

# Rhodes College Catalogue

## General Information

### The Rhodes Vision

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. We will achieve our aspiration through four strategic imperatives:

**1. Student Access**

To attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience.

**2. Student Learning**

To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research and service.

**3. Student Engagement**

To enhance student opportunities for learning in Memphis.

**4. Student Inspiration**

To provide a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

### Rhodes College's Commitment to Diversity

A diverse learning community is a necessary element of a liberal arts education, for self-understanding is dependent upon the understanding of others. We, the members of Rhodes College, are committed to fostering a community in which diversity is valued and welcomed. To that end, Rhodes College does not discriminate – and will not tolerate harassment – on the basis of race, gender, color, age, religion, disability, sexual orientation, gender identity or expression, genetic information, and national or ethnic origin.

We are committed to providing an open learning environment. Freedom of thought, a civil exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community that is committed to critical inquiry. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity. We believe that these qualities are crucial to fostering social and intellectual maturity and personal growth.

Intellectual maturity also requires individual struggle with unfamiliar ideas. We recognize that our views and convictions will be challenged, and we expect this challenge to take place in a climate of open-mindedness and mutual respect.

Revised February 13, 2015

## Accreditation and General Policies

Rhodes College is an accredited four-year college of liberal arts and sciences. With an endowment of \$342 million and a physical plant valued at \$515 million, the College has one of the largest investments per student (\$430,000) in the nation.

Rhodes College is accredited by the Southern Association of Colleges and Schools – Commission on Colleges (SACS COC) and all potential substantive changes--whether proposed by students, faculty, staff, or Board of Trustees-- must be discussed with and reviewed by the SACS COC Accreditation Liaison, who is appointed by the Rhodes College President. It is the responsibility of the SACS COC Accreditation Liaison to ensure that potential substantive changes are reported to, and approved by the SACS COC, prior to implementation.

The purpose of this Policy and Procedures document is to comply with the Substantive Change for Accredited Institutions of the Commission on Colleges, Policy Statement, Institutional Obligations, Item #2, that “Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion” (p. 1).

## What Is a Substantive Change?

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs

## What Are the Procedures for Reporting Substantive Change?

SACS COC has identified three procedures for addressing the different types of substantive changes. These include:

**Procedure One** – for the review of substantive changes requiring notification and approval prior to implementation,

**Procedure Two** – for the review of substantive changes requiring only notification prior to implementation, and

**Procedure Three** – for closing a program, site, branch campus or institution.

The different types of substantive change, the specific procedure to be used for each, their respective approval notification requirements, and their reporting time lines are included in the document “Substantive Change for Accredited Institutions of the Commission on Colleges - Policy Statement” located on pages 6-9 at:

[www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf](http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf).

Procedures for the institutional changes such as mergers, acquiring or adding programs, or changes in governance or legal status can be found in a separate document, “Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status.” at:

[www.sacscoc.org/subchg/policy/Mergers.pdf](http://www.sacscoc.org/subchg/policy/Mergers.pdf).

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

Identifying and reporting substantive change

The President is responsible for:

- Submitting substantive change notification letters and associated documentation to the President of the SACS COC and providing a copy of the letters and documentation to the Accreditation Liaison

or

- Designating the Accreditation Liaison as his representative to submit substantive change notification letters and associated documentation to the President of the SACS COC

The President and Vice Presidents are responsible for:

- Informing relevant personnel under their supervision about the existence of the SACS COC Policy on Substantive Change and the need to check with the Accreditation Liaison regarding any and all significant changes in policy to determine if they meet the criteria for a substantive change as defined in the policy
- Consulting with the College’s SACS COC Accreditation Liaison regarding questions about substantive changes within their divisions
- Providing sufficient time to notify the SACS COC prior to the implementation of any changes
- Assisting with the writing of appropriate documentation and notification of substantive changes as needed by the SACS COC

The SACS COC Accreditation Liaison is appointed by the President and is responsible for:

- Staying up to date with the SACS COC Substantive Change Policy Statement
- Serving as the contact person and communication liaison between SACS COC staff and the College regarding substantive change matters
- Meeting with the President and Vice Presidents yearly to review the policy and planned initiatives
- Working with the appropriate Vice President to develop a plan of action and timeline for any substantive change actions requiring approval from the SACS COC
- Preparing substantive change prospectus in collaboration with the appropriate administrators and faculty
- Submitting substantive change notification letters and associated documentation to the President of the SACS COC as requested by the President
- Maintaining a database of substantive changes, initiatives, action plans and their status

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 that 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, sexual orientation, 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, 2013. Policies stated in this catalogue are expected to be in effect through the academic year 2013-2014 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 maintained in the office of the President.

## Admission

### Application Procedure

A student who wishes to apply for admission to Rhodes may do so any time after the end of his/her junior year in high school. Students may apply using the Common Application ([www.commonapp.org](http://www.commonapp.org)). No application fee is required for first-year or transfer students.

Admission to Rhodes is competitive.

In addition to the application for admission, first-year students must submit an official high school transcript, standardized test scores (SAT or ACT), a secondary school report, a teacher evaluation, and a midyear report. In addition to submitting the same application supporting documents as all other first-year students, home-schooled students must submit the results of two SAT Subject Tests from areas other than English or mathematics. The deadlines for submitting the application for admission and all supporting documents are referenced in the following Early Decision Plans, Early Action Plan, and Regular Decision Plan sections. Please note that all accepted students are automatically considered for competitive scholarships and fellowships. 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 or parent.

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.

### 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 be in the process of receiving a high school diploma or G.E.D.

Special note is taken in the decision making process of honors, Advanced Placement, International Baccalaureate, Option 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" 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 SAT or the 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, Early Action 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 to the admission staff by January 15. If the secondary school record does not include the student's scores from the SAT or ACT, the student must have the scores sent to the Office of Admission from the testing agency.

Test application forms may be obtained from high schools or by registering for them online at [www.collegeboard.org](http://www.collegeboard.org) (SAT) or [www.act.org](http://www.act.org) (ACT). Supporting Documents. Additional supporting documents will be considered when deciding on a student's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, short-answer questions, an application essay, a secondary school report, and a teacher's evaluation.

Student Interest. A visit to the Rhodes campus (in addition to other demonstrations of interest) can be a deciding factor in making an admission decision. Interest may also be demonstrated by meeting with an admission officer locally or personally corresponding with the admission office. A student's ability to pay may be a deciding factor when considering applicants who rank within the lowest range of admissible students.

The Dean of Admission 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 Dean of Admission requesting reconsideration.

## **Campus Visit and Personal Meeting**

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 a personal meeting with an admission representative or information session and a campus tour, they may attend a class and meet faculty (during the academic year). High school seniors and transfer students may also arrange, through the Office of Admission, to spend one night in a residence hall.

While on campus, students may participate in an information session or have a personal meeting with an admission representative. The Office of Admission is open year round from 8:30 am to 5:00 pm Monday through Friday and on select Saturdays.

Students may arrange a campus visit online at [www.rhodes.edu/visit](http://www.rhodes.edu/visit). Questions concerning a campus visit may be addressed to our Campus Visit Coordinator at 1-800-844-5969 or, locally, 901-843-3700.

## **Early Decision Plans**

Students who are certain they want to attend Rhodes may wish to take advantage of either Early Decision I (ED I) or Early Decision II (ED II). Under these plans, the student must submit an application for admission, high school transcript (including grades for the first marking period of the senior year), letters of recommendation, standardized test scores and the Early Decision Agreement form by November 1 for Early Decision I or January 1 for Early Decision II. The student may apply to other colleges, but not under any other

Early Decision Plan. If accepted and provided an adequate financial assistance, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

Early Decision candidates who wish to be considered 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 and January 1 for Early Decision II in order to determine eligibility for non-federal financial assistance and estimated eligibility for federal 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. This will determine actual eligibility for federal financial assistance.

Under the Early Decision Plans, the College agrees to render a decision on admission by December 1 for Early Decision I and 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 10 for Early Decision I and February 10 for Early Decision II.

Early Decision is a binding agreement, designed for students for whom Rhodes is their top college choice. If accepted under the Early Decision Plan (and provided with financial assistance considered adequate by the student), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I and February 15 for Early Decision II. Offers of admission and financial aid to accepted students who do not enroll at the college 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 Regular Decision.

## **Early Action Plan**

Students who wish to know of their admission decision earlier in the year but are not prepared to make an enrollment decision prior to May 1 may wish to apply under our Early Action Plan. Early Action is an excellent option for students who are comfortable presenting their application earlier in the process.

Under this plan, the student must submit an application for admission, high school transcript, letters of recommendation, and standardized test scores by November 15.

Early Action candidates who wish to be considered for need-based financial aid must complete and submit the College Scholarship Service's PROFILE to the Financial Aid Office by December 1 in order to determine eligibility for non-federal financial assistance and estimated eligibility for federal financial assistance. The financial aid package offered under Early Action must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1. This will determine actual eligibility for federal financial assistance.

Under the Early Action Plan, the admission staff will render an admission decision by January 15. Students will be notified of any scholarships or need-based aid they are eligible to receive by February 15. Admitted students have until May 1 to submit their enrollment deposit.

For various reasons, the Admission Committee may choose to defer a student's application to Regular Decision. The student will be notified that the application will be deferred and reconsidered under Regular Decision.

## **Regular Decision Plan**

Under this plan, students must submit an application for admission, high school transcript, letters of recommendation, and standardized test scores by January 15.

Regular Decision candidates who wish to be considered for non-federal need-based financial aid must complete and submit the College Scholarship Service's PROFILE by February 1. Regular Decision candidates

who wish to be considered for federal financial assistance must complete and submit the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Regular Decision Plan, the admission staff will render an admission decision by April 1. Students will be notified of any scholarships or need-based aid they are eligible to receive by April 15. Admitted students have until May 1 to submit their enrollment deposit.

## **Early Admission Plan**

High school students who wish to enroll at Rhodes as degree-seeking students 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 an application for admission, a high school transcript including grades for five semesters of course work, a secondary school report, a teacher's evaluation, SAT or ACT test scores, and have a personal meeting with an admission representative. Successful candidates will have satisfied Rhodes' normal admission 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 unit's 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 Enrollment**

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Enrollment by writing the Dean of Admission. The letter requesting Deferred Enrollment 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 Admission will respond to the deferral request in writing. If deferred enrollment is granted, the student must submit a nonrefundable \$1,000.00 enrollment deposit to the Office of Admission. Students who have been accepted from the wait list are normally not offered deferred enrollment.

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

Deferred students may not enroll in additional high school course work or in more than two college courses for credit in any one semester/term during their time of deferral. Doing so nullifies their admission and scholarship offers (if any) and requires new admission and scholarship decisions to be rendered. Students wishing to enroll in college courses are advised to consult with the Office of Admission to ensure credit will transfer to Rhodes.

## **Admission of Transfer Students**

Rhodes welcomes applications from students who wish to transfer from other accredited colleges or universities. Students who have enrolled in more than two courses in any one semester or term at another college or university are considered transfer students. Students who have not graduated from high school, but have taken college course work, are not considered transfer students.

An applicant for admission as a transfer student should write or call the Office of Admission for an application or may go to [www.commonapp.org](http://www.commonapp.org) to access the Common App online for transfer students. Applicants may also print the Common Application transfer packet available at [www.commonapp.org](http://www.commonapp.org). The student should have official transcripts from his or her secondary school and all postsecondary institutions attended sent directly to the Office of Admission. If the secondary school transcript does not include the student's scores on the SAT or ACT, the student must have these sent to the Office of Admission from the testing agency. Transfer students must submit a college instructor evaluation, a college official's report and a personal letter explaining the reason(s) for wanting to transfer to Rhodes. Transfer applicants applying for January entrance must also submit a Mid-Semester Grade Report (available on [www.rhodes.edu](http://www.rhodes.edu)) containing grade estimates from their professors. Admission and scholarship decisions are made in the context of both the secondary and post-secondary academic record. 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' admission 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 will be 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" 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.

In addition to those documents required of all first-year or transfer students, international applicants must have the official results of the Test Of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) forwarded to the Office of Admission from the appropriate testing agency. The TOEFL/IELTS exams are not required for native English-speaking students. All transcripts must include a certified English translation. International students who have studied at other colleges or universities must have official transcripts from those institutions sent to Rhodes.

All international applicants must submit the College Board's International Student Certification of Finances which is required for issuance of a student visa from the United States government. International applicants may be eligible and competitive for merit-based scholarships ranging from US \$6,000 to full tuition.

Rhodes meets the demonstrated financial need of international students. Need-based financial aid for international students (non-U.S. citizens) is determined from the international student CSS PROFILE or the College Board's International Student Financial Aid Application. Aid is awarded in the form of grants or "gift" aid, which varies in dollar amounts according to each student's demonstrated financial need. International students may also be considered for on-campus student employment.

## **Admission of Special Students (Non-degree Candidates)**

Applicants who give evidence of sufficient academic 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 credits 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 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 a 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, along with a \$45.00 nonrefundable application fee and most recent transcript from high school or college, is two weeks prior to the beginning of a new semester/term.

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 Admission. 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, and students who have been academically suspended from Rhodes and wish to return, must apply for readmission through the Faculty Standards and Standing Committee.

Returning students, including students who have already graduated from Rhodes, must complete an Application for Readmission (obtained from the Registrar's Office) 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 the Faculty and the Dean of Students 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 or semester at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admission submitting the required applications and supporting documents.

## **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 SAT Critical Reading and Math tests or 25 on the ACT; rank in the upper one-fifth of his or her class; have a positive high school recommendation; and have a personal interview with an admission representative.

Course fees per credit hour are the same as Special Student tuition (see “Special Fees and Deposits” in the Expenses section). 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 Admission 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 relevant department recommends it. A maximum of thirty-two (32) credits may be earned through Advanced Placement examinations. A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations.

Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate credit may not be used to satisfy Rhodes’ Foundation requirements except for scores in English and, in certain subjects, scores of 5 on AP exams, D3 or higher on Cambridge Pre-U exams, 6 or 7 on IB higher-level exams, and 16 or higher on Option International Baccalaureate exams. All students must take the Rhodes placement test in the appropriate language to determine proficiency and placement, including students who took an AP language exam in that language. For more information about Advanced Placement and International Baccalaureate credit, go to [rhodes.edu/registrar/1330.asp](http://rhodes.edu/registrar/1330.asp).

## **Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate Degree Programs**

Rhodes recognizes the Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate academic programs and welcomes for review the submission of Cambridge Pre-U, IB, and OIB examination scores. Course credit is normally granted for each Cambridge Pre-U Principal Subject examination passed with a score of M3 or higher, each IB Higher Level examination area passed with a score of 5, 6 or 7, and OIB examination area passed with a score of 13 or higher. An IB score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option 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 submit a non-refundable \$400.00 enrollment deposit to the College. Mailed deposits must be postmarked no later than our deadline of May 1 (December 15 for Early Decision I; February 15 for Early Decision II; June 15 for transfer students). 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 early August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

## **Orientation and Registration**

All new students are expected to attend the Open Rhodes Orientation program during the summer prior to enrollment and to be present for Welcome Week, which immediately precedes the opening of the College. Orientation 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 and Welcome 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. Additional information about the Open Rhodes summer orientation program is available online at [rhodes.edu/parents/24518.asp](http://rhodes.edu/parents/24518.asp).

A complete medical examination and record of immunization are required of all full-time new students. This medical examination should take place 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

Office of Admission business hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time). Additional information is available upon request. Contact:

Office of Admission  
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: [adminfo@rhodes.edu](mailto:adminfo@rhodes.edu)  
Online: [rhodes.edu/admission](http://rhodes.edu/admission)

## 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 75% 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 2017-2018 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

	<b>Semester</b>	<b>Year</b>
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<b>Tuition</b>	\$23,097.00	\$46,194.00
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<b>Activity Fee</b>	155.00	310.00
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<b>Room Type</b>	<b>Meals Per Week</b>	<b>Semester</b>	<b>Year</b>
Standard Multiple	15	5,438.00	10,876.00
Single Standard	15	5,989.00	11,978.00
Standard Multiple	21	5,645.00	11,290.00
Standard Single	21	6,196.00	12,392.00
East Village Multiple	7	5,075.00	10,150.00
East Village Single	7	5,338.00	10,676.00
East Village Multiple	15	6,158.00	12,316.00
East Village Single	15	6,421.00	12,842.00
East Village Multiple	21	6,365.00	12,730.00
East Village Single	21	6,628.00	13,256.00
West Village Multiple	15	5,884.00	11,768.00
West Village Single	15	6,193.00	12,386.00
West Village Multiple	21	6,091.00	12,182.00

West Village Single	21	6,400.00	12,800.00
Parkway Hall Multiple	7	5,075.00	10,150.00
Parkway Hall Single	7	5,338.00	10,676.00
Parkway Hall Multiple	15	6,158.00	12,316.00
Parkway Hall Single	15	6,421.00	12,842.00
Parkway Hall Multiple	21	6,365.00	12,730.00
Parkway Hall Single	21	6,628.00	13,256.00

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. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through one agency: Tuition Management Systems (1-800-356-8329, [www.afford.com/rhodes](http://www.afford.com/rhodes)). Information on the various plans offered by TMS 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 also made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents that 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 that details the protection provided and cost of the coverage will be provided to parents before the first payment is due.

### **Regulations Regarding Billing and Payment**

A bill for the tuition charge along with applicable room and board and other charges will be sent electronically before each due date to the student and those whom the student has set up as authorized payers in the QuikPay billing and payment system. 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 transcripts, using College facilities, or being admitted to graduation.

Students may enroll in courses totaling nineteen credits in each semester. 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 nineteen credits in a semester must pay the extra credit fee even if the student eventually withdraws from the overload credit.

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 or Parkway 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 Rhodes Express 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 Rhodes Express 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 reimburse the College the fees of any collection agency, which may be based on a percentage of the debt, and all costs and expenses, including reasonable attorney's fees, incurred by the College in such collection efforts.

### **Withdrawal Policy**

All requests for withdrawal must be initiated by the student through the Office of Student Development and Academic Services. The official date of withdrawal will be the last day that the student attended class. Once the Bursar has received all the necessary information concerning the withdrawal, 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).

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

After 35th day of semester 100%

**FINANCIAL AID:** Rhodes financial aid remains credited to the account on the same basis as the charge for tuition above. When a student leaves the college, however, federal, state, and/or institutional financial aid funds may need to be returned to the entity providing the funding. The Bursar will determine the amount of unearned financial aid received by the student. The return of those funds may create a balance due to the college, and it is the student's responsibility to pay that balance.

**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.

**ACTIVITY 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. \$45.00

Enrollment Deposit. \$400.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

Open Rhodes (orientation) Fee. \$200.00

Part-time Tuition (Non-resident degree candidates taking 11 credit hours or less). \$1,930.00 per credit hour.

Special Student Tuition (Students not seeking a degree at Rhodes). \$1,020.00 per credit hour plus \$45.00 application fee.

Special Student Tuition, Audit Rate. \$510.00 per credit plus \$45.00 application fee.

Summer Course Tuition, 2017. \$900.00 per credit hour.

Summer Directed Inquiry and Internship Tuition, 2017. \$510.00 per credit hour. All students earning Rhodes credit for directed inquiries and internships during the summer must be charged this rate in order to receive the credit.

Extra Credit Hour Fee. \$715.00 per credit hour. This fee is charged of degree-seeking students enrolling in more than nineteen (19) credits in a semester.

Applied Music Fee. Students enrolled in applied music will be charged an additional fee of \$490.00 per credit for private lessons. After the first applied music lesson, this applied lesson fee is nonrefundable.

Once declared, Music majors will have the Applied Music fees waived for up to eight (8) credits of their principal applied instrument. Music majors taking more than eight (8) credits of Applied Music and lessons taken prior to declaration of the major will be charged the applied fee for those credits.

Once declared, Music minors will have the Applied Music fees waived for up to four (4) credits of Applied Music and lessons taken prior to declaration of the minor will be charged the applied fee for those credits.

If a student fails to graduate as a music major or minor, the applied lesson fees that would have otherwise been assessed will be retroactively added to the student's account.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

Late Enrollment Clearance Fee. \$50.00

Late Payment Fee. \$25.00

Key Fob Replacement Fee. \$25.00

Student ID Card Replacement Fee. \$10.00

## Financial Aid

Rhodes invests substantial funds in institutional financial assistance to help make it possible for students who are admitted to the College to attend. Currently, approximately 90% of Rhodes students receive some form of federal, state, institutional, or outside financial assistance, with total assistance amounting to over \$100 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 when awarding financial aid to students. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous competitive fellowship and scholarship program.

### Definitions

**COA:** Cost of Attendance (tuition, fees, room, and board, estimated cost of books, estimated personal/living costs and estimated transportation costs). The term "Direct COA" only includes tuition and fees. Room and board are included as "Direct COA" only for students who reside at or have purchased a meal plan through Rhodes College.

**EFC:** Expected Family Contribution; the minimum amount a family is expected to contribute for the student's education for a given academic year. The EFC is calculated by the FAFSA and the CSS PROFILE and assumes families will finance education utilizing current income, past savings, and student and/or parental borrowing.

**Demonstrated Need:** The difference between the COA and the EFC.

**FAFSA:** Free Application for Federal Student Aid; used in awarding federal and state grants and scholarships as well as loans and student employment.

**CSS PROFILE:** A financial aid application that Rhodes uses to award Rhodes Grant funding. The CSS PROFILE is a product of The College Board.

**SAP:** Satisfactory Academic Progress: federal and institutional requirement that students must consistently progress toward completion of degree requirements; includes GPA and earned hours measured at the end of each academic year.

Financial aid APPLICATION PROCEDURES for prospective students

- Submit the CSS PROFILE and FAFSA (<https://profileonline.collegeboard.com/>): Early Decision applicants should complete the CSS PROFILE by November 1; Early Action by November 15; Early Decision II by



January 15; and Regular Decision by January 15. The code for Rhodes to receive the CSS PROFILE results is 1730.

- Submit the FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) between October 1 and January 1. The Title IV Code for Rhodes to receive the FAFSA results is 003519. All prospective students who want consideration for federal and state financial assistance, including Early Decision applicants, must complete the FAFSA. Prospective students seeking institutional grants must also complete the CSS PROFILE by the deadlines indicated above. Early applicants who received a financial aid award package based on the CSS PROFILE must complete the FAFSA in February to confirm the package. Failure to complete the FAFSA may result in the reduction or elimination of awarded federal aid.
- Notification of financial aid awards for admitted Early Decision applicants will begin November 15, with admitted Early Action applicants receiving financial aid awards by February 1 and admitted Regular Decision applicants on a rolling basis.
- Students accept or decline financial aid awards online at <https://banweb.rhodes.edu>.

Financial aid APPLICATION PROCEDURES for currently enrolled/returning students

Currently enrolled/returning students who wish to continue eligibility for need-based financial aid (and for the Tennessee Education Lottery Scholarships for Tennessee residents) must complete the FAFSA each year. Rhodes encourages students to complete the Renewal FAFSA as soon as possible between October 1 and March 1. Returning Tennessee students who qualified for the State grant (TSAA) in previous years must complete the FAFSA by December 15 to be considered for renewal.

The Department of Education will send renewal notices to students in October of each year via email. Returning students who are reapplying for financial aid do not need to complete the CSS PROFILE. The CSS PROFILE is required of first-time financial aid applicants only.

## Financial Aid Awards

If the results of the FAFSA reveal that a student has a financial need, Rhodes will normally offer the student a financial aid award that consists of gift aid (federal and state grants) 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 a part of the need-based financial aid package and are applied to need first, per federal regulations. The need-based programs commonly available at Rhodes are described on the following pages.

## Grants

**Rhodes Grant:** Students may receive a Rhodes Grant along with other forms of assistance such as competitive scholarships/fellowships, student loans, and student employment. Rhodes Grants are not always need-based. Rhodes uses this funding to meet need and/or to offer assistance based on the overall characteristics of students who show promise of success at Rhodes and the ability and desire to take full advantage of all Rhodes has to offer. The annual value of a student's Rhodes Grant remains constant throughout the student's tenure at Rhodes. Exceptions to this are within the purview of the Financial Aid Office in response to extreme increases in demonstrated financial need (per the FAFSA, CSS PROFILE or other supporting financial documents) from one year to the next.

**Federal Pell Grant:** The federal government provides direct assistance to eligible students through the Federal Pell Grant Program. Eligibility for the Federal Pell Grant is determined by the results of the FAFSA.

**Federal Supplemental Educational Opportunity Grant (SEOG):** Federal Supplemental Educational Opportunity Grants are awarded by Rhodes to students with exceptional financial need, defined as those

students who are eligible for Pell Grant. SEOG funds are limited and are awarded until funds are exhausted.

**Tennessee Student Assistance Award (TSAA):** Students who are residents of Tennessee apply for the TSAA via the FAFSA. 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 an EFC of or below \$2100 (subject to change per state funding). Returning students wishing to renew the award must complete the FAFSA before January 7th to remain eligible. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243-0820. The phone number is (800) 342-1663 or (615) 741-1346. The website is [www.TN.gov/collegepays](http://www.TN.gov/collegepays). The State of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding.

**Ministerial Grant:** As a church-related college, Rhodes will assist children of Presbyterian Church (U.S.A.) ministers with a \$1,000 ministerial grant above any Rhodes grant or scholarship previously awarded. Dependents of PCUSA ministers should indicate their interest in the Ministerial Grant on the Rhodes Part I Application for Admission/Common Application Supplement.

**Tennessee Education Lottery Scholarship Program (TELS):** The State of Tennessee offers scholarships of up to \$5,500 for Tennessee residents who attend an approved college or university in Tennessee. The FAFSA is the application for the TELS funding and must be completed by state-established deadlines, as indicated on FAFSA on the Web at [www.fafsa.gov](http://www.fafsa.gov). Information on all requirements for the TELS may be found at [www.TN.gov/collegepaystn.com](http://www.TN.gov/collegepaystn.com). The State of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding.

## **Loans**

**Federal Perkins Loan:** Rhodes awards Federal Perkins Loans to students who demonstrate exceptional financial need. The Perkins Loan 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 for at least 6 credits. Repayment begins nine months after the student ceases being at least a half-time student. Repayment of the Perkins Loan may extend over a 10-year period. Rhodes will not award any new Perkins Loan recipients.

**Federal Direct Student Loan Program:** These federal loans up to \$5,500 are available to first-year undergraduate students. Upon earning 30 credits, students may obtain loans up to \$6,500 for the sophomore year, and, upon earning 63 credits, students may obtain loans of up to \$7,500 per year for the remaining years of undergraduate study.

Federal Direct Loans are either subsidized or unsubsidized. 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 while enrolled at least half-time. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The standard repayment period is ten years, and the current year's interest rate is fixed at 3.76% for both subsidized Federal Direct Loans and unsubsidized Federal Direct Loans. This rate may change on July 1st each year as determined by federal allocation.

**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: (888) 728-7228  
<http://www.pcusa.org/financialaid>

## **Student Employment**

Student employment programs at Rhodes include the Federal Student Employment Program and the Rhodes Student Employment Program. 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, and the award amount represents maximum gross wages a student may earn. Earnings are paid directly to the student; they are not credited to the student's account in the Bursar's Office. To begin work, 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 Student Employment Program (FWS):** Through the Federal Student Employment Program, part-time employment is offered to students to help them meet their financial need. A student may work for no less than the prevailing minimum wage rate for as many as thirty-five (35) 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.

**Rhodes Student Employment Program (CCE):** Employment on the campus may be offered through the Rhodes Student 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 FWS Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the financial aid office. A student may work for no less than the prevailing minimum wage rate for as many as thirty-five (35) 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.

**Rhodes Student Associate Program (RSAP):** Through the RSA Program employment may be offered on a part-time basis regardless of financial need. A student may apply for RSAP beginning in the fall of their freshman year as applications become available. A student may work up to fifteen (15) hours per week during the academic year only. Summer employment is not available in this program. A student may not hold another job on campus in conjunction with their RSA position including the Bonner and CODA fellowships.

## **Withdrawal From Rhodes and Return of Funds**

**Return 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, within the same academic term, the unearned portion of those funds must be returned to the federal student aid programs. Federal Title IV funds that may have to be returned include the Federal Pell Grant, the Federal Direct Loan, the Federal Direct Parent Loan for Undergraduate Students (PLUS), the Federal Perkins Loan and the Federal Supplemental Educational Opportunity Grant (SEOG). 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 (last date of class attendance) by the total number of days in the term. If the withdrawal occurs after 60% of the term has elapsed, no return of Title IV funds is required. The Bursar's Office calculates the Return of Title IV funds amount and informs the Financial Aid Office and the student of the results of the calculation.

Federal regulations require funds be returned to federal programs in the following order: Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Perkins Loans. If funds remain after repaying all loan amounts, the remaining funds are repaid to Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (SEOG).

**Return of State and Institutional Student Aid:** When a student who has state and/or institutional student aid withdraws from the College or does not return from an approved leave of absence, the College returns the unearned portion of those funds to the state and/or the College.

**Student Financial Responsibility:** Students and parents should be aware that the requirement to return Federal Title IV assistance and the policy to return state and institutional aid might result in a balance due to Rhodes College; the student and/or student's family is responsible for paying any balance resulting from the return of Title IV aid and state and institutional funds.

## **Scholarships and Fellowships**

Financial need is not a consideration in awarding scholarships and fellowships at Rhodes, with the exception of the Bonner Scholarship. Federal regulations, however, do require that any assistance, including competitive scholarships and fellowships, first apply towards the demonstrated need when awarding need-based aid.

Rhodes' competitive scholarships and fellowships are awarded only to entering students. Returning students not initially offered a competitive scholarship or fellowship will not be considered for a competitive scholarship or fellowship at a later time. Returning students who have been awarded a competitive scholarship or fellowship will not be considered for scholarships or fellowships of greater value as they progress through Rhodes.

All qualified applicants are automatically considered for Rhodes' competitive scholarships and fellowships, unless a separate application is required and specified.

Please note: A description of our broader FELLOWSHIPS PROGRAM, which provides opportunities for research, service, creative activities, internships and study abroad during the academic year and over the summer, can be found in the OPPORTUNITIES FOR INDIVIDUALIZED STUDY section of this catalogue. Many of these opportunities include stipends.

## **Competitive Scholarships**

Competitive scholarships are awarded on the basis of a candidate's academic record, leadership, character, and personal achievements. Competitive scholarships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards, enrolled in undergraduate program and maintains the GPA requirements of the scholarship; however, the student must maintain full-time student status (at least 12 credits) through the extended drop period of each semester. The total amount of Rhodes-funded scholarships, fellowships and grants may not exceed direct charges of tuition, fees, room, and board. Students who move off campus would be subject to a reduction of institutional aid.

The Morse, Cambridge, Ralph C. Hon, Diehl, Dean's and Presidential Scholarships and Rhodes Awards are awarded to entering students based on the candidate's academic record, leadership, character, and personal achievements.

Bellingrath, Morse and Cambridge scholarships include an opportunity for a one-time fellowship worth up to the equivalent of \$5,000 for a summer's worth of study in an approved area of the student's choosing through the fellowship program. A description of our broader FELLOWSHIPS PROGRAM can be found in the OPPORTUNITIES FOR INDIVIDUALIZED Study section of the catalogue.

Dean's Scholarships are awarded to outstanding entering students who diversify the cultural demography of the college.

## **Competitive Fellowships**

At Rhodes, we have taken traditional scholarships a step further by allowing students to invest in themselves through professional internships, community service, research or other requirements in exchange for financial assistance. In addition to funding, recipients of fellowships receive real-world experience that puts their education into action. Competitive fellowships for incoming students are awarded to students based on

academic ability, leadership, character, personal achievement, or special talents and provide service, research, or internship opportunities to recipients. Most fellowships require the submission of a separate application.

Fellowships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards, the GPA requirements of the fellowship, and the service, internship, research, or other requirements of the fellowship. In addition, the student must maintain full-time student status (at least 12 credits) through the extended drop period of each semester to continue to receive the fellowship. The total amount of Rhodes-funded scholarships, fellowships and grants may not exceed tuition, fees, room, and board.

**Walter D. Bellingrath Fellowships.** Bellingrath Fellowships receive a stipend equal to the full cost of tuition at Rhodes, are awarded to the College's most outstanding first-year students.

**Fine Arts Fellowships.** Fine Arts Fellowships are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. Auditions are required in music and theatre, and art requires the submission of slides. The Fine Arts Fellowships are valued up to \$12,500 per year. If a student qualifies for a Fine Arts Fellowship and another competitive scholarship or fellowship, only one scholarship or fellowship (whichever is greater) will be awarded. Winners of these fellowships are required to major or minor in a Fine Arts discipline while at Rhodes.

**Spencer Fellowships in Greek and Roman Studies.** Spencer Fellowships are awarded to first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. Each year, up to three Spencer Fellowships are awarded in the amount of \$2,000 to \$3,000 in addition to any other Rhodes grant or fellowship received. The fellowships are renewable for three years provided the student meets the financial aid satisfactory academic progress standards, maintains a 2.75 cumulative GPA, and participates in the Greek and Roman Studies program.

**Jack H. Taylor Fellowship in Physics.** The Taylor Fellowship in Physics recognizes talented high school physics students and encourages their continued college development in physics. The Fellowship is valued up to \$15,000 per year based on the qualifications of the recipient and is in addition to any other Rhodes grant or fellowship the student may receive. At least one fellowship will be awarded to a first-year student each year.

**Bonner Scholarships.** The Bonner Scholarships are for students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. The Bonner Scholarships are awarded on a competitive basis and support fifteen first-year students who have competitive SAT or ACT scores, a strong high school record, and demonstrate an outstanding record of leadership, community service and/or social justice work.

To be eligible, the student's family must have a federal Expected Family Contribution (EFC) below \$10,500 (with a few exceptions made for outstanding candidates). Scholarships plus stipend are valued at \$12,500 and are in addition to any Rhodes grant or scholarship the student may receive during the standard academic year. Bonner Scholars are also awarded funding for two summer service projects, access to a community fund to support service projects, and up to \$2,000 for the purpose of reducing total educational loan indebtedness upon graduation from Rhodes.

**Clarence Day Scholarship.** Day Scholarships are made each year to entering students who are from Shelby County and who have demonstrated a strong interest in the Memphis community. Students must have a strong academic record and have intentions of staying in Memphis after graduation. The scholarship is renewable for three years provided the student meets the renewal criteria. The scholarship is valued at \$35,000 per year and an opportunity for a one-time fellowship experience with a stipend of \$5,000. Applicants must apply and meet all deadlines to be considered for this scholarship. In addition to the award amount, a student's financial need to cover direct costs is met with scholarship, grant, and work. Loans may be offered to assist with indirect costs or offset calculated family contribution.

## **Other Scholarships and Awards**

Rhodes College-Sponsored National Merit Scholarships. 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, the value of the award can be up to a maximum of \$2,000. The awards are renewable for three years provided the student meets the financial aid satisfactory academic progress standards.

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. 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 supplies the other half and applies the total to the student's account. Any institutional grant or scholarship previously awarded the recipient by Rhodes will be used to match the Church's portion of the scholarship (i.e. no additional grant or scholarship aid will be awarded). 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. If the church wishes to participate, the church should write a letter to the Rhodes College Financial Aid Office specifying the annual amount of the Presbyterian Partnership it wishes to partner with Rhodes. As mentioned above, one-half of that annual amount will be furnished by the church and the other half will be furnished by Rhodes, provided no other Rhodes scholarship/fellowship/grant has been awarded. For further information about the Presbyterian Partnership Program, contact the Financial Aid Office..

National Presbyterian College Scholarships. Rhodes participates in the National Presbyterian College Scholarship Program. Rhodes may co-sponsor 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 provided the student meets the financial aid satisfactory academic progress standards.

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 January 31 to:

#### National Presbyterian College Scholarships

Presbyterian Church (U.S.A.)  
Financial Aid for Studies  
100 Witherspoon Street Mezzanine  
Louisville, KY 40202-1396  
<http://www.pcusa.org/financialaid/>

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 provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any AFS returnee who is offered admission to the College.

HOBY Scholarships. These scholarships are available on a competitive basis 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 provided the student meets the financial aid satisfactory academic progress standards. 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 provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any YFU participant who is offered admission to the College.

**Army ROTC Scholarships.** Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees. Awardees also receive a book allowance of \$600 per semester and a stipend varying from \$350 - \$500 per month from the Army (estimated).

Students awarded an Army ROTC scholarship may receive a Rhodes Grant equivalent to the cost of on-campus room and board based upon the 21 meal, standard multiple occupancy room rate. The Rhodes Grant will be awarded unless the student has already received a Rhodes College scholarship, fellowship or grant 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 and meets the satisfactory academic progress standards for financial aid. 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 AFROTC scholarships. Incoming freshman can compete for four, and in certain cases, five year scholarships by applying for an AFROTC College Scholarship (CSP) online at [www.afrotc.com](http://www.afrotc.com). Applicants must apply no later than December 1 of the year prior to entering college as a first-year student. Scholarships awarded through the CSP program include: (1) full-tuition and fees (Type 1); (2) up to \$15,000 per year towards tuition and fees (Type 2); and (3) up to \$9,000 per year towards tuition and fees (Type 7). Students not selected for a CSP scholarship, if eligible, can compete for a scholarship through the In College Scholarship Program (ICSP) once they are enrolled at Rhodes and in AFROTC. These scholarships include: (1) up to \$15,000 per year towards tuition and fees (Type 2); (2) up to \$9,000 towards tuition and fees (Type 3); and up to \$3,000 towards tuition and fees (Type 6). Students who receive the Type 2 scholarships through CSP or ICSP are eligible to compete for an upgrade to 80 percent of tuition and fees. All AFROTC scholarship programs include a \$900 per year book allowance.

Scholarship awardees who receive the Type 1 scholarship are also eligible to receive a Rhodes grant equivalent to the cost of on-campus room and board based upon the 21-meal, standard multiple-occupancy rate. Those students who are awarded the Type 2 scholarship may receive a Rhodes grant equivalent to fifty percent (50%) of the on-campus cost of room and board based upon the 21 meal, standard multiple occupancy rate. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount. Rhodes grants are renewable for up to three years as long as the student retains his/her ROTC Scholarship and meets the satisfactory academic progress standards for financial aid. 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 be more than Rhodes' cost of attendance for a commuter student living with relatives.

For details regarding the AFROTC program or scholarships contact the Unit Admissions Officer, Air Force ROTC Detachment at (901) 678-2681 or visit the AFROTC Detachment 785 website at [www.afrotc.memphis.edu](http://www.afrotc.memphis.edu).

**Edscholar Scholarships.** Normally one volunteer state student assistance program (VSSAP) Scholarship is awarded biannually to first-year students who are Tennessee residents. Selection of scholarship recipients is based on the student's community service/leadership record, academic achievements and financial need. The Edscholar Scholarship has a stipend of \$7,000 per year for four years and will be renewed yearly as long as the recipient remains a full-time student at Rhodes and maintains a 2.50 grade point average. The scholarship is funded by Edfinancial located in Knoxville, TN.

Outside Scholarships. Scholarships from other organizations may also be available to students who attend Rhodes. 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 learn 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. Students must notify the Rhodes Financial Aid Office of any outside funding he or she receives. A student may not receive more aid than the published cost of attendance at Rhodes. Federal and/or state aid may need to be reduced in instances when aid from all resources exceeds cost of attendance.

## **Tuition Exchange Programs**

Associated Colleges of the South (ACS). 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. The ACS Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion. Participants must be full-time degree candidates.

ACS Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for ACS Tuition Exchange benefits.

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 have submitted an ACS Tuition Exchange certification form completed by the appropriate official at their home institution certifying their eligibility for the exchange. Eligible students must meet Rhodes' normal admission requirements.

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 APCU Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion.

APCU Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for APCU Tuition Exchange benefits.

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



## Satisfactory Academic Progress (SAP) for Renewal of rhodes-funded Financial Aid and Competitive Scholarships/Fellowships

Normally, all forms of institutional financial aid offered by Rhodes are awarded for eight (8) semesters as long as the student meets the SAP standards for renewal of financial aid and, for competitive scholarships and fellowships, maintains the required GPA.

Rhodes scholarships, fellowships, and grants may only be used for study at Rhodes or for approved study in the Rhodes European Studies and Exchange programs.

Funds are not available for summer terms or for studies at or through other institutions. Rhodes funds are not available to students enrolled less than full-time (at least 12 credits) unless an exception is formally approved by the Disability Support Committee (see Students with Disabilities).

### Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) for Renewal of federal (TITLE IV), state, and institutional aid, including Federal Direct PLUS (Parent Loan for Undergraduate Students).

Per federal guidelines all students must obtain a cumulative 2.0 grade point average by the end of their sophomore year and complete 67% of all classes taken at Rhodes to remain eligible for financial aid. Any student who has completed less than 67% of their classes and have less than a 1.25 cumulative as a freshman and less than a 2.0 cumulative gpa as a sophomore will not have meet SAP standards and immediately denied aid per this policy.

A student with extenuating circumstances that contributed to not meeting SAP standards may appeal to be considered for reinstatement of aid on a probationary status.

A student who meets the the cumulative standards below will be considered as being on pace for financial aid purposes. Eight terms is the maximum allowance to receive institutional aid. A student will have financial aid renewed in succeeding years if the student meets the following requirements:

- attains a total cumulative grade point average of at least 2.00 in all course work at Rhodes; and,
- has earned at least 28 credits of course work by the beginning of his/her third semester of study at Rhodes;
- has earned at least 60 credits of course work by the beginning of his/her fifth semester of study at Rhodes;
- has earned at least 92 credits of course work by the beginning of his/her seventh semester of study at Rhodes.

NOTE: These standards apply to satisfactory academic progress for financial aid only and do not establish class standing. If changes to the policy above occur prior to the next publication of the Catalogue, the online version of the Catalogue will be updated while awaiting the next publication date for the bound Catalogue.

Additional requirements for renewal of federal (Title IV), state, and institutional aid, including Federal PLUS

- Students must be enrolled at least half-time (6 credits) in order to be eligible for any Title IV (except Pell Grant) or state assistance. Rhodes Grants requires full-time enrollment (at least 12 credits).
- For federal and state aid, the maximum time frame in which a student can complete a degree is six (6) years, and the minimum number of credits to be completed at the end of any one of the six years is one sixth of the total number of credits required for a degree (see Graduation Requirements). For any Rhodes-funded aid, the maximum time frame is four (4) years or eight (8) semesters. For the Tennessee Lottery Scholarships, the maximum time frame for receipt of these funds is 136 attempted credits of course work.

- Grades and cumulative earned credits are reviewed at the end of each academic year for all students, unless stated otherwise by the Director of Financial Aid.
- All students must obtain a minimum cumulative grade point average at Rhodes of 2.00 by the end of their sophomore year. Should a student's aid eligibility be revoked due to the student not meeting the above minimum standards, the student may appeal for a variance from the satisfactory academic progress requirements for one term. The appeal should be submitted to the Director of Financial Aid in writing by email or by letter. If the variance request is approved, the student's aid will be reinstated based on the conditions and length of the approval as stated by the Director of Financial Aid. This decision is communicated via Rhodes email to the student.
- Enrollment status is based on the recorded enrollment at the end of the "extended drop period" each term.

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 Catalogue.

## **Students With Disabilities**

Students with disabilities who are taking a reduced course load and who have received approval of full-time status will not be denied 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 twelve (12) credits 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 eight (8) credits in a given semester, the Rhodes-funded aid will be reduced to  $\frac{2}{3}$  of the amount it would have been if the student were taking twelve (12) or more credits. A course load of six (6) credits will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled less than half-time. Additionally, students with disabilities will be eligible to receive Rhodes-funded aid for a maximum of twelve (12) semesters or 150% of the standard time required for completion of a Bachelor's degree; the total Rhodes-funded aid will be limited to the amount the student would have received for eight (8) semesters taking standard course loads.

## **Renewal of Competitive Scholarships**

Morse Scholarships may be renewed for three years as long as the student maintains a grade point average of 3.00 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Cambridge 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 satisfactory academic progress standards for renewal of financial aid described previously.

Dean's Scholarships, Presidential Scholarships, Hon, Diehl, Day and Memphis Scholars Scholarships 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 satisfactory academic progress standards for renewal of financial aid described previously.

Rhodes Awards and Rhodes Grants may be renewed for three years as long as the recipient maintains a grade point average of 2.00 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

## **Renewal of Competitive Fellowships**

Bellingrath Fellowships may be renewed for three years as long as the student maintains a grade point average of 3.25 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, and provides ten hours per week of service to the Admission Office.

Fine Arts Fellowships may be renewed for three years as long as the student has declared, or is making satisfactory progress toward, a major or minor in one of the fine arts. The student must also maintain a grade point average of 2.75 or better and meet the minimum satisfactory academic progress standards for renewal of financial aid previously described.

CODA Fine Arts Fellowships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, and participates in a mentored fine arts research and leadership project that will involve approximately ten hours per week.

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

Taylor Fellowships may be renewed for three years as long as the student maintains a grade point average of 3.00 or better, meets the minimum satisfactory academic progress standards for financial aid as described previously, is making satisfactory progress toward a major or minor in physics (as determined by the Physics Department), and provides five hours per week of service to the Physics Department.

Bonner Scholarships may be renewed for three years as long as the recipient meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, maintains a 2.50 grade point average, is involved in community service and leadership programs for an average of ten hours per week, completes two summers of full-time community service for a total of 280 hours over at least a seven-week period, participates in the College's Leadership Program, and participates in the Bonner Scholars service trip at the end of the student's first year at Rhodes.

## **Revision of Financial Aid Awards**

Financial aid is dynamic and may change as new information becomes available to the Rhodes Financial Aid Office. Any 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 the student/parent reported on the need analysis form(s) (FAFSA and/or CSS PROFILE), 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 financial assistance, including, but not limited to, outside scholarships, from a source not listed on the most recent award notification or on the BannerWeb.
- The student fails to meet satisfactory academic progress standards for renewal of financial aid.
- The Financial Aid Office discovers any error, clerical or other, on an award.
- The student fails to complete required financial aid applications for need-based federal, state and institutional aid, including any documents required for verification of FAFSA information.

Please note that any aid reduced based on the above will not be replaced by Rhodes-funded grant.

## **Financial Aid for Study Abroad**

Rhodes students enrolled in study abroad programs administered (sponsored) by Rhodes (European Studies and Rhodes exchange programs) are eligible for competitive-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), an allowance for 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 student must report these costs to the Financial Aid Office via a Consortium Agreement.
- The Expected Family Contribution (EFC) will be calculated using the results of the FAFSA.
- 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 Rhodes need-based grant and competitive-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Student employment income will be replaced by additional loan, if requested, and need in excess of the cost of attending Rhodes will be met by loan or by the student's family.
- In cases where the total cost of the study 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 study 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.

For students electing to participate in programs, other than European Studies or Rhodes Exchange, and if Rhodes is to be the degree-granting institution accepting credits from the program, Rhodes will assist the student in obtaining any Title IV funds and state funds for which the student may qualify. However, no Rhodes funds 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/fellowship aid for more than one study 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, as no Rhodes need-based aid or competitive scholarships/fellowships are available for summer study abroad.

Students using federal or state aid for study abroad programs must complete a Consortium Agreement as described in the literature from the Study Abroad Office on campus.

## **Transfer Students**

A student transferring to Rhodes who is seeking financial assistance must submit the CSS PROFILE (<https://profileonline.collegeboard.com>) by March 1 and an accurately completed FAFSA ([www.fafsa.gov](http://www.fafsa.gov)) by March 1 in order to determine financial need for the upcoming year.

A transfer student shall be eligible for all forms of financial aid (except Bellingrath Fellowships, Bonner Scholarships and Memphis Scholars) provided:

1. 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 Hon Scholarship and a 3.75 minimum grade point average is required for any scholarships or fellowships of greater value) and;
2. had the student entered Rhodes during the first year in college, such an award would have been awarded.

NOTE: The number of semesters for which a transfer student may receive Rhodes-funded aid is based on the classification of the student upon enrollment. For example, if a transfer student enrolls at Rhodes as a sophomore, that student may receive Rhodes-funded aid for a total of six (6) semesters. A student enrolling as a junior may receive Rhodes-funded aid for a total of four semesters, and so forth.

## Alternative Financing

For families who prefer to pay college costs in interest-free monthly installments, Rhodes suggests Tuition Management Systems, 171 Service Avenue, Warwick, RI 02886 or by phone at (800)722-4867 or online at [www.afford.com/rhodes](http://www.afford.com/rhodes). Arrangements must be made with this agency prior to the due date of the first tuition payment. The Bursar's Office is the primary on-campus contact for this program.

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 current year's interest rate is fixed at 6.84%. The interest rate changes each July 1st as determined by federal appropriations. PLUS applicants are subject to credit approval.

There are a number of alternative (private) loan programs available for interested students and their families. Please refer to the financial aid website at [www.rhodes.edu/finaid](http://www.rhodes.edu/finaid) for more information.

## Additional Policies

- The main method of communication from the Financial Aid Office is to the student, via the student's Rhodes-assigned email address. Students must communicate with parents concerning financial aid award information, requirements, etc.
- Most information about the student's financial aid award(s), requirements for completing the financial aid process, costs of attendance, etc. may be found on the BannerWeb (<https://banweb.rhodes.edu>), utilizing the student's Rhodes ID and PIN. The Financial Aid Office does not mail paper award letters or "missing documents" letters home to Rhodes students.
- The total amount of Rhodes-funded gift aid (scholarships, fellowships and/or grants) a student is eligible to receive may not exceed Rhodes' direct cost of attendance (tuition, fees, room, and/or board). If the total amount of Rhodes-funded gift aid exceeds the direct cost of attendance, a portion of the Rhodes gift aid will be reduced accordingly.
- A student may not receive gift aid (scholarships, fellowships and/or grants) from all sources (Rhodes, federal, state, private) in excess of the total cost of attendance at Rhodes (tuition, fees, room, board as well as an estimated allowance for books, transportation, and personal/living expenses). If the total amount of gift aid from all sources exceeds Rhodes' total cost of attendance, Rhodes gift aid (scholarships, fellowships, and/or grants) will be reduced accordingly.
- All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Financial Aid Office, including the annual amount of the award and whether or not the award is renewable past the first year. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.
- 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, fellowships and grants are based on a normal course load (12 - 18 credits under the Foundations Curriculum). Additional costs incurred by a student taking an overload will be incurred at that student's expense.
- Rhodes scholarships, fellowships and grants are provided only to students enrolled full-time (at least 12 credits) as of the last day of the extended drop period. Seniors who need less than twelve (12) credits to graduate in their final semester are NOT exempt from this policy.
- 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 for students with disabilities (see “Students with Disabilities” section above).

- Students who graduate early because of overloads, summer course work, etc., forfeit aid for the semester(s) not enrolled. In other words, if a student graduates a semester early, that student cannot have all of the year’s aid in the last semester of enrollment.
- In most cases, financial aid is not available for summer terms. However, Tennessee Residents eligible for the HOPE Scholarship may be eligible for a prorated HOPE award if enrolled at least half-time. Students that have not exhausted their annual eligibility in loans may request a loan for the summer term if enrolled at least half-time. Students should contact the financial aid office for consideration.
- Recipients of the Tennessee Education Lottery Scholarship(s) who begin enrollment in any term as a full-time student must maintain full-time status throughout the semester to continue receiving this award. Exceptions to this rule must be approved by the Standards and Standing Committee prior to the student’s dropping below full-time status. Only medical and family emergency issues are considered for exceptions. More information may be found at: [www.collegepaystn.com](http://www.collegepaystn.com). Recipients of the Tennessee Education Lottery Scholarship(s) must complete the FAFSA every year by the state-established deadline as printed on the FAFSA.
- Students who accept/decline financial aid awards via BannerWeb are electronically signing their award and agree to the terms of the financial aid package as listed in the Rhodes College Catalogue, in other Rhodes publications, and on the Rhodes website.
- The following are the definitions for enrollment status for financial aid, including Rhodes scholarships, fellowships and grants:
  - Full Time: 12 credits or greater
  - 3/4 Time: 9 - 11.99 credits
  - 1/2 Time: 6 - 8.99 credits
  - Less than 1/2 time: less than 6 credits
- The following are earned credit requirements which establish Federal Direct Loan amount eligibility:
  - Less than 30 earned credits: Freshman-level Federal Direct Loan (\$5,500)
  - 30 to 62 earned credits: Sophomore-level Federal Direct Loan (\$6,500)
  - 63 or more earned credits: Junior and Senior-level Federal Direct Loan (\$7,500)

## Student Life

### 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 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. 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.

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 excellence 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, honorary society for students of classical language, was established at Rhodes in 1952. The purpose of this society is to promote interest in all aspects of ancient Greek and Roman culture. 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.

Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*, and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions. The minimum requirements for admission for undergraduates are completion of 12 semester hours economics courses and attainment of at least a 3.50 in economics courses and an overall 3.50 in all classes. Students do not have to be economics majors, but must have a genuine interest in economics in addition to meeting the above requirements.

Theta Chapter of Sigma Iota Rho, a national honor society in International Studies, is a charter chapter that 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 junior 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.

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.

The Alpha Epsilon Delta Chapter of Phi Alpha Theta, international honor society in History, was established at Rhodes in 1990. Phi Alpha Theta brings 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 at the 3.3 level and maintain at least a 3.2 overall grade point average are eligible for membership. Student members host informational gatherings for first-year students, hold career workshops, sponsor speakers, and publish an annual journal of exemplary student papers.

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 in 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.

Pi Delta Phi is an honorary society for students of French language, literature, and culture. The Nu Nu chapter of this national society was founded at Rhodes in 2004. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone cultural activities.

Iota Iota Iota is a national honor society that recognizes academic excellence in the field of women's studies while striving to maintain the feminist values central to women's studies: egalitarianism, inclusiveness, and a celebration of the diversity of women's experiences. Iota Iota Iota works to promote an interest in women's studies and research in social problems affecting all women. The Chi Chapter of Iota Iota Iota was chartered at Rhodes College in 2004.

Delta Phi Alpha, the National German Honor Society seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The Society aims to promote the study of the German language, literature and civilization and endeavors to emphasize those aspects of German life and culture which are of universal value and which contribute to man's eternal search for peace and truth.

Dobro Slovo, the National Slavic Honor Society, is an honorary organization for talented undergraduate and graduate students in the Slavic languages. It serves as a means for the recognition of academic excellence in the study of Slavic languages, literature, and history, and provides incentive for scholarly interest in Slavic life and culture. The Rhodes Chapter of the society was established in 2003.

Sigma Delta Pi is the national collegiate honorary society for students who distinguish themselves in the study of Hispanic language, literature and culture. The society was founded in 1919 at The University of California, and the Phi Epsilon chapter was established at Rhodes in 2005.

Theta Alpha Kappa is the only national honor society serving the needs of those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels of higher education. Honoring excellence in these academic fields is its primary purpose, and it currently hosts over 140 local chapters throughout the United States at institutions both large and small, public and private. The Rhodes chapter, Alpha Epsilon Iota, was created in 2000 and serves approximately 40 members. Candidates for admission to Theta Alpha Kappa must have an overall GPA of at least 3.0, at least 12 credit hours in Religious Studies (including Humanities "Search" courses) and at least a 3.5 GPA in those classes.

Nu Rho Psi, national Neuroscience honor society, was established at Rhodes in 2014. The Rhodes chapter will be the first for Tennessee. The objectives of Nu Rho Psi are to encourage professional interest and excellence in scholarship in neuroscience, award recognition to students who have achieved such excellence, promote intellectual and social interaction between students, faculty, and professionals in the field, and encourage service to the community.

## Academic Advising and Support



## Academic Advising

The mission of academic advising at Rhodes is to promote student learning. Each entering student is assigned an academic adviser, who will function in that capacity until the student formally declares a major. This must be done prior to the registration period of the spring semester of the sophomore year. At that point, a faculty adviser from the major department is assigned to or selected by the student.

Assisted by the academic adviser, the student learns:

- To understand the nature of a liberal arts education;
- To assess his or her strengths and weaknesses;
- To formulate educational and career goals;
- To plan a course of action to achieve those goals.

## Career Advising

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

In addition to the programs and services offered by Career Services, students can seek pre-professional advisement from designated faculty advisers.

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 adviser 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, and Law. The advisers named below have this information and should be consulted early in one's undergraduate work.

## Pre-Professional Advisers

Accounting: Professor Pam Church

Architecture: Professor Ryan Rasmussen

Business:

Accounting: Professor Pam Church

Finance: Professors Pam Church and Jade Planchon

Management: Professor Dee Birnbaum

Marketing: Professor Sujana Dan

Education: Professors Natalie Person and Zachary Casey

Engineering: Professor Elizabeth Young

Foreign Service: Professor Stephen Ceccoli

Health Care Management: Professor Dee Birnbaum

Health Professions: Professors Alan Jaslow and Charles Snyder

Law: Professor Anna Smith (assisted by Professors Marcus Pohlmann and Tim Huebner)

Ministry and Church-Related Professions: Professor Stephen Haynes and Chaplain Lucy Webb

Museum Careers: Professors Victor Coonin and David McCarthy

Music: Professor Courtenay Harter

Public History: Professor Jeffrey Jackson

Psychological Services: Professor Rylan Testa

Social Services: Professor Thomas McGowan  
 Theatre: Professor Joy Brooke Fairfield  
 Veterinary Medicine: Professor Alan Jaslow

## 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 adviser 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 foreign language for all advanced degrees, the faculty adviser 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.

***PLEASE NOTE:** This document reflects information as it was published in the 2015-16 Rhodes Catalogue. You may find more current information elsewhere on rhodes.edu.*

# Academic Calendar

## Fall Semester, 2017

Opening Faculty Meeting	August 16, Wednesday
Orientation for New Students	August 18-22 Friday-Tuesday
*Opening Convocation	August 18, Friday

Classes Begin	August 23, Wednesday
Drop/Add Period Ends	August 29, Tuesday
**Enrollment Clearance Ends	August 29, Tuesday
Extended Drop Period Begins	August 30, Wednesday
Labor Day Recess	September 4, Monday
Pass/Fail Option Ends	September 13, Wednesday, 5:00 p.m.
Extended Drop Period Ends	September 13, Wednesday, 5:00 p.m.
Withdraw Period Begins	September 14, Thursday
Last Day to Remove Conditional Grades	September 20, Wednesday
End of First Seven Weeks Classes	October 11, Wednesday
Mid-Term Grades Due	October 13, Friday, 5 p.m.
Fall Recess Begins	October 13, Friday, 10:00 p.m.
Classes Resume	October 18, Wednesday
Spring, 2018, Registration Begins	October 25, Wednesday
Withdraw Period Ends	October 27, Friday, 5:00 p.m.
Thanksgiving Recess Begins	November 21, Tuesday, 10:00 p.m.

Classes Resume	November 27, Monday
Classes End	December 6, Wednesday, 10:00 p.m.
Reading Day	December 7, Thursday
Final Examinations	December 8-13, Friday-Wednesday
End of Fall Semester	December 13, Wednesday
Final Grades Due	December 15, Friday, 5:00 p.m.

### Spring Semester, 2018

Classes Begin	January 10, Wednesday
Martin Luther King Day Observance	January 15, Monday
Drop/Add Period Ends	January 17, Wednesday, 5:00 p.m.
**Enrollment Clearance Deadline	January 17, Wednesday, 5:00 p.m.
Extended Drop Period Begins	January 18, Thursday
Pass/Fail Option Ends	January 31, Wednesday, 5:00 p.m.
Extended Drop Period Ends	January 31, Wednesday, 5:00 p.m.
Withdraw Period Begins	February 1, Thursday
Last Day to Remove Conditional Grades	February 7, Wednesday

End of First Seven Weeks Classes	February 28, Wednesday
Mid-Term Grades Due	March 2, Friday, 5:00 p.m.
Spring Recess Begins	March 2, Friday, 10:00 p.m.
Classes Resume	March 12, Monday
Fall 2018 Registration Begins	March 21, Wednesday
Withdraw Period Ends	March 23, Friday
Easter Recess Begins	March 28, Wednesday, 10:00 p.m.
Classes Resume	April 2, Monday
Undergraduate Research and Creative Activity Symposium	April 27, Friday
*Awards Convocation	April 27, Friday, 9:00 a.m.
Reading Days	April 28, Saturday and May 3, Thursday
Final Examinations	April 30 - May 5, Monday-Saturday
End of Spring Semester	May 5, Saturday
Final Grades Due	May 7, Monday, 9:00 a.m.
*Baccalaureate Service	May 11, Friday, 3:30 p.m.
*Commencement	May 12, Saturday, 9:30 a.m.

## Summer Term, 2018

Session I Begins	May 14, Monday
Session I Add Ends	May 15, Tuesday
Session I Drop and Pass/Fail Ends	May 18, Friday
Memorial Day Holiday, No Classes	May 28, Monday
Session I Withdraw Period Ends	June 1, Friday
Session I Last Day of Classes	June 15, Friday
Session I Final Exams	June 16, Saturday
Session I Final Grades Due	June 18, Monday, Noon
Session II Begins	June 20, Wednesday
Session II Add Ends	June 21, Thursday
Session II Drop and Pass/Fail Ends	June 26, Tuesday
Independence Day Holiday, No Classes	July 4, Wednesday
Session II Withdraw Ends	July 10, Tuesday
Session II Classes End	July 24, Tuesday
Session II Final Exams	July 25, Wednesday

Session II Final Grades Due	July 27, Friday, Noon
Full Session Final Grades Due	August 3, Friday, 5 p.m.

\* Formal Academic Occasion

\*\*Required of all students

## Academic Calendar (2018 - 2019)

### Fall Semester, 2018

Opening Faculty Meeting	August 15, Wednesday
Orientation for New Students	August 17-21, Friday-Tuesday
*Opening Convocation	August 17, Friday
Classes Begin	August 22, Wednesday
Drop/Add Period Ends	August 28, Tuesday
**Enrollment Clearance Ends	August 28, Tuesday
Extended Drop Period Begins	August 29, Wednesday
Labor Day Recess	September 3, Monday
Pass/Fail Option Ends	September 12, Wednesday, 5:00 p.m.
Extended Drop Period Ends	September 12, Wednesday, 5:00 p.m.
Withdraw Period Begins	September 13, Thursday

Last Day to Remove Conditional Grades	September 19, Wednesday
End of First Seven Weeks Classes	October 10, Wednesday
Mid-Term Grades Due	October 12, Friday, 5:00 p.m.
Fall Recess Begins	October 12, Friday, 10:00 p.m.
Classes Resume	October 17, Wednesday
Spring 2019 Registration Begins	October 24, Wednesday
Withdraw Period Ends	October 26, Friday, 5:00 p.m.
Thanksgiving Recess Begins	November 20, Tuesday, 10:00 p.m.
Classes Resume	November 26, Monday
Classes End	December 5, Wednesday, 10:00 p.m.
Reading Day	December 6, Thursday
Final Examinations	December 7-12, Friday-Wednesday
End of Fall Semester	December 12, Wednesday
Final Grades Due	December 14, Friday, 5:00 p.m.

## Spring Semester, 2019



Classes Begin	January 9, Wednesday
Drop/Add Period Ends	January 15, Tuesday; 5:00 p.m.
**Enrollment Clearance Deadline	January 15, Tuesday, 5:00 p.m.
Extended Drop Period Begins	January 16, Wednesday
Martin Luther King Day Observance	January 21, Monday
Pass/Fail Option Ends	January 30, Wednesday, 5:00 p.m.
Extended Drop Period Ends	January 30, Wednesday, 5:00 p.m.
Withdraw Period Begins	January 31, Thursday
Last Day to Remove Conditional Grades	February 6, Wednesday
End of First Seven Weeks Classes	February 27, Wednesday
Mid-Term Grades Due	March 1, Friday, 5:00 p.m.
Spring Recess Begins	March 1, Friday, 10:00 p.m.
Classes Resume	March 11, Monday
Fall 2019 Registration Begins	March 20, Wednesday
Withdraw Period Ends	March 22, Friday
Easter Recess Begins	April 17, Wednesday, 10:00 p.m.

