. [3] L

This course offers an introduction to the History of Christianity in Western Europe from its beginnings to the sixteenth century. Theological and institutional developments receive some attention, but the course focuses on the interplay between social and religious change. The course is divided chronologically among three periods: the rise of Christianity in the West, religious life and thought in the High Middle Ages, and the Late Middle Ages and Early Modern periods. The course studies the legacy of early modern Christianity, the presence of many denominations, and the effects of that disunity on early modern society and intellectual life.

RESERVE OFFICER TRAINING PROGRAMS

Rhodes, in cooperation with the University of Memphis and the Departments of the Army and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) at The University of Memphis. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credit hours are assigned. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

The officers appointed to teach the ROTC courses are selected by the military branches and are approved for the appointment by the President of The University of Memphis. They are members of the faculty of The University of Memphis.

A Rhodes student may earn a maximum of sixteen credit hours in the ROTC programs and apply fourteen of these credit hours to the 112 credit hours needed for a Rhodes degree. In addition, for each course completed in the ROTC program, the student will receive credit for one of the three half-semester courses in Physical Education that are required for graduation. Credit earned in ROTC is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. Nine of the credit hours earned are counted as practical hours and three of the hours earned are counted as internship hours. Credit hours enrolled in during a given semester are included in the count of hours for a normal course load. (The credit shown below applies to the 16 credit hour provision.)

Although a student takes the ROTC courses at The University of Memphis, that student is a full-time student at Rhodes, and any financial assistance provided by the military services is based on tuition and fees at Rhodes.

AEROSPACE STUDIES

Lieutenant Colonel Ricky S. Willis. B.S., University of Arkansas; M.A., Webster University.

Captain Douglas J. Weber. B.S., Park College; M.S., Troy State University.

The Aerospace Studies program is in two parts, the General Military Course at the first-year/sophomore level, and the Professional Officer Course at the junior/senior level. The first-year/sophomore-level program, open to all students, involves one hour per week of classroom instruction and one and one-half hours per week of Leadership Laboratory. The junior/senior-level program is available only to selected, eligible students who desire to earn commissions as officers in the United States Air Force while pursuing their academic studies at Rhodes. The program involves three hours per week of classroom instruction and one and one-half hours per week of Leadership Laboratory. Participants in the junior/senior-level program receive a monthly subsistence allowance from the Air Force. Students not enrolled in the first-year/sophomore-level program who wish to apply for the Professional Officer Course must make application not later than February 1 of the sophomore year.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available primarily in technical areas, on a competitive basis, to entering first-year students and to cadets participating in

the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies at the University of Memphis. Scholarship applications for first year students must be submitted by December 1st.

Students wishing to participate should contact the coordinator for the program at Rhodes or the Professor of Aerospace Studies at the University of Memphis (678-2681).

COURSE OFFERINGS

General Military Courses

111-112. Air Force Today. (Fa-Sp) [1-1]

This is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.

211-212. The Air Force Way. (Fa-Sp) [1-1]

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space power, from an institutional doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

Professional Officer Courses.

311-312. Air Force Leadership and Management. (Fa-Sp) [3-3]

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

411-412. Preparation for Active Duty. (Fa-Sp) [3-3]

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. An additional Leadership Laboratory complements this course by providing

advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

Aerospace Studies

301-302. Field Training. (Summer) [0]

AFROTC Field Training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of Field Training prior to enrollment in the Professional Officer Course. The major areas of study in the four-week Field Training program include junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions and Air Force environment, and physical training. The major areas of study included in the six-week Field Training program are essentially the same as those conducted at four-week Field Training and in the General Military Course including Leadership Laboratory.

Leadership Laboratory (Fa,Sp) [0-0]

Leadership Laboratory is taken an average of one and one half hours per week throughout the student's period of enrollment in AFROTC. The first 2 years of the Leadership Laboratory include a study of Air Force customs and courtesies, drills and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last 2 years of Leadership Lab consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities classified as advanced leadership experiences. They involve the planning and controlling of activities of the cadet corps; the preparation and presentation of briefings and other oral and written communications; and the providing of interviews, guidance, and information which will increase the understanding, motivation, and performances of other cadets.

MILITARY SCIENCE

Lieutenant Colonel Bobby Ray Pinkston. B.A., Florida State University; M.M.S., Ft. Leavenworth LA.

Major Jimmy Orrick. B.A., University of Memphis.

Captain John S. Puls. B.S., Western Illinois University.

The Military Science program is divided into two courses each of two years' duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces. The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four-year program (which can be completed in three years with department permission) or the two-year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Enrollment in the basic course creates no military obligation.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to \$1500 per year during the Junior and Senior years (paid at \$150 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays up to \$16,000 toward tuition and fees and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the

period of the scholarship. Scholarship applications for first year students must be submitted by November 15th.

Students desiring more information or wishing to participate in the program should contact the program coordinator at Rhodes or the Professor of Military Science at The University of Memphis 1-888/237-7682. One course per semester may be offered on the Rhodes campus if a sufficient number of students enroll.

COURSE OFFERINGS

100. Leadership Laboratory. (Fa-Sp) [0]

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Introduction to Military Science 111 or Principles of Leadership and Confidence Building 112. Two hours per week.

111. Introduction to Military Science. (Fa.) [1]

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in military rappelling and mountaineering, fundamentals in weapons training and an overview of the role of the United States Army. Corequisite: Leadership Laboratory 100. There is no military obligation.

112. Principles of Leadership and Confidence Building. (Sp) [0]

Begins the leader development process by providing the skills, knowledge and attitudes necessary for the student to exhibit the leadership characteristics and traits. Corequisite: Leadership Laboratory 100. There is no military obligation.

200. Leadership Laboratory. (Fa-Sp) [0].

Revolves around the cadet corps; a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: American Military History 210 or Fundamental Survival Skills 211. Two hours per week.

210. American Military History. (Fa) [3]

Developments since colonial period; emphasis on background and growth of national military naval establishments, military and naval thought, difficulties accompanying modernization and assumption of global responsibilities, and the problem of relationship between civilian and military naval sectors in democracy. Corequisite: Leadership Laboratory 200. There is no military obligation.

211. Fundamental Survival Skills. (Fa,Sp) [0]

A continuation of the leader development process with an emphasis on military first aid and survival planning. Corequisite: Leadership Laboratory 200. There is no military obligation.

214. Small Unit Tactics I. (Fa) [0]

Emphasis on preparation of the individual for combat. Preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Skill development in planning and organizing by combat patrols. Course includes a series of field practicums. There is no military obligation.

300. Leadership Laboratory. (Fa-Sp)[0]

Revolves around the cadet corps, a facsimile of and Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Applied Leadership I or II. Two hours per week.

311. Applied Leadership I. (Fa) [3]

Study and application of principles and techniques of leadership at a small unit and group level in both field and garrison environment. Decision making, motivating performance, and use and support of subordinate leaders is emphasized. Detailed studies on military teaching principles. map reading, communications, field training exercise, branches of the Army, and preparation for ROTC Advanced Camp. Four class hours per week to include a two hour laboratory each week, three hours of physical training each week, and field training exercises on two weekends during the semester. Corequisite: Leadership Laboratory 300. Prerequisite: permission of the Professor of Military Science.

312. Applied Leadership II. (Sp)[3]

Continuation of first year advanced course. Corequisite: Leadership Laboratory 300. Prerequisite: permission of the Professor of Military Science.

400. Leadership Laboratory. (Fa-Sp)[0]

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential. Corequisites: Seminar in Leadership and Planning 411 or Seminar in Organizational Leadership 412. Two hours per week.

411. Seminar in Leadership and Planning. (Fa)[3]

Leadership and management skill development in specific areas of oral and written communications, training management, personnel evaluation and counseling, personnel management systems of Army, U.S. Army logistic systems, military justice, and familiarization with ethics of the military professional. This course, in conjunction with 412, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours per week, two laboratory hours every other week, three hours physical training each week, and field training exercises on two weekends during semester. Corequisite: Leadership Laboratory 400. Prerequisite: permission of the Professor of the Military Science.

412. Seminar in Organizational Leadership. (Sp)[3]

Continuation of second year advanced course. Corequisite: Leadership Laboratory 400. Prerequisite: permission of the Professor of Military Science.

**MASTER OF SCIENCE
IN ACCOUNTING**

MASTER OF SCIENCE IN ACCOUNTING

PROFESSOR

Marshall E. McMahon. B.A., University of the South; Ph.D., Vanderbilt University. (History of economic thought, business ethics.)

ASSOCIATE PROFESSORS

Dee Birnbaum. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., City University of New York; Ph.D., City University of New York. (General management, human resource management, business ethics.)

Pamela H. Church. *Program Director.* B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

Ronald H. Eaton. B.B.A, M.B.A., University of Memphis; Ph.D., University of Arkansas. C.P.A. (Accountancy.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

Deborah N. Pittman. B.A., Rhodes College; M.S. and Ph.D., University of Memphis. C.P.A., C.F.A. (Finance.)

Allan Ryan. B.A. McGill University; M.A. University of Toronto; M.B.A. McGill University; M.S. and Ph.D., Cornell University. (Business Policy, international management, business ethics.)

PART-TIME INSTRUCTORS

Matthew T. Dito. B.S., Northern Arizona; M.B.A., University of Memphis; C.P.A. (Accounting information systems.)

Kevin W. Kern. B.A., Vanderbilt University; M.B.A. and J.D., Tulane University. (Business Law)

Mark D. Puckett. B.S., University of Tennessee; M.S., University of Memphis. C.P.A., Tax Partner, BDO Seidman. (Accountancy, Taxation).

Rhodes College offers a 30-hour program of study in accounting and business administration leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide a mature understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

ADMISSIONS PROCEDURE

A student who wishes to apply for admission to the M.S. program should write or call the Director of the program requesting an application form. The form should be completed carefully and mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

Students who have submitted an application and all supporting credentials to the M.S. in Accounting Director by March 1 will be notified of the decision of the Graduate Admissions Committee by April 1.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

STANDARDIZED TESTS

All applicants for admission to the M.S. in Accounting program are required to take the Graduate Management Admissions Test (GMAT). Any student planning to

apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1.

Test application forms may be obtained from some colleges and universities or by writing directly to the testing service, as follows: The Education Testing Service, Princeton, NJ 08541.

Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.

PROVISIONAL ADMISSION

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for instance, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first nine hours of the program completed in order to remain in the program.

ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than eight credit hours, the student must make formal application to the M.S. in Accounting program and be accepted into it before taking any additional graduate courses. An undergraduate student in his or her senior year may petition the graduate committee to enroll in graduate courses as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements.

READMISSION OF STUDENTS

The M.S. in Accounting degree must be completed within three academic years from the date of initial enrollment as a degree candidate. Failure to complete the degree requirements within this time will result in being dropped from the program. Any student who wants to continue the program after being dropped must petition the Director for reinstatement.

ADDITIONAL INFORMATION

The M.S. in Accounting program office hours are 8:30 a.m. - 5:00 p.m. Monday through Friday (central time). Additional information and application forms will be supplied upon request. Contact:

Dr. Pamela Church
Director of M.S. in Accounting Program
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone 901-843-3863

EXPENSES

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the under-

graduate program at Rhodes. These charges and policies are outlined in the "Expenses" portion of the catalogue. Room charges and policies are also the same as those for the undergraduate programs; however, on-campus rooms will be made available to graduate students only after all undergraduate demand has been satisfied.

FINANCIAL AID

Most financial assistance for students in the M.S. in Accounting program will be awarded as grants, loans and student employment.

LOANS

Federal Stafford Student Loan Program. Graduate students are currently eligible for up to \$8,500 per year.

Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable, with a cap of 9%.

Anyone interested in the student loan program should contact:

Office of Financial Aid
Rhodes College
2000 N. Parkway
Memphis, TN 38112-1690
Telephone 901-843-3810

GRANTS AND GRADUATE STIPENDS

All grants and graduate stipends for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a grant and/or stipend is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

COOPERATIVE PROGRAM

In cooperation with numerous C.P.A. firms in Memphis, Rhodes recommends certain students to interview with these firms for admittance to a cooperative program. The program operates as follows: (1) The C.P.A. firm interviews students recommended by Rhodes. (2) If accepted by the C.P.A. firm, the student takes coursework in the fall at Rhodes. (3) The student works for the C.P.A. firm as a full-time employee during the spring semester. (4) The student returns to Rhodes for the second semester of the M.S. in Accounting program in the fall. (5) Upon completing all required coursework in December, the student begins full-time employment with the firm. (Since Rhodes does not confer degrees in December, actual graduation from the program does not take place until the following May.) This program provides the student income for tuition, and eliminates the uncertainty of whether the student will have a job upon graduation. The student will also gain important experience in a firm which will count as hours toward qualifying to take the C.P.A. exam, and which should improve his or her classroom performance. This program enables the C.P.A. firm to obtain early commitments from highly desirable students and permits employment of the student during the firm's peak seasonal need.

THE EDUCATIONAL PROGRAM

The graduate program builds upon the undergraduate study of accounting by intro-

ducing more complex accounting practices and reasoning into the functional areas of accounting: cost, tax, auditing and advanced financial. The graduate program also addresses the legal environment of business and business ethics, accounting research, and the theory and methodology of the accounting discipline. It is central to the mission of the program that students be able to communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

THE CURRICULUM

Core courses and prerequisites. The following courses or their equivalents are required before beginning the graduate program. The graduate committee will evaluate a student's transcript to determine whether a core course requirement has been met. At the committee's discretion, a student may be allowed to take certain graduate courses concurrently with these core courses.

- Financial Accounting
- Intermediate Accounting I and II (Minimum grade of C- in both classes.)
- Cost Accounting
- Federal Income Tax
- Auditing
- Introduction to Economics, Micro and Macro

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas: management, marketing, and finance.

REQUIREMENTS FOR THE M.S. DEGREE

A total of thirty (30) credit hours as follows:

Required courses. (24 credit hours):

- BA 641 Seminar in Financial Accounting Theory and Research
- BA 642 Accounting Information Systems
- BA 643 Seminar in Accounting Control
- BA 645 Taxation of Business Organizations
- BA 646 Consolidations and Advanced Accounting Topics
- BA 647 Legal and Regulatory Environment of Business
- BA 648 Topics in Auditing
- BA 680 Ethics: Business and Society

Elective courses. Any two courses (6 credit hours) from the following:

- BA 520 Econometrics
- BA 552 Cases in Managerial Finance
- BA 554 International Finance
- BA 563 International Management
- BA 566 Personnel and Human Resource Management
- BA 572 Marketing Management II
- BA 573 International Marketing
- BA 575 Business Research
- BA 665 Graduate Topics in Accounting

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating

features of the current and the earlier degree requirements and approved by the Graduate Committee.

TRANSFER CREDIT

No more than six hours of graduate credit earned at another institution may be counted toward the M.S. in Accounting at Rhodes. A minimum grade of B must be earned for any course credit to be transferred.

Transfer Credit Guidelines. The following guidelines are used in evaluating academic work from other institutions for graduate transfer credit.

1. The institution at which the course work is taken must be an accredited college or university.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments. The Program Director and the Registrar assign credit toward the M.S. degree in such a way as to match comparable work at Rhodes.
3. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. A maximum of 6 credit hours (1 credit hour = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer hours based on a quarter system are converted to the Rhodes credit hour basis using the formula that one quarter hour equals two-thirds credit hour. Fractional transfer credit hours will be credited.
5. Transfer credit hours are not accepted if the grade is C+ or below. Transfer credit hours are credited to the Rhodes transcript as credit hours only; they are not used to determine the grade point average.
6. Transfer credit may be used to satisfy M.S. degree requirements.