Classes Resume	April 22, Monday
Undergraduate Research and Creative Activity Symposium	April 26, Friday
*Awards Convocation	April 26, Friday, 9:00 a.m.
Reading Days	April 27, Saturday and May 2, Thursday
Final Examinations	April 29 - May 4, Monday-Saturday
End of Spring Semester	May 4, Saturday
Final Grades Due	May 6, Monday, 9:00 a.m.
*Baccalaureate Service	May 10, Friday, 3:30 p.m.
*Commencement	May 11, Saturday, 9:30 a.m.

## Summer Term, 2019

Session I Begins	May 13, Monday
Session 1 Add Ends	May 14, Tuesday
Session I Drop and Pass/Fail Ends	May 17, Friday
Memorial Day Holiday, No Classes	May 27, Monday
Session I Withdraw Period Ends	May 31, Friday
Session I Last Day of Classes	June 14, Friday

Session I Final Exams	June 15, Saturday
Session I Final Grades Due	June 17, Monday, Noon
Session II Begins	June 19, Wednesday
Session II Add Ends	June 20, Thursday
Session II Drop and Pass/Fail Ends	June 25, Tuesday
Independence Day Holiday, No Classes	July 4, Thursday
Session II Withdraw Ends	July 9, Tuesday
Session II Classes End	July 23, Tuesday
Session II Final Exams	July 24, Wednesday
Session II Final Grades Due	July 26, Friday, Noon
Full Session Final Grades Due	August 2, Friday, 5:00 p.m.

\* Formal Academic Occasion

\*\*Required of all students

## Campus Regulations

### Student Conduct

The College expects all students to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard will lead to restrictions and may result in suspension or expulsion. Rhodes reserves the right 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 the College, its students, faculty, administrative judicial committees and officers shall not be under any liability.

The administration of rules pertaining to student behavior is chiefly the responsibility of the Dean of Students, Director of Community Standards, administrative designees, the Honor Council and the Social Regulations Council.

This section of the College Catalogue is intended only to provide a broad overview. The Student Handbook, available on the College web site, contains all policies pertinent to students.

## **The Honor Council and Social Regulations Council**

The students of Rhodes assume responsibility for honorable conduct in campus life. They elect an Honor Council and a Social Regulations Council. Each Council is composed of elected representatives from each of the four classes. The Councils investigate alleged infractions of the Honor and Social Regulations Codes, and enforce regulations with sanctions up to and including expulsion. The decision may be appealed to the Faculty Appeals Committee or a designated Appeals Committee, respectively. These committees may return cases to the appropriate Council for reconsideration, and in that case the Council's decision is final. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the Diversity Statement, the Honor Code, and the Social Regulations Code.

## **Statement on Alcohol Use**

A complete description of the Rhodes College Alcohol Policy can be found in the Student Handbook available on the College web site. As a community we embrace the vision of a healthy and balanced social environment, grounded in trust and open communication among faculty, staff, and students. Such an environment fosters personal and community growth and embodies a sense of responsibility and accountability to self and others. This vision depends upon each member's commitment to achieve and maintain inclusiveness, consistency, continual education, and the growth of shared traditions. This is our duty to one another. Rhodes College supports behaviors that are legal, responsible, healthy, and reflective of our community values.

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:

- Violates the law;
- Violates one's physical and mental health; and,
- 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.

## **Sexual Misconduct 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 misconduct policy may be found in the Student Handbook.

## **Fraternization Policy**

Rhodes College prohibits romantic, sexual, and exploitative relationships between college employees and students. In the event that any such relationship is reported and confirmed the college employee is subject to employee disciplinary procedures up to and including termination in the case of administrators and staff members, or dismissal for cause in the case of faculty members. There are exceptional circumstances in which the spouse or partner of a college employee is a student at the College. This policy does not apply in such circumstances. The Dean of the College, in consultation with the Director of Human Resources, is the administrative officer who determines whether an exceptional circumstance applies. The complete fraternization policy and employee discipline policy are available in the Student Handbook.

## **Involuntary 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 Dean of Students or the Dean's designee 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 Students will investigate the situation and the effect or the potential 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 conclusion of the investigation.

If, as a result of this investigation, the Dean of Students 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. The student will be provided with the option of voluntarily withdrawing from the College for the remainder of the term. If the student refuses to do so, the Dean of Students will consult with other College staff members as deemed appropriate. They will recommend to the Dean of Students 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.

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 Students and, when appropriate, the Committee on Standards and Standing. Permission for readmission will typically be based on the student's demonstrating a period of responsible 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 assessment or 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 should 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.

Students who have voluntarily withdrawn or who have been removed from campus are not allowed to attend class and have no access to the campus or College sanctioned or sponsored events.

## **Campus Communication**

There are two official means of communication on the Rhodes campus: campus mail and e-mail using Rhodes' accounts. All students, faculty, and staff have a personal e-mail address on the Rhodes e-mail system, and students are expected to check this account on a regular basis.

Most official notices to individuals and to the campus community are sent via e-mail, and such correspondence is considered official. In addition to e-mail, some official notices, communication, and information are sent via campus mail. For this reason, all students are required to maintain a P.O. Box with the mailroom located in Burrow Hall.

## **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.

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 room and meal plan assignment in writing.

## **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 of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). 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 Office of Admissions.

Once students are enrolled, the Director of Student Disability Services is the point of contact for students with physical, psychological, learning and attentional disabilities. The Director 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. 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. 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 Director of Student Disability Services as soon as possible after admission.

Students with disabilities who seek accommodations from Rhodes must submit current, comprehensive documentation from a certified professional to the Director of Student Disability Services. This documentation will be used as a guide to develop an appropriate and supportive plan for the student. The Disability Support Committee will use this documentation as a guide to develop an appropriate and supportive plan for the student. Documentation requirements and additional information on services provided by the College to enrolled students with disabilities are available in the Student Disability Services Office and online at [www.rhodes.edu/disability](http://www.rhodes.edu/disability).

# Programs of Study

A course at Rhodes is an academic activity undertaken by a student that is structured, directed, advised, and evaluated by a faculty member. Typically, a course requires a student to read, listen, discuss, and write while learning and developing specific abilities and sensibilities and while internalizing information and ideas from the specific subject areas outlined in the course syllabus. These activities require many hours of work over a semester and involve regular meetings with the faculty member and other enrolled students. The meetings or class sessions provide opportunities for lecture by faculty, discussion among students, student presentations, and other activities directly related to students' learning that are naturally done in a collective setting. Class meetings and the final examination period together usually constitute only one-fourth to one-third of the time spent on a course, so the majority of time a student dedicates to a course is outside of the classroom or laboratory. Measured in academic credit, a typical student's work load each semester is sixteen credits. Such a load corresponds to approximately fifty to fifty-five hours of work per week and is consistent with the understanding that a student's academic work is considered to be his or her full-time job while enrolled in the College.

One credit 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.

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

“Fall” and “Spring” below the course titles indicate the semester in which the course is normally taught. However, course offerings are affected by semester or annual staffing patterns, so the semester class schedule should be consulted for the official course offerings for any one semester. Course credit is shown at the right of the line.

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 that allow the second course to be taken first. The course descriptions will identify such courses. Credit is given for half of a hyphenated course should the student not enroll the following semester.

## Course Numbering

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 offered 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, special topics courses are offered by faculty members. These courses are not listed in the catalogue by title or description. 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 degree requirements unless so specified at the time the course was approved. Special topics courses are also used for transfer credit in some cases where no exact equivalent course is offered in the Rhodes curriculum.

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.

## **Foundation Courses**

Only certain courses in the Rhodes curriculum and in each department are approved to meet Foundation requirements. Each of these courses is designated in the course description in this catalog and on the class schedule for each semester online. It is the student’s responsibility to be aware of what courses in which they may be enrolled satisfy foundation requirements. Such courses are submitted by faculty members to the Foundations Curriculum Committee for approval. It is not possible for students to request foundation credit approval by the Committee for any coursework with the exception of Foundation 11. Self-initiated requests for F11 credit for certain coursework or experiences may be requested using the appropriate form available online.

Directed Inquiries may not be used unless requested by the department and approved by the Foundations Curriculum Committee. With very few exceptions, the courses designated as fulfilling degree requirements carry four credits. An accumulation of one-credit applied music may be used to satisfy the Fine Arts or the F5 requirements.

## **Class Schedules**

Courses carrying four credits normally meet for a total of 150 minutes per week. The four-credit classes meeting three days per week meet for fifty minutes during each class period. Those four-credit classes meeting two days per week meet for seventy-five minutes during each class period. Others will meet four or five times per week on other daily schedules. Laboratory courses carrying four credits will also meet one or two afternoons per week for the laboratory. The amount of credit does not necessarily equate to the time spent in the classroom. Outside of class assignments, readings, service-learning opportunities, and other activities supplement the actual class time.

## **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 elsewhere in the College catalogue or on the Rhodes web site. Students normally enroll in four courses, totaling sixteen credits, each semester. In each academic year a student should plan to earn a minimum of thirty-two credits in order to meet all graduation requirements in the standard four-year undergraduate program.

# **Anthropology and Sociology**

Anthropology and Sociology offers students an opportunity to learn how to interpret and explain the structural and environmental forces that influence human action, and that have resulted in myriad cultural forms.

## **Anthropology/Sociology: Faculty and Staff**

### **Professor**



**Susan M. Kus.** 1984. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, state formation, symbolic anthropology, ethno-archaeology, sub-Saharan Africa and Madagascar.)

### Associate Professor

**Jeanne Lopiparo.** 2009. Chair. B.A., Harvard University; M.A. and Ph.D., University of California, Berkeley. (Archaeology of Mexico and Central America, social archaeology, material culture, household archaeology.)

**Thomas G. McGowan.** 1988. B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire. (Interpretive sociology, medical sociology, community-integrative education, evaluation research.)

**Evelyn Perry.** 2010. B.A., Colorado College; M.A. and Ph.D., Indiana University. (Community and urban sociology, culture, inequality, race and ethnic relations, social theory.)

### Assistant Professors

**Kimberly C. Kasper.** 2011. B.A., Fordham University; M.Sc. Florida State University; M.Sc, Sheffield University; Ph.D., University of Massachusetts, Amherst. (Human-environmental interactions, paleoethnobotany, spatial analysis, North American archaeology, ethics.)

**Zandria F. Robinson.** 2015. B.A. and M.A., University of Memphis; Ph.D., Northwestern University. (Race, class, gender, popular culture and sociology of culture, feminist theory, urban sociology.)

### Staff

**Sean Hardwick.** Departmental Assistant

## Requirements for a Minor in Anthropology/Sociology

**A total of twenty-four (24) credits as follows:**

1. Anthropology/Sociology 103 and 105.
2. One of the following courses: Anthropology/Sociology 380, Anthropology/Sociology 391, Anthropology/Sociology 392, Anthropology/Sociology 393, or other theoretically intensive course by petition.  
(To be taken junior or senior year)
3. Three additional courses (12 credits) in Anthropology/Sociology.

## Requirements for a Major in Anthropology/Sociology

**A total of fifty (50) credits as follows:**

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 351.  
(To be taken junior year)
3. One of the following methods courses: Anthropology/Sociology 352, Anthropology/Sociology 254, Interdisciplinary Studies 225, or other methodologically intensive course by petition.  
(Ideally taken junior year)

4. Anthropology/Sociology 380.  
(To be taken junior year)
5. Anthropology/Sociology 485 and 486.  
(To be taken senior year)
6. Six additional courses (24 credits) in Anthropology/Sociology.

The six elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. Students may count the following courses as electives towards the major: Field Research in Environmental Archaeology (ARCE 120), Learning From Things: Material Culture Studies (ARCE 210), Archaeological Methods (ARCE 220), Archaeological Field School (ARCE 450), Geographic Information Systems (INTD 225).

## Honors in Anthropology/Sociology

1. Completion of all requirements for a Bachelor of Arts degree in Anthropology and Sociology, as well as a minimum overall grade point average of 3.50 and a minimum anthropology and sociology grade point average of 3.50.
2. Completion of Anthropology/Sociology 495 - 496
3. Completion of a substantial research project and paper in an area of special interest to the candidate.

## Art and Art History

The Department of Art and Art History 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.

## Art and Art History: Faculty and Staff

### Professor

**David P. McCarthy.** 1991. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, contemporary, and American art history.)

### Associate Professors

**A. Victor Coonin.** 1995. B.A., Oberlin College; M.A. Syracuse University; Ph.D., Rutgers University. (Medieval, Renaissance, and Baroque art history.)

**Erin Harmon.** 2003. Chair. B.A., San Diego State University; M.F.A., Rhode Island School of Design. (Painting and Drawing.)

### Assistant Professors

**Joel Parsons.** 2014. B.A., Rhodes College; M.F.A., School of the Art Institute of Chicago. (Sculpture and Performance.)

**Miriam G. Clinton.** 2015. B.A., Yale University; M.A., Ph.D., University of Pennsylvania (Art and Archaeology of the Mediterranean World.)

**Ryan Rasmussen.** 2015. B.F.A., University of Minnesota; M.F.A., University of Iowa. (Sculpture and Drawing.)

**Darren Douglas Floyd.** 2016. B.A., The College of Wooster; M.F.A., Temple University. (Digital Arts, Video, Film and New Media.)

## Director, Clough-Hanson Gallery

**Joel Parsons.** 2014. B.A., Rhodes College; M.F.A., School of the Art Institute of Chicago. (Sculpture and Performance.)

## Curator, Visual Resources Collection

**Rosanna Parrella Meindl.** 2014. B.A., Lewis and Clark College; M.A., University of Oregon (Asian Studies.)

## Staff

**Stephanie Cage.** Departmental Assistant.

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.

The Department of Art and Art History offers three majors to meet students' particular interests and post-graduate goals: Art, Art History, and a combined Art and Art History sequence.

# Requirements for a Major in Art

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

A total of forty-eight (48) credits as follows:

1. Studio Art: two of the following 100-level courses: 101, 105, 107.
2. 485, 486.
3. Art History: 151, 152.
4. Three additional courses in studio at the 200 level or above (at least one of which must be at the 300 level)
5. Three additional courses in the department of Art and Art History (of which no more than one may be Art History with the exception of the Art 260-Curation in Context course, or by petition.)

# Requirements for a Major in Art History

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

A total of forty-eight (48) credits as follows:

1. Studio Art: 101 and either 105 or 107.
2. Art History: 151, 152, 218, 223, 242, 485,
3. One additional course in each of the three areas, at least one of which must be 300 level:
  - a. Ancient studies (Prehistoric through Roman.) (may include 209, 219, 220, 353, and 265/365-Special Topics in Ancient Art History.)
  - b. Medieval through Baroque. (may include 221, 226, 228, 356, 265/365-Special Topics in Medieval through Baroque Art History.)

c. Modern (post 1800.) (may include 234, 241, 245, 330, 260, 265/365-Special Topics in Modern Art History.)

4. One additional course in Art History at 200 level or above.

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

## Requirements for a Major in Art and Art History

A total of sixty-four (64) credits as follows:

1. Studio Art: 101 and either 105 or 107.
2. Art 485, Art 486, and Art History 485.
3. Art History: 151, 152, 218, 223, 242.
4. Three additional courses in studio at the 200 level or above (at least one of which must be at the 300 level.)
5. Three additional courses in the department of Art and Art History at the 200 level or above.

## Requirements for a Minor in Art

A total of twenty-eight (28) credits as follows:

1. Studio Art: two of the following: 101, 105, 107.
2. Art History: either 151 or 152.
3. 485.
4. Three additional courses in studio Art at 200-level or above.

## Requirements for a Minor in Art History

A total of twenty-eight (28) credits as follows:

1. Art: one of the following: 101, 105, 107.
2. Art History: 151, 152, 218, 223, 242.
3. 485.

## Honors in Art and Art History

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

## Biology

As one of the most popular majors on campus, the Biology Department offers students opportunities to learn about all levels of biology, as well as modern methods of research and investigation. The study of biology prepares students for a wide range of career options.

## Biology: Faculty and Staff

### Professors

**Terry W. Hill.** 1978. B.A., University of South Florida; M.S., Ph.D., University of Florida. (Cell biology, microbiology, biology of fungi.)

**Carolyn R. Jaslow.** 1988. Chair. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Histology, reproductive biology, embryology, mammalogy.)

**Gary J. Lindquister.** 1988. B.S., Furman University; M.S., Ph.D., Emory University. (Molecular biology, virology, immunology.)

**Mary Miller.** 2001. B.A., University of Tennessee; Ph.D., University of Virginia. (Genetics, microbiology, cancer biology, cell biology.)

### Associate Professors

**Sarah Boyle.** 2009. B.A., College of William and Mary; Ph.D., Arizona State University. (Ecology, conservation biology, tropical field biology.)

**Michael D. Collins.** 2010. B.S., University of Arizona; M.S., Florida State University; Ph.D., University of Tennessee. (Ecology, ornithology, wildlife biology, statistics.)

**Jonathan Fitz Gerald.** 2007. B.S., University of California at Irvine; Ph.D., University of Chicago. (Plant biology, development.)

**Alan P. Jaslow.** 1984. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (Vertebrate biology, functional morphology, animal communication.)

**David Kabelik.** 2009. H.B.Sc., University of Toronto; Ph.D., Arizona State University. (Neuroscience, endocrinology, physiology, animal behavior.)

### Assistant Professors

**Kelly A. Dougherty.** 2014. B.S., West Chester University; Ph.D., Thomas Jefferson University. (Neuroscience, biophysics, neurophysiology.)

**Elaine R. Frawley.** 2016. B.A., Ph.D., Washington University in St. Louis. (Microbiology, molecular biology, bacterial pathogenesis.)

**Stephanie Haddad.** 2017. B.S., M.S., American University of Beirut; Ph.D. University of Memphis. (Entomology, evolutionary biology, systematics and phylogenetics.)

**Erin S. Honsa.** 2016. B.S., Queensland University of Technology (Australia); Ph.D., Baylor College of Medicine. (Microbiology, infectious disease.)

**David A. Pike.** 2016. B.S., North Carolina State University; M.S., Towson University; Ph.D., University of Sydney Australia. (Ecology, wildlife biology, herpetology.)

**Graham Tuttle.** 2017. B.S., State University of New York College of Environmental Science and Forestry; Ph.D., Colorado State University. (Community ecology, invasion ecology, plant biology.)

**Bayly S. Wheeler.** 2015. B.S.E., University of Michigan; Ph.D., Duke University. (Molecular biology, genetics, genomics, microbiology.)

### Staff

**Dianne Cox.** 2014. Biology Department Assistant. B.A., University of Mississippi.

**Sarah Hasty.** 2009. Biology Department Lab Manager for Frazier-Jelke Science Center. B.S., Louisiana State University; M.S., University of Memphis.

**Justin A. Porter.** 2017. Biology Department Lab Manager for Robertson Hall. B.S., M.S., University of Georgia.

## Requirements for Major in Biology Leading to the B.S. Degree

**A total of fifty-three to fifty-seven (53-57) credits as follows:**

1. Biology 130-131L, 140-141L.
2. Six upper-level courses; at least four of which must have an associated lab experience. Normally four of the six courses used to satisfy these requirements must be taken within the Biology Department at Rhodes. Four credits of Research in Biology (451 or 452) can satisfy one upper-level course with lab requirement. Courses taught outside the department that can satisfy upper level course requirements for the biology major, subject to the limit indicated above, are Chem 416, Chem 414 (Chem 414 with BMB 310 may satisfy a course with lab requirement), ENVS 260, ENVS 270, Neur 270 (Neur 270 with Neur 350 may satisfy a course with lab requirement), and certain courses approved by the Department Chair for transfer credit.
3. Biology 485 or 486.
4. Chemistry 120-125L and 211.
5. One course from Math 111, Math 211, Econ 290, or Psych 211.
6. One course from Math 115, Math 121, Math 214, or Computer Science 141.

Students, in consultation with their advisers, should select a diversity of upper level courses, thereby gaining experience in different areas of biology. Satisfying the prerequisites for courses is the student's responsibility; however, in special circumstances, students with advance permission of the instructor may enroll in a course without meeting prerequisites.

Courses and accompanying laboratories of the same name are linked co-requisites and must be taken together unless approved by petition to the department. Unless otherwise noted, courses meet under the standard class schedule and laboratories meet for a three-hour period; laboratories also often require further project work outside the scheduled lab time.

Students seeking a double major must have at least four upper-level courses for the Biology major that are not used to satisfy requirements for the other major.

## Business

The Business Department teaches students both theories and methods, as well as the broader social and historical perspectives of business practices in accounting, finance, marketing, and management.

## Business: Faculty and Staff

### ASSOCIATE PROFESSORS

**Dee Birnbaum.** 1991. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil. and Ph.D., City University of New York. (General management, human resource management.)

**Pamela H. Church.** 1988. Director, M.S. in Accounting Program. B.S. and M.S., University of Memphis; Ph.D., University of Houston. CPA. (Accountancy.)

## ASSISTANT PROFESSORS

**Kayla D. Booker.** 2015. B.B.A., M.P.A., Ph.D., Jackson State University. C.P.A. (Accountancy.)

**Sujan M. Dan.** 2013. B.Tech, Kerala University, India; M.S., Ph.D., Texas A&M University. (Marketing.)

**Denis Khantimirov.** 2015. B.A., North Ossetian State University, Russia; M.B.A., University of Nevada, Las Vegas; Ph.D., Old Dominion University. (Marketing.)

**Kelly P. Weeks.** 2015. B.A., Rhodes College; M.A. and Ph.D., The University of Memphis. (Management.)

**Andrey Zagorchev.** 2013. B.S., M.S., Plovdiv University, Bulgaria; M.B.A., Wright State University; Ph.D., Lehigh University. (Finance.)

## PART-TIME ASSISTANT PROFESSORS

**Jill P. Giles.** 2014. B.S. Alfred University; M.B.A. and Ph.D. Rutgers, the State University of New Jersey. CPA. (Accountancy.)

**Milton L. Lovell.** 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. CFO and General Counsel, NexAir, LLC. (Accountancy, taxation.)

## INSTRUCTORS

**Margaret O. Lovell.** 2017. B.A., Spring Hill College; M.S., Mississippi State University. (Accountancy.)

**Jade O. Planchon.** 2012. B.A., Rhodes College; M.B.A., Columbia University. (Finance.)

## PART-TIME INSTRUCTOR

**Chris Nunn.** 2010. B.A., M.S., Rhodes College. Chief Financial Officer, Security Bancorp of Tennessee, Inc. (Accountancy.)

## STAFF

**Linda Gibson.** 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

The Department of Business offers a major in Business. There are two tracks within the Business major: General Business and International Business. In addition, an Interdisciplinary major is offered in Economics/Business.

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 Business. Students who have completed an undergraduate degree in the Department of Business and/or have taken the appropriate accounting courses can finish the requirements of the M.S. in Accounting degree in two additional semesters of study.

# Honors in Business

1. Meet requirements for a major in Business.
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.

## Requirements for a Major in Business

### General Business Track

A total of forty-eight (48) credits as follows:

1. Business 241, 243, 351, 361, 371, 486.
2. Economics 100.
3. Economics 290 or Math 111.
4. Math 115, 116 or 121.
5. Two courses from one of the following areas and one course from one of the remaining areas:
  - a. Accounting: Business 341, 342.
  - b. Finance: Business 452, 454.
  - c. Management: Business 463, 466, 467.
  - d. Marketing: Business 472, 473, 474.
  - e. Business 481.
  - f. Business 483.
6. Recommended: Business 460; Philosophy 206; Computer Science 141, 142; Interdisciplinary 240.

### International Business Track

A total of forty-eight (48) credits as follows:

1. Business 241, 243, 351, 361, 371, 486.
2. Economics 100.
3. Economics 290 or Math 111.
4. Math 115, 116, or 121.
5. Three courses from: Business 454, 463, 473, 483; Economics 310.
6. Foreign Language proficiency in or completion of course of study in a modern foreign language through the second full year at the college level.
7. Recommended: Business 460; Philosophy 206; Computer Science 141, 142; Interdisciplinary 240.

## Requirements for a Minor in Business

A total of twenty-eight (28) credit hours as follows:

1. Business 241, 243, 351, 361, 371.
2. Economics 100.
3. Economics 290 or Math 111.

## Chemistry

The Chemistry Department trains students in modern, interdisciplinary chemistry and prepares them for careers in chemistry research, education, and industry, as well as for further education in chemical, medical, and other health-related fields.



# Chemistry: Faculty and Staff

## Professors

**Mauricio L. Cafiero.** 2004. Chair, Director of Fellowships and Undergraduate Research. B.S., University of North Florida; M.A., and Ph.D., University of Arizona. (Physical Chemistry.)

**Darlene M. Loprete.** 1990. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

**Jon Russ.** 2004. B.S., Corpus Christi State University; Ph.D., Texas A&M University. (Analytical Chemistry.)

## Professor Emeritus

**David Y. Jeter.** 1973. B.S., Texas A&M University-Commerce; Ph.D., University of North Carolina, Chapel Hill. (Inorganic Chemistry.)

## Associate Professors

**Loretta Jackson-Hayes.** 2003. B.S., Tougaloo College; Ph.D., University of Tennessee. (Pharmacology.)

**Roberto de la Salud Bea.** 2010. B.S. and M.S., University of Valencia, Spain. Ph.D., University of Nebraska. (Organic Chemistry.)

## Assistant Professors

**Kimberly Brien.** 2012. B.S., Texas Lutheran University; M.S., Baylor University; Ph.D., Texas Christian University. (Organic Chemistry.)

**William Eckenhoff.** 2015. B.S., Allegheny College; Ph.D. Duquesne University (Inorganic Chemistry).

**Dana Horgen.** 2014. B.S., Saint Olaf College; Ph.D., Baylor University (Organic Chemistry.)

**Dhammika S. Muesse.** 2007. B.S. and M.S., University of Colombo; Ph.D., University of Memphis. (Analytical Chemistry.)

**Larryn W. Peterson.** 2011. B.A., Carroll College; Ph.D., University of Southern California. (Organic Chemistry.)

**Shana Stoddard.** 2015. B.S. Prairie View A&M University; Ph.D. University of Mississippi. (Biochemistry)

## Chemistry Storeroom Manager

**Jeff R. Goode.** B.S., University of Memphis.

## Chemistry Instrument Technician and Chemical Safety Officer

**Karen Mosely.** B.S., University of Memphis; M.S. University of Memphis.

The Department is certified by the American Chemical Society as complying with its requirements for the professional training of chemists.

# Honors in Chemistry

1. Courses required: those listed for the B.S. degree as well as Chemistry 495 and 496.
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 student's Honors Committee.

3. A public presentation on the honors work is required by the department.

## Requirements for Certification by the American Chemical Society

1. Chemistry 211, 240 and 240L, 311, 408, 414 - these serve as the foundation courses. Then the in-depth courses are 212 and 212L, 312 and 312L, 406 and 415.
2. Physics 109-110, or 111-112; 113L-114L.
3. Mathematics 121-122.
4. Chemistry 485 or 486 or 415.
5. At least 4 credit hours of research (Chem 451 and/or 452.)

## Requirements for a Major in Chemistry Leading to the B.S. Degree

1. Chemistry 120, 125, 211-212, 212L, 240 and 240L 311-312, 312L, and at least 2 additional courses from the following list: 206, 406, 408, 414, 416, 422, 451-452 (total of four credits.)
2. Physics 109-110 or 111-112; 113L-114L.
3. Mathematics 121-122.
4. Chemistry 485, 486 or 415.

These requirements may be tailored to suit the interests and goals of the student. Some suggestions include:

1. Chemistry graduate school: 406, 408, 414, 451-452.
2. Biochemistry graduate school in a chemistry department: 414, 416, 451 452. (Note: students interested in graduate biochemistry may also wish to consider the Biochemistry-Molecular Biology major.)

## Requirements for a Minor in Chemistry

The minor in Chemistry consists of 6 courses: 120, 211, 212, 240, and 2 additional courses: one must be at least 300-level, and the other may be at the 200-level or above. The final two courses must be at least 4-credit courses.

There are also three required lab courses: 125, 240L, and 212L.

Science is increasingly interdisciplinary. Students who wish to pursue careers and/or further study in biology, neuroscience, environmental science, physics or other sciences may see the need to have a firm background in chemistry as well. By declaring a minor, students work with a minor-advisor who will help these students find and define a course of study that can complement their future plans. Students looking to pursue a career in patent or intellectual property or patent law can also benefit by having a chemistry minor.

## Requirements for a major in Chemistry, Drug Design track

This major track may be of interest to students interested in a career in pharmaceutical or medicinal chemistry, medicine, pharmacy, or other health professions. Many of the faculty members in the Chemistry department

conduct research in this area (6 of the 10 faculty in the department) and so we have research opportunities for students who want to pursue this major.

1. Chem 120/125: Foundations of Chemistry and Lab; Chem 211 and 212/212L: Organic Chemistry I and II and Lab; Chem 240/240L: Analytical Chemistry with lab; Chem 311 and 312/312L: Physical Chemistry I and II and Lab; Chem 414: Biochemistry; Chem 411: Medicinal and Computational Chemistry with lab; Chem 416: Mechanisms of Drug Action; and Chem 415: Advanced Biochemistry

2. Math 121 and 122: Calculus I and II

3. Phys: 109/110 or 111/112 with labs: Physics I and II and Labs

## Economics

The Economics Department, through its emphasis on logical and quantitative analysis and communication skills, serves as prepares students interested in careers in business, law, medicine, government, non-profits, and international relations, as well as in academic roles.

## Economics: Faculty and Staff

### PROFESSORS

**Marshall K. Gramm.** 2000. Chair. B.A., Rice University; Ph.D., Texas A & M University. (Applied microeconomics.)

**John E. Murray.** 2011. Joseph R. Hyde III Professor of Political Economy. B.A., Oberlin College; M.S., University of Cincinnati; M.A., Ph.D., The Ohio State University. (Economic history.)

**C. Nicholas McKinney.** 2003. Robert D. McCallum Professor of Economics. B.A., B.S., Centenary College of Louisiana; Ph.D., Texas A & M University. (Experimental economics, applied microeconomics.)

### ASSOCIATE PROFESSOR

**Teresa Beckham Gramm.** 1999. B.A., Agnes Scott College; Ph.D., University of North Carolina-Chapel Hill. (International economics.)

### ASSISTANT PROFESSORS

**Bruno D. Badia.** 2015. B.A., Federal University of Rio Grande do Sul, Brazil; M.A., Federal University of Minas Gerais, Brazil; Ph.D., Stony Brook University. (Industrial organization, game theory, applied microeconomics.)

**Courtney A. Collins.** 2013. B.A., Rhodes College; Ph.D., Texas A&M University. (Applied economics.)

**Jaqueline Oliveira.** 2016. B.A., Federal University of Minas Gerais, Brazil; M.Sc., University of Sao Paulo, Brazil; M.A., M.Phil., Ph.D., Yale University. (Development, labor, family and urban economics.)

### VISITING PROFESSOR

**Erin Kaplan.** 2016. B.A., University of Kansas; Ph.D., University of California at Santa Barbara. (Labor and health economics.)

### STAFF

**Linda Gibson.** 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

## Honors in Economics

1. Requirements for a major in Economics.
2. Economics 495-496 (instead of Economics 486).
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.

## Requirements for a Major in Economics

A total of forty-eight (48) credits as follows:

1. Economics 100, 201, 202, 290, 420, 486.
2. Twenty credits from Economics 250, 265, 305, 308, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 357, 377, 407, 440, 465; Math 342.
3. Mathematics 115 or 121. (For graduate study, Math 121 and 122 should be considered.)
4. Recommended: Mathematics 121, 122. Students planning on attending graduate school should consider the Mathematics and Economics interdisciplinary major.

In addition, interdisciplinary majors are offered in:

Economics and Business.  
Economics and International Studies.  
Mathematics and Economics.  
Political Economy (an interdisciplinary program.)

## Requirements for a Minor in Economics

A total of twenty (20) credits in Economics as follows:

1. Economics 100, 201, 202.
2. Eight credits from Economics 250, 265, 290, 305, 308, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 357, 377, 407, 420, 440, 465.

## Educational Studies

### Program Vision and Goals

The Educational Studies Program at Rhodes College is committed to combining a liberal arts education with opportunities for our students to integrate classroom learning with practice in the complex, vibrant, and diverse urban settings of Memphis, TN. The goal of our program is to build upon this commitment to produce future leaders, teachers, researchers, and education policy makers who have hands-on experience in local public schools and have a firm commitment to social justice and anti-oppressive practices in educational spaces.

## Program Mission

In collaboration with colleagues on campus and community partners and in keeping with Rhodes' continuing commitment to academic excellence, the Educational Studies Program strives to:

provide opportunities for students to engage in the study of education as an interdisciplinary field of inquiry and advocacy;

prepare educators, advocates, and thought leaders to provide service and leadership in culturally diverse, economically challenged educational systems and communities;

provide students with unique opportunities at a leading liberal arts college situated in the heart of a resource-rich urban setting.

## Background Checks

Tennessee Code Annotated (TCA 49-5-5610) requires all students entering state approved educator preparation programs to submit the result of a criminal background check to the institution. In compliance with this requirement, Shelby County Schools (SCS) requires criminal background checks for Rhodes College students who are placed in their schools for clinical experiences and internships with P – 12 students. The results will be sent to a Rhodes College representative. For more information, contact the Director for Teacher Licensure and Fields Placements, Dr. Kathy Evans ([evansk@rhodes.edu](mailto:evansk@rhodes.edu)).

## Educational Studies: Faculty and Staff

### Professors

**Natalie K. Person.** 1994. Chair. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive psychology: learning technologies; educational psychology.)

### Assistant Professors

**Zachary Casey.** 2014. B.A.E. and M.A., Arizona State University; Ph.D., University of Minnesota. (Curriculum and Instruction, Multicultural Education, Critical Pedagogy, Teacher Education.)

**Laura Taylor.** 2017. B.S. Cornell University; M.Ed. University of Saint Thomas; Ph.D. University of Texas at Austin. (Elementary Education, Urban Language and Literacies.)

### Program Committee

**Charles McKinney,** Associate Professor of History

**Marcus Pohlmann,** Professor of Political Science

**Elizabeth Thomas,** Associate Professor of Psychology, Director of Urban Studies

### Additional Affiliated Faculty

**Courtney Collins**, Assistant Professor of Economics  
**Rebecca Finlayson**, Associate Professor of English  
**Dana Horgen**, Assistant Professor of Chemistry  
**Felix Kronenberg**, Associate Professor of German  
**Geoff Maddox**, Assistant Professor of Psychology  
**Pat Shade**, Associate Professor of Philosophy  
**Marsha Walton**, Professor of Psychology  
**Jeanne Wilson**, Long-term Adjunct Faculty

## Staff

**Kathy D. Evans**. 2016. Director of Teacher Licensure and Field Placements. B.A., Wheaton College (Norton, MA); M.S., Peabody College; Ph.D., Vanderbilt University. (Early childhood education, Child development, Curriculum, Developmental Psychology)

# Licensure to Teach

Students can earn elementary (grades K - 5) or secondary licensure (grades 6 -12) within the Teaching and Learning track of the Educational Studies major. The licensure program prepares students to teach in either elementary schools or middle and/or high schools in one of twelve endorsement areas: American Government, English, History, Mathematics, Biology, Chemistry, Spanish, French, German, Latin, Russia, and Chinese. The course of study for secondary licensure students is designed with guidance from faculty members in the discipline in which the student is being certified as well as with faculty in the Educational Studies Program. All secondary licensure candidates are required to double major in Educational Studies and their endorsement discipline. Elementary licensure does not require a double major. Students who are interested in teacher licensure should contact our Director of Teacher Licensure and Field Placements in the early stages of the academic planning process. Applications to the Rhodes College Teacher Licensure Program can be found on the program's website.

Licensure to teach is a function of state governments. Institutions and agencies that offer licensure are approved by their respective state departments and boards of education. Tennessee licensure is transferable to all 50 states; some states may require additional exams or content. A guide to certification reciprocity is available through Certification Map. <https://certificationmap.com/states/reciprocity-disclaimer/> Students wishing to teach in other states are advised to review the licensure requirements on the appropriate state's department of education website.

# Requirements for a Major in Educational Studies

A total of fifty-one (51) credits for students not seeking licensure; a total of fifty-two (52) credits for elementary licensure students; a total of forty seven (47) credits for secondary licensure students (NOTE: All licensure students will student teach in a post-baccalaureate ninth semester in which they will register for 12 credits):

## 1. Core Requirements (7 courses)

1. Foundations (both required)
  1. Foundations of Education ED 201 (F8)
  2. Educational Psychology PSY 222
2. Human Behavior (one of the following)
  1. Infant and Child Development PSY 229 (F11)
  2. Adolescence PSY 230
  3. Learning & Motivation PSYC 326
3. Quantitative Skills (one of the following)
  1. Psychological Statistics PSY 211 (F6)
  2. Econ Stat ECON 290 (F6)
  3. Probability Stat MATH 111 (F6)
4. Philosophy, Ethics, Policy, & History (one of the following)
  1. Philosophy of Education PHIL 270 (F11)
  2. Ethics PHIL 301 (F1)
  3. Urban Education Policy POLSCI 240
  4. Some sections of ED 265
5. Educational Equity and Disparities (one of the following)
  1. Urban Education ED 220
  2. African American Experience in U.S. Schools ED 225 (F9, F11)
  3. Race, Class, Gender, & Sexuality ED 320 (F9)
  4. Some sections of ED 265
6. Education Senior Seminar 485

## 2. Community-integrative Education ED 360/460 (three or four semesters) (3 or 4 credits total)

1. All students in Educational Studies are required to complete at least 1 credit of EDUC 360: Field Experience. Each track has additional requirements, detailed below.
2. Teaching and Learning: Elementary students must complete 4 credits of EDUC 360 in Shelby County Schools; each of these field experiences (1 credit each) will have a different subject matter focus. Secondary students must complete 3 credits of EDUC 360 in Shelby County Schools. These three semesters will include (in any order) a semester each in a high school, middle school, and special education/special needs setting (any grades 6-12).
3. Community and Social Change: Students must complete 1 section of EDUC 360, Field Experience in Shelby County Schools (any grades K-12). Students must complete 2 additional credits, of either EDUC 360 or EDUC 460.
4. Policy and Reform: Students must complete 1 section of EDUC 360, Field Experience in Shelby County Schools (any grades K-12). Students must complete 2 additional credits, of either EDUC 360 or EDUC 460.
5. Students will have their first field placement in their first semester after declaring. The ED 460 course instructor will work with majors to ensure that the school/community placement complements each student's course of study.
6. Students must adhere to all Shelby County School rules and protocols in their placements.
7. EDUC 460 is an Educational Studies Internship, which can be taken for 1-4 credits. Please contact Educational Studies Faculty and Staff for additional information about possible internships.

## 3. Three tracks (five courses/20 credits for students not seeking licensure; five courses/20 credits for students elementary licensure students; four courses/16 credits for secondary licensure students). All majors will choose one of three following tracks (1) *Teaching and Learning*; (2) *Community and Social Change*, (3) *Policy and Reform*.

1. **Teaching and Learning** - (licensure optional) - supports students interested in entering the teaching profession as teachers or administrators and those interested in seeking licensure. Licensure within this track is optional. Students who wish to teach at the secondary level must also major in the discipline in which they plan to teach. All licensure candidates will register for

12 credits and student teach in a ninth semester.

*Required courses for those seeking elementary licensure (five courses, 20 credits)*

1. Principles of Curriculum and Instruction ED 355
2. Educational Technologies ED 300
3. Literacy & Reading in the Content Areas EDUC 310
4. Elementary Literacies EDUC 370
5. One additional course from electives

*Required courses for those seeking secondary licensure (four courses, 16 credits)*

1. Principles of Curriculum and Instruction ED 355
2. How to Write: Academic Writing and the Pedagogies that Support It ENG 290 (F2i and F11)
3. Educational Technologies ED 300
4. Literacy & Reading in the Content Areas EDUC 310

2. **Community and Social Change** - supports students who are interested in educational practices outside traditional educational settings. Prepares students who are interested in adult literacy and basic education, youth development, educational work in non-profits, *museum education, artists-in-residence, community education, environmental educational, etc.*

3. **Policy and Reform** - provides opportunities for interdisciplinary explorations of pressing social and educational issues on local, national, and international levels. Prepares students who are interested in issues of equity and diversity, civic education, feminist and critical education, and the media.

*Elective courses for all three tracks (at least two 300-400 level courses)*

1. Gender and Society ANSO 231
2. Gender Politics and Protests ANSO 233  
The Sociology of MLK in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement ANSO 235 (F9, F11)
3. Urban Social Problems ANSO 241
4. Social Movements ANSO 243
5. The Sociology of Community-Integrative Education ANSO 245 (F11, F2i)
6. Gender and Environment ANSO 273
7. Race and Ethnicity in American Society ANSO 331
8. Intro to Social Research ANSO 351
9. Black Feminist Thought ANSOC 365
10. Hip-Hop & the Post-Soul South ANSOC 365
11. Anthropology of Social Change ANSO 379
12. Prejudice and the Human Condition ANSO 391
13. Sociology of Violence and Peace Making ANSO 392
14. Economics of Education ECON 265
15. Topics in Education EDUC 265
16. Directed Research in Education EDUC 451
17. Study in African American Literature ENGL 264
18. African American Literature ENGL 364
19. Junior Seminar Critical Theory ENGL 385
20. Introductory Seminars in History (when topics are relevant) HIST 105 (F2i, F3)
21. Selected Topics in History (when topics are relevant) HIST 205 (F3)
22. The United States in the Twentieth Century HIST 233 (F3)
23. African American History HIST 242 (F3, F9)



24. Civil Rights Movement HIST 243 (F3)
25. History of Memphis HIST 248 (F3)
26. Gender in the United States HIST 249
27. Slavery in the United States HIST 342
28. Civil Rights in Memphis HIST 345
29. African American Activism HIST 447
30. Government and Politics of Africa IS 251 (F9)
31. International Human Rights IS 336
32. Philosophy of Race PHIL 255
33. Philosophy of Education PHIL 270 (F11)
34. Introduction to Public Policy POLSC 205
35. Urban Politics and Policy POLSC 206
36. Race and Ethnic Politics POLSC 207
37. Modern Ideologies POLSC 214
38. Justice, Equality, and Liberty POLSC 218
39. Black Political Thought POLSC 230
40. Poverty and Public Policy POLSC 318
41. Race, Housing and Urban Revitalization POLSC 319
42. Healthcare Policy 320 POLSC 320
43. Community Psychology PSY 250
44. Gender and Sexualities PSY 280
45. Social Issues in Ethical & Religious Perspective RS 232 (F1)
46. Theologies of Liberation RS 259
47. Health Equity Internship RS 460
48. #DOBLACKLIVESMATTER? THEA 265
49. Intro to Urban Studies URBN 201 (F8, F11)
50. Research Methods in Urban Studies URBN 220 (F8, F11)
51. Urban Geography URBN 230 (F2i, F8)
52. Introduction to Urban and Community Health URBN 240 (F8)
53. Intercultural Knowledge & Competence URBN 250 (F9)
54. Urban Field Research URBN 362

Additional electives for Teaching & Learning track only:

55. Environmental Issues in Southern Africa BIOL 212
56. Collaborative Chemistry Communities CHEM 260 (2 credits)
57. Language Acquisition and Pedagogy GRS/MLL 240
58. Principles of Curriculum and Instruction EDUC 355
59. How to Write: Academic Writing and the Pedagogies that Support it ENGL 290 (F2i and F11, 4 credits)
60. Advanced Grammar ENGL 380
61. Advanced Language and Civilization SPAN 301
62. Spanish American Literature and Culture SPAN 306
63. Children's Literature: Page to Stage THEA 254

Additional elective courses in Community and Social Change track:

64. Management of Organizations BUSCOM 361
65. Global Politics IS 220 (F8)
66. Comparative Ecopolitics IS 341 (F8)
67. U.S. Politics POLSC 151 (F8, F2i some sections)
68. Non-profits in the City URBN 340
69. Urban Studies Internship (Crosstown Arts Section) URBN 460

### Additional electives for Policy & Reform track:

- 70. Management of Organizations BUSCOM 361
- 71. Global Politics IS 220 (F8)
- 72. Comparative Ecopolitics IS 341 (F8)
- 73. U.S. Politics POLSC 151 (F8, F2i some sections)
- 74. Philosophy of Law PHIL 216
- 75. Politics of Migration IS 340

## Requirements for a Minor in Educational Studies

The Minor in Educational Studies requires 24 credits:

1. Education 201 & 355.
2. Psychology 222.
3. Twelve credits selected from the following courses: Education 220, 225, 265, 300, 310, 320, 370; Education 360, 451, 460 (2 or 4 credits); Economics 295 (2 credits); Language Acquisition and Pedagogy GRS/MLL 240; Philosophy 255, 270; Political Science 240; Psychology 229, 230, 250, 326; Urban Studies 250.

## English

From the classics to the contemporary, the Department of English offers Rhodes students a wide array of courses in literature, creative writing and film. Students develop the ability to analyze and create with an emphasis on establishing strong writing skills.

## English: Faculty and Staff

### Professors

**Gordon Bigelow.** 1998. The T. K. Young Chair of Literature. A.B., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century Britain and Ireland, Cultural Studies.)

**Marshall Boswell.** 1996. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (American Literature.)

**Scott Newstok.** 2007. B.A., Grinnell College; Ph.D., Harvard University. (Shakespeare, Poetics.)

**Brian W. Shaffer.** 1990. Associate Dean of Academic Affairs for Faculty Development. B.A., Washington University; Ph.D., University of Iowa. (Twentieth-century British and Irish literature, modern novel.)

### Associate Professors

**Rebecca Finlayson.** 2001. Director of College Writing, Director of the Rhodes Summer Writing Institute. B.A., Smith College; M.A. and Ph.D., Emory University. (Early Modern British Literature.)

**Lori Garner.** 2009. B.A., Hendrix College; M.A. University of Arkansas; Ph.D., University of Missouri. (Medieval Studies, Oral Tradition.)

**Judith Haas.** 2002. B.A., Wesleyan University; Ph.D., University of California, Santa Cruz. (Medieval Studies, Women's Studies.)

**Leslie Petty.** 2003. The Charles R. Glover Chair of English Studies. B.A., Emory University; M.A., Louisiana State University; Ph.D., University of Georgia. (American Literature.)

**Rashna Wadia Richards.** 2008. B.A., Narsee Monjee College, Mumbai, India; M.A., University of Mumbai, India; M.A., West Virginia University; Ph.D., University of Florida. (Film Studies.)

**Seth Rudy.** 2010. B.F.A., New York University (Film and Television); M.A., New York University; Ph.D., New York University. (Eighteenth Century English Literature, British Romanticism.)

## Assistant Professors

**Amy Benson.** 2016. B.S., Bowling Green State University; M.F.A., University of Alabama, Tuscaloosa, AL (Creative Non-Fiction.)

**Chanelle Benz.** 2017. B.F.A., Boston University; M.F.A., Syracuse University. (Creative Writing, Fiction.)

**Stephanie Elsky.** 2017. B.A., Columbia University; M.A. and Ph.D., University of Pennsylvania. (Early Modern Literature.)

**Ernest Gibson, III.** 2012. B.A., Fisk University; M.A., Purdue University; M.A. and Ph.D., University of Massachusetts-Amherst. (Afro-American Studies.)

**Jason Richards.** 2008. B.A., and M.A., California State University, Long Beach; Ph.D., University of Florida. (American Literature, Postcolonial Literature.)

**Caki Wilkinson.** 2012. B.A., Rhodes College; M.F.A. (Poetry) Johns Hopkins University; Ph.D., University of Cincinnati. (English and Comparative Literature.)

## Staff

**Lorie W. Yearwood.** 2006. Departmental Assistant. A.A.S., State Technical Institute at Memphis.

# Honors in English

1. Courses required: fulfillment of the requirements for a major in English; English 495-496.
2. A substantial, in-depth thesis.
3. Approval by the English Honors Committee.

# Requirements for a Major in English

A total of 11 courses (forty-four credits) as follows:

Track I: Concentration in Literature:

1. English 285, normally taken by the end of the sophomore year.
2. English 385, normally taken in spring of the junior year (students abroad may take this course in senior year).
3. English 485, normally taken in the senior year.
4. Eight (8) additional courses in English, 190 or above, at least 6 of which must be in literature.
5. Of the eleven required courses, a minimum of seven (7) must be numbered 300 or above. (English 460 does not fulfill this requirement.)
6. Of the eleven required courses, a minimum of three (3) must be in literature written before 1800 (i.e., 219, 230, 260, 315-345, 359, 485 where topic is appropriate) with at least two (2) numbered 300 or above.

Track II: Concentration in Literature and Creative Writing:

1. English 285, normally taken by the end of the sophomore year.

2. English 385, normally taken in spring of the junior year. (Students abroad may take this course in the senior year.)
3. One of the following sequences of major genre workshops (three courses):
  - a. English 200, 300, 400 (Poetry Workshops)
  - b. English 201, 301, 401 (Fiction Workshops)
4. One additional course chosen from English 200, 201, 203, 204, 205, 300, 301, 400, 401
5. English 485, normally taken in the senior year.
6. One course in literature written before 1800 numbered 300 or above (English 315, 319, 320, 322, 323, 325, 332, 335, 336, 340, 345, 359, 485 where topic is appropriate).
7. Two (2) additional literature courses numbered 300 or above. (English 460 does not fulfill this requirement.)
8. One additional course in literature, 190 or above. (One film course or internship may be counted in this category.)

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 5 courses (20 credits) as follows:

1. Two courses at the 190 or 200 level
2. Three additional courses in English numbered 300 or higher.

## The Writing Center

The Department oversees a writing service available to all Rhodes students. Student tutors are available daily to assist students with written work.

## Greek and Roman Studies

The Greek and Roman Studies program helps students develop a thorough understanding of the ancient Greek, Roman, and associated cultures as the basis for the artistic, scientific, social, and political traditions of Western society.

In addition to this disciplinary function, the department fulfills other roles in the college's curriculum:

The F10 Degree Requirement. The degree requirement in languages may be met by the successful completion of any appropriate four-credit course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency in the specific language before the degree requirement is satisfied. This policy pertains to languages that are taught at Rhodes. Students for whom English is a second language may have this requirement waived.

Rhodes offers a secondary licensure program within the Teaching and Learning track of the Educational Studies major. This program prepares students to teach middle and/or high school in one of eleven endorsement areas, including Latin. The course of study for secondary licensure students is designed with guidance from faculty members in the discipline in which the student is being certified as well as members of

the Educational Studies Program. All secondary licensure candidates are required to double major in Educational Studies and their endorsement discipline.

## Greek and Roman Studies: Faculty and Staff

### Professors

**Geoffrey W. Bakewell.** 2011. B.A., Yale University; Ph.D., Brown University. (tragedy, Athenian democracy, Greek and Latin languages and literatures.)

### Associate Professors

**Kenneth S. Morrell.** 1993. B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Latin languages and literatures, information technology.)

**Susan Satterfield.** 2008. B.A., University of Alabama; Ph.D., Princeton University. (Roman history, religion, and historiography, Greek and Latin languages and literatures.)

**David H. Sick.** 1997. Chair. B.A., College of Wooster; M.A. and Ph.D., University of Minnesota. (Greek and Roman religion, Indo-European mythology, Roman social history, Greek and Latin languages and literatures.)

### Assistant Professors

**Joseph N. Jansen.** 2007. B.A., University of Wisconsin; Ph.D., University of Texas at Austin. (ancient history, economy, and historiography, Greek and Latin languages and literatures.)

**Ariel López.** 2014. B.A., University of Buenos Aires; Ph.D. Princeton University. (late antique history, monasticism, Coptic language and literature.)

**R. Scott Garner.** 2016. B.A. University of Missouri--Columbia; Ph.D., Princeton University. (oral tradition, Greek epic and poetry, Greek and Latin languages and literatures.)

## Honors in Greek and Roman Studies

Detailed information about graduating with honors in Greek and Roman Studies is available from the department. Only students with a minimum overall GPA of 3.5 and a GPA within GRS of 3.7 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major with a concentration in either Greek, Latin, Classical Studies, or material culture, students seeking honors will be expected to complete the following additional work:

1. GRS 495-496: Honors Tutorial. (GRS 496 will count as GRS 475-6 for students attempting to graduate with honors.)
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

To help students experience the artifacts of the Greeks and Romans and other Mediterranean cultures in the areas where they lived, GRS offers a number of opportunities for travel-study abroad. As described below in the descriptions for GRS 305 and Latin 232, the department regularly offers courses that involve travel and study in Greece, Italy, and other countries in the Mediterranean and Middle East. Faculty members also contribute to collaborative initiatives that provide opportunities for research, and the department secures

places for students in archaeological excavations and surveys, such as those at the harbor at Kenchreai, Greece. European Studies features course work at Sewanee, Rhodes and Oxford in conjunction with visits to sites in Great Britain, Italy, Greece, and Turkey. (More information about European Studies is available in the catalog in the section on “Opportunities for Study Abroad and Off-Campus Study.”) Finally, the college is a member of the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome, which operate centers for study and research in Greece and Italy respectively.

## Requirements for a Major in Greek and Roman Studies

### Concentration in Classical Languages (Greek and/or Latin):

A total of thirteen courses (46 credits) as follows:

1. Six courses (24 credits) of ancient Greek and/or Latin. Four of these courses must be above the 201 level, and the student must take at least two courses in each language.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Three courses (12 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
  - Art 209, 218, 219, 220, 253, 365 (when appropriate)
  - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
  - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 310, 315, 361
  - History 211, 221, 222, 311, 312, 313
  - Humanities (Search) 101, 102, 201 (Classical Track)
  - Philosophy 201
  - Political Science 311
  - Religious Studies 214, 280, 281, 282, 283, 285, 286
  - Theatre 280

### Concentration in Classical Studies:

A total of thirteen courses (46 credits) as follows:

1. Three courses (12 credits) of ancient Greek and/or Latin beyond 201. These may be in one language solely or a combination of the two.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Six courses (24 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:
  - Art 209, 218, 219, 220, 253, 365 (when appropriate)
  - European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835
  - Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 310, 315, 361
  - History 211, 221, 222, 311, 312, 313
  - Humanities (Search) 101, 102, 201 (Classical Track)
  - Philosophy 201
  - Political Science 311
  - Religious Studies 214, 280, 281, 282, 283, 285, 286
  - Theatre 280

### Concentration in Material Culture:

A total of thirteen courses (46 credits) as follows:

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275, 474, 475, and 476.
3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. Three courses (12 credits) from the following courses:  
Art: 209, 218, 219, 220, 253, 365 (when appropriate)
5. Four courses (16 credits) from the following courses:  
Anthropology 290/Archaeology 210  
Chemistry 107  
European Studies: Art 836, Greek and Roman Studies 833, 834, History 830  
Greek and Roman Studies 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361  
Humanities (Search) 101, 102, 201 (Classical Track)  
History 211, 221, 222, 311, 312, 313  
Religious Studies 260

## Requirements for a Minor in Greek and Roman Studies

### Concentration in Classical Languages (Greek and/or Latin)

A total of seven courses (28 credits) as follows:

1. Four courses (16 credits) of ancient Greek and/or Latin. Three of these courses must be above the 201 level, and the student must take at least one course in each language.
2. Greek and Roman Studies 275.
3. Two courses (8 credits) on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:  
Art 209, 218, 219, 220, 253, 365 (when appropriate)  
European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835  
Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361  
History 211, 221, 222, 311, 312, 313  
Humanities (Search) 101, 102, 201 (Classical Track)  
Philosophy 201  
Political Science 311  
Religious Studies 214, 280, 281, 282, 283, 285, 286  
Theatre 280

### Concentration in Classical Studies

A total of seven courses (28 credits) as follows:

1. Two courses (8 credits) of ancient Greek and/or Latin beyond 201. These may be in one language solely or a combination of the two.
2. Greek and Roman Studies 275.
3. Four courses (16 credits) of courses on the culture and civilization of ancient Greece and Rome. The courses below count toward this requirement:  
Art 209, 218, 219, 220, 253, 365 (when appropriate)  
European Studies: Art 836, Greek and Roman Studies 833, 834, History 830, Philosophy 835  
Greek and Roman Studies: 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361  
History 211, 221, 222, 311, 312, 313

Humanities (Search) 101, 102, 201 (Classical Track)  
 Philosophy 201  
 Political Science 311  
 Religious Studies 214, 280, 281, 282, 283, 285, 286  
 Theatre 280

## Concentration in Material Culture

A total of seven courses (28 credits) as follows:

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275
3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. Two courses (8 credits) from the following courses:  
     Art 209, 210, 218, 219, 220, 253, 365 (when appropriate)
5. Two courses (8 credits) from the following courses:  
     Anthropology 290/Archaeology 210  
     Chemistry 107  
     European Studies: Art 836, Greek and Roman Studies 833, 834, History 830  
     Greek and Roman Studies 150, 245, 250, 255, 260, 265, 270, 283, 305, 315, 361  
     Humanities (Search) 101, 102, 201 (Classical Track)  
     History 211, 221, 222, 311, 312, 313  
     Religious Studies 260

## History

The Department of History at Rhodes has a national reputation for preparing students to think critically about the historical forces that have shaped the world's civilizations and cultures, to see the links between the past and the present, to become clear and effective writers and speakers, and to apply their knowledge as thoughtful citizens of the world. A wide range of course offerings, internships, fellowships, and research opportunities empower students to prepare for success in any career path which they choose and to find their place within the ongoing human story.

Designed for students who want to pursue the professional work of historians, we also offer a concentration in Public History -- one of a very few undergraduate program of its kind in the nation. Students fully engage in the work of historic preservation, museum studies, or library and archive studies. Unique courses and experiences prepare students for professions or graduate training in the field through hands-on internships with our community partners. In these internships, students work behind-the-scenes of some of Memphis' premiere public history institutions helping to research, create, and maintain displays; working to restore, digitize, and publish one-of-a-kind archival material; giving tours; and promoting the work of their internship institution within the city. Students work closely with professionals in the field to develop the skills of a public historian. And they talk with members of the public about history, bringing the past to life for Memphians and the millions of tourists who come to the Bluff City.

Decades' worth of data gathered by the Rhodes College Alumni Office shows how Rhodes History alumni have succeeded in an amazingly wide range of occupations from filmmaking and urban planning to museums and teaching at the university level. Our graduates work as members of the clergy, account executives, business managers, musicians, journalists, members of the US military, counselors, business analysts, marketers, librarians and archivists, coaches, IT specialists, pilots, social workers, brokers, Peace Corps veterans, real estate developers, non-profit executives, artists, flight attendants, restaurateurs, land use planners -- and that's just the beginning.



## History Course Numbering

**History 100-level courses.** Designed for first-year students and sophomores, these seminars focus on specific topics. These courses are writing intensive and fulfill one of the "written communication" requirements (F2i) under the Foundations Curriculum. These courses also fulfill the "historical forces" (F3) requirement.

**History 200-level courses.** These courses cover a broad chronological span or large geographical area and are introductory in nature. In addition to mastering course content, students will begin to learn to think historically through interpretive writing assignments that require them to draw from and engage with course material and readings. Such courses are open to all students and normally fulfill the "historical forces" Foundation (F3) requirement. Several of these courses also fulfill other Foundations, including "meaning and value" (F1), "institution and society" (F8), and "cultural perspectives" (F9).

**History 300-level courses.** These courses focus on specific topics or time periods, while paying significant attention to historiography. Students are required to make a significant oral presentation. Sophomore standing is required for these courses, unless otherwise noted. Several of these courses also fulfill Foundation requirements, including "meaning and value" (F1), "literary texts" (F4), and "cultural perspectives" (F9).

**History 400-level courses.** These courses focus on specific topics or time periods, while paying significant attention to historiography. Students are required to complete a substantive research paper in which they engage substantially with primary sources. Sophomore standing is required for these courses.

## History: Faculty and Staff

### Professors

**Michael R. Drompp.** 1989. Professor. B.A., M.A., and Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history)

**Timothy S. Huebner.** 1995.. The Irma O. Sternberg Professor of History. B.A., University of Miami; M.A. and Ph.D., University of Florida. (U.S. South, nineteenth century, U.S. constitutional/legal history)

**Jonathan Judaken.** 2011. The Spence Wilson Chair in the Humanities. B.A. University of California, San Diego; M.A. and Ph.D. University of California, Irvine (Modern Europe, cultural and intellectual history)

**Lynn B. Zastoupil.** 1988. B.A., Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (Modern Britain, India, European intellectual history)

### Associate Professors

**Jeffrey H. Jackson.** 2000. Chair. The J. J. McComb Chair in History B.S., Vanderbilt University; Ph.D., University of Rochester. (Modern Europe, France, cultural history, natural disasters)

**Michael J. LaRosa.** 1995. B.A., George Washington University; M.A. and Ph.D., University of Miami. (Contemporary Latin America, Colombia, church history)

**Seok-Won Lee.** 2011. B.A., and M.A., Yonsei University; Ph.D. Cornell University. (Modern East Asia)

**Charles W. McKinney.** 2004. B.A., Morehouse College; M.A. and Ph.D., Duke University. (African-American history, civil rights studies, twentieth-century United States)

**Robert F. Saxe.** 2003. B.A., Reed College; Ph.D., University of Illinois. (Twentieth-century United States, political history, war and society)

**Etty Terem.** 2008. B.A. and M.A., Tel Aviv University; Ph.D., Harvard University. (Modern Middle East and North Africa, Islamic law and society)

**Tait S. Keller.** 2008. B.A., University of Rochester; M.A. and Ph.D., Georgetown University. (Environmental history, modern Europe, Germany)

## Assistant Professors

**Hannah Barker.** 2014. B.A. University of Chicago; M.A., M.Phil., and Ph.D., Columbia University. (Medieval Europe and Mediterranean)

**Ariel Eisenberg.** 2017. Assistant Professor. B.A., Barnard College; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison. (History of women, gender, and sexuality; LGBTQ history; disability history; urban history)

## Staff

**Carol E. Kelley.** Departmental Assistant. 2016. B.A., Christian Brothers University.

# Honors in History

1. Completion of all requirements for a Bachelor of Arts degree in History, as well as a minimum overall grade point average of 3.50 and a minimum history grade point average of 3.50.
2. Completion of History 495-496.
3. Completion of a major research project, culminating in a research paper and an oral presentation. The student normally begins preparing a proposal by taking a directed inquiry in the spring of the junior year. The formal research proposal must be accepted by the Department early in the student's senior year. The project must be completed and approved by the supervising committee by April.

# Requirements for a Major in History

## Requirements for a major in History

A total of 11 courses (44 credits) as follows:

1. History 300 (The Historian's Craft)
2. History 485 (Senior Seminar)
3. Nine (9) additional courses at the 100, 200, 300, and 400 levels, selected according to the following principles:
  - a. Of the nine courses, no more than one section of History 105 may be taken.
  - b. Of the nine courses, at least two must be seminar courses at the 300 level.

- c. Of the nine courses, at least two must be seminar courses at the 400 level.
- d. Of the nine courses taken at all levels, at least one must be taken in five of the six areas listed below:
  - i. History of Asia
  - ii. History of Europe
  - iii. Global/Comparative History
  - iv. History of Latin America
  - v. History of North Africa/Middle East
  - vi. History of the United States
- e. Of the nine courses taken at all levels, at least one must concentrate in the period prior to 1500 CE. The following courses meet that requirement: History 211, 212, 213, 222, 282, 293, 311, 312, 313, 315, 375, 413, and 415. (There may be special topics as well.)
- f. Humanities 201 (History Track) counts as a 200-level history course, although it does not fulfill one of the area requirements listed above.