ACADEMIC REGULATIONS

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

REGISTRATION

Qualification as a full-time, degree student requires registration for a minimum of six (6) credit hours in a semester. Degree-seeking students who register for five (5) credit hours or less in any one semester are classified as part-time students.

PASS-FAIL

A student may enroll in a class on a pass-fail basis. Permission of the instructor and the Director of the M.S. in Accounting is required and must be obtained during the first three weeks of the class in a semester. The Pass/Fail option may not be used to satisfy any of the graduate course requirements for the M.S. in Accounting degree.

ACADEMIC PROBATION AND SUSPENSION

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 3.000 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing.

Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a grade point average below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the grade point average is not raised to a 3.000, he or she may be dropped from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

COURSES OF INSTRUCTION

Courses numbered 500-599 have a 300 or 400 level cognate course in which undergraduates may be enrolled. (See Course Offerings.) Courses numbered 600 and above are graduate-level-only courses. 600 level (except 645) alternate to accommodate co-op students.

Fa (Fall) and Sp (Spring) following the course titles indicate the semester in which the course is usually taught. Course credit is shown in brackets at the right of the title line.

The College reserves the right to cancel any course for which there is insufficient enrollment.

COURSE OFFERINGS

520. Econometrics. (Sp) [3]

Same as EC 320 with additional requirements for graduate credit. Students who have taken EC 320 may not take 520. Prerequisites: Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

552. Cases in Managerial Finance. (Fa) [3]

Same as Business Administration 452 with additional requirements for graduate credit. Students who have taken Business Administration 452 may not take 552. Prerequisites: Business Administration 351 or permission of the instructor and program director.

554. International Finance. (Sp) [3]

Same as Business Administration 454 with additional requirements for graduate credit. Students who have taken Business Administration 454 may not take 554. Prerequisites: Business Administration 351 or permission of the instructor and program director.

563. International Management. (Sp) [3]

Same as Business Administration 463 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 563. Prerequisites: Business Administration 361 or permission of the instructor and program director.

566. Personnel and Human Resource Management. (Sp) [3]

Same as Business Administration 366 with additional requirements for graduate credit. Students who have taken Business Administration 366 may not take 566. Prerequisites: Economics 290 and Business Administration 343 and 361 or permission of the instructor and program director.

572. Marketing Management II. (Sp) [3]

Same as Business Administration 372 with additional requirements for graduate

credit. Students who have taken Business Administration 372 may not take 572. Prerequisites: Economics 290 and Business Administration 343 and 371 or permission of the instructor and program director.

573. International Marketing. (Sp) [3]

Same as Business Administration 473 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 573. Prerequisites: Business Administration 371 or permission of the instructor and program director.

575. Business Research. (Fa) [3]

Same as Business Administration 375 with additional requirements for graduate credit. Students who have taken Business Administration 375 may not take 575. Prerequisite: Economics 290.

641. Seminar in Financial Accounting Theory and Research. (Fa or Sp) [3]

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting. Prerequisites: Completion of core courses.

642. Accounting Information Systems. (Fa or Sp) [3]

An overview of the use of computer-based accounting systems to support the management of organizations. The course will examine the selection, development, and implementation of information systems to fulfill the goals of businesses. Gathering, organizing, and reporting data will be stressed. Prerequisites: Completion of core courses.

643. Seminar in Accounting Control. (Fa or Sp) [3]

An advanced study of conceptual and practical aspects of accounting as a control system. Topics will include measurement of organizational performance, resource allocation, just-in-time accounting systems, total-quality-control environments, and standard cost systems as control devices. Students will analyze case studies and research literature in oral and written reports. Prerequisites: Completion of core courses.

645. Taxation of Business Organizations. (Fa) [3]

An intensive examination of the federal income tax laws as they relate to partnerships, trusts, and corporations. Discussions will focus on economic and policy issues surrounding the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems. Prerequisites: Completion of core courses.

646. Consolidations and Advanced Accounting Topics. (Fa or Sp) [3]

Covers contemporary problems of income determination and accounting for special business entities. Prerequisites: Completion of core courses.

647. Legal and Regulatory Environment of Business. (Fa or Sp) [3]

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities. Prerequisites: Completion of core courses.

648. Topics in Auditing. (Fa or Sp) [3]

A comprehensive view of theoretical and technical aspects of the attest function. Materiality, sampling, report, ethics, and regulations will be covered, as well as specific current topics. The course will emphasize the auditor's decision-making process within a complex professional, social, and political environment. Prerequisites: Completion of core courses.

665. Graduate Topics in Accounting. (Fa or Sp) [3] [1-4]

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. The course will include international accounting, accounting for not-for-profit organizations, including governmental entities. Prerequisites: Graduate Standing and permission of the instructor.

680. Ethics: Business and Society. (Fa or Sp) [3]

This is a survey course of the relationship between business and society. The course explores a wide variety of analytical models that might be used to evaluate business decisions from an ethical perspective. The course uses lectures, discussion and case methods to analyze the relationship between business and the public with which it interacts. Prerequisites: general management.

MATTERS OF RECORD

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Lynne M. Blair. Director of the Library. A.B., M.A., M.S.L.S., University of Illinois, Urbana-Champaign.

Emily Flowers. Assistant Director and Catalogue Librarian. B.A., Union University; M. A. L. S., George Peabody College.

William M. Short. Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College. Curator for the Jessie L. Clough Art Memorial for Teaching.

Darlene Brooks. Information Services and Electronic Resources Librarian. B.A., M.L.I.S., University of Tennessee, Knoxville.

Annette Cates. Interlibrary and Information Services Librarian. A.A., Alabama Christian College; B.S., Auburn University; M.L.S., University of Alabama.

Janet Carr James. Acquisitions and Periodicals Librarian. B.A., Rhodes; M.S.L.S., University of Tennessee, Knoxville.

Janice G. Tankersley. Cataloguer. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville

Elizabeth G. Kesler. College Archivist. B.A., M.L.S., University of Rhode Island.

Katherine Muth. Circulation Assistant. B.A., Rhodes.

Amanda Ford. Head of Circulation. B.A., Mississippi State University.

Rose Ann Hicks. Catalogue Assistant. B.A., M.Ed., Southeastern Oklahoma State University.

Phyllis Gregory. Periodicals and Acquisitions Assistant. B.S., University of Memphis.

OFFICE OF STUDENT AFFAIRS

Melody Hokanson Richey. Dean of Student Affairs. B.S., University of Arizona; M.Ed., University of South Carolina.

Charles N. Landreth, Jr. Associate Dean of Student Affairs. B.A., Rhodes; M.L.A., Louisiana State University.

Carol E. Casey. Director of Residence Life. B.A., Wittenberg University; M.S., Miami University.

Marie T. Lindquist. Director of Student Orientation and Leadership Programs. B.A., Simpson College; M.S., Southern Illinois University.

Joseph D. Petri. Director of Student Activities. B.S., M.S., Buffalo State College.

Claire T. Coleman. Administrative Assistant. B.A., Rhodes.

Office of Campus Safety

Ralph L. Hatley, Jr. Director of Campus Safety. B.A., University of Memphis; C.FE.

Richard L. Loyd. Executive Duty Commander.

Johnny R. Austin. Duty Commander.

K. Lynn Barnett. Duty Commander.

Lillie V. Todd. Administrative Assistant.

Office of Career Services

Sandra George Tracy. Director of Career Services. B.A., Purdue University; M.A., Bowling Green State University.

Jennifer Winstead. Assistant Director of Career Services. B.A., Mississippi State University; M.A., Asbury Theological Seminary.

Melissa Butler. Coordinator of Student Disability Services and Career Services. B.S., University of Washington; M.S., University of Memphis.

Claudia D. Rutkauskas. Administrative Assistant.

Office of Chaplain and Community Service

William Newton. Chaplain and Director of Community Service. D. Min., Columbia Theological Seminary.

Julie King Murphy. Church Related Ministry Coordinator. B.A., University of the South; J.D., University of Georgia.

Jessica Anschutz. Community Service and Bonner Coordinator. B.A., Rhodes.

Kristin Fox. Rhodes-MIFA Urban Ministry Coordinator. B.A., Rhodes.

Jill West. Administrative Assistant.

Office of Counseling and Student Development Center

Robert B. Dove. Director of Counseling and Student Development. B.A., Tulane University; M.S.W., Smith College. L.C.S.W.

Bridget M. Truman. Assistant Director of Counseling and Student Development. B.A., M.S., Northeastern Oklahoma State University; Ph.D., University of Memphis.

Office of Health Services

Patricia J. Sterba. Director of Health Services. R.N., South Chicago Community Hospital School of Nursing; B.S.N., St. Francis College.

Office of Multicultural Affairs

Cheryl R. Garner. Director of Multicultural Affairs. B.S., M.S., Mississippi State University.

Office of Physical Education, Recreation and Athletics

Michael T. Clary. Director of Athletics and Assistant Coach of Track. B.S., Rhodes.

J. David Hicks. Director of The Bryan Campus Life Center. B.A., Kenyon College; M.A., Ohio State University.

Sarah R. Hatgas. Assistant Director of Athletics and Coach of Men's and Women's Tennis. B.S., M.A., Vanderbilt University.

Herbert A. Hilgeman. Assistant Director of Athletics and Coach of Men's Basketball. B.S., Miami University; M.E., University of Memphis.

Sara K. Chase. Coach of Women's Basketball and Assistant Coach of Track. B.A., Kalamazoo College; M.S., Central Michigan University.

Mark S. Chubb. Assistant Coach of Football and Baseball. B.A., Wittenberg University.

Matthew V. Dean. Coach of Field Hockey and Assistant Coach of Men's Basketball. B.S., M.S., Drake University.

Gordon L. Ellingsworth. Coach of Women's Golf and Assistant Coach of Football. B.A., Augustana College.

Andy J. Marcinko. Coach of Men's Soccer and Administrative Assistant. B.S., Virginia Tech University; M.S., University of North Texas.

Kelly L. Mooney. Assistant Athletic Trainer. B.A., Wittenberg University; M.S., Illinois State University.

Todd P. Mooney. Assistant Coach of Football and Track. B.S., M.S., Ohio University.

A. Alan Reynolds. Coach of Baseball and Equipment Manager. B.A., University of Memphis.

Glenn R. Schwab. Athletic Trainer. B.S., Eastern Illinois University; M.S., West Virginia University.

Robert L. Shankman. Coach of Men and Women's Track and Cross Country. B.A., Rhodes; M.Ed., University of Memphis.

J. Scott Srnka. Coach of Men's Golf and Assistant Coach of Football. B.A., Rhodes; M.E., Ohio University.

Joseph A. White. Coach of Football. B.S., M.E., Springfield College.

Laura E. Whiteley. Coach of Women's Soccer and Assistant Coach of Softball. B.A., Kalamazoo College; M.A., Western Michigan University.

Samantha A. Wolinski. Coach of Volleyball and Assistant Coach of Women's Basketball. B.A., Earlham College; M.S., Canisius College.

THE FACULTY

Rhodes' strength as a distinguished college of the liberal arts and sciences is dependent on an exceptionally able student body and a faculty of effective teachers and committed scholars. College planning, including curriculum and academic facilities, is done with the objective of making it possible for students and faculty to create an imaginative and challenging learning experience.

Rhodes recruits faculty members who demonstrate excellent teaching and who show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the overall governance of the institution.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching, the Dean's Award for Research and Creative Activity, and the Charles E. Diehl Society Award for Service are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

| | |
|------|---|
| 1981 | Dr. Jack U. Russell, Mathematics |
| 1982 | Dr. Marshall E. McMahon, Economics |
| 1983 | Dr. William Larry Lacy, Philosophy |
| 1984 | Dr. James M. Vest, French |
| 1985 | Dr. Fred W. Neal, Religious Studies |
| 1986 | Dr. E. Llewellyn Queener, Psychology |
| 1987 | Dr. Rebecca Sue Legge, Business Administration |
| 1988 | Dr. Terry W. Hill, Biology |
| 1989 | Dr. F. Michael McLain, Religious Studies |
| 1990 | Dr. Cynthia Marshall, English |
| 1991 | Dr. William T. Jolly, Classics |
| 1992 | Dr. G. Kenneth Williams, Mathematics |
| 1993 | Dr. Jennifer Brady, English |
| 1994 | Dr. Horst R. Dinkelacker, Foreign Languages and Literatures |
| 1995 | Dr. Carolyn R. Jaslow, Biology |
| 1996 | Professor Julia Ewing, Theatre |
| 1997 | Dr. Bradford D. Pendley, Chemistry |
| 1998 | Dr. Ellen T. Armour, Religious Studies |
| 1999 | Dr. Michael R. Drompp, History |
| 2000 | Dr. Brian W. Shaffer, English |

Dean's Award for Research and Creative Activity

| | |
|------|---|
| 1981 | Dr. John F. Copper, International Studies |
| 1983 | Professor Jack D. Farris, English |
| 1984 | Dr. Richard D. Gilliom, Chemistry |
| 1985 | Dr. David H. Kesler, Biology |
| 1986 | Professor Tony Lee Garner, Theatre |
| 1987 | Dr. James M. Olcese, Biology |
| 1988 | Dr. John F. Copper, International Studies |
| 1989 | Dr. Alan P. Jaslow, Biology |
| 1990 | Dr. Jack H. Taylor, Physics |
| 1991 | Dr. Marcus D. Pohlmann, Political Science |
| 1992 | Dr. Steven L. McKenzie, Religious Studies |

| | |
|------|---|
| 1993 | Dr. Robert J. Strandburg, Psychology |
| 1994 | Dr. Andrew A. Michta, International Studies |
| 1995 | Dr. Brian W. Shaffer, English |
| 1996 | Dr. Cynthia A. Marshall, English |
| 1997 | Dr. Stephen R. Haynes, Religious Studies |
| 1998 | Dr. Robert M. MacQueen, Physics |
| 1999 | Dr. Gail P. C. Streete, Religious Studies |
| 2000 | Dr. Susan M. Kus, Anthropology/Sociology |

Diehl Society Award for Service

| | |
|------|--|
| 1988 | Dr. Harold Lyons, Chemistry |
| 1989 | Dr. John S. Olsen, Biology |
| 1990 | Prof. David Ramsey, Music |
| 1991 | Dr. David Y. Jeter, Chemistry |
| 1992 | Dr. Gail C. McClay, Education |
| 1993 | Dr. Robert L. Llewellyn, Philosophy |
| 1994 | Dr. Douglas W. Hatfield, History |
| 1995 | Dr. Rebecca Sue Legge, Business Administration |
| 1996 | Dr. Charles C. Orvis, Economics |
| 1997 | Dr. Donald W. Tucker, Foreign Languages and Literatures |
| 1998 | Dr. Kathryn L. Wright, Foreign Languages and Literatures |
| 1999 | Dr. Marcus D. Pohlmann, Political Science |
| 2000 | Dr. F. Michael McLain, Religious Studies |

The full-time members of the Faculty of the College are listed below in alphabetical order. The year of appointment and the advanced degree earned in the discipline of the faculty member is given. In the section of this bulletin titled "The Educational Program", the members of each academic department are named with area specialties and additional educational background information.

The Faculty of Rhodes College

Bette J. Ackerman. 1987. Associate Professor of Psychology, Ph.D., University of Florida.

Daniel Arce. 2000. Professor of Economics, Ph.D., University of Illinois at Urbana-Champaign.

Ellen T. Armour. 1991. Associate Professor of Religious Studies, Ph.D., Vanderbilt University.

Thomas H. Barr. 1984. Associate Professor of Mathematics and Computer Science, Ph.D., Vanderbilt University.

Tina Barr. 1997. Assistant Professor of English, Ph.D., Temple University.