Credit earned through AP or IB does not fulfill the requirements of the major or minor but does count toward the 128 credits required for graduation.

### **Requirements for a major in History with a concentration in Public History**

A total of 11-14 courses (44-56 credits) as follows:

1. History 300 (The Historian's Craft)
2. History 485 (Senior Seminar)
3. Nine (9) additional courses at the 100, 200, 300, and 400 levels, selected according to the following principles:
  1. Of the nine courses, no more than one section of History 105 may be taken.
  2. Of the nine courses, at least two must be seminar courses at the 300 level.
  3. Of the nine courses, at least two must be seminar courses at the 400 level.
  4. Of the nine courses taken at all levels, at least one must be taken in five of the six areas listed below:
    1. History of Asia
    2. History of Europe
    3. Global/Comparative History
    4. History of Latin America
    5. History of North Africa/Middle East
    6. History of the United States
  5. Of the nine courses taken at all levels, at least one must concentrate in the period prior to 1500 CE. The following courses meet that requirement: History 211, 212, 213, 222, 282, 293, 311, 312, 313, 315, 375, 413, and 415. (There may be special topics as well.)
  6. Humanities 201 (History Track) counts as a 200-level history course, although it does not fulfill one of the area requirements listed above.
  7. History 360. Public History/Internship
  8. At least one of the following courses:
    1. History 260. Topics in Public History and Memory
    2. History 463. Public History Practicum
    3. History 490. Directed Research (topic relating to public history)
    4. Interdepartmental 225. Geographic Information Systems (GIS)
  9. At least one of the following experiences:
    1. Archaeology 120 or 450. Archaeological Field School
    2. History 461. Internship (at a public history site)
    3. Archival Studies Fellowship (F11)
    4. Shelby Foote Fellowship

Credit earned through AP or IB does not fulfill the requirements of the major or minor but does count toward the 128 credits required for graduation.

## Requirements for a Minor in History

A total of 5 courses (20 credits) selected according to the following principles:

1. No more than one section of History 105 may be taken.
2. At least two courses at the 300 or 400 level.
3. At least one course in each of three of the following areas:
  - a. History of Asia
  - b. History of Europe
  - c. Global/Comparative History
  - d. History of Latin America
  - e. History of North Africa/Middle East
  - f. History of the United States
4. Humanities 201 (History Track) counts as a 200-level history course, although it does not fulfill the area requirements listed above.

Credit earned through AP or IB does not fulfill the requirements of the major or minor but does count toward the 128 credits required for graduation.

## Interdisciplinary Study

### Africana Studies

The Mission of the Africana Studies Program is to understand and appreciate the integral yet distinct experiences of people of African heritage throughout the world. The Program's curriculum aims to emphasize diasporic connections to Africa, the Caribbean and North America in an effort to enrich our understanding and appreciation of our complex and diverse world. As such, the Program encourages students to seek appropriate ways to integrate content and analysis in this broad subject matter with their work in other disciplines and programs.

### Africana Studies: Program Committee

**Charles McKinney**, Department of History, Chair

**Ernest Gibson**, Department of English

**Charles Hughes**, Director, Memphis Center

**Evelyn Perry**, Department of Anthropology and Sociology

**Zandria Robinson**, Department of Anthropology and Sociology

## Requirements for a Minor in Africana Studies

A total of twenty-four (24) credits as follows:

1. Africana Studies 105 (Introduction to Africana Studies)
2. Africana Studies 305 (Africana Theory)
3. **Either** History 242 (African American History) **or** English 224 (African American Literature)
4. International Studies 251 (Government and Politics of Africa)
5. Two (2) approved Africana Studies Electives

## Archaeology

Archaeology at Rhodes involves ground-level, empirical techniques such as survey and excavation to recover material remains, as well as the application of scientific and statistical methods to the study of material culture.

## Archaeology: Program Committee

**Miriam Clinton**, Department of Art and Art History

**Dee Garceau**, Department of History

**Kimberly Kasper**, Department of Anthropology and Sociology

**Susan Kus**, Department of Anthropology and Sociology, Chair of the Archaeology Program

**Jeanne Lopiparo**, Department of Anthropology and Sociology

**Milton Moreland**, Department of Religious Studies

**Kenny Morrell**, Department of Greek and Roman Studies

**Jon Russ**, Department of Chemistry

**Susan Satterfield**, Department of Greek and Roman Studies

## Requirements for a Minor in Archaeology

A total of twenty-four (24) credits as follows:

1. Archaeology 210 or Anthropology 290: Learning from Things: Material Culture Studies.
2. Archaeology 220 or Anthropology 254: Archaeological Methods or Art 220 Classical Archaeology
3. Three courses that deal with archaeological issues offered in various departments. At least two departments must be represented to satisfy this requirement. A list of current courses is available each semester. The following courses are representative offerings that satisfy this requirement.
  - Anthropology/Sociology 202: Understanding the Past: Archaeological Perspectives on Culture
  - Anthropology/Sociology 207: Archaeology of Sex and Gender
  - Anthropology/Sociology 221: North of the Rio Grande: Indigenous People of North America
  - Anthropology/Sociology 224: Latin America before 1492
  - Anthropology/Sociology 265: Selected Introductory Topics in Anthropology and Sociology (when subject matter pertains to Archaeology)
  - Anthropology/Sociology 271: Ecological Anthropology
  - Anthropology/Sociology 275: Food and Culture
  - Anthropology/Sociology 325: The Maya and Their World
  - Anthropology/Sociology 327: Gender and Power in Latin America
  - Art 209: Art and Architecture of the Ancient Near East
  - Art 218: Greek Art and Architecture
  - Art 219: Roman Art and Architecture
  - Art 265: Topics in Art (when subject matter pertains to Archaeology)
  - Art 353: Art and Life in Pompeii
  - Chemistry 107: Chemistry and Archaeology

Greek and Roman Studies 361: GIS and Mediterranean Archaeology

Religious Studies 260: Archaeology and the Biblical World

Religious Studies 276-277: Selected Topics in Hebrew/Bible/Old Testament (when subject matter pertains to Archaeology)

Religious Studies 285-286: Selected Topics in New Testament (when subject matter pertains to Archaeology)

4. A choice of one course from the following three options.

Archaeology 120: Field Research in Environmental Archaeology

Archaeology 450: Archaeological Field School

Archaeology 460: Internship

## Asian Studies

The political, economic, and cultural importance of the nations of Asia grows every year and the Asian Studies Program promotes the understanding of Asia's historical, cultural, political, and economic role in the world.

## Asian Studies: Program Committee

**Chien-Kai Chen**, Department of International Studies

**Michael R. Drompp**, Department of History

**Li Han**, Department of Modern Languages and Literature

**John C. Kaltner**, Department of Religious Studies

**Seok-Won Lee**, Department of History

**David Mason**, Department of Theatre, Chair

**Mark W. Muesse**, Department of Religious Studies

**John E. Murray**, Department of Economics

**Chia-rong Wu**, Department of Modern Languages and Literature

**Lynn B. Zastoupil**, Department of History

## Requirements for a Minor in Asian Studies

A total of twenty (20) credits as follows:

1. One "Primary" Asian Studies course.
2. One "Secondary" Asian Studies course offered by a department other than that which provided the course that fulfilled the "Primary" requirement.
3. Three additional, 200+ level, approved Asian Studies courses.

### "Primary" Asian Studies Courses

History 105: Revolutions and Revolutionaries in Modern East Asia

History 105: World War II in Asia

History 105: The Mongol World Empire

History 105: The Two Koreas, Past and Present

Art 165: Survey of Asian Art

Chinese 206: Introduction to East Asian Cultures

Chinese 214: Introduction to Chinese Culture

Chinese 216: Asian Urbanization Through Cinema\*

History 282: Traditional China  
 History 283: Modern China  
 History 287: Traditional Japan  
 History 293: Ancient and Medieval India

International Studies 261: Government and Politics of China  
 International Studies 263: Comparative Political Economy of East Asia

Religious Studies 255: Religions of Asia  
 Religious Studies 258/Philosophy 250: Asian Philosophies

### **"Secondary" Asian Studies Courses**

Chinese 205: Modern Chinese Literature in Translation  
 Chinese 215: Gender in Chinese Literature  
 Chinese 220: Contemporary Chinese Cinema

History 205: The Vietnam Wars  
 History 282: Traditional China  
 History 283: Modern China  
 History 287: Traditional Japan  
 History 288: Japan Since 1800  
 History 293: Ancient and Medieval India  
 History 294: Modern India

International Studies 262: China's Foreign Policy  
 International Studies 263: Comparative Political Economy of East Asia  
 International Studies 264: China-Taiwan-US Relations

Religious Studies 255: Religious Traditions of India  
 Religious Studies 255: Religions of Asia  
 Religious Studies 258: Buddhism, Up to Now  
 Religious Studies 258/PHIL 250: Asian Philosophies  
 Religious Studies 258: Spirituality West and East

### **Additional Asian Studies Courses**

History 385: Nomads of Inner Asia  
 History 391: Gandhi  
 History 481: Cold War in East Asia

Theatre 360: Theatre In India

## **Biochemistry and Molecular Biology**

Biochemistry and Molecular Biology (BMB) is an interdisciplinary major that allows students to study life at the molecular level under the guidance of faculty drawn from the departments of Biology, Chemistry, and Mathematics & Computer Science.

## **Biochemistry and Molecular Biology: Program Committee**

**Terry Hill**, Department of Biology  
**Loretta Jackson-Hayes**, Department of Chemistry, Chair  
**Larryn Peterson**, Department of Chemistry  
**Bayly Wheeler**, Department of Biology

## Honors in Biochemistry and Molecular Biology

1. Courses required: those listed for the B. S. degree in Biochemistry and Molecular Biology as well as the Honors Tutorial (BMB 495 and BMB 496).
2. Permission of the Biochemistry and Molecular Biology Program Committee.
3. An original investigation of some problem in the area of Biochemistry and Molecular Biology. This project is usually related to work being carried out by members of the faculty affiliated with the Biochemistry and Molecular Biology Major. The project may also be carried out off campus, with the careful guidance of a BMB faculty member liaison for the project.
4. A credible thesis must be presented at the end of the project. The honors project and thesis must be approved by the student's honors committee, which should be comprised of at least three members of the faculty, two affiliated with the Biochemistry and Molecular Biology Major, and one from outside of the program.

## Requirements for a Major in Biochemistry and Molecular Biology Leading to the B.S. Degree

Courses required for the BMB major that are appropriate for the fall semester of the first year include Chemistry 120-120L and Biology 130-131L. Students considering taking both Chemistry 120-120L and Biology 130-131L in the fall semester of the first year should consult a BMB advisor.

A total of fifty-eight to sixty-four (58-64) credits as follows:

1. Chemistry 120-125L (Foundations in Chemistry), 211, 212-212L (Organic Chemistry with laboratory), and 240-240L (Analytical Chemistry with laboratory)
2. Biology 130-131L (Biology I with laboratory) and Biology 140-141L (Biology II with laboratory)
3. Biology 325-325L (Molecular Biology with laboratory)
4. Biology 307 (Cell Biology)
5. Chemistry 414 (Biochemistry)
6. BMB 310 (Methods in Biochemistry and Cell Biology)
7. BMB 485 or 486 (Senior Seminar)
8. Any one of the following: Computer Science 141 (Programming Fundamentals) OR Math 122 (Integral Calculus) OR one course in probability and statistics. Courses that would be appropriate in the area of probability and statistics include Math 111, Math 211, Psychology 211, Economics 290.
9. Two of the following courses; at least one must have a laboratory:
  - a. Elective Courses with Laboratory
    - Biology 204-204L (Mechanisms of Development with laboratory)
    - Biology 301-301L (Microbiology with laboratory)
    - Biology 304-304L (Genetics with laboratory)
    - Chemistry 406 (Instrumental Analysis)



BMB 451 or 452 (Research with affiliated faculty - 4 credits only may satisfy one elective; must be approved by the BMB committee)

b. Elective Courses without a Laboratory

Biology 330 (Virology/Immunology)

Biology 376 (Molecular Neuroscience)

Biology 380 (Topics in Biomedical Science)

Chemistry 311 (Physical Chemistry)

Chemistry 416 (Mechanisms of Drug Action)

For students seeking admission to graduate school, the following courses are recommended:

BMB 451 or 452

Chemistry 312-312L for programs in biochemistry.

Mathematics 121, 122

Physics 111-111L, 112-112L

For students seeking admission to programs in the health professions, please visit the Health Professions Website: <http://www.rhodes.edu/academics/3981.asp>.

Of the following courses no more than one may be transferred into Rhodes from another institution to satisfy the requirements for the BMB major: Cell Biology, Biochemistry, Molecular Biology, and Methods in Biochemistry and Cell Biology.

No more than one of the three courses listed in items #3-5 above may be transferred into Rhodes from another institution to satisfy the requirements for the BMB major.

Students seeking a double major must have at least four courses listed in items #3 through #9 for the BMB major that are not used to satisfy requirements for the other major.

In order for a student to have their B.S. degree in BMB accredited by the American Society for Biochemistry and Molecular Biology (ASBMB), the student must complete the major requirements and pass the ASBMB Certification Exam.

## Environmental Studies and Sciences

The Environmental Studies & Sciences Program at Rhodes offers an innovative curriculum that allows students to combine study in social sciences, humanities, natural sciences, and fine arts.

## Environmental Studies and Sciences: Program Committee

**Erin Bodine**, Department of Mathematics and Computer Science

**Sarah Boyle**, Department of Biology, Chair

**Michael Collins**, Department of Biology

**Tara Massad**, Department of Biology

**Kimberly Kasper**, Department of Anthropology/Sociology

**Tait Keller**, Department of History

**William Eckenhoff**, Department of Chemistry

**Jennifer Dabbs Sciubba**, Department of International Studies

**Rebecca Tuvel**, Department of Philosophy

## Policy on Advanced Placement Credit

Students who have received a 5 on the Advanced Placement Environmental Science examination may count that credit as one introductory Environmental Sciences elective course in the Environmental Studies and Sciences majors and minors.

## Requirements for a Major in Environmental Sciences

A total of fifty four to fifty six (54-56) hours and one additional environmental experience as follows:

1. Four Introductory Courses:

A. ENVS 150: Environment and Society.

B. Three introductory courses from the following list:

BIOL 120: Environmental Science.

CHEM 120: Foundations of Chemistry. (environmentally-themed section preferred)

ENVS 111: Physical Geology.

ENVS 116: Introductory Topics in Earth Science.

ENVS 120: Introduction to Earth and Atmospheric Science.

ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)

MATH 214: Discrete Mathematical Modeling with Biological Applications.

2. One statistics course from the following list:

ECON 290: Statistical Analysis for Economics and Business.

MATH 111: Introduction to Applied Statistics.

MATH 211: Statistical Methods and Their Applications

PSYC 211: Statistical Methods.

3. Four upper-level Environmental Sciences electives. Three courses must contain a lab component. Courses must come from at least two departments. Additional courses may be designated by the Environmental Studies and Sciences program.

**Prerequisites:** ENVS 111 or BIOL 120 or CHEM 120

ENVS 211(L): Geomorphology.

**Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120

ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)

ENVS 220(L): Physical Geography of the Southern United States.

**Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

BIOL 212: Environmental Issues in Southern Africa.

BIOL 315(L): Ecology.

BIOL 320(L): Conservation Biology.

BIOL 345(L): Ornithology.

BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

**Prerequisites:** BIOL 120, CHEM 120, and Math or Statistics

ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program)

ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program)

**Prerequisites:** BIOL 130-131 and 140-141

BIOL 200(L): Evolution.

BIOL 201(L): Mycology.

BIOL 202: Vertebrate Life.

BIOL 207(L): Animal Behavior.

BIOL 253(L): Plant Genetics and Diversity.

BIOL 301(L): Microbiology.

BIOL 365(L): Advanced Topics in Biology. (i.e. Vertebrate Biology, or other environmentally-related topic approved by the director of the program)

**Prerequisite:** Chemistry 120

CHEM 206: Environmental Chemistry.

CHEM 211: Organic Chemistry I.

**Prerequisite:** Chemistry 211

CHEM 240(L): Analytical Chemistry.

**Prerequisite:** Permission of Instructor

ENVS 451-452: Research.

ENVS 495-496: Honors Tutorial.

4. Two Environmental Studies electives from the following list:

ANSO 201: Human Evolution.

ANSO 221: North of the Rio: Indigenous People of North America.

ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)

ANSO 271: Ecological Anthropology.

ANSO 273: Gender and the Environment.

ANSO 275: Food and Culture: You Are What You Eat.

ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.

ART 265: Urban Design.

CHIN 216: Asian Urbanization through Cinema.

ECON 100: Introduction to Economics

ECON 349: Environmental and Natural Resource Economics.

ECON 360: Urban Economics.

ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.

ENGL 336: Literature & Landscape.

ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)

FYWS 151: Overton: Memphis and the History of Urban Parks.

HIST 105: Disease & Epidemics.

HIST 105: Human Reproduction

HIST 105: City/Technology/Environment

HIST 207: Global Environmental History.

HIST 307: Nature and War.

HIST 309: Natural Disasters.

HUM 201: Search for Values. (Jackson's or Bakewell's section only)

INTS 220: Global Ecopolitics.

INTS 221: Population and National Security.

INTS 340: The Politics of Migration.

INTS 341: Comparative Ecopolitics.

PHIL 230: Environmental Philosophy.

POLS 206: Urban Politics and Policy.

RELS 220: Topics in Theology: Environmental Theology.

URBN 201: Introduction to Urban Studies.

URBN 235: Principles of Public Health

5. INTD 225: Geographic Information Systems.

6. ENVS 486: Senior Seminar.

7. Experiential Learning. Each student in the major will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.

ARCE 450: Archaeological Field School.

BIOL 214: Environmental Field Study in Namibia.

ENVS 160: Rocky Mountain Ecology (at Teton Science Schools).

ENVS 170: Rocky Mountain Field Research (at Teton Science Schools).

ENVS 405: Independent Research Project. (Semester in Environmental Science Program)

ENVS 451-452: Research.

ENVS 460: Internship in Environmental Studies and Sciences.

ENVS 495-496: Honors Tutorial.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program.

## Requirements for a Major in Environmental Studies

A total of fifty-two (52) credits and one additional environmental experience as follows:

1. Four Introductory Courses:

A. ENVS 150: Environment and Society.

B. Two introductory Environmental Studies courses from the following list (these two courses may not also be used to fulfill Environmental Studies electives):

ANSO 201: Human Evolution.

HIST 207: Global Environmental History.

INTS 220: Global Ecopolitics.

PHIL 230: Environmental Philosophy.

C. One introductory Environmental Sciences course from the following list (this course may not also be used to fulfill Environmental Sciences elective):

BIOL 120: Introduction to Environmental Science.

ENVS 111: Physical Geology.

ENVS 116: Introductory Topics in Earth Science.

ENVS 120: Introduction to Earth and Atmospheric Science.

ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)

2. ECON 100: Introduction to Economics.

3. Four Environmental Studies electives from the following list; courses must come from at least two departments; additional courses may be designated by the Environmental Studies and Sciences program:

ANSO 201: Human Evolution.

ANSO 221: North of the Rio: Indigenous People of North America.

ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)

ANSO 271: Ecological Anthropology.

ANSO 273: Gender and the Environment.

ANSO 275: Food and Culture: You Are What You Eat.

ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.

ART 265: Urban Design.

CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.

ECON 349: Environmental and Natural Resource Economics.

ECON 360: Urban Economics.

ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.

ENGL 336: Literature & Landscape.

ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)

ENVS 451-452: Research.

ENVS 495-496: Honors Tutorial.

FYWS 151: Overton: Memphis and the History of Urban Parks.

HIST 105: Disease & Epidemics.

HIST 105: Human Reproduction.

HIST 105: City/Technology/Environment

HIST 207: Global Environmental History.

HIST 307: Nature and War.

HIST 309: Natural Disasters.

HUM 201: Search for Values. (Jackson's or Bakewell's section only)

INTS 220: Global Ecopolitics.

INTS 221: Population and National Security.

INTS 340: The Politics of Migration.

INTS 341: Comparative Ecopolitics.

PHIL 230: Environmental Philosophy.

POLS 206: Urban Politics and Policy.

RELS 220: Topics in Theology: Environmental Theology.

URBN 201: Introduction to Urban Studies.

URBN 235: Principles of Public Health

4. Two additional Environmental Sciences courses from the following list; additional courses may be designated by the Environmental Studies and Sciences program:

**1. No Prerequisites**

BIOL 120: Introduction to Environmental Science.

CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)

ENVS 111: Physical Geology.

ENVS 116: Introductory Topics in Earth Science.

ENVS 120: Introduction to Earth and Atmospheric Science.

ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)

MATH 115: Applied Calculus or a statistics course (ECON 290 or MATH 111 or MATH 211 or PSYC 211) or COMP 141: Computer Science I.

MATH 214: Discrete Mathematical Modeling with Biological Applications.

**2. Prerequisites:** ENVS 111 or BIOL 120 or CHEM 120

ENVS 211(L): Geomorphology.

**3. Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120

ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)

ENVS 220(L): Physical Geography of the Southeastern United States.

4. **Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141  
 BIOL 212 : Environmental Issues in Southern Africa.  
 BIOL 315(L): Ecology.  
 BIOL 320(L): Conservation Biology.  
 BIOL 345(L): Ornithology.  
 BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

5. **Prerequisites:** BIOL 130-131 and 140-141  
 BIOL 200(L): Evolution.  
 BIOL 201(L): Mycology.  
 BIOL 202: Vertebrate Life.  
 BIOL 207(L): Animal Behavior.  
 BIOL 253(L): Plant Genetics and Diversity.  
 BIOL 301(L): Microbiology.  
 BIOL 365(L): Advanced Topics in Biology. (i.e. Vertebrate Biology, or other environmentally-related topic approved by the director of the program)

6. **Prerequisite:** Chemistry 120  
 CHEM 206: Environmental Chemistry.  
 CHEM 211: Organic Chemistry I.

7. **Prerequisite:** Chemistry 211  
 CHEM 240(L): Analytical Chemistry.

5. INTD 225: Geographic Information Systems.

6. ENVS 486: Senior Seminar.

7. **Experiential Learning.** Each student in the major will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.

ARCE 450: Archaeological Field School.

BIOL 214: Environmental Field Study in Namibia.

ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)

ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)

ENVS 451-452: Research.

ENVS 460: Internship in Environmental Studies and Sciences.

ENVS 495-496: Honor's Tutorial.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program. Students should submit the form on the program's website to petition for such experiences.

## Requirements for a Minor in Environmental Sciences

A total of twenty-four to twenty-seven (24-27) credits and one environmental experience as follows:

1. ENVS 150: Environment and Society.
2. One of the following introductory courses in Environmental Sciences:
  - BIOL 120: Environmental Science.
  - CHEM 120(L): Foundations of Chemistry.
  - ENVS 111: Physical Geology.
  - ENVS 116: Introductory Topics in Earth Science.
  - ENVS 120: Introduction to Earth and Atmospheric Science.
  - MATH 115: Applied Calculus.
  - MATH 214: Discrete Mathematical Modeling with Biological Applications.
3. Three of the following Environmental Sciences courses from the following list. At least one must be taken from outside student's major department. Additional courses may be designated by the Environmental Studies and Sciences program.

**No Prerequisites**

- BIOL 120: Introduction to Environmental Science.
- CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)
- ENVS 111: Physical Geology.
- ENVS 116: Introductory Topics in Earth Science.
- ENVS 120: Introduction to Earth and Atmospheric Science.
- ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)
- INTD 225: Geographic Information Systems
- MATH 115: Applied Calculus.
- MATH 214: Discrete Mathematical Modeling with Biological Applications.

**Prerequisites:** ENVS 111 or BIOL 120 or CHEM 120

- ENVS 211(L): Geomorphology

**Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120

- ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)
- ENVS 220(L): Physical Geography of the Southeastern United States.

**Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

- BIOL 212: Environmental Issues in Southern Africa.
- BIOL 315(L): Ecology.
- BIOL 320(L): Conservation Biology.
- BIOL 345(L): Ornithology.
- BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

**Prerequisites:** BIOL 130-131 and 140-141

- BIOL 200(L): Evolution.
- BIOL 201(L): Mycology.
- BIOL 202: Vertebrate Life.
- BIOL 207(L): Animal Behavior.
- BIOL 253(L): Plant Genetics and Diversity.
- BIOL 301(L): Microbiology. Prerequisite: Chemistry 120
- BIOL 365(L): Advanced Topics in Biology. (i.e. Vertebrate Biology, or other environmentally-related topic approved by the director of the program)

**Prerequisites:** BIOL 120, CHEM 120, and Math or Statistics

- ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program)

- ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program)

**Prerequisite:** Chemistry 120

- CHEM 206: Environmental Chemistry.
- CHEM 211: Organic Chemistry I.

**Prerequisite:** Chemistry 211

- CHEM 240(L): Analytical Chemistry.

4. One additional Environmental Studies elective from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.

ANSO 201: Human Evolution.

ANSO 221: North of the Rio: Indigenous People of North America.

ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally- related topic approved by the director of the program)

ANSO 271: Ecological Anthropology.

ANSO 273: Gender and the Environment.

ANSO 275: Food and Culture: You Are What You Eat.

ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.

ART 265: Urban Design.

CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.

ECON 100: Intro to Economics

ECON 349: Environmental and Natural Resource Economics.

ECON 360: Urban Economics.

ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.

ENGL 336: Literature & Landscape.

ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)

FYWS 151: Overton: Memphis and the History of Urban Parks.

HIST 105: Disease & Epidemics.

HIST 105: Human Reproduction.

HIST 105: City/Technology/Environment.

HIST 207: Global Environmental History.

HIST 307: Nature and War.

HIST 309: Natural Disasters.

HUM 201: Search for Values. (Jackson's or Bakewell's section only)

INTS 220: Global Ecopolitics.

INTS 221: Population and National Security.

INTS 340: The Politics of Migration.

INTS 341: Comparative Ecopolitics.

PHIL 230: Environmental Philosophy.

POLS 206: Urban Politics and Policy.

RELS 220: Topics in Theology: Environmental Theology.

URBN 201: Introduction to Urban Studies.

URBN 235: Principles of Public Health.

5. Experiential Learning. Each student in the minor will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major.

- A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.

BIOL 214: Environmental Field Study in Namibia.

ARCE 450: Archaeological Field School.

ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)

ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)

ENVS 451-452: Research.

ENVS 460: Internship in Environmental Studies and Sciences.

- B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with



significant environmental content as determined by the director of the Environmental Studies and Sciences program.

N.B.: Although not required, COMP 141: Computer Science I, is strongly recommended.

## Requirements for a Minor in Environmental Studies

A total of twenty-four to twenty-five (24-25) credits and one additional experiential environmental experience as follows:

1. ENVS 150: Environment and Society.
2. One introductory course from the following:
  - ANSO 201: Human Evolution.
  - HIST 207: Global Environmental History.
  - INTS 220: Global Ecopolitics.
  - PHIL 230: Environmental Philosophy.
3. Three of the following Environmental Studies courses from at least two departments. Additional courses may be designated by the Environmental Studies and Sciences program.
  - ANSO 201: Human Evolution.
  - ANSO 221: North of the Rio: Indigenous People of North America.
  - ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the director of the program)
  - ANSO 271: Ecological Anthropology.
  - ANSO 273: Gender and the Environment.
  - ANSO 275: Food and Culture: You Are What You Eat.
  - ART 166: Topics in Studio Art: Sculpture, Trees, and the Life of Wood.
  - ART 265: Urban Design.
  - CHIN 214: Intro to Chinese Culture: Material Culture and Chinese Gardens.
  - ECON 100: Intro to Economics
  - ECON 349: Environmental and Natural Resource Economics.
  - ECON 360: Urban Economics.
  - ENGL 332: Advanced Shakespeare Studies: Green Shakespeare.
  - ENGL 336: Literature & Landscape.
  - ENVS 205: Topics in Environmental Studies. (when approved by the director of the program)
  - FYWS 151: Overton: Memphis and the History of Urban Parks.
  - HIST 105: Disease & Epidemics.
  - HIST 105: Human Reproduction.
  - HIST 105: Technology/Cities/Environment
  - HIST 207: Global Environmental History.
  - HIST 307: Nature and War.
  - HIST 309: Natural Disasters.
  - HUM 201: Search for Values. (Jackson's or Bakewell's section only)
  - INTS 220: Global Ecopolitics.
  - INTS 221: Population and National Security.
  - INTS 340: The Politics of Migration.
  - INTS 341: Comparative Ecopolitics.
  - PHIL 230: Environmental Philosophy.
  - POLS 206: Urban Politics and Policy.
  - RELS 220: Topics in Theology: Environmental Theology.
  - URBN 201: Introduction to Urban Studies.
  - URBN 235: Principles of Public Health.

4. One Environmental Sciences course from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.

**No Prerequisites**

BIOL 120: Introduction to Environmental Science.  
 CHEM 120(L): Foundations of Chemistry. (Environmentally-themed section preferred)  
 ENVS 111: Physical Geology.  
 ENVS 116: Introductory Topics in Earth Science.  
 ENVS 120: Introduction to Earth and Atmospheric Science.  
 ENVS 170: Rocky Mountain Ecology Field Research. (at Teton Science Schools)  
 INTD 225: Geographic Information Systems.  
 MATH 115: Applied Calculus or COMP 141: Computer Science I or a statistics course (ECON 290, MATH 111 or PSYC 211).  
 MATH 214: Discrete Mathematical Modeling with Biological Applications.

**Prerequisites:** ENVS 111

ENVS 211(L): Geomorphology

**Prerequisites:** BIOL 120 or ENVS 120 and CHEM 120

ENVS 206(L): Topics in Environmental Sciences. (when approved by the director of the program)

ENVS 220(L): Physical Geography of the Southeastern United States.

**Prerequisites:** BIOL 120 and CHEM 120 or BIOL 130-131 and 140-141

BIOL 212: Environmental Issues in Southern Africa.

BIOL 315(L): Ecology.

BIOL 320(L): Conservation Biology.

BIOL 345(L): Ornithology.

BIOL 365: Advanced Topics in Biology. (i.e. Plants and People, or other environmentally-related topic approved by the director of the program)

**Prerequisites:** BIOL 130-131 and 140-141

BIOL 200(L): Evolution.

BIOL 201(L): Mycology.

BIOL 202: Vertebrate Life.

BIOL 207(L): Animal Behavior.

BIOL 253(L): Plant Genetics and Diversity.

BIOL 301(L): Microbiology.

**Prerequisite:** Chemistry 120

CHEM 206: Environmental Chemistry.

CHEM 211: Organic Chemistry I.

**Prerequisite:** Chemistry 211

CHEM 240(L): Analytical Chemistry.

5. Experiential Learning. Each student in the minor will be required to complete an environmentally-oriented experience in which he or she will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major.

A. Students may enroll in one of the following:

ARCE 120: Field Research in Environmental Archaeology.

ARCE 450: Archaeological Field School.

BIOL 214: Environmental Field Study in Namibia.

ENVS 160: Rocky Mountain Ecology. (at Teton Science Schools)

ENVS 170: Rocky Mountain Field Research. (at Teton Science Schools)

ENVS 451-452: Research.

ENVS 460: Internship in Environmental Studies and Sciences.

B. Experiences other than those listed above must be approved by the director of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the director of the

program, which links the student's experience with what he or she has learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the director of the Environmental Studies and Sciences program.

N.B.: Although not required, COMP 141: Computer Science I, is strongly recommended.

## Film and Media Studies

Film and Media Studies at Rhodes College offers a critical understanding of the history, theory, and production of moving images. Interdisciplinary by design, Film and Media Studies draws from courses in various departments, including Art, Educational Studies, English, History, International Studies, Modern Languages and Literatures, Political Science, and Theatre.

## Film and Media Studies: Program Committee

**Rashna Richards**, Department of English, Chair

### Affiliated Faculty

**Barron Boyd**, Department of International Studies

**Zachary Casey**, Educational Studies Program

**Joy Broke Fairfield**, Department of Theatre

**Darren Floyd**, Department of Art and Art History

**Dee Garceau**, Department of History

**Amy Jaspersen**, Department of Political Science

**Michael LaRosa**, Department of History

**Han Li**, Department of Modern Languages and Literatures

**Laura Loth**, Department of Modern Languages and Literatures

**David McCarthy**, Department of Art

**Scott Newstok**, Department of English

**Seth Rudy**, Department of English

**Lynn Zastoupil**, Department of History

**Nikolaos Zahariadis**, Department of International Studies

# Requirements for a Minor in Film and Media Studies

A total of twenty (20) credits as follows:

1. English 202: Introduction to Cinema
2. English 382: Film Theory
3. Three 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).

Courses regularly offered include:

Art 110: Film/Experimental Video Production  
 Art 114: Digital Art  
 Art 166: Animation (when topic is appropriate)  
 Art 213: Digital Art: Intermediate Projects  
 Art 216: 3D Animation/Virtual Realities  
 Art 313: Digital Art: Advanced Projects  
 Chinese 216/Urban Studies 265: Asian Urbanization through Cinema  
 Chinese 220/320: Contemporary Chinese Cinema  
 English 190: Shakespeare on Screen (when topic is appropriate)  
 English 204: Introduction to Screenwriting  
 English 241: History and Criticism of American Cinema  
 English 242: World Film  
 English 245: Special Topics in Film  
 English 381: Advanced Topics in Film  
 French 334: French and Francophone Cinema  
 German 240/340: German Cinema  
 History 105: British Empire through Film  
 History 105: History of Latin America through Film  
 History 462: Historical Documentary Filmmaking  
 International Studies 254: South Africa through Documentary Film  
 International Studies 256: Weapons of Mass Deception  
 Political Science 208: Media and Politics  
 Political Science 308: Political Advertising  
 Russian 285: Putin's Russia and Media  
 Russian 400: Russian Film  
 Theatre 265: Dramatic Writing  
 Theatre 265: LGBTQ Culture in Media

## First-Year Writing Seminar

The First-Year Writing Seminars (FYWS) are offered by different departments across the curriculum and fulfill the first component of the F2 Requirement.

Director of College Writing: Rebecca Finlayson, Department of English

### 151. First-Year Writing Seminar.

Fall, Spring. Credits 4.

Degree Requirement: F2s.

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. Individual sections of the course will explore different topics in reading, discussion, and writing. Topics are selected by individual professors and are designed to help students develop transferable skills of analysis and argumentation, applicable to the various disciplines of the liberal arts and sciences. 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. Students may not take both FYWS 151 and FYWS 155.

### **155. First-Year Writing Seminar: Daily Themes.**

Fall, Spring. Credits 4.

Degree Requirement: F2s.

An alternative to FYWS 151 offered to outstanding first-year writers, by invitation from the Director of College Writing. The course is limited to 12 students who meet as a class once a week and individually with the instructor or in small groups with the Writing Fellow once a week. Students will turn in 4 one-page themes each week. Some research 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. Students may not take both FYWS 151 and FYWS 155.

## **Gender and Sexuality Studies**

Gender and Sexuality Studies focuses on the ways in which gender and sexuality function as part of a dynamic system that shapes identity, structures knowledge, and determines the distribution of social and political power.

## **Gender and Sexuality Studies: Affiliated Faculty**

**Elizabeth Bridges**, Department of Modern Languages  
**Kathleen Doyle**, Department of Modern Languages and Literatures  
**Dee Garceau-Hagen**, Department of History  
**Rhiannon Graybill**, Department of Religious Studies  
**Judith Haas**, Department of English, Chair  
**Li Han**, Department of Modern Languages and Literatures  
**Amy Jasperson**, Department of Political Science  
**Kimberly Kasper**, Department of Anthropology and Sociology  
**Mona Kreitner**, Department of Music  
**Susan Kus**, Department of Anthropology and Sociology  
**Jeanne Lopiparo**, Department of Anthropology and Sociology  
**Laura Loth**, Department of Modern Languages and Literatures  
**Shira Malkin**, Department of Modern Languages and Literatures  
**Michelle Mattson**, Department of Modern Languages and Literatures  
**David McCarthy**, Department of Art  
**Valeria Z. Nollan**, Department of Modern Languages and Literatures  
**Evie Perry**, Department of Anthropology and Sociology  
**Leslie Petty**, Department of English  
**Rashna Richards**, Department of English  
**Amy Risley**, Department of International Studies  
**Zandria Robinson**, Department of Anthropology and Sociology

**Vanessa Rogers**, Department of Music  
**Rylan Testa**, Department of Psychology  
**Elizabeth Thomas**, Department of Psychology and Urban Studies  
**Rebecca Tuvel**, Department of Philosophy  
**Marsha Walton**, Department of Psychology

## Requirements for a Minor in Gender and Sexuality Studies

A total of twenty-four (24) credits as follows:

1. Gender and Sexuality Studies 200. Introduction to Gender and Sexuality Studies.
2. Gender and Sexuality Studies 400. Feminist and Queer Theory.
3. Four courses selected from the Gender and Sexuality Studies curriculum.

Two of these courses must come from fields outside of one's major. For one of these four courses, students are encouraged to consider an Internship or a Directed Inquiry. In order to receive academic credit for either the Internship or the Directed Inquiry, students must write a proposal, in consultation with a faculty mentor and submit the proposal for approval by the director of Gender and Sexuality Studies.

Gender and Sexuality Studies courses regularly offered include, but are not limited to:

Anthropology/Sociology 207: Women in Prehistory  
 Anthropology/Sociology 231: Gender and Society  
 Anthropology/Sociology 365: Black Feminist Thought  
 English 225: Region, Race, Gender and Class in Southern Literature  
 History 445: Gender in the American West  
 International Studies 432: Women in World Politics  
 Music 105: Women in Music  
 Psychology 232: Psychology of Gender and Sexuality  
 Psychology 280: Psychology of Gender and Sexualities  
 Religious Studies 301: Gender and Sexuality in the Hebrew Bible  
 Spanish 350: Short Fiction by Spanish Women Writers

## Humanities

The Life program and the Search program described below offer alternative ways to fulfill the F1 Requirement in the College's Foundation requirements.

### Life: Then and Now

Staff:

**Thomas Bremer**, Department of Religious Studies  
**Patrick Gray**, Department of Religious Studies

**Stephen R. Haynes**, Department of Religious Studies  
**Kendra G. Hotz**, Department of Religious Studies  
**John C. Kaltner**, Department of Religious Studies  
**Steven L. McKenzie**, Department of Religious Studies  
**Bernadette McNary-Zak**, Department of Religious Studies  
**Milton C. Moreland**, Department of Religious Studies  
**Mark W. Muesse**, Department of Religious Studies  
**Mark P. Newman**, Department of Philosophy  
**Susan Satterfield**, Department of Greek and Roman Studies  
**Patrick A. Shade**, Department of Philosophy  
**David Sick**, Department of Greek and Roman Studies

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 course from a range of courses that apply these specific methodological approaches to different aspects of religion. Fuller course descriptions may be found in the departmental listings.

### **101-102. Biblical Texts and Contexts: Selected Topics.**

Fall, Spring. Credits: 4 (per semester).

Degree Requirements: Life Then and Now, F1; F2i (RS 102 only)

This two-course sequence of selected topics enables students to develop critical knowledge of biblical texts and post-biblical traditions by helping them understand how these works and their histories of reception inform interpretive contexts. Students will acquire skills in critical thinking, analysis, reading, and writing that will equip them to recognize the relevance of the academic study of biblical texts and religion. Selected works from the biblical writings and affiliated literature will be discussed within the framework of topics that will allow students to explore their own and others’ operative assumptions about meaning and values.

Religious Studies 101-102 is a prerequisite for 200-level courses in the Religious Studies Department. Humanities 101-102 can substitute for this prerequisite.

### **Final Courses.**

The concluding courses in the “Life” curriculum allow the student to focus in particular areas of the study of religion or philosophy. See the departmental listings under “Religious Studies,” “Philosophy,” and “Greek and Roman Studies” for specific courses in the Life curriculum.

## **The Search for Values in the Light of Western History and Religion**

Staff:

**Geoffrey Bakewell**, Department of Greek and Roman Studies  
**Hannah Barker**, Department of History  
**Rachel Bauer**, Department of Modern Languages  
**Gordon Bigelow**, Department of English  
**Suzanne Bonefas**, Department of Greek and Roman Studies  
**Elizabeth Bridges**, Department of Modern Languages

**Daniel E. Cullen**, Department of Political Science  
**Lori Garner**, Department of English  
**Scott Garner**, Department of Greek and Roman Studies  
**Kyle Grady**, Department of Philosophy  
**Patrick Gray**, Department of Religious Studies  
**Rhiannon Graybill**, Department of Religious Studies  
**Judith P. Haas**, Department of English  
**Stephen R. Haynes**, Department of Religious Studies  
**Kendra G. Hotz**, Department of Religious Studies  
**Timothy Huebner**, Department of History  
**Jeffrey H. Jackson**, Department of History  
**Joseph Jansen**, Department of Greek and Roman Studies  
**Ryan Johnson**, Department of History  
**Jonathan Judaken**, Department of History  
**Ariel Lopez**, Department of Greek and Roman Studies  
**Laura Loth**, Department of Modern Languages  
**David Mason**, Department of Theatre  
**Bernadette McNary-Zak**, Department of Religious Studies  
**Milton C. Moreland**, Department of Religious Studies  
**Kenneth S. Morrell**, Department of Greek and Roman Studies  
**John Murray**, Department of Economics  
**Michael Nelson**, Department of Political Science  
**Scott Newstok**, Department of English  
**Valeria Z. Nollan**, Department of Modern Languages  
**Bradley Onishi**, Department of Religious Studies  
**Leigh Pittenger**, Department of Religious Studies  
**Vanessa Rogers**, Department of Music  
**Susan Satterfield**, Department of Greek and Roman Studies  
**Patrick Shade**, Department of Philosophy  
**David H. Sick**, Department of Greek and Roman Studies  
**Rebecca Tuvel**, Department of Philosophy  
**Daniel Ullucci**, Department of Religious Studies  
**Stephen H. Wirls**, Department of Political Science

## **Humanities 101-102-201. The Search for Values in the Light of Western History and Religion.**

Fall-Spring-Fall. Credits: 4-4-4.

Degree Requirements: F1.

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. The first two courses of the sequence are taken in the fall (Humanities 101) and spring (Humanities 102) semesters of the first year. In these courses, students examine original documents in translation from the history and literature of the Israelites, 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 and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the third semester of the sequence, students trace the roles of biblical and classical 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 theorists, scientists, and literary artists from the Renaissance to the present. Courses in the second year are organized by



discipline or other theme. Choices include biology, classical studies, history, literature, music, philosophy, politics, religious studies, and theatre.

**Prerequisites:** Humanities 101 is a prerequisite for Humanities 102. Humanities 102 is a prerequisite for Humanities 201. These prerequisites may be satisfied alternatively by the permission of the instructor.

## Interdisciplinary Majors

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. The following interdisciplinary majors have been approved by the Faculty, and the required courses have been defined as listed below. Students who wish to declare any of these 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.

## Biomathematics

### 1. Required Mathematics and Computer Science courses (24 credits):

Math 121, 122 (Calculus Sequence) + 251 (Differential Equations)  
 CS 141 (Computer Science I: Programming Fundamentals)  
 Math 214 (Discrete Math Modeling with Biological Applications)  
 Math 315 (Continuous Math Modeling with Biological Applications)

### 2. Required Biology courses (14 credits) :

Biology 130, 131L, 140, 141L (Intro Bio Sequence)

One of the following three courses:

- Biology 200 + 201L (Evolution)
- Biology 304 + 304L (Genetics)
- Biology 315 + 315L (Ecology)

### 3. Math Electives (8 credits): Select 2 courses from the following list in consultation with the advisor (at least one at the 300 or 400 level):

Math 201 (Transition to Advanced Math)  
 Math 223 (Multivariable Calculus)  
 Math 261 (Linear Algebra)  
 Math 311 (Probability Theory)  
 Math 312 (Math Statistics)  
 Math 321 (Real Analysis)  
 Math 352 (Partial Differential Equations)  
 Math 465 (Special Topics when appropriate)  
 CS 142 (Computer Science II: Object-Oriented Programming)

### 4. Biology Electives (14 credits): Select 3 courses from the following list in consultation with the advisor (2 must have a lab):

Biology courses at the 200 or 300 level [Biology 307 (Cell Biology) may combine with BCMB 310 (Methods in Cell Biology and Biochemistry) to satisfy a lab elective]  
 Chemistry 414 (Biochemistry) [may combine with BCMB 310 (Methods in Cell Biology and Biochemistry) to satisfy a lab elective]  
 Chemistry 416 (Mechanisms of Drug Action)  
 Neuroscience 270 (Neuroscience) [may combine with Neuroscience 350 (Neuroscience Research Methods) to satisfy a lab elective]

### 5. Senior Research (4 credits):

Normally, students will have two advisors: one who advises the mathematical component of their senior research and one who advises the biological component of their research. Each student will take three

semesters of seminar, one the spring of their junior year (1 credit), and one each semester of their senior year (2 credits fall, 1 credit spring).

Math 386 (Junior Sem), 485-486 (Senior Seminar)

#### 6. Recommended Courses:

If considering grad school in Ecology it is strongly recommended that students take Bio 315, CS 142, and Math 311.

If considering grad school in Mathematics, Biomathematics, or Mathematical Ecology it is strongly recommended that students take Math 201, 261, and 321.

Students should consider Bio 160, Bio 214, or EnvS 160 as a means of fulfilling their F-11 requirement.

Physics 111 + 111L (Fundamentals in Physics I) as appropriate to career goals

Some classes that may be of interest:

Economics 407 (Game Theory)

Geology 116 (Global Environmental Change)

History 105 (Special Topics: Disease & Epidemics) F2i, F3

History 270 (Global Environmental History) F3, F11

History 374 (Nature & War) F3

History 472 (Environmental Justice) F11

International Studies 340, 341 (Global Ecopolitics, Comparative Ecopolitics) F8

International Studies 375 (Population and National Security) F2i

Philosophy 302 (Environmental Ethics)

Philosophy 303 (Medical Ethics) F1

## Economics and Business

A total of sixty-four (64) credits as follows:

1. Economics 100, 201, 202, 290, 420, 486.
2. Business 241, 243, 351, 361, 371, 486.
3. Four credits from Economics 250, 265, 305, 308, 310, 311, 312, 317, 318, 323, 331, 339, 343, 345, 349, 357, 360, 377, 407, 440, 465.
4. One course from each of two of the following areas:
  - a. Accounting: Business 341.
  - b. Finance: Business 452, 454.
  - c. Management: Business 463, 464, 466, 467, 482
  - d. Marketing: Business 472, 473, 474, 482, 483
  - e. Business 481.
5. Mathematics 115, 116, or 121.
6. Recommended: Mathematics 107; Political Science 218; Interdisciplinary 240.

## Economics and International Studies

A total of 15-16 courses (60-64 credits) as follows:

1. Economics 100, 201, 202, 290, 310, 312; either Economics 486 or International Studies 485.
2. Economics 407 or 420.
3. International Studies 110, 120, 300, one two-course sequence, and one additional course at 200-level or above.
4. Mathematics 115 or 121.
5. An appropriate foreign language through completion of the second year (202).

# History and International Studies

A total of 12-13 courses (48-52 credits) as follows:

1. History 300, and two additional courses from the following: 207, 209, 215, 216, 217, 224, 225, 226, 232, 233, 255, 256, 261, 262, 267, 275, 276, 281, 283, 288, 294.
2. International Studies 110, 120, 300.
3. Economics 100.
4. A total of four additional courses, two in each department. Students must choose one of the following concentrations:
  - a. Europe: History: 314, 320, 321, 327, 395, 415, 427, 428, 429; I.S. 281, 282, 283, 284, 285.
  - b. Africa/Middle East: History 375, 395, 475; I.S. 243, 244, 245, 251, 252, 253
  - c. Asia: History 391, 395, 481; I.S. 260, 261, 262, 263, 264, 395.
  - d. Latin America: History 363, 364, 365; I.S. 273-274.
  - e. Global/Comparative: History 307, 365, 389, 395, 406, 413, 427; I.S. 310, 311, 330, 332, 334, 336, 340, 341, 372, 373, 374, 420, 421, 422, 451, 452.
5. I.S. 485. Senior paper to be written under the direction of one faculty member from each department. The senior paper should pertain to the student's concentration.
6. An appropriate foreign language through completion of the second year (202.)

Qualified students wishing to pursue Honors can do so by fulfilling the requirements of the interdisciplinary major and of the Honors Tutorial in either department.

# Mathematics and Economics

A total of 15 courses (60 credits) as follows:

1. Economics 100, 201, 202, 290, 407, 420.
2. One course from Economics 305, 308, 310, 331, 357.
3. Mathematics 121, 122, 201, 223, 251, 261.
4. Mathematics 311 or 321.
5. Economics 486 or Mathematics 485 and 486. Senior projects must have a faculty reader from both departments. The final presentation of the senior project must be made in the Senior Seminars of both departments.

Qualified students wishing to pursue Honors can do so by fulfilling the requirements of the interdisciplinary major and of the Honors Tutorial in either department.

Mathematics and economics majors seeking admission to graduate programs in economics, operations research, statistics, or mathematical finance are advised to also take Mathematics 312, Mathematics 431, Computer Science 141, Computer Science 142, and possibly Business 351.

# Music and Psychology

A total of 16 courses (64 credits) as follows:

1. Music Courses (6 courses, 8 performance credits = two 4-credit courses):
  - a. Theory & Musicianship: MUSC 204 - Understanding Musicianship [F5]
    - \*Two 300-level music theory courses
    - \*If placement test determines this course is redundant, choose three 300-level music theory courses.

## b. History &amp; Literature: 1 course from:

MUSC 227 - European Musical Heritage I [F3]

MUSC 228 - European Musical Heritage II [F3]

## c. Performance:

4 semester of large ensembles (MUSC 180-184, 190-194= 1 credit each.)

4 semesters of applied lessons (MUSC 160-178 = 1 credit each.)

4 semesters of Performance Attendance (MUSC 100 = 0 credits.)

## d. Electives: Two 4-credit courses

1. One music cognition/therapy topic course (MUSC 140-149 or MUSC 340-349.)

2. Other courses should be selected from the following recommended list:

MUSC 103 – Elements of Music.

MUSC 117-119; 105 [F9] – World Music courses.

MUSC 227-228 [F3] – European Musical Heritage courses

MUSC 222 – Music Technology. (cognition concentration)

MUSC 306 – Mathematical Musical Analysis [F6]

MUSC 414-415 – Conducting I &amp; II. (applied concentration)

*NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers are contained here.*

## 2. Psychology Courses (7 courses):

## a. Foundational Psychology Courses:

PSYC 150 - Foundational Issues in Psychology [F8]

PSYC 200 - Research Methods and Statistics

PSYC 211 - Statistical Methods [F6]

## b. Perception - PSYC 216

## c. Advanced Research Methods: 1 course from PSYC 350-353.

## d. Two other courses chosen from one concentration:

## Cognition:

PSYC 306 – Language and Communication

PSYC 327 – Cognitive Processes

PSYC 345 – Cognitive Neuroscience

PSYC 451-452 – Research Practicum (4 credits)

NEURO 270 – Neuroscience

NEURO 318 – Neuroscience of Brain Disorders

## Applied:

PSYC 220 – Psychology of Health

PSYC 222 – Educational Psychology

PSYC 224 – Psychological Disorders

PSYC 229 [F11] – Developmental Psychology: Infant and Childhood [F11]

PSYC 230 – Adolescent Development

PSYC 311 – Counseling Psychology

PSYC 326 – Learning and Motivation

PSYC 451-452 – Research Practicum (4 credits)

### 3. Senior Experience (4 credits)

Either MUSC 485-486 or PSYC 485 as recommended by advisor and topic availability. The culminating Senior Seminar research project is required to integrate the fields of Music and Psychology.

Other suggested courses to complement this course of study include:

- EDUC 201 - Foundations of Education
- EDUC 460 – Internship in Education [F11]
- FYWS 151 – American Music and Politics [F2s]
- MUSC 160-178 – Lessons. Four additional semesters of lessons and ensembles are recommended. (especially guitar and/or voice for applied/therapy track)
- MUSC 190-198 – Ensembles
- PHIL 270 – Philosophy of Education [F11]
- PHIL 328 – Philosophy of Mind and Consciousness
- PHYS 107 – Physics of Sound and Music [F7]
- PSYC 338 – Psychological Assessment
- PSYC 460 – Internship in Psychology
- PSYC 495-496 – Honors Tutorial
- 460 Other Internship [F11]

## Political Science and International Studies

A total of 12 courses (48 credits) as follows:

1. International Studies: 110, 120, 300, one two-course sequence, and an additional course at 200-level or above.
2. Political Science: POLS 151; POLS 340 or 360; another 300 level course from among the following courses in American politics and policy (301, 305, 308, 318, 320, 321, 330, 340, 370); one of the following courses in political theory (212, 214, 218, 230, 314); one additional course at the 200 level or above. (POLS 262,263, 264, do not count toward the Political Science and International Studies Interdisciplinary major.)
3. Economics 100.
4. International Studies 485 or Political Science 485.
5. An appropriate foreign language through completion of the second year (202.)

## Russian Studies and International Studies

A total of 16 courses (64 credits) as follows:

1. Russian 202, 205, 255, 410, 486.
2. Two of the following: Russian 301, 302, 309.
3. Russian 212 or 215.
4. International Studies 110, 120, 284, 300, 485, and one additional course at 200-level or above.
5. Economics 100.
6. One of the following: Political Science 151, Political Science 215, or History 229.

## Latin American Studies

The Latin American Studies program includes a strong language component and brings together courses from six departments: Anthropology/Sociology, Economics, History, Modern Languages (Spanish), Music, and International Studies.

# Honors in Latin American Studies

1. Completion of all requirements for the Latin American Studies major.
2. Completion of Latin American Studies 495-496.
3. Completion and public presentation of a substantial research project.

Project proposal must be approved by the Latin American Studies Committee by April of the junior year.

## Latin American Studies: Program Committee

- Elizabeth Pettinaroli, Department of Modern Languages and Literatures (Chair)
- Bruno Badia, Department of Economics
- Sarah Boyle, Department of Biology
- Tyler Fritts, Department of Music
- Eric Henager, Department of Modern Languages and Literatures
- David Jilg, Department of Theatre
- Michael LaRosa, Department of History
- Jeanne Lopiparo, Department of Anthropology and Sociology
- Jaqueline Oliveira, Department of Economics
- Alberto del Pozo Martinez, Department of Modern Languages and Literatures
- Ryan Rasmussen, Department of Art
- Amy Risley, Department of International Studies

## Requirements for a Major in Latin American Studies

A total of forty-two to forty-four (42-44) credits as follows:

1. Latin American Studies 200: Introduction to Latin American Studies.
2. Latin American Studies 485: Senior Seminar.
3. Nine of the following courses from at least four different departments. No more than three courses in any one department may count toward the major:
  - Anthropology/Sociology 224: Latin America Before 1492.
  - Anthropology/Sociology 265: Intro. Topics in Anthropology and Sociology (LA/Hispanic/Latino/a topic).
  - Anthropology/Sociology 325: The Maya and Their World.
  - Anthropology/Sociology 327: Gender and Power in Latin America.
  - Anthropology/Sociology 365: Cultural Motifs (LA/Hispanic/Latino/a topic).
  - Anthropology/Sociology 379: Anthropology of Social Change (LA/Hispanic/Latino/a topic).
  - Biology 160: An International Experience in Health Care.
  - Economics 100: Introduction to Economics.
  - Economics 265: Economics of Education.
  - History 105: Special Topics (LA/Hispanic/Latino/a topic).
  - History 205: Special Topics (LA/Hispanic/Latino/a topic).
  - History 261: Colonial Latin America.
  - History 262: Modern Latin America.
  - History 267: Modern Mexico.
  - History 363: History of US-Latin American Relations.

- History 364: History of Religion in Latin America.
- History 365: Infinite Border: The United States and Mexico in Historic Perspective.
- History 405: Advances Seminars (LA/Hispanic/Latino/a topic).
- Humanities 201: Search in Latin America.
- International Studies 120: Introduction to Comparative Politics.
- International Studies 265: Topics in International Studies. (when the topic focuses on Latin America).
- International Studies 266: Topics in International Studies (LA/Hispanic/Latino/a topic).
- International Studies 273: Government and Politics of Latin America.
- International Studies 274: Issues in US-Latin American Relations.
- International Studies 310: Comparative Political Economy.
- International Studies 311: International Political Economy.
- International Studies 332 (Hispanic/Latino/a topic).
- Latin American Studies 099: Special Topics in Latin American Studies.
- Latin American Studies 265: Special Topics in Latin American Studies.
- Latin American Studies 365: Advanced Special Topics in Latin American Studies.
- Music 119: Music of Latin America.
- Spanish 302: Culture and Composition (LA/Hispanic/Latino/a topic).
- Spanish 306: Introduction to Latin American Cultures and Literatures.
- Spanish 309: Spanish in Latin America.
- Spanish 310: US-Latino Literatures and Cultures.
- Spanish 315: Theory and Latin American Literature.
- Spanish 320: Spanish American Drama.
- Spanish 323: Space and Place.
- Spanish 325: Community Publishing/Carioneras in LA and Memphis.
- Spanish 330: Spanish American Poetry.
- Spanish 340: Colonial and Global Visions in Spanish American Literatures.
- Spanish 360: Gender in Spanish American Literature.
- Spanish 365: Special Topics in Spanish (LA/Hispanic/Latino/a topic).
- Spanish 370: Contemporary Southern Cone Literature.
- Spanish 375: Contemporary Central American Literature.
- Spanish 405: Literature of Mexico after 1911.
- Spanish 406: Contemporary Novel of Spanish America.
- Spanish 408: Spanish American Short Story.
- Spanish 426: Imperial Discourses of the Hispanic World.

And other courses by approval of the Director of the LAS Program

Questions: Contact Prof. Elizabeth [Pettinaroli--pettinari@rhodes.edu](mailto:Pettinaroli--pettinari@rhodes.edu)

## Requirements for a Minor in Latin American Studies

A total of twenty-two to twenty-four (22-24) credits as follows:

1. Latin American Studies 200.
2. Five of the following courses from at least three different departments (Latin American Studies 460 does not count toward the three-department distribution).
  - Anthropology/Sociology 224: Latin America Before 1492.
  - Anthropology/Sociology 265: Intro. Topics in Anthropology and Sociology (LA/Hispanic/Latino/a topic).

- Anthropology/Sociology 325: The Maya and Their World.
- Anthropology/Sociology 327: Gender and Power in Latin America.
- Anthropology/Sociology 365: Cultural Motifs (LA/Hispanic/Latino/a topic).
- Anthropology/Sociology 379: Anthropology of Social Change (LA/Hispanic/Latino/a topic).
- Biology 160: An International Experience in Health Care.
- Economics 100: Introduction to Economics.
- Economics 265: Economics of Education.
- History 105: Special Topics (LA/Hispanic/Latino/a topic).
- History 205: Special Topics (LA/Hispanic/Latino/a topic).
- History 261: Colonial Latin America.
- History 262: Modern Latin America.
- History 267: Modern Mexico.
- History 363: History of US-Latin American Relations.
- History 364: History of Religion in Latin America.
- History 365: Infinite Border: The United States and Mexico in Historic Perspective.
- History 405: Advances Seminars (LA/Hispanic/Latino/a topic).
- Humanities 201: Search in Latin America.
- International Studies 120: Introduction to Comparative Politics.
- International Studies 265: Topics in International Studies. (when the topic focuses on Latin America).
- International Studies 266: Topics in International Studies (LA/Hispanic/Latino/a topic).
- International Studies 273: Government and Politics of Latin America.
- International Studies 274: Issues in US-Latin American Relations.
- International Studies 310: Comparative Political Economy.
- International Studies 311: International Political Economy.
- International Studies 332 (Hispanic/Latino/a topic).
- Latin American Studies 099: Special Topics in Latin American Studies.
- Latin American Studies 265: Special Topics in Latin American Studies.
- Latin American Studies 365: Advanced Special Topics in Latin American Studies.
- Music 119: Music of Latin America.
- Spanish 302: Culture and Composition (LA/Hispanic/Latino/a topic).
- Spanish 306: Introduction to Latin American Cultures and Literatures.
- Spanish 309: Spanish in Latin America.
- Spanish 310: US-Latino Literatures and Cultures.
- Spanish 315: Theory and Latin American Literature.
- Spanish 320: Spanish American Drama.
- Spanish 323: Space and Place.
- Spanish 325: Community Publishing/Carioneras in LA and Memphis.
- Spanish 330: Spanish American Poetry.
- Spanish 340: Colonial and Global Visions in Spanish American Literatures.
- Spanish 360: Gender in Spanish American Literature.
- Spanish 365: Special Topics in Spanish (LA/Hispanic/Latino/a topic).
- Spanish 370: Contemporary Southern Cone Literature.
- Spanish 375: Contemporary Central American Literature.
- Spanish 405: Literature of Mexico after 1911.
- Spanish 406: Contemporary Novel of Spanish America.
- Spanish 408: Spanish American Short Story.
- Spanish 426: Imperial Discourses of the Hispanic World.

And other courses by approval of the Director of the LAS Program

Questions: Contact Prof. Elizabeth [pettinaroli--pettinarolie@rhodes.edu](mailto:pettinaroli--pettinarolie@rhodes.edu)

## Neuroscience



Neuroscience at Rhodes provides students with a nuanced understanding of the methodological challenges and conceptual issues that lie at the heart of efforts to understand the function of the nervous system and its role in behavior.

## Honors in Neuroscience

In addition to maintaining a cumulative and major GPA of at least 3.5, honors candidates are required to enroll in Neuroscience 399 in the Spring of their junior year. By the start of the senior year, the candidate must submit a proposal for an independent research project for approval by the Program Committee. Up to 8 credits of Neuroscience 495-496 are taken each semester of the senior year. In addition to submitting a written report, the candidate is required to make an oral presentation at the conclusion of the research project. The honors degree in Neuroscience is contingent upon committee acceptance of the research manuscript.

## Neuroscience: Program Committee

**Mauricio Cafiero**, Department of Chemistry

**Kelly Dougherty**, Department of Biology

**Jason Haberman**, Department of Psychology

**David Kabelik**, Department of Biology, Chair

**Rebecca Klatzkin**, Department of Psychology

**Katie White**, Department of Psychology

## Requirements for a Major in Neuroscience Leading to the B.S. Degree

A total of fifty-three to fifty-six (53-56) credits as follows:

1. Eight (8) core requirements:

Chemistry 120-120L

Biology 130-131L

Biology 140-141L

Psychology 150

Psychology 211 or Mathematics 211

Neuroscience 270

Neuroscience 350 - (this course will cease after Fall 2017; depth courses will instead be paired with labs beginning in 2018-2019)

Neuroscience 485/486

2. Two (2) depth requirements:

Biology 375 or Biology 376; AND either Neuroscience 318 or Psychology 345

3. Three (3) breadth courses from the following:

Biology 204, 207, 303 or 304+304L, 307, 325, 340

Chemistry 414, 416

Neuroscience 451-452 (4 credits total)

Psychology 216, 220, 224, 306, 327, 353

Philosophy 250 (Philosophy of Neuroscience topic only), 328

Up to two additional depth courses

4. Courses recommended but not required:

Chemistry 211-212

Computer Science 141

Mathematics 115  
 Physics 111-112 (with laboratory)  
 Political Science 216

## Political Economy

Political Economy at Rhodes entails the study of the important works that laid the foundations of economic and political systems throughout the world, the major critiques of those systems, and the quandaries and disputes that arise at the intersection of politics and economics

## Political Economy: Program Committee

**Stephen J. Ceccoli**, Department of International Studies

**Daniel E. Cullen**, Department of Political Science

**Marshall K. Gramm**, Department of Economics

**Teresa Beckham Gramm**, Department of Economics

**Renee J. Johnson**, Department of Political Science

**John E. Murray**, Department of Economics, Chair

**Robert F. Saxe**, Department of History

**Patrick A. Shade**, Department of Philosophy

**Stephen H. Wirls**, Department of Political Science

## Requirements for a Major in Political Economy

A total of 12 courses (48 credits) as follows:

1. Economics 100 and 323; either Economics 201 or 202.
2. International Studies 311.
3. Political Science 110, 205, 218, 314.
4. Political Economy 486.
5. Tracks (choose one):
  - A. Global Track
 

Three electives (two of which must be outside of Economics) from Economics 310, 312; International Studies 220, 221, 263, 282, 340, 341, 451.
  - B. Historical Track
 

Three electives from Economics 339; Greek and Roman Studies 270; History 255, 256, 351, 352, 436, 439.
  - C. Philosophical Track
 

Philosophy 301 and two electives (one of which must be outside of Political Science) from English 265 (Literature and Economics); Philosophy 255, 303, 355; Political Science 212, 214, 230, 411.
  - D. Policy Track
 

Either Economics 290 or Political Science 270.  
 Two electives from Economics 305, 310, 420; Political Science 209, 280, 305, 320, 370, 470; Psychology 309.

## Self-Designed Interdisciplinary Majors

The option of a self-designed interdisciplinary major is available for those students whose academic goals may best be achieved by combining and integrating the work of two or more academic departments. Like the College's other interdisciplinary programs, the self-designed interdisciplinary major exists to provide an appropriate structure for programs of study that do not fit within the bounds of existing departments and require an interdisciplinary approach.

The majors currently offered by the College's academic departments and interdisciplinary programs are carefully designed and rigorously reviewed by the faculty for intellectual depth and coherence. Students who wish to propose a self-designed course of study should expect that their proposals will be held to the same standards. The self-designed interdisciplinary major petition process therefore requires a significant amount of time and reflection. Students wishing to pursue this option will work closely with their advising faculty in the relevant departments to construct their proposal and to see their study through to completion.

Students who wish to pursue a self-designed interdisciplinary major must complete the required "Declaration of Interdisciplinary Major" form. In completing that form, students should follow the steps below in order to meet the rigorous criteria for the proposed program of study.

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 those faculty members and departments, a petition requesting the College Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition must contain the following items:
  - a. An essay that articulates the student's rationale for the interdisciplinary major. Simply explaining how courses in different departments are related is not a sufficient rationale. The rationale must specifically explain why the academic goals of the self-designed major cannot be achieved through a combination of majors and minor(s). The petitioner must demonstrate that only by integrating work in the departments can those academic goals be realized. The importance of this essay cannot be overemphasized. It is not only a statement of the student's reasons for choosing the proposed interdisciplinary major, but also a philosophical and practical statement of (i) how the new major meets the same rigorous standards as the College's already-existing majors, (ii) how the proposed course-plan will include truly "interdisciplinary" study, (iii) how, if there are similar programs or majors at other comparable institutions, the proposed plan for interdisciplinary study compares to those.
  - b. The Declaration of Interdisciplinary Major, including a complete listing of courses that comprise the interdisciplinary major, with numbers, titles, and dates when the courses 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 substantial advanced work is done in each department. The proposed program of study must include a complete description of how the "interdisciplinary" senior experience 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. Any self-designed capstone experience should be explained in detail and should be comparable in content, rigor, and methodology to the capstone experiences for existing majors.
3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the concerned departments. This endorsement must include a detailed assessment of the student's rationale and 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. If the student's petition includes coursework or other projects outside of the participating departments' normal course offerings, the chairpersons should also note their awareness of those elements of the proposal and give assurances that those or comparable opportunities will be available 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 Education Program Committee for a full review and final determination. Incomplete Declarations will be returned to the student without review.

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 should begin as early as possible, but 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 an approved interdisciplinary major must have departmental approvals and the approval of the Education Program Committee before changes are made in the course of study.

## Urban Studies

The Urban Studies Program enables students to explore and understand the urban experience in its richness and complexity. It provides an interdisciplinary learning experience grounded in the liberal arts and connected to concerns of the region and the world. Through integrative teaching and research, students develop and apply the skills needed to analyze the dynamic processes and structures of urban life as well the ways that cities contribute to global change. Students engage fully with Memphis and the diversity of the Mid-south region, combining course work with urban field experiences including internships, fellowships, and research with community partners.

## International Study

Many Urban Studies students spend a semester abroad and some of the courses may be eligible for Urban Studies credit. However, students must provide the program director with the course information before beginning the program. There are also some programs that are more appropriate for Urban Studies students such as IHP “Cities in the 21st Century” and DIS “Urban Studies in Europe.”

## Requirements for a Major in Urban Studies

A total of forty four (44) credits as follows:

1. Urban Studies 201: Introduction to Urban Studies
2. Political Science 206: Urban Politics and Policy
3. One 4 credit course on Race and Ethnicity in the United States
  - Race and Ethnicity in American Society (Anthropology/Sociology 331)
  - African American History (History 242)
  - Black Political Thought (Political Science 230)
  - Black Theology (Religious Studies topics course)
  - The Civil Rights Movement (History 243)
  - Intercultural Knowledge and Competence (Urban Studies 250)
  - (other courses may fulfill this requirement, but will require permission of the Director of Urban Studies)
4. Urban Studies 385: Research Methods in Urban Studies
5. One 4 credit course that provides an Urban Field Experience
  - Urban Studies 362: Urban Field Research
  - Urban Studies 460 (1): Internship - Urban Studies Concentration
  - Urban Studies 460 (2): Internship - Urban and Community Health Concentration
  - Religious Studies 460: Health Equity Internship
  - \*Students in the Urban and Community Health Concentration must take Urban Studies 460 (2) or Religious Studies 460.

## 6. Urban Studies 485: Senior Seminar

7. **Urban Studies Concentration** (typically five, 4 credit courses).

\*In each concentration, one course must address historical and/or comparative perspectives on the urban experience.

1. a. **Concentration in Urban and Community Health**

The following two courses are required as part of the concentration:

1. Medical Sociology (Anthropology/Sociology 347), Introduction to Urban and Community Health (Urban Studies 240), Faith, Health and Justice (Religious Studies 232), Principles of Public Health (Urban Studies 235), or Anthropology of Health (Anthropology/Sociology 265)
  2. Community Psychology (Psychology 250) or Psychology of Health (Psychology 220)
- Three elective courses may be chosen from the following list. Only two of the three electives may come from the same department or program. One of these courses must be must be taken at the 300 or 400 level (Urban Studies 460 and Urban Studies 362 do not satisfy this upper level requirement.)

Anthropology of Health (Anthropology/Sociology 265)  
 Geographic Information Systems (Interdepartmental 225)  
 Biology of Medicine (Biology 105)  
 Embryology (Biology 209)  
 Parasitology (Biology 220)  
 Genetics (Biology 304 with lab OR Biology 303 without lab)  
 Molecular Biology (Biology 325)  
 Virology/Immunology (Biology 330)  
 Demography of Health (Anthropology/Sociology 265)  
 Medical Sociology (Anthropology/Sociology 347)  
 Music and Healing (Music 105)  
 Medical Ethics (Philosophy 303)  
 Statistical Methods (Psychology 211)  
 Psychology of Health (Psychology 220)  
 Community Psychology (Psychology 250)  
 Health Care Policy (Political Science 320)  
 Pain, Suffering, and Death (Religious Studies 233)  
 Faith, Health, and Justice (Religious Studies 232)  
 Narrative Perspectives on Religion and Medicine (Religious Studies 300)  
 Principles of Public Health (Urban Studies 235)  
 Introduction to Urban and Community Health (Urban Studies 240)  
 Urban Geography (Urban Studies 230)  
 Nonprofits in the City (Urban Studies 340)  
 Right to the City (Urban Studies 365)  
 Global Health/Global Health Maymester (Biology 160)

Note: Students who concentrate in Urban and Community Health and wish to pursue graduate study in Public Health or the medical professions should contact the Director of Health Professional Advising, in addition to working closely with an Urban Studies faculty advisor. Graduate study in Public Health, for example, typically requires the Introductory Biology Sequence and Statistics.

b. **Concentration in Urban Studies**

Five courses are selected from the Urban Studies Electives with the support of a faculty advisor in Urban Studies. These courses should support student interests and future goals.

\*At least one additional methods course is strongly encouraged. Only one additional methods course may count as an elective for the major.

Additional Research Methods Courses:

Introduction to GIS (Interdepartmental 225)  
 Statistical Analysis for Economics and Business (Economics 290)

Statistical Methods (Psychology 211)  
 Urban Field Research (Urban Studies 362)  
 Research Practicum (Urban Studies 451/452)

\*No more than two electives may come from any one academic department.

\*Two electives must be taken at the 300 or 400 level (Urban Studies 460 and Urban Studies 362 do not satisfy this upper level requirement)

Urban Studies Electives that are regularly offered are listed below. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. Other courses may be used to fulfill the major requirement provided the courses: 1) contain an urban institutional or urban issues focus, and 2) are approved for major credit by the Director of Urban Studies.

### **Urban Studies Electives:**

Race and Ethnicity in American Society (Anthropology/Sociology 331)  
 Medical Sociology (Anthropology/Sociology 347)  
 Sociology of Education (Anthropology/Sociology 341)  
 The City (Anthropology/Sociology 241)  
 Urban Design (Art 265)  
 Environmental Science (Biology 120)  
 Management of Organizations (Business 361)  
 Public Economics (Economics 305)  
 Foundations of Education (Education 201)  
 Race, Class, Gender, and Sexuality in Education (Education 320)  
 Environmental Geology (Geology 214)  
 African American History (History 242)  
 The Civil Rights Movement (History 243)  
 History of Poverty in the United States (History 249)  
 Urban History (History 205)  
 Black Political Thought (Political Science 230)  
 Public Policy Analysis (Political Science 305)  
 Community Psychology (Psychology 250)  
 Infant and Child Development (Psychology 229)  
 Community and Program Evaluation (Psychology 350)  
 Health Equity Internship (Religious Studies 460)  
 Introduction to Urban and Community Health (Urban Studies 240)  
 Urban Geography (Urban Studies 230)  
 Intercultural Knowledge and Competence (Urban Studies 250)  
 Music and Community in Memphis (Urban Studies 262)  
 Topics in Urban Studies (Urban Studies 265)  
 Nonprofits in the City (Urban Studies 340)  
 Right to the City (Urban Studies 365)  
 Music and Community in Memphis (Urban Studies 382)  
 Internship (Urban Studies 460)

## **Requirements for a Minor in Urban Studies**

A total of 24 credits as follows:

1. Introduction to Urban Studies (Urban Studies 201)

2. Research Methods in Urban Studies (Urban Studies 385)
3. One 4 credit course that provides an Urban Field Experience
  - Urban Studies 362: Urban Field Research
  - Urban Studies 460 (1 or 2): Internship.
  - Religious Studies 460: Health Equity Internship.

Two of these courses may count toward the minor; only one is required. If two courses are taken, two additional courses should be selected from the urban studies curriculum rather than three courses as noted below.

4. Three courses selected from the Urban Studies Curriculum (including Urban Studies major requirements and electives.) Two of these courses must come from fields outside of one's major. No more than two courses may come from any one academic department. One course must be taken at the 300 or 400 level (the Urban Field Experiences courses do not satisfy this upper level requirement.)

Courses in the Urban Studies Major and Urban Studies Electives that are regularly offered are listed under the major. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. Other courses may be used to fulfill the minor requirement provided the courses: 1) contain an urban institutional or urban issues focus, and 2) are approved for minor credit by the Director of Urban Studies.

## Requirements for a Minor in Urban and Community Health

A total of 24 credits as follows:

1. Introduction to Urban Studies (Urban Studies 201)
2. Urban Studies Internship: Urban and Community Health Concentration (Urban Studies 460-02) or Health Equity Internship (Religious Studies 460)
3. Four elective courses chosen from the list of electives in the Urban and Community Health Concentration (see Urban Studies Major requirements and electives.) No more than two courses may come from any one academic department. One elective course must be taken at the 300 or 400 level.

## Urban Studies: Program Committee

**John Bass**, Department of Music

**Sarah Boyle**, Department of Biology

**Zachary Casey**, Educational Studies Program

**Erin Cue**, Mellon Postdoctoral Fellow

**Anita Davis**, Department of Psychology

**Keith Gibson**, Department of Political Science

**Peter Hossler**, Urban Studies Program

**Kendra Hotz**, Department of Religious Studies

**Charles Hughes**, The Memphis Center at Rhodes College

**Evelyn Perry**, Department of Anthropology and Sociology

**Elizabeth Pettinaroli**, Modern Languages, Latin American Studies

**Amy Risley**, International Studies

**Zandria Robinson**, Department of Anthropology and Sociology

**Charles Snyder**, Health Advising

**Elizabeth Thomas**, Department of Psychology and Director of Urban Studies

**Shaolu Yu**, Mellon Postdoctoral Fellow

# International Studies

The Department of International Studies prepares students to understand international politics, foreign policy making, political development, international law, international organization, security and defense policy, and the politics and cultures of various countries and regions of the world.

## Areas of Concentration

Area A: Global Leadership - includes courses numbered at the 300-level or 400-level (excluding IS 300, IS 485, and IS 495-6)

Area B: Regional Leadership - includes region-specific courses numbered at the 200-level (excluding IS 200, IS 235, and IS 256)

Other Courses (these can be either A or B area courses):

133: Model United Nations

235: Great Decisions in U.S. Foreign Policy

265-266: Selected Topics in International Studies

270: Research Methods

450: Washington Semester

460: Internship in International Studies

470: Summer Internship Abroad (Mertie W. Buckman International Internship Program)

## Honors in International Studies

Required: Completing Honors in the Department of International Studies is comprised of two semesters (Fall and Spring). Students must enroll in International Studies 485 in the Fall semester of the year in which the student intends to complete the Honors Project and gain departmental approval of a research proposal. Students will select a first and second reader for the Honors Project and a third member will be selected by the department. Students should consult with an International Studies faculty member about their intentions to pursue an honors project prior to the beginning of the fall semester and obtain a copy of the "Honors in International Studies Guidelines." A minimum GPA of 3.70 in all course work and approval of the department are required.

## International Studies: Faculty and Staff

### Professors



**Stephen J. Ceccoli.** 1998. P.K. Seidman Professor of Political Economy. B.A., Heidelberg College; M.A., Ph.D., Washington University. (International relations, political economy, comparative public policy.)

**Nikolaos Zahariadis.** 2016. Mertie Buckman Distinguished Professor of International Studies. B.A., Slippery Rock University; M.A., Ph.D., University of Georgia. (European Politics, International relations, comparative politics.)

### Associate Professors

**Esen Kirdis.** 2011. J.S. Seidman Research Fellow. B.A., Koc University, Istanbul, Turkey; Ph.D., University of Minnesota, Twin Cities. (Middle East politics, Islamic politics, international relations, comparative politics.)

**Shadrack W. Nasong'o.** 2005. Stanley J. Buckman Professor of International Studies. B.A. and M.A., University of Nairobi, Kenya; Ph.D., Northeastern University, Boston. (African politics, comparative politics, international relations.)

**Amy E. Risley.** 2005. Chair. B.A., University of Wisconsin, Madison; M.A., New York University; Ph.D., University of Texas at Austin. (Latin American politics, comparative politics, international relations.)

**Jennifer D. Sciubba.** 2008. B.A., Agnes Scott College; M.A., Ph.D., University of Maryland. (Political demography, environmental politics, international relations.)

### Assistant Professors

**Chien-Kai Chen.** 2013. B.A., National Taiwan University; M.A., The University of Alabama, Tuscaloosa; Ph.D., Boston University. (East Asian Politics, Comparative Politics, International Relations.)

**Carolyn Maney Purser.** 2017. B.A., Colby College; Ph.D., University of Georgia, Athens. (Comparative politics, international relations, human security.)

### Adjunct Professor

**Yasir Kazi.** 2010. B.Sc. University of Houston; B.A. and M.A., University of Madinah, Saudi Arabia; M.A., M. Phil., Ph.D., Yale University. (Islamic Studies.)

### Staff

**J. Barron Boyd.** 2012. Coordinator, Buckman International Studies Initiative. B.A., Rhodes College; M.A. and Ph.D., University of South Carolina. (International politics, International Human Rights, South African Politics.)

**Kimberly A. Stevenson.** 2008 Departmental Assistant. B.S., University of Memphis.

## Requirements for a Major in International Studies

A total of fifty-two (52) credits as follows:

1. Required courses: International Studies 110, 120, 270, 300, 485.
2. Economics 100 or International Studies 311.
3. Political Science 151 or 214.

4. Twenty (20) additional credits in International Studies with at least 8 credits from each area (A - Global Leadership, and B - Regional Leadership).
5. Completion of courses in a foreign language through the second full year at the college level (through the 202-level). Any 4-credit foreign language course above the 202-level and taught in the foreign language could also be used to satisfy the language requirement.
6. Each student in the major will be required to complete an international experience. There are several ways to complete this requirement subject to the approval of the Department Chair. Students may take a study abroad course approved by the Rhodes College study abroad office; an internship in International Studies, INTS 460; or the Model UN course, INTS 133, four times. Any such international experience with course credit would count toward No. 4 above.

The Department of International Studies offers a number of interdisciplinary majors in collaboration with other departments. These majors include International Studies/Economics; International Studies/History; International Studies/Political Science; and International Studies/Russian Studies.

## Requirements for a Minor in International Studies

A total of twenty-four (24) credits as follows:

1. International Studies 110, 120.
2. Two-course sequence numbered 200 or above in either area A or B.
3. Two additional courses at 200-level or above (I.S. 300 is recommended.)

## Master of Science in Accounting

Rhodes College offers a 32-credit program of study in accounting and business 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.

### Additional Information

The M.S. in Accounting program office hours are 8:00 a.m. - 4:00 p.m. Monday through Friday (CST). For additional information, contact:

Dr. Pamela Church  
Director of M.S. in Accounting Program  
Rhodes College  
2000 North Parkway  
Memphis, Tennessee 38112-1690  
Telephone 901-843-3920  
[church@rhodes.edu](mailto:church@rhodes.edu)

## 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 eight (8) credits in a semester. Degree-seeking students who register for seven (7) credits 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.

# **Admission**

## **Admissions Procedure**

A student who wishes to apply for admission to the M.S. program should print an application form from the Rhodes College website. The completed form should be mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

All applicants for admission to the M.S. in Accounting program are required to submit transcripts from all colleges attended and three letters of reference.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

## **Standardized Tests**

Non-Rhodes applicants are required to take the Graduate Management Admissions Test (GMAT). Rhodes students may choose to submit a GMAT score as part of the application package. 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 from the GMAT website at [www.mba.com](http://www.mba.com). 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 example, 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 twelve 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 credits, 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 a graduate course as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements. A student may apply no more than a total of four graduate credits earned as a special student and/or for transfer credit toward the requirements for the M.S. in Accounting at Rhodes.

## **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.

# **Expenses and Financial Aid**

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 undergraduate 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**

Financial assistance for students in the M.S. in Accounting program will be in the form of loans and scholarships.

## **Loans**

Graduate students are currently eligible for Federal Stafford Loans up to \$20,500 per year. Federal Stafford Loans are made on an unsubsidized basis, and 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 interest rate is fixed at 6.8%.

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

## Scholarships

All applicants are automatically considered for a departmental scholarship with no additional forms required to be filed. Departmental scholarships for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a scholarship is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

# Master in Accounting: Faculty and Staff

## ASSOCIATE PROFESSORS

**Dee Birnbaum.** 1991. 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.** 1988. Director, M.S. in Accounting Program. B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

## ASSISTANT PROFESSORS

**Kayla D. Booker.** 2015. B.B.A., M.P.A., Ph.D., Jackson State University. C.P.A. (Accountancy.)

**Sujan M. Dan.** 2013. B.Tech, Kerala University, India; M.S., Ph.D., Texas A&M University. (Marketing.)

**Andrey Zagorchev.** 2013. B.S., M.S., Plovdiv University, Bulgaria; M.B.A., Wright State University; Ph.D., Lehigh University. (Finance.)

## PART-TIME ASSISTANT PROFESSOR

**Milton L. Lovell.** 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. Chief Financial Officer and General Counsel, nexAir, LLC (Accountancy; taxation.)

## INSTRUCTOR

**Jade O. Planchon.** 2012. B.A., Rhodes College; M.B.A., Columbia University. (Finance.)

## PART-TIME INSTRUCTOR

**Chris Nunn.** 2010. B.A., M.S., Rhodes College. Chief Financial Officer, Security Bancorp of Tennessee, Inc. (Accountancy.)

## STAFF

**Linda Gibson.** 2006. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

# Requirements for the M.S. Degree

A total of thirty (32) credits as follows:

Required courses. (28 credits):

1. Business 641: Seminar in Financial Accounting Theory and Research.
2. Business 643: Seminar in Accounting Control.
3. Business 644: Accounting for Governmental and Not-for-Profit Entities.
4. Business 645: Taxation of Business Organizations.
5. Business 646: Consolidations and Advanced Accounting Topics.
6. Business 647: Legal and Regulatory Environment of Business.
7. Business 648: Systems Auditing.

Elective course. (4 credits) One 500- or 600-level course in the Department of Business.

## 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 in the M.S. program. 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. For students electing to graduate under earlier degree requirements, there is no guarantee that the courses specified in those requirements will be offered.

## The Educational Program

The graduate program builds upon the undergraduate study of accounting by introducing 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:

1. Financial Accounting.
2. Cost Accounting.
3. Intermediate Accounting I and II.
4. Federal Income Tax.
5. Auditing.
6. Introduction to Economics.

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas:

1. Finance.
2. Management or Marketing.

## Transfer Credit

No more than a total of eight graduate credits earned at another institution and/or graduate credit earned as a special student (see above) 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. Correspondence courses and distance learning (Internet) courses will not be accepted for meeting the program's prerequisites, area courses, or degree requirements.
3. 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.
4. 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.
5. A maximum of 4 credits (1 credit = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter hour equals two-thirds credit. Fractional transfer credits will be credited.
6. Transfer credits are not accepted if the grade is C+ or below. Transfer credits are credited to the Rhodes transcript as credits only; they are not used to determine the grade point average.
7. Transfer credit may be used to satisfy M.S. degree requirements.

## Mathematics and Computer Science

The Department of Mathematics and Computer Science offers students numerous opportunities to develop quantitative reasoning, critical-thinking, problem-solving, and communication skills through its curriculum and extracurricular activities.

## Honors in Mathematics or Computer Science

Requirements:

1. Fulfillment of the requirements for the major.
2. Honors Tutorial: 495 and 496.
3. Approval by the department is required.

Students should consult with a faculty member about their intentions to pursue an honors project before the end of their Junior year.

# Mathematics and Computer Science: Faculty and Staff

## Associate Professors

**Erin N. Bodine.** 2010. B.S. and B.A., Harvey Mudd College; Ph.D., University of Tennessee, Knoxville. (Optimal control theory, mathematical ecology, differential equations, discrete difference equations, individual and agent based modeling.)

**Eric Gottlieb.** 1998. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

**Christopher Mouron.** 2002. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems.)

**Betsy Williams Sanders.** 2007. B.S., Millsaps College; M.S. and Ph.D., Vanderbilt University. (Computer graphics and animation.)

**Chris Seaton.** 2004. Chair. E.C. Ellett Professorship of Mathematics and Computer Science. B.A., Kalamazoo College; Ph.D., University of Colorado at Boulder. (Differential geometry, differential topology, orbifolds, Lie groupoids, singular symplectic reduction, invariant theory.)

## Assistant Professors

**Ibrahim Abdelrazeq.** 2015. B.S., Yarmouk University; M.S., New Mexico State University; Ph.D., University of Ottawa (Time series analysis, financial and actuarial mathematics, parametric and nonparametric goodness of fit tests.)

**Sesha Dassanayake.** 2017. B.A., Wabash College; M.S., University of Minnesota; M.S., University of Colorado Denver; Ph.D., University of Colorado Denver (Spatio-temporal methods for disease surveillance.)

**Rachel M. Dunwell.** 2005. B.Sc., Leeds University; M.Sc., Liverpool University, Ph.D., Heriot-Watt University. (Psychometrics.)

**Phillip B. Kirlin.** 2012. B.S., University of Maryland; M.S. and Ph.D., University of Massachusetts Amherst. (Artificial intelligence, machine learning, music informatics.)

**D. Brian Larkins.** 2015. B.S., M.S., Ph.D., The Ohio State University. (Parallel programming, programming languages, network security.)

**Catherine E. Welsh.** 2013. B.S., Ursinus College; M.S., Lehigh University; Ph.D., University of North Carolina-Chapel Hill. (Bioinformatics, computational genetics.)

## Staff

**K. Michelle Hammontree.** Departmental Assistant. B.A., University of Southern Indiana, Evansville.

## Planning a Major

Students considering a major in Mathematics or Computer Science should contact the Chair or another member of the department as early as possible to ensure progress is being made toward the major. More information can be found at the department's web site: [www.rhodes.edu/mathcs](http://www.rhodes.edu/mathcs).

For reasonable progress toward a major in Mathematics, a student should begin the Calculus sequence (Math 121, 122 and 223) at the appropriate level in the first year, and complete the sequence before the Spring of the second year; complete Math 201 in the first year or second year; and complete Math 261 by the end of the second year.

For reasonable progress toward a major in Computer Science, a student should begin the introductory programming sequence (Computer Science 141, 142, 241) in the first year. In the second year, a student should



complete Computer Science 172 in fall and Computer Science 231 in the spring. The Mathematics requirements should be completed by the end of the third year.

## Requirements for a Major in Computer Science

A total of fifty-three (53) credits as follows:

1. Computer Science 141, 142, 172, 231, 241, 330, 485, and 486.
2. Computer Science 350 or 355.
3. Mathematics 121 and one additional mathematics course.
4. Three additional four-credit computer science courses numbered above 300, excluding 495 and 496.

## Requirements for a Major in Mathematics

A total of forty-nine (49) credits as follows:

1. Mathematics 121, 122, 201, 223, 261, 386, and four credits of 485 and/or 486.
2. Six additional four-credit courses from among mathematics courses numbered above 200 or Computer Science 141, including at least four courses numbered above 300, excluding 460, 495, and 496.

## Requirements for a Minor in Computer Science

A total of twenty-four (24) credits as follows:

1. Computer Science 141, 142, 172, 231, and 241.
2. One additional four-credit computer science course numbered above 300.

## Requirements for a Minor in Mathematics

A total of twenty-four (24) credits as follows:

1. Mathematics 121 and 122.
2. Four additional four-credit mathematics course numbered above 200, including at least one course numbered above 300.

## Modern Languages and Literatures

The Department of Modern Languages and Literatures regularly offers instruction in Chinese, French, German, 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 modern languages, the department also offers some courses in literature and culture in English translation. Classes in Portuguese are available through consorial agreement with the University of Memphis.

The F10 Degree Requirement. The degree requirement in languages may be met by the successful completion of any appropriate four-credit course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still

demonstrate proficiency (see above) in the specific language before the degree requirement is satisfied. This pertains to languages that are taught at Rhodes. Students who can demonstrate native or near-native proficiency in reading, writing, speaking and listening in a language other than English may petition the department of Modern Languages and Literatures to waive the F10 requirement.

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. For French, German, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 202 level or higher will need to consult with the department to see if he or she fulfills Rhodes' foreign language requirement. Students wishing to fulfill the F10 requirement in a language not previously studied should sign up for a course numbered 101 in that language. However, a student normally may not take a course numbered 101 in any language for academic credit if two or more years of that language were completed in high school.

In the modern languages, placement tests typically cover reading comprehension and grammar. Literature or culture courses given in translation do not satisfy the foreign language degree requirement.

## Chinese

The mission of the current Chinese Studies Program is to educate students in Chinese language, literature, culture, history, politics and religion, and to provide students with academic knowledge and experiences to understand China as both an ancient civilization and an emerging global power. In this spirit, Chinese Studies majors will also learn to appreciate their own positions vis-à-vis the challenges inherent in China's rise to global prominence, confronting difficult questions of nationalism and ethnocentrism. As an interdisciplinary program, Chinese Studies draws on faculty expertise from various departments and prepares students for post-graduate studies. China related employment opportunities and future engagement of China.

## Requirements for a Major in Chinese Studies

A total of 36 credits as follows:

1. Chinese 301 (Advanced Chinese I) and 302 (Advanced Chinese II).  
China Maymester may be substituted for one of the above.
2. One of the following:  
Chinese 306: Introduction to East Asian Cultures  
Chinese 314: Introduction to Chinese Culture
3. Two of the following:  
Chinese 305: Modern Chinese Literature in Translation  
Chinese 307: Orientalism and Global China on Screen  
Chinese 315: Gender in Chinese Literature  
Chinese 316: Asian Urbanization/Cinema  
Chinese 320: Contemporary Chinese Cinema  
(Chinese 305-320 can be taken in conjunction with one credit of 311.)  
Chinese 409: Special Topics
4. Two of the following:  
History 282: Traditional China  
History 283: Modern China  
History 481: Cold War in East Asia  
Religious Studies 258/Philosophy 250: Asian Philosophies

5. One of the following:
  - INTS 261: Government and Politics of China
  - INTS 262: China's Foreign Policy
  - INTS 263: Comparative Political Economy of East Asia
  - INTS 264: China-Taiwan-US Relations
6. Chinese 485: Senior Seminar

## Requirements for a Minor in Chinese Studies

A total of twenty (20) credits in Chinese language (above the level of intermediate Chinese 202), literature and culture. The credits are spread across the following courses:

1. 1. Chinese 301 and 302: Advanced Chinese\*
2. 2. Two of the Chinese Literature and Culture courses:
  - Chinese 205: Modern Chinese Literature in Translation
  - Chinese 206: Introduction to East Asian Cultures
  - Chinese 210: Chinese Literary Heritage
  - Chinese 214: Introduction to Chinese Culture
  - Chinese 215: Gender in Chinese Literature
  - Chinese 220: Contemporary Chinese Cinema
3. 3. One of the following courses:
  - History 282: Traditional China
  - History 283: Modern China
  - International Studies 261: Government and Politics of China
  - International Studies 262: China's Foreign Policy

\*Students may substitute 409 for 301 or 302.

## French

### Honors in French

A minimum of 44 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.)

## Requirements for a Major in French

A total of forty (40) credits as follows:

1. French 202\*.
2. French 301, 485, 486.
3. French 321 or 322.
4. French 323 or 324.
5. Twenty (20) additional credits in French (5 four-credit courses) at the 300-400 level, three of which must be in literature.

Recommended: A second modern language or 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 twenty (20) credits as follows:

1. French 202\*.
2. French 301.
3. French 323 or 324.
4. Additional elective four-credit courses at the 300-400 level. French 202, 301, and 323 or 324 must be taken before elective courses above 324 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Departmentally pre-approved courses taken there, beyond French 324, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

\*Students who place into the 300-level are neither required nor permitted to take French 202 for credit toward the major or minor. Students placed at the 300-level are still required to take a total of 40 credits for the major and 20 credits for the minor. Students who choose to take appropriate 300-400 level courses offered by the French section in English may count only one course taught in English toward the major or minor.

## German

### Honors in German

A minimum of 40 credits above German 201; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German.

## Requirements for a Major in German Studies

A total of nine courses (36 credits) above 201 as follows:

1. German 301 and 302. Must be taken before any other 300-level course is attempted but may be taken concurrently with others. German 305 taken abroad may be substituted for one of these.
2. German 320 and 321 (each must be taken in conjunction with one credit of 311.)
3. Two of the following: German 340-348 (Students who wish to count these toward the German major will do portions of the work in German.)
4. German 409 (topics vary.)
5. German 202 may be applied to the major unless a student places into a higher level course in the curriculum.
6. One of the following courses may be applied to the major: German 240-248. (Students who wish to count these toward the German major will do portions of the work in German.)
7. German 486 (Senior Paper). Required for majors.

Majors are strongly encouraged to participate in the exchange program with the University of Tübingen, the University of Landau, or with a departmentally approved ISEP program during their junior years; equivalent courses from there will be accepted as substitutes.

Recommended: A second foreign language; related courses in English, international studies, philosophy, and history.

## Requirements for a Minor in German Studies

A total of five courses (20 credits) above 201 as follows:

1. German 301 and 302. Must be taken before any other 300-level course is attempted but may be taken concurrently with others. German 305 taken abroad may be substituted for one of these.
2. At least one of the following: German 320-321 (each must be taken in conjunction with one credit of 311.)
3. At least one course numbered 340 or higher.
4. German 202 may be applied to the minor unless a student places into a higher level course in the curriculum.

Minors are also strongly encouraged to spend at least a semester at the University of Tübingen, the University of Landau, or with a departmentally approved ISEP program; equivalent courses from there will be accepted as substitutes.

## Modern Languages and Literatures: Faculty and Staff

### Professors

**Michelle Mattson.** 2004. B.A., University of Minnesota; M.A., Ph.D., Stanford University. (Twentieth-century German literature and culture, Gender and Sexuality Studies)

### Associate Professors

**Elizabeth Bridges.** 2010. B.A. Hendrix College; M.A. University of Arkansas; Ph.D. Indiana University (Late-Eighteenth through Early Twentieth-century German Studies, Film Studies, Gender and Sexuality Studies.)

**Kathleen Anne Doyle.** 1999. B.A., Saint Xavier College, Chicago; M.A. and Ph.D., University of Chicago. (Spanish Language, Modernism in Spain, Contemporary Peninsular Spanish literature, Gender and Sexuality Studies.)

**Han Li.** 2008. B.A. Nanjing University; Ph.D. University of California, Irvine (Literature and culture of Late Imperial China.)P.

**Eric Henager.** 1995. Chair. B.A., Rhodes College; M.A. and Ph.D., University of Illinois. (Spanish language, Contemporary Spanish-American literatures and cultures, popular culture and literature, Latin American Studies.)

**Alexandra Kostina.** 1996. M.A. Novgorod State University; Ph.D. Gornyi University/Russian State Pedagogical University (Russian Language, Linguistics, and Culture.)

**Felix Kronenberg.** 2009. M.A. University of Regensburg, Germany; Dr.phil. University of Regensburg, Germany (Language Acquisition and Technology, Stereotypes in Advertising, German Culture.)

**Laura Loth.** 2009. B.A. College of William and Mary; M.A. and Ph.D., University of Minnesota (Nineteenth- and Twentieth-century French Studies, Francophone Literatures, Gender and Sexuality Studies.)

**Shira Malkin.** 1990. Doctorat de Troisième Cycle, Université de Paris VII; Ph.D., State University of New York at Buffalo. (French language and literature, drama, intercultural education, and translation.)

**Elizabeth Marcela Pettinaroli.** 2007. B.A. Franklin and Marshall College; M.A. and Ph.D., University of Virginia (Early Modern Hispanic literature, Spanish American literature, Space and Place.)

**Alberto del Pozo Martínez.** 2008. Licenciado en Filología, Universidad de Zaragoza. M.A. and Ph.D. Vanderbilt University (Modern Spanish American Literature and Literary Theory.)  
**Chia-rong Wu.** 2011. B.A. National Kaohsiung Normal University; M.A. National Dong Hwa University; Ph.D. University of Illinois at Urbana-Champaign (Modern Chinese Literature and Culture.)

## Assistant Professors

**Rachel Noël Bauer.** 2008. B.A. Duquesne University; M.A. Purdue University; Ph.D. Vanderbilt University (Early Modern Spanish Literature, Golden Age Narrative, Don Quixote de la Mancha.)  
**Brandy Brown.** 2013. B.A. Middle Tennessee State University; M.A. The Pennsylvania State University (Medieval and Early Modern French Literature, Medieval and Modern Arthuriana, Genre Studies, Print Culture Studies.)  
**Clara Pascual-Argente.** 2011. B.A. and M.A. Universidad de Salamanca; Ph.D. Georgetown University (Medieval and Early Modern Spanish Literature, Film Studies.)  
**Catherine Sundt.** 2012. B.A. Grand Valley State University; M.A. and Ph.D. The Ohio State University (Modern Spanish Literature and Urban Literature)

## Instructors

**Nora Jabbour.** 2002. B.A. Universidad Rafael Landívar; M.A. Mississippi State University (Spanish Language and Hispanic Cultures).

## Staff

**Christy Waldkirch** 2005. Departmental Assistant.

# Modern Languages and Literatures: General Courses

## Modern Languages 150. Selected Foreign Languages.

Credits: Variable.

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 department chair.

## Modern Languages 240. Language Acquisition and Pedagogy.

Spring. Credits: 4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development, language teaching and learning technology, communicative and cultural competency, and assessment.

Rhodes offers a secondary licensure program within the Teaching and Learning track of the Educational Studies major. This program prepares students to teach middle and/or high school in one of eleven endorsement areas, including the following languages: Chinese, English, French, German, Latin, Russian, and Spanish. The course of study for secondary licensure students is designed with guidance from faculty members in the discipline in which the student is being certified as well as members of the Educational

Studies Program. All secondary licensure candidates are required to double major in Educational Studies and their endorsement discipline.

### **Modern Languages 280. Introduction to General Linguistics.**

Spring. Credits: 4.

Degree Requirements: F9.

The Introduction to General Linguistics course presents language as a specific object of knowledge, thought, science, and philosophy. Students will be introduced to the major linguistic theories and examine language as a system and structure at its various levels, as well as a tool to guide, plan, and monitor human activity. Offered in alternate years.

### **Modern Languages 460. Internship.**

Fall, Spring. Credits: 1-4.

Degree Requirements: F11

Internships in the departmental languages are occasionally available for language majors and permit a qualified student to receive academic credit for an internship experience on or off campus, for example by working with a business, a non-profit organization, or within the department itself. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language. Working with a faculty mentor, students must submit a project proposal for the internship prior to the beginning of the internship itself. The completed project will be graded by the faculty mentor. Intradepartmental internships will be reserved for students planning to continue their studies in a foreign language and culture beyond the undergraduate level. Such internal internships will involve working with a faculty mentor on projects of a diverse nature that seek to enhance the program offerings of the language section. Placements must be approved by the faculty mentor who teaches the language in question and the chair of the department. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major.

Pass/Fail only.

## **Russian**

### **Programs Abroad**

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymasters take place (see 209, 309, 256 descriptions). Through affiliation with Bard College, Rhodes students of Russian can study at the Smolny Institute of St. Petersburg for a semester or a year. 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.

### **Requirements for a Major in Russian Studies**

A total of forty (40) credits above Russian 201 as follows:

1. Russian 202.
2. Russian 205; and either 212 or Humanities 201. (Russian literature track)
3. Two courses from Russian 301, 302, 309.
4. Russian 410, 486.
5. Russian 300 or 400.
6. One course from Russian 215, 255, ML280.
7. One course in Russian history approved by the program coordinator.

Recommended (do not count toward the 41 credits needed for the major): Economics 323 (Classical and Marxian Political Economy) and IS 284 (Russian Successor States.) Majors are encouraged to spend at least one semester studying in Russia.

## Requirements for a Minor in Russian Studies

A total of twenty (20) credits as follows:

1. Russian 301, 302, and 410.
2. Two of the following: Russian 205, 212, 215, 255, 300, 400.

Minors are encouraged to spend at least one Maymester in Russia.

## Russian: Offerings

### 101-102. Elementary Russian.

Fall, Spring. Credits: 4-4.

Elementary grammar, reading, and conversation, supplemented by materials on Russian culture.

### 201-202. Intermediate Russian.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Intermediate grammar and continued training in conversation and composition, supplemented by assignments in the Language Center. Reading of Russian texts of graded difficulty.

**Prerequisites:** Russian 101-102 or equivalent.

### 205. The Russian Mind.

Fall. Credits: 4.

Degree Requirements: F4.

Study and analysis of the major intellectual currents of modern Russian history through literature, religious philosophy, and film. The study of these works is intended to identify some important attributes of the Russian national identity. Literary works will include those by Blok, Akhmatova, Soloukhin, Rasputin, and Petrushevskaya. Works of religious philosophy are by Soloviev, Florensky, Berdiaev, and Bulgakov. Films will include Dersu Uzala, The Barber of Siberia, and The Russian Ark.



## **209. Russian in Russia.**

Summer. Credits: 4.

Degree Requirements: F10 for 209, F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

## **212. Masterpieces of Russian Literature in Translation.**

Fall. Credits: 4.

Degree Requirements: F4.

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Pavlova, Gogol, Goncharov, Soboleva, Turgenev, Tolstoy, and Dostoevsky). The literary works include Eugene Onegin, supernatural tales by Gogol, Oblomov, The Cossacks, Notes from Underground, and Fathers and Children. These works will be studied for their individual merit, what they illuminate about nineteenth-century Russian society, and their contribution to the rise of the Russian novel. All works are read in translation.

## **215. Giants of Russia's Silver Age: Soloviev, Blok, and Rachmaninoff.**

Spring. Credits: 4.

Degree Requirements: F5, F9.

Study of the aesthetic, thematic, and personal connections among three of Russia's towering figures: Vladimir Soloviev, Alexander Blok, and Sergei Rachmaninoff. The course will examine in depth the creative works of the philosopher-poet Soloviev, the poet-dramatist Blok, and the composer-pianist Rachmaninoff (for whom poetry was second only to music). Master themes and global concepts linking the three creative artists include the yearning for harmony; exploration of Russian Orthodox religiosity; elevation of the –eternal feminine of Sophia (the body of God); and connection between beauty and goodness. Representative philosophical, poetic, and musical works, respectively, of the three artists will be examined. Offered in alternate years. Scheduled for Spring, 2013.

**Prerequisite:** At least one course from the following departments or programs: Music, Philosophy, Religious Studies, or Russian Studies.

## **255. Catherine the Great and the Enlightenment: The Italian-Russian Connection.**

Fall or Spring. Credits: 4.

Degree Requirements: F5, F9.

In this course students investigate the Italian-Russian connections in three major areas of cultural production during the reign of Catherine the Great: music, literature, and architecture. Creative thinkers whose works will be studied include Bortnyansky, Paisiello, Casanova, Beccaria, Rastrelli, and Quarenghi. Students will learn features of the European and Russian Enlightenments, study the intricacies of Russian court culture, and explore the institution of patronage. The course aims to develop an understanding of cross-cultural fertilization and some major differences between Mediterranean and Slavic cultures. It is complemented by an optional, though highly recommended, three-week study trip to Italy and Russia (See Russian 256). Offered in alternate years. Scheduled for Fall, 2012.

## **256. Catherine the Great and the Italian-Russian Connection.**

Summer. Credits: 0-1.

Degree Requirements: F11.

This Maymester program examines the musical, literary, and architectural connections between Italy and Russia during the reign of Catherine the Great. It takes participants to three cities: Rome, Milan, and St. Petersburg. In Rome students will attend lectures at LUMSA (university adjacent to the Vatican), attend a musical performance at the Teatro dell'Opera, visit places associated with Giacomo Casanova, and investigate architectural monuments by Italian architects whom Catherine attracted to Russia. In Milan participants will attend an opera at the Teatro all Scala and visit sites associated with Cesare Beccaria. In St. Petersburg students will attend performances in the Great Hall of the St. Petersburg Philharmonic and the Mariinsky Theatre, and will study major architectural ensembles. Takes place in May and June.

## **300. Dostoevsky.**

Spring. Credits: 4.

Degree Requirements: F4.

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. The course will examine in depth several short works by the writer, as well as the novels *The Idiot* and *The Brothers Karamazov*. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose, as well as how these issues better enable us to understand the Russian mind. All works are read in translation.

## **301-302. Advanced Russian.**

Fall ,Spring. Credits: 4-4.

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

**Prerequisites:** Russian 201-202 or equivalent.

## **309. Russian in Russia.**

Summer. Credits: 4.

Degree Requirements: F10 for 209, F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

## **400. Russian Film: Film Theory.**

Spring. Credits: 4.

Degree Requirements: F5.

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 major directors, such as Eisenstein, Pudovkin,

Tarkovsky, Kulidzhanov, and Sokurov will be studied. All films are subtitled; course is taught in English. (Cross-listed with English 382.) Offered in alternate years.

### **410. Analytical Reading.**

Fall. Credits: 4.

This course aims to teach students the strategies of understanding texts of high literary quality by analyzing elements of given texts in their complexity. While focusing mainly on psycho-poetic aspects of reading activity, the course also introduces formal approaches to text analysis, such as identifying the stylistic devices and expressive means employed by the authors.

### **486. Senior Seminar.**

Spring. Credits: 4.

Students will be assigned individual research topics associated with the essential concept of the Russian Idea, 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.**

Fall, Spring. Credits: 4-8, 4-8.

## **Spanish**

### **Honors in Spanish**

A minimum of 40 credits above Spanish 202, 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 Department of Modern Languages and Literatures is required.

### **Requirements for a Major in Spanish**

A total of thirty-six (36) credits above Spanish 202. At least five courses must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303, 306, and 486.
3. Five elective courses, at least four of which must be numbered 310 or above.

### **Requirements for a Minor in Spanish**

A total of twenty (20) credits above Spanish 202. At least one course must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303 or 306. (the other may be taken as an elective)
3. Three elective courses, at least one of which must be numbered 310 or above.

## The Language Learning Center

The Language Center is a support and resource space for language students and faculty. It offers a variety of technology, digital media, and non-digital resources. It offers professional development opportunities for Rhodes language faculty and curricular support, and functions as space for social interaction.

## Music

### Becoming a Major in Music:

Students intending to major in music are required to pass an audition on their principal instrument. This audition will take place during their semester jury/exam, which can be as early as their first semester of study, but is recommended to occur no later than mid-sophomore year. They must complete a Declaration of Major form which includes: an outline of their proposed course of study, an essay which details why they wish to major in music, and consultation with their academic advisor.

### Sophomore-Year Review

Music majors are required to undergo a sophomore-year review. This review includes assessment of all previous juries (at least three semesters of study on their principal instrument), and an interview with full-time music faculty, which will take place in January of the student's sophomore year. This review helps assess academic and artistic progress, and helps focus direction for the remainder of their undergraduate studies in music.

## Honors in Music

1. Fulfillment of the requirements for a major in music.
2. Intensive work in at least one of the following areas: music history, music theory, performance, conducting, or composition.
3. A substantial in-depth thesis or creative project in one or more of the areas studied.

## Music Theory Placement

A music theory placement test is given by the department to determine a student's skill level. Any student demonstrating the appropriate degree of proficiency may place into either Music 204 or a 300-level music theory elective (306-313). Students may, alternatively, fulfill this prerequisite by taking Music 103 before beginning the theory sequence. Music majors and minors who encounter a closed music course in the registration process should contact the instructor to be admitted.

## Music: Faculty and Staff

## Professor

**William M. Skoog.** 2009. Chair. B.A., Gustavus Adolphus College; M.A., University of Denver; D.A., University of Northern Colorado. (Director of Choral Activities, Conducting, Voice.)

## Associate Professor

**Carole Choate Blankenship.** 1990. B.A., Rhodes College; M.M., D.M.A., University of Memphis. (Voice, Music Theory, Music Literature.)

**Thomas E. Bryant.** 1987. B.M., M.M., University of Georgia; D.M., Northwestern University. (Piano, Collaborative Piano, Music Literature.)

**Courtenay L. Harter.** 2000. B.F.A., Carnegie Mellon University; M.M., Northwestern University; Ph.D., University of Connecticut. (Music Theory, Music Cognition, Oboe/English Horn, Chamber Music.)

**Vanessa L. Rogers.** 2010. B.M.E., Illinois Wesleyan University; M.A., Ph.D., University of Southern California. (Music History, Music Literature, Search.)

## Assistant Professors

**John B. Bass, III.** 2010. B.M., University of Southern Mississippi; M.M., Ph.D., University of Memphis. (Director of the Mike Curb Institute.)

**Leah McGray.** 2013. B.M., B.M.E., Acadia University; M.M., University of Toronto, Ph.D., Northwestern University. (Director of Instrumental Studies, Conducting, Chamber Music.)

## Adjunct Instructors

**Mike Assad.** B.M., University of Kentucky; M.M., University of Memphis. (Percussion, World Drum Ensemble.)

**Sara Chiego.** B.M., University of Memphis; M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (Double Bass.)

**Rena Feller.** B.M., Oberlin College Conservatory of Music; M.M., The Juilliard School. Memphis Symphony Orchestra. (Clarinet.)

**Sandra Franks.** B.M., University of Mississippi; M.M., Louisiana State University; D.M.A., University of Mississippi. (Voice.)

**Jane Gamble.** B.A., Lambuth College; M.M., M.S.M., D.M.A., University of Memphis. (Collaborative pianist/organist.)

**Brian Hodge.** B.M.E., East Tennessee State University; M.M., University of Memphis; Ph.D in progress, University of Memphis. (Rhodes Wind Ensemble, Rhodes Orchestra.)

**Sabrina Hu.** B.M., Mannes College of Music; M.M., Royal Northern College of Music; D.M.A., Michigan State University. (Flute, Flute Ensemble.)

**Marcus King.** B.M.E., University of Memphis; M.M., University of Memphis. (Voice.)

**Ellen B. Koziel.** B.A., Radford University; M.M., University of Memphis; Ph.D. in progress, University of Memphis. (Rhodes Women's Chorus)

**Mona B. Kreitner.** B.M., Mansfield University; M.M., Eastman School of Music; Ph.D., University of Memphis. (Voice, Music History and Literature.)

**Francisco Lara.** B.M., Northwestern University, Evanston, Illinois, M.M., Ph.D., The Florida State University, Tallahassee. (Musicology, Ethnomusicology, Music Theory.)

**David T. Lay.** B.M., Lambuth University. (Guitar, Contemporary Commercial Music Ensemble.)

**Michael Mackenzie.** B.M.E., University of Memphis. (Trumpet.)

**Paul Murray.** B.A., Rhodes College 01'; M.M., San Francisco Conservatory of Music. (Voice.)

**Gina Neupert.** B.M., Indiana University; M.M., University of Southern California. (Harp, Harp Ensemble.)

**Brian Ray.** B.M., University of Tennessee at Martin; M.M., University of Memphis; D.M.A., University of Memphis. (Piano, Department Collaborative Pianist.)

**John Ross.** B.M., Northern Illinois University; M.M., Illinois State University. (Guitar, Guitar Ensemble.)

**Jane Gerard-Schranze.** B.M., Eastman School of Music; M.M., New England Conservatory. (Viola, Violin, chamber music.)

**David L. Shotsberger.** B.M., M.M., The Pennsylvania State University; D.M.A., University of Memphis. (Music Technology, Composition.)

**Debra H. Smith.** B.M., Mississippi College; M.M., University of Memphis. (Piano, Organ, Music Literature and Theory.)

**Gerald Stephens.** B.F.A., Commercial Music/Recording Technology, University of Memphis. (Jazz Piano, Jazz Combo.)

**Kate Stimson.** B.A., Hollins College; M.M., University of Memphis. (Piano.)

**Lester Robert Sunda, Jr.** (Jazz Bass Guitar, Jazz Combo.)

**Mark Vail.** B.M., University of North Texas. Memphis Symphony Orchestra. (Trombone, Low Brass.)

**Yukiko Whitehead.** B.M., University of Tennessee; M.M., D.M.A., University of Memphis; Yamaha Music Foundation Suzuki Piano Teachers Certificate, Suzuki Association of America. (Piano.)

**Carl R. Wolfe.** U.S. Navy Chief Musician (ret.); U.S. Armed Forces School of Music. Memphis Jazz Orchestra. (Saxophone.)

**Wen-Yih Yu.** Diploma, National Academy of Arts, Taiwan; M.M., Mannes College of Music. Memphis Symphony Orchestra. (Violin, String Quartet.)

**Iren Zombor.** B.A., Franz Liszt Conservatory of Music, Hungary; M.A., University of Massachusetts-Amherst. Memphis Symphony Orchestra. (Cello, String Quartet.)

## Staff

**Erika Pope** Musical Arts Coordinator. B.A., Henderson State University.

**Jacob Church** Recording Technician. B.A., Rhodes College.

**Dennis Holland** Piano Technician.

# Requirements for a Major in Music

A total of fifty-six 56 credits (10 courses; 16 performance credits = four 4-credit courses) as follows:

1. Three Music Theory Courses (12 credits)

- a. MUSC 204 - Understanding Musicianship [F5]\*
- b. Two 300-level music theory courses

\*If placement test determines this course is redundant, choose three 300-level music theory courses.

2. Three Music History & Literature courses (12 credits)

- a. MUSC 227 - European Musical Heritage I [F3]
- b. MUSC 228 - European Musical Heritage II [F3]
- c. One F9 (world Music) elective: MUSC 117, 118, 119, or selected 105 sections

3. Two 4-credit Music electives (8 credits)

MUSC 101 does not fulfill this requirement.

Courses from Music 160-199 do not fulfill this requirement.

4. Performance (16 credits)

- a. 8 semesters of applied music lessons (MUSC 160-178 = 1 credit each)
- b. 8 semesters of large ensembles (MUSC 180-184, 190-194) = 1 credit each)

5. Senior Experience (8 credits)

Conducting (MUSC 414-415)

Senior Seminar & Presentation (MUSC 485-486)

Once declared, Music majors will have the Applied Music fees waived for up to eight (8) credits of their principal applied instrument. Music majors taking more than eight (8) credits of Applied Music and lessons taken prior to declaration of the major will be charged the applied fee for those credits.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

## Requirements for a Minor in Music

1. One Music Theory course (4 credits):
  - a. MUSC 204 (Understanding Musicianship) or one 300-level music theory course, depending on placement.
2. One of the Music History & Literature survey courses (4 credits)
  - a. MUSC 227 - European Musical Heritage I [F3]
  - b. MUSC 228 - European Musical Heritage II [F3]
3. Performance (8 credits)
  - a. 4 semesters of lessons (MUSC 160-178 = 1 credit each)
  - b. 4 semesters of large ensembles (MUSC 180-184, 190-194 = 1 credit each)
4. Two 4-credit Music electives (8 credits):
  - a. Courses from MUSC 160-199 do not fulfill this requirement.

Once declared, Music minors will have the Applied Music fees waived for up to four (4) credits of their principal applied instrument. Music minors taking more than four (4) credits of Applied Music and lessons taken prior to declaration of the minor will be charged the applied fee for those credits.

NOTE: Music Talent Award and Fine Arts Award recipients' conditions for waivers of Applied Music fees are outlined in their award letters, which supersedes music major and minor fee waivers as contained here.

## Philosophy

The Department of Philosophy helps students explore questions concerning the nature of reality, the role of values, obligations and choice in moral life, the sources of truth and meaning, and the power and limits of human reason and understanding.

## Honors in Philosophy

1. Courses required: fulfillment of the requirements for a major in Philosophy.
2. Honors course: Philosophy 399, 495-496.
3. Examination: an oral examination on the honors essay and related field is required.
4. Approval of the honors project by the Philosophy Department Honors Committee is required.

## Philosophy: Faculty and Staff

## Associate Professors

**Patrick A. Shade.** 1996. B.A. and M.A., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Ethics; American philosophy; history of philosophy; logic; interdisciplinary humanities.)

**Mark P. Newman.** 2010. Chair. B.A., California State University, Sacramento; M.A., Ph.D., University of California, San Diego. (Philosophy of science; epistemology; metaphysics; philosophy of mind; philosophy of religion; logic.)

## Assistant Professors

**Rebecca Tuvel.** 2014. B.A., McGill University; Ph.D., Vanderbilt University. (Social-Political Philosophy; Animal and Environmental Ethics; Feminist Philosophy; 20th century French philosophy; social epistemology.)

**Julia Haas.** 2016. B.A., Concordia University; M.A. and Ph.D., Emory University. (Philosophy of Mind; Philosophy of Cognitive Science; Philosophy of Neuroscience.)

## Staff

**Stephanie Cage.** Departmental Assistant.

# Requirements for a Major in Philosophy

A total of forty-four (44) credits as follows:

1. Philosophy 201, 203, 206, 220, 301, 486.
2. Philosophy 318 or Philosophy 319.
3. Four additional four-credit courses in Philosophy.

# Requirements for a Minor in Philosophy

A total of twenty-four (24) credits as follows:

1. Philosophy 201 or 203. (students are encouraged to take both)
2. Philosophy 206 and 301.
3. At least two additional four-credit courses in the 300's or above.
4. One additional four-credit course in Philosophy.

# 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 under Foundation 12. These courses carry no academic credit and are graded on a pass-withdraw basis. 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.

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.

## Physics

All prospective physics majors should consult with the Department Chairperson as early as possible. As noted, prospective physics majors should take in their first year Physics 111-112 and associated laboratory. Physics 101, 105, and 107 may not be used for credit towards a major or minor in physics, but they may be used for general degree credits.

## 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 Physics Faculty research. The Honors Project must be approved by the Department of Physics and must follow the department and college guidelines and schedule for honors work. A creditable thesis must be presented to the Department at the end of the academic year.

## Physics: Faculty and Staff

### Professors

**Brent K. Hoffmeister.** 1996. B.A., Wabash College; Ph.D., Washington University. (Ultrasonics, medical physics.)

### Associate Professors

**Ann M. Viano.** 1999. Chair. B.S., Santa Clara University; Ph.D., Washington University. (Materials science, solid-state physics, medical imaging.)

**Shubho Banerjee.** 2002. The Van Vleet Fellow in Physics. M.S., Indian Institute of Technology, Kanpur; Ph.D., Carnegie Mellon University. (Electrostatics, thermodynamics, theoretical physics.)

**David S. N. Rupke.** 2010. The J. Lester Crain Professor of Physics. B.S., Calvin College; Ph.D., University of Maryland. (Observational and extragalactic astronomy.)

### Assistant Professors

**Elizabeth J. Young.** 2014. B.A., Smith College; B.E., Dartmouth College; Ph.D., Princeton University. (Exoplanet imaging, astronomy instrumentation, optics.)

### Technical Associate

**Glen W. Davis.** B.S., University of Memphis; M.S., Murray State University.

## **Instructional Support Specialist**

**Victor O. Obadina (Lanre)**. B.S., Fisk University; M.S., Alabama A&M University.

# **Requirements for a Major in Physics Leading to the B.S. Degree**

A total of fifty-five (55) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval), 113L-114L.
  2. Physics 211, 213.
  3. Physics 250.
  4. Physics 301, 305, 401, and 406.
  5. Physics 486.
  6. At least 4 additional Physics credits at the 300-level or above.
  7. Mathematics 121, 122, 251, and 223 or appropriate substitutes as approved by the Physics Department.
- It is recommended that these courses be taken in the first two years.

Students planning to pursue graduate study in physics are strongly encouraged to take as many upper elective physics courses as possible. Mathematics 261, 370 and Computer Science 141 also are recommended.

Students planning to pursue dual degree or graduate study in engineering should consult with Professor Elizabeth Young who serves as the pre-engineering advisor.

Physics majors are encouraged to consider study abroad opportunities, and should consult with their academic advisor about suitable options.

## **Requirements for a Minor in Physics**

A total of twenty-four (24) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval), 113L-114L.
  2. Physics 211. Note: Physics 213 is not required.
  3. At least one additional 4-credit Physics course at the 200-level or above.
  4. Mathematics 121, 122. Mathematics 223 is recommended, but not required.
- Note: Mathematics 223 is a prerequisite for many upper level physics courses.

## **Political Science**

The Department of Political Science prepares students to address fundamental questions of equality, liberty, and justice; the history of political philosophy; the constitutional structure of government in the U.S., and the major institutions of national politics, urban politics, and public policy.

## **For Students Considering a Career in Law**

Political Science is an especially good major for those interested in a career in law. The American Bar Association identifies a set of skills and bodies of knowledge that students considering a career in law should develop through their undergraduate education, and the Political Science major concentrates on all of these to a very high degree. These core skills and values include "analytic and problem-solving skills," "critical reading abilities," "writing skills," "oral communication and listening abilities," and "general research skills," among others.\* The Political Science curriculum will involve you repeatedly in academic work that hones each of these, and covers areas of knowledge the ABA considers important preparation for law school: a comprehension of the contemporary American political and legal systems; political development of the United States; the fundamental principles of political thought; a basic understanding of human behavior and social interaction; and the ability to organize, manage, and analyze data in the process of conducting research. Law-related internships or co-curricular activities may also be appropriate.

\*[www.Americanbar.org/groups/legal\\_education/resources/pre\\_law](http://www.Americanbar.org/groups/legal_education/resources/pre_law)

## Honors in Political Science

Honors work in Political Science affords an opportunity for Political Science majors to investigate topics of their own choosing. In the process, they will be expanding and honing their research and writing skills, which is excellent preparation for graduate and professional degree work. Majors pursuing honors will devote a substantial portion of their last two semesters at Rhodes to their projects (honors work earns eight-twelve credits across two semesters). To be eligible, a student must have completed 28 credits of course work in the major and have a grade point average of 3.5 or higher in the college and in Political Science courses. Honors guidelines are available from the chairperson of the department.

## Political Science: Faculty and Staff

### Professors

**Daniel E. Cullen.** 1988. M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; contemporary political theory.)

**Michael Nelson.** 1991. Fulmer Professor of Political Science. B.A., College of William and Mary; M.A. and Ph.D., The Johns Hopkins University. (American Presidency; Southern Politics; American politics.)

**Marcus D. Pohlmann.** 1986. B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (American politics; legal studies; education policy, black political thought.)

### Associate Professors

**Amy E. Jasperson.** 2012. Chair. B.A. Wellesley College; Ph.D., University of Minnesota. (American politics; political communication; political psychology; political campaigns.)

**Stephen H. Wirls.** 1994. B.A., Kenyon College; M.A. and Ph. D., Cornell University. (American politics; Congress; American political thought; modern political philosophy.)

### Assistant Professors

**Keith C. Gibson.** 2014. B.A., Princeton University; Ph.D., University of Michigan (Urban politics, political participation and political behavior, research methodology and public policy)

**Renee J. Johnson.** 2013. B.A., Lawrence University; M.A. and Ph.D., Stony Brook University. (Political economy/public policy; methodology; American Politics.)

### Post Doctoral Fellow in Political Science

**Erin A. Dolgoy.** 2013. M.A. and Ph.D., Michigan State University. (Political theory, science and technology studies, American politics.)

### **Director of Mock Trial**

**Anna R. Smith.** 2012. B.A., Rhodes College; J.D. Duke University. (Legal studies; internships.)

### **Staff**

**Jacqueline Baker.** 2010. Departmental Assistant.

## **Requirements for a Major in Political Science**

A total of forty-eight (48) credits as follows:

1. Political Science 151: U. S. Politics.
2. Political Science 270: Research Methods.
3. Political Science 485: Senior Seminar.
4. One course of the following courses in political thought and philosophy: 212, 214, 216, 218, 230, 311, 314, Humanities 201 (Politics Track.)
5. International Studies 110 or International Studies 120.
6. Seven additional courses (28 credits) in Political Science, two of which must be at the 300 level. Political Science 460, Public Affairs Internship, may count as a major elective at the 200 level.

POLS 262, 263 and 264 do not count toward a major in Political Science.

## **Requirements for a Minor in Political Science**

A total of five courses or twenty (20) credits as follows:

1. Political Science 151: U. S. Politics.
2. Two courses at the 200-level. Humanities 201 (Politics Track) may count for a 200 level course.
3. Two courses at the 300-level or above.