Richard A. Batey. 1965. Professor of Religion, Ph.D., Vanderbilt University.

Teresa Beckham. 1999. Assistant Professor of Economics, Ph.D., University of North Carolina, Chapel Hill.

Gordon Bigelow. 1998. Assistant Professor of English, Ph.D., University of California, Santa Cruz.

Dee Birnbaum. 1991. Associate Professor of Business Administration, Ph.D., City University of New York.

Jay A. Blundon. 1993. Associate Professor of Biology, Ph.D., University of Maryland.

Marshall Boswell. 1996. Assistant Professor of English, Ph.D., Emory University.

Jennifer Brady. 1984. Professor of English, Ph.D., Princeton University.

Thomas E. Bryant. 1987. Associate Professor of Music, D. M., Northwestern University.

- Robert Canfield.** 1999. Assistant Professor of English, Ph.D., University of Arizona.
- Laura Canon.** 1994. Assistant Professor of Theatre, M.F.A., University of Memphis.
- Kevin S. Carlson.** 2000. Assistant Professor of Psychology, Ph.D., University of California, Santa Cruz.
- Stephen Ceccoli.** 1998. Assistant Professor of International Studies, Ph.D., Washington University.
- Pamela H. Church.** 1988. Associate Professor of Business Administration, Ph.D., University of Houston.
- Diane M. Clark.** 1975. Associate Professor of Music, D. A., University of Mississippi.
- Victor Coonin.** 1995. Associate Professor of Art, Ph.D., Rutgers University.
- Melanie M. L. Conroy-Goldman.** 2000. Assistant Professor of English, M.F.A., University of Oregon.
- John F. Copper.** 1977. Professor of International Studies, Ph.D., University of South Carolina.
- Sarah E. Crisler.** 2000. Assistant Professor of Spanish, Ph.D., University of Texas.
- Daniel E. Cullen.** 1988. Associate Professor of Political Science, Ph.D., Boston College.
- Anita A. Davis.** 1996. Assistant Professor of Psychology, Ph.D., University of Illinois at Urbana-Champaign.
- Horst R. Dinkelacker.** 1973. Professor of German, Ph.D., Vanderbilt University.
- Kathleen Doyle.** 1999. Assistant Professor of Spanish, Ph.D., University of Chicago
- Michael R. Drompp.** 1989. Associate Professor of History, Ph.D., Indiana University.
- Ronald E. Eaton.** 1998. Associate Professor of Business Administration, Ph.D., University of Arkansas.
- J. Peter Ekstrom.** 1974 Associate Professor of Anthropology/Sociology, Ph.D., University of Illinois.
- Robert E. England.** 2001. Associate Professor of Mathematics and Computer Science, Ph.D., University of Tennessee.
- Robert L. Entzminger.** 1987. Professor of English, Ph.D., Rice University.
- Julia Ewing.** 1976. Assistant Professor of Theatre, M.A., University of Memphis.
- Joseph A. Favazza.** 1993. Associate Professor of Religious Studies, Ph.D., The Catholic University of Louvain, Belgium.
- Dorothy C. Garceau.** 1995. Assistant Professor of History, Ph.D., Brown University.
- Eric Gottlieb.** 1998. Assistant Professor of Mathematics, Ph.D., University of Miami.
- Marshall K. Gramm.** 2000. Assistant Professor of Economics, Ph.D., Texas A & M University.
- Patricia A. Gray.** 1976. Assistant Professor of Music, Ph.D., Washington University.
- Ming Dong Gu.** 1999. Assistant Professor of Chinese, Ph.D., University of Chicago.
- Douglas W. Hatfield.** 1964. Professor of History, Ph.D., University of Kentucky.
- Stephen R. Haynes.** 1989. Associate Professor of Religious Studies, Ph.D., Emory University.
- P. Eric Henager.** 1995. Assistant Professor of Spanish, Ph.D., University of Illinois at Urbana-Champaign.
- John Hilgart.** 1997. Assistant Professor of English, Ph.D., Duke University.
- Terry W. Hill.** 1978. Associate Professor of Biology, Ph.D., University of Florida.

- Diane M. Hoffman.** 1994. Associate Professor of Art, M.F.A., Art Institute of Chicago.
- Brent K. Hoffmeister.** 1996. Assistant Professor of Physics, Ph.D., Washington University.
- Timothy S. Huebner.** 1995. Assistant Professor of History, Ph.D., University of Florida.
- Amanda L. Irwin.** 1997. Assistant Professor of Spanish, Ph.D., University of Chicago.
- Luther D. Ivory.** 1997. Assistant Professor of Religious Studies, Ph.D., Emory University.
- Jeffrey H. Jackson.** 2000. Assistant Professor of History, Ph.D., University of Rochester.
- Alan P. Jaslow.** 1984. Assistant Professor of Biology, Ph.D., University of Michigan.
- Carolyn R. Jaslow.** 1988. Associate Professor of Biology, Ph.D., University of Chicago.
- David Y. Jeter.** 1973. Professor of Chemistry, Ph.D., University of North Carolina at Chapel Hill.
- David Jilg.** 1994. Assistant Professor of Theatre, M.F.A., Tulane University.
- Krista Johnston.** 2000. William Randolph Hearst Fellow, Department of International Studies, B.A., The Johns Hopkins University.
- Karl C. Kaltenthaler.** 1995. Associate Professor of International Studies, Ph.D., Washington University.
- John C. Kaltner.** 1996. Assistant Professor of Religious Studies, Ph.D., Drew University.
- David H. Kesler.** 1980. Associate Professor of Biology, Ph.D., University of Michigan.
- Michael P. Kirby.** 1970. Associate Professor of Political Science, Ph.D., University of Wisconsin, Milwaukee.
- Alexandra Kostina.** 1996. Instructor of Russian, M.A., Novgorod State University.
- Gregory K. Krosnes.** 1996. Assistant Professor of Theatre, M.F.A., University of California, Irvine.
- Susan M. Kus,** 1984. Associate Professor of Anthropology/Sociology, Ph.D., University of Michigan.
- James C. Lanier.** 1967. Associate Professor of History, Ph.D., Emory University.
- Michael J. LaRosa.** 1995. Assistant Professor of History, Ph.D., University of Miami.
- L. Charles Lemond.** 1974. Assistant Professor of Psychology, Director of the Computer Center, Ph.D., Vanderbilt University.
- Michael P. Leslie.** 1993. Professor of English and Dean of British Studies, Ph.D., University of Edinburgh.
- Gary J. Lindquenter.** 1988. Associate Professor of Biology, Ph.D., Emory University.
- Terri E. Lindquenter.** 1988. Associate Professor of Mathematics, Ph.D., Emory University.
- Robert R. Llewellyn.** 1969. Associate Professor of Philosophy, Dean of the College, Ph.D., Vanderbilt University.
- Darlene Loprete.** 1990. Associate Professor of Chemistry, Ph.D., University of Rhode Island.
- Shira Malkin.** 1990. Associate Professor of French, Ph.D., University of Paris.
- Cynthia A. Marshall.** 1985. Professor of English, Ph.D., University of Virginia.
- John L. Mason.** 1998. Assistant Professor of Political Science, Ph.D., University of Texas.

- David P. McCarthy.** 1991. Associate Professor of Art, Ph.D., University of Delaware.
- Thomas G. McGowan.** 1988. Associate Professor of Anthropology/ Sociology, Ph.D., University of New Hampshire.
- Steven L. McKenzie.** 1983. Associate Professor of Religious Studies, Th.D., Harvard University.
- F. Michael McLain.** 1967. Professor of Religion, Ph.D., Vanderbilt University.
- Marshall E. McMahan.** 1972. Professor of Economics, Ph.D., Vanderbilt University.
- Bernadette McNary-Zak.** 1999. Assistant Professor of Religious Studies, Ph.D., Drew University.
- Andrew A. Michta.** 1988. Professor of International Studies, Ph.D., The Johns Hopkins University.
- Mary Miller.** 2001. Assistant Professor of Biology, Ph.D., University of Virginia.
- Frank O. Mora.** 1994. Associate Professor of International Studies, Ph.D., University of Miami.
- Kenneth S. Morrell.** 1993. Associate Professor of Greek and Roman Studies, Ph.D., Harvard University.
- Robert G. Mortimer.** 1970. Professor of Chemistry, Ph.D., California Institute of Technology.
- Mark W. Muesse.** 1988. Associate Professor of Religious Studies, Ph.D., Harvard University.
- Gail S. Murray.** 1991. Associate Professor of History, Ph.D., University of Memphis.
- Michael C. Nelson.** 1991. Professor of Political Science, Ph.D., The Johns Hopkins University.
- Valerie Z. Nollan.** 1986. Associate Professor of Russian, Ph.D., University of Pittsburgh.
- John S. Olsen.** 1977. Professor of Biology, Ph.D., University of Texas.
- Bradford D. Pendley.** 1991. Associate Professor of Chemistry, Ph.D., Cornell University.
- Natalie K. Person.** 1994. Assistant Professor of Psychology, Ph.D., University of Memphis.
- Deborah N. Pittman.** 1992. Assistant Professor of Business Administration, Ph.D., University of Memphis.
- Mary Ellen Pitts.** 1998. Assistant Professor of English, Ph.D., University of Florida.
- John M. Planchon.** 1986. Associate Professor of Business Administration, Ph.D., University of Alabama.
- Marcus D. Pohlmann.** 1986. Professor of Political Science, Ph.D., Columbia University.
- David Ramsey.** 1965. Associate Professor of Music, S.M.M., Union Theological Seminary.
- Richard D. Redfearn.** 2000. Associate Professor of Chemistry, Ph.D., Duke University.
- Michael M. Rollososon.** 1992. Instructor of Economics, B.A., Rhodes.
- Alan Ryan.** 2001. Assistant Professor of Economics, Ph.D., Cornell University.
- José E. Santos.** 1999. Assistant Professor of Spanish, Ph.D., Brown University.
- Sabine I. Schmidt.** 1997. Instructor of German, M.F.A., University of Arkansas.
- Carolyn P. Schriber.** 1989. Associate Professor of History, Ph.D., University of Colorado.
- Patrick A. Shade.** 1996. Assistant Professor of Philosophy, Ph.D., Vanderbilt

University.

Brian W. Shaffer. 1990. Associate Professor of English, Ph.D., University of Iowa.

Timothy W. Sharp. 2000. Associate Professor of Music, D.M.A., Southern Baptist Theological Seminary.

Kennan Shelton. 1998. Assistant Professor of Mathematics, Ph.D., University of North Carolina, Chapel Hill.

David H. Sick. 1997. Assistant Professor of Greek and Roman Studies, Ph.D., University of Minnesota.

Charles L. Stinemetz. 1989. Associate Professor of Biology, Ph.D., The Ohio State University.

Robert J. Strandburg. 1988. Associate Professor of Psychology, Ph.D., University of California, Los Angeles.

Gail P. C. Streete. 1990. Associate Professor of Religious Studies, Ph.D., Drew University.

John L. Streete. 1965. Associate Professor of Physics, Ph.D., University of Florida.

Val Vargardson. 1999. Assistant Professor of Art, M.F.A., University of California, San Diego.

James M. Vest. 1973. Professor of French, Ph.D., Duke University.

Ann M. Viano. 1999. Assistant Professor of Physics, Ph.D., Washington University.

Carey Ellen Walsh. 1996. Assistant Professor of Religious Studies, Th.D., Harvard University.

Marsha D. Walton. 1979. Associate Professor of Psychology, Ph.D., University of North Carolina.

Christopher G. Wetzel. 1982. Associate Professor of Psychology, Ph.D., University of North Carolina.

Russell Wigginton. 1996. Assistant Professor of History, Ph.D., University of Illinois.

Stephen H. Wirls. 1994. Assistant Professor of Political Science, Ph.D., Cornell University.

Katheryn Lee Wright. 1987. Associate Professor of French, Ph.D., Indiana University.

Quintan Wiktorowicz. 2001. Assistant Professor of International Studies, Ph.D., American University.

Margaret Woodhull. 2001. Assistant Professor of Art, Ph.D., University of Texas.

Lynn B. Zastoupil. 1988. Associate Professor of History, Ph.D., University of Minnesota.

ENDOWMENTS, AWARDS, AND MEMORIALS

PROFESSORSHIPS AND FACULTY FELLOWSHIPS

The Connie Abston Chair in Literature was created in 1998 by Trustee Dunbar Abston, Jr. in honor of his wife. Dr. Cynthia A. Marshall is the current occupant of the Abston Chair.

The Mertie Willigar Buckman Chair in International Studies was established in 1990 by Trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta holds the chair.

The Stanley J. Buckman Distinguished Professorship of International Studies, provided by Trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the College. The current occupant is Dr. John Copper.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Stephen R. Haynes was named January, 1998, to occupy the chair.

The Elizabeth G. Daughdrill and James H. Daughdrill, Jr. Chairs were provided by the Rhodes Board of Trustees in 1998 to recognize President and Mrs. Daughdrill's exemplary leadership and service to the College for 25 years. Dr. Timothy W. Sharp, Associate Professor of Music, holds the Elizabeth G. Daughdrill Chair. Dr. Bradford D. Pendley, Associate Professor of Chemistry, is the occupant of the James H. Daughdrill, Jr. Chair.

The E. C. Ellett Chair of Mathematics and Computer Science was created by Edward Coleman Ellett, Class of 1888. Dr. Thomas H. Barr was named January, 1998, to occupy the chair.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover and is occupied by Dr. Jennifer Brady.

The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students supports minority teaching fellows at Rhodes as they complete their dissertations. Ms. Krista Johnson is the current Hearst Fellow. She is a PhD candidate at Johns Hopkins University; her specialties are African politics and society and comparative politics.

The Interdisciplinary Professorship in the Humanities supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Robert R. Llewellyn of the Philosophy Department was named January, 1998, to occupy the chair.

The Robert D. McCallum Distinguished Professorship of Economics and Business was funded by Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and Life Trustee of Rhodes. Dr. Daniel G. Arce occupies the McCallum Chair.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Douglas W. Hatfield.

The Irene and J. Walter McDonnell Chair in Greek and Roman Studies was established by Trustee Michael McDonnell in memory of his parents. Dr. Kenneth S. Morrell holds the McDonnell Chair.

The W. J. Millard Professorship of Religious Studies was provided by his friends at Evergreen Presbyterian Church in Memphis and honors the late senior minister of the church. Dr. Richard A. Batey is the current occupant.

The Ellis W. Rabb Chair in Theatre was created through the estates of Clark and Carolyn Rabb to honor the memory of their son Ellis, one of the most accomplished stage actors and directors ever to emerge from Memphis. The occupant of the Rabb Chair has not yet been named.

The *James F. Ruffin Professorship of Art* was established by the late James F. Ruffin, Jr., founder and operator of Ruffin's Imports and Interiors of Memphis. His mark can be found all around the Rhodes campus as well as the President's home. The Ruffin Chair will be occupied by a specialist in Classical Art and Archaeology.

The *P. K. Seidman Distinguished Professorship of Political Economy* was provided by Robert H. Buckman and the late Mertie W. Buckman, in honor of their friend, the late P. K. Seidman. It is currently occupied by Dr. Karl C. Kaltenthaler.

The *Van Vleet Fellowship* was provided by The Van Vleet Foundation. The Chair, occupied by Dr. Robert MacQueen, provides for student research and strengthens the Physics Department.

The *R. A. Webb Professorship of Religious Studies* was provided by a friend of the College. Dr. F. Michael McLain is the current occupant.

The *T. K. Young Professorship of English Literature* was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. The current holder is Dr. Robert L. Entzminger.