POLS 460, Public Affairs Internship, does not count as a course for the minor in Political Science.

POLS 262, 263 and 264 do not count toward a minor in Political Science.

## **The Washington Semester and the Capitol Semester**

Political Science students may participate in two different semester long programs in Washington, D.C., each involving courses, an internship, and a research project. Since special financial arrangements are required for these programs, students need to meet with the Director of the Buckman Center. These programs can be done in the Fall or the Spring semester. Two of the four courses transferred from the Washington Semester may satisfy requirements for a Political Science major, and all four of the courses transferred from the Capitol Semester may satisfy requirements for a Political Science major. Since some coursework transfers as internship credit, students receiving credit from either of these programs cannot count an additional Political Science 460 course toward the Political Science major.

# Psychology

The Department of Psychology helps students develop an understanding of human behavior and experience a variety of theoretical perspectives. The faculty specialize in a wide variety of topics, including physiological, clinical, health, cognitive, social, developmental psychology, and education.

## Honors in Psychology

Members of the faculty of the Department of Psychology encourage students of exceptional academic accomplishment to pursue research with a departmental faculty sponsor that is of an in-depth, rigorous nature; this work will introduce the student to the quality of research one would normally experience in a graduate program. Because the level of involvement of the student and his or her faculty sponsor will be greater in Honors research than that in either a Tutorial or Directed Inquiry, the faculty of the Department of Psychology have established rules for student admission into the Departmental Honors Program. The policies are described on the department website. It is recommended that students interested in pursuing department honors enroll in Junior Seminar 399.

## Major Essay

When declaring a major in psychology, students must submit an essay in which they articulate their educational goals. The essay should be four paragraphs, with one paragraph dedicated to each of the questions below (question 3 has two parts.)

1. In your opinion, what are the defining characteristics of the discipline of Psychology?
2. How do the requirements for the Psychology major complement your program of liberal arts study and support your career or life goals?
3. As a Psychology major, how will you (a) build on your strengths and (b) address your weaknesses?

The entire essay should be between 250 and 1000 words and must accompany the Declaration of Major form when a student has the initial meeting with her/his major advisor. A student may choose to revise the essay after meeting with the advisor. Students will electronically submit the final, advisor approved, version of the essay as a Word document to the psychology departmental assistant so that it can be archived. The file name for the essay should be as follows: student's last name, student's first name, and graduation year. Each student will revisit the major essay in the senior seminar course.

## Psychology: Faculty and Staff

### Professors

**Natalie K. Person.** 1994. Chair. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive; learning technologies; educational psychology.)

**Marsha D. Walton.** 1979. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; narrative and social interaction.)

### Associate Professors

**Anita A. Davis.** 1996. B.A., Rhodes College; M.A. and Ph.D., University of Illinois at Urbana-Champaign. (Clinical; community; interventions with minority populations; adolescent motherhood.)

- Kimberly M. Gerecke.** 2006. B.S., Muskingum College; M.S., University of Richmond. Ph.D. University of Alabama at Birmingham. (Neuroscience; exercise and neurodegeneration.)
- Elizabeth Thomas.** 2011. B.A., Georgetown University, Ph.D., University of Illinois at Urbana-Champaign. (Urban Studies; community psychology; psychology and the arts.)
- Christopher G. Wetzel.** 1982. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; prejudice.)
- Matthew Weeks.** 2015. B.A. Kentucky Wesleyan College; M.S. and Ph.D., University of Memphis. (Social; social cognition; stereotyping.)
- Katherine White.** 2009. B.A., Rhodes College; M.A. and Ph.D., University of Florida. (Cognitive and sensory processing; cognitive aging.)

## Assistant Professors

- Jonathan Cook.** 2013. B.S., Andrews University; M.A. and Ph.D., University of Missouri. (Clinical; stigma and mental illness; media portrayal of mental illness.)
- Erin Cue.** 2016. B.S., Vanderbilt University; M.A. and Ph.D., University of California in Los Angeles. (Educational psychology; African-American achievement and motivation.)
- Jason Haberman.** 2014. B.A., University of Miami; M.A. and Ph.D., University of California - Davis. (Neuroscience: visual psychophysics; object recognition, ensemble perception.)
- Jamie Jirout.** 2014. B.A., Colgate University; Ph.D., Carnegie Mellon University. (Educational psychology: scientific curiosity and persistence; spatial processing.)
- Rebecca Klatzkin.** 2011. B.S., University of Richmond; M.A., and Ph.D., University of North Carolina, Chapel Hill. (Behavioral neuroscience: stress; eating behavior; binge eating disorder.)
- Geoffrey Maddox.** 2013. B.A., University of Missouri; M.A., and Ph.D., Washington University, St. Louis. (Cognitive: Aging and development.)
- Ry Testa.** 2015. B.A., Tufts University; M.A., and Ph.D., Temple University. (Clinical: Mental and medical health disparities in marginalized communities.)

## Staff

**Christy Waldkirch.** Departmental Assistant.

# Requirements for a Major in Psychology

A total of 11 courses or forty-four (44) credits in the major as follows:

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Psychology 200 and 211 should be taken as early as possible. Ideally they should be completed by the spring semester of the sophomore year.
3. At least one course from each of the following four content domains (At least two of these courses must be core courses (underlined) from separate domains):
  1. Developmental: Psychology 229, 230, 231;
  2. Cognition and Learning: Psychology 306, 326, 327; Education 300
  3. Biological: Psychology 216, 220, 270;
  4. Sociocultural: Psychology 232, 250, 280, 323; Urban Studies 250.
4. One advanced methods course from among Psychology 350 – 352 that should be taken junior year.  
**Before taking a particular advanced methods course, students should complete the core course that relates to it.**
5. One community-based or independent investigation course: Psychology 229 (some sections), 231, 250, 338, 451, 452, 460, 495, or 496; Education 360 or 460.
6. One other course in psychology (only one 105 course may count).
7. Psychology 485 to be taken during the senior year.

# Requirements for a Minor in Psychology

A total of 6 courses or twenty-four (24) credits as follows:

1. Psychology 150.
2. Psychology 200.
3. Four additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department chair. These will be selected to coordinate with the student's major and career aspirations, and will normally include at least one 300- or 400-level course. Only one 105 course may count.

## Religious Studies

The Department of Religious Studies promotes the academic study of religion by offering courses that explore the diverse aspects of religious traditions. Particular emphasis is given to the origins, history, and relevance of religion in contemporary life.

## Honors in Religious Studies

Honors research 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 one-hour junior honors tutorial, Religious Studies 399, and the senior honors tutorials, Religious Studies 495-496, in which the student will be guided in the research and writing of an honors paper.

## Religious Studies: Faculty and Staff

### Professors

**Stephen R. Haynes.** 1989. 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.** 1983. The Spence L. Wilson Senior Research Fellow. B.A., M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament; Hebrew.)

**Milton C. Moreland.** 2003. B.A., University of Memphis; M.A. and Ph.D., Claremont Graduate University (Archaeology; New Testament; Christian origins; historiography.)

### Associate Professors

**Thomas Bremer.** 2001. The R. A. Webb Professor of Religious Studies. B.A., The Ohio State University; M.A., Ph.D., Princeton University. (History of religion in America.)

**Patrick Gray.** 2002. B.A., Oglethorpe University; M.T.S., Ph.D., Emory University. (New Testament; history of biblical interpretation; Greco-Roman moral philosophy.)

**Kendra G. Hotz.** 2006. B.A., University of Evansville; M.Div., Candler School of Theology, Emory University; Ph.D., Emory University. (Christian theology.)

**Luther D. Ivory.** 1997. 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.** Chair. 1996. The Virginia Ballou McGehee Professor of Muslim-Christian Relations. 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.** 1999. B.A., University of Rochester; M.A., Catholic University of America; Ph.D., University of Toronto. (Early Christianity.)

**Mark W. Muesse.** 1988. B.A., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology; world religions.)

**Daniel Ullucci.** 2011. W.J. Millard Professorship in Religious Studies B.S., Boston University; M.A., Ph.D. Brown University. (Early Christianity; ancient Mediterranean religion.)

## Assistant Professors

**Rhiannon Graybill.** 2012. B.A., Swarthmore College; M.A., Ph.D., University of California, Berkeley. (Hebrew Bible; gender and sexuality.)

## Visiting Assistant Professors

**Sarah E. Rollens.** 2015. B.A., University of North Carolina at Wilmington; M.A., University of Alberta; Ph.D., University of Toronto (New Testament, Early Christianity)

## Part-Time Faculty

**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.)

**Yasir Kazi.** B.Sc. University of Houston; B.A. and M.A., University of Saudi Arabia; M.A., M.Phil., Ph.D. Yale University. (Islamic studies.)

## Staff

**Stephanie Cage.** Departmental Assistant.

# Requirements for a Major in Religious Studies

A total of thirty-six (36) credits as follows:

1. Religious Studies 255, 256; 251, 253 or 258.
2. One 200-level course in Bible (260, 270-277, 280-286).
3. One 200-level course in theology and ethics (211, 220, 232, 233). The Religion track of HUM 201 can count toward this requirement.
4. Three 300-level courses. (Religious Studies 399, the Junior Honors Tutorial, does not count towards fulfilling this requirement.)
5. Religious Studies 485 (Religious Studies 256 and at least one 300-level course must be completed prior to taking Religious Studies 485.)

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the third requirement for the Religious Studies major.



# Requirements for a Minor in Religious Studies

A total of twenty (20) credits as follows:

1. Religious Studies 101 and 102 or Humanities 101 and 102.
2. Two 200-level courses in different areas of Religious Studies (biblical studies, theology and ethics, history of religions). Certain courses (e.g., Humanities 201 or GRS 250) can fulfill this requirement when cross-listed as Religious Studies courses.
3. One 300-level Religious Studies seminar in any area.

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the second requirement for the Religious Studies minor.

## Reserve Officer Training Programs

Rhodes, in cooperation with the University of Memphis and the Departments of the Army, Navy, and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Naval Science (Navy 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 credits 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.

A Rhodes student may earn a maximum of sixteen credits in the ROTC programs and apply fourteen of these credits to the 128 credits 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. Credits enrolled in during a given semester are included in the count of credits for a normal course load. (The credit shown below applies to the 16-credit 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

The Aerospace Studies program is in two parts. The first-year/sophomore-level program, the General Military Course, is open to all students. The junior/senior level program, the Professional Officer Course, 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. Participants in the POC program and those in the GMC on AFROTC scholarships receive a monthly subsistence allowance from the Air Force. Graduate students who qualify are also eligible for POC enrollment.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available 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. Students wishing to participate should contact the Unit Admissions Officer, AFROTC Detachment 785, Department of Aerospace Studies, University

of Memphis, at 678-2681. Students may also access AFROTC Detachment 785's website at [www.afrotc.memphis.edu](http://www.afrotc.memphis.edu) and/or the AFROTC website at [www.afrotc.com](http://www.afrotc.com).

# Rhodes Study Abroad Programs

## European Studies

European Studies is a sixteen-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 three weeks of study at The University of the South with Rhodes and Sewanee faculty. The students then travel to England where there is a seven day practicum of archaeology and field work conducted by British tutors at York and the University of Durham, followed by six weeks with British and European instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by British tutors in Art History.

European Studies offers two academic options or "tracks." The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a comprehensive study 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 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. The experience culminates with extensive, student-authored academic journals that integrate what has been learned in the five weeks of study and travel.

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 credits are applied directly to degree requirements and are factored into the Rhodes grade point average.

This curriculum will be offered for the Fall 2014 European Studies program. A total of 18 credits is earned for the successful completion of this program. Courses are approved as meeting major, general or foundational 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.

## Theatre



The Department of Theatre offers courses that develop students' analytic, performance, and production skills. Students pursuing a major or a minor in theatre study theatre history, performance theory, acting, and design, and have opportunities to study directing, voice and movement, dramatic literature, and theatrical performance across cultures.

The McCoy Theatre, which opened in 1982, operates under the direction of the Department of Theatre. The McCoy Theatre mounts formal productions and hosts several other performances each year, including staged readings, one-acts, and performances and workshops of guest artists. Productions from past seasons include *Nicholas Nickleby*, *J.B.*, and *Dancing at Lughnasa*. Productions also frequently include work originally conceived and developed at Rhodes. The McCoy Theatre regularly produces Shakespeare. Recent Shakespeare productions include *Hamlet*, *The Tempest*, and *Twelfth Night*. The McCoy Theatre occasionally produces musicals, which, in the past, have included *Candide* and *Urinetown*.

The Department of Theatre provides opportunities for all students to be involved with theatrical performances on campus. The department's courses are open to the student body, and the McCoy Theatre's formal productions offer students in all disciplines opportunities to act, design, manage, and build.

## Honors in Theatre

Detailed information about graduating with Honors in Theatre is available from the department. All Honors candidates must meet the College's eligibility criteria established for the Honors Program. Only students with a minimum overall GPA of 3.5 and a GPA within the major of 3.7 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major, students seeking honors will be expected to complete the following additional work:

1. The one-credit Honors Tutorial, Theatre 399, in spring of the junior year: in consultation with an appropriate member of the Theatre faculty, the Honors candidate must write a proposal for Honors work, positing a substantial Honors thesis or creative project that demonstrates an exceptional understanding of the area(s) studied, to be implemented in the senior year. The department must approve the proposal.
2. The Senior Honors Tutorials, Theatre 495-496, in fall and spring of the senior year. An overall grade of A- on the thesis or project itself is required for Honors credit.

## Requirements for a Major in Theatre

A total of forty-eight (48) credits as follows:

1. Theatre 100: Introduction to Theatre
2. Theatre 120: Acting I
3. Theatre 220: Production Technologies
4. Theatre 222: Scenic Design
5. Theatre 221: Acting II
6. Theatre 270: Performance Theory
7. Dramatic Literature Course
8. Theatre 301: Theatre Lab
9. Theatre 485: Senior Seminar
10. 4 Applied Credits
11. Two Theatre courses, at the 300+ level, from 2 of the following groups of courses:
  - Directing-Performing
  - History-Theory-Literature
  - Design-Technology

## Requirements for a Minor in Theatre

A total of twenty-four (24) credits as follows:

1. Theatre 100
2. Theatre 120 or 122
3. Theatre 220
4. Theatre 270
5. Theatre 301

## 6. 4 Applied Credits

# Theatre: Faculty and Staff

## Professors

**Julia Ewing.** 1976. Artistic Director, McCoy Theatre. B.A., Siena College; M.A., University of Memphis. (Acting; directing; stage movement.)

**David Jilg.** 1994. B.A., Rhodes College; M.F.A., Tulane University. (Production design; costume design; Spanish-American drama; gender studies.)

## Associate Professors

**Laura Canon.** 1994. Distinguished Service Associate Professor. Technical Director and Production Manager, McCoy Theatre. B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design; scene design.)

**David Mason.** 2004. Chair. B.A.; M.A., Ph.D., University of Wisconsin, Madison. (Theatre history; theory; dramatic literature.)

## Assistant Professors

**Joy Brooke Fairfield.** 2016. B.A., Harvard; M.A., New York University; Ph.D., Stanford. (Acting; directing.)

## Part-Time Instructors

**Bradley Harris.** 2015. B.A., University of Calgary; M.F.A., University of Memphis; J.D., University of Calgary. (Public speaking.)

## Managing Director, McCoy Theatre

**Kevin Collier.** 2006. B.A., Rhodes College.

# The Educational Program

## Academic Partnerships

There are some students who desire the benefit of an undergraduate education in the liberal arts and sciences prior to pursuing a more technical or specialized degree and career. Such students are able to take advantage of several dual degree programs arranged between Rhodes and other universities.

For those students who are interested in pursuing studies in engineering, Rhodes offers three Dual Degree Programs. Dual Bachelor's degree programs are offered in cooperation with Washington University in St. Louis and Christian Brothers University (Memphis). Bachelors / Masters programs in Electrical Engineering and Biomedical Engineering are offered in cooperation with the University of Memphis. Students outside the science disciplines are also encouraged to combine those studies with engineering. The coordinator of these programs at Rhodes is Dr. Ann Viano. Students interested in pursuing a dual degree engineering program should meet with Dr. Viano as early as possible.

In addition to dual degree programs, Rhodes also provides opportunities for students to plan for post baccalaureate study within the medical sciences. These opportunities, through The George Washington School

of Medicine and Vanderbilt University are coordinated by Dr. Alan Jaslow.

## Dual Degree Programs

### Bachelor of Science in Engineering

**Washington University, St. Louis.** This program can be a 3-2 or 4-2 plan of study, meaning a student may complete the Rhodes requirements for this Dual Degree Program in three years at an accelerated pace or in four years, and then apply to Washington University for admission to the undergraduate engineering program. The student receives two degrees, a Bachelor's degree (a bachelor of science or bachelor of arts degree) from Rhodes and a Bachelor of Science in Engineering degree from Washington University at the completion of all years of study. The student who pursues a Rhodes major in the Humanities, Social Sciences, or Fine Arts will generally complete the Rhodes portion in four years, applying elective hours to the Dual Degree core requirements. Financial aid does not transfer from Rhodes to Washington University, but the student can apply for aid from Washington University.

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

1. Satisfy all Rhodes foundations requirements as described earlier in this section of the catalog. Students should note that Washington University has specific requirements for the Humanities and Social Sciences. In particular, at least fifteen credits must be taken in Humanities and Social science, at least six in each division.
2. Take the following core courses required for admission into the Washington University School of Engineering: Mathematics 121, 122, 223, 251; Chemistry 120, 125L; Physics 111, 113L, 112, 114L; Computer Science 141.
  - For biomedical engineering add the following core courses: Biology 130, 131L, 140, 141L, a 2nd semester of general chemistry with lab.
  - For chemical engineering add the following core courses: Biology 130, 131L, a 2nd semester of general chemistry with lab.
3. Complete the additional major requirements to fulfill major requirements at Rhodes (if the chosen major is one listed below). If the Rhodes major is not one listed below, complete all major requirements listed in the catalog for the chosen major must be fulfilled, including senior seminar.
  - Chemistry Major/Chemical Engineering: Chemistry 211, 212, 212L, 240, 240L, 311, 312, 312L.
  - Physics Major/Biomedical Engineering: Physics 211, 250, 305, 304 or 307.
  - Physics Major/Electrical Engineering: Physics 211, 250, 301, 302, 304, 307 or 325, Biology 140, 141L.
  - Physics Major/Mechanical Engineering: Physics 211, 250, 304, 305, 307.
  - Computer Science Major/Computer Engineering: Computer Science 142, 241, plus one of CS 330, 335, 355 or 360; Mathematics 201, and either Mathematics 311 or 370.
  - Mathematics Major/System Science and Mathematics: Mathematics 201, 261, 311, 370, 465.
4. Maintain a gpa (math/science and overall) of 3.25 at Rhodes for acceptance into the School of Engineering at Washington University.

**Christian Brothers University, Memphis.** This dual degree program is a 3-2 year plan of study. The student spends three years at Rhodes and completes all foundation requirements and the modified major requirements listed below for a major in physics, chemistry, or biochemistry/molecular biology, depending on the course of engineering to be pursued at Christian Brothers University. The student may also take select courses at Christian Brothers University during this time. The student applies to the engineering program at Christian Brothers University during the third year and becomes a full-time CBU student for two additional years. Both degrees, a Bachelor of Science from Rhodes and a Bachelor of Science in Engineering from CBU, are awarded at the completion of five years of study.

To satisfy the Rhodes graduation requirements and the entrance requirements to Christian Brothers University, all students in the Dual Degree Program must complete the following:

1. All Rhodes foundation requirements with the following stipulations:
  - o One of the F1 courses should be a philosophy course.
  - o A minimum of 80 credits of the Rhodes BS portion must be fulfilled with Rhodes courses.
2. The following pre-engineering core courses:
  - o Physics 111/113L, 112/114L
  - o Math 121, 122, 223, 251
  - o Chemistry 120/120L
3. The following additional Rhodes courses depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University. Courses in parentheses are CBU courses that are suitable substitutes for the Rhodes courses and will satisfy the major requirements at Rhodes:
  - o Physics Major/Mechanical Engineering: Physics 211, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 306 (or CBU program option course), Computer Science 141 (or CBU ME 112)
  - o Physics Major/Civil Engineering: Physics 211, 213L, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 406 (or CBU ME 305), Computer Science 141 (or CBU CE 112)
  - o Physics Major/Electrical Engineering – electrical engineering curriculum: Physics 211, 213L, 250, 406 (or CBU ME 305), one upper level physics elective at the 300 level or higher, Computer Science 141 (or CBU ECE 172)
  - o Chemistry Major/Chemical Engineering- chemical engineering curriculum: Chemistry 211, 212, 212L, 240, 240L, 311, 312, 312L
  - o Biochemistry Molecular Biology Major/Chemical Engineering- biochemical engineering curriculum: Biology 130, 131L, 140, 141L, 307, 325, 325L, Biochemistry and Molecular Biology 310, Chemistry 211, 212, 212L, 240, 240L, 414
4. The following CBU courses should be taken during the first three years of the program through the Rhodes-CBU exchange program (the Crosstown agreement), depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University:
  - o Physics Major/Mechanical Engineering: ME 121, ME 305
  - o Physics Major/Civil Engineering: CE 105, MATH 308
  - o Physics Major/Electrical Engineering - electrical engineering curriculum: ECE 221, ECE 222
  - o Chemistry Major or Biochemistry & Molecular Biology Major / Chemical Engineering – either curriculum: CHE 231, CHE 232
5. A minimum gpa of 2.5 at the time of application to Christian Brothers University is required. Only grades of “C” or higher will transfer to Christian Brothers University (“C-” and lower do not transfer).

## Master of Science in Biomedical Engineering

This program serves students who are interested in completing a master’s degree in biomedical engineering (BME). Students who participate in this program complete both BS and MS degrees in five years. The typical student in this program takes three years of coursework at Rhodes, and then two years of coursework and research in the joint program in biomedical engineering at the University of Memphis / University of Tennessee. Students may receive a paying job in a laboratory once accepted into the program (typically after their sophomore year). All students become eligible for graduate assistantships after the completion of their Rhodes undergraduate coursework. The typical graduate assistantship includes a full tuition (for graduate courses)-and-fees scholarship and a monthly salary. Students can remain in graduate assistantship status throughout their fourth and fifth years.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work. Applications consist of an application form, one letter of reference and a copy of the student’s transcript. Each applicant will be required to complete an interview with a pre-graduate advisor. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The course descriptions and details for each course may be found at the University of Memphis, the University of Tennessee, and the Rhodes College web sites.

The following requirements must be met to earn the two degrees:

1. Complete all Foundation requirements for the Rhodes degree
2. Complete the following core courses: Mathematics 121, 122, 223, 251; Computer Science 141; Chemistry 120, 120L; Physics 111, 113L, 112, 114L
3. Complete the following requirements for the specific major chosen at Rhodes
  - a. For the Chemistry major: Chemistry 211, 212, 212L, 240, 240L, 311, 312, 312L; Physics 304\*, 305\*.
  - b. For the Physics major: Physics 211, 213L, two approved courses at the 300-level or higher\*, a second semester of general chemistry from an institution offering a year-long introductory chemistry sequence
4. Complete the following additional undergraduate requirements at the University of Memphis:
  - a. Biomechanical Engineering 2810 (Introduction to Biomechanics / Mechanics of Materials)
  - b. Mechanics 3331 (Mechanics of Fluids)
  - c. \*If Physics 304 has not been taken, then add EECE 2201 (Circuit Analysis I). If Physics 305 has not been taken, then add Mechanics 2332 (Dynamics). These courses will be transferred to Rhodes. Additional undergraduate credits in mathematics, science, or engineering may be transferred to meet requirement 5 below.
5. Complete the number of credits required for the Rhodes bachelor's degree (from the first three years at Rhodes plus undergraduate courses transferred from UM). Successful completion of requirements 1-5 is necessary to fulfill the requirements for the B.S. degree.
6. Complete the following graduate courses at the University of Memphis and/or The University of Tennessee:
  - a. BIOM 7209 (Measurements and Instrumentation)
  - b. BIOM 7101 (Biomedical Engineering Analysis I)
  - c. BIOM 7004, 7005 (Life Science I, II)
  - d. BIOM 7996, minimum 6 credits (MS Thesis)
  - e. One additional graduate mathematics elective course and three additional graduate engineering elective courses. These elective courses are selected in consultation with the graduate advisor.
  - f. Enrollment in the BME seminar/professional development course(s) is also required.
  - g. Students are expected to complete an oral thesis defense.

## Master of Science in Electrical Engineering

This program serves students who are interested in completing a Bachelor's degree with a major in physics from Rhodes and a Master of Science degree in electrical engineering from the University of Memphis. Students who participate in this program receive both degrees after five years. The typical student in this program takes three years of coursework at Rhodes, followed by two years of coursework and research at the University of Memphis. All students become eligible for graduate assistantships after the completion of their undergraduate coursework. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work beyond the first year. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The following requirements must be met to earn the two degrees:

1. Complete all Rhodes Foundation requirements for the bachelor's degree.
2. Complete the following Rhodes courses: Mathematics 121, 122, 223, 251; Computer Science 141; Physics 111, 113L, 112, 114L, Physics 250, Physics 304 (or equivalent)

3. Complete the following additional Rhodes courses (or equivalents) to complete the physics major at Rhodes: Physics 211, 213L, 301, 302
4. Complete 128 credits of undergraduate coursework from Rhodes, the University of Memphis, and any other institutions.
5. Complete the following graduate courses for the planned electrical engineering option:
  - Memphis Signals and Systems Option
    - An additional 18 graduate credits
    - 6 credits of EECE 7996 (Thesis)
    - EECE 7251 (Random Signals and Noise)
    - EECE 6235 (Probabilistic Systems Analysis)
    - EECE 3211 (Electronics I)
    - EECE 3204 (Signals and Systems II)
    - EECE 3203 (Signals and Systems I)
  - Memphis Power Option
    - EECE 3201 (Circuit Analysis II)
    - EECE 3203 (Signals and Systems I)
    - EECE 4201 (Energy Conversion)
    - EECE 6235 (Probabilistic Systems Analysis)
    - EECE 7251 (Random Signals and Noise)
    - 6 credits of EECE 7996 (Thesis)
    - An additional 15 graduate credits
6. The following courses or their equivalents are suggested as prerequisites to the University of Memphis portion of the program: EECE 2222 (Digital Circuits), EECE 2201 (Circuit Analysis I)

## Second Degree Programs

### George Washington School of Medicine Early Assurance Program

Qualified sophomores can apply for a commitment for acceptance to the George Washington School of Medicine following their graduation from Rhodes. This program allows students to use all four years at Rhodes to take prerequisite courses that would normally need to be completed in the first three years of college if going straight to medical school. In addition, qualified students are able to enroll in George Washington Medical School without taking the Medical College Admissions Test (MCAT). This agreement allows a student to more easily study abroad or take part in special semester programs and projects while working towards a career in medicine. The contact person for this program is Dr. Charles Snyder.

### University of Tennessee Health Science Center BSN and Doctor of Nursing Practice Admission Agreement

Rhodes Students are eligible for guaranteed admission to the University of Tennessee Health Science Center College of Nursing to pursue training as a Registered Nurse and a Nurse Practitioner. Students also have the option of completing a PhD in nursing. This guaranteed admission pathway includes an accelerated 12 month BSN followed by training for certification and licensure as a Family Nurse Practitioner or one of several other advanced nursing specialties. The contact person for this program is Dr. Charles Snyder.

### Vanderbilt University Master of Science in Nursing Prerequisite Agreement

The Vanderbilt School of Nursing, in agreement with Rhodes College, allows for all but one of their program's prerequisite courses to be completed with Rhodes course work. An additional online nutrition course is needed. The Vanderbilt School of Nursing offers an accelerated path to master's level advanced practice nursing, i.e. to become a nurse practitioner or midwife. The contact person for this path is Dr. Charles Snyder.



## **Georgetown University Master of Arts in Latin American Studies**

Rhodes students are eligible to apply for a Five-Year Cooperative Degree Program offered by Georgetown University's Center for Latin American Studies (CLAS). The program allows undergraduates with a demonstrated commitment to Latin American Studies the opportunity to earn a Bachelor's degree and a Master of Arts in Latin American Studies in five years. Dr. Amy Risley is the contact person for information on this opportunity.

## **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 Educational Program Committee, which includes students in its membership, is responsible for the overall academic program, including requirements for the degree and departmental offerings. The Foundations Curriculum Committee, which also includes students in its membership, is responsible for the overseeing coursework that satisfies Foundations requirements. 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 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.

### **Registration and Course Load**

All students are required to register for classes during the Pre-Registration/Registration processes held prior to the first day of classes each semester. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

### **Fall or Spring Semester Registration and Course Load**

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credits in a semester. A normal course load for a full-time student is 16 credits. Registration for fewer than 12 or more than 19 credits by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to earn the total credits for a degree, sixteen credits in each of the eight semesters is needed. Less than 16 credits in any one semester must be matched by more than 16 credits in another semester or by summer session credits.

Degree-seeking students who register for eleven (11) credits 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 credits 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 Students, part-time students may be allowed residence in College residence halls. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Computation of the total credits permitted per semester includes directed inquiries and concurrent enrollment at other consortium institutions. Direct registration at another institution may not be counted toward the full-time enrollment status.

First-year students may take up to four 4-credit courses and up to three additional credits each semester of their first year. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses.

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 credits carried, nor are they recorded on the permanent record. Special, non-degree students (those students not seeking a degree) may enroll in more than eight (8) credits only with the permission of the Dean of Admission.

## **Summer Term Registration and Course Load**

Students may register in 4 credits in each 5 week session of summer term. Registration in more than 4 credits in a 5 week session requires approval by the Registrar. Students may carry no more than 12 credits in a summer term.

## **Foundation Courses**

Only certain courses in the Rhodes curriculum and in each department are approved to meet Foundation requirements. Each of these courses is designated in the course description in this catalog and on the class schedule for each semester online. It is the student's responsibility to be aware of what courses in which they may be enrolled satisfy foundation requirements. Such courses are submitted by faculty members to the Foundations Curriculum Committee for approval. It is not possible for students to request foundation credit approval by the Committee for any coursework with the exception of Foundation 11. Self-initiated requests for F11 credit for certain coursework or experiences may be requested using the appropriate form available online.

## **Course Prerequisites and Co-requisites**

Course prerequisites and co-requisites are requirements for entry into a course that state the background, experience, or related coursework that is needed for success in that course and to establish a relative order in which certain courses need to be taken. These requirements are set by the department based on experience and judgment. Students are responsible for knowing the prerequisites or co-requisites of any courses for which they register. Students who register for courses for which they do not meet such prerequisites may be asked to drop those courses from their schedules.

A prerequisite is a requirement that must be met in advance of taking the course. If the prerequisite is stated as a course by number, then that course must have been completed satisfactorily at Rhodes or accepted by Rhodes as transfer credit from another institution before the student can enroll in the desired course.

A co-requisite is a requirement that must be met at the same time as the course is being taken if that requirement has not already been met. If the co-requisite is stated as a numbered course, then that co-requisite course must be taken at the same time or credit for the co-requisite course must have already been earned.

A linked co-requisite is a course requirement that must be taken at the same time as the course to which it is linked. In most cases, the linked co-requisite courses will be a three-credit lecture course and a one-credit laboratory. Enrollment in one linked co-requisite course is permitted if the course has been failed previously, or is eligible to be repeated due to a final grade. If enrollment in one linked co-requisite is discontinued either by dropping or withdrawing, a student may not continue enrollment in the other linked course. Successful completion of both linked courses is required in order for a foundation requirement to be met.

In some cases a prerequisite may not be stated in terms of a numbered course. For example, a prerequisite may be "a designated course or permission of instructor" or "Permission of the department." In some cases, a prerequisite may require a specific class standing, e.g. "Junior or Senior class standing" or "First-year students

only.” These conditions express flexible arrangements that a department may use to manage course prerequisites. “Permission of the instructor” is the most flexible and requires that the student receive the approval of the instructor before enrolling in that course. A student who does not meet a specific course-numbered prerequisite for a desired course must get permission of the department prior to enrolling in that course. Students not meeting a specific class standing requirement may be asked to drop the courses from their schedules.

## **Class Standing**

Under the foundations curriculum, a minimum of 30 credits are required for admission to the Sophomore class, 63 credits for admission to the Junior class, and 96 credits for admission to the Senior class. It should be noted that a minimum of 32 credits must be earned per year in order to accumulate the 128 credits needed for graduation in four years.

## **Class Attendance**

Rhodes, as a residential college of the liberal arts and sciences, considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.

Any student who fails to attend the first day of a class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be asked to drop the course upon request of the instructor. The student is responsible for dropping the class officially upon notification that such action has been taken.

Specific attendance policies are set by individual instructors, who state them in the course syllabus and during the first class session. Faculty should be mindful in setting attendance policies that college-sanctioned activities may require participating students to be off campus and consequently miss class. Faculty are discouraged from penalizing students solely for such absence and should normally, at their discretion, accommodate such a student (e.g., an alternate date for a test.) However, it is the student’s responsibility in undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with courses) to understand that their participation may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student’s ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the Faculty that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

Mandatory attendance at events outside of the regularly scheduled class period (e.g., lectures, seminars, concerts) will normally be included in the syllabus at the start of the semester, and will usually include some scheduling flexibility so that students may make informed decisions regarding their co-curricular educational and employment commitments. If exams or additional class sessions are scheduled outside of the regular class period, faculty members will give alternative times so that students may honor out-of-class educational and employment commitments if possible.

## **Class Preparation**

A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit. 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 ten hours per week outside of class is expected for active preparation for a four credit course.

## **Schedule Changes**

During the first week of classes in each semester, or the first two days during a 5-week summer session, courses may be added (based on seat availability) and/or dropped from a student's schedule. Students may drop full semester classes until the end of the third week of a fall or spring semester, or the 5th day of class in a 5 week summer term session. The drop/add period for those courses that run during one of the 7 week sessions within the semester will be during the 1st week of that session only. No extended drop period exists for these partial semester courses. Approval of a course underload must be obtained if the resulting course load is less than 12 credits. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

Any student who fails to attend the first day of class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon notification of the instructor to the Registrar. The student is then responsible for then dropping the course.

## **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). Students withdrawing from a course between the 6th day and the 14th day of a 5-week summer session will receive either a grade of WP or WF. 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.

The request to withdraw from a class after the stated deadline requires the approval of the Standards and Standing Committee in addition to the approvals of the instructor and the student's faculty adviser. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved. No request for withdrawal from a class will be considered after the last day of classes.

Unauthorized withdrawal from any class constitutes a failure in the course. A student who withdraws from all courses in a semester is considered to be withdrawn from the college and must follow the appropriate procedure described below.

No student will be permitted to withdraw from a course in which he or she is under investigation for violating the Honor Code until the alleged violation has been adjudicated. A student may not withdraw from a course in which he or she has been found "In Violation" of the Honor Code.

## **Interruption of Participation in the College**

It is not uncommon for some students faced with family circumstances, health or other problems, or academic difficulty to consider interrupting participation in the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisers, the College Counseling Office, or Student Development and Academic Services to discuss the variety of options available and the implications, advantages, and disadvantages of these options (personal, academic, and financial.)

## **Leave of Absence**

Application for and the granting of a Leave of Absence indicates a continuing relationship between the student and the College. Students may decide to apply for a Leave of Absence for a wide variety of reasons and the terms of the Leave of Absence granted are designed to reflect the individual's needs and circumstances. These

terms range from the resumption of studies at the time specified without further approval by College authorities to the requirement that the student satisfy the College that conditions are now such that the individual is likely to succeed and prosper on return.

A Leave of Absence is granted only for one or two full semesters, and a student must make the request for a Leave of Absence in writing in advance to the Faculty Standards and Standing Committee. Students should obtain the necessary information and forms from Student Development and Academic Services. Students who are granted a Leave of Absence must also contact Student Development and Academic Services in order to initiate the normal process of leaving campus.

A Leave of Absence is not normally granted for periods in excess of one year. A Leave of Absence is not given for the purpose of studying 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. Students on Leave must return to the College at the specified time or be deemed to have withdrawn from the College necessitating application for readmission.

## **Withdrawal From the College**

In some instances a student may decide not to apply for a Leave of Absence but to withdraw from the College. Students who decide to withdraw from the College, either during or at the end of a semester, must contact Student Development and Academic Services in order to initiate the withdrawal process. A letter of withdrawal must be filed with Student Development and Academic Services 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, if approved, will not take place until one full academic semester has lapsed. Applications for readmission are available from Rhodes Express. (See also “Voluntary Withdrawal and Removal From Campus” in the Campus Regulations and “Readmission of Students” in the Admissions section of this catalogue.)

## **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 the Faculty 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. If exams are scheduled outside of the regular class period, students should be given alternative times which accommodate their other commitments.

A student who has a failing average on course work may be counseled 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 without 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 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, course 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. The grades of B, C, and D are employed with plus and minus notations. The grade of A is employed with the minus notation.

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
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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-	.07
C+	2.3	F	0.0

The total number of grade points earned for all courses are divided by the number of credits attempted in order to calculate the grade point average. Credits with a grade of Pass are not included in the determination of the grade point average although those credits with a grade of Fail are included. The grades of WP and WF are not computed in the grade point average. Conditional grades earn no quality points and no credits 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.

## 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 is permitted. Courses that are graded pass-fail only do not count against that limitation. The Pass/Fail option may not be used in courses taken to satisfy foundation requirements with the exception of F11 and may not be used for courses taken to satisfy major or minor requirements including cognate courses.

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 Rhodes Express during the first three weeks of class in a semester.

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 averages.

## Grade Reports

Reports of student's grades are available online on the Rhodes website at mid-semester and at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

## 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 16 credits 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 credits of work to be considered for either of these honors. Students who are enrolled in the Honors Program or independent Research 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. Rhodes Express 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 or summer term falls below a minimum standard, which is dictated by the number of cumulative credits the student has earned. The cumulative standards are as follows:

<b>Number of Credits Earned</b>	<b>Minimum GPA to Avoid Suspension</b>	<b>Minimum GPA to Avoid Probation</b>
0-30	1.500	1.600
31-63	1.700	1.800
64-96	1.900	2.000
97 or more	2.000	2.000

In addition, a student is subject to probation in any semester in which the student earns fewer than twelve (12) credits and earns a grade point average of less than 1.500. NOTE: Students placed on probation due to semester grade point average who also enroll in summer courses at Rhodes will have their records reviewed at the end of the summer term. If they earn a minimum of four (4) Rhodes College credits with a minimum summer term grade point average of 2.000, they may be returned to good standing. The summer term grade point average is defined as the aggregate grade point average of all Rhodes summer work.

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 the minimum standard grade point average based on the number of credits 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 or spring semester. 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. Summer term does not fulfill this suspension period. 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 or be placed on academic probation may be delayed until it is determined what the grade point average will be when the conditional grades are removed.

## **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. The credits attempted and the grade points earned for each attempt of the course are included in the calculation of the student's major grade point average and cumulative grade point average. However, only one failure of a course will be calculated in the grade point averages.

## **Grade Queries and Appeals**

There is no more fundamental relationship in an academic program than that of the instructor and student. The Faculty and its academic officers work to support and to sustain a meaningful and productive instructor-student relationship to secure the educational aims of the College and of the members of its Faculty. Clearly the relationship is not one between equals, and this is most clearly evident when the instructor must assign a grade for the work required of, or expected of, a student.

**Grade Queries.** On occasion a student may believe that a grade assigned is incorrect. The student has the right to initiate a discussion with the instructor to determine that the grade given is in fact correct. If a mistake has been made, the instructor changes the grade and requests that the Associate Dean of Academic Affairs direct the Registrar to change a grade that has been officially entered on the student's academic record.

**Grade Appeals.** In the event that, after consulting with the instructor, the student is not satisfied that a grade has been assigned fairly, the student may write an explanation of why he or she believes the grade assigned is not justified. The student gives this statement to the instructor, who may decide that the explanation warrants a reconsideration of the grade assigned. If the instructor decides not to change the assigned grade and discussion with the student does not result in the student's agreement with this decision, the instructor asks the department chair to review the procedures for determining grades in the course, the student's request, and the instructor's response to it. The faculty member provides a written statement to the department chair about why the original grade is valid. Should the chair of the department determine that no lapse in procedure has occurred and that full attention has been given to the explanation by the instructor, the matter is closed. The chair of the department communicates this decision to the student and the instructor. Should the chair of the department determine that the procedure was not properly followed or that additional attention to the explanation is warranted, the chair discusses the situation with the instructor or the chair may obtain additional evaluations of the student's work. These evaluations may be requested from colleagues within the Faculty whose knowledge and expertise are appropriate to a review of the student's work. Having completed this additional evaluation, the chair's determination about the grade closes the matter. The chair of the department communicates this final decision to the student, the instructor, and the Associate Dean of Academic Affairs.

**Special Provisions.** The period of time during which appeals of final grades can be made expires at the end of the fourth week of the semester following the posting of the grade.

In the event that appeals for reconsideration of grades involves grades assigned by a chair of a department, then the appeal procedure will be conducted by the senior member of the department, or the next senior member of the department in the event that the chair is the senior member. In instances where there are no other senior members in the department, the Associate Dean of Academic Affairs will oversee the inquiry.

The provisions outlined above are meant to apply to situations in which appeals for reconsideration of grades are made by students. If a student's complaint involves a belief that he or she has been discriminated against because of the practices in managing a course, the Dean of the Faculty is the administrative officer to receive any such complaint. It may be that the Dean will ask that the general provisions above be followed in an investigation of possible discrimination.

## **Transcripts**

Complete college records for each student are kept by the Registrar. Requests for transcripts must be in writing. Requests received via 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**

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Rhodes College accords all the rights under the law to enrolled students. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution as defined below, to officials of other institutions in which student seek to enroll, to persons or organizations providing students financial aid, to agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Only those members of the Rhodes College community, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar including student workers in that office, and the professional staff of the Office of Student Affairs, Financial Aid, Institutional Research, and College officials with a legitimate educational interest as determined by the Registrar. A College official may be determined to have legitimate educational interest if the information requested or released is necessary for the official to (a) perform appropriate tasks that are specified in his or her position description or by a contractual agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of the student; or (d) provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act including student name, parents' names, campus and home addresses and telephone numbers, cellular phone number, email address, photograph, dates of attendance, year of graduation, degree and honors awarded or expected, academic major, and faculty adviser. Students may withhold Directory Information by notifying the Registrar in writing at least sixty days prior to the first day of class for the fall semester. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Registrar at Rhodes College has been designated by the institution to coordinate the inspection and review procedures for student educational records, which include admissions, personal, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request.

In addition, the law only affords students a right to copies of their education records if a denial of copies would effectively prevent the students from exercising the right to inspect and review the records. Therefore, students may have copies made of their records with certain exceptions. The College reserves the right to deny copies of records, including academic transcripts, not required to be made available by FERPA in any of the following situations:

1. The student lives within commuting distance of the school;
2. The student has an unpaid financial obligation to the school;
3. There is an unresolved disciplinary action against the student;
4. The education record requested is an exam, or set of standardized test questions;
5. The education record requested is a transcript of an original or source document which exists elsewhere.

Education records do not include records of instructional, supervisory, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Other records not included are those of the campus safety department, student health records, employment records (except those records of student workers), or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission to the College, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions of the Registrar are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed of their right to a formal hearing. Student requests for formal hearings must be made in writing to the Dean of the Faculty who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Faculty Standards and Standing Committee.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C. 20201.

Revisions and clarifications of this policy will be published as experience with the law and the institutional policy warrants. Annual notice of compliance with the Act is published in the Rhodes College Catalog.

# Foundations Curriculum

## The Foundations Curriculum

In the Fall of 2007, the Foundations Curriculum, an academic curriculum that establishes a new approach to the study of the liberal arts and sciences at the College, was fully implemented. The Foundations Curriculum was adopted by the Faculty in order to achieve several goals:

1. To assist students to understand the goals of a liberal arts education and to take greater responsibility for their education. The curriculum gives students greater freedom to follow their academic interests and aspirations within a framework of Foundation requirements that are fundamental to the study of the liberal arts;
2. To provide a more transparent and streamlined curriculum by framing the degree requirements in terms of skills and content areas;
3. To bring greater focus to the courses students take and to recognize that their activities inside and outside the classroom should be mutually informative and energizing;
4. To create the opportunity to offer more courses reflective of the scholarly interests of the faculty and to develop innovative courses that respond to the developing currents in contemporary thought; and,
5. To establish four courses as the standard load per semester in order to allow for a more focused educational experience for all of our students. The Foundations curriculum enhances the way in which the four components of the Rhodes education work together: the Foundation requirements (commonly referred to as “F1”, “F2”, etc.), the concentration in a Major, the choice of elective courses, and participation in co-curricular activities.

## The Foundation of the Liberal Arts Requirements

The Foundation requirements establish a framework for liberal education and life-long learning. Unless mentioned otherwise in the description, Foundation requirements will be met by taking one course specified as meeting that requirement, and most requirements will have courses in several different departments that do so.

Upon completion of the requirements and the attainment of a Bachelor’s degree from Rhodes, each graduate of the College should be able to:

1. **Critically examine questions of meaning and value.** Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such problems and questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. This requirement is to be satisfied with three courses, either the Search sequence or the Life sequence.
2. **Develop excellence in written communication.** The ability to express concise and methodical arguments in clear and precise prose is essential to success in most courses at Rhodes and in most of the vocations Rhodes graduates pursue. This requirement will be satisfied by one writing seminar (taken in the first year) and two writing intensive courses, one of which will be in Search or Life.
3. **Understand how change over time has shaped human cultures.** Examining the responses of individuals and societies to change over time helps us understand the processes of transformation that affect all human cultures. It also provides new perspectives on the present.
4. **Read and interpret literary texts.** Literary texts provide challenging and influential representations of human experience in its individual, social, and cultural dimensions. Critical and sensitive reading of significant works refines analytical skills and develops an awareness of the power of language.
5. **Create art and analyze artistic expression.** Humans express themselves creatively through art forms that are aural, visual, and performed. Creating and studying art are particularly effective ways of understanding art. This requirement may be satisfied with a designated course in which the primary and

sustained focus is artistic creativity.

6. **Gain facility with mathematical reasoning and expression.** Some human experiences are most effectively expressed in mathematical language, and important areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information.
7. **Explore and understand scientific approaches to the natural world.** Our experience of the world is profoundly influenced by a scientific understanding of the physical realm of our existence. To make informed decisions about the production and application of scientific knowledge, students need to understand the way science examines the natural world. Students acquire such knowledge by learning scientific facts and by understanding and engaging through laboratory work the powerful methods by which scientific information is obtained.
8. **Explore and understand the systematic analysis of human interaction and contemporary institutions.** Human development, thought, and aspiration occur within societies, and those societies are shaped by various social and political institutions. Familiarity with the systematic analysis of contemporary institutions is an important component of a sound understanding of the world and is a foundation for responsible citizenship.
9. **View the world from more than one cultural perspective.** The individual of today's world must be able to understand issues and events through multiple cultural perspectives by developing abilities that facilitate intelligent and respectful interaction in various cultural contexts. These abilities include recognizing, understanding and articulating the similarities and differences of cultural perspectives, including one's own.
10. **Demonstrate intermediate second-language proficiency.** Proficiency in a second language allows a level of access to a culture that is not achievable through sources in translation. Intermediate proficiency includes the ability to understand and communicate with members of the target culture, negotiate differences between the second language and the first, and use the second language as a tool for human communication.
11. **Participate in activities that broaden connections between the classroom and the world.** Rhodes students are asked to become engaged citizens, participating in the local community - its politics, its culture, its problems, its aspirations – and in the world community. Students gain skill in connecting knowledge to its uses through educational experience that takes them off campus.
12. **Develop skills to become an informed, active and engaged student-citizen.** The F12 provides opportunities to explore core aspects of one's community and one's self. Students will learn how to thrive within a learning environment, and how to develop the skills and discover resources necessary to flourish as an individual, as a scholar, and as an active citizen of the interconnected communities of Rhodes College, Memphis, and the wider world. This requirement is fulfilled through the successful completion of a first year seminar two-semester sequence at Rhodes as approved by the Foundations Curriculum Committee.

## Foundations Programs in the Humanities

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. The programs Life: Then and Now (“Life”) and The Search for Values in the Light of Western Religion and History (“Search”) help students think about these issues and so provide the foundation for the entire curriculum.

Life and Search students meet in small groups led by faculty members to analyze challenging and controversial texts that have shaped and reshaped thought, particularly in Western societies. Because of its prominence in world history, these courses pay special attention to the Bible and the traditions that have emerged in relationship to it. Life and Search courses endeavor to make the familiar unfamiliar by examining critically the logical and historical foundations of received opinion and texts. They also make the unfamiliar familiar by studying traditions, artifacts, and issues that most students have not yet encountered. Through both programs, students learn to appreciate the role of historical context in shaping values, beliefs, and practices

and to reflect critically on their own values, beliefs, and practices. Life and Search stress skills that are central to the whole curriculum: careful reading, analytical writing, critical thinking, and discussion.

At the start of their first year in the College, students choose to pursue either Life or Search and generally remain in their chosen program until they have completed it. The two programs share many features but also are distinctive. The following descriptions clarify the differences between Life and Search.

### **Life: Then and Now**

The student who chooses the Life: Then and Now program completes a three semester sequence of courses. The first courses are taken in the fall and spring semesters of the first year. The third course may be taken at any time in the remaining three years of the student's college career.

The first two courses in the Life sequence are Religious Studies 101-102, The Bible: Texts and Contexts. These courses introduce students to the academic study of the Bible and the traditions of interpretation and reflection based upon it. This two semester sequence follows a basic chronological development, from the earliest biblical sources to modern interpretations. The first semester of the course is taught by members of the Department of Religious Studies with primary competence in the study of the Bible and the second semester by members with expertise in theological reflection and the disciplines of the history of religion. Both courses emphasize careful textual analysis, clear and effective writing, and active discussion with peers. Complete descriptions of these courses may be found in the Religious Studies section of the catalogue.

The third Life course is chosen from a variety of offerings in Religious Studies, Philosophy, and Greek and Roman Studies. These courses build on the skills and base of knowledge developed in first year Life and further refine and augment them. The third Life course is selected from an array that includes advanced study of the Bible, theology and ethics, philosophy, and the history of religions. The spectrum of upper-level Life courses will change periodically to reflect student and faculty interests but includes staples such as "Archaeology and the Bible," "King David," "Sex and Gender in the New Testament," "Paul," "Contemporary Theology," "Holocaust," "Islam," and "Religious Traditions of Asia," "Religion in America," "Medieval Philosophy," and "Ethics." With a wide variety of choices, students may select a third Life course that suits their interests and best complements their overall academic plan.

### **The Search for Values in the Light of Western History and Religion**

Throughout its sixty-six year history, Search has embodied the College's guiding concern for helping students to become men and women of purpose, to think critically and intelligently about their own moral views, and to approach the challenges of social and moral life sensitively and deliberately. Students are encouraged to engage texts directly and to confront the questions and issues they encounter through discussions with their peers, exploratory writing assignments, and ongoing personal reflection. Special emphasis is given to the development and cultivation of critical thinking and writing skills under the tutelage of a diverse faculty drawn from academic disciplines across the Humanities, Fine Arts, Natural Sciences, and Social Sciences. Students in this course are challenged and invigorated by intimate encounters with the voices of culture and the pinnacles of thought, develop a respect and understanding of great moral, political, historical, and religious principles and quandaries, and become better prepared to understand and respond to the diversity of human values in a complex world.

In the first year, the syllabus is centered on the biblical and classical traditions. An ongoing and intensive study of the Hebrew Bible and the New Testament explores the faith, values, and ideals of the ancient Israelites as well as early Christians. Interwoven with this exploration is an examination of the epic tradition of the ancient Near East and the rich and varied wellsprings of the ancient Greek and Roman civilizations, including epics, historiography, philosophy, poetry, and drama.

In the third semester of the sequence, students choose from among a number of disciplinary tracks, including literature, religious studies, politics, philosophy, history, and fine arts. The third semester covers the

Renaissance, the Protestant and Catholic Reformations, the Scientific Revolution, the Enlightenment, and the Modern Era. The course concludes with study of a number of revolutionary thinkers and movements of the nineteenth and twentieth centuries that challenge the basic principles of Western thought, culture, and religion.

In all courses of the sequence students read original source texts (in English translation) that encourage them to grapple first-hand with ideas as presented by the author, rather than relying on interpretation by secondary sources. Continuous effort is made to bring to light the influence and impact of ancient values on the contemporary world, as well as the cross-fertilization of ideas between Western culture and world civilization as a whole.

## Information Technology Services

**Richard T. Trenthem, Jr.** Director of Information Technology Services. B.A., Rhodes College; M.L.I.S., University of Texas.

**Sue D. Hall.** Programmer-Analyst. B.A., Rhodes College.

**Rose Ann Hicks.** Media Center Supervisor. B.A., M.Ed., Southeastern Oklahoma State University.

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

**Corey A. Phillips.** Multimedia Support Manager. B.A. University of Mississippi

**Lance Kimbrell.** Desktop Support Specialist. A.A.S. Mississippi Delta Community College.

**Stacy S. Pennington.** Associate Database Analyst. B.A., Rhodes College.

**Jermaine S. Pickens.** Application Specialist. B.S. Alabama A&M University.

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

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

Rhodes is committed to providing a wide range of technology resources to support the diverse work of faculty, staff and students.

Information Technology Services (ITS) is located on the lower level of Barret Library. Computing facilities include servers that provide network file sharing, email, an on-line library system, delivery of online course materials and electronic forums. Additionally there are three computer labs with approximately 90 workstations 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 is linked to the Internet, enabling global communication. There are over 50 “smart” classrooms across campus equipped with full multimedia capability. Wireless access is available in most locations throughout campus, including common spaces outdoors, and all of the residence halls.

Students have access to email, file servers, printing and the Internet. Assistance for students is available on several levels. Student Computer Consultants are available in the Computer Depot and student assistants are available to assist users and assure proper operation of printers and equipment. Assistance can also be obtained from the Information Desk located on the main floor of Barret Library.

## Meeman Center for Lifelong Learning

**John H. Rone,** Director. B.A., Rhodes College; M.A., University of Memphis.

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

**Tamara L. Sears.** Administrative Assistant, A.A., Richland Community College

Meeman Center for Lifelong Learning is Rhodes’ commitment to 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, courses, and trips offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office or on the web.

## **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 run in the Fall (September through November) and Spring (January through May). The instructors are Rhodes faculty and invited experts, including Rhodes alumni. Online registration is available at [meeman.rhodes.edu](http://meeman.rhodes.edu).

## **Institute on the Profession of Law**

Meeman Center offers an annual ethics seminar for attorneys 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.

## **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. Contact the Meeman Center office for more information.

# **Opportunities for Individualized Study**

## **The Fellowships Program**

Rhodes recognizes that a liberal education extends beyond the classroom and encourages our students to take part in outside study, research, creative activity, internships, and community service—locally, nationally, and internationally. Fellowships are extended activities that help contextualize the work students do inside the classroom, foster a sense of professional identity, include team-building or collaborative learning, and develop critical reflection skills. Virtually any outside activity that complements coursework and involves significant reflective work can potentially be part of the Fellowships Program at Rhodes.

At its best, experiential learning allows a student to practice skills and explore more deeply principles acquired through coursework. Most often the opportunity to discover and create on one's own builds confidence and passion. Students return to the classroom with renewed interest and focus.

Rhodes has pioneered several programs such as CODA, Crossroads to Freedom, Rhodes St. Jude Summer Plus, the Rhodes Institute for Regional Studies, the Mike Curb Institute for Music and the Rhodes Summer Service Fellowship Program that provide diverse opportunities for student engagement beyond the classroom. These programs have been so popular and transformative that the college is now engaged in an effort to offer even more opportunities for students to pursue their own personal interests, particularly through projects that involve sustained mentorship and a commitment to as many as possible of five student learning outcomes associated with experiential education:

- Integration of factual knowledge, fundamental principles, and/or specific skills learned in the classroom with the fellowship activity
- Strengthening analytical and/or creative abilities toward establishment of a professional identity
- Evidence of participatory, collaborative, and/or team-oriented learning



- Personal and social development
- Development of critical reflection skills

The Fellowships Program can also provide funding for those projects that require it, with regular application deadlines occurring in mid-February, August, and November.

For more information, contact the Director of Fellowships in Burrow Hall.

## **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. An oral presentation of the final project is also expected. A copy of the final report or production is placed in a permanent file or on display in the library.

Students considering Honors normally take a one-credit 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.

Although each department and program sets its own departmental and program requirements for Honors, there are general College requirements for the Honors program. To be eligible for the Honors program a student must have a minimum cumulative grade point average and a major grade point average of 3.5000 at the time of application for honors. The student must graduate with a cumulative grade point average and a major grade point average of 3.5000 in order to receive the honors designation at commencement.

At least four credits per semester in the senior year must be earned in Honors Tutorial courses. Up to eight additional credits of tutorial or related course work may be counted, resulting in a maximum of sixteen credits of Honors in the senior year.

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 set by each department and program. Failure to meet announced deadlines may result in the failure to gain Honors recognition.

Descriptions of the requirements for Honors are listed in each departmental and program section of this catalogue. The Honors Registration form is available as a downloadable form on the Rhodes Express website.

## **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 four. Forty-six hours of work, including outside reading, experiments and conferences, are required for one credit. No more than twelve credits may be earned in any one department. The maximum number of credits 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 chair of the department. Appropriate forms are available online. 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 department to act and submitted to the Registrar 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. Such courses must conform to the standard forty-six hours of study per credit.

## **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 that 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 or a total of 184 hours of study for a four credit 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.

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**

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

Internship credit is given for involvement in off-campus work related to a student's academic work and supervised by a faculty member of the corresponding department. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. Internship experiences earning 3 (three) or more credits must satisfy the F11 requirement, and the student is expected to be able to integrate academic work with on-the-job activities. Internship experiences earning 1 (one) or 2 (two) credits will include a reflective component such as a journal or final paper, and the student will meet with the faculty supervisor at least twice to discuss the internship and reflective component. Special internship opportunities can be proposed subject to approval by the department concerned. 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. Normally, forty-six hours of work, including on-site work as an intern, outside reading, and conferences, are required for one credit. 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.

No more than eight (8) credits in internships may be earned in one department per semester. A student may apply toward a degree a maximum of eight (8) credits of internship.

### **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, Christian Brothers University, The University of Memphis, and the Memphis College of Art, Rhodes students may take courses at those institutions during the fall and spring semesters. Only a certain set of courses is available at Christian Brothers and The University of Memphis; a student should contact the Registrar for further information. A student must receive approval for the course from the Chair of the Department of Art at Rhodes before registering for the course at the College of Art. The student then registers for the desired class at either college and includes the class on the semester's course schedule at Rhodes. The course credit counts toward the semester's credits at Rhodes; and as long as the consortium 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 credit.

## **Opportunities for Study Abroad and Domestic Off-Campus Study**

Rhodes encourages its students to study off-campus through the programs it administers or through programs administered through other institutions. Off-campus study, whether domestic or international in scope, requires substantial prior planning. Students interested in pursuing such a course of study should formulate and clarify their plans well in advance.

Off-campus study opportunities are coordinated by the Buckman Center for International Education. The staff in the Buckman Center can assist students in researching off-campus study programs and can facilitate completion of the program's application process. Students are responsible for meeting with their academic advisors to discuss program choices and for course selections. Students applying for a Rhodes program must have a minimum grade point average of 2.0 unless otherwise specified and must be in good social and academic standing.

### **Off-Campus Study Application Process**

Each student who intends to pursue off-campus study must complete the Off-Campus Study Application available on the Buckman Center website. This Application, 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 above mentioned website contains instructions, checklists, deadlines, application materials, and policies.

## Off-Campus Study Program Transfer Credit Policies

1. For all transfer credit, it is the student's responsibility to do the following:
  - a. Verify that the off-campus study program/university is on the List of Recognized Programs/Providers or has been successfully petitioned. \*\*
  - b. Verify that courses intended to be taken for major or minor credit have been approved by the appropriate department or program chair in consultation with the faculty adviser. Such approval is granted only through the signature of the department or program chair on the student's Off-Campus Study Application.
  - c. Request an official transcript with final grades from the program attended be sent to:

Office of the Registrar  
Rhodes College  
2000 N. Parkway  
Memphis, TN 38112

2. At the relevant academic department's discretion, transfer courses taken abroad can be used to satisfy major and minor requirements. Courses for transfer credit must be passed with a minimum of "C-" to be eligible for transfer credit.
3. Credit should be approved prior to enrollment in courses. However, in some cases it may be necessary to postpone approval until course descriptions, syllabi, papers, and tests are examined.
4. Should a student's course selection change for any reason after submission of the application, substituted courses are not transferrable unless approved by an appropriate department or program chair. Such approval must be sought immediately (i.e., email); copies of any such correspondence should also be directed to the Director of International Programs and to the Registrar.
5. Students are strongly encouraged to contact the Director of International Programs prior to final course registration at the host institution in order to confirm course credit approvals. Retroactive approval may be sought but is not guaranteed and must be obtained before the conclusion of the first semester of the student's return to Rhodes.
6. To be accepted for credit, each course, whether for major/minor credit or elective credit, 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 sciences curriculum and of a quality comparable to that expected of courses at Rhodes. Courses intended to be taken for major or minor credit must be approved by the appropriate department or program chair in consultation with the faculty adviser. Such approval is granted only through the signature of the department or program chair on the student's Off Campus Study Application. Elective credit will be reviewed by the appropriate academic officer acting on behalf of the Foundations Curriculum Committee.
7. Students who study abroad on a Recognized Program/Provider will normally satisfy the F11 requirement.\*\* In addition, students may, through appropriate course work, satisfy up to two additional Foundation requirements while abroad on a semester-long program or up to three additional Foundation requirements for a year-long program. The Director of International Programs will recommend to the Foundations Curriculum Committee, in consultation with the Registrar and other relevant faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundational credit.
8. Programs vary greatly in their academic structure. At some universities abroad, three courses is considered a full load, while at others a full load may be as many as 8-9 courses. Rhodes College students must maintain what is considered a full-time course load at the institution abroad. Normally, a student cannot earn more credit while on a semester study program than could have been earned in a regular semester at Rhodes. Failure to satisfactorily complete coursework needed to maintain

satisfactory academic progress for financial aid purposes may result in the loss of financial aid renewal eligibility.

9. No strict correlation exists between contact hours in courses taken off-campus and credits awarded by Rhodes. Many European institutions utilize the ECTS crediting system in which one ECTS credit is comparable to one-half credit at Rhodes. For example, a course worth 8 ECTS credits will normally transfer to Rhodes as 4 credits. If the host program's transcript does not translate easily to "American" credit (e.g., credits, quarter hours, semester hours, units) or does not provide a conversion scale, or if the host institution's academic calendar differs significantly from the Rhodes semester calendar, the following statement can act as general principle:  
A student pursuing a fully approved, full-time program of coursework on study abroad for a period roughly equivalent to Rhodes' fall or spring semester will usually receive 16 transfer credits from Rhodes upon the successful completion of all coursework. Successful completion is defined as earning a grade equivalent to "C-" or better in each course.
10. All courses should be taken for graded credit.

\*\* Please refer to the List of Recognized Programs/Providers on the Buckman Center Website.

## **Rhodes Study Abroad Programs**

Rhodes College's commitment to international and cross-cultural study is most powerfully expressed in its programs abroad. The College offers a semester-long program, European Studies, in conjunction with the University of the South. Rhodes also offers a variety of other spring/summer programs which vary year to year. British Studies at Oxford is currently on hiatus. Please inquire with the Buckman Center for a current listing of summer program offerings. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of scholarship assistance is available. Please see the Director of International Programs for more information.