ENDOWMENTS

The *Emmett H. Anderson Collection* was endowed by Trustee John H. Crabtree '57 in honor of Dr. Anderson, Professor Emeritus of French. This fund provides books in French for the Rhodes collection.

The *Robert I. Bourne, III Endowment Fund for Counseling Workshops* was established by his parents Dr. Robert Irl Bourne '54 and Anne Riley Bourne '54 in memory of Bob Bourne, a 1980 Phi Beta Kappa graduate of Rhodes. It provides for the counseling needs of students.

The *Buckman Collection in International Studies* was created by Rhodes Trustee Robert H. Buckman. It provides literary materials in the field of International Studies.

The *John D. Buckman Endowment for The Laurence F. Kinney Program* was provided by the estate of Mr. Buckman. It supports the Laurence F. Kinney Program's activities to help children. The Kinney Program is a supervised program of community service activities of Rhodes students.

The *Mertie W. Buckman Student Fellowships*, established by the late Mertie W. Buckman, Rhodes trustee, provide opportunities for students majoring in International Studies to earn academic credit during summer internships abroad.

The *Lucius Burch Humanities Fund* was created in 1996 through a bequest of Lucius E. Burch, Jr. as well as gifts from family and friends. It is used to support the teaching of the humanities.

The *William B. and Katherine O. Clark Collection in Technology* was established by Mr. and Mrs. Clark to provide books in this area for Burrow Library.

The *W.J. Michael Cody Political Science Collection* was established by a gift from W.J. Michael Cody '58 to provide books and periodicals in political science.

The *Ellen Davies-Rodgers Collection* was established during her lifetime by the late Dr. Ellen Davies-Rodgers, Davies Plantation, Brunswick, Tennessee. The collection is made up of her books and others purchased through her generosity.

The *George Porter Douglass Seminars*, endowed by a gift from the late Mary Elizabeth Douglass Walker '41 during her lifetime, provides faculty training for the Search course.

The *Faculty Development Fund*, established in 1984 by an anonymous trustee, provides summer stipends for twelve faculty members and a Dean's discretionary fund.

The *Sarah MacKenzie and Robert C. Flemister, Jr. '26 Endowment for Burrow Library*, established in 1998 through their estates, provides funds to be used each year

for the highest priority needs of the Library.

The Frank M. Gilliland Symposium, supported by Mrs. Tandy Gilliland and James Gilliland, brings to the Rhodes campus writers and thinkers in the fields of English, history, and international relations.

The Gladney Faculty Support Fund was established by Dr. John D. Gladney '74 to honor his mother, grandparents, and teachers. The fund provides support for the teaching of the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Henry Goodrich Discretionary Fund was established by two friends of the College to honor trustee Henry Goodrich of Shreveport, Louisiana. It is used by the President, at his discretion, to further the aims of the College.

The Margaret A. and A. Arthur Halle, Jr. Collection Endowment, established by the late Mr. A. Arthur Halle, Jr. and Mrs. Halle, of Memphis, provides book funds for Burrow Library.

The C. Stratton and Charlotte Hill Library Endowment was created in 1998 by trustee C. Stratton Hill '50 to purchase online databases for Burrow Library.

The Marie Cordes Hill Presidential Discretionary Fund was established in 1986 by a gift from the late Marie Cordes Hill of Memphis and by grants from the Andrew W. Mellon Foundation of New York and the William and Flora Hewlett Foundation of Menlo Park, California. It is used by the President, at his discretion, to further the aims of the College.

The Michaelcheck Faculty Support Fund was established by Rhodes trustee William J. Michaelcheck '69 to provide support for faculty travel.

The Lillian and Morrie Moss Endowment for the Visual Arts, provided by the late Mr. and Mrs. Moss of Memphis, brings leading writers, critics, and art historians to the campus.

The Wiley C. Newman Fund, established by Charles and Kay Newman of Memphis to honor his father, underwrites the Daily Themes writing program in the Department of English and may support student scholarships and work-study grants.

The Elizabeth T. and Milton C. Picard Collection Endowment, established by the late Mr. Picard and his wife Liz of Memphis, provides funds for Burrow Library.

The L.H. and Belle Poppenheimer Collection Endowment, provided by the late Mr. L. H. Poppenheimer of Memphis and Mrs. Poppenheimer, provides funds for Burrow Library.

The Peyton Nalle Rhodes Physics Lecture Series was funded by friends and alumni of Rhodes College in 1986. The series remembers the man who taught physics before becoming President of the College. It is designed to bring top physics scholars and practitioners to Rhodes.

The James R. Riedmeyer Collection, provided by the late Mr. James R. Riedmeyer, former vice president of Federal Express Corporation, purchases books and periodicals in aviation, transportation, and communication for Burrow Library.

The Riley Discretionary Endowment for Burrow Library was created in 1998 by Robert '54 and Anne Riley '54 Bourne in memory of Rev. Robert Quitman Riley, Class of 1894 (Anne's grandfather); John Riley, Class of 1926 (Anne's father); and Maclin Broadnax Riley, Class of 1930 (Anne's uncle). It provides funds to meet the highest priority needs of Burrow Library.

The Danforth R. Ross Annual Award for American Studies Faculty Development was established in 1998 by Dorothy Sonnenfeld Ross in memory of her husband, faculty emeritus of the College. The endowment provides support for professional activities and research in American Studies.

The Jack U. Russell Collection in Mathematics was established in 1986 by Mark E.

Russell in honor of his father, Dr. Jack U. Russell, Mathematics Professor at Rhodes 1954-1981.

The David Charles Scott Memorial Scholarship, created in 2000 by Rae Nell M. Scott in memory of her son, benefits a student enrolled in the International Cotton Institute at Rhodes.

The Coach Leland Smith Memorial Fund was created by alumni and friends in memory of Coach Smith. The fund benefits the athletic program at Rhodes.

The Springfield Music Series was established by a bequest from John Murry Springfield '51. It provides visiting lecturers in musicology.

SPECIAL FUNDS

The Ernst & Young Fellowship in Accountancy was created in 1988. It provides special research funds, student scholarships, a student award, and scholarships for graduate students in accountancy.

The Herta and Walter Nelson Library Fund was funded by Dr. and Mrs. Michael Nelson in honor of his parents to purchase the circulating copies of books written by current faculty members for Burrow Library.

The J. S. Seidman Research Fellowship in International Studies is funded annually by the estate of P. K. Seidman in order to attract and retain promising young faculty members in the Department of International Studies. Dr. Frank O. Mora is the current Seidman Fellow.

The Smith & Nephew Richards Special Studies Fund was created to support the development of leadership and/or diversity training programs.

ART COLLECTIONS

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The Harvey A. Pankin Collection was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Jessie L. Clough Art Memorial for Teaching was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the College's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

AWARDS

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Lucius Burch Anthropology Internship, established by an alumna in memory of

Lucius Burch, supports the summer work of a student selected by the faculty of the Anthropology Department. The research is conducted at the Lucius Burch Cultural Center at the Dubois Museum in Wyoming.

The Ruth Moore Cobb Award in Instrumental Music was established by trustee Charles P. Cobb '44 in honor of his wife. The award is presented annually to the outstanding student instrumentalist in the Music Department as judged by the Music faculty.

The Estelle R. Cone Award is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The J. Hal Daughdrill Award was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The Clarence Day Award for Outstanding Teaching, established in 1981 by Mr. Clarence C. Day '52 of Memphis, is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching.

The Dean's Award for Outstanding Research and Creative Activity was established by Mr. Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances.

The Charles E. Diehl Society Award for Faculty Service was established by an anonymous trustee of the College. The award recognizes a member of the Rhodes faculty who has rendered extraordinary service to the Rhodes community.

The Bobby R. Doughtie, Jr. Memorial Award, established in 1985 in his memory, is given by the Department of International Studies to the sophomore exhibiting the greatest interest and ability in international studies. The award enables students to purchase books in the student's area of choice.

The Donald J. Gattas Memorial Award is given annually to the student judged to be most outstanding in Middle Eastern Studies.

The Rebecca Rish Gay Most Outstanding Female Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in memory of her mother.

The Walter E. Gay Most Outstanding Male Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in honor of her father.

The Mel Grinspan Award for the Outstanding Intern was established in honor of the late Mel G. Grinspan, Professor Emeritus of Economics. The award recognizes a student who exemplifies excellence in achieving significant and measurable credit within the internship program.

The Sally Becker Grinspan Award for Artistic Achievement was established during his lifetime by Professor Emeritus Mel G. Grinspan to honor his wife. It is presented each year to a student majoring in art who produces that piece of art, in any medium, which is selected by a committee of artists and/or art curators as an outstanding creation.

The Michael E. Hendrick '67 Award in Organic Chemistry was established in his memory by his wife Martha S. Hendrick-Smith '69 and their friends. It provides a summer stipend for outstanding students to conduct research in the field of organic chemistry.

The Jane Donaldson Kepple Writing Prizes are awarded annually to four students for excellence in writing as judged by a committee of faculty members. The awards are given in four categories: Freshman English Essay; Senior English Essay; Poetry, Fiction, and Drama; and Scholarly Essay. These prizes were established in 1985 by Thomas R. Kepple, Jr., in memory of his wife.

The Rose & Solly Korsakov Psychology Award was provided by Allan B. Korsakov '64 to honor his parents' memory, foresight, wisdom, and sacrifices for their two sons. The Korsakov Award recognizes an outstanding student in the field of psychology.

The Sue Legge Accounting Award, provided by Ernst & Young of Memphis, recognizes the outstanding junior accounting student.

The Freeman C. Marr Track and Field Award is presented annually to the outstanding athlete who best exemplifies dedication to the principles of scholarship and athletics. This award honors Freeman C. Marr '48: athlete, scholar, coach and dedicated alumnus of the College.

The Robert D. McCallum Competitive Enterprise Award was established by Dr. Ben. W. Bolch, Professor Emeritus of Economics and Business Administration, in honor of trustee Robert D. McCallum. It is awarded annually to a student who is deemed to have carried out the most significant entrepreneurial activity while at Rhodes.

The Mollie Royall McCord Memorial Prize in Bible was established by a bequest from Mollie R. McCord '36. It goes to a senior or rising senior who has shown promise in this area and is interested in a career as a church minister, missionary or medical missionary.

The Susan Tidball Means Award was created in 1991 to be awarded to a junior student and to assist in underwriting a project in Women's Studies.

The Fred Neal Freshman Prize is awarded to the outstanding student in the Search course. It was established by friends of Professor Neal during his lifetime.

The Lynn Nettleton Prize was created by Lynn N. and Olive Allen Hughes in memory of his grandfather and in honor of their daughter, Dixon Presswood Schultz '83. It is awarded to the senior who has written the year's most outstanding paper in economics or business.

The Memphis Panhellenic Association, in its desire to encourage scholarship, presents an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college career.

The Jack U. Russell Awards in Mathematics were established by friends of Professor Jack Russell of Rhodes. They are awarded to outstanding mathematics students selected by the Department of Mathematics and Computer Science.

The Jane Hyde Scott Awards, established by a bequest from Jane Hyde Scott '30, are given to rising seniors for special academic activities in the summer prior to the senior year. Five awards are given annually: The Robert Allen Scott Award in Mathematics, The Joseph Reeves Hyde Award in Religious Studies, The Ruth Sherman Hyde Award in Music, The Margaret Ruffin Hyde Award in Psychology, and The Jeanne Scott Varnell Award in Classical Languages.

The Seidman Awards in Economics and Political Science are provided annually by the estate of P. K. Seidman of Memphis. The award in Economics recognizes the senior majoring in Economics and/or Business Administration who has the highest average in all courses taken in the Economics Department. The award in Political Science recognizes the senior majoring in Political Science (or a senior student who has completed 24 hours of work in Political Science) who has the highest average in all courses taken in the Political Science Department. Awards are also given to the freshman or sophomore students making the best records in Economics 101-102 and Political Science 151.

The Seidman Trophy. This plaque, given by the late P. K. Seidman in memory of his nephew, Thomas Ehler Seidman, who died in March 1937, is awarded each year to a member of the graduating class. The trophy recognizes excellence in both scholarship and athletics, and the selection of the student is to be made by the Faculty Committee on Physical Education and Athletics, together with the President of the College and the Dean of Students.

The W. O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Rhodes 1925-41. The income from this fund is used annually for an award of books to the student who attains the

highest distinction in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Spencer Prizes in Greek were established in memory of Mr. H. N. Spencer, Port Gibson, Mississippi. They are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

The Wall Street Journal Award is given annually to recognize the student who has the highest achievement in the area of finance and investment.

The Rob Wolcott '93 Endowed Internship was provided by family and friends to support an internship at the Church Health Center in recognition of Rob's commitment to service and health care for the poor and homeless.

SCHOLARSHIPS

The following listing of scholarships is provided for informational purposes to showcase the rich scope of scholarship opportunities at Rhodes and to honor the generous benefactors who have provided these scholarships. Please refer to the Financial Aid Application Procedures if you are interested in pursuing scholarship assistance at Rhodes. You should be aware that not every scholarship is available every year. Many of the scholarships listed here are renewable and are retained by the chosen recipients throughout their four years at Rhodes. You can be confident, however, that each aid applicant is automatically considered for every available scholarship for which s/he qualifies.

The Albert H. Adams, Jr. Scholarship Fund was established by his son and daughter-in-law, Dr. and Mrs. J. Robert Adams. Preference is given to a student in the natural sciences who maintains a 3.00 GPA. This scholarship may or may not be based on financial need.

The George I. Alden Trust Scholarship was funded by a challenge grant from the George I. Alden Trust and gifts from alumni and friends of the College. It is used for general scholarship aid for needy students.

The Elizabeth Alley Ahlgren Art Scholarship was established in 1987 by Dr. Frank R. Ahlgren of Memphis in honor of his wife for worthy students interested in painting or sculpture.

The Emerson A. and Emily Peale Alburty Scholarships were established by Mr. and Mrs. Alburty of Memphis during their lifetimes. Selection of the scholarship recipients is based primarily on financial need and preference will be given to Memphis and Shelby County residents.

The Mary Orme Amis Scholarships for Women were established by family members to honor their mother and are awarded to deserving female students.

The Catherine D. Anderson Scholarship was established by the late Ms. Anderson of Hughes, Arkansas.

The Walter P. Armstrong, Sr. Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., the law firm of Armstrong Allen, and friends.

The A. L. Aydelott Students Memorial Scholarship Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Mary Lowry Bacon Scholarship was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Henderson. It is awarded to a student of religion.

The Leon T. Banakas '53 Scholarship was established by Mrs. Frances Mellon-

Banakas in memory of her husband. It provides aid to deserving pre-medical students on the basis of academic promise and ability.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana.

The Barrow Hanley Mewhinney and Strauss Scholarship was established in 1985 by this Dallas investment firm. It is awarded to minority students interested in finance.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The Bellingrath Scholarships were established through the will of Walter D. Bellingrath. Consideration is by nomination only and the Bellingrath Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

The BellSouth Mobility Scholarship was provided by BellSouth Mobility for a deserving student with demonstrated financial need. Preference is given to students from Memphis.

The Herman Bensdorf II Scholarship, established in 1988, is awarded to a junior from Shelby County with an interest in business and a 3.0 grade point average. The scholarship may be renewed in the recipient's senior year.

The Jacque Hammett Betts and Margarette H. Wurtsbaugh Scholarship was established by the late Mrs. Betts, and Mr. and Mrs. Alfred D. Wilhelm of Little Rock, in memory of these sisters who were Mrs. Wilhelm's aunts.

The Herman W. Bevis Scholarship was created and later endowed by Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

The Bonner Foundation Scholarships, funded by The Corella and Bertram F. Bonner Foundation, provide financial aid for deserving students who demonstrate experience and commitment to community service and have high financial need. Each student receives a grant for financial aid, a stipend to substitute for work-study aid, and a summer living allowance.

The Eleanor and Millard Bosworth Scholarship was established in their memory by their daughter, the late Eleanor Bosworth Shannon. It is awarded annually to needy students.

The Dr. Robert Irl and Anne Riley Bourne Scholarship was established by the Bournes, both members of the Class of '54, to be awarded to deserving students on the basis of academic promise and ability.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the College staff for many years.

The J. Bayard Boyle, Sr. Scholarship was created by the late Sam M. Fleming of Nashville to honor the memory of his good friend. Additional support was provided by Joanne Fleming Hayes and Toby S. Wilt. It is awarded to a student with financial need.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The Theodore Brent Scholarship was established by Mr. Brent of New Orleans.

The LeNeil McCullough Broach Scholarship was funded through the estate of Ms. Broach, Rhodes alumna class of '29.

The C. Whitney Brown Scholarship was established by friends and family of the late C. Whitney Brown to provide assistance to economically disadvantaged Shelby County students, not otherwise able to attend Rhodes, sponsored by any Memphis organization dedicated to improving the future of Memphis youths. Preference is given to Memphis Boys Club/Girls Club members.

The Enoch Brown Scholarship, established by the late Mrs. Enoch Brown, Franklin,

Tennessee, in memory of her husband, is awarded to students from Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown, Class of 1935.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship Fund was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The John H. Bryan Scholarship was established during his lifetime by John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

The Annie Rose and Leslie H. Buchman Scholarship was established by Southern Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

The Mertie W. Buckman International Scholarships for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

The Stanley Joseph and Mertie Willigar Buckman Scholarship was established by the late Mrs. Buckman to support needy students.

The Buntyn Presbyterian Church Scholarship was established to provide assistance to a student from Tennessee.

The Lucius E. Burch Scholarships, provided by The Day Foundation of Memphis, are awarded to students who have demonstrated leadership in serving others. The awards include an annual tuition award. The Day Foundation also contributes to a community service fund to be used by the scholarship recipients for their service projects.

The Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Samuel Craighead Caldwell Memorial Scholarship was established by First Presbyterian Church, Hazlehurst, Mississippi.

The Wheeler Carleton Scholarship was established in 1947 by the Women of the Church of the Synod of Alabama. Preference is given to a Presbyterian student from Alabama.

The Dr. and Mrs. Herbert V. Carson Scholarship was established by Mr. and Mrs. Herbert V. Carson, Jr. of Houston in memory of his parents.

The Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Class of 1950 Scholarship is provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The Yerger Clifton Scholarship was created by alumni and friends in memory of Dr. Yerger Clifton, the Dean of the British Studies at Oxford program.

The Coca-Cola Minority Business Scholarships, funded by the Coca-Cola Foundation, are awarded to students in business administration, economics, or marketing who have financial need.

The Jefferson K. Cole Scholarship was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

The Elizabeth Williams Cooper '30 Scholarship was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes provided Mrs. Cooper.

The James Leonard Cooper Scholarship was established by his late daughter, Miss Lula W. Cooper.

The Mrs. John S. Cooper Memorial Scholarship was established by Mr. Douglas Johnston of Memphis in memory of his mother.

The H. L. Cornish, Jr. Scholarship is funded annually for deserving students by H. L. Cornish, Jr. '62.

The Robert Emmet Craig Scholarship was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

The Jere Lawrence Crook, Jr. Scholarship Fund was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. Preference is given to international students.

The Patsy Braswell Culverhouse '54 Scholarship was created in her memory by her husband Cecil Culverhouse and their sons Ian and Rob. The scholarship benefits a young woman who would not be able to attend Rhodes without financial aid.

The Ellen Davies-Rodgers Scholarship in Early Elementary Education was established by the late Dr. Ellen Davies-Rodgers. This scholarship is presented to an outstanding student with special interest in early elementary education.

The Jefferson Davis Scholarship Fund was established by the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, both alumni of the College. Mr. Davis served for many years as a member of the Board of Trustees.

The John Henry Davis Oxford Scholarships were established in 1974 when Rhodes College joined with British Studies at Oxford to assist Rhodes students of merit to attend Oxford. The scholarships honor Professor John Henry Davis, a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies at Oxford in the first four sessions. The scholarships are awarded on the basis of scholastic performance, leadership, and financial need and may be awarded to either a rising or graduating senior.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference is given to qualified students from the area formerly known as the Synod of Alabama, who are nominated by the officers of the Presbyterian Church, Brewton, Alabama.

The Mary Robertson Day Scholarship was established and is awarded by Watauga Chapter of Daughters of the American Revolution.

The A. Clark and Mary Cooper Dean Scholarship was established in 1992 to assist deserving students in receiving a liberal arts education.

The Charles E. Diehl Scholarship was established from the estates of Mrs. Lula Reese and Erma Reese Solomon.

The Charles I. Diehl Scholarship was endowed by a bequest from Charles I. Diehl '31, who served as Dean of Men and Professor of Education for the College. It is awarded to a deserving student with demonstrated financial need.

The Diehl Scholarship in Voice was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is awarded to a student majoring in voice based on academic achievement.

The Kathryn Ireys Diehl and Mary Pond Diehl Memorial Scholarship was established at Rhodes and is supported through the generosity of Kathryn Diehl's son, Mr. Charles I. Diehl, and the Association of Rhodes Women.

The Hugo Dixon Scholarship Fund was established through a gift from the George H. McFadden and Bro. Fund of Memphis in memory of Mr. Dixon who was Chairman of the Board of Valmac Industries, patron of the arts in Memphis and the Mid-South, and business and civic leader.

The Elizabeth Rodgers Dobell Scholarship was established through contributions

from family members and friends in memory of Elizabeth Dobell '58.

The Joseph A. Duglison Scholarship was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

The David Burns and Blanche Butler Earhart Scholarship was established by Mrs. Blanche Butler Earhart of Memphis.

The John A. Edmiston, Jr. Scholarship was established by his parents, Mr. and Mrs. John A. Edmiston, Sr.

The J. S. and Capitola Edmondson Scholarship Fund was established by the late Mr. and Mrs. J. S. Edmondson of Memphis to aid worthy students.

The Mark A. Edwards '79 Memorial Fund was created with memorial gifts from his family and friends.

The John Farley Scholarship was established in 1990 upon his death by the family and friends of John Farley, Class of '37, a noted lawyer in New York.

The Anna and Jack D. Farris Scholarship was created by alum couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Administrative Assistant for the British Studies at Oxford Program at Rhodes, and the late Jack Farris, Professor Emeritus of English.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy and needy students from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a bachelors degree.

The Federal Express Scholarship was established by the Federal Express Corporation.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana. The beneficiary of this scholarship is nominated by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The First Presbyterian Church Memorial Scholarship Fund was established by the First Presbyterian Church of Gallatin, Tennessee.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Scholarship was established by the late Mr. and Mrs. Robert C. Flemister, Jr. '26 of Birmingham, Alabama, for deserving and needy students.

The Reverend and Mrs. L. K. Foster Scholarship is funded by their children to support a student with financial need.

The Fraser Lagniappe Scholarship Fund provides scholarship assistance to a non-traditional age student with financial need.

The John Chester Frist Memorial Scholarship was created by his brother, Rhodes trustee Dr. Thomas C. Frist, Sr. John was a member of the Class of 1928 and was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The T.M. Garrott, Jr. and Lina H. Garrott Scholarship was created through their estates to assist deserving students from Mississippi selected on the basis of academic promise and ability.

The Mary and Elisha Gee, Jr. Scholarship, established in his memory by his widow, Mary Treadwell Gee, recognizes the many outstanding Rhodes College students who worked for him. The scholarship is awarded to needy students.

The Georgia Scholarships, endowed by an anonymous foundation, provide assistance to students with recognized leadership potential from middle-income Georgia families. Preference is given to members of the Christian faith.

The Sally Pettus Gold Scholarship was established by Dr. Edward A. Mohns of Portland, Oregon.

The Goldsmith Family Scholarship was established through a gift from the Goldsmith Foundation in memory of Jacob and Dora Goldsmith.

The *C. M. Gooch Scholarships* were established by the will of Mr. C. M. Gooch, prominent Mid-South lumberman and businessman.

The *Abe Goodman Memorial Scholarship* was established by his sons, Charles, Abe, and William Goodman, Memphis.

The *Dan F. Goodwin, Jr. Scholarship Fund* was given in honor of Dan F. Goodwin, Jr., member of Rhodes Board of Trustees for eight years. Preference is given to children of ministers from the states of Louisiana and Texas and selection is based primarily on financial need.

The *Margaret Gorman Scholarship* was established by John F. Gratz, Jr., of Memphis, to be given annually to that student who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or to a deserving student majoring in music composition.

The *Fred R. Graves Scholarship Fund* was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit.

The *Michael Grehl Scholarship Fund* was established in his memory by his wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the College's financial aid package.

The *Hans and Frances Groenhoff Scholarship for Art and Art History Majors* was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their friends. Recipients are limited to those students majoring in Art or Art History.

The *Charles E. Guice Scholarship* was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi. The recipient is recommended by the church.

The *A. Arthur Halle Memorial Scholarship* was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis.

The *James Hamilton Memorial Political Science Scholarship* was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The *Hammond-Moore Scholarships* were established by Mark B. Hammond, '39 and R. H. Hammond, Jr. in memory of their father, R. H. Hammond, and Dr. Moore Moore, both of Memphis.

The *Jabie & Helen Hardin Scholarship* was established in honor of Jabie and Helen Hardin of Memphis. It benefits deserving students from Georgia.

The *Dorothy Seymour Harnden Scholarship* was established by Robert C. Harnden of Memphis in memory of his wife.

The *Hassell Scholarship* was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

The *John H. Haynes III Scholarship* was created by Dr. John H. Haynes III '81 to provide financial aid to deserving students majoring in business and pre-medical studies.

The *William Randolph Hearst Scholarship*, created by the William Randolph Hearst Foundation of New York, provides assistance to African-American students.

The *Frank H. Heiss Scholarship Fund*, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and alumnus of Rhodes, Class of '28, is supported by his daughter.

The *Imelda and Hubert Henkel Scholarship* was created in their memory by their four children, all of whom are Rhodes graduates – Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The *Henley International Student Scholarship* was established in memory of her son Robert Donaldson Henley '66 and her husband Robert Hendricks Henley by

Elizabeth Donaldson Henley. This scholarship is restricted to international students for study at Rhodes.

The Robert Donaldson Henley Scholarships are awarded annually in memory of Robert Donaldson Henley, Class of '66. These scholarships are awarded with preference given to students from Tiptonville and Lake County, Tennessee.

The J. D. & Evelyn Henry Scholarship was established by the late Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family. His widow, Evelyn Henry, has also provided support for this scholarship.

The Francis G. Hickman Scholarship was established by Edwyna Hickman, of Memphis, as a memorial to her husband. Preference is given to a student majoring, or intending to major, in the Department of Anthropology/Sociology.

The Harold "Chicken" High Scholarship honors this outstanding 1933 graduate of Rhodes and is funded by John S. and Tan Heslip Hille, '69, '69. Preference is given to an outstanding member of Pi Kappa Alpha.

The Hohenberg Foundation Scholarship is awarded to a student with financial need.

The Beth Bevill Hollingsworth Scholarship Fund was established by her sons Cyril E. Hollingsworth '64 and Donald M. Hollingsworth '67 of Little Rock, Arkansas. Preference is given to a needy student.

The David Wills Hollingsworth Scholarship was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Scholarships are awarded on the basis of financial need, with preference to students from Alabama.

The Emily How Holloway Scholarship was established in her memory by her husband E. Thompson Holloway, Sr. '33, and children Emily H. Walker '64, and E. Thompson Holloway, Jr.

The Elizabeth Hart and Horace King Houston Memorial Scholarship was established by the Reverend Horace K. Houston, Jr. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey; Washington County, Mississippi; or Shelby County, Tennessee.

The Gabriel and Mattie Houston Scholarship was established in 1955 by the late Mrs. Houston of Oxford, Mississippi.

The Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship was established by the late Mr. J. Thayer Houts '37 and his wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

The Elizabeth J. Howard Scholarship was established by T. C. Howard of Covington, Tennessee, in 1937.

The Mildred Neal and Victor Charles Howard Scholarship is provided by Mary Jane Howard Brandon '66 in memory of her parents.

The S. Francis Howard Scholarship was established in 1979 by an anonymous donor in memory of Mr. Howard, Class of 1926.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of the First Presbyterian Church of Tunica, Mississippi.

The John C. Hugon Scholarship was established by John C. Hugon '77 of Duncan, Oklahoma, to provide financial assistance to deserving students, perhaps in addition to that normally provided by the College. Additional funding was provided by McCasland Foundation.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, Joanne E. Hunt, '60.

The Kristin D. and Vernon S. Hurst Scholarship for British Studies, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in British Studies at Oxford.

The J. R. Hyde Scholarships were established by the J. R. Hyde Sr. Foundation and

its Board of Directors, with headquarters in Memphis, Tennessee. Awards are made by the Committee on Admissions and Financial Aid with recommendation to and final approval by the J. R. Hyde Sr. Foundation. Consideration is by nomination only and the Hyde Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

The Margaret Hyde Council Emergency Assistance Fund is provided by members of the Margaret Hyde Council and alumnae and friends of the College. It assists deserving upperclass students with emergency financial need beyond the College's financial aid package.

The Margaret Hyde Council International Scholarship for Women was established by the members of the Margaret Hyde Council to aid students in study abroad opportunities. It is also supported by alumnae and friends of Rhodes. Preference is given to women students.

The Wendy and Bill Jacoway Scholarship was created by alumnus William H. Jacoway '62 and his wife Wendy.

The Sarah Elizabeth Farris and Thomas Francis Jackson Scholarship was established by Mrs. Elizabeth Jackson Hall and her son, T Francis Jackson, III '62.

The Reverend William Nathan Jenkins Scholarship Fund was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class of 1895.

The Jane and J. L. Jerden Scholarship was established by Jane and J. L. Jerden of Atlanta, Georgia. Mr. Jerden is a member of the Class of 1959.

The Marshall P. Jones Scholarship, funded through a bequest from Lawrence & Carrie Joseph, honors their late son-in-law and Rhodes Professor Emeritus. It is awarded to a student with financial need with preference given to a minority student.

The Paul Tudor Jones, M.D., Scholarship and the *Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The Walk C. Jones, Jr. Scholarship was established by Mrs. Walk C. Jones, Jr. of Memphis.

The Paul Tudor Jones III and Sara Shelton Jones Scholarship was established to honor the memory of his parents by the estate of the late Paul Tudor Jones IV, Rhodes alumnus, Class of 1932, and life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

The Edward B. Klewer Scholarship was established by Dorothy Hughes Klewer in memory of her husband.

The Laurence F. Kinney Scholarship is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The Hope Brewster Krushkov Memorial Scholarship in Music, created by her daughter Marli Krushkova, is awarded to a student in music.

The Edward B. and Elizabeth LeMaster Scholarship was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

The Jackie & Herbert S. Liebman and Marjorie Liebman Scholarship was given by the Liebmans to provide aid for a student from Shelby County with financial need.

The *Lichterman Loewenberg Foundation Scholarship* is provided by the Lichterman Loewenberg Foundation for aid to minority students.

The *Cornelia Loper Lipscomb Music Scholarship* was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Patton '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The *Edward H. Little Endowed Scholarship* is provided by the E. H. Little Trust.