## **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 Rhodes College with Rhodes and Sewanee faculty. The students then travel to England where there is a ten 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 British tutors in Art History.

## **Rhodes Exchange Programs**

Rhodes College has formal bilateral exchange agreements with The University of Antwerp, Belgium; The University of Poitiers, France; Nebrissensis University, Madrid, Spain; The University of Tübingen, Germany; The University of Koblenz-Landau, Germany; The University of Aberdeen, Scotland; The University of Lima, Peru; Rhodes University, Grahamstown, South Africa; and The Iberoamericana University in Puebla, Mexico. 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 transfer credit. The number of students who can participate in these exchanges with other institutions is limited.

Rhodes is also a member of ISEP (The International Student Exchange Program), an organization of more than 200 colleges and universities located throughout the United States and in Africa, Asia, Australia, Canada, Europe and Latin America. Through ISEP-Exchange, Rhodes students can participate on international

exchange by paying room, board, and tuition to Rhodes, utilizing any institutional and federal aid granted to them. Exchanges can occur in any discipline and can range in length from one academic term to one year. In most cases, ISEP-Exchange participants are matriculated directly into the host institution and pursue courses with native students. Credit earned in these exchanges is treated as transfer credit.

## **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 many of these programs can be found in the Buckman Center for International Education. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a semester study abroad program than could have been earned in a regular semester 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. Rhodes' Buckman Fellowships for Study Abroad are available for any approved semester or year-long program abroad.

# **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 Foundation Requirements. Students majoring in a science may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting.

## **The Bachelor's Degree**

The Bachelor's degree is granted to students who have completed the required 128 credits and the appropriate degree requirements. The degree requirements under the Foundations Curriculum include at least thirteen courses (52 credits) and as many as sixteen courses (64 credits) as described below. Although 52 total credits are required, several of these credits will be satisfied by courses taken in a particular major. Moreover, the total number of credits 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. In addition, some courses satisfy more than one foundation requirement, effectively decreasing the number of required courses. Thus, the number of credits 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 foundation 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 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 appropriate requirements for a degree with a major in Biology, Biochemistry and Molecular Biology, Biomathematics, Chemistry, Computer Science, Environmental Science, Mathematics, Neuroscience, or Physics. Self-designed interdisciplinary majors may earn a Bachelor of Science degree if all of the departments involved offer a BS degree or if at least one of the departments involved offers a BS degree, the major requires at least 28 credits of natural sciences and math, and the student completes a total of at least 36 credits of the natural sciences and math. Please see the Interdisciplinary Studies section of the catalogue for a fuller description of self-designed interdisciplinary majors.

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.

## **Total Credits for the Degree**

A total of 128 credits are required for the Bachelor's degree. A student must earn at least 50 percent of these credits at Rhodes. The senior year, defined as 32 credits or the last 25 percent of the total credits required, must be spent in residence. No more than eight (8) of these credits may be transfer credits.

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 eight (8) credits in internships.

A maximum combined total of credits equaling 25 percent of the degree requirement may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations. A student earning both transfer credits and Advanced Placement, Cambridge Pre-U, International Baccalaureate and/or Option International Baccalaureate credits may apply those credits to a Rhodes degree up to a maximum combined total of fifty percent of the total credits required for a degree.

## **Concentration of Study in a Major Discipline**

Students' majors may be directly related to an anticipated vocation, but that is not their primary purpose in a liberal arts curriculum. The qualities of mind and abilities that will serve students best in their careers are developed within the curriculum as a whole. The major is a refinement of intellectual discipline and a deepening of understanding of an area of study. The academic enrichment gained through a major affords access to other disciplines as well as an appreciation of the complexity of other fields of study. Students should consider carefully how all of the courses they select can enrich and complement work done in the major.

## **The Choice of Elective Courses**

The Rhodes curriculum is designed specifically to offer students opportunities to combine a carefully structured and intense study of at least one subject with the broad and diverse understanding that is characteristic of an education in the liberal arts and sciences. Although required to meet certain objectives, the Foundation courses may be selected from a wide range of course offerings. These are only the beginning of a student's exploration of the fields of human knowledge and creativity. In selecting courses beyond these requirements and outside the major discipline, students should consider the ways in which their education can be broadened, complemented, and enriched.

## **Participation in Co-Curricular Activities**

A comprehensive liberal arts education includes regular engagement with cultural activities and diverse perspectives not only in the classroom, but also in the college community and in communities beyond the college. Students become full participants in the campus community as they join others in a variety of extra-curricular and co-curricular activities. These include student government, music ensembles, athletics, campus publications, theatre productions, and many others. Service-learning opportunities, international education opportunities, and undergraduate research provide students and faculty with ways to integrate classroom and laboratory work with out-of-class experiences, and a student's experience in a course can be enriched in significant ways by the selection of complementary co-curricular activities.

## **The Major**

A student must complete any one of the department-based majors, one of the interdisciplinary majors listed elsewhere in this catalogue or an approved interdisciplinary major formulated in consultation with faculty members.

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,"

No major may require more than fifty percent of the total credits required for the degree. At least fifty percent of the course requirements for a major or minor must be Rhodes credit. All majors require a capstone experience that gives the students an opportunity to demonstrate their progress towards the educational goals established for their majors. This capstone experience usually includes demonstrations of proficiency in writing and speaking and a familiarity with the foundations and contemporary concerns of the major discipline.

A 2.000 (C) grade point average in the major is required for graduation. The major grade point average is determined by computing the grade point average of all courses required for the major as described in this catalog and any other courses taken in the declared major. The computation of a major grade point average for an interdisciplinary major shall include all courses described as required and as elective courses.

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 except in cases where changes in departmental course offerings makes the original major requirements impossible to meet.

**Declaration of a Major.** Students must declare an intended major or majors no later than mid-term 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 adviser from the major department is assigned or selected by each new major to aid in this planning. Forms for declaring a major are available online at [www.rhodes.edu/rhodesexpress/14536.asp](http://www.rhodes.edu/rhodesexpress/14536.asp). Students declaring two majors will have an adviser in each major department, but one adviser will be designated as the primary adviser. 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 section 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 appropriate steps in order to secure the necessary approvals within a reasonable time and to ensure an adequate review of the proposed program of study. Those steps are detailed in the "Interdisciplinary Studies" section of this catalogue. The proposed program of study must include specific provisions for a senior seminar or integrating senior experience. The "Declaration of Interdisciplinary Major" form, available online, is used to record the approvals and to advise the Registrar of the College.



## **Intent to Graduate Form**

All candidates for degrees must submit to the Registrar an “Intent to Graduate” form at least two semesters prior to the intended date of graduation.

## **Commencement**

Rhodes requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in December and candidates whose work will be completed in August. Students who complete degree work in December are included in the graduating class in May of the next calendar year. Rhodes will recognize students who complete degree work in August as members of the preceding May’s graduating class. In order to participate in commencement exercises, August candidates must be within near-expectation of completing the requirements for a degree and have the approval of the Faculty Standards and Standings Committee or the Dean of the Faculty, if the Standards and Standings Committee cannot be convened in a timely manner. The College confers degrees (signified by the date of the degree of the diploma and in official records) at the end of each regular semester (December and May) and in August, but diplomas are awarded only at the May commencement.

## **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 five 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 online and should be completed no later than the beginning of 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.

## **Second Degree**

A student may earn a second Bachelor’s degree upon earning at least 32 credits beyond the total credits required for the first degree 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 32 credits 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 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 catalog, including the number of credits required for graduation, 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, 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. Rhodes does not rank its graduates.

## **Awarding of Posthumous Degrees**

A posthumous degree may be awarded to a deceased undergraduate student who was within 16 credits of the completion of the requirements for graduation or to a deceased graduate student who was within 6 credits of the completion of the requirements for graduation. The student must have been enrolled during the past two regular semesters. The remaining credits would have completed all degree requirements, and the cumulative and major GPA requirements must be met. The appropriate degree may be awarded posthumously on the recommendation of the Dean of the Faculty with the approval of the Faculty Standards and Standing Committee and the President. The student's transcript will show a notation that the degree was awarded posthumously.

## **AP/Cambridge Pre-U/IB/OIB Credit Evaluation**

A maximum of 32 credits may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations. It is the responsibility of the student to have official reports of examination scores in Advanced Placement, Cambridge Pre-U, International Baccalaureate, and/or Option International Baccalaureate sent to Rhodes College. Student copies of score reports are not acceptable for formal evaluation. Receipt of official score reports and formal evaluation of AP/Cambridge Pre-U/IB/OIB score reports must be completed within 10 weeks of the beginning of a student's first semester of enrollment as a degree-seeking student at Rhodes.

## **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 Office of the Registrar.

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the total credits required for a Rhodes degree, a minimum fifty percent must be earned at Rhodes and a maximum of fifty percent may be accepted as transfer and Advanced Placement credit.

Transfer credit for students who transfer to Rhodes will be evaluated following these guidelines according to the Foundation requirements:

- a. Courses presented with two or three semester hours or less than six quarter hours will be given the appropriate and corresponding number of credits of transfer credit.
- b. Credit from several courses may be combined to total four or more credits and therefore satisfy a foundation requirement.
- c. A three-credit course may be used to satisfy a foundation requirement if the corresponding course in the department meets that same requirement.
- d. A three-credit course may be used to satisfy a major requirement if the corresponding course in the department meets that same requirement unless specifically disallowed by the department chair.

## **Transfer Credit**

**Credit from Other Institutions.** Rhodes students may enroll in courses at other colleges and universities and transfer credits 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 the Registrar, acting on behalf of the Education Program Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

Students seeking concurrent enrollment at another institution during a regular semester must have permission from the Standards and Standing Committee prior to registering at the other institution. Concurrent enrollment credits are included in the computation of the total credits permitted in one semester but are not included in the determination of full-time status. Course credit earned at another institution during non-approved concurrent enrollment may not be accepted for transfer credit.

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.

Transfer credit may not be used to satisfy a Foundation Requirement. Rhodes students who study abroad in a long-term program that has been pre-approved through the Buckman Center for International Education will normally satisfy the F11 requirement, unless the program has been noted by the Center's Director as particularly unsuitable for this purpose.

In addition, students may, through appropriate course work, satisfy up to two additional Foundation requirements while abroad (or up to three additional Foundation requirements for a year-long-program). The Director of the Buckman Center will recommend to the Foundations Curriculum Committee, in consultation with the Registrar, and other faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundations credit. This recommendation will be done in accordance with guidelines as provided by the Foundations Curriculum Committee.

**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 Education Program Committee. In most cases, this approval will come from the Director of the Buckman Center, 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 the

Faculty, 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.

All credit earned on study abroad programs, exchange programs, and cooperative programs such as Washington Semester is evaluated as transfer credit.

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

- 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.
- The course work must be taken on the campus of an accredited college or university or while on a study abroad program approved through the Buckman Center for International Education. Online courses, distance education courses, and dual credit courses taught in a high school are not accepted for transfer credit.
- Transfer credit may not be used to satisfy a Foundation Requirement with the following exception: Rhodes students who study abroad in a long-term program that has been pre-approved through the Buckman Center for International Education will normally satisfy the F11 requirement, unless the program has been noted by the Center's Director as particularly unsuitable for this purpose. In addition, students may satisfy up to two additional Foundation requirements while abroad (or up to three additional Foundation requirements for a year-long program). The Director of the Buckman Center will recommend to the Foundations Curriculum Committee, in consultation with the Registrar, and other faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundations credit. This recommendation will be done in accordance with guidelines as provided by the Foundations Curriculum Committee.
- No more than twelve transfer credits may be earned in any one summer.
- All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if pre-approved for transfer credit, will be posted to the student's record.
- A maximum of 64 credits or fifty percent of the total credit required for a degree may be accepted towards a Rhodes degree. No student may earn additional transfer credit once that credit limit has been reached.
- Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter-hour equals two-thirds credit. Fractional transfer credits will be credited.
- Students earning both transfer credits and Advanced Placement, Cambridge Pre-U, International Baccalaureate, and/or Option International Baccalaureate credits may apply a maximum combined total of fifty percent of the total credit required for a degree to the Rhodes degree. A student with such credit must earn at least fifty percent of the total credit required for a degree in residence at Rhodes.
- Of the 32 credits earned to qualify for the senior year in residence, a maximum of eight credits may be transfer credit.
- Transfer credits 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 credits are credited to the Rhodes transcript as credits only; they are not computed in or used to determine the grade point average.
- 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. Such courses must be taken on a college campus, not in a high school even if taught by collegiate faculty. Credit for such courses must be requested during the summer prior to

enrollment at Rhodes. Students who have not graduated from high school who present such courses for transfer credit are not considered transfer students.

## The Paul Barret, Jr. Library

**Darlene Brooks.** Director of the Barret Library. B.A., M.L.I.S., University of Tennessee, Knoxville.

**William Short.** Associate Director of Library Services. B.A., Rhodes College; M.L.S., George Peabody College.

**Janice Tankersley.** Head of Cataloging. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville

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

**Kenan C. Padgett.** Interlibrary Loan & Information Services Librarian.

B.A. Elon College; M.L.S. University of North Carolina at Greensboro.

**Rachel Feinman.** Catalog and Collection Development Librarian. B.S., M.L.S., Florida State University.

**Greg Paraham.** Information Services Librarian. B.A., University of Memphis; M.L.S., Louisiana State University.

**Wendy Trenthem.** Information Services Librarian. B.A., Rhodes College; M.L.S. University of Texas-Austin.

**Jennifer Ott.** Information Services Librarian. B.A. University of Tennessee, Knoxville; M.L.I.S, Rutgers University.

Barret Library, a state-of-the-art facility made possible by a major gift from the Paul Barret, Jr. Trust, opened in August, 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library. Barret Library will serve the needs of the college well into the 21st century. The facility, equipped for both wireless and wired technology, features a 24-hour study space and group study rooms, along with facilities for study and library collections. Also included in the Barret Library are areas for peer-tutoring and writing assistance, computer laboratories, the Digital Media Lab and Media Center.

The Library's collection has been carefully built over a period of years by both the teaching faculty and the library staff to include materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. The research catalog is part of WorldCat, which connects and shares thousands of library catalogs across the country. The interface allows you to see holdings within other libraries as well. The collection is supplemented by online access to a number of databases that support the college's curriculum, including but not limited to, America: History & Life, Cambridge Scientific Abstracts, Eighteenth Century Collections Online, Early English Books Online, EBSCO, ProQuest Complete, the MLA Bibliography, PsycInfo, LEXIS-NEXIS (Academic, Statistical, Congressional, and Environmental), Slavery and Anti-Slavery, Philosopher's Index, Newsbank, Sociological Abstracts, ATLA Religion Database with ATLASerials, and EconLit. Access is also provided to BioOne, Project Muse and JSTOR electronic journal collections. The library staff is concerned not only with the acquisition, organization, and circulation of the collection, but in providing reference and technology assistance to users, as well as instruction to classes and individuals in effective information literacy.

In addition to the reference and circulating collections there are four special collections: the Rhodes Archives, the Richard Halliburton Collection, the Walter P. Armstrong, Jr. Book Collection and the Shelby Foote Collection, made possible through the generosity of Riea and Steve Lainoff. The Walter P. Armstrong, Jr. Book Collection includes the special items of value added to the library through the years and the collection of first editions of English and American authors, many of them autographed. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

The Rhodes Archives consists of publications about Rhodes of an historical nature as well as student honors papers and books written by faculty and alumni. DLynx, the Archives digital repository, provides access to over 18,500 digital items of historical value and materials created by faculty, staff, and students. These materials include: digital copies of the Sou'wester, the student newspaper, student honor papers, and hundreds

of images of student life from past decades. The Sou'wester, the student newspaper, has been digitized from November 1919 to the present date. The Ranking Web of World Repositories" lists DLynx as 113 out of 1646 digital collections in North America which places it in the top 10%.

In order to effect optimum inter-institutional library service to the students, faculty, and staff of the Greater Memphis Consortium, the Barret 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 Public Library and Information Center (Central Branch), which is an especially valuable community resource. The Barret Library operates an active and invaluable interlibrary loan service for its faculty and students with libraries outside the Memphis area.

## Matters of Record

### Administration

#### Office of the President

Marjorie Hass. President. B.A., M.A., Ph.D., University of Illinois, Urbana-Champaign.

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Bailey M. Heldmar. President's Office Assistant. B.A., Rhodes College.

#### Athletics, Physical Education and Recreation

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Charles F. Boehme. Head Swimming and Diving Coach and Aquatics Coordinator. B.A., DePauw University.

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Matthew R. Peterson. Assistant Men's Basketball Coach. B.S., Illinois State University.

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Jennifer L. Tinnell. Head Women's Tennis Coach and Assistant Men's Tennis Coach. B.A., M.B.A., Berry College.

Brian M. Vaughn. Assistant Football Coach. B.S., Illinois College.

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J. David Zazzaro. Head Men's Lacrosse Coach and Fitness Room Supervisor. B.A., Drew University; M.B.A., Regis University.

## Office of Academic Affairs

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## **Buckman Center for International Education**

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Erin R. Hillis. Associate Director of International Programs. B.A., M.A., Ph.D., University of Memphis.

## **Office of the Registrar**

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## **Office of European Studies**

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- Deborah N. Pittman.** Associate Professor Emerita of Economics and Business since 2011. B.A. Rhodes College; M.S. University of Memphis; Ph.D. University of Memphis.

**John F. Copper.** Distinguished Professor Emeritus of International Studies since 2012. B.A. University of Nebraska; M.A. University of Hawaii; Ph.D. University of South Carolina.

**Gail P. C. Streete.** Professor Emerita of Religious Studies since 2012. B.A., M.A., and M.L.S. SUNY at Buffalo; M. Phil. and Ph.D. Drew University.

**Robert J. Strandburg.** Professor Emeritus of Psychology since 2013. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles.

**John S. Olsen.** Professor Emeritus of Biology since 2014. B.S. and M.S. University of Illinois; Ph.D. University of Texas.

**Gail S. Murray.** Professor Emeritus of History since 2016. A.B., University of Michigan; M.S.E., University of Central Arkansas; and Ph.D., University of Memphis.

**Bette J. Ackerman.** Professor Emeritus of Psychology since 2016. B.A., Florida Presbyterian College; M.A. & Ph.D., University of Florida.

**David Y. Jeter.** Professor Emeritus of Chemistry since 2016. B.S., Texas A&M University; and Ph.D., University of North Carolina, Chapel Hill.

**Julia Ewing.** Professor Emeritus of Theatre since 2017. B.A., Sienna College; M.A. University of Memphis.

**Valeria Z. Nollan.** Professor Emeritus of Russian Studies since 2017. B.A., University of Delaware; M.A. & Ph.D., University of Pittsburgh.

## Endowments, Awards, and Memorials

### Professorships and Faculty Fellowships

*The Connie Abston Chair in Literature* was created in 1998 by former trustee Dunbar Abston, Jr. in honor of his wife. Dr. Lori Garner, Associate Professor of English, holds the chair.

*The Winton M. Blount Chair in Social Sciences* was provided by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. Dr. Marsha Walton, Professor of Psychology, currently holds the chair.

*The L. Palmer Brown Chair of Interdisciplinary Humanities* supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Tim Huebner, Professor of History, is the current holder of the Interdisciplinary Professorship.

*The Neville Frierson Bryan Chair in African-American Literary & Cultural Studies* was established in 2002 by former trustee and alumna Neville Frierson Bryan '58 of Chicago. An occupant will be named.

*The Mertie Willigar Buckman Chair in International Studies* was established in 1990 by trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta, Professor of International Studies, 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. Shadrack Nasang'o, Associate Professor of International Studies.

*The Lester Crain Chair in Physics* was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. Dr. David Rupke, Assistant Professor of Physics, currently holds the chair.

*The Albert Bruce Curry Professorship of Religious Studies* was provided and sustained by Second Presbyterian Church of Memphis. Dr. Patrick Gray, Associate Professor of Religious Studies, is the current Curry Professor.

*The Elizabeth G. Daughdrill and James H. Daughdrill, Jr. Professorships* 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. William Skoog, Professor of Music, is the current occupant of the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Mauricio Cafiero, Associate Professor of Chemistry.

*The E. C. Ellett Professorship of Mathematics and Computer Science* was created by Edward Coleman Ellett, Class of 1888. Dr. Chris Seaton is the current Ellett Professor.

*The Fulmer Chair in Political Science for U.S. Presidential Studies* was established in 2005 by Arthur Fulmer and the late Nancy Hill Fulmer '51, Rhodes trustee, to support work in the Department of Political Science. Dr. Michael Nelson, Professor of Political Science, currently holds the Fulmer Chair.

*The Charles R. Glover Professorship of English Studies* was provided by Mrs. Charles R. Glover and is occupied by Dr. Seth Rudy, Associate Professor of English.

*The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students* supports minority teaching fellows at Rhodes as they complete their dissertations, and is currently held by Raquel Baker.

*The Ralph C. Hon Chair in Economics* was provided by alumni who studied under Dr. Hon during his tenure as Professor of Economics. An occupant will be named.

*The Joseph R. Hyde, III Professorship of Political Economy* is an annually-funded position established in 2010 in the Department of Economics to support the study of Political Economy. It is provided by the J.R. Hyde, III Family Foundation and other anonymous donors. Dr. John E. Murray, Professor of Economics, is the current occupant.

*The Robert D. McCallum Distinguished Professorship of Economics and Business* was funded by the late Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and life trustee of Rhodes. Dr. Steven Caudill, Professor of Economics and Business, is the current occupant.

*The J. J. McComb Professorship of History* was provided by Mr. J. J. McComb and is occupied by Dr. Jeffrey Jackson.

*The Irene and J. Walter McDonnell Chair in Greek and Roman Studies* was established by trustee Michael McDonnell in memory of his parents. Dr. Susan Satterfield, Assistant Professor of Greek and Roman Studies, is the current occupant.

*The Virginia Ballou McGehee Professorship of Muslim-Christian Relations* was established by James E. McGehee, Jr. and Virginia Ballou McGehee '46 in 2007. Dr. John Kaltner is the current occupant of the McGehee 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. Mark Muesse, Associate Professor of Religious Studies is the current holder of the Millard Professorship.

*The Plough Professor of Urban Studies* was provided by an endowment grant from the Plough Foundation. Dr. Elizabeth Thomas, Associate Professor of Psychology, is the current holder of this professorship.

*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 Rabb Chair will support visiting artists-in-residence in the Theatre Department.

*James T. and Valeria B. Robertson Chair in Biological Science* was established in 2005 by James T. Robertson '53 and Valeria B. Robertson to support teaching and research in biology and related areas. Dr. Mary Miller,

Associate Professor of Biology, holds the Robertson Chair.

*The James D. Robinson Chair in Economics and Business Administration* was created by the late Martha R. Robinson in memory of her husband. An occupant will be named.

*The James F. Ruffin Professorship of Art and Archaeology* 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 holder of the Ruffin Professorship is Dr. Victor Coonin, Associate Professor of Art.

*The J. S. Seidman Fellowship in International Studies* is supported by the estate of Rhodes trustee P. K. Seidman. Dr. Esen Kirdis, Assistant Professor of International Studies, is the current Seidman Fellow.

*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. Dr. Steve Ceccoli, Associate Professor of International Studies is the current P.K. Seidman Distinguished Professor.

*The Irma O. Sternberg Chair in History* was established in 2012 with a gift from Mrs. Sternberg's estate. Dr. Tim Huebner is the first holder of this chair.

*The Van Vleet Fellowship* was provided by The Van Vleet Foundation. The Fellowship, occupied by Dr. Shubho Banerjee, Associate Professor of Physics, 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. Milton Moreland is the current Webb Professor.

*The Spence L. Wilson Distinguished Chair in Humanities* was established by trustee Spence L. Wilson, his wife Rebecca Webb Wilson, and the Kemmons Wilson Family Foundation. Dr. Jonathan Judaken, Professor of History, is the first holder of this chair.

*The T. K. Young Professorship of English Literature* was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. Dr. Rashna Richards, Associate Professor of English, currently holds the Young Chair.

## Special Funds

*The Batey Lecture Series honors New Testament scholar Dr. Richard Batey.* It was provided by colleagues, family, and friends on the occasion of his retirement from Rhodes in 2005. The annual lecture is delivered by a visiting Biblical scholar.

*The Frank and Marjo Benton Student Travel Fund* was created in 2012 by Marjo and Frank Benton P'13 to support Math and Computer Science students when they attend professional meetings and conferences.

*The Booth Cody Dortch Quinn Endowment for the Humanities* was created in 2013 by Joan and John Quinn '58. The endowment will help bring nationally recognized leaders to campus to create special learning opportunities that will provide the foundation for community-wide dialogue.

*The Boyle Endowment for the Study of Liberal Democracy* was provided in 2008 by trustee J. Bayard Boyle, Jr. and his family. It is housed in the Department of Political Science to encourage and support teaching and research concerning the nature of constitutional government and the sources, principles, and practice of the institution of liberal democracy.

*The Rosanna Cappellato Memorial Fund* was established in 2013 through the estate of Rosanna Capellato and gifts from her friends.

*The Charles P. Cobb '44 Endowment for Music*, established in 2011 through his estate, provides discretionary funding for the Music Department to be used with the approval of the Dean of the Faculty. The Cobb Endowment may provide student fellowships or other support for the teaching and learning of music.

*The Mike Curb Institute for Music* was founded in 2006 by Mike and Linda Curb through the Mike Curb Family Foundation to foster awareness and understanding of the distinct musical traditions of the South and to study the effect music has had on its culture, history, and economy. Through the areas of preservation, research, leadership, and civic responsibility, the Institute provides support for faculty and facilitates opportunities for students to experience learning outside the classroom in partnership with the community.

*The Pete Ekstrom Faculty Development Fund in Anthropology and Sociology* was established in 2006 by an anonymous alumna. It will provide support for faculty to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs. The chair of the department will determine the use of these funds.

*The Jack D. Farris Visiting Writers Series* was established in 2002 by a bequest from the Kathleen McClain '74 as a memorial to her beloved teacher, mentor and friend, Professor Jack D. Farris. Each year the Department of English will host published writers for readings and lectures.

*The Julia Johnson Garrett '01 Library Collection Endowment* was established in her honor by her parents, Edith H. and James R. Garrett, in 2001. Funds from the endowment are used to purchase rare or other books in the field of Art History, rare or other books in the field of Religious Studies, books in the field of Early Childhood Education, or if there is no need in those areas, where the need is greatest.

*The Gerber-Taylor Fund* was created by Meg and Charles Gerber in 2010 to provide funding for four years which will support student fellowships, programming, and staff in the Rhodes Learning Corridor. The Gerber-Taylor Fund will be used to provide an afterschool enhancement program and a community garden for nutritional education at the Promise Academy in the Learning Corridor.

*The Martin-Kragh Faculty Development Fund for Biology and Chemistry* was established in 2006 by former Rhodes trustee J. Stephen Martin and his late wife, Nancy Kragh Martin, parents of Stuart '08, to provide support for faculty in biology and chemistry to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs.

*The Michaelcheck Endowment for Faculty Support* was created in 2000 by Rhodes Board Chair William J. Michaelcheck '69 and his wife Pam to provide funds for travel by faculty members to support their research and other academic endeavors.

*The Iris A. Pearce Shakespeare Endowment* was established in 2007 through the estate of Dr. Pearce '42. The endowment is used to enhance and enrich courses in Shakespeare, to provide guest speakers or visiting Shakespeare scholars and to fund research in the teaching of Shakespeare.

*The Julian C. Nall '43 and Family Endowment for Faculty Support* was established in 2011 by Julian C. Nall '43 and his family. It supports faculty professional development to help achieve career goals and better mentor students.

*The Overend Endowment for Film Studies* was created through the generosity of an alumnus in 2001. It provides support for guest speakers, films, books, and equipment purchases related to film studies.

*The Rhodes Athletic Equipment Fund* was established in 2013 in honor of Mike Clary '77 by Dr. and Mrs. James H. Daughdrill.

Rhodes CARES (Center for Academic Research and Education through Service), funded by a \$6 million grant from the Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, exists to strengthen undergraduate research and service tied to scholarship. The center encompasses programs such as Rhodes Institute for

Regional Studies, Rhodes St. Jude Summer Plus research program, and Rhodes Learning Corridor. It also provides aid to students who have demonstrated experience in and commitment to community service.

*Rhodes CODA (Center for Outreach in the Development of the Arts)*, established in 2005 through a \$5 million grant from The Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, enhances the college's program and curriculum offerings in the fine arts. The grant will provide a fine arts scholars program with 16 scholarship recipients—four per class—who will not be limited to fine arts majors but who will work either through performing a job, a service or a research project in the fine arts; an endowed chair for a permanent faculty position in the fine arts; and funding for curriculum and faculty development, student recruitment and mentoring, visiting artists, classroom and technology upgrades and other fine arts program enhancements.

*The Richardson CODA Endowment* was established by the late Kathleen Richardson in 2007. It provides programming and staff support for the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The James R. Riedmeyer Collection* was established in 1987 by Mr. Riedmeyer, then Senior Vice President, Federal Express Corporation. It is used to purchase books and periodicals in aviation, transportation, and communication.

*The Riley Discretionary Endowment for Barret Library* was created in 1998 by Dr. Robert I. Bourne, Jr. '54 and Anne Riley Bourne '54 in loving 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 be used at the discretion of the Director of Barret Library.

*The Charles Robertson '65 Endowment for Student Research and Engagement in Physics* was established in 2007 by Charles Robertson '65 to support research fellowships for students to work with Rhodes physics faculty. It will also support the students in activities that will engage them in the physics community and the community at large. Recipients are selected through an annual competitive application process.

*The Jack U. Russell Collection* was established in 1986 in his memory by his son Mark Russell. The Russell Collection is used to enhance the mathematics collection in honor of Dr. Russell's service at Rhodes as Professor of Mathematics 1954-1981.

*The Herb Smith Endowment* was established in 2010 to support Meeman Center classes that had been taught by Herb Smith, most notably "The Art of Conscious Living."

*The Paul Snodgrass '46 CODA Endowment* was established through his estate. It provides programming and staff support for the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Helen Stauffer Memorial Library Fund* was established in 2006 to provide funds to benefit the Paul Barret, Jr. Library.

*The Irma Sternberg Faculty Support Fund in American History* was established in 2009 through the estate of Irma Sternberg to support research and teaching in American history.

*The White Family Regional Studies Endowment* was created in 2007 through a bequest of John White '67. It will support students studying history through the Rhodes Institute for Regional Studies. Students selected for this opportunity are chosen through a competitive proposal process reviewed by the faculty of the institute.

*The Spence Wilson Faculty Support in Religious Studies Endowment* was established in 2012 by Spence L. Wilson, former Chair and current member of the Rhodes Board of Trustees. The recipient is Dr. Steven L. McKenzie.

## 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 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.

*The Dorothy Seymour Harnden Collection in North American Native Art* was given to Rhodes in 1990 in her memory by her husband, the late 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.

## **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 Mac Armour Physics Fellows* were established in 2015 in memory of Mac Armour '16 by Meri and Donald Armour.

*The Anne Howard Bailey '45 Prize for Creative Writing* was established by the estate of Anne Howard Bailey '45 in 2009 and given annually for excellence and merit in Creative Writing.

*The J.Allen Boone '71 Award* was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Accounting.

*The William Bruce '11 Award for Outstanding Paper in Art History* was created in 2013 by Louise and Mike Bruce P'11 in memory of their son. This award is determined based on the review of student papers each spring by the Art History faculty.

*The Ruth Moore Cobb Award in Instrumental Music* was established by the late 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 Charlie Cook Award for Excellence in Political Science* was established in 2013 by Lucy and Charlie Cook P'08. The scholarship is awarded to a senior who shows excellence in Political Science.

*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 the late 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 the late 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 *CBIZ MHM Accounting Awards* previously known as *The Thompson Dunavant PLC Accounting Awards* were established by Thompson Dunavant PLC in 2008. One award is given each year to an outstanding junior majoring in commerce and business to provide financial aid during the senior year. A second award is given to an outstanding senior majoring in commerce and business who will enter and use the award for financial aid in the Rhodes' Masters of Science in Accounting program the academic year immediately after graduation.

*The Theodore William Eckels International Business Internships* were established in 2010 by his wife Betty Eckels, her son Rick Eckels '70 and her daughter-in-law, Rhodes trustee Laila Adams Eckels '71. This internship outside the U.S. at an international business is restricted to deserving rising juniors and seniors majoring in commerce and business or economics with relevant foreign language skills.

*The Garrott Award* was established in honor of Thomas M. Garrott, III. Chosen by the Political Economy faculty members, this award recognizes a student who has demonstrated excellence in Political Economy.

*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. Laurie '69 and their friends. It provides a summer stipend for outstanding students to conduct research in the field of organic chemistry.

*The Ralph C. Hon Leadership Award* recognizes a senior Commerce and Business major who has the highest achievement in the area of leadership.

*The Hunter Award for Excellence in Neuroscience* was established in 2006 through the estate of Arthur W. and Doris B. Hunter to recognize graduating neuroscience majors, who have been accepted into a graduate program in neuroscience or a related field, and who have excelled in the classroom and laboratory.

*The Wasfy B. Iskander International Internship in Economics* was provided by family and friends of the late economics professor. It provides an internship experience outside the U.S. for a rising senior majoring in economics.

*The Jameson M. Jones Award for Outstanding Faculty Service* continues a practice of recognizing faculty service first started by the Charles E. Diehl Society in 1988. The award, which honors a current faculty

member who has rendered exemplary service and provided leadership to the Rhodes community, was provided in 2005 by Rhodes alumnus and trustee, John D. Gladney '74. Dr. Jameson M. Jones '36 served as professor of moral philosophy and dean of the college from 1955 to 1971.

*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 Morelle Legg International Internship for Women* provides international internship opportunities with preference given to female economics or commerce and business majors.

*The George Lapidus Sportsmanship Award* was established in 2014 by various donors. It will be awarded every spring at the Rhodes Athletic Banquet to the senior athlete who best exemplifies highest level of sportsmanship.

*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 the late Robert D. McCallum, a trustee of the college. 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 interdisciplinary course, "The Search for Values in the Light of Western History and Religion." 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 Cynthia Marshall Award* was created in 2005 by family and friends of Professor Cynthia Marshall. The award is given to the most deserving senior majoring in English who is pursuing graduate studies in any field in the humanities.

*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 John Planchon Award for Excellence in Commerce and Business* was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Business and Commerce.

*The Peyton Nalle Rhodes Phi Beta Kappa Award* was created by members of the Rhodes Chapter of Phi Beta Kappa.

*The Margaret R. & Rudolf R. Ruyl Award for Religious Studies* was established in 1996 by The Ruyl Family Fund in memory of Margaret F. '61 & Rudolf R. Ruyl. This annual award supports faculty development.

*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 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 Ida LeBlanc "Lee" Smith Foreign Studies Award* was established in her memory by her family, friends and classmates. Lee '05 is remembered for her enhancement of her Rhodes experience through participation in the college's British Studies at Oxford program. This award helps to fund a study abroad opportunity for a student who might not otherwise be financially able to undertake such study.

*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 Mr. Sullivan's ideals of excellence in character and service to humanity.

*The Spence Wilson Faculty International Travel Fund* was established in 2007 by the Kemmons Wilson Family Foundation in honor of Rhodes trustee Spence L. Wilson. The funds will be used to fund faculty international travel opportunities including but not limited to conducting research outside the U.S.; collaborating with colleagues from throughout the world; traveling to retool or expand our curriculum; presenting papers at international conferences; and taking students abroad.

*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 and Fellowships**

The following listing of scholarships and fellowships is provided for informational purposes to showcase the rich scope of opportunities at Rhodes and to honor the generous benefactors who have provided these scholarships and fellowships. 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 and fellowship for which s/he qualifies.

*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 students with need.

*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 John W. Baird M.D. and Florence D. Baird Scholarship* was established in 1999 by Florence Baird '40. It provides aid to deserving students with demonstrated financial need.

*The Minnie Lee Hamer Bales '35 CODA Scholarship* was created in 2010 through her estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Leon T. Banakas '53 Scholarship* was established by Mrs. Frances Mellen-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 Donna Lorraine Barlett Scholarship*, created by alumna Ms. Barlett '80, gives preference to students with financial need who are in foster care or who are from a single-parent household.

*The Frank G. Barton Scholarship Fund* was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

*The James H. and Carol P. Barton International Study Fellowship* was established by Rhodes trustee James H. Barton in 2006. It provides financial aid for deserving students who desire to study abroad. Recipients are selected by competitive application.

*The Adam P. Beeler Christian Service with Youth Scholarship* was established by the family and friends of the late Adam Beeler '99. The scholarship is to be awarded to a deserving junior or senior who has demonstrated a commitment to Christian service in an under-resourced environment with preference given to students who have been active with STREETS Ministries and/or The Neighborhood School.

*The Bellingrath Fellowships* 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, now merged into AT&T, 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 Francis B. and Mildred Benton Scholarship* was established in 2006 through the estate of Francis B. Benton '36 to aid deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the arts.

*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 in her lifetime by the late Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

*The Winton and Carolyn Blount Service Scholarship* was provided in 2005 by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

*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 students with need.

*The Elizabeth Bourne Webb '81 & John Riley Bourne Service Scholarship* was established by Dr. and Mrs. Robert Irl Bourne, Jr., members of the class of 1954. The scholarship is awarded to students who demonstrate interest and involvement in community service as an applicant to Rhodes and while at Rhodes commit to engage in approximately ten hours of weekly community service.

*The Dr. Robert Irl and Anne Riley Bourne Scholarship* was established by the Bournes, both members of the Class of 1954, 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 Helen '51 and Denby Brandon '50 Scholarship* was established in 1999 by Mr. and Mrs. Brandon in honor of their 50th class reunions.

*The Theodore Brent Scholarship* was established by Mr. Brent of New Orleans.

*The C.A. and Louise Branyan Fellowship* was established in 2009 by Carole Louise Branyan '67 in memory of her parents. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

*The Charles and Helen Branyan Fellowship* was created by Carole Louise Branyan '67 in 2009 to honor the memory of her aunt and uncle. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

*The LeNeil McCullough Broach Scholarship* was funded through the estate of Ms. LeNeil McCullough Broach '29.

*The Brown Scholarship* was established in 2006 by Susan E. Brown, parent of Clark Ruppert '10. The scholarship is awarded to residents of Shelby County, Tennessee, with demonstrated high financial need who have a willingness to be engaged in activities at Rhodes and who have potential for academic success.

*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 L. Palmer Brown Service Scholarship* was founded in 2004 by Axson and Bryan Morgan in honor of L. Palmer Brown. This scholarship is awarded based on merit and financial need.

*The Robert L. Brown Scholarship* was provided through the estate of alumnus Robert L. Brown '35.

*The S. Toof Brown Scholarship* was established by Whit Brown in memory of his father.

*The W. C. Brown Memorial Scholarship* 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 the late John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

*The Louise and John Bryan CODA Fellowship* was established in 2007 by trustee John H. Bryan, III '83 and his wife Louise. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*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 Robert Buckman Scholarships for Study Abroad* were established in 2003 by Rhodes trustee Robert H. Buckman and his wife Joyce Mollerup to enable qualified students to study abroad, either for a semester or for a complete academic year, and to then participate in the development of international awareness at Rhodes

upon their return. Buckman Scholars must have completed at least two semesters at Rhodes at the time of the award and preference will be given to juniors or rising juniors. Demonstrated financial need may be a consideration in the granting of these scholarships. These scholarships are not available to students applying for summer program study. For more information, contact the Buckman Center for International Programs.

*The Stanley Joseph and Mertie Willigar Buckman Scholarship* was established by the late Mrs. Buckman to support students with need.

*The Buntyn Presbyterian Church Scholarship* was established to provide assistance to a student from Tennessee.

*The Chloe Malone Burch Service Scholarship* was created in 2010 through her estate. It provides financial aid for deserving students who have demonstrated experience in and commitment to community service.

*The Mary Ross Burkhart Scholarship* was established in 2013 by Pedie Pedersen '70 to honor former Rhodes Professor Mary Ross "Tara" Burkhart.

*The Catherine W. Burrow Scholarship* was established by the late Mrs. Burrow of Memphis.

*The Kathryn Brown Butler Emergency Assistance Fund* was established in 2011 by The Kathryn Brown Butler Family Foundation. It provides emergency aid beyond the normal financial aid to students who are active and successful members of the Rhodes community and demonstrate a need for emergency assistance.

*The Betty Calandrucchio Scholarship*, established by Mrs. Calandrucchio in memory of Dr. Peyton Nalle Rhodes, President Emeritus of the college, provides financial aid with preference given to female students who demonstrate financial need.

*The Katherine Carter Service Scholarship* was established in 2006 by Thomas L. Carter, Jr. and Eugenia Graves Carter, parents of Katherine '05. It is awarded to students who demonstrate financial need as well as experience with and commitment to community service.

*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 Christina Barham Caruthers Service Scholarship* was established in 2006 through the estate of Christina Barham Caruthers. It is awarded to students who demonstrate experience in and commitment to community service.

*The Fay Rye Caudle CODA Scholarship* was established by Scott Rye '83 and Ruth Metcalfe Rye '84 in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The CBJR Foundation Emergency Assistance Fund* was provided in 2013 by the CBJR Foundation to provide support to students who find themselves in emergency financial need.

*The Walter Chandler Scholarship* was established by citizens of Memphis in honor of the former mayor of Memphis.

*The Chapman Service Scholarship* was established in 2005 by Christopher J. Chapman and Mary Beth Blackwell-Chapman, parents of Molly '05. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

*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 Anne Marie Clark '12 Fellowship* was established in 2012 by Ed Clark P'12 in honor of his daughter. The scholarship will provide support for one student's four years at Rhodes, provided s/he maintains satisfactory grades, carries a full-time course load, and takes advantage of at least one beyond-the-classroom learning opportunity that furthers his/her academic or career interests.

*The Class of 1950 Scholarship* was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

*The John Colby Service Scholarship* was established in Barry Johnson '83 and Susanna Johnson in 2007 to support students with demonstrated financial need and commitment to community service and leadership.

*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 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 Serena Crawford Scholarship for Women* was initiated by alumnae Sallie Brooks Clark '76, Donna Kay Fisher '71, Katherine Maddox McElroy '77, Carol Ellis Morgan '76, and Sara Jeannette Sims '76 in memory of their friend Serena '75. It provides assistance to women students with financial need.

*The Jere Lawrence Crook, Jr. Scholarship* 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 Curran-Lydick Scholarship* was established in 2013 by Chrissy and Walter Lydick '68. The scholarship is designed to challenge and graduate talented students from middle income families.

*The James and Elizabeth Daughdrill Scholarship* was established in 2014 by Robert H. Buckman and Joyce A. Mollerup. The scholarship will be awarded to a worthy student with need who has overcome significant obstacles on their path college.

*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 Dan W. Davis Service Scholarship* was provided in 2005 through the estate of Dan W. Davis of Memphis. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

*The Jefferson Davis Scholarship* was established by the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, both alumni of the college, classes of 1931 and 1934. Mr. Davis served for many years as a member of the Board of Trustees.

*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.

*The Mary Robertson Day Scholarship* was established by the 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 Dickson Family Scholarship* is provided by the late Dr. Bonnie Adair Dickson, the late Frederick L. Dickson, Jr. '38 and the late Elizabeth Blue Dickson '39.

*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 Katherine Ireys Diehl and Mary Pond Diehl Memorial Scholarship* was established at Rhodes and supported through the generosity of Katherine Diehl's son, the late Mr. Charles I. Diehl, and the Association of Rhodes Women.

*The Christina Zengel Dinkelacker Memorial Scholarship* was funded by family and friends of Christina '70. The scholarship goes to a deserving female student to enable her to study abroad with preference for programs in art, languages, and literature.

*The Hugo Dixon Scholarship* 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 Janice Ost Donelson Scholarship* was created by family and friends in 2010 to honor the late wife of Dr. Lewis Donelson '38.

*The Joseph A. Dunlinton Scholarship* was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

*The Paul and Frances Durff Scholarship* was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor his parents. The scholarship is awarded to students with need from a Memphis public school.

*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* 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 '37, a noted lawyer in New York.

*The Anna and Jack D. Farris Scholarship* was created by alumni couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Associate Dean of 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 students with need 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 FedEx Corporation.

*The Nancy Tanner & James Rodney Feild Scholarship* was established by J. Rodney Feild. Preference is given to pre-medical students with need who serve in a hospital or clinic treating private patients.

*The Files Sisters Memorial Scholarship* was established by the late Miss R. M. Files, Shreveport, Louisiana.

*The James O. Finley '26 Family Scholarship*, created by Dr. James G. Finley '62 and his wife Mary Lou Carwile Finley '64, provides financial aid with preference for students from Middle Tennessee.

*The First Presbyterian Church Memorial Scholarship* 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 students with need.

*The Amy and Cary Fowler Crossroads Fellowship* was established in 2014. Students will collect and catalog historically important source materials which chronicle various aspects of the Civil Rights movement in the Memphis area.

*The Cary Fowler Environmental Studies International Fellowship* was established in 2012 by trustee Steve Lainoff and his wife, Riea. This fellowship will be awarded to a senior to work for the Global Crop Diversity Trust for at least one year following graduation from Rhodes College.

*The Joseph A. and Morgan C. Fowler Scholarship Fund* was established in 1957 with a gift from the Freemasons. Since then, the scholarship has grown through the generosity of the Lillian Goldman Charitable Trust, Cary Fowler '71, and Amy Goldman Fowler. The scholarship honors Cary's parents, and is awarded each year to a worthy student.

*The Edgar Wiggin Francisco Scholarship* and *The Ruth Bitzer Francisco Scholarship* were established by Dr. Edgar Wiggin Francisco, III '52 in honor of his father and mother.

*The Fraser Lagniappe Scholarship Fund* provides scholarship assistance to a nontraditional age student with financial need.

*The John Chester Frist Memorial Scholarship* was created by his brother, the late Dr. Thomas C. Frist, Sr. '28, a Rhodes trustee. John 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 Jennie Puryear Gardner Scholarship* was established in 2007 by Mildred Puryear Marshall in honor of her sister, Jennie Puryear Gardner '31. Preference is given to women from the South with an interest in writing or literature.

*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. Their son, Rhodes trustee Thomas M. Garrott, III has increased the value of the Garrott Scholarship through additional gifts.

*The Robert L. Gay Service Scholarship* was provided in 2005 through the estate of alumnus Robert L. Gay '62. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

*The Mary Snowden Treadwell Gee and Elisha Gee Scholarship*, established in Mr. Gee's memory by Mrs. Gee during her lifetime, recognizes the many outstanding Rhodes College students who worked for Mr. Gee. The scholarship is awarded to students with need.

*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 German Study Abroad Fellowship* was established by an anonymous alumnus in 2008 to encourage students to adopt a minor or major in German and to learn the German culture. It is awarded to students who wish to study abroad in Germany and have demonstrated financial need.

*The A. Benson Gilmore Memorial Service Scholarship* was created by Rhodes trustee Vicki Gilmore Palmer '75 in honor of Dr. and Mrs. James H. Daughdrill, Jr., President Emeritus of the college and his wife, and in memory of Ms. Palmer's mother. It benefits minority students with financial need who have demonstrated experience in and commitment to community service.

*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* 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 Lorle and Neely Grant Scholarship* was established by Lorle Grant, whose late husband, Neely, was a member of Rhodes Class of 1946. The scholarship is awarded to minority students with need.

*The Fred R. Graves Scholarship* 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* was established in his memory by his late wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the college's financial aid package. Mr. Grehl was Editor of *The Commercial Appeal*, a Scripps-Howard newspaper.

*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 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 the late Mark B. Hammond, '39 and R. M. Hammond, Jr. in memory of their father, R. M. Hammond, and Dr. Moore Moore, both of Memphis.

*The Dorothy Seymour Harnden Scholarship* was established by the late Robert C. Harnden of Memphis in memory of his wife.

*The Ethel Ashton Harrell '54 Scholarship*, established by Dr. Harrell, gives preference to female students with documented financial need.

*The Hassell Scholarship* was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

*The Rev. Robin R. and Daniel B. Hatzenbuehler Summer Ministry Fellowship for Social Justice* was established in 2010 by this alumni couple of the class of 1971. It is awarded by competitive application in which students describe their interest and past involvement in ministry and social justice, as well as their aspirations for the impact of the fellowship and a proposed placement or project.

*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 1928 alumnus of Rhodes, 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 J. D. and Evelyn Henry Scholarship* was established by the late Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family. His wife, the late Evelyn Henry, 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 Chick and Andi Hill Service Fellowship* was created in 2007 to provide aid to a student from Memphis with demonstrated financial need and commitment to community service and leadership.

*The Hohenberg Foundation Scholarship* is awarded to a student with financial need.

*The Beth Bevill Hollingsworth Scholarship* was established by her sons Cyril E. Hollingsworth '64 and Donald M. Hollingsworth '67 of Little Rock, Arkansas. Preference is given to a student with need.

*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, the late 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 late wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

*The Dave and Amy Howe Endowed Scholarship* was established in 2016 by Amy and Dave Howe '83 P'19. This scholarship is awarded to students with financial need and selected on the basis of academic achievement and promise.

*The Elizabeth J. Howard Scholarship* was established by T. C. Howard of Covington, Tennessee, in 1937.

*The S. Francis Howard Scholarship* was established in 1979 by an anonymous donor in memory of Mr. S. Francis Howard '26.

*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 the late John C. Hugon '77 of Duncan, Oklahoma, during his lifetime to provide financial assistance to deserving students, perhaps in addition to that normally provided by the college. Additional funding was provided by McCasland Foundation, as well as family and friends.

*The Joanne E. Hunt Memorial Scholarship* was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, an alumna of Rhodes, Class of 1960.

*The Kristin D. and Vernon S. Hurst Scholarship for European Studies*, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in European Studies.

*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 Margaret Hyde Leadership Scholarship* was created by Margaret Hyde Council board members Theresa Cloys Carl '75, Susan Logan Huffman '83, and Joellyn Forrester Sullivan '77. It gives preference to upperclass women who have demonstrated leadership in campus organizations, community service, or academics.

*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* 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 Service Scholarship* was established by Jane and J. L. Jerden '59 of Atlanta, Georgia. It provides aid to students who have demonstrated experience in and commitment to community service.

*The Johnson Family Scholarship*, created by alumnus Barry Johnson '83 and his wife Susanna Johnson, gives preference for aid to a student who exhibits an interest in religious studies as a major or entering full-time Christian ministry following graduation.

*The George R. Johnson Service Scholarship*, was created by Susanna Johnson in 2005 as a gift to her husband, Barry D. Johnson '83, to honor his father who dedicated his life to serving others. The scholarship provides aid to students who have demonstrated experience in and commitment to community service.

*The Marshall P. Jones '59 Scholarship*, funded through a bequest from Lawrence & Carrie Jaseph, 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. Mr. Jones' widow, Lynn Jaseph Jones '59, also provides support for this scholarship.

*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 '32, 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 Laurence F. Kinney Scholarship* is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

*The Edward B. Klewer Scholarship* was established by Dorothy Hughes Klewer in memory of her husband.

*The Hope Brewster Krushkov Memorial Scholarship in Music*, created by her daughter Marli Krushkova, is awarded to a student in music.

*The Riea and Steve Lainoff Fellowship* was established in 2010 by trustee Steve Lainoff and his wife Riea. It is awarded annually to ten or more students through a competitive application process which includes a brief discussion of how the proposed domestic or international fellowship will advance the student's experiential learning. Preference is given to juniors and seniors with at least two fellowships reserved for each of the Theatre and English Departments.

*The Joseph S. Legg Memorial Service Scholarship* was established in 2005 by Rhodes trustee Deborah Legg Craddock '80 and Robert E. Craddock, Jr. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

*The Edward B. and Elizabeth LeMaster Scholarship* was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her late 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 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 Wexler '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* was provided by the E. H. Little Trust.

*The Mahoney Family Student Emergency Assistance Fund* was established in 2009 by Wendi and Robert Mahoney, parents of Alex Mahoney '08 and Nate Mahoney '11, to be awarded in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

*The Robert Mann '47 Scholarship* was provided through a bequest to provide financial aid for music students.

*The James J. and Ada Manson Memorial Scholarship* was established by their daughter, the late Lucille Manson Tate of New Orleans, and the First Presbyterian Church of New Orleans.

*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 a member of the Class of 1939.

*The Edward C. Martin, Jr. Scholarship* was funded through the estate of Mr. Martin '41. 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 Lina Matthews Service Scholarship* was established in 2006 through the estate of Lina Matthews. Preference is given to Presbyterian students studying for ministry or other work in the church and who have demonstrated experience in and commitment to community service.

*The Mona Rice Matthews CODA Fellowship* was funded by the estate of Mona Rice Matthews in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*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 Dyersburg or 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 Carolyn McAfee Annual Fine Arts Fellowship*, established by Carolyn T. McAfee in 2008, is awarded to a student with talent or interest in the fine arts, with a preference for music. Preference is given to students from West Tennessee.

*The Robert D. McCallum Scholarship* was created in honor of the late Robert D. McCallum, life trustee of Rhodes, 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 in 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 scholarship benefits students in education with demonstrated financial need.

*The William E. McClure '51 Service Scholarship* was funded through the estate of William E. McClure '51. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

*The William '51 and Helen '51 McClure Study Abroad Fellowship* was created in 2010 to honor her late parents by Dr. Catherine McClure Leslie and the Helen and William McClure Family Fund at the Community Foundation of Greater Memphis. It provides for assistance to an upperclass student majoring in commerce and business to study abroad in a Rhodes-approved program.

*The Anna Leigh McCorkle Work Study Scholarship* was established by her family and friends to provide on-campus employment of students.

*The McCoy Service Scholarship* was founded in 2004 by the McCoy Foundation.

*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* 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 John H. McMinn Scholarship* was established by alumnus John H. McMinn III '68 of Miami, Florida.

*The Phillip H. McNeill Family Scholarship* was established in 2005 by Rhodes trustee Phillip H. McNeill and Mabel McCall McNeill, parents of Hallie McNeill Ward '96. The scholarship provides opportunities to outstanding students who demonstrate strength of character and commitment to their faith through leadership and involvement in community, church, or school.

*The Louise Howry McRae Fine Arts Scholarship* was established in 2005 through the estates of Louise Howry McRae '43 and Robert McRae of Memphis. It provides financial aid for deserving students who are majoring in the fine arts and who have demonstrated experience and commitment to community service.

*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 Frances Jeter Michaelcheck Scholarship Program* established in 2015 by William J. Michaelcheck '69 in honor of his mother seeks to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes. Preference given to students from Western Tennessee who demonstrate high financial need, commitment to service and leadership in their school or community, and has a willingness to work hard and learn from difficult circumstances.

*The Evelyn G. Millsap '47 Service Scholarship* was created in 2005 through the estate of alumni Evelyn G. Millsap. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

*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 '90 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* was established during their lifetimes by his daughters, Frances M. Scott '33 and Mary Rose M. Wilds, and his wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

*The Edward A. Mohns Scholarship* was endowed by the late 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 Pamela Palmer Montesi Scholarship for the Arts* was a gift from Pamela Palmer Montesi '80 and her husband, Frederick Thomas Montesi, III, and their two children, Pamela Nicole Montesi and Frederick Thomas Montesi, IV '06 in honor of Pam's 25th Class Reunion in 2005. The scholarship aids students who demonstrate a love of the arts, regardless of academic major, with preference given to a student of music or the theatre. Primary emphasis for the selection of the recipients is based upon the student's genuine religious nature and integrity of character.

*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 students with need.

*The Goodbar Morgan '31 Scholarship* was established in 2006 through the estate of Terry Westbrook '66. Goodbar Morgan was Director of Alumni at Rhodes for 26 years prior to serving as the college archivist in his "retirement." He and Dr. Westbrook were both members of Sigma Nu Fraternity and preference is given to the most qualified member of Sigma Nu Fraternity.

*The William Insley Morris Memorial Scholarship* was established by his sister Rosanna Morris '41. Mr. Morris served in the navy at various weather stations around the world.

*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 Murfree Service Scholarship* was established in 2005 by Rhodes trustee Katherine Davis Murfree. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

*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 1966. Preference is given to a junior or senior pre-medical student.

*The Fred W. Neal Scholarship* was established by family and friends of the late Dr. Neal, Professor Emeritus of Religious Studies.

*The Hugh M. Neely Scholarships* were established by the late Mrs. Mary Sneed Neely, Memphis.

*The Joe Neville Scholarships* are sponsored by the Black Alumni Connection of the Rhodes Alumni Association in honor of Joe Neville, who worked in the Rhodes Physical Plant for 44 years. Mr. Neville was always there for Rhodes students with abiding friendship, encouragement and inspiration. The scholarship provides support for the emergency needs of minority students that exceed the college financial aid package.

*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 T. Russell Nunan and Cora Clark Nunan Scholarship* was established in 2007 through the estates of Dr. and Mrs. Nunan. Preference is given to a student who is a member of the First Presbyterian Church of Greenville, Mississippi, or a student from Washington County, Mississippi.

*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 John A. and Ruth C. Osoinach Memorial Scholarship* was provided by the estate of Dr. Harrison Kirkland Osoinach '55 to support students of Native American ancestry or other minorities.

*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. Preference is given to students majoring in commerce and business, mathematics, or public education.

*The P. Thomas Parrish '70 Service Scholarship* was established in 2004 by his classmates and friends.

*The May Thompson Patton Music Scholarship* was established by Lynda Lipscomb Wexler '60 to honor her mother-in-law and is awarded to a student majoring in music.

*The Elizabeth Roe Pearce '91 International Study Fellowship* was established in 2008 by Elizabeth Roe Pearce '91. This fellowship will be awarded to students participating in a study abroad opportunity on the basis of demonstrated financial need with a minimum required grade point average of 2.75.

*The Bettye M. Pedersen Scholarship* was established by Martha I. Pedersen '70 in memory of her mother. Preference is given to students with need who are from small towns in Tennessee, have declared an art, music, or science major, and intend to teach at some level.

*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 Mrs. Ruth C. Pickens Fellowship* was established in 2007 by trustee Robert R. Waller and Sarah Pickens Waller '63 to support minority students who have potential for success at Rhodes. They must demonstrate financial need, show leadership potential and commit to participation in campus and/or community outreach activities.

*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 Olive Manson Pitcher Scholarship* was established in her memory by Elizabeth O. Pagaud of New Orleans.

*The Julia and Moses Plough Scholarships* were established by the late Mr. Abe Plough in memory of his parents.

*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 Mary Louise Pritchard '51 Scholarship* was given at her 50th Class Reunion by Mrs. Pritchard in memory of Elizabeth Ann Pritchard and Patricia Barton Pritchard and in honor of Mary Louise Crawford.

*The Morton D. and Elsie Prouty Scholarship* was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. 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 mathematics.

*The William C. "Razz" Rasberry '30 Scholarship* was established by Doris Rasberry Jones '59 in honor of her father, Rhodes alumnus and life trustee. The scholarship is awarded to students with financial need.

*The Red Shoes Service Scholarship* was established by an anonymous alumna in 2006. It is awarded to students who demonstrate experience with and commitment to community service and leadership.

*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 assists a worthy male student.

*The Lorna Anderson Reimers Scholarship* was established through her bequest. She was a Rhodes trustee from Jackson, MS.

*The Linda Williams Rhea Scholarship* was established by the late Herbert Rhea, Rhodes trustee emeritus, during his lifetime 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 Margaret Johnson Ridolphi '63 Scholarship* was endowed by Meg and Scott Crosby in 2013 to honor Meg's mother at her 50th Reunion. The scholarship is created to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes.

*The Alice Archer Rhodes Scholarship* was established by the Association of Rhodes Women. Preference is given to a qualified female student.

*Rhodes Service Scholarships* are awarded to students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. They are provided through an endowment established by the Robert and Ruby Priddy Charitable Trust, Wichita, Texas.

*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 is given to women students.

*The Richardson CODA Scholarship* was established by the late Kathleen Richardson in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Kathleen Richardson Scholarship* was provided in 2007 by the estate of Mrs. Richardson of Memphis. The scholarship serves to aid students with demonstrated financial need.

*The Eleanor Richmond and Jessie Richmond Hooper Scholarship* was established by family and friends. Ms. Richmond was a member of the Class of 1927 and Ms. Hooper the Class of 1935.

*The Dr. and Mrs. F. Ray Riddle, Jr. CODA Scholarship* was established by F. Ray Riddle, Jr. in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*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 Martha Robinson CODA Scholarship* was established in 2007 through the termination of the Martha Robinson Charitable Remainder Trust. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*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 Theo Matthews Hayden and Marjorie Matthews Russell Study Abroad Scholarship* was funded by the estate of Marjorie M. Russell in 2008. The scholarship will be awarded to Rhodes students who wish to study abroad in Scotland.

*The Theo Matthews Hayden and Marjorie Matthews Russell Scholarship* was funded by the estate of Marjorie M. Russell in 2008. It is to be awarded to a student from Scotland who wishes to attend Rhodes College. If no student from Scotland qualifies in any given year, then the scholarship will be awarded to a student with demonstrated financial need.

*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 Mary Gideon Schillig '47 CODA Scholarship* was funded by the estate of Mary Gideon Schillig in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Stephen J. Schmidt, Jr. Scholarship* was provided for students with need 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 interested in education as a profession.

*The Josephine Gilfillan Seabrook '42 and Conrad L. Seabrook CODA Scholarship* was established in 2007. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Second Presbyterian Church, Memphis, Scholarships* are funded by Second Presbyterian Church. Preference is given to members of Second Presbyterian Church and members of churches affiliated with the Evangelical Presbyterian Church.

*A Service Scholarship* was established in 2006 by an anonymous donor to support Bonner Service Scholars.

*The Madhuri and Devchand Shah Scholarship* was created in 2013 by Vimal Shah '94, in honor of his parents. The scholarship is awarded to a minority student from a lower income family.

*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 Charles R. and Rebecca L. Sherman Service Scholarship* was established in 2005 by Charles '35 and Rebecca '38 in memory of their respective parents, Charles Robert Sherman and Rosa Livingston Sherman, and Judge Harry Williamson Laughlin and Frances Weber Laughlin. The scholarship is awarded to students who demonstrate experience in and commitment to community service.

*The Anne and Mary Shewmaker Scholarship* was established through the estate of Mary Shewmaker in 2006 to aid students with demonstrated financial need. Preference is given to female graduates of Central High School, Memphis.

*The Clare Orman Shields '73 Scholarship* was initiated in her memory by Louise Allen '77 and Jan Cornaghie. Additional funding was provided by her late husband, Lynn Shields, as well as family and classmates. It provides aid to women students with financial need. Clare Shields was a great advocate for women, having been both a pioneer and a role model for women in the legal community.

*The Shiland/Park Scholarship* was established in 2013 by Patricia Shiland P'15 and James Park P'15 to enroll, challenge and graduate talented students from middle income families who demonstrate an entrepreneurial spirit.

*The Charles M. Simmons '09 Fellowship* was established in 2009 by his parents, Jan and Tom Simmons, and The Bea and Margaret Love Foundation. This scholarship supports a student from Texas with academic promise and a commitment to learning outside of the classroom through an internship, service, study abroad, or research experience.

*The David L. Simpson III '58 Scholarship* was established in 2009 in his memory by his wife, trustee Elizabeth LeMaster Simpson '58, to benefit students with need from middle income families.

*The Robert and Seabelle Simono Scholarship* was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor her parents. The scholarship is awarded to students with need from Mississippi.

*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 Leland Smith Emergency Assistance Fund* was established in his memory by James N. Augustine '89 and his wife, Tanya Augustine, in 2008. The Fund provides emergency assistance to students beyond the college's normal financial aid package.