The *James J. and Ada Manson Memorial Scholarship Fund* was established by their daughter, the late Mrs. Lucille M. Tate of New Orleans, Louisiana, and the First Presbyterian Church of New Orleans. Each year the income from the fund is awarded in the form of scholarships to five recipients.

The *Roma and Jeff A. Marmon, Jr. Memorial Scholarships* were established by Mr. and Mrs. George Mallouk of Garden City, New York, and other friends and relatives. He was in the Class of 1939.

The *Edward C. Martin, Jr. Scholarship* was funded through the estate of Mr. Martin, Class of 1941. It is awarded to deserving students with financial need.

The *Ireys Martin Scholarship*, established by the Association of Rhodes Women, is awarded to a qualified female student.

The *Maxwell Family Scholarship* was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from West Tennessee.

The *May Scholarship* of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The *Robert D. McCallum Scholarship* was created in honor of trustee Robert D. McCallum by his friend Julian Robertson. Preference is given to students with partial financial need, and awarded on the basis of the students' high ethical values, leadership ability, and academic performance. The purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

The *Gail McClay Scholarship* was established her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The McClay Scholarship benefits students in education with demonstrated financial need.

The *Anna Leigh McCorkle Work Study Scholarship* was established by her family and friends to provide on-campus employment of students.

The *Seth and Mary Ann McGaughran Scholarship for Creative Writing*, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The *McGehee Scholarship Fund* was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

The *Hilda Menke Scholarship* was established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient is a deserving student from the Mid-South area.

The *Frederick J. Menz Scholarship* is supported by Douglas W. Menz '82 in memory of his father.

The *Kimberley S. Millsaps Scholarship* was established by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in memory of their daughter Kimberley Millsaps, who was injured in a car accident during her senior year at Rhodes. The

Scholarship is awarded annually to a rising senior who is a member of the Alpha Omega Pi Sorority.

The Frank M. Mitchener, Sr. Scholarship Fund was established by his daughters, the late Frances M. Scott '33 and Mary Rose M. Wilds, and his late wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by Dr. Edward A. Mohns '24, Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The Lewis Matthew Moore Scholarship was created in 1947 by Ethel Dean Moore in memory of her son. Preference is given to a student from Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club.

The Virginia Lee Moore Scholarship, established by a Rhodes staff member in memory of her mother, is awarded to needy students.

The Morgan Keegan & Company Scholarship is funded by Morgan Keegan & Company of Memphis to benefit students with financial need majoring in business administration.

The Norvelle Hammett and Adolphus B. Morton Scholarship was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm '75.

The Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-medical student.

The National Bank of Commerce Scholarship is provided to support deserving students with financial need.

The Hugh M. Neely Scholarships were established by the late Mrs. Mary Sneed Neely, Memphis.

The William Lucian Oates Scholarship was created in 1965 by the late Hugo N. Dixon of Memphis.

The 100 Club of Memphis Scholarship was endowed by the 100 Club of Memphis to assist Memphis and Shelby County law enforcement officers, firefighters, and their immediate family members.

The Edmund Orgill Scholarship was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have given evidence of interest in and concern for governmental processes.

The Ortmann-Cox Memorial Scholarship was established by the will of Bessie Cox Ortmann.

The George Marion Painter Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis.

The May Thompson Patton Scholarship was established by Lynda Lipscomb Patton '60 to honor her mother-in-law and is awarded to a non-traditional age student with financial need.

The Israel H. Peres Scholarship was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor in Memphis' Chancery Court. The scholarship is awarded to residents of Shelby County.

The Liz and Milton Picard Scholarship was created through gifts from Elizabeth Tamm Picard and her late husband.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford of Jackson, Tennessee, to honor her husband who was a trustee of Rhodes College.

The Frances Pillow Memorial Fund was established in memory of Frances Pillow '72 by her family and friends. The fund is used to provide scholarships for Arkansas students.

The Julia and Moses Plough Scholarships were established by Mr. Abe Plough in memory of his parents.

The John S. Porter Scholarship is donated by the Memphis law firm of Burch Porter & Johnson to support a student with need.

The William B. Power Scholarship was established by the Dixie Wax Paper Company of Memphis. Preference is given to students connected with DIXICO, as the company is now named, or to students from Canada.

The Morton D. and Elsie Prouty Scholarship was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. At the time of the establishment of the fund, Mr. Prouty was a member of Rhodes Board of Trustees.

The Schuyler Harris Pryor Scholarship was created by his mother, Mrs. Lutie Patton Shaw.

The Lynn Elizabeth Pyeatt Memorial Scholarship was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee; her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas; and by her friends. Income from the fund is awarded to women students majoring in music who have been nominated for this award by the Music Department and to a student majoring in math.

The Charles E. Reed Scholarship is provided by the James J. Keras, Jr. family in honor of Charles E. Reed '42.

The Lieutenant Russell E. Reeves, Jr. Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund is to be used to pay or assist in the payment of the tuition of a worthy male student.

The Linda Williams Rhea Scholarship was established by trustee Herbert Rhea in honor of his wife.

The Percy M. and Ramona R. Rhea Scholarship was created in honor of his parents by Rhodes trustee Randall R. Rhea '77. It benefits students of high academic ability with demonstrated financial need.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. The award of this scholarship is to be made by the Committee on Admissions and Financial Aid to a qualified female student.

The Rich Memorial International Scholarship, created by alumna Mary Jack Rich McCord '51, provides aid for study abroad to students with demonstrated financial need. Preference will be given to women students.

The Eleanor Richmond and Jessie Richmond Hooper Scholarship was established by family and friends. Eleanor was a member of the Class of 1927 and Jessie the Class of 1935.

The Lou Anna Robbins Scholarship was established by Jess H. Robbins of Dyersburg, Tennessee. Preference is given to a student from First Presbyterian Church, Dyersburg, or a student from Dyer County.

The John F. Rockett Scholarship was created in 1991 in his memory through gifts from family, business associates, and friends. The scholarship is awarded to a junior or senior athlete who plans to attend medical school.

The Anne L. Rorie/Chi Omega Scholarship was established in her memory by her parents, Dr. and Mrs. J. E. Rorie. and by her friends and fellow students. Anne was a member of the Class of 1982.

The William M. Rosson Scholarship in Physics was established in 1989 to honor Conwood Corporation President, William Rosson. The scholarship is awarded to a student majoring in physics.

The Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

The Jules B. Rozier Scholarships were established by the late Mr. Jules B. Rozier, Memphis. *The John Hunt Rutledge II Scholarship* was provided by friends in memory of this outstanding leader from the Class of 1972.

The Schadt Foundation Scholarship is provided by the Schadt Foundation of Memphis to benefit a student with financial need.

The Billie J. Scharding Scholarship was established through a bequest of Mrs. Scharding.

The Stephen J. Schmidt, Jr. Scholarship was provided for needy students by the late Mr. Schmidt, Class of 1972.

The Dr. and Mrs. Perry D. Scrivner Scholarship was established by the late Mrs. Lucretia H. Scrivner of Lawton, Oklahoma. This scholarship is to be awarded to a worthy student in the Department of Education.

The Second Presbyterian Church, Memphis, Scholarships are funded by Second Presbyterian Church. Preference is given to members of Second Presbyterian Church and children of clergy of the Evangelical Presbyterian Church.

The Leone White Seidman Scholarship, funded by the estate of P. K. Seidman in memory of his wife, is awarded to an outstanding student in each class with special interest in music or theater.

The Elder L. Shearon, Jr. Scholarship was created by The Southern Company to honor its late president and goes to a student with financial need.

The Anne Shewmaker Scholarship was funded by Mary Shewmaker with preference given to a female graduate of Central High School.

The Cindy and John Sites Scholarship was created by John Sites '74 and his wife Cindy of New York. This scholarship is awarded based on academic merit of the student.

The Smith & Nephew Scholarship was created to provide financial assistance to a deserving student. The recipient must maintain a 2.8 g.p.a.

The Katherine Hinds Smythe Scholarship was provided by Katherine Hinds Smythe '53 to assist deserving students who face financial crises which threaten their return to Rhodes. Preference is given to female students.

The William Spandow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates graduation with academic honors or with honors research.

The William Spandow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for the degree with academic honors or with honors research.

The William Spandow Scholarship in Physics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with academic honors or with honors research.

The C. L. and Mildred W. Springfield Honor Scholarship was established by Mr. James F. Springfield '51 of Memphis to honor his mother and his father, who was for many years Comptroller of the College.

The Mark Lee Stephens Scholarship was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of 1988.

The Edward Norrel Stewart Scholarship, created by Dr. Ellen Davies-Rodgers, is awarded to a student in business or commerce.

The Tommye Virginia Stewart '53 Scholarship was established by the alumna's sister, Mrs. Dorothy Shepherd, for needy and deserving students.

The Dr. Thomas E. and Peggy C. Strong Scholarship was established by family and

friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The Gene Dickson Symes Scholarship was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, Gene Dickson Symes '45.

The Jack H. Taylor Scholarship was established by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

The Mary Allie Taylor Scholarship was created through the will of Miss Taylor, Class of 1933.

The Tennessee Churches Scholarship was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity at Rhodes.

The Edward F. Thompson Scholarship Fund was established by Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

The Emma Dean Voorhies Boys Club Scholarship was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

The Edith Wright Wallace Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to needy students.

The Harry B. Watkins, Jr. Memorial Scholarship was created by the First Presbyterian Church of Dyersburg, Tennessee.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

The Dr. and Mrs. Paul McLaren Watson Scholarship was established with a gift from Rose Lynn '38 and the late Lauren Watson '37 of Memphis.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, Minnie Lundy Wellford '29, and is awarded to a deserving student. Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Mary Kennedy Lane White Scholarship was established by Mrs. Alice B. Buell. It is restricted to a student from Giles County, Tennessee.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Russel S. and Theresa L. Wilkinson Scholarship was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes.

The M. J. Williams Scholarship honors the former Director of Finance at Rhodes.

The Jim and Jackie Williamson Scholarship was created by James C. Williamson '50 and Jacqueline Newman Williamson '52 in honor of their 50th class reunions.

The Cornelia L. and John A. Wolfe Scholarship is funded annually by Mrs. Wolfe to provide aid to a deserving student studying fine art, painting, or sculpture.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus in the Class of 1915.

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student nominated by the pastor of the First Presbyterian Church, Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh, Shreveport, Louisiana, in memory of her husband.

THE CAMPUS

ARCHITECTURAL HERITAGE

The Rhodes campus has been characterized by architectural historian Willard B. Robinson as unexcelled in its design:

“The beauty of the buildings and their landscaping surely provides an inspirational setting for students. Who can fail to be moved by the unity and warmth, yet charm and variety of the campus?”

Since the College’s move to its new campus in Memphis in 1925, the original collegiate Gothic architectural style has been steadfastly followed.

Behind the ivy covered stone walls, leaded glass windows and slate roofs is the essential equipment necessary for an education in the 21st Century. First-class scientific equipment, including electron microscopes and magnetic resonance imaging devices; extensive computer audiovisual equipment; one of the largest telescopes in the South; a state-of-the-art telephone system with the capability of connecting computer terminals in dormitory rooms to the computer center; a library of over 200,000 volumes and computer access information systems; a music listening system; and well-equipped art studios are only a few of the many resources available to Rhodes students.

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historical Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

*The Ashner Gateway** is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis

The Frances Falls Austin Building, made possible through a bequest of the late Falls Austin in memory of his mother, was dedicated on May 13, 1980. The building houses the Offices of Campus Safety and Human Resources.

Bailey Lane, the north campus drive between Snowden Street and Charles Place, was named in 1998 for Memphian Edgar H. Bailey, Rhodes life trustee, and his wife Ann Pridgen Bailey, Class of 1947, in grateful appreciation of their vision, generosity and devoted service to Rhodes.

*Bellingrath Residence Hall** was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

Blount Hall, a residence hall completed in 1986, was dedicated on October 17, 1996 in recognition of Carolyn and Wynton Malcolm Blount as distinguished leaders, benefactors and friends of Rhodes.

Boyle Court, provided by the employees of Boyle Investment Company in memory of Chairman Emeritus J. Bayard Boyle, Sr., was dedicated January 23, 1997. In 1998, as part of the 150th Anniversary celebration of Rhodes, a time capsule was buried in Boyle Court, to be opened in 2048.

The Thomas W. Briggs Student Center, provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966. It houses a bookstore, mailroom and offices. Extensive renovation of the building was completed in 1991. The James A. Matthews Lobby was dedicated April 7, 1997, in memory of the long-time friend of the College. It contains a lounge and coffee bar.

The Bryan Campus Life Center, dedicated January 23, 1997, was given in honor of

Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr., Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court multi-use gymnasium, racquetball and squash courts, a state of the art fitness room, an indoor jogging track and accommodations for student social events, lectures and other campus occasions. Other activity areas include:

- *The L. Palmer Brown Lynx Lair*, a student recreation area housing the snack bar, billiards and other game rooms, TV viewing and lounge areas.

- *The Brenda and Lester Crain Reception Hall* provides elegant accommodations for campus social events and other special occasions.

- *The Dunavant Tennis Complex*, the gift of Dr. Tommie S. and William B. Dunavant, Jr., includes ten lighted courts and stadium seating built to NCAA National tournament standards.

- *The William Neely Mallory Memorial Gymnasium* is the site of Rhodes' intercollegiate athletic events. It was dedicated December 10, 1954, in memory of Major William Neely Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of Rhodes in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.

- *The McCallum Ballroom* is named in honor of Virginia J. and Robert D. McCallum, Chair of Rhodes Board of Trustees 1969 - 1981.

- *The Ruth Sherman Hyde Gymnasium*, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971. It now houses three racquetball courts and an aerobics/dance studio.

Buckman Hall was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, and Political Science, and the Computer Center, Language Laboratory, and Wynton M. Blount Lecture Hall. The building features Daughdrill Tower, which honors President and Mrs. James H. Daughdrill, Jr. and was provided anonymously by an alumna-trustee of the College. The building was dedicated October 24, 1991.

The Burrow Library,* given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953 and renovated in 1988.

The Catherine Burrow Refectory named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- *The Alburty Room*, named in honor of Rhodes Trustee the late E. A. Alburty.

- *The Davis Room*, named in honor of the late Thomas B. Davis of Memphis.

- *The Hugh M. Neely Hall*,* the original dining hall on campus, dedicated on November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen;

- *The Margaret Ruffin Hyde Hall*,* built in 1958 and dedicated in 1993 in honor of the late Dr. Margaret R. Hyde, alumna Class of 1934, benefactor and Trustee of the College.

- *West Hall*, built in 1987.

The S. DeWitt Clough Hall, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology/Sociology and Psychology. The Clough-Hanson Gallery and the Department of Art are located in the Hugo H. Dixon Wing. Clough Hall was dedicated October 14, 1970.

Diehl Court, dedicated on October 8, 1983, was provided by the Class of 1933 in gratitude to Charles E. Diehl, President 1917-1949, and to his devoted administra-

tive assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

*Ellett Residence Hall** was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Department of Biology, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York.

The Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other College functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

*Gooch Hall,** erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of the President, and the Offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

*The Richard Halliburton Memorial Tower,** provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962.

*The Frank M. Harris Memorial Building,** provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938. It houses the Office of Alumni Programs.

Hassell Hall, housing the Music Department, was a gift of the Hassell Family of Clifton, Tennessee, and other friends and alumni of Rhodes. It contains the Shirley M. Payne Recital Hall, named in honor of a friend of the College. The building was dedicated on April 27, 1984.

*The Hunt Gateway** is a memorial to Captain William Ireys Hunt, M.D., Class of 1934. The gift of the First Presbyterian Church, Greenville, Mississippi, this memorial was dedicated on May 31, 1948.