*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 Paul Snodgrass '46 CODA Scholarship* was established through his estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*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 James F. Springfield, Jr. '87 CODA Scholarship* was established in 2006 by James F. Springfield, Sr. '51 in honor of his son. It aids deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the arts.

*The Virgil Starks, III '85 Memorial Scholarship* was established in 2013 by his friends for students from the state of Alabama pursuing a career in medicine, law, teaching, or theology.

*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 the late Dr. Ellen Davies-Rodgers, is awarded to a student in commerce and business.

*The Tommye Virginia Stewart '53 Scholarship* was established by the alumna's sister, Mrs. Dorothy Shepherd, for deserving students with need.

*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, members of the classes of 1954 and 1955, 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 Sudderth Scholarship*, established by the friends and family of Dr. Brian Sudderth '77, is awarded to a student who demonstrates outstanding academic and leadership qualities as well as a desire to serve those in need through practice in the “learned professions” of medicine, law, and/or theology.

*The Warren Ware Sullivan Memorial Scholarship* was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

*The SunTrust Bank Fellowship* is provided to support deserving students with financial need. Preference is given to Memphis students.

*The Gene Dickson Symes Scholarship* was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, the late Gene Dickson Symes '45.

*The Jack H. Taylor Fellowship in Physics* was created in 2005 by alumnus Charles W. Robertson, Jr. '65 and his wife Patricia K. Robertson. From 1956 to 1992, Dr. Jack H. Taylor '44 served on the Rhodes faculty as Professor of Physics. Dr. Robertson was inspired by Dr. Taylor and pursued a very successful career in physics after graduation. The fellowship, restricted to students studying physics, is awarded through application and competitive process based on academic and scientific achievements as well as interest and aptitude for the study of physics.

*The Jack H. Taylor Scholarship* was established in 2000 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 James H. Thomas III '62 Service Scholarship* was established in 2005 by an anonymous alumnus to provide financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

*The Whit Thomas Scholarship* was established in his memory by the Sigma Nu Fraternity Epsilon Sigma Chapter at Rhodes.

*The Edward F. Thompson Scholarship Fund* was established by the late Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

*The Frances Tigrett Service Scholarship* was funded through the estate of Frances Tigrett of Jackson, Tennessee. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

*The Elizabeth '04 and Sarah '07 Townsend Family Scholarship* was established in 2008 by their parents Deborah and Darrell Townsend of Nashville, Tennessee. It is awarded to a student with demonstrated financial need.

*The Bill and Carole Troutt Scholarship* was established in 2007 by Dr. and Mrs. Troutt to support a middle-income student from West Tennessee who otherwise would be unable to attend Rhodes.

*The Henry and Lynne Turley RIRS Fellowship* was created by Henry and Lynne Turley in 2010 to support the Rhodes Institute for Regional Studies (RIRS) for four years. Each year, The Turley Fellowship will provide funding for one RIRS faculty member and will support three RIRS Fellows, including research and travel funds to aid these students in their individual research projects.

*The Frank L. Turner '50 CODA Scholarship* was funded in 2010 through his estate. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The UT Neuroscience Student Research Fellowship* was established in 2006 by James T. Robertson '53 to support an outstanding student in the physical sciences who is selected to pursue summer research activities in neuroscience at the University of Tennessee Center for the Health Sciences.

*The Douglas L. Viar Memorial Scholarship* was established in 2013 by Michelle Viar '94 in memory of her father. The scholarship will provide critical aid to students who unexpectedly require financial help to complete their Rhodes education.

*The Emma Dean Voorhies Boys Club Scholarship* was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

*The Debby and John Wallace III '75 Service Scholarship* was established by trustee John M. Wallace III '75 and his wife Debby. It provides aid to students who have demonstrated experience in and commitment to community service.

*The Edith Wright Wallace '44 Scholarship* was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to students with need. Mrs. Wallace was a Latin teacher in the Memphis City Schools for 34 years prior to her death in 1978.

*The Dr. Robert R. and Sarah Pickens Waller Scholarship* was established by alumna Sarah Waller '63 and her husband, trustee Robert Waller.

*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 McLauren Watson Scholarship* was established with a gift during their lifetimes from Rose Lynn Barnard Watson '38 and Lauren Watson '37 of Memphis.

*The Rev. Dr. Roy Edwards Watts '25 and Margaret Vincent Watts '25 CODA Scholarship* was established by in 2007 through their estates. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

*The Norma Webb Scholarship* was created in 2013 by Norma Webb '52 to support students with need.

*The Walker Wellford, Jr. Scholarship* was established in his honor by his wife, the late Minnie Lundy Wellford '29, and is awarded to a deserving student. The late Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

*The Terry E. Westbrook '66 Scholarship for International Study* was established in 2006 through Dr. Westbrook's estate. It provides aid to deserving students with demonstrated financial need to engage in study abroad.

*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 Thomas J. White, Jr. '39 Scholarship*, established in 2011 through his estate, provides need-based aid to deserving students.

*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 Charles B. Wiggin and Aileen Smith Wiggin Scholarship* was established in 2004 through the estate of Aileen N. Wiggin of Meridian, Mississippi. Preference is given to students who are Mississippi residents.

*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 Anne Marie Williford Emergency Aid Fund* was established in 2009 by an anonymous alumna to provide aid in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

*The Jane Wittichen Williams and Ernest B. Williams III Scholarship*, provided by alumna Mrs. Williams '52 and her husband, gives preference for aid to upperclassmen who exhibit a commitment to community service.

*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 Kemmons Wilson Family Foundation Service Scholarship* was established in 2006 by The Kemmons Wilson Family Foundation. Selection is based on the student's academic performance, leadership ability, and involvement in his or her high school community. As part of scholarship requirements, recipients will participate in community service and leadership programs while enrolled at Rhodes.

*The Spence L. Wilson Service Scholarship* was created in 2005 by the then Chair of Rhodes Board of Trustees, Spence L. Wilson and his wife Rebecca Webb Wilson. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

*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 Marjorie '39 and Al '39 Wunderlich Scholarship* was established in 2008 by Al Wunderlich and his late wife, Marjorie Jennings Wunderlich. It is awarded to a deserving student with demonstrated financial need.

*The Mrs. Grey S. Wurtsbaugh Scholarship* is awarded to a student with financial need with preference given to students from Shreveport, Louisiana.

*The John Thomas Wurtsbaugh Scholarship* was established by Mrs. John Thomas Wurtsbaugh of Shreveport, Louisiana, in memory of her husband.

## Faculty

### 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. In the section of this bulletin titled "The Educational Program", the members of each academic department are named with year of appointment, area specialties, and additional educational background information.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching, the Clarence Day Award for Research and Creative Activity, and the Jameson M. Jones Outstanding Faculty Service Award 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**, Modern 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  
 2001 **Dr. Stephen R. Haynes**, Religious Studies  
 2002 **Dr. Marshall Boswell**, English  
 2003 **Dr. Brent Hoffmeister**, Physics  
 2004 **Dr. Timothy S. Huebner**, History  
 2005 **Dr. Stephen J. Ceccoli**, International Studies  
 2006 **Dr. Tina Barr**, English  
 2007 **Dr. Patrick Shade**, Philosophy  
 2008 **Dr. Mark W. Muesse**, Religious Studies  
 2009 **Dr. P. Eric Henager**, Modern Languages and Literatures  
 2010 **Dr. Gordon Bigelow**, English  
 2011 **Dr. Bernadette McNary-Zak**, Religious Studies  
 2012 **Dr. Luther D. Ivory**, Religious Studies  
 2013 **Dr. Thomas Bryant**, Music  
 2014 **Dr. Teresa Beckham Gramm**, Economics  
 2015 **Dr. Loretta Jackson-Hayes**, Chemistry  
 2016 **Dr. Scott Newstok**, English

### **Clarence Day 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  
 2001 **Dr. Michael Nelson**, Political Science  
 2002 **Dr. Lynn B. Zastoupil**, History  
 2003 **Dr. Natalie K. Person**, Psychology  
 2004 **Dr. David P. McCarthy**, Art  
 2005 **Dr. Daniel G. Arce**, Economics  
 2006 **Dr. Ming Dong Gu**, Modern Languages and Literatures  
 2007 **Dr. Marshall Boswell**, English  
 2008 **Dr. Mary Miller**, Biology  
 2009 **Dr. Christopher Mouron**, Mathematics and Computer Science  
 2010 **Dr. Terry Hill**, Biology; **Dr. Darlene Loprete**, Chemistry  
 2011 **Dr. Jeffrey Jackson**, History  
 2012 **Dr. Shadrack W. Nasong'o**, International Studies  
 2013 **Dr. Patrick Gray**, Religious Studies  
 2014 **Dr. Katherine White**, Psychology  
 2015 **Dr. Christopher Seaton**, Mathematics and Computer Science  
 2016 **Dr. Carole Blankenship**, Music

### **Diehl Society Award for Service**

1988 **Dr. Harold Lyons**, Chemistry  
 1989 **Dr. John S. Olsen**, Biology  
 1990 **Professor 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**, Modern Languages and Literatures  
 1998 **Dr. Kathryn L. Wright**, Modern Languages and Literatures  
 1999 **Dr. Marcus D. Pohlmann**, Political Science  
 2000 **Dr. F. Michael McLain**, Religious Studies  
 2001 **Dr. Michael P. Kirby**, Political Science

2002 **Dr. Robert J. Strandburg**, Psychology  
 2003 **Dr. Marsha D. Walton**, Psychology  
 2004 **Dr. Joseph A. Favazza**, Religious Studies

## **The Jameson M. Jones Outstanding Faculty Service Award**

2005 **Dr. Ellen T. Armour**, Religious Studies  
 2006 **Dr. Timothy S. Huebner**, History  
 2007 **Dr. John C. Kaltner**, Religious Studies  
 2008 **Dr. Gail P. C. Streete**, Religious Studies  
 2009 **Dr. David Kesler**, Biology  
 2010 **Dr. Steve Ceccoli**, International Studies  
 2011 **Professor David Jilg**, Theatre  
 2012 **Dr. Milton Moreland**, Religious Studies  
 2013 **Dr. Rebecca S. Finlayson**, English  
 2014 **Dr. John Planchon**, Commerce and Business  
 2015 **Dr. Bernadette McNary-Zak**, Religious Studies  
 2016 **Dr. Judith Haas**, English

## **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.

## **Intellectual Property**

Rhodes College is a college of liberal arts whose mission is to maintain a community of inquiry, discourse, and experiment in which it is clear that scholarship and teaching are parts of a single enterprise. In the course of education there is an expansion of knowledge and understanding, whether in the arts, social sciences,

natural sciences or humanities. Among the activities in the study and expansion of knowledge and understanding are the creation of works in the literary, dramatic, musical and visual arts; and of research in the social and physical sciences potentially producing innovation and technology. The intellectual endeavors and activities of Rhodes faculty, staff, or students may result in products of a tangible nature for which the College and the faculty, staff, or student may deem it advantageous to enter these products into commerce. These products may be the subject of a patent application or a copyrightable work or other tangible material and are known collectively as “Intellectual Property.”

It is the policy of Rhodes College to encourage, support and recognize the contributions of the faculty, and the student body where significant works are created. Likewise it is a policy of the College to honor the legal rights of authors and inventors, as well as the funding entities supporting varied works. In order to recognize the potentially overlapping rights in the complex support structure for the College’s activities, the college has issued this policy on Intellectual Property for the guidance of all participating in the mission of the College.

This policy is intended to:

- provide an incentive to creative intellectual effort and the advancement of knowledge.
- insure that the respective interests of the College, and supporting sponsor (if any) are considered and protected through the development of fair contracts and procedures.
- assist the Staff and the College to realize tangible benefits from Intellectual Property, and advance and encourage further research within the College with whatever funds accrue to the College from Intellectual Property resulting from College research.

## Definitions

“College” shall mean Rhodes College.

“Staff” shall mean any member of the faculty, administration, staff, student body, postdoctoral fellow, or visiting scientist, whether or not they receive all or any part of their salary or other compensation from the College.

“Inventor” shall mean any Staff member who shall conceive or reduce to practice an invention while engaged in College activities.

“Author” shall mean any Staff member who prepares any College copyrightable work.

“Contributor” shall mean any Staff member who shall have contributed substantially to the existence of any item of Intellectual Property.

“College Activities” shall mean activities engaged in by a member of the Staff by: (a) written assignment of the College administration; (b) contractual agreement with the College or any sponsor; (c) material use of facilities (other than its libraries), or other resources of the College.

“Intellectual Property” shall mean inventions, College copyrightable works, and tangible results of research.

“Invention” shall mean “...any new and useful process, machine, manufacture or composition of matter or any new and useful improvement thereof...” as defined under the Patent Laws of the United States.

“College Copyrightable Work” shall mean copyrightable works owned by the College.

“Tangible Results of Research” shall mean a physical embodiment of the research effort, including physical embodiments of any invention, or College Copyrightable Work which results from College Activities by any member of the Staff. Such Tangible Results of Research shall include, but not be limited to antibodies, cell lines, new microorganisms, plant lines or progeny thereof; recombinant or other biological materials; integrated circuit chips, computer software, engineering prototypes and drawings, chemical compounds; devices; machines; and models.

“Sponsor” shall mean any individual or organization that by written agreement with the College shall finance in whole or part any College Activities.

“New Revenue” or “Annual New Royalty” are defined as revenues received from the licensing and developing of an Intellectual Property after deduction of all costs reasonably attributable to the protection and distribution of such Intellectual Property, including any reasonable expense of patent or copyright prosecution, maintenance, interference proceedings, litigation, marketing or other

dissemination and licensing. Net revenues from the following sources are subject to distribution: option fees; up-front licensing fees; licensing payments; milestone payments; or proceeds from the sale of stock or other equity in the licensee company.

## Coverage

These policies shall apply as a condition of appointment or employment by the College to every member of the Staff who during the period of their appointment or employment by the College shall: (a) conceive or first reduce to practice actually or constructively, any Invention; (b) prepare any College Copyrightable Work; or (c) contribute substantially to the existence of any Tangible Result of Research.

## Disclosure of Intellectual Property

Every Staff member shall, in writing and in reasonable detail, give the Dean of the Faculty prompt notice of any: (a) Invention; (b) College Copyrightable Work; or (c) Tangible Result of Research which he or she shall desire to have patented, copyrighted or made available to the investigators or the public by commercial or other means, or shall believe or have reason to believe is patentable, copyrightable, or of value to other investigators or the public, or otherwise of commercial value.

## Ownership

Inventions. The rights of ownership to all Inventions which result from College Activities shall be the property of the College; provided, however, that:

- Within the ninety (90) days next following disclosure of an Invention to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Inventor and the Dean of the Faculty), the Dean of the Faculty shall determine, and advise the Inventor in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the inventor; and
- The rights of ownership to every Invention conceived by any Staff member while engaged in other than College Activities shall be the property of that person.

Copyrightable Works. The rights of ownership to all copyrightable works prepared while the Staff member is engaged in College Activities shall be the property of the College; provided however that:

- Within the ninety (90) days following disclosure of College copyrightable Work to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Author and the Dean of the Faculty), the Dean of the Faculty shall determine, and advise the Author, in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the Author; and
- Copyrightable works prepared by a Staff member while engaged in activities other than College activities shall be the property of the Author.

Tangible Results of Research. All Tangible Results of Research shall be the property of the College.

## Sponsorship of Intellectual Property

The rights of ownership to each item of Intellectual Property produced during activities conducted pursuant to any agreement between the College and any Sponsor shall be determined in accordance with such agreement; however, it shall be the policy of the College to retain title to Intellectual Property whenever possible under state or federal law. Any agreement with a Sponsor pertaining to the ownership of Intellectual Property and assignment thereof shall be made between the College and the Sponsor in advance of the research or other activity that produces the Intellectual Property.

## **Disagreements**

The President shall appoint a Committee on Intellectual Property composed of both faculty members and administrative officers (the Dean of the Faculty shall serve ex officio). The creator of any Intellectual Property that is or might be covered under this Policy (see above for Patents) cannot be a voting member of this Committee. This Committee shall be the body to whom appeals may be made. Whenever legal protection for Intellectual Property is anticipated all persons engaged in such creative activity are encouraged to keep regular notebooks and records, preferably in the form of bound notebooks that are regularly signed and dated by the Inventor(s) as well as periodically signed by one or more witnesses.

## **Seeking a Patent or Copyright**

Whenever the Provost shall determine to seek the patenting or copyrighting of any Invention or College Copyrightable Work, the College shall, without expense to the Inventor or Author provide such professional services as it shall deem to be necessary or desirable for such purpose, and which may include the services of an independent patent organization. The Inventor or Author is obligated to cooperate fully in such effort, including his or her execution of all necessary or desirable agreements, applications, and other forms and instruments. If, at any time subsequently, the College shall terminate its effort to seek such patent or copyright, it shall promptly give written notice thereof to the Inventor or Author who thereupon to the extent allowed by law or any sponsorship agreement shall be free at his or her expense to develop, license, and otherwise use the Invention, patent application, patent or copyright. In this event the Inventor or Author shall receive all benefits of any development, licensing or other use of the Invention, patent application, patent or copyright except that the College shall be entitled to recovery of associated costs.

## **Transfer or Sale of Tangible Results of Research**

Tangible Results of Research may not be transferred or sold to any party outside the College before: (a) a disclosure of the Tangible Results of Research has been submitted to the Provost and (b) the Contributor(s) has been notified by the Office of the Dean of the Faculty of any required conditions of such transfer or sale. Such notification shall be made within thirty (30) days following the disclosure of Tangible Results of Research.

## **Promotion and Licensing**

In interpreting and applying these policies, the College shall, by such means as it shall deem to be most effective and appropriate in each case, act to bring to the public all Intellectual Property to which the College has rights of ownership in whole or part. Such means may include, but shall not be limited to, agreements for the development, patenting, copyrighting, promotion, licensing, printing, distributing or manufacturing of any Intellectual Property; and in every case the College shall advise the Inventor, Author, or contributor of the terms of any such proposed agreement. No agreements will be entered into by the College without the review of all Inventors, Authors or contributors. Any disagreement between the College and the Inventor(s), Author(s) or contributor(s) concerning a proposed agreement will be resolved in a timely fashion by the Committee on Intellectual Property.

## **Proceeds from Distribution of Intellectual Property**

**Invention Proceeds.** Subsequent to the College's recovery of funds that were invested in patenting, marketing or developing Intellectual Property, the Contributor(s) and the College will share in the net revenue received from the Contributor's Intellectual Property(ies) owned by and licensed from the College. The Contributor(s) will receive 50% of the net revenues, and the College will receive 50%. It is understood that one-half of the College's portion will be for the primary purpose of advancing and encouraging further research and intellectual property development within Rhodes College.

In the case of multiple Inventors, the Inventors' share will be distributed among the Inventors in accordance

with a written agreement signed by all Inventors; or, if there is no such agreement, all Inventors will receive an equal share.

If inventorship is shared among College Inventors and inventors at one or more other institutions, the College will negotiate with the one or more other institutions concerning exclusive licenses and distribution of revenues. College net revenues from such agreements will be distributed to inventors at the College using the distribution formulae discussed above.

**Copyright Proceeds.** These will follow the same distribution and stipulations as Inventions listed above.

**Tangible Results of Research Proceeds.** To the extent allowed by law, where any Tangible Result of Research is not within the scope of the claims of a patent, patent application, or copyright, each Contributor shall share in any net revenue or annual net revenue to the same extent a Contributor shares in proceeds listed above for Inventions and Copyrights.

### **Sponsors: Other Organizations**

If and when any conflict shall arise between these Policies and any condition or conditions of (a) any proposed grant from or contract with any organization offering to act as a Sponsor or (b) the patent, copyright or intellectual property policies and procedures of any other organization to which any joint appointment or any affiliation or consulting agreement is made, such conflict shall be referred to the Committee on Intellectual Property. Following consideration of the conflict the Committee shall recommend a course of action to the College administration. It is incumbent on the College to take all reasonable steps, including but not limited to appropriate legal action, to protect and advocate issues on its behalf and those of the Inventor, Author or Contributor in the event of a conflict with a Sponsor.

### **Release of Rights Ownership**

The Office of the Dean of the Faculty may, for reasons and upon terms deemed to be satisfactory by its office, release on behalf of the College at any time any Invention, patent, patent application, College Copyrightable Work, copyright or right of ownership to Tangible Results of Research to its Inventor, Author or Contributor.

### **Copyright**

Within higher education, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Examples include, but are not limited to, class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, pictorial, graphic, and sculptural works, computer programs, computer-generated works, and educational software (commonly known as "courseware"). This practice has been followed for the most part, regardless of the physical medium in which these "traditional academic works" appear, that is, whether on paper or in audiovisual or electronic form. This practice should also ordinarily apply to the development of courseware for use in programs of distance education. Situations do arise, however, in which the College may fairly claim ownership of, or an interest in, copyright in works created by faculty members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as "made for hire," negotiated contractual transfers, and joint works" as described in the Copyright Act.

**Works Made for Hire.** Although traditional academic work that is copyrightable—such as lecture notes and courseware, books, and articles—cannot normally be treated as works made for hire, some works created by College faculty members do properly fall within that category, allowing the institution to claim copyright ownership. Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest with the college or university in those cases in which it provides the specific authorization or supervision for the preparation of



the work. Examples are reports prepared by a dean or by the chair or members of a faculty committee, or college promotional brochures prepared by a director of admissions. The Copyright Act also defines as a “work made for hire” certain works that are commissioned from one who is not an employee but an “independent contractor.” The institution will own the copyright in such a commissioned work when the author is not a College employee, or when the author is such a faculty member but the work to be created falls outside the normal scope of that person’s employment duties (such as a professor of art history commissioned by the institution under special contract to write a catalog for a campus art gallery). In such situations, for the work-made-for-hire doctrine to apply there must be a written agreement so stating and signed by both parties; the work must also fall within a limited number of statutory categories, which include instructional texts, examinations, and contributions to a collective work.

**Contractual Transfers.** In situations in which the copyright ownership is held by the faculty member, it is possible for the individual to transfer the entire copyright, or a more limited license, to the College or to a third party. As already noted, under the Copyright Act, a transfer of all of the copyright or of an exclusive right must be reflected in a signed document in order to be valid. When, for example, a work is prepared pursuant to a program of “sponsored research” accompanied by a monetary grant from a third party, a contract signed by the faculty member providing that copyright will be owned by the College will be enforceable. Similarly, the College may reasonably request that the faculty member—when entering into an agreement granting the copyright or publishing rights to a third party—make efforts to reserve to the institution the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.

**Joint Works.** Under certain circumstances, two or more persons may share copyright ownership of a work, notably when it is a “joint work.” The most familiar example of a joint work is a book or article written, fully collaboratively, by two academic colleagues. Each is said to be a “co-owner” of the copyright, with each having all the usual rights of the copyright owner provided that any income from such uses is shared with the other. In rare situations it may be proper to treat a work as a product of the joint authorship of the faculty member and the College, so that both have a shared interest in the copyright. Whoever owns the copyright, the College may reasonably require reimbursement for any unusual financial or technical support. (“Unusual financial or technical support” is defined as follows: Extensive un-reimbursed use of major College laboratory, studio, or computational facilities, or human resources. The use of these facilities must be important to the creation of the intellectual property; merely incidental use of a facility does not constitute substantial use, or does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks. Use will be considered “unusual” and facilities will be considered “major” if similar use facilities would cost the creator more than \$5,000 (five thousand dollars) in constant 1984 dollars if purchased or leased in the public marketplace. Creators wishing to reimburse the College for the use of its facilities must make arrangements to do so before the level of facilities usage for a particular intellectual property becomes substantial as defined.) That reimbursement might take the form of future royalties or a nonexclusive, royalty-free license to use the work for internal educational and administrative purposes. This means that the course developer and the College must reach an understanding about the conditions of portability and commercialization of faculty work developed using substantial College resources. Ordinarily, such an understanding will be recorded in a written agreement between the course developer and the College on a course-by-course basis.

## Rhodes Presbyterian History and Liberal Arts Heritage

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 complies with requiring twelve credits 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 foundations requirement is structured so that there are two ways available to students to complete this part of the degree program. Students may choose the course *The Search for Values in the Light of Western History and Religion* or the *Life: Then and Now* Program.

## The Campus

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 Historic 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.

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.

The Paul Barret, Jr. Library is a state-of-the-art facility, made possible by a major gift from the Paul Barret, Jr. Trust. The Library opened during the summer of 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library.

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.

Thomas W. Briggs Hall, previously the Thomas W. Briggs Student Center, was provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, and dedicated May 2, 1966. It houses the Computer Science department and campus-wide meeting spaces.

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. '58, 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 multiuse 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 from 1969 to 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.
- Crain Field, home of the Rhodes football and lacrosse teams, was recently renovated with state-of-the-art FieldTurf provided by a gift from Brenda and J. Lester Crain, Jr. '51. The field was dedicated in 2012 in honor of his father, J. Lester Crain, Sr. '29.
- Fargason Field, the original athletic playing fields on campus, was the gift to the College of about 15 acres of land owned by Mr. John T. Fargason and his sister Mrs. Mary Fargason Falls. Their generosity and name are now reflected in the collection of fields for varsity sports located to the north of the William Neely Mallory Gymnasium.
- Jerden Field for intramurals and club sports is named in honor of Jane and J.L. Jerden '59.
- Mason Field for Field Hockey was dedicated in 2013 thanks to the generosity of the Mason family.
- Solomon Field which serves as a practice field, was dedicated in 1994 in memory of the winning college football player and all-round outstanding athlete Craig R. Solomon '79.
- Stauffer Field at Irwin Lainoff Stadium, home of the Rhodes varsity baseball team, was named in 1977 in honor of Frederic R. Stauffer, professor of physics for 26 years and college baseball coach for 10 years. Renovations completed by the 2009 season gave the College one of the finest baseball facilities in NCAA Division III, including the Irwin Lainoff Stadium, thanks to Riea and Steven Lainoff and other donors.
- The Winston Wolfe Track and Field Complex was dedicated in 2010 in honor of Winston Wolfe, an entrepreneur, athlete, philanthropist, and loyal friend of Rhodes College.

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, Political Science, Language Laboratory, and the 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.

Adrienne McMillan Burns Memorial Labyrinth, given in 2005 in memory of the Class of 1988 alumna.

Burrow Hall,\* formerly the College library, was given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, and dedicated October 8, 1953. It was renovated in 1988 and again in 2008 when it reopened as the Burrow Center for Student Opportunity. Burrow Hall contains the Alburty Room, named in honor of Rhodes Trustee the late E. A. Alburty, and the Pearce Conference Room for Career Services, International Education and Fellowships, provided by Elizabeth Roe Pearce '91.

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 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, Class of 1934, benefactor and Trustee of the College.
- Rollow Hall, built in 1987, and dedicated on Oct 26, 2002, by Ann Rollow Ross '52 in memory of her parents, John '26 and Louise Mayo Rollow '30, and her sister Lisa Rollow Justis '55.

Renovations to Burrow Refectory, completed in 2012 provided 19,000 square feet of additional space. The expanded facility includes a spacious exhibition-style servery, three new private dining rooms, including The President's Dining Room, given by Dr. Randall R. Rhea '77, in honor of President and Mrs. William Troutt and:

- The Lillian Goldman Hall provided by the Lillian Goldman Charitable Trust, Amy Goldman Fowler and Cary Fowler '71.
- The Wilson Fireside Lounge, provided through the generosity of Becky and Spence Wilson.

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. A major renovation was completed in August 2013 to provide additional classrooms and office space.

Claire Markham Collins Meditation Garden, given 2005 by the family of Garnet J. Caldwell '05 in memory of the Class of 1981 alumna.

Craddock Quad, a gift of the Craddock family, was named in 2014. The quad is bounded by West Village, Glassell Hall, Catherine Burrow Refectory and Moore Moore Infirmary.

Dan Davis Court was named in 2004 in memory of Rhodes benefactor and friend Dan W. Davis, 1923-2002. The court is bounded by Robb Hall, Catherine Burrow Refectory and Berthold S. Kennedy Hall.

James H. Daughdrill, Jr. Meditation Garden, dedicated April 28, 1999. Located to the south of Fisher Garden, the Daughdrill Meditation Garden is a gift of the students of Rhodes.

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 administrative assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

East Village, consisting of Buildings A and B, was opened in August 2001, and provides apartment-styled living areas for juniors and seniors. East Village includes a Lodge that provides space for recreation and meetings.

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 plaza atop the Frazier Jelke Science Center was re-landscaped

in 2015.

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,\* was erected in 1962 and 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 Finance and Business Affairs, the Offices of the Academic Deans, and Greek and Roman Studies.

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 first floor reception area formerly contained 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. On October 11, 2011, the renovated reception area was dedicated as The Nancy Hill Fulmer President's Office, named in honor of the 1951 alumna and former Trustee.

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. The building currently houses The Mike Curb Institute for Music, founded in 2006 through a generous gift from the Mike Curb Family Foundation.

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 Tuthill Performance Hall, dedicated in 2003 and named in memory of Burnet C. Tuthill, the College's first Director of Music. 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 Offices of Development and Alumni. In 2014, the Southwest Room was renamed the Edmund Orgill Room, in honor of the former Memphis Mayor and College Trustee.

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. Renovations which began in 2005 doubled the McCoy Theatre in size, adding the McCoy Studio which is a second black-box theatre, and provided set construction, wardrobe design and storage space, as well as classrooms and theatre faculty offices. The new construction officially opened on September 7, 2006. Originally converted from a Zeta Tau Alpha sorority house, the intimate McCoy Theatre was named in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The Harry B. McCoy Foundation funded the original renovations as well as the new addition.

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. In 2010, after extensive renovation, Palmer became the home of all faculty who teach courses in languages and literatures.

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. A complete renovation was begun in 2014 and the building was reopened in May, 2015. The renovations include The Brenda and J. Lester Crain, Jr. '51 Astronomy and Astrophysics Laboratory. In addition, The Gladney Lounge and The Taylor-Hopper Seminar Room, were given through the generosity of Dr. John Gladney '74.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department. The Frances Falls Austin Conference Room and Office Complex, given in memory of his mother by Memphis business and civic leader Falls Austin, was dedicated in December, 2003.

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 male students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robertson Hall, completed in 2017, was dedicated in honor of Lola '33 and Charles Robertson, Sr. '29 in appreciation of the generosity of Patricia and Charles Robertson, Jr. '65. It houses the Biology and Chemistry departments.

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 most recently renovated in 2001. The building is named for William N. Stewart, a former president and important leader in the early history of Rhodes College.

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. A Conservatory for meetings and recreation was added in 2002 and is located in a courtyard formed by Townsend, Trezevant and Voorhies Halls.

Suzanne Trezevant Residence Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

The Bill and Carole Troutt Quad, honoring the College's 19th President and First Lady, was dedicated in 2017. The quad is bounded by the Paul Barret, Jr. Library, Robertson Hall, Briggs Hall, and Hassell Hall.

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.

West Village Rhodes newest residence hall, was opened in August, 2012. West Village houses 141 upper-class students in twenty-two deluxe suites.

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, the official Federal list of districts, sites, buildings, structures, and objects significant in American history, architecture, archeology, engineering, and culture.



# Catalogue

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## Africana Studies

### [AFS 105: Introduction to Africana Studies](#)

**Credits:**

4

**Degree Requirements:**

F9

Africana Studies is the convergence and coalescence of interdisciplinary and intersectional approaches to the study of Black Life on both sides of the Atlantic/across the Diaspora from the 17th century to the present. This course introduces participants to the field of Africana Studies through its key ideas, theoretical considerations, and substantive concerns. After beginning with a critical overview of the history (or framing) of the discipline, the course is divided into six thematic units that examine Art/Aesthetics, Religion, Gender/Sexuality, Social Structures, Space/Geographies and the Body. These areas constitute central spaces of analysis within Africana Studies.

### [AFS 150: Themes in Africana Studies](#)

**Credits:**

4

This introductory course examines African and/or Africana diasporic experiences through a thematic approach. This thematic exploration may cover historical, cultural, theoretical, literary or structural aspects of the Black experience broadly defined. Students will develop an appreciation for the complexity and diversity of African and Africana diasporic realities.

### [AFS 205: Selected Topics in Africana Studies](#)

**Credits:**

4

Introduction to selected topics in Africana Studies. Topics vary with instructor. May be repeated for credit when topics vary.

### [AFS 305: Africana Theory](#)

**Credits:**

4

Africana Theory is an experience in critical thought, which makes legible - through lexicon and perspective - the unique subjectivities and experiences of the African diaspora. This course is



both an invitation to and an endeavoring within a “new” set of criticisms collectivized at the point where racial discourse meets or engenders blackness and/or African diasporic identities. It will introduce particular ways of reading and specific ways of theorizing the blackness of texts, bodies, culture, and experience. Grounded within literary, critical, and cultural theory, and considering questions from the epistemological to the existential, it will equip the serious student with the lenses, language(s), and vocabularies necessary to responsibly and accurately read the varied textualities signified by the idea/concept of Africana.

## AFS 350: Race Thinking and Health Disparities

### **Credits:**

4

Focusing on the experiences of African Americans, this course will examine the relationship between race as a social construction, the social determinants of health disparities, and bias in healthcare delivery. We will examine how the concept of race developed and how it became embedded in law and social structures with the result that African-Americans face greater exposures to health hazards, lower quality of care, and structural stigma that negatively affect health outcomes.

Anthropology/Sociology

## ANSO 103: Introductory Anthropology

### **Credits:**

4

### **Degree Requirements:**

F9

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, the 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. Not open to seniors.

## ANSO 105: Introductory Sociology

### **Credits:**

4

### **Degree Requirements:**

F8

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, including social stratification by race, social class, and gender. Not open to seniors.

## ANSO 201: Human Evolution: The Intersections of Biology, Environment and Culture

### **Credits:**

4

### **Degree Requirements:**

Archaeology and Environmental Studies and Sciences Elective

To understand our present physical and social condition, we must understand our evolutionary past. This course is an introduction the fundamentals that contribute to our understanding of human evolution--evolutionary biology, genetics, primatology, paleontology, physical anthropology, geology and archaeology. You will learn about the methods involved in reconstructing ancient human anatomy, behavior, and use of their environments, which have situated our own evolutionary history (both biological and cultural) within the current world. Through class lectures and discussions, we will address topics such as what makes us human, the validity of the concept of race, our relations to Neanderthals and the beginning of the human manipulations of plants.

## ANSO 202: Understanding the Past: Archaeological Perspectives on Culture

### **Credits:**

4

### **Degree Requirements:**

Archaeology Elective

What does it mean to be a human being and what makes us unique? The study of the past can shed light on the adaptability and variability of the human race as we expanded throughout the globe. In this course we will use archaeological data to understand the earliest cultures and how they gave rise to the myriad of human lifeways existing in the world today.

## ANSO 207: Archaeology of Sex and Gender

### **Credits:**

4

### **Degree Requirements:**

Archaeology Elective, Gender and Sexuality Studies Elective

This course focuses on sex and gender in prehistory and in archaeological theory. This course seeks to reconstruct the lives and roles of women, men, and children in a range of ancient societies, examining the ways that gendered differences have been portrayed in the past and the present and considering how we can approach the study of social identities and relations of power.

We will examine how women contributed to subsistence, technological innovation, symbolic and ritual activity, and how they shared in or were denied social, political, and religious authority and power. We will also explore the contributions of women archaeologists and the intellectual history of gender and sexuality studies in anthropological archaeology.

## ANSO 211: Peoples of Sub-Saharan Africa and Madagascar

**Credits:**

4

**Degree Requirements:**

F9, Africana Studies Elective

We all come from Africa, yet most of us know little about our origins and little about subsequent cultural developments on the continent and surrounding islands. Those developments include not only a wide-ranging variety of subsistence strategies, but also the origins of numerous and diverse independent complex states across the continent. This course provides an introduction to the prehistory, culture history, and contemporary cultures of sub-Saharan Africa and Madagascar. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussion, including state formation, witchcraft beliefs, oral traditions, and indigenous philosophy. African fiction and film will also be examined as important sources that can contribute to a fuller appreciation of African and Malagasy culture.

## ANSO 215: The Final Frontier: Peopling and Peoples of the Pacific

**Credits:**

4

**Degree Requirements:**

F9

The course will begin by examining why the Pacific Islands were the “final frontier” of the human occupation of the globe. The focus will then shift to the vast array of normal cultural strategies employed among Pacific Islanders regarding subsistence activities, social, political and economic organization, cosmological beliefs, and celebratory practices. Anthropologists also use the information they acquire to reflect upon theoretical arguments concerning cultural organization and human practices. Ethnographic studies in the Pacific have contributed to ongoing discussions concerning non-market based economies, “primitive” warfare, varieties of celebration and decoration (e.g., the hula and tattooing), and marketing the “exotic” to the West. This course will also examine the contribution of Pacific ethnography to such larger discussions in the field of anthropology.

## ANSO 221: North of the Rio Grande: Indigenous People of North America

**Credits:**

4

**Degree Requirements:**

F9, Archaeology Elective, Environmental Studies Elective

This is not a traditional course about Native Americans in North America. In this course, we will move beyond categorizing Native peoples, their cultural beliefs and practices, and historical experiences according to familiar anthropological categories (e.g., “prehistory” and “band, tribe, chiefdom, state”). Instead, you are encouraged to question conventional assumptions and stereotypes about and depictions of indigenous peoples and cultures of North America. We will discuss the social, economic, and political facets of what make these communities complex whether they are hunter-gatherers, horticulturalists, and/or capitalists. Key topics, such as the historical development of the field of archaeology and anthropology, environmental interactions of Native communities, cultural change and continuity, colonialism, and power will be explored.

## ANSO 231: Gender and Society

### **Credits:**

4

### **Degree Requirements:**

Gender and Sexuality Studies Elective

This course examines how and why society prescribes different gender expectations to men and women. In turn, we will discuss how those expectations affect the experiences, attitudes, and opportunities of men and women in society. Students will gain the conceptual and theoretical tools to analyze the personal, interactional, and institutional consequences of different social constructions of gender.

## ANSO 233: Sociology of Sport

### **Credits:**

4

This course provides an introduction to sociological perspectives in the study of sport. It focuses on sport as a cultural and social institution and explores the ways in which sports shape individuals’ identities and are shaped by broader cultural, political and economic forces. Students will examine the intersections of race, class, gender and disability as they analyze the links between sports and the body, fandom, education, violence, the media, exploitation, and resistance.

## ANSO 235: The Sociology of Martin Luther King, Jr. in Practice: A Place-Based Study of King and the St. Augustine Civil Rights Movement

### **Credits:**

4

### **Degree Requirements:**

F9, F11

It is an important but little known fact that Martin Luther King, Jr. earned his bachelor’s degree in sociology before turning his postgraduate and professional attention to theology and religion. This course introduces students to the sociological nature of King’s work through a three-week intensive place-based study of his role in the St. Augustine, FL civil rights movement. Taught on the campus of Flagler College in downtown St. Augustine, the course explores the intellectual and sociological roots of King’s thought and his understanding of cultural difference, nonviolence, and social change. Morning lectures and discussions of assigned readings will be followed by afternoon

activities in the community that will include walking tours of civil rights historic sites and meetings with community residents and leaders.

## ANSO 241: The City

**Credits:**

4

**Degree Requirements:**

Educational Studies Elective, Urban Studies Elective

This course employs the sociological perspective to explore a broad range of urban problems in the United States, including crime, urban poverty, residential segregation, education, and health. It examines urban processes in an effort to better understand how social contexts affect people's lives and how inequality is reproduced and challenged. This course interrogates how certain issues are constructed as social problems, and how these constructions affect our efforts to address these problems. Students will develop the skills to critically assess the causes, consequences and solutions to urban social problems.

## ANSO 243: Social Movements

**Credits:**

4

Social movements are central forces shaping modern U.S. society and others around the world. In this course we will examine how social movements alter our political landscapes, transform cultural discourses, bring about sweeping cultural and policy changes, and transform those who participate. We will examine case studies of social movements and reflect on sociological theories explaining the trajectories of social movements. We will also examine how movement participants contend with raced, classed, and gendered dynamics as they work for change.

## ANSO 245: The Sociology of Community-Integrative Education

**Credits:**

4

**Degree Requirements:**

F2i, F11

Community-integrative education occupies a central place in American higher education. Courses containing community-based learning can be found in virtually all disciplines and all types of colleges and universities. This course examines the historical emergence of community-integrative education, its institutional practice, variations and issues. Intensive writing assignments and reflexive classroom discussions will guide student reflection on their community experience, classroom learning and personal development.

## ANSO 254: Archaeological Methods

**Credits:**

4

**Degree Requirements:**

Archaeology Requirement, Greek and Roman Studies Elective

This class will examine how we use archaeological materials to learn about past societies by studying the traces that their inhabitants left behind. Students will explore the range of methods used in the field, laboratory, and museum to find, record, date, preserve, contextualize, and interpret material culture. Basic methods of investigation and research will be discussed through the examination of site survey, excavation, and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloging, and curating will also be discussed. (This course is cross-listed as Archaeology 220).

## ANSO 255: Field Anthropology

### **Credits:**

1 - 4

This course allows students to gain credit for participation in off-campus field projects under professional supervision in the fields of archaeological, social anthropological, and physical anthropological research. Students will be required to integrate academic and fieldwork experiences in an oral and/or written report at the end of the fieldwork experience. Maximum of 4 hours credit is possible.

## ANSO 265: Selected Introductory Topics in Anthropology and Sociology

### **Credits:**

4

Introduction to selected themes and topics in anthropology and sociology. Students may enroll and receive credit for this course more than once as the course themes and topics change.

### **Prerequisites:**

[Introductory Sociology](#), [Introductory Anthropology](#)

## ANSO 271: Ecological Anthropology

### **Credits:**

4

### **Degree Requirements:**

Archaeology Elective, Environmental Studies Elective

This course emphasizes the interconnectedness between people and nature. We will be concerned with people's perceptions of and interactions with their physical and biological surroundings, and the various linkages between biological and cultural worlds. The goals of the class are to expose you to a broader understanding of the role of culture in sustaining the diversity of plant and animal life and also reveal the variety of choices involved in our human-environmental interactions. Topics to be explored include human alteration of the environment, the processes of domestication, the ecology of indigenous and Western foodways, traditional ecological knowledge of plants, natural resource sustainability, and conservation policies and politics through time and space.

## ANSO 273: Gender and Environment

**Credits:**

4

**Degree Requirements:**

Archaeology Elective, Environmental Studies Elective

This course explores how gender shapes our understanding and interactions with the environment. We will analyze how we construct and maintain particular views of gender and sexuality, and examine how our identifications produce, change, and maintain particular environments within both Western and non-Western worlds. Within this class, we will shift between 1) discussions of philosophical and theoretical debates that underlie feminist environmental thinking and practice, and 2) examinations of tangible struggles over environment and gender within historical and geographical contexts. Topics to be examined in this course include: feminist readings of “nature”; gender and the history of science; intersections between gender and sexuality in relations to global and local ecological issues, feminist political ecology; traditional ecological knowledge; environment and globalization; and environmental justice.

## ANSO 275: Food and Culture

**Credits:**

4

**Degree Requirements:**

Environmental Studies Elective

Food is not only important as nutrition, but as a symbol of identity, a marker of status, a sealer of alliances and an item of social and economic currency. This course examines the myriad uses, meanings and impacts of food cross-culturally. This contributes to the mission of the department, giving students an in-depth view of one of the basic aspects of human cultures. Students will come away with a more thoughtful and nuanced view of their own societal practices, as well as those of many others. We will take a critical view of human relationships with their environments, vis-à-vis food production in past and present communities. This class will serve not only for anthropology/sociology majors and minors, but also for students with an interest in archaeology and environmental studies and those in other disciplines who wish to broaden their understanding of one of the most important and basic aspects of our lives and societies.

## ANSO 290: Learning from Things: Material Culture Studies

**Credits:**

4

**Degree Requirements:**

Archaeology Requirement, Greek and Roman Studies Elective

While we are symbol users and inhabitants of imagined worlds, we are also toolmakers whose hands are dirtied in manipulating the world. This course will focus attention on materiality and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, folklore, popular culture, architecture, and museum studies. We will also use our everyday environments – from Rhodes dorm rooms to greater Memphis – as our laboratory, as we explore how our own material culture defines, enables, and circumscribes our cultural worlds. Material culture studies, while a rich source of information, is also a challenging arena for the study of individuals, societies, and

cultures, because objects speak neither unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from things.” (This course is cross-listed as Archaeology 210.)

## ANSO 325: The Maya and Their World

**Credits:**

4

**Degree Requirements:**

F3, F9, Archaeology Elective, Latin American Studies Elective

This course draws on multiple perspectives to examine the shared practices, traditions, and worldviews that have defined Maya cultures in the past and the present. We will examine the means through which we have come to understand prehispanic Maya societies, exploring how archaeology, ethnohistory, anthropology, art history, and critical theory, as well as recent political history, activism, identity politics, and popular media have shaped our interpretations of the Maya past. Through the lens of 3000 years of continuities and transformations, we will consider the formation of ancient and modern Maya identities in the face of collapse, migration, conquest, political upheaval, and violence.

Pre-requisites: Any one of the following: either ANSO 103, or LAS 200, or permission of the instructor.

## ANSO 327: Gender and Power in Latin America

**Credits:**

4

**Degree Requirements:**

Archaeology Elective, Gender and Sexuality Studies Elective, Latin American Studies Elective

This course looks at the construction of sex and gender in Latin American societies, both past and present, exploring anthropological approaches to the study of social identities, gender relations, and the complex negotiation of power that they entail. We will examine anthropological, ethnohistoric, and archaeological evidence to understand gender roles and ideologies and consider how sex and gender intersect with ethnicity and social class in a range of prehispanic, colonial, and postcolonial societies.

**Prerequisites:**

[Introductory Anthropology](#), [Introduction to Latin American Studies](#), [Introduction to Gender and Sexuality Studies](#), [Gender and Society](#)

## ANSO 331: Race and Ethnicity in American Society

**Credits:**

4

**Degree Requirements:**

Africana Studies Elective, Educational Studies Elective, Urban Studies Elective

In this seminar course, students will explore how the socially-constructed categories of race and ethnicity shape the lived experiences of people in the United States. We will address the roots and current expressions of racial prejudice and discrimination, examining how everyday racism and



institutional racism produce and maintain inequality. Together, we will work to understand how race and ethnicity influence our identities and opportunities. Along the way, we will also critically assess how our actions can reproduce or work against racial inequality and injustice. By the end of the course, students will have the conceptual and theoretical tools to think sociologically about race relations in the United States.

**Prerequisites:**

[Introductory Anthropology](#), [Introductory Sociology](#)

## ANSO 333: Sociology of Hip-Hop

**Credits:**

4

**Degree Requirements:**

Africana Studies Elective, Gender and Sexuality Studies Elective

This course uses an interdisciplinary and intersectional lens to examine the social, economic, and cultural significance of hip-hop domestically and globally in the post-civil rights era. Drawing on work in hip-hop studies and the fields of sociology, cultural studies, and gender studies, this course roots the genealogy of hip-hop in other musical forms and analyzes hip-hop as a modern and comprehensive expressive form that provides critical reflection on social phenomena.

Not open to first-year students.

## ANSO 335: Social Class in the United States

**Credits:**

4

**Degree Requirements:**

Urban Studies Elective

This course examines social class and inequality in American society. It draws on sociological understandings of economic stratification, socioeconomic status, class identity, class culture, and social mobility to address a set of big questions. How do people draw and reinforce symbolic boundaries between classes? How is inequality structured, reproduced and experienced through social institutions? What roles do policy, philanthropy, and social movements play in tackling manifestations of economic inequality? This course gives particular attention to the ways class intersects with other forms of stratification, including race, gender, and disability.

Prerequisites: Anthropology/Sociology 103 or 105, or permission of the instructor.

## ANSO 347: Medical Sociology

**Credits:**

4

**Degree Requirements:**

Urban Studies Elective

Medical sociology is the study of the socio-cultural factors that affect health, illness, disease, and medical care. Topics include epidemiology, social demography of health, the relationship between social stress and health, health and illness behavior, the physician/patient relationship, and the organization of health care and medical practice. These topics will be studied through classroom lectures and discussions. This course is recommended for pre-med, health science majors, and social science majors.

**Prerequisites:**

[Introductory Sociology](#)

## ANSO 351: Introduction to Social Research

**Credits:**

4

**Degree Requirements:**

Educational Studies Elective

How do we produce knowledge that is useful? The social sciences have a set of powerful tools for investigating the social world. This course provides a general introduction to the sociological research, including research design, data collection, basic analysis and interpretation of data and research ethics. A range of quantitative and qualitative research methods, such as surveys, in-depth interviews and participant observation are covered. Students will translate their substantive interest into an empirical project. They will also develop the skills to make sense of published research and assess its quality.

This course is restricted to ANSO majors and minors. Any exceptions must be made by permission of the instructor.

**Prerequisites:**

[Introductory Sociology](#)

## ANSO 352: Ethnography at Home: Engaging in Another World

**Credits:**

4

**Degree Requirements:**

F2i, F11

Participant-observation is the methodological core of anthropology. Yet, participant-observation is a critical qualitative method that should be exercised across all disciplines and professions that address the human condition. We will explore this assertion in practice and in discussion around the seminar table. This course will focus on the “doing” of ethnography by asking you to respectfully, socially, meaningfully, and sensuously engage with a moment in another’s world in the larger Memphis community. One way to describe ethnography is as a compelling descriptive pause to appreciate another way of being in and giving meaning to the world before one begins sustained and systematic social analysis and theorizing. Students will write a series of short papers that contribute toward the writing of a descriptive ethnography and the presentation of their findings to a campus audience.

This course is restricted to ANSO majors and minors. Any exceptions must be made by permission of the instructor.

**Prerequisites:**

[Introductory Anthropology](#)

## ANSO 361: Special Problems

**Credits:**

1-4

Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest.

## ANSO 362: Special Problems

**Credits:**

1-4

Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest.

## ANSO 365: Cultural Motifs

**Credits:**

4

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. Students may enroll and receive credit for this course more than once as the course theme changes.

**Prerequisites:**

[Introductory Anthropology](#), [Introductory Sociology](#)

## ANSO 371: Psychological Anthropology

**Credits:**

4

**Degree Requirements:**

F9

Anthropologists argue that rather than seeing the mind of “the other” as an imperfect or incomplete version of our own, we must approach it as an “alternative form.” In this course we will be investigating questions such as: Do members of non-Western cultures “sense and think” like members of Western cultures? Do individuals from a non-literate culture actually reason differently from members of a literate culture? Is one culture’s schizophrenic another culture’s saint? Are some psychological disorders specific to certain cultures? Why is it that close to 90% of the world’s cultures sanction some form of an altered state of consciousness? This course is recommended for students of both anthropology and psychology.

## ANSO 372: Alternative Realities: Symbols, Rituals, World Views

**Credits:**

4

**Degree Requirements:**

F9

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.

**Prerequisites:**[Introductory Anthropology](#)

## ANSO 375: Anthropology and the Written Word

**Credits:**

4

This course examines various issues involving orality and literacy and their consequences for ourselves and 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, novels, 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.

**Prerequisites:**[Introductory Anthropology](#)

## ANSO 379: From the Global to the Local: Anthropology of Social Change

**Credits:**

4

**Degree Requirements:**

Educational Studies Elective, Latin American Studies Elective

This course offers a critical examination of the interaction between industrial nations of the developed world and indigenous and tribal societies of the Third and Fourth Worlds. Geographical focus will vary according to the instructor’s area of expertise. Topics covered will include most or all of the following: a concept of “progress,” human rights, environmental ethics, indigenous movements, the politics of development, and cultural tourism.

Pre-requisites: Any one of the following: either ANSO 103, or LAS 200, or GSS 200, or permission of the instructor.

## ANSO 380: Explorations in Social Theory

**Credits:**

4

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 social analysis. 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 foci for seminar format sessions during the semester.

This course is restricted to ANSO majors and minors. Any exceptions must be made by permission of the instructor.

**Prerequisites:**

[Introductory Anthropology](#), [Introductory Sociology](#)

## ANSO 391: Prejudice and the Human Condition

**Credits:**

4

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 student’s interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics.

**Prerequisites:**

[Introductory Sociology](#)

## ANSO 392: The Sociology of Violence and Peacemaking

**Credits:**

4

This seminar examines violence and peacemaking from a constructionist sociological framework. Interpretive, interpersonal, institutional and structural forms of violence are examined by reading personal narratives, testimonials and sociological studies. Following the insights of a wide range of thinkers, the seminar also explores the sense in which the violence implicit in knowledge and language may be understood as a core form of violence. Shifting focus to the study of nonviolence, the relation between dialogic understanding and peacemaking is then explored in reference to the work of Gandhi and Martin Luther King, Jr. The seminar concludes with a case study of the civil rights movement in St. Augustine, Florida.

**Prerequisites:**

[Introductory Sociology](#)

## ANSO 393: Black Feminist Thought

**Credits:**

4

**Degree Requirements:**

F9, Africana Studies Elective, Gender and Sexuality Studies Elective

This course explores the micro-level and institutional intersections of race, class, gender, and sexuality from social scientific and humanistic perspectives by placing African American women's thought at the center of class discourse. It maps the genealogy of African American feminist thought from early American "race women" to contemporary, "third-wave," hip-hop, and digital black feminists. It will consider various instantiations of black feminist identity and activism and explore black feminist praxis.

Not open to first-year students.

## ANSO 451: Research

**Credits:**

1-4

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects.

## ANSO 452: Research

**Credits:**

1-4

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects.

## ANSO 460: Internship

**Credits:**

4

A supervised learning experience involving archaeological and/or material culture studies out of state, abroad, or in the community outside of the college. This may include museums, laboratories, cultural resource management firms, cultural conservation projects, historical landmarks, surveying firms, etc. The student and the faculty advisor will devise the program of field work and submit it for approval to the chair of the Archaeology Program.

## ANSO 470: Fellowship in Anthropology and Sociology

**Credits:**

No Credits

An Anthropology or Sociology (ANSO) fellowship is an extended activity outside the conventional classroom that complements and broadens the student's major of anthropology and sociology within the liberal arts setting. This fellowship offered in our department will help contextualize the students' engagement in the classroom, foster a sense of professional identity, include team-building or collaborative learning and develop critical reflection skills. Under the mentorship of an

ANSO faculty member, these opportunities will typically take place over the course of a semester and may entail bi-weekly meetings.

## ANSO 485: Introduction to Senior Seminar

**Credits:**

2

In consultation with the Anthropology-Sociology faculty, senior majors will prepare for their spring capstone experience by developing a research question and project proposal that they will implement in the spring semester.

**Prerequisites:**

[Introductory Anthropology](#), [Introductory Sociology](#), [Introduction to Social Research](#), [Ethnography at Home: Engaging in Another World](#), [Explorations in Social Theory](#)

## ANSO 486: Senior Seminar

**Credits:**

4

This capstone course requires students to integrate knowledge and skills that have been acquired throughout their studies as majors in the department. Students will engage in an ongoing critical analysis of contemporary contributions to theory and research in anthropology and sociology. Students will design and conduct a research project that culminates in a research paper and formal presentation.

**Prerequisites:**

[Introductory Anthropology](#), [Introductory Sociology](#), [Introduction to Social Research](#), [Ethnography at Home: Engaging in Another World](#), [Explorations in Social Theory](#), [Introduction to Senior Seminar](#)

## ANSO 495: Honors Tutorial

**Credits:**

4-8

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

## ANSO 496: Honors Tutorial

**Credits:**

4-8

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

Art & Art History

## ART 101: Drawing

**Credits:**

4

**Degree Requirements:**

F5

An introduction to drawing in various media.

## ART 103: Life Study

**Credits:**

4

**Degree Requirements:**

F5

An introduction to figure drawing in various media.

## ART 105: Painting

**Credits:**

4

**Degree Requirements:**

F5

An introduction to the fundamentals of acrylic painting, including its formal and conceptual properties.

## ART 107: Sculpture

**Credits:**

4

**Degree Requirements:**

F5

Emphasis will be on the development of ideas as they relate to traditional and non-traditional approaches to making art. Students will develop skills in modeling, casting, wood working, and alternative media. This course situates students within the contemporary art world and challenges them to articulate thoughts and concepts through the art making process.

## ART 110: Film and Experimental Video Production

**Credits:**

4

**Degree Requirements:**

F5

An introduction to the production of film and video. Students will explore a variety of film making practices by producing works in narrative and documentary genres as well as experimental videos and art films. Using a wide variety of tools, students will gain experience in cinematography, non-linear video editing, and sound production while also expanding their understanding of the histories, practices and theories of filmmaking.

## ART 113: Digital Arts: Still Images

**Credits:**

4



**Degree Requirements:**

F5

An introduction to digital arts, focused on the exploration and production of still images, including but not limited to digital photography, through electronic media.

## ART 114: Digital Art: Moving Images

**Credits:**

4

**Degree Requirements:**

F5, Film Studies Elective

Students will make digital projects, including, but not limited to: narrative, documentary, and experimental filmmaking, and/or animation projects. Cameras and editing software are provided.

## ART 115: Creative Publishing: Zines, Comics, Manifestos and Artist's Books

**Credits:**

4

**Degree Requirements:**

F5

Students in this course will conceptualize, design, print, publish and distribute original zines of their own creation. Students will utilize a variety of analog and digital methods of design, drawing, collage, scanning, photocopying, printing, marketing and distribution. Assignments focus on the creative pipeline for DIY publishing. Students will expand their understanding of the histories, practices and theories of creative publishing as a creative practice.

## ART 151: History of Western Art

**Credits:**

4

**Degree Requirements:**

F3, F5

A survey of Western art from prehistory to the twentieth century. In the first half of the semester emphasis is placed on examining art within the producing cultures of ancient Egypt, the Near East, classical Greece and Rome, the Byzantine world, and medieval Europe. The second half of the semester emphasizes the development and expansion of Renaissance ideals of art, and the reassessment of these ideals in the Nineteenth and Twentieth Centuries. Students will be exposed to the basic methods of art historical analysis as well as the major techniques, artists, movements and objects in the history of Western art. (Course offered every semester.)

## ART 152: Survey of Contemporary Art

**Credits:**

4

**Degree Requirements:**

F3, F5

A comprehensive introduction to European and American art and art criticism since 1940. Movements and sensibilities to be studied include Abstract Expressionism, Pop, Minimal, Feminist, and Neoexpressionism. Themes examined will include modernism and postmodernism, mass culture, art and politics, gender, race, and other markers of identity. Artists include Pollock, Warhol, Spero, Chicago, and Ringgold.

## ART 166: Topics in Studio Art

**Credits:**

4

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

## ART 203: Intermediate Life Study

**Credits:**

4

**Degree Requirements:**

F5

Figure drawing from life.

**Prerequisites:**

[Drawing](#), [Life Study](#), [Painting](#)

## ART 205: Intermediate Painting

**Credits:**

4

Fundamentals of acrylic painting, including its formal and conceptual properties.

**Prerequisites:**

[Painting](#)

## ART 207: Intermediate Sculpture

**Credits:**

4

Emphasis will be on the development of ideas as they relate to traditional and non-traditional approaches to making art. Students will develop skills in modeling, casting, wood working, and alternative media. This course situates students within the contemporary art world and challenges them to articulate thoughts and concepts through the art making process.

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 four credits. A studio fee may be required for studio courses to cover the expense of materials and equipment.

**Prerequisites:**

[Sculpture](#)

## ART 209: Art and Architecture of the Ancient Near East and Egypt

**Credits:**

4

**Degree Requirements:**

F5, Ancient Studies Elective

This course explores the art and architecture of the ancient Near East and Egypt. The chronological survey will examine the materials, techniques, categories of artifacts and conventions (of both form and subject matter) of these two cultures with a significant emphasis on the social, political, and religious contexts in which they were created. The rediscovery and study of these cultures in the 19th and 20th centuries and museological issues related to this material will also be discussed. Students will approach ancient cultures through the eyes of art historians, archaeologists, and anthropologists. (Course offered in alternate years; scheduled for 2016.)

**Prerequisites:**[History of Western Art](#)

## ART 212: Introduction to Performance Art: Making Everyday Actions Extraordinary

**Credits:**

4

In 1973, Mierle Ukeles was invited to exhibit her art at the Wadsworth Athenium Museum. Her exhibition consisted of cleaning and maintaining the building, including a grueling 8 hours spent washing its front steps. In 1990, Rirkrit Tiravanija cooked and served curry in a commercial gallery in New York. The meal was free for anyone who wanted it. In 2010, Marina Abramović sat silently in the lobby of the Museum of Modern Art for 736 hours. Visitors waited in line for hours, some camping out for days, to sit in a chair across from her and look into her eyes. How can simple actions like cleaning a staircase, cooking and serving food, or sitting across from a stranger be considered art? In this class we'll explore the ways in which carefully considered interactions with other people, objects, and spaces can become extraordinary experiences. We'll focus on everyday activities and examine how actions like recontextualizing, scripting, and repeating these activities can shift our understanding and impact an audience. We'll read about and recreate significant performances from the 1960's - today, and work individually and collaboratively to produce original works of performance art. No prior performance experience is necessary.

## ART 213: Digital Art: Intermediate Projects

**Credits:**

4

**Degree Requirements:**

Film Studies

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests. Students can work with either still or moving images.

**Prerequisites:**[Digital Arts: Still Images](#), [Digital Art: Moving Images](#)

## ART 216: 3D Animation and Virtual Realities

**Credits:**

4

**Degree Requirements:**

F5

This course will offer students the opportunity to build virtual realities. Utilizing software such as Autodesk Maya, students will 3D model objects, architecture, characters and environments to create original animations of their own design. Students will expand their understanding of the histories, theories and practices of 3D animation.

## ART 218: Greek Art and Architecture

**Credits:**

4

**Degree Requirements:**

F5, Ancient Studies Elective

This course evaluates the visual culture and archaeological remains of the Greek lands from the “Bronze Age” to the end of the Hellenistic period. In this course, we not only examine the visual characteristics of the architecture, painting, and sculpture of ancient Greece, but also interpret those characteristics within their historical and cultural context. We study the major religious, funerary, and social rituals of the ancient Greeks and how the archaeological remains inform us of those activities. (Course offered in alternate years; scheduled for 2017/2018.)

**Prerequisites:**[History of Western Art](#)

## ART 219: Roman Art and Architecture

**Credits:**

4

**Degree Requirements:**

F5, Ancient Studies Elective

This course is a chronological introduction to the art, architecture, and archaeology of the ancient Roman world from the Republic to the time of Constantine. We will investigate what the Romans themselves considered “art” to be and how to historically contextualize the variety of Roman visual culture, including not only sculpture and architecture, but also fresco painting, coins, gemstones, and urban infrastructure and design. Other topics to be considered include the propagandistic and ideological use of visual culture by Roman emperors, issues of gender and class in private patronage, domestic architecture, funerary art, and the art of the Roman provinces. (Course offered in alternate years; scheduled for 2017/2018.)

**Prerequisites:**[History of Western Art](#)

## ART 220: Classical Archaeology

**Credits:**

4

**Degree Requirements:**

F3, F5, Ancient Studies Elective

This course will address the material remains of the ancient Mediterranean, including Mesopotamia, Egypt, the Aegean, Greece, Etruria, and Rome. By examining the history of the rediscovery of the classical world we will come to understand “How do we know what we know about antiquity?” through the personalities and methodologies of more than two centuries of archaeological practice. We will also study ethical and legal questions related to classical archaeology and the broader question of “Who owns the past?” by looking into case studies of looting, theft, and museological issues. (Course offered in alternate years)

**Prerequisites:**[History of Western Art](#)

## ART 221: Art and Spirituality in the Middle Ages

**Credits:**

4

**Degree Requirements:**

F5, Medieval Through Baroque Elective

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 2016-2017.)