*Berthold S. Kennedy Hall,** erected in 1925, was remodeled in 1968 to house the Department of Chemistry. It was dedicated on October 19, 1968 in honor of Rhodes alumnus Dr. Berthold S. Kennedy, of Anna Maria, Florida.

Dorothy C. King Hall, formerly the national headquarters for Pi Kappa Alpha Fraternity, is named in honor of Rhodes' long-time friend and benefactor and houses the Meeman Center for Lifelong Learning and the Office of Development.

The Edward B. LeMaster Memorial Gateway, a symbol of the close ties between the College and the city of Memphis, was dedicated in 1983 to the memory of the prominent Memphian who was instrumental in the College's move to Memphis.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982.

*The Moore Moore Infirmary,** made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Shirley Moore.

Ohlendorf Hall, erected in 1968, was dedicated July 2, 1996, in honor of Rhodes Trustee Harold F. Ohlendorf, Class of 1931, and his wife Bruce in grateful appreciation of their service to the College. The Building houses the Department of

Mathematics and Computer Science and the Buckman Mathematics Library, dedicated October 19, 1968, the gift of the late Dr. Stanley Buckman and his associates at Buckman Laboratories, Inc.

Palmer Hall,* erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First Presbyterian Church, New Orleans, was dedicated November 27, 1925. Palmer Hall is home to classrooms, administrative offices and the Hardie Auditorium.

Phillips Lane, the front entrance to the campus, was named in 1994 in honor of Weetie and Harry Phillips of Memphis and in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department.

*Robb Residence Hall** was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855. In 1859, he donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Palmer Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises five townhouses for innovative student housing.

Stewart Residence Hall, formerly a faculty residence, is a student residence hall which was renovated in 1989.

Thomas Lane, between Ashner Gateway and Kennedy Hall, was named in 1997 to honor Nancy and James A. Thomas III, class of 1962, in recognition of their generosity and service to Rhodes.

Margaret Townsend Residence Hall was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, a member of the Rhodes faculty from 1918 to 1954, and who was Rhodes' first Dean of Women, serving in that capacity from 1925 to 1952.

Suzanne Trezevant Residence Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

Tuthill Hall, named in honor of Dr. Burnet C. Tuthill, Rhodes' first Professor of Music. Renovated in 1989, the building houses the offices of Counseling and Placement.

Voorhies Residence Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Lee B. Wailes Court, bounded by Halliburton Tower, Robb Hall, White Hall and Ashner Gateway, is named in grateful recognition of the generosity of Lee B. Wailes, class of 1929, and was dedicated September 23, 1988.

Gordon White Residence Hall,* a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

**Listed on The National Register of Historic Places.*

COLLEGE SPONSORED LECTURE SERIES

The academic life of Rhodes is enhanced considerably by annual sponsored programs which make it possible for authorities in various fields of study to come to the College and to participate in a variety of events with faculty and students.

The Frank M. Gilliland Symposium

The Frank M. Gilliland Symposium was established in 1984 by Tandy Gilliland and by Jim and Lucia Gilliland. The Symposium is presented in memory of Frank M. Gilliland, a prominent Memphis lawyer and active community citizen committed to the understanding of social and ethical issues confronting America. It brings to Rhodes well-known speakers in the fields of history, international studies, and English to address social and moral issues of importance to American society.

The Harry B. McCoy, Jr. Visiting Artists Program

The Harry B. McCoy, Jr. Visiting Artists Program was established in 1978 in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The purpose of the program is to introduce Rhodes students to various art forms and to the performing artists themselves. The McCoy Visiting Artists Program has brought to Rhodes an impressive variety of performing artists.

The Lillian and Morrie Moss Endowment for the Visual Arts

Established in 1984, the Moss Endowment brings to the College each year guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. This series has attracted national attention for its roster of speakers selected from the world's leading experts in the fields of art and art history.

The Peyton Nalle Rhodes Physics Lecture Series

Annually since 1984, the Peyton N. Rhodes Physics Lecture Series has brought to the campus and community experts in the physical sciences and astronomy. Endowed by friends of the former physics professor, president and namesake of the College, the lecture series has acquainted students, faculty, and friends with new developments and changing interpretations of the physical world.

The M.L. Seidman Memorial Town Hall Lecture Series

The M.L. Seidman Memorial Town Hall Lecture Series was established in memory of M.L. Seidman by Mr. and Mrs. P.K. Seidman. Mr. M.L. Seidman was the founder of an international accounting firm who maintained an active interest in public issues.

A series of lectures is scheduled each year in which recognized authorities on current public issues are presented in a town hall forum. In each series, opposing points of view on the public issue are developed, and the active participation of students, faculty, and members of the Memphis community is encouraged.

The Springfield Music Lectures

The Springfield Music Lectures were established in 1991 by a bequest from the late John Murry Springfield, '51. Each year an outstanding musicologist, researcher, music historian or music theorist presents both formal and informal lectures that foster an increased appreciation of music as an academic discipline. These lectures are open to the public as well as to the Rhodes community.

COMMENCEMENT, 2000

May 13, 2000

HONORARY DEGREES

DOCTOR OF HUMANITIES

James L. Barksdale; Aspen, Colorado
Managing Partner, The Barksdale Group

DOCTOR OF SCIENCE

Walter E. Massey; Atlanta, Georgia
President, Morehouse College

DOCTOR OF HUMANITIES

Frank M. Mitchener, Jr.; Sumner, Mississippi
President, Mitchener Planting Company

DOCTOR OF SCIENCE

Authur W. Nienhuis, M.D.; Memphis, Tennessee
Director, St. Jude Children's Research Hospital

DOCTOR OF HUMANITIES

Awarded posthumously in tribute to
James Albert Thomas III '62
Co-Founder, NewSouth Capital Management

DISTINGUISHED SERVICE MEDAL

Nancy Hill Fulmer

PRIZES AND AWARDS

Anthropology/Sociology

Francis and Edwina Hickman Award

Trent Justin Pingenot

Art

Apollonian Award for Art History

Jenny Heather Kjerfve

Dionysian Award for Studio Art

Sarah Louisa Haney

Sally Becker Grinspan Award for Artistic Achievement

Sarah Louisa Haney

Biology

The Award for Excellence in Biology

Tyler Wayne Buckner

Award for Outstanding Research in Biology

Lilia Vanessa Hardin

Chemistry

CRC First-Year Student Chemistry Award

Brigitte Miriam Messenger

Michael E. Hendrick Award in Organic Chemistry

Jeremy Jackson Murdock
Yusra Abdul Hamid Murshedkar

The William Spandow Scholarship in Chemistry

Robert Edward Hardister

ACS Analytical Chemistry Award

Cara Beth Corder

Economics and Business Administration

The Seidman Awards in Economics

Senior: David Jeffrey Morgan
First-Year Student/Sophomore: Kathryn May Baker
Jason Peter Wagenmaker

**The Wall Street Journal/Departmental
Award in Finance**

Jeffrey Lance Sutton

The Ralph C. Hon Leadership Award

Coy Eugene Buckley, Jr.

The Sue Legge Accounting Scholar Award

Erin Louise Mann

The Robert D. McCallum Competitive Enterprise Award

James Edward Eckles

The Lynn Nettleton Prize

Jason Alan Javarone

Education

The Joye Fourmy Cobb Romeiser Award

Emma Morrissey Painter

English

John R. Benish Award

Jill Marie Peterfeso

Jane Donaldson Kepple Writing Prizes

First-Year Student English Essay Prize

Mahendra Ramanna Prasad

Senior English Essay Prize

Amelia Robinson Killebrew

Creative Writing (Fiction)

Charles Barrett Hathcock

Creative Writing (Poetry)

Lawton Elizabeth Fabacher

Scholarly Essay

Lara Ellen Eidemiller

Allen Tate Creative Writing Award

Patrick Phillip Lane

Foreign Languages

The Jared E. Wenger Award

Ellen Elizabeth Weirich

The Spencer Greek Award

Constance Anne O'Bryan

History

The John Henry Davis Award

Philip Leslie Goodall

The Phi Alpha Theta Scholarship Award

Bryn Elizabeth McDougall

International Studies

The Bobby Doughtie Memorial Award

Kenneth Paul Lukas

Anne Rorie Memorial Award

Jeffrey Steele Means

The Donald J. Gattas Award

Jason Willard Knobloch

Interdisciplinary Humanities

The Fred W. Neal Award

Charles Irving Jones III

The W. O. Shewmaker Award

Anna Elaine Lunsford

Mathematics

The Jack U. Russell Awards:

Outstanding Work in First-Year Mathematics

Miriam Evers Dillard

Crescent Elayne Rowell

Outstanding Work in Second-Year Mathematics

Larissa Ann Cottrill

Outstanding Senior

Burke Andrew White

The William Spandow Scholarship in Mathematics

David Martin Elder

First-Year Award in Computer Science

Larissa Ann Cottrill

Music

The Jane Soderstrom Award

Annie Marie Daniel

The Ruth Moore Cobb Award

Elliot Lail Ives

The Louse Mercer Award

Robert Taylor Klingbeil

Philosophy

The Laurence F. Kinney Prize

John Paul Trout

Physics

The William Spandow Scholarship in Physics

Lauren Elizabeth Mize

Political Science

The Seidman Awards in Political Science

Senior: Lindy Denise Brown

Martin Andrew Wohlfarth

First-Year Student: Mark Alan Erskine

The Mike Cody Award in Political Science

Hallie Dameron Nolen

Tarah Jo Penny

The Abe Fortas Award for Excellence in Legal Studies

Jason Carden Jowers

Emily Nell Monroe

Psychology

E. Llewellyn Queener Award

Amanda Caroline Reid

Korsakov Award

Lisa Nicole Schum

Religious Studies

The Religious Studies Award

Chad Aaron Watridge

The Mollie Royall McCord Memorial Prize in Bible

Jennifer Anne Baker

The Belz-Saharovici Award in Holocaust Studies

Jill Marie Peterfeso

Theatre
Outstanding Senior Award
Wesley Neal Meador
Elizabeth Gabrielle Watt

Mark Lee Stephens Memorial Scholarship
Sara Elizabeth Davis

The Clarence Day Award for Outstanding Teaching
Established in 1981 by Mr. Clarence Day, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. This honor carries a monetary award of approximately \$7,500. The 1999-00 Clarence Day Award for Outstanding Teaching was awarded April 18, 2000 to Dr. Brian W. Shaffer, Associate Professor of English.

The Dean's Award For Research and Creative Activity
Established also by Mr. Clarence Day is the Dean's Award for Research and/or Creative Activity to be bestowed only when warranted by faculty research or creative endeavor. The award carries a prize of \$4,000. The 1999-00 Dean's Award for Outstanding Research and/or Creative Activity was presented April 18, 2000 to Dr. Susan M. Kus, Associate Professor of Anthropology/Sociology.

Non-Departmental Awards
The Peyton Nalle Rhodes Phi Beta Kappa Prize
Jill Marie Peterfeso

The Algernon Sydney Sullivan Awards
Jennifer Ann Stefan
Trent Justin Pingenot

The Non-Student Award
Dr. David Y. Jeter

The Estelle R. Cone Award
Trent Justin Pingenot

The Mel G. Grinspan Internship Award
David Stuart Lightburn

The Seidman Trophy in Athletics
William Austin Jowers

ODK Sophomore Man of the Year
John Todd Ramsey

Mortar Board Sophomore Woman of the Year
Suzanne Elizabeth Fournier

The John Henry Davis Scholarships for British Studies
Daru Laurel Lane
Kelly Wayne McNulty
Mark Wilson McNulty

The Elizabeth Henley Scholarships for British Studies

Lauren Michelle Ferrari
Tiffany Faith Merritt
Patricia Ann Wright

The Yerger Hunt Clifton Scholarship for British Studies

Kerri Gail Campbell
LaShanda Deri Greene

The Margaret Hyde Council Scholarships for Study Abroad

Nicole Danielle Alford; Safety Harbor, FL
Kristin Diane Arnold
Meredith Ann Cain
Allana Christine Clarke
Kyle Jamerson Hassell
Terry Nolan Tansil

Hall of Fame

Ashley Teal Baker
Thomas Barry Fullerton
Trent Justin Pingenot
Jennifer Ann Stefan
Ebony Monika Woods

The Louise and Ward Archer, Sr. Award for Creativity

Wesley Neal Meador

The Jane Hyde Scott Awards

The Jeanne Scott Varnell Award in Classical Languages

David Blyth Weatherman

The Joseph Reeves Hyde Award in Religious Studies

Ana Keiko Perez

The Susan Tidball Means Award in Women's Studies

Jennifer Elizabeth Balton

The Lemaster Scholarships for Study Abroad

Nikolas Edwin Granger
Jeremy Simpson Boyd

The Buckman Scholarships for Study Abroad

Marekh Khmaladze
Monique Theresa Labat
Natalia Jehangir Nagree

The Margaret Ruffin Hyde Award In Psychology

Christie Lea Brewer

The Robert Allen Scott Award in Mathematics

David Martin Elder

The Ruth Sherman Hyde Award in Music
Paul Christopher Murray

DEGREES CONFERRED
MAY 13, 2000

NOTE: Degree candidates graduating summa cum laude have attained an overall collegiate grade point average of 3.9500. Those graduating magna cum laude have attained a 3.8500 overall average. Students graduating cum laude must have an overall average of 3.500.

BACHELOR OF ARTS DEGREE

| | | |
|--------------------------------|-----------------------------------|--|
| Elizabeth Rhue Ahern | | History |
| Mark Christopher Anderson, Jr. | | Economics and Business Administration |
| Rebecca Lucie Anderson | cum laude | English |
| Jessica Lynn Anschutz | cum laude | Religious Studies |
| Danny Mahir Awdeh | cum laude | Economics |
| Jeffrey Martin Badoud | | Political Science |
| Ashley Teal Baker | cum laude | Political Science |
| Jennifer Anne Baker | magna cum laude Phi Beta Kappa | Religious Studies |
| Scott Alexander Bartlett | | Music |
| Derrick Alexander Barwick | | History |
| Cara Cravens Baskin | | Theatre |
| Lisa Ann Merina Bentivogli | | Biology |
| Jeffrey Greg Bigongiari | cum laude | International Studies and Russian Studies (double major) |
| Brian Douglas Boone | | Business Administration |
| Rachel Anne Bozynski | | Religious Studies |
| Kristen Elizabeth Bradburn | | Biology |
| Anne Canada Bragg | | Political Science |
| Cortney S. Branscome | | English |
| Cory Allen Breece | | International Studies and German (double major) |
| Jonathan Daniel Breth | cum laude | Business Administration |
| Kevin George Brick | | Business Administration |
| Susan Marie Brombacher | | History |
| Sheila Dotollo Brooks | | Psychology |
| Lindy Denise Brown | magna cum laude Phi Beta Kappa | Political Science |
| Michael Hamilton Bryan | | International Studies |
| Coy Eugene Buckley, Jr. | cum laude | Business Administration |
| Edith Ellington Burns | | History |
| George Sammons Clark Burrow | <i>in absentia</i> | Political Science |
| Sarah J. Butcher | magna cum laude Phi Beta Kappa | English |
| Kevin Matthew Carlucci | cum laude Phi Beta Kappa | Economics and Business Administration |

| | | |
|-------------------------------|-----------------------------------|---|
| Katherine Thaler Cassibry | | Art |
| Kimberly Jo Chelberg | | International Studies |
| Shane Elizabeth Cherney | | Business Administration |
| James Wesley Chipley | | Political Science |
| Emily Anna Clark | cum laude | International Studies |
| S. Henry Edmunds Cleveland | | History |
| Joshua Bryan Cockerham | | Business Administration |
| Erin Maureen Conley | | History |
| Jeana Elizabeth Conner | | Biology |
| Louisa Drane Rodriguez Conroy | | Economics |
| Amanda Leigh Corkern | | English |
| Jennifer Nicole Cramm | | Biology |
| Jessica Gray Crawford | | English |
| Annie Daniel | cum laude Phi Beta Kappa | Music |
| William Ellsworth Davis, III | cum laude <i>in absentia</i> | Philosophy |
| Brice Alan Dodson | | Political Science |
| Allison Christine Donnelly | cum laude | International Studies |
| Laura Elise Easley | | English |
| Catherine Detring Eason | | Psychology |
| James Edward Eckles | cum laude | Business Administration/ Computer Science |
| Brooke Lyon Edmond | cum laude | Biology |
| David Hamilton Eggers | | History |
| Lara Ellen Eidemiller | | Political Science |
| Lee Elizabeth Eilbott | | Business Administration |
| Witney Heath Elliott | | Biology |
| Kathryn Dolores Embree | | History |
| Cullen Randall Evans | | Business Administration |
| Christine Frances Fall | | Urban Studies |
| Robert J. Fehse | | Political Science |
| John Nevada Ferguson | | Political Science |
| David Coleman Fineberg | | History |
| James Patrick Finley | | Art |
| Brynn Elizabeth Fisher | | Religious Studies |
| James Hunt Flowers | cum laude Phi Beta Kappa | International Studies |
| Todd Matthew Foss | | History |
| Jason Matthew Friedes | | Art |
| Thomas Barry Fullerton, Jr. | | Economics and International Studies (two degrees) |
| Hannah Abigail Fullmer | summa cum laude Phi Beta Kappa | Spanish |
| Bradford Hamilton Gannon | | English |
| Iris Lawson Godwin | | History |
| Sarah Ellen Golden | cum laude | History |
| Keith Lawrence Goldstein | | Philosophy |
| Philip Les Goodall | cum laude | History |
| Maggie Lynn Granger | | English |
| Tandy Hallman Graves | | English |

| | | |
|------------------------------|--|---|
| Nicholas Alan Grojean | cum laude Phi Beta Kappa | International Studies/ German |
| Kristina B. Gustavson | | Political Science |
| Avis Alphonso Hall | <i>in absentia</i> | Biology |
| Bradley Robert Meyer Hall | | Political Science |
| Peter Alexander Hall | | History |
| Todd Kenneth Hammer | | Business Administration |
| Sarah Louisa Haney | cum laude | Art |
| Brian Henry Harris | | Psychology |
| Charles Richard Harris | | Political Science |
| Jeffrey Peden Harris, Jr. | | International Studies |
| Thomas Hopkins Mellon Hart | | Political Science |
| Charles Barrett Hathcock | | English |
| Timothy Scott Hayes | magna cum laude Phi Beta Kappa Honors Research | English |
| Jason Eric Heller | | English |
| Brandon Christopher Hemphill | cum laude | Biology |
| Margaret Kathleen Henry | | History |
| Sarah Elizabeth Herring | | English |
| Christian Andrew Hettinger | cum laude | Biology |
| Clare Carmi Hodge, III | | Business Administration |
| Brendan Richard Hogan | | Political Science |
| Jessica Mazas Hogan | | Psychology |
| Leah Marie Hollstein | | International Studies/ Economics |
| Jaime Patricia Hook | magna cum laude Phi Beta Kappa | Biology |
| Scott Dowling Hopkins | | Art |
| Sarah Melissa Huggins | | Theatre |
| Kadir Cumhur Ipek | | Business Administration |
| Elliott Lail Ives | | Music |
| Lisa Marie Ivey | magna cum laude | Political Science |
| Jason Alan Javarone | cum laude | Economics and Business Administration |
| Anna Lynn Jetton | | Psychology |
| Jessica Johnson | | English |
| Sonja Jeanne Johnson | | Spanish and Business Administration (two degrees) |
| William A. Johnson | | Economics |
| Angela Greeley Jones | | International Studies |
| Bradley Keith Jones | | Economics and Business Administration |
| Jason William Jones | | Business Administration |
| Rachel Ellison Jones | | History |
| Jason Carden Jowers | cum laude | Political Science Honors Research |
| William Austin Jowers | cum laude | Political Science |
| Clare Louise Juden | | International Studies |
| Jeremy Benjamin Karassik | | History |

| | | |
|--------------------------------|--|---|
| Amelia Robinson Killebrew | magna cum laude Phi Beta Kappa | English |
| Laurel Alice King | | English |
| Jenny Heather Kjerfve | | Art |
| Kristin Leah Kleber | cum laude | Business Administration |
| Robert Taylor Klingbeil, Jr. | | Music |
| Christine Elizabeth Knipscheer | | Business Administration |
| Holly Sophia Kroll | | Political Science |
| Samantha Gaylord Laffoon | cum laude | Anthropology/Sociology |
| Patrick Phillip Lane | magna cum laude Phi Beta Kappa Honors Research | English and Greek and Roman Studies |
| Allen Brown Ledbetter | | Business Administration |
| Maegan Dian Leith | cum laude | Theatre |
| Sarah Elizabeth Lindsey | | Political Science |
| Leah Blair Lloyd | | English |
| Heather Leigh Lockridge | | Business Administration |
| Daniel Matthew London | cum laude | International Studies |
| Richard S. Lum | | Biology |
| Trent Alexander Lutz | | Political Science |
| Robert W. Lykos | | English |
| Matthew Stephen Lyons | | Political Science |
| Clark Tipton Madison | | Business Administration |
| Jessica Marie Maki | | Religious Studies |
| Stephanie Frances Marlowe | | Religious Studies |
| John Douglas Marshall | | International Studies |
| Peter Thomas Marudas | | International Studies |
| Andrea Dee Master | | Biology |
| Matthew Christopher Matheny | | History |
| Peter Whitman Matthews | | Economics |
| Fiona Catherine McCaul | | English |
| Jennifer Catherine McDougal | | English |
| Bryn Elizabeth McDougall | cum laude | History |
| Robyn Nicole McKeller | cum laude Phi Beta Kappa | Biology and Greek and Roman Studies (double major) |
| Lanie Marie McKinnon | cum laude | Spanish and English (double major) |
| Morgan Marie McMillian | | English |
| Cara Christine McNeese | cum laude | Spanish |
| Melanie Michelle McSwain | | History |
| Wesley Neal Meador | cum laude | Theatre and English (two degrees) |
| Jeffrey Steele Means | magna cum laude | International Studies |
| Leah Margaret Mercer | | Economics |
| Jennifer Grimmer Merkel | | Biology |
| Marian Claudius Mertens | | French |
| Mark Alan Meyer | | Economics and Business Administration |

| | | |
|--------------------------------|-----------------------------------|---|
| Jessica Ann Millard | | Biology and Greek and Roman Studies (double major) |
| Blakely Winfrey Miller | | Political Science |
| Emily Nell Klopfenstein Monroe | cum laude Phi Beta Kappa | Political Science |
| David Jeffrey Morgan | cum laude Phi Beta Kappa | Economics and Business Administration |
| Jeremy Lawson Mungle | | Greek and Roman Studies |
| William Polk Murchison, III | | Economics |
| Matthias Brickell Murfree, IV | cum laude | History |
| James Robert Murphy | | Political Science |
| Matthew James Nelson | cum laude | Theatre |
| Jason Tan Nguyen | | Biology |
| Kristen Noel Nichols | cum laude | Economics and Business Administration (double major) |
| Abigail Equen Nipper | | Political Science |
| Hallie Dameron Nolen | cum laude | Political Science |
| Constance Anne O'Bryan | cum laude | Greek and Roman Studies |
| Emily Rebecca Ogden | cum laude | Urban Studies |
| Kevin John Olsen | | English |
| Leah Lynn Ourso | | English |
| Emily Morrissey Painter | cum laude | Urban Studies |
| Emily Kathryn Parkinson | cum laude Phi Beta Kappa | International Studies |
| Lindsey Erin Patrick | | Theatre |
| James Christopher Patterson | <i>in absentia</i> | Biology |
| Joseph Buxton Peebles | magna cum laude Phi Beta Kappa | English |
| Dennis Micah Pegg | | History |
| Tarah Jo Penny | cum laude | Political Science |
| Michael Thomas Perrottet | | International Studies |
| Steven Davis Perry | cum laude | Political Science |
| Jill Marie Peterfeso | summa cum laude Phi Beta Kappa | English |
| Karen Gail Peterson | | History |
| Jason W. Pierce | cum laude | Business Administration |
| Richard C. Pillsbury, Jr. | | Business Administration |
| Trent Justin Pingenet | cum laude | Urban Studies and Anthropology/Sociology (double major) |
| Brooke Kaye Pollock | | Religious Studies |
| Sarah Diane Pollock | cum laude | Political Science |
| Beth Ellen Porter | | Biology |
| Amanda Marie Pressnall | | International Studies/ Political Science |
| Helen Nicole Puckett | | Economics and Business Administration |

| | | |
|---------------------------------|--|--|
| Nathan Dale Ragain | magna cum laude Phi Beta Kappa Honors Research | English |
| Amanda Michelle Raines | | Political Science |
| Melissa Nicole Rall | | Mathematics/Music |
| William Matthew Ransom | | History |
| Shelby Elizabeth Reed | | Biology |
| Amanda C. Reid | cum laude | Psychology |
| Stuart Lawrence Robert | | Biology |
| John Andrew Robertson | | Political Science |
| Christopher Blake Rollins | cum laude | International Studies |
| Kristen Elizabeth Rydberg | | Political Science |
| Leslie Erin Sait | | History |
| Annica Ingeborg Edith Schael | | Business Administration |
| Gregory Sheridan Scheuchenzuber | | Economics and Business Administration |
| Abraham Matthew Schneidt | | Economics and Business Administration |
| John Blake Schuhmacher | | Business Administration |
| Lisa Nicole Schum | | Biology and Psychology (double major) |
| John Meyers Seale | | International Studies/ Political Science |
| Devin Peter Sherman | | Anthropology/Sociology/ Philosophy |
| Lydia Vicki Shih | | English |
| Matthew Alexander Shipe | cum laude Honors Research | English and Religious Studies (double major) |
| Andrew Robert Shulman | cum laude | Political Science |
| Emily Jefferson Sims | | Urban Studies |
| John Charles Sites | cum laude | Economics and Business Administration |
| Emily Elizabeth Slagle | cum laude | English |
| Catherine N. Smart | | Psychology |
| Elizabeth Anne Smith | | History |
| Joshua Dias Solomon | cum laude | Economics and Business Administration |
| Sarah Clarke Squire | | Biology |
| Jennifer Ann Stefan | cum laude | Biology |
| Stashu John Stemkowski | | Economics and Business Administration |
| Rebecca Meredith Stetler | cum laude | Spanish |
| Jennifer Kay Stevland | cum laude | Philosophy |
| Robert Mark Strausser, Jr. | | Business Administration |
| Brenna Fae Strickland | cum laude | English |
| Callie Lyons Summers | | English |
| Jeffrey Lance Sutton | summa cum laude Phi Beta Kappa | French and Business Administration (two degrees) |
| Julie Elaine Swierupski | | Business Administration |
| Michael Lawrence Thompson | | Business Administration |

| | | |
|-----------------------------------|-----------------------------------|--|
| Tammie N. Tomlinson | | English |
| John Paul Trout | cum laude Phi Beta Kappa | Philosophy |
| Courtney Annette Umberger | cum laude | Political Science |
| James-Anson Underwood | | English |
| Brandon Glen Waggoner | | Political Science |
| John Rooker Waldo | | Economics and Business Administration |
| Suzanne Danielle Wann | | Biology |
| Charles Aaron Watridge | | Religious Studies |
| Charles Hansell Watt, IV | | History |
| Elizabeth Gabrielle Watt | cum laude Phi Beta Kappa | Anthropology/Sociology/ Theatre |
| Justin Matthew Webb | | Business Administration |
| Stacy Elizabeth Weber | | History |
| Ellen Elizabeth Weirich | magna cum laude Phi Beta Kappa | Spanish and Latin American Studies (two degrees) |
| Stephanie Nicole White | | History and Political Science (double major) |
| Matthew Edwin Wilkinson | | Anthropology/Sociology |
| Casey Deann Williams | cum laude | History |
| Joseph Patrick Williams, Jr. | | Business Administration |
| Kristen Courtney Williams | | Art |
| Brian Andrew Willis | | History |
| Valerie Rose Witte | cum laude | English |
| Martin Andrew Wohlfarth | cum laude Phi Beta Kappa | Political Science |
| Sallie Curry Woodell | | English |
| Ebony Monika Woods | | Political Science |
| Amanda M. Wright | cum laude | International Studies/ Political Science |
| Wade Anthony Wright | | International Studies |
| Bush McGehee Wrighton | | Business Administration |
| Shadenn Veronica Zarur | cum laude | Economics and Business Administration |
| Mara Elizabeth Zimmerman | cum laude | Russian Studies and International Studies (double major) |
| BACHELOR OF SCIENCE DEGREE | | |
| Thomas DeWitt Abbot | | Biology |
| Bryce William Ashby | | Biology |
| Ekta Chandranayan Baxi | cum laude | Biology |
| Sarah Stephens Bettinger | | Physics |
| Jeremy Dean Brewer | cum laude | Physics |
| Tyler Wayne Buckner | magna cum laude Phi Beta Kappa | Biology |
| Robert Townsend Cole | cum laude Phi Beta Kappa | Biology |

| | | |
|------------------------------|--|---|
| Jonathan Hugh Davis | | Biology |
| Matthew Dekar | | Biology |
| Garney Herbert Fendley | cum laude Phi Beta Kappa | Chemistry |
| Regina LaNet Franklin | | Biology |
| Hunter St. Clair Freeman | | Physics |
| Lilia Vanessa Hardin | cum laude | Biology |
| James Wilson Harris, V | | Biology |
| Zachary Jumper | cum laude Phi Beta Kappa Honors Research | Chemistry |
| Linda Christina Lasselle | cum laude | Biology |
| Wayne John McCants, Jr. | | Chemistry |
| Wilfred Ernest McKinney | | Physics |
| Yusra Abdul Hamid Murshedkar | | Chemistry |
| Cody Zane Nash | cum laude | Biology |
| Emily Joanna Nelson | | Biology |
| Cynthia Nicolle North | | Biology |
| Anna Barbara Pinchak | cum laude Phi Beta Kappa | Biology |
| Bambi J. Roberts | summa cum laude Phi Beta Kappa | Mathematics and Physics (two degrees) |
| Grace Amy Seecharan | | Biology |
| Jeffrey Warren Sholtz | | Biology |
| Stephen Randall Smith | | Physics |
| Melissa Sue Statom | | Chemistry |
| Isaac Peter Thomsen | cum laude | Chemistry |
| Burke Andrew White | cum laude | Mathematics |
| Stephen Andrew Whitten | | Physics |
| Brian Andrew Willis | | Chemistry |
| Morgan James Wintermeyer | | Biology |
| Christian John Wold | cum laude | Biology |

MASTER OF SCIENCE DEGREE

Joshua Winborne Davis
 Jason Franklin Griffith
 Amanda Leona Hall
 Noah Mazas Hogan
 John Matthew Skvarla
 Angie Gill Wellford

DEGREES CONFERRED AUGUST 15, 2000

BACHELOR OF ARTS DEGREE

| | |
|----------------------------|-------------------------|
| Christopher Scott Anderson | Psychology |
| Audrey Mae Davis | Biology |
| Jacqueline Taylor Heilpern | Political Science |
| John Peyton Perkins, III | Business Administration |
| James Dalton Spears | English |
| Albert Jason Tat | International Studies |

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