**Prerequisites:**[History of Western Art](#)

## ART 223: Italian Renaissance Art

**Credits:**

4

**Degree Requirements:**

F5, Medieval Through Baroque Elective

This course examines Italian art from about 1300-1580, 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 2017/2018.)

**Prerequisites:**[History of Western Art](#)

## ART 226: Northern Renaissance Art

**Credits:**

4

**Degree Requirements:**

F5, Medieval through Baroque Elective

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from about 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, iconography, 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 for 2016-2017.)

**Prerequisites:**

[History of Western Art](#)

## ART 228: Baroque Painting from Caravaggio to Rembrandt

**Credits:**

4

**Degree Requirements:**

F5, Medieval through Baroque

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 for 2017-2018.)

**Prerequisites:**

[History of Western Art](#)

## ART 234: American Art

**Credits:**

4

**Degree Requirements:**

F5, Modern Art Elective

A thematic examination of art produced in the United States from the colonial period to WWII 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, Stuart Davis, and Frank Lloyd Wright. (Course offered in alternate years; next scheduled for Fall, 2017.)

**Prerequisites:**

[History of Western Art](#)

## ART 241: Modern Art I

**Credits:**

4

**Degree Requirements:**

**F5, Modern Art Elective**

A survey of the major European art movements from about 1760 to 1880. 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, Manet, and Monet. (Course offered in alternate years; next scheduled for Fall 2016.)

**Prerequisites:**

[History of Western Art](#)

**ART 242: Modern Art II****Credits:**

4

**Degree Requirements:**

F2i, F5

A survey of European art from 1880 to 1960. 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, surrealism, and abstract expressionism. (Course offered in alternate years; next scheduled for Spring 2017.)

**Prerequisites:**

[History of Western Art](#)

**ART 245: Guernica and Antiwar Art****Credits:**

4

**Degree Requirements:**

F3, F5, Modern Art Elective

This course investigates how modern artists have opposed war over the past two centuries. It begins with a focus on Pablo Picasso's monumental painting, Guernica, considers the historical precedents from which he drew inspiration, acknowledges the prevalence of war reporting and propaganda in shaping public opinion of combat, and then traces the legacy of his example. Much of the art under consideration was produced in the United States, so the course will provide one perspective on the so-called American Century. In addition to developing the skills of close looking, students will read both primary and secondary sources, as well as critical theory. All of this will help us to consider the efficacy of such art, especially that produced in a democracy. (Course offered in alternate years; next scheduled for Fall 2016.)

**Prerequisites:**

[History of Western Art](#)

**ART 260: Curation in Context: The Art of the Exhibition in Memphis and Beyond****Credits:**

4

**Degree Requirements:**

F11, Modern Art Elective

This course is a one semester class designed to teach students the basics of exhibiting art as well as examining theoretical issues including but not limited to: the mission of a gallery, understanding a gallery's audience, and the role of exhibition spaces in a community. Working with the gallery director students may be involved in: publicizing, preparing and designing of exhibits, proper handling of works of art, hanging, lighting, labels, receptions, security, etc. for all exhibits during the spring semester year. The class is only open to juniors and seniors or with permission of the instructor.

**Prerequisites:**

[History of Western Art](#)

## ART 265: Topics in Art History

**Credits:**

4

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

**Prerequisites:**

[History of Western Art](#)

## ART 266: Intermediate Topics in Studio Art

**Credits:**

4

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

## ART 305: Advanced Painting

**Credits:**

4

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. 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 four credits. A studio fee is required for every studio course to cover the expense of materials and equipment. A 300-level class may be repeated at the 400-level course designation, however, this is reserved for rare instances in which a student is already performing at a graduate school level. Permission of instructor is required.

**Prerequisites:**

[Intermediate Painting](#)

## ART 307: Advanced Sculpture

**Credits:**



4

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. 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 four credits. A studio fee is required for every studio course to cover the expense of materials and equipment. A 300-level class may be repeated at the 400-level course designation, however, this is reserved for rare instances in which a student is already performing at a graduate school level. Permission of instructor is required.

**Prerequisites:**

[Intermediate Sculpture](#)

## ART 313: Digital Art: Advanced Projects

**Credits:**

4

**Degree Requirements:**

Film Studies Elective

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests. Students can work with either still or moving images.

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. 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 four credits. A studio fee is required for every studio course to cover the expense of materials and equipment. A 300-level class may be repeated at the 400-level course designation, however, this is reserved for rare instances in which a student is already performing at a graduate school level. Permission of instructor is required.

**Prerequisites:**

[Digital Art: Intermediate Projects](#)

## ART 330: Feminist Art

**Credits:**

4

**Degree Requirements:**

F3, F5, Modern Art Elective

This course investigates the contributions of feminism to art practices since the 1960s. With primary and secondary documents as our evidence and guide, we will assess the accomplishments and limitations of overtly feminist art. Throughout the semester we will ask why artists embraced the politics of feminism, how this shaped their own practices and perceptions of modernism, and how this now helps us to see the great complexity of modern and contemporary art. Pre-requisites: Art 152 Survey of Contemporary Art, or permission of the instructor. (Course offered in alternate years: next scheduled for Spring 2018)

**Prerequisites:**

Survey of Contemporary Art

## ART 353: Art and Life in Pompeii

**Credits:**

4

**Degree Requirements:**

F5, Ancient Studies Elective

This course will focus on Pompeii and Herculaneum, also addressing material from sites like Stabiae, Boscoreale, Boscotrecase, and Oplontis. We will examine these cities as case studies of archaeology, Roman urbanism, and a particular period of Roman art. We will also consider the impact of the rediscovery of these lost cities on the 19th century world. Previous completion of Art 151 or Art 219 is strongly recommended but not required. (Course offered every third year.)

## ART 356: Michelangelo

**Credits:**

4

**Degree Requirements:**

F5, Medieval through Baroque Elective

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. Either Art History 151 or Art History 223 is strongly recommended but not required. (Course offered every third year; scheduled for 2017- 2018.)

## ART 365: Advanced Topics in Art History

**Credits:**

4

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different.

## ART 366: Advanced Topics in Studio Art

**Credits:**

4

A studio, open to both majors and non-majors, on varying subjects. May be repeated for credit as long as topics are different. Topics courses include landscape painting and figure painting.

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. 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 four credits. A studio fee is required for every studio course to cover the expense of materials and equipment. A 300-level class may be repeated at the 400-level course

designation, however, this is reserved for rare instances in which a student is already performing at a graduate school level. Permission of instructor is required.

## ART 375: Archaeological Field Work in Greece

**Credits:**

4

**Degree Requirements:**

F5, F11

This program is a supervised training course in the methods of Classical archaeology at a controlled excavation and in the relationship between newly discovered artifacts and those in museums. Students will live in Greece and participate as crewmembers in the excavation, registration, restoration, and publication of archaeological objects. They will also study famous art objects and sites in an academic and museum setting, tracing the life history of such an object from discovery to display and publication. Focusing on Crete in the Bronze Age, ca. 3000-1100 BCE, students will have the opportunity to examine the art of the Minoans at first hand.

## ART 399: Tutorial for Honors Candidates

**Credits:**

1

Students interested in reading for honors in the department of Art and Art History 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.

## ART 460: Art/Architectural Internship

**Credits:**

1-4

**Degree Requirements:**

F11

Students are placed with local artists and/or regional galleries, design firms or architectural firms. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

## ART 461: Museum/Gallery Internship

**Credits:**

1-4

**Degree Requirements:**

F11

Fall or Spring. Credits: 1-4. An internship with a gallery or museum with a focus on the visual arts. Prerequisites: Approval of department Chair and offer of placement from an approved gallery or museum. Normally open only to Art majors and minors with junior or senior standing. Students may apply a maximum of four credits towards the Art major or minor.

## ART 485: Senior Seminar

**Credits:**

4

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty. Students are required to propose a fifteen-week program of research, develop a relevant body of work and artist statement, meet weekly for critiques with the instructor, and maintain a digital portfolio of their work. In addition each student will participate in two formal critiques with art faculty and a peer group at midterm and final. This course is only offered in the Fall of Senior year.

## ART 485: Senior Seminar

**Credits:**

4

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. Required of all majors in the art history track. Prerequisites: Art History 151, 152, and at least three 200-level Art History courses.

**Prerequisites:**

[History of Western Art](#), [Survey of Contemporary Art](#)

## ART 486: Senior Thesis

**Credits:**

4

The continuation of the senior seminar in which students further develop and refine creative projects with the approval and guidance of the art faculty. This course culminates in a Thesis Gallery Exhibition. This course is only offered in the Spring of Senior year.

## ART 495: Honors Tutorial

**Credits:**

4

Honors Research/Independent Project for students who are seeking Honors during their senior year of study.

## ART 496: Honors Tutorial

**Credits:**

4

Honors Research/Independent project. For students seeking Honors during their senior year of study.

## ART 833: Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments

**Credits:**

4

The travel–study portion of Track Two includes a month–long tour of the Continent including Paris, Beaune, Rome, Florence, Venice, Ravenna, Nürnberg, Munich, Bruges, Ghent, and concludes in London during the final week of the program. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, 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. Part of the Track Two: Western Europe in the Middle Ages and the Renaissance of the European Studies Program.

## ART 843: Western Europe: Middle Ages and the Renaissance

### **Credits:**

4

This course, in two parts, 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 examples of the objects studied in the course first hand. Part of the Track Two: Western Europe in the Middle Ages and the Renaissance of the European Studies Program.

## Biology

## BIOL 104: Topics in Biology

### **Credits:**

4

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. 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 a course requirement for the major in Biology.

## BIOL 105: Topics in Biology with Laboratory

### **Credits:**

4

### **Degree Requirements:**

F7

Similar to BIOL 104 but includes a laboratory component.

## BIOL 115: Human Anatomy and Physiology I with Lab

### **Credits:**

4

Consortium course at Christian Brothers University. An introduction to human anatomy and physiology designed for and required by some nursing, physical therapy, and physician assistant programs. Often accepted to fulfill Anatomy and/or Physiology requirements at pharmacy programs. This course is not designed or recommended for those seeking acceptance at medical, dental, or veterinary medical schools. This course is taught by and at our cross-town partner, Christian Brothers University. Availability is learned at the start of their semester. Registration requires specific steps. Instructions are available from Dr. Alan Jaslow. Biology 115, 115L will not satisfy a course requirement for the major in Biology

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#), [Foundations of Chemistry](#)

## [BIOL 116: Human Anatomy and Physiology II with Lab](#)

**Credits:**

4

Consortium course at Christian Brothers University. A continuation following Human Anatomy and Physiology I. Same specifics as Biology 115, 115L, listed above.

**Prerequisites:**

[Human Anatomy and Physiology I with Lab](#)

## [BIOL 120: Introduction to Environmental Sciences](#)

**Credits:**

4

**Degree Requirements:**

F7

This course focuses on a scientific understanding of the environment as well as on people's impact upon the natural world. Emphasis is on critical evaluation of environmental issues based on scientific principles. The fundamental ecological principles are the foundations for the students' learning and understanding of, among others, human population dynamics, natural resources, energy sources and their use, and sustainable human systems. Through field-based laboratories, the students learn how to evaluate and quantify the ecosystem services provided by an urban park like Overton Park. During the semester students collect and analyze data to estimate selected ecosystem services such as: climate regulation or carbon dioxide removal, and water purification. Biology 120 will not satisfy a course requirement for the major in Biology.

Sophomore and first-year students only. Junior and senior students may be allowed to enroll with permission from the instructor.

## [BIOL 130: Biology I](#)

**Credits:**

3

**Degree Requirements:**

F7

An examination of the structure and functions of life at the cellular level. Topics include the organization of prokaryotic and eukaryotic cells, the role of proteins in cell structure and metabolism, membrane structure and function, bioenergetics, interactions between a cell and its environment, and the mechanisms of heredity. Biology 130 and 131L are linked co-requisites. Both must be completed successfully for F7 credit.

## BIOL 131: Biology I Lab

**Credits:**

1

**Degree Requirements:**

F7

An introduction to investigative techniques in biology and skills required for the analysis and presentation of scientific findings, with emphasis on topics at the cellular level. Biology 130 and 131L are linked co-requisites. Both must be completed successfully for F7 credit.

## BIOL 140: Biology II

**Credits:**

4

A study of biological principles at the level of organisms and above. This course covers the mechanisms of evolution; plant and animal development, anatomy, and physiology; behavior and ecology. Biology 140 and 141L are linked co-requisites.

**Prerequisites:**

Biology I, Biology I Lab

## BIOL 141: Biology II Lab

**Credits:**

1

**Degree Requirements:**

F7

Continued development of investigative techniques in biology and the skills required for the analysis and presentation of scientific findings, with emphasis on topics at the level of organisms and above. Biology 140 and 141L are linked co-requisites.

**Prerequisites:**

Biology I, Biology I Lab

## BIOL 200: Evolution with Lab

**Credits:**

4, 1

Evolution is the grand unifying idea of biology. This study of the evolutionary process will include discussion of the genetic mechanisms of variation, natural selection, change in populations, speciation, coevolution, hominid evolution and biogeography, as well as applications of evolutionary biology to real-world problems. The history of evolutionary ideas from before Darwin

to the present will also be covered. Laboratories will involve original research design, data analysis, discussion of a many types of literature and presentation of ideas in a variety of formats.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 201: Mycology with Lab

**Credits:**

4, 1

The study of life's "fifth kingdom": the fungi. Even though they share an equal evolutionary standing with plants and animals, to most people fungi are amongst the most mysterious and least understood of nature's inhabitants. Just what is a fungus anyway? Where do fungi 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. Laboratory work includes methods for isolating and identifying fungi from nature, methods of genetic analysis, and methods for producing commercial products like tempeh and beer. (Course normally offered in alternate years; anticipated for 2017-2018.)

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 202: Vertebrate Life

**Credits:**

4

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. (Course normally offered every two to three years.)

**Prerequisites:**

[Biology II](#), [Biology II Lab](#)

## BIOL 204: Mechanisms of Development

**Credits:**

4, 1

Development is the process by which a multi-cellular organism constructs itself from a single egg cell. This course examines the cellular and genetic mechanisms required for pattern formation, differentiation, morphogenesis and other events that shape the organism during development. These phenomena will be explored in the context of evolution and medical applications. Modern experimental approaches and current models will be emphasized.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 207: Animal Behavior with Lab



**Credits:**

4, 1

**Degree Requirements:**

F11

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.

Biology 200 recommended. Math 111 or equivalent suggested.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 209: Embryology

**Credits:**

4

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. Class meetings will be predominantly lecture with some laboratory work. (Course normally offered every two to three years.)

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 212: Environmental Issues in Southern Africa

**Credits:**

4

An interdisciplinary examination of the environmental issues of a region of the world famous for its captivating scenery, immense richness and dire scarcity of natural resources, and cultural diversity of its people. Special attention will be devoted to the role of parks and community-based conservation projects in achieving a balance between people's needs and wildlife conservation. By itself, this course satisfies an upper-level requirement for the Biology major; when combined with Biology 214, the two courses together satisfy a requirement for one upper-level course with laboratory. (Course offered pending student demand; anticipated in 2018-2019.)

Pre-requisites: Biology 130/131, Biology 140/141, or Biology 120 and Chemistry 120/125

## BIOL 214: Environmental Field Study in Namibia

**Credits:**

4

**Degree Requirements:**

F11

An in-country exploration of the major environmental issues of Namibia, one of the world's most arid and most beautiful countries. Students will spend three weeks in the region, visiting different ecosystems, such as the Namib Desert, dry thornveld savannas, and the Kalahari sands. They will meet with indigenous people, NGOs, and governmental officers involved in local environmental issues. Elephant and cheetah tracking can be part of the educational experience during this field study trip. This course emphasizes critical thinking and interdisciplinary learning and is meant to challenge students' world-view to enable them to increase their awareness and knowledge of our global society. (Course offered pending student demand; anticipated in 2018-2019.)

**Prerequisites:**

[Environmental Issues in Southern Africa](#)

## BIOL 253: Plant Genetics and Diversity

**Credits:**

4, 1

**Degree Requirements:**

F11

This course will showcase the dynamic inner workings and rich evolutionary history of the plant kingdom. Topics to be covered include the genetics underlying morphological form and function, plant responses and adaptations to the environment, the biomechanics of plant anatomy and physiology, evolutionary history, taxonomic diversity, and interactions between people & plants. Examples of laboratory activities include characterizing the genetics behind environmental responses, looking at hormonal pathways with transgenic plants, and learning to identify the rich diversity of plants in our Memphis area. Students will interface with different organizations in Memphis, improving our understanding of local plant diversity and helping others to better understand the importance of plants. (Course normally offered in alternate years; anticipated for 2018-2019.)

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 280: Microbial Methods in Ecology

**Credits:**

4

This course is offered at the Semester in Environmental Science (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. Students accepted into the SES Program will take this course.

The microbiology techniques commonly used to study microbes affecting human health are often ineffective for the study of microbes in natural ecosystems. Lectures in this course will present the scientific rationale behind a number of methods used by microbial ecologists. In the laboratory, students will work with the latest techniques to measure microbial biomass, activity, extracellular enzymes, biogeochemistry and species diversity. These methods include epifluorescence microscopy, radioisotopic tracers for bacterial production, fluorescent substrates, hydrogen sulfide and methane production, and molecular probes for classes of bacteria. Students may use these techniques in concurrent independent research projects. This course is an elective offered to

students who enroll in the Semester in Environmental Science (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts.

Students who participate in the SES Program may count ENVS 260 and ENVS 270 as two upper-level courses with labs towards the Biology major (subject to the limit that no more than two courses outside of the Rhodes Biology program may be applied to the major), but BIOL 280 will count only as elective credits in Biology (this course **may not** count as one of the six upper-level Biology courses required for the major).

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 301: Microbiology with Lab

**Credits:**

4, 1

The study of microorganisms from the perspectives of molecular biology, metabolism, physiology, genetics, evolution and ecology. Principal emphasis will be placed on prokaryotic microorganisms (the bacteria and archaea) and the importance of their metabolic strategies and physiology in defining the roles that they play in nature including, though not limited to, the ability of pathogenic microorganisms to survive in a host and cause disease. The laboratory emphasizes the development of skills in isolation and characterization of bacteria.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 303: Genetics

**Credits:**

4

The study of the transmission of genetic factors in humans and eukaryotic model systems. Principal emphasis will be placed on the analysis of heredity, genes as functional units, and phenotypes resulting from regulated gene expression. Students who already have credit for Biology 304/304L may not earn credit for Biology 303. (Course normally offered every two to three years.)

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 304: Genetics with Lab

**Credits:**

4, 1

The study of the transmission of genetic factors in humans and eukaryotic model systems. Principal emphasis will be placed on the analysis of heredity, genes as functional units, and phenotypes resulting from regulated gene expression. Laboratory exercises include experimental genetic screens, genomic approaches and their analysis. Students who already have credit for Biology 303 may not earn credit for Biology 304/304L.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 307: Cell Biology

**Credits:**

4

An advanced treatment of the structure and function of eukaryotic cells. Major emphasis will be placed upon the roles played by biological membranes in cell nutrition and energy transduction; on processes of signal transduction; on the roles of the cytoskeleton in cell structure, motility, and reproduction; on mechanisms that regulate the cell cycle and cell death; and on mechanisms that regulate intracellular trafficking. Optional laboratory credit is available by taking BMB 310 (see Biochemistry and Molecular Biology program under Interdisciplinary Study).

**Prerequisites:**

[Biology I](#), [Biology I Lab](#)

## BIOL 315: Ecology with Lab

**Credits:**

4, 1

A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions that determine the distribution and abundance of organisms. The laboratory component consists of both on-campus laboratory work and intensive field experiences including at least one overnight outing. Students with organismal and environmental interests desiring a field component are encouraged to participate. Occasional Saturday and weekend field trips are required.

Prerequisites: [Biology 130/131](#), [Biology 140/141](#) or [Biology 120](#) and [Chemistry 120/125](#)

## BIOL 320: Conservation Biology with Lab

**Credits:**

4, 1

An interdisciplinary examination of the science of conservation of biological diversity at gene, population, species, and ecosystem levels. Learning the theories and practice of conservation biology and critically evaluating strategies adopted to prevent loss of biodiversity are the main objectives of this course. Laboratories and field work are designed to make the students familiar with research methods and tools used by conservation biologists.

Prerequisites: [Biology 130/131](#), [Biology 140/141](#) or [Biology 120](#) and [Chemistry 120/125](#)

## BIOL 325: Molecular Biology with Lab

**Credits:**

4, 1

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 such as isolation of DNA, gel electrophoresis, recombinant DNA cloning, and DNA sequencing within the context of specific projects.

**Prerequisites:**

Biology I, Biology I Lab

## BIOL 330: Virology/Immunology

**Credits:**

4

A course examining the fundamental facts and concepts of the fields of both Virology and Immunology. The Virology component, approximately one quarter of the course, introduces the key features of viral structure, function, pathogenesis and epidemiology in the context of example viruses that cause significant human disease. The Immunology component of this course examines the components of the vertebrate immune system and how they interact to defend the organism against pathogens, how a dysfunctional immune system can cause disease, and how knowledge of the immune system can be applied in areas such as transplant medicine and the immunotherapy of cancer.

**Prerequisites:**

Biology I, Biology I Lab, Biology II, Biology II Lab

## BIOL 340: Animal Physiology with Lab

**Credits:**

4, 1

A study of the various systems of animal physiology (e.g., muscular, nervous, endocrine, cardiac, digestive, respiratory, renal). These themes will be covered in an integrative manner that includes analysis at molecular, cellular, systems, and organismal levels. An emphasis will be placed on the maintenance of homeostasis. Furthermore, a comparative approach will be taken to emphasize not only how the human body functions, but also how various animals have evolved similar physiological endpoints that can be compared in their structure and functional efficacy to the human body. Such an approach will allow an understanding of how physiology functions, what are its constraints and specializations, what aspects of physiology are integral to sustaining life, etc. Laboratory investigations will include studies of vertebrate muscle physiology and biochemistry and regulation of vertebrate cardiac activity, blood pressure and respiration. Laboratory experiments will involve the careful and humane use of live vertebrates as research models. Laboratories are scheduled for 4 to 5 hours each week.

**Prerequisites:**

Biology I, Biology I Lab, Biology II, Biology II Lab

## BIOL 345: Ornithology with Lab

**Credits:**

4, 1

A field-based course examining how the study of birds has informed our understanding of the natural world. Topics include the ecology, conservation, behavior, biogeography, and evolution of

birds. Labs provide hands-on experience with avian research methods, focusing especially on survey techniques and identification of local species. A strong emphasis is placed on experiencing local avifauna in their natural habitats through field trips, and students will spend considerable time in the field observing the natural history of birds. Occasional Saturday and weekend field trips are required. (Course normally offered every two to three years.)

Prerequisites: Biology 130/131, Biology 140/141 or Biology 120 and Chemistry 120/125

## BIOL 350: Comparative Vertebrate Morphology with Lab

### Credits:

4, 1

A comparative approach to the study of vertebrate anatomy, emphasizing evolution, development, and functional significance. This course focuses on understanding human anatomy through the examination of morphological patterns shared by vertebrates. Laboratories will involve dissection of representative vertebrates, with a focus on mammals. Two lecture sessions and not less than 4 hours of laboratory/practicum per week.

### Prerequisites:

Biology II, Biology II Lab

## BIOL 360: Histology with Lab

### Credits:

4, 1

A study of the anatomy and physiology of animal cells, tissues and organs at the microscopic level. 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 I, Biology I Lab, Biology II, Biology II Lab

## BIOL 365: Advanced Topics in Biology

### Credits:

4, or 4, 1

Introduction to selected advanced biology topics. Topics vary with instructor. May be repeated for credit when topics differ. Course offering may or may not have a laboratory credit associated with the class. Not offered every year. Course may include the equivalent of 3 hours of laboratory each week.

(Biology 120 and Chemistry 120 may serve as prerequisites for some offerings when used to satisfy Environmental Science major requirements. Consult the professor offering the course.)

### Prerequisites:

Biology I, Biology I Lab, Biology II, Biology II Lab

## BIOL 375: Neuroendocrinology with Lab

**Credits:**

4, 1

An exploration of reciprocal interactions between the nervous and endocrine systems: how the brain regulates endocrine homeostasis, and how developmental and daily/seasonal changes in hormone levels bring about changes in neural structure and function. These themes will be covered in an integrative manner that includes analysis at molecular, cellular, systems, and organismal levels. Topics will include hormone and receptor structure-function relationships, pharmacology, neuroendocrine techniques, neuroendocrine systems, gonadal hormones and sex differences during development and adulthood, the neuroendocrine regulation of social behaviors, and the hippocampal-hypothalamic-pituitary-adrenal stress axis. Laboratory experiments will involve the careful and humane use of vertebrates as research models. Laboratory topics will include behavioral assays, neuroanatomy, hormone analyses, brain tissue histology, brain tissue immunohistochemistry, and microscopy. Laboratories are scheduled for 4 hours each week.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 376: Molecular and Cellular Neuroscience with Lab

**Credits:**

4, 1

An exploration of the unique cell biology and physiology of neurons. Students will learn how neurons grow and maintain highly specialized structures such as dendrites and axons, and then use them to send, receive, and process information. Course topics will include the cortical histogenesis, the neuronal cytoskeleton and axonal transport, passive cable theory, action potential generation and propagation, synaptic transmission, dendritic integration, and synaptic plasticity. The laboratory component of this course will reinforce lecture topics through a combination of electronic modeling, compartmental modeling using morphologically realistic neuronal models, and experimentation using acute brain slice preparations. Laboratory topics include electrical models of the neuronal membrane and dendrites, compartmental modeling using morphologically realistic model neurons, the resting membrane potential, the population spike and I/O curves, excitatory synaptic transmission (the field EPSP), inhibitory synaptic transmission, and synaptic plasticity.

**Prerequisites:**

[Biology I](#), [Biology I Lab](#), [Biology II](#), [Biology II Lab](#)

## BIOL 380: Topics in Biomedical Science

**Credits:**

4

A topical exploration of the connection between basic biomedical science and its clinical significance. Four topics are covered during the semester. Each topic is taught by a St. Jude Children's Research Hospital post-doctoral fellow; a Rhodes faculty member directs the course. Each topic consists of a presentation of pertinent background information on basic scientific

principles, reading and discussion of secondary and primary literature within the research area of the post-doctoral fellow, and discussion of potential clinical significance of the research.

**Prerequisites:**

Biology I, Biology I Lab, Biology II, Biology II Lab

## BIOL 451: Research in Biology

**Credits:**

1-4

Qualified students may conduct original laboratory or field research in biology. A student may use four credits of research or a combination of two credits from BMB 310 combined with research credit to total four credits to satisfy one of the upper level requirements in Biology. Students may earn a maximum of four credits of BIOL 451 plus 452. Interested students should consult the appropriate Biology faculty member. At least three hours per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

## BIOL 452: Research in Biology

**Credits:**

1-4

Qualified students may conduct original laboratory or field research in biology. A student may use four credits of research or a combination of two credits from BMB 310 combined with research credit to total four credits to satisfy one of the upper level requirements in Biology. Students may earn a maximum of four credits of BIOL 451 plus 452. Interested students should consult the appropriate Biology faculty member. At least three hours per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

## BIOL 453: Advanced Research in Biology

**Credits:**

1-4

Qualified students may continue original laboratory or field research in biology past the four credits gained in BIOL 451 and 452. BIOL 453 credits may not be used to satisfy upper level course requirements. Interested students should consult the appropriate Biology faculty member. At least three hours per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

## BIOL 460: Internship in Biology

**Credits:**

3-4

**Degree Requirements:**

F11

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 a



written report due at the end of the internship. No more than 4 credits per semester for no more than two semesters; at least three hours involvement per week per credit. Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.

## BIOL 461: Internship in Biology

### **Credits:**

1-2

Similar to BIOL 460, but does not require a written report and does not fulfill the F11 degree requirement.

## BIOL 485: Senior Seminar

### **Credits:**

4

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.

## BIOL 486: Senior Seminar

### **Credits:**

4

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.

## BIOL 495: Honors Tutorial

### **Credits:**

4-6

Open to candidates for Honors in Biology. Includes supervised honors research in a biological field of study. General information may be found in the Catalogue under the Honors Program (<http://catalog.rhodes.edu/catalog/opportunities-individualized-study>). Contact the Department Chair for additional information related specifically to Honors in Biology.

## BIOL 496: Honors Tutorial

### **Credits:**

4-6

Open to candidates for Honors in Biology. Includes supervised honors research in a biological field of study. General information may be found in the Catalogue under the Honors Program (<http://catalog.rhodes.edu/catalog/opportunities-individualized-study>). Contact the Department Chair for additional information related specifically to Honors in Biology.

## Biochemistry and Molecular Bio

## BMB 310: Methods in Biochemistry and Cell Biology

**Credits:**

4

This course provides instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Students will gain practical laboratory experience in procedures including chromatographic separation of proteins, spectrophotometric protein assays, kinetic characterization of enzymes, polyacrylamide gel electrophoresis, antibody production, enzyme-linked immunosorbent assays (ELISA), immunoblotting, and fluorescence microscopy. Additional experience will be gained in the practical application of computer-based bioinformatics tools for characterizing proteins based on their amino acid or gene sequences, as well as on mass-spectrometric analysis of peptide fragment fingerprints. 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.

**Prerequisites:**

[Foundations of Chemistry](#), [First Year Chemistry Laboratory](#), [Organic Chemistry I](#), [Biology I](#), [Biology I Lab](#)

## BMB 451: Research in Biochemistry and Molecular Biology

**Credits:**

1-4

Qualified students may conduct original laboratory research in biochemistry and molecular biology. A student may use four credit hours of research to satisfy one of the upper level requirements in Biochemistry and Molecular Biology. Interested students should consult a Biochemistry and Molecular Biology committee member. Prerequisites: the permission of a sponsoring faculty member and the Biochemistry and Molecular Biology committee. At least three hours of lab work per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

## BMB 452: Research in Biochemistry and Molecular Biology

**Credits:**

1-4

Qualified students may conduct original laboratory research in biochemistry and molecular biology. A student may use four credit hours of research to satisfy one of the upper level requirements in Biochemistry and Molecular Biology. Interested students should consult a Biochemistry and Molecular Biology committee member. Prerequisites: the permission of a sponsoring faculty member and the Biochemistry and Molecular Biology committee. At least three hours of lab work per week per credit, weekly conferences with faculty sponsor, written report at the end of the semester.

## BMB 460: Internship

**Credits:**

1-4

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 biochemical and molecular biological sciences, such as in bioinformatics and biotechnology. 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 4 credits per semester for no more than two semesters. Pass/Fail credit only. This course does not satisfy an upper level course requirement for the major.

## BMB 485: Senior Seminar

**Credits:**

4

All Biochemistry and Molecular 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 Biochemistry and Molecular Biology, requiring both oral and written work.

## BMB 486: Senior Seminar

**Credits:**

4

All Biochemistry and Molecular 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 Biochemistry and Molecular Biology, requiring both oral and written work.

## BMB 495: Honors Tutorial

**Credits:**

4-8

Open to candidates for honors in Biochemistry and Molecular Biology. Includes supervised honors research and instruction in an appropriate field of study. Prerequisites: Permission of the Biochemistry and Molecular Biology Committee and Minimum GPA of 3.5.

## BMB 496: Honors Tutorial

**Credits:**

4-8

Open to candidates for honors in Biochemistry and Molecular Biology. Includes supervised honors research and instruction in an appropriate field of study. Prerequisites: Permission of the Biochemistry and Molecular Biology Committee and Minimum GPA of 3.5.

## Business

### BUS 125: Introduction to Entrepreneurship

**Credits:**

4

This course introduces student of diverse majors to an alternative future where they may achieve financial independence and security for themselves; while also contributing to the economic well-being of the community. Students will explore start-up and small business issues and develop some of the skills needed to: evaluate the potential for success of ideas; determine resources needed and methods to acquire them; communicate those ideas in a convincing manner; implement ideas into a working enterprise; understand and deal with pitfalls; and manage and grow the resulting enterprise. Rhodes College is an incubator of ideas where students have been instilled with a passion for their major fields while building a level of expertise in them. This course will enable students to look at their diverse expertise and passions through the different perspective of turning ideas into enterprises. Class discussions will be exploratory in nature; introducing a number of business skills needed by entrepreneurs. Students will make several presentations of their venture ideas, write and present feasibility studies/business plans, and discuss small business and start-up firm cases. There may also be some participation in the course by the entrepreneurial community. This course is open to students of all majors.

### BUS 241: Financial Accounting

**Credits:**

4

Principles of financial accounting that 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 accounting concepts, how to record transactions for the three legal forms of business organizations, and how to prepare financial statements.

### BUS 243: Cost Accounting

**Credits:**

4

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:**[Financial Accounting](#)

## BUS 246: Law of Basic Commercial Transactions

**Credits:**

4

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. (Not scheduled for 2016-2017)

## BUS 265: Topics in Business

**Credits:**

1-4

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

**Prerequisites:**[Introduction to Economics](#)

## BUS 280: Personal Financial Management

**Credits:**

4

This course focuses on the development of a working knowledge of basic tools that guide the student in the acquisition of sound personal financial discipline at the individual level. The course approaches this objective assuming that the student has little or no background in the issues or tools relating to the management of one's financial resources, with a focus on the development and appropriate implementation of a personal budget; the management of individual credit exposure and issues surrounding the borrowing and repayment of money; an analysis of investment alternatives and vehicles, and risks typically associated therewith; the impact of personal income taxes on decision making where multiple financial alternatives exist. Particular nuances of stock, bond, mutual fund, and ETF investment alternatives are explored, as well as the structural aspects of tax-deferred savings opportunities (including 401(K) and IRA vehicles.) The protection of wealth through the use of insurance and other risk management techniques is also emphasized. (Not scheduled for 2016-2017)

Not open to first-year students or to Business or Economics/Business majors.

## BUS 282: Influence of Catalan Culture on Conducting International Business

**Credits:**

4

**Degree Requirements:**

F9, F11

This course raises awareness about the influence of regional and local culture on business activities. Students will analyze key elements of the Catalan culture through readings from traditional Catalan literature and scholarly articles that focus on identifying cultural dimensions and their effect on business. The students will use these readings to analyze everyday experiences during their three-week program in Barcelona. Through the students' reflections on their exposure to the Catalan culture, they will compare and contrast the local culture with their own and explore the impact of those differences on living, working, competing in athletic events and conducting business abroad.

## BUS 283: Introduction to International Business Cases

**Credits:**

4

**Degree Requirements:**

F11

Course is a combination of lectures, case discussion, and site visits. Lectures by Rhodes and University of Antwerp faculty as well as European Union officials on international business including strategy, finance, marketing and management within the context of the European Union will form the basis for class discussion of business cases. Following work on business cases, students will visit business sites for discussion of the businesses' strategies and performances with firm officials. The course is offered in Antwerp, Belgium. Cases and site visits will vary from year to year. Business 283 is not open to students who have completed any prerequisites for Business 483. By application and acceptance to the program only. (Same as International Studies 283.)

## BUS 300: Career Focus

**Credits:**

1

Open only to Business majors and sophomore students fully intending to declare a major in Business. The course focuses on assignments that will assist in focusing on career direction and choice. Course requirements include producing a resume and mandatory attendance at specified guest speaker lectures. The resume and lecture attendance may be used as the required essay for major declaration.

Sophomore, junior, or senior status. Students who have completed BUS 460 may not enroll.

## BUS 341: Intermediate Accounting Theory I

**Credits:**

4

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.

**Prerequisites:**

[Financial Accounting](#), [Introduction to Economics](#), [Cost Accounting](#)

## BUS 342: Intermediate Accounting Theory II

**Credits:**

4

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.

**Prerequisites:**

[Intermediate Accounting Theory I](#)

## BUS 345: Federal Income Tax

**Credits:**

4

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:**

[Financial Accounting](#), [Introduction to Economics](#)

## BUS 351: Corporate Financial Management

**Credits:**

4

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: Cost Accounting, Introduction to Economics, and Statistical Analysis for Economics and Business or Introduction to Applied Statistics

**Prerequisites:**

[Cost Accounting](#), [Introduction to Economics](#), [Statistical Analysis for Economics and Business](#), [Introduction to Applied Statistics](#)

## BUS 361: Management of Organizations

**Credits:**

4  
Focuses on evidence-based management to separate useful from useless management practices. Initially, the course introduces scientific principles as an analytic framework for evaluating management theories about people at work, especially theories about work motivation, leadership and job design. Later, the course focus shifts to the topic of organizational design and the management of firms in an ever-changing business and competitive environment. This subject identifies structures and processes for managing within the everchanging environments organizations face. Students acquire experiences in applying scientific analyses to real-world situations by analyzing cases and through research projects.

Prerequisites: Introduction to Economics; Cost Accounting; and Statistical Analysis for Economics and Business or Introduction to Applied Statistics or Statistical Methods

**Prerequisites:**

[Statistical Analysis for Economics and Business](#), [Introduction to Applied Statistics](#), [Statistical Methods](#), [Cost Accounting](#)

## BUS 371: Marketing Management

**Credits:**

4  
An introduction to the study of marketing as a value adding exchange process. The theoretical underpinnings of how businesses add value to consumers and collaborators is examined. Topics



covered include the marketing process, buyers and markets, identifying market opportunities and satisfying them through managing pricing, products, services, communications and channels.

**Prerequisites:**

[Introduction to Economics](#), [Cost Accounting](#), [Statistical Analysis for Economics and Business](#)

## BUS 448: Auditing

**Credits:**

4

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics.

**Prerequisites:**

[Intermediate Accounting Theory II](#)

## BUS 452: Cases in Managerial Finance

**Credits:**

4

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.

Financial theories are reexamined in conjunction with their related cases. Case topics include financing current operations, long-term financing, investment decisions, signaling with dividend and debt policies, and mergers and acquisitions. Contemporary corporate financial issues are examined, as well as financial ethics. Extensive creation of computerized financial spreadsheets. Students are organized into teams for case preparation.

**Prerequisites:**

[Corporate Financial Management](#)

## BUS 454: International Financial Management/Capital Markets

**Credits:**

4

Introduction to the environment of international financial management and aspects of capital markets, including the international monetary system, balance of payments, parity conditions in the foreign exchange market and selected investment topics. Presentation of foreign exchange markets, domestic and international investment analysis, domestic and 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.

**Prerequisites:**

[Corporate Financial Management](#)

## BUS 460: Internship/Professional Development

**Credits:**

4

Open only to Business majors, the internship program provides an experiential approach to the learning process and affords 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 interests and compatible with the goals and interests of the sponsoring organization. A major focus of the course is teaching students better interview skills and how to improve their written and verbal communication techniques all within a context of the student becoming more professional as he/she approaches obtaining a job, and how better to conduct themselves on the job. Internships are available to junior and senior Business majors. Arrangements for internships are made the semester prior to the actual experience. No more than 8 internship credits may be allowed to count toward the credits required for graduation.

**Prerequisites:**

[Intermediate Accounting Theory I](#), [Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management](#)

## BUS 461: Internship

**Credits:**

1

This internship course provides an experiential approach to the learning process and affords Business majors the opportunity to work in both business and nonprofit organizations for academic credit. Students are encouraged to explore areas of possible career interest through internships. Students must have the approval of and coordinate with a designated Professor in the Department of Business on an internship that exposes the student to meaningful aspects of a career in business. The Career

Services Office will also coordinate the internship choice. There are requirements for both the sponsoring organization and for the student. The student must submit a resume, an application, have an interview arranged an interview with the on-site supervisor, and prepare an essay summarizing the experience, all as directed by the supervising Professor. This internship program is limited to Business majors and is available only for non-paid internships. Course may be repeated for credit, but no more than eight credits may be counted toward graduation.

**Prerequisites:**

[Internship/Professional Development](#)

## BUS 463: International Management

**Credits:**

4

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.

**Prerequisites:**

[Management of Organizations](#)

## BUS 464: Entrepreneurship

**Credits:**

4

The course will start with a brief recap of the development of the current theories of entrepreneurship, and a discussion of the value of those theories using some actual examples in the form of scenarios and case studies. The participants will practice techniques related to the critical analysis of novel business opportunities in terms of market conditions, product/service value, existing and potential competition, design of operations, and the availability of critical resources. There will be several formal and informal presentations which will be given in the context of an entrepreneur making a pitch to potential investors. Development of detailed business plans will be a major deliverable in the course, including entry strategies, human resource/management considerations, legal and financial issues, pricing, promotion, and implementation plans. Cash flow and forecasting the first 3-5 years and discussion of some challenges to be anticipated in those early years will also be expected. Before the course starts, students will be required to present and gain instructor approval of a proposal for a business opportunity personally to explore during the semester. (Not scheduled for 2016-2017)

**Prerequisites:**

[Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management](#)

## BUS 465: Advanced Topics in Business

**Credits:**

4

Content of course varies with instructor. The course may be repeated as long as topics covered are different.

## BUS 466: Personnel and Human Resource Management

**Credits:**

4

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 that focuses on the relationship between work attitudes and work behavior is required.

Prerequisites: [Management of Organizations](#) and [Statistical Methods for Economics and Business](#) or [Introduction to Applied Statistics](#), or [Statistical Methods](#)

**Prerequisites:**

[Management of Organizations](#), [Statistical Analysis for Economics and Business](#), [Introduction to Applied Statistics](#) , [Statistical Methods](#)

## BUS 467: Diversity and Inclusion in the Workplace

**Credits:**

4

An exploration of how organizations can create a more inclusive corporate climate, which will allow them to learn from and enhance the potential of employees from all backgrounds. Discussions and assignments will examine research on and practical solutions for management of global and diverse workforces. The course will begin with research on the development of personal stereotypes as well as systemic discrimination in society, and will progress into specific human resources policies and decisions affecting employees at various stages of their careers. The course will end with an examination of organizational cultures and the development of inclusive workplaces.

**Prerequisites:**

[Management of Organizations](#)

## BUS 472: Cases in Strategy and Marketing

**Credits:**

4

This course focuses on decision making through use of principles, frameworks and theories from strategy and marketing, along with quantitative and qualitative techniques. Topics covered in the cases include competitive and growth strategies, customer acquisition, retention, and management; product, innovation and brand management; offline and online channel management; and technology management strategies. The course emphasizes metrics and measurement for real-world decision making, primarily in dynamic industries. Some sections will utilize a computer simulation.

**Prerequisites:**

[Marketing Management](#)

## BUS 473: International Marketing

**Credits:**

4

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.

**Prerequisites:**

[Marketing Management](#)

## BUS 474: Services Marketing

**Credits:**

4

Services Marketing is the management of customer experiences. Hospitals, executive training firms, movie theaters, universities, law firms, non-profit agencies, insurance agencies, restaurants, ad agencies, hotels, recruiting firms, etc. (i.e., both consumer and business-to-business firms) are examples of service businesses. However, all businesses have some component of service to them. The main objective of the course is to understand the nature of services and discuss ways in which services can streamline operations and improve productivity and profitability through examination of the customer service experience and establishing the relationship between customer value and sustainable competitive advantage. There will be case assignments and presentations to

enhance in-class learning experience.

A major team project will be conducted to help a local business to analyze the customer service experience and provide a series of strategic marketing suggestions for the management.

**Prerequisites:**

[Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management](#)

## BUS 481: Business Ethics and Social Responsibility

**Credits:**

4

An exploration of the ethical and social issues facing business leaders today. Students will gain a basic understanding of philosophical ethical theories and begin to apply them to a variety of business cases and ethical dilemmas, using critical thinking skills and reputable research to examine issues from multiple perspectives. Students will learn how to recognize ethical dilemmas, examine the consequences of various decisions, and be able to develop and defend arguments for the business decisions that they make.

**Prerequisites:**

[Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management](#)

## BUS 482: Influence of Catalan Culture on Conducting International Business: Advanced Applications

**Credits:**

4

**Degree Requirements:**

F9, F11

This course raises awareness about the influence of regional and local culture on business activities. Students will analyze key elements of the Catalan culture through readings from traditional Catalan literature and scholarly articles that focus on identifying cultural dimensions and their effect on business. The students will use these readings to analyze everyday experiences during their three-week program in Barcelona. Through the students' reflections on their exposure to the Catalan culture, they will compare and contrast the local culture with their own and explore the impact of those differences on living, working, competing in athletic events and conducting business abroad. Students will apply the knowledge gained from their exploration of Catalan culture to the functional area(s) of business they have completed in their 300-level business course(s).

## BUS 483: Advanced International Business Cases

**Credits:**

4

**Degree Requirements:**

F11

The course is a combination of lectures, case analyses, and site visits. Lectures by Rhodes and University of Antwerp faculty as well as European Union officials on international business including strategy, finance, marketing and management within the context of the European Union will form the basis for written case analyses and oral presentations. Following case completion, students will visit business sites for discussion of the businesses' strategies and performances with firm officials. Students enrolled in this course will be required to complete detailed and sophisticated case analyses drawing upon prerequisite course work as well as course lectures. The course is offered in Antwerp, Belgium. Cases and site visits will vary from year to year. BUS 483 may be used as one of the two required electives for a business or economics/business major. Open only by application and acceptance to the program.

**Prerequisites:**

[Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management](#)

**BUS 486: Senior Seminar in Business****Credits:**

4

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. 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. Pedagogy includes computerized case studies in business and team teaching. Students are organized into teams for case preparation and presentation, and will be required to present their analyses orally and in writing and to respond to analyses of other students.

Prerequisites: Senior Status; [Corporate Financial Management](#), [Management of Organizations](#), [Marketing Management I](#), Completion of at least two of the upper level business electives from two different areas as required for a major in Business, or permission of the Department Chair.

**BUS 552: Cases in Managerial Finance****Credits:**

4

Same as Business 452 with additional requirements for graduate credit.

**Prerequisites:**

Corporate Financial Management

## BUS 554: International Finance

**Credits:**

4

Same as Business 454 with additional requirements for graduate credit.

**Prerequisites:**

Corporate Financial Management

## BUS 563: International Management

**Credits:**

4

Same as Business 463 with additional requirements for graduate credit.

**Prerequisites:**

Management of Organizations

## BUS 565: Graduate Topics in Accounting

**Credits:**

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.

## BUS 566: Personnel and Human Resource Management

**Credits:**

4

Same as Business 466 with additional requirements for graduate credit.

**Prerequisites:**

Cost Accounting, Management of Organizations, Readings in Economics

## BUS 572: Cases in Market Strategy and Value Analysis

**Credits:**

4

Same as Business 472 with additional requirements for graduate credit. Prerequisites: Economics 290 and Business 243 and 371 or the permission of the instructor and program director.

## BUS 573: International Marketing

**Credits:**



4

Same as Business 473 with additional requirements for graduate credit.

**Prerequisites:**

[Marketing Management](#)

## BUS 583: Advanced International Business Cases

**Credits:**

4

Same as Business 483 with additional requirements for graduate credit.

## BUS 641: Seminar in Financial Accounting Theory and Research

**Credits:**

4

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.

## BUS 643: Seminar in Accounting Control

**Credits:**

4

An advanced study of conceptual and practical aspects of accounting as a control system. Topics will include measurement of organizational performance, resource allocation, activity-based costing, break-even analysis, process costing, cost variances, transfer pricing, and choosing among alternative projects. Students will analyze case studies, work problems similar to real-world situations, read journal articles on current cost issues, and prepare written reports and presentations.

Prerequisites: Completion of Core courses

## BUS 644: Accounting for Governmental and Not-for-Profit Entities

**Credits:**

4

An overview of the accounting principles, procedures, and reporting for governmental and not-for-profit entities. Topics covered include accounting for state and local governments, operating statement accounts, budgetary accounting, general capital assets, long-term liabilities and debt service, college and university accounting, and health care accounting. The course will stress comparisons between

governmental accounting and corporate accounting to strengthen the students' understanding of the conceptual bases of each.

Prerequisites; Completion of Core courses.

## BUS 645: Taxation of Business Organization

**Credits:**

4

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.

## BUS 646: Consolidations and Advanced Accounting Topics

**Credits:**

4

This course will address various topics in advanced accounting. Accounting for investments including fair value, equity and consolidation of financial statements will be covered in depth. Bankruptcy and partnership accounting issues will be reviewed. Foreign currency transactions and translation will be examined. Emerging issues related to the accounting profession will be discussed as an integral part of the course.

Prerequisites: Completion of Core courses.

## BUS 647: Legal and Regulatory Environment of Business

**Credits:**

4

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.

## BUS 648: Systems Auditing

**Credits:**

4

A comprehensive view of the development, implementation, and auditing of accounting information systems. The course will cover the theoretical and technical aspects of the attest function, with an emphasis on the establishment and

analysis of controls in computer-based systems. Topics will include data integrity and quality, materiality, sampling, reports, ethics, and regulations.

Prerequisites: Completion of Core courses.

## BUS 665: Graduate Topics in Accounting

### **Credits:**

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.

## BUS 680: Ethics: Business and Society

### **Credits:**

4

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.

Chemistry

## CHEM 105: Topics in Chemistry

### **Credits:**

4

### **Degree Requirements:**

F7

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences. Designed for students majoring in disciplines other than science and mathematics. Includes a laboratory experience.

## CHEM 107: Chemistry and Archaeology

### **Credits:**

4

### **Degree Requirements:**

F7

The scientific analysis and study of ancient materials has greatly enhanced our understanding of the past. In this course for non-science majors, we will undertake a survey of archaeological materials and the science that is pertinent to the development of an understanding of such materials. Minimal prior knowledge of chemistry is assumed, and only basic math skills are required. Three lecture periods and one laboratory experience each week.

## CHEM 108: Chemistry and Art

**Credits:**

4

**Degree Requirements:**

F7

The materials available to artists and the properties of those materials have greatly affected the type of artistic work that has been produced. In this course for non-science majors, we will explore the intersection of chemistry with the visual arts. The chemistry of ceramic materials, glasses, and metals will be considered, along with the chemistry of pigments and painting. Minimal prior knowledge of chemistry is assumed, and only basic math skills are required. Three lecture periods and one laboratory experience each week.

## CHEM 120: Foundations of Chemistry

**Credits:**

3

**Degree Requirements:**

F7

A study of the basic concepts and principles of chemistry. Topics to be considered include stoichiometry, acids and bases, atomic and molecular structure, bonding, kinetics and thermodynamics. F7 awarded only with satisfactory completion of CHEM 120 and CHEM 125.

## CHEM 125: First Year Chemistry Laboratory

**Credits:**

1

Co-requisite course for CHEM 120.

An experimental introduction to the physical and chemical properties of matter. One laboratory period a week.

## CHEM 206: Environmental Chemistry

**Credits:**

4

An introduction to the chemical principles of water, soil, air and the biosphere, including those that govern the fate, transport and effects of chemical species in nature. The course will focus on the chemistry of natural systems as well as human impact on these systems. Various methods and modern analytical instrumentation will be introduced. . Three hours of lecture per week.

**Prerequisites:**

[Foundations of Chemistry](#)

## CHEM 211: Organic Chemistry I

**Credits:**

4

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.

**Prerequisites:**

[Foundations of Chemistry](#), [First Year Chemistry Laboratory](#)

## CHEM 212: Organic Chemistry II with Lab

**Credits:**

4, 2

A continuation of Organic Chemistry I. Topics to be covered including various instrumental methods to determine molecular structures of organic compounds; reactions and preparations of carbonyl compounds, amines and aromatics. Lab co-requisite emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One hour of lecture and three hours of laboratory per week.

**Prerequisites:**

[Organic Chemistry I](#)

## CHEM 240: Analytical Chemistry with Lab

**Credits:**

4, 1

Lecture topics include sampling, statistical analysis, experimental design and optimization, chemical equilibrium, and an introduction to modern instrumental analysis.

Laboratory experiments will apply the total analytical process, from collecting samples, chemical workup, and analysis. Experimental methods will include volumetric analysis and elementary instrumental analysis. Three hours of laboratory per week.

**Prerequisites:**

[Organic Chemistry II with Lab](#)

## CHEM 260: Collaborative Chemistry Communities

**Credits:**

2

**Degree Requirements:**

F11

This service learning course allows students to work with local teachers to design chemistry experiments and exercises. Lecture topics include modern chemistry pedagogy.

**Prerequisites:**

[Organic Chemistry II with Lab](#)

## CHEM 311: Physical Chemistry I

**Credits:**

4

**Degree Requirements:**

F6

This is an upper level course that explores the interface of Physics and Chemistry. Calculus, group theory and matrix algebra are used extensively in deriving chemical concepts. Derivatives, integration, programming, matrix algebra and basic group theory are required to complete assignments.

An introduction to quantum mechanics and spectroscopy as applied to molecules and small molecular clusters. Includes discussion of NMR, lasers, and ab initio calculations.

Co-requisites: PHYS 109 or PHYS 111

**Prerequisites:**

[Analytical Chemistry with Lab](#), [Calculus I](#)

## CHEM 312: Physical Chemistry II with Lab

**Credits:**

4, 1

An introduction to chemical thermodynamics, kinetics, and statistical mechanics as applied to chemical and biochemical systems.

Experimental study of physico-chemical systems using modern instrumental techniques. Designed to be taken with Chemistry 312. One laboratory period a week. Additional time outside lab hours may be required.

**Prerequisites:**

[Physical Chemistry I](#)

## CHEM 406: Instrumental Analysis

**Credits:**

4

A study of the principles and practice modern instrumental analyses, including absorption and emission spectroscopy, mass spectrometry, chromatography, and Fourier transform infrared spectroscopy. Emphasis is placed on understanding the major instrumental methods chemists use to study chemical phenomena. One hour of lecture and 3 hours of laboratory per week.

**Prerequisites:**

[Analytical Chemistry with Lab](#), [Physical Chemistry II with Lab](#)

## CHEM 408: Inorganic Chemistry with Lab

**Credits:**

4, 1

An in-depth study of d-block coordination compounds including topics of molecular symmetry, group theory, bonding, vibrational spectroscopy, ligand field theory, organometallics, and catalysis. Includes an interdisciplinary synthetic laboratory involving inorganic synthesis and catalysis of organic reactions.

**Prerequisites:**

[Analytical Chemistry with Lab](#)

## CHEM 411: Medicinal and Computational Chemistry with Lab

**Credits:**

4, 1

This course will cover a variety of topics in organic, physical and biochemistry, all related to the overall theme of medicinal chemistry. Topics may include natural products, organic synthesis, computational modeling, toxicology, and drug design.

This lab course will cover topics in advanced organic chemistry, spectroscopy and characterization, biochemistry, and modelling techniques.

**Prerequisites:**

[Organic Chemistry II with Lab](#)

## CHEM 414: Biochemistry

**Credits:**

4

A study of the metabolism of carbohydrates, fats and proteins, The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied.

**Prerequisites:**

[Organic Chemistry II with Lab](#), [Biology I](#), [Biology I Lab](#)

## CHEM 415: Advanced Biochemistry

**Credits:**

4

The course consists of an independent project designed to integrate topics in biochemistry, and to hone the students' writing and oral presentation skills.

**Prerequisites:**

[Biochemistry](#)

## CHEM 416: Mechanisms of Drug Action

**Credits:**

4

A study of chemicals that produce change in function of biological systems and the mechanisms by which these chemicals act. The course focuses on the main classes of drugs as well as some of the more popular contemporary drugs and how they affect their target biological systems. Applicable pharmacology-related literature is also emphasized to give students exposure to the types of techniques used in drug research.

**Prerequisites:**

Organic Chemistry II with Lab, Analytical Chemistry with Lab, Biology I, Biology I Lab, Biology II, Biology II Lab

## CHEM 422: Advanced Organic Chemistry: Topics

**Credits:**

2-4

A study of the principles and practice of modern methods of organic chemistry, including nuclear magnetic resonance spectroscopy, mass spectrometry, and infrared spectroscopy. The course will focus on structure determination and the original design and synthesis of molecules. Hours may be distributed between lecture and laboratory.

**Prerequisites:**

Organic Chemistry II with Lab

## CHEM 451: Research in Chemistry

**Credits:**

1-4

Original investigations of chemical or biochemical problems usually related to research being carried on by members of the department. The first semester is probationary, and enrollment in the second semester and beyond requires approval of the instructor. For degree purposes four credits of 451 and/or 452 will be equivalent to a course even if these credits are not all taken in the same semester.

## CHEM 452: Research in Chemistry

**Credits:**

1-4

Original investigations of chemical or biochemical problems usually related to research being carried on by members of the department. The first semester is probationary, and enrollment in the second semester and beyond requires approval of the instructor. For degree purposes four credits of 451 and/or 452 will be equivalent to a course even if these credits are not all taken in the same semester.

## CHEM 460: Chemistry Internship

**Credits:**

1-4

A course designed to give students experience in chemical research and technology, guided by a chemical professional mentor. Students may work on or off campus depending on the preferences of the sponsoring company or institution. Examples of possible work area Include chemical manufacturing, product discovery, research and development, or forensic characterization. Successful completion will include a written report and an oral presentation.

## CHEM 485: Chemistry Senior Seminar

**Credits:**

4



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.

## CHEM 486: Chemistry Senior Seminar

**Credits:**

4

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.

## CHEM 495: Honors Tutorial

**Credits:**

4-8

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.

## CHEM 496: Honors Tutorial

**Credits:**

4-8

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.

## Chinese

## CHIN 100: Chinese Language in China

**Credits:**

2

Chinese 100 is a 2-credit course taught to students with no prior knowledge of Chinese during the Rhodes College Maymester program in a host institution in China. The course focuses on the four basic skills of listening, speaking, reading, and writing. It introduces students to Chinese language and culture. It involves language studies and cultural activities.

## CHIN 101: Elementary Chinese

**Credits:**

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 1,000 words. It also intends to acquaint students with some aspects of Chinese culture and society as a necessary part of their education in this language.

## CHIN 102: Elementary Chinese

**Credits:**

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 1,000 words. It also intends to acquaint students with some aspects of Chinese culture and society as a necessary part of their education in this language.

## CHIN 200: Chinese Language in China

**Credits:**

2

Chinese 200 is a 2-credit course taught during the Rhodes College Maymester program in a host institution in China. The course focuses on the four skills of listening, speaking, reading, and writing. Students enrolled in this should have completed Chinese 102 or have equivalent level of proficiency. It deepens students' knowledge and understanding of Chinese language and culture. It involves language studies and cultural activities.

## CHIN 201: Intermediate Chinese

**Credits:**

4

**Degree Requirements:**

F10

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.

## CHIN 202: Intermediate Chinese

**Credits:**

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.

## CHIN 205: Modern Chinese Literature in English Translation

**Credits:**

4

**Degree Requirements:**

F4, F9

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. The course is taught in English. Chinese 305 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 206: Introduction to East Asian Cultures

### **Credits:**

4

### **Degree Requirements:**

F4, F9

This course introduces East Asian cultures through the classic works of China, Japan, and Korea. In order to better grasp the cultural legacies of East Asia, students will read various cultural texts such as fiction, poetry, drama, and prose in English translation. This course is designed to help students develop a more sophisticated understanding of and critical appreciation for East Asian cultures. The course is taught in English. Chinese 306 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 207: Orientalism and Global China on Screen

### **Credits:**

4

### **Degree Requirements:**

F5, F9

This course explores both the evolving Chinese worldview represented in Chinese films and the western texts on China and the Orient/East/Asia. While the course introduces the theoretical foundation of Chinese worldviews in response to Orientalism and globalization, students will also survey the (mis-)representation of India and the Middle East in the western world for comparative purposes. In addition to watching films and documentaries, students are required to read scholarly works, historical accounts, poems, and travelogues in order to better understand diverse worldviews. By engaging the East-West dynamic, this course is designed for students interested in the issues of cross-cultural understanding and global consciousness. The course is taught in English. Chinese 307 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 210: Chinese Literary Heritage

**Credits:**

4

**Degree Requirements:**

F4, F9

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.

**CHIN 214: Introduction to Chinese Culture****Credits:**

4

**Degree Requirements:**

F3, F9

This course introduces students to Chinese civilization and culture from the multiple perspectives of geography, history, philosophy, language, literature, religion, art, people, society, and general ways of life. Major concerns will include, but are not restricted to, forms of material and spiritual culture that have developed and changed through China's continuous traditions; individual and collective values that underlie social life, political organization, economics systems, family structure, human relationships, and individual behavior; and the rationales that have made Chinese culture what it is. The course is taught in English. Chinese 314 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

**CHIN 215: Gender in Chinese Literature****Credits:**

4

**Degree Requirements:**

F4, F9

This course looks into the changing constructions of gender, sexuality, and desire in Chinese literature and film over time. It seeks to examine the social, cultural and institutional norms of gender behaviors in Chinese society as well as how the fictional imagination conforms to, deviates from and subverts these norms. Other critical issues discussed include the complex relationships between identity and performance, the construction of female subjectivity and male fantasy, gender and genre. Students will be encouraged to conduct cross-genre and cross-cultural comparisons. All readings in English. Chinese 315 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 216: Asian Urbanization through Cinema

**Credits:**

4

**Degree Requirements:**

F9

Urbanization is one of the most prominent social-historical transformations that many Asian countries have experienced since the beginning of the 20th century. Today, the huge wave of rural-urban internal migration in Asian countries represents one of the largest population flows in the world. This course looks into ongoing urbanization as well as related demographic, economic and socio-cultural changes occurring in a number of Asian cities and how the challenges associated with such transformations are portrayed in contemporary cinema. The course looks into metropolises in Mainland China, Hong Kong, Taiwan, Japan, and Korea. In addition, it also explores diasporic Asian spaces and the subsequent issues regarding race, immigration, identity and sense of place. It combines urban studies with film studies. Taught in English. No prerequisites. This course also qualifies as an elective for Urban Studies, Asian Studies, Film Studies, and Environmental Studies.

## CHIN 220: Contemporary Chinese Cinema

**Credits:**

4

**Degree Requirements:**

F5, F9

An introductory course on contemporary Chinese cinema that combines film viewing with readings of film theory and criticism. The aim is to provide a window for students to glimpse the complexity of contemporary Chinese culture. Students will view selected Chinese films produced in mainland China, Taiwan, and Hong Kong from the 1980's to the present and be required to read essays of critical studies which explore the interrelations of various issues in Chinese society. The course is taught in English. Chinese 320 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 300: Chinese Language in China

**Credits:**

2

Chinese 300 is a 2-credit course taught during the Rhodes College Maymester program in a host institution in China. The course is designed to further develop proficiency in listening, speaking, reading and writing through studies of socio-cultural topics relevant to today's China. Students enrolled in this should have completed Chinese 202 or have equivalent level of proficiency. It involves language studies and cultural activities.

## CHIN 301: Advanced Chinese

**Credits:**

4

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 nontechnical materials from Chinese into English and vice versa with the help of dictionaries.

## CHIN 302: Advanced Chinese

**Credits:**

4

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 nontechnical materials from Chinese into English and vice versa with the help of dictionaries.

## CHIN 305: Modern Chinese Literature

**Credits:**

4

**Degree Requirements:**

F4, F9

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. The course is taught in English. Chinese 305 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 306: Introduction to East Asian Cultures

**Credits:**

4

**Degree Requirements:**

F4, F9

This course introduces East Asian cultures through the classic works of China, Japan, and Korea. In order to better grasp the cultural

legacies of East Asia, students will read various cultural texts such as fiction, poetry, drama, and prose in English translation. This course is designed to help students develop a more sophisticated understanding of and critical appreciation for East Asian cultures. The course is taught in English. Chinese 306 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 307: Orientalism and Global China on Screen

**Credits:**

4

**Degree Requirements:**

F5, F9

This course explores both the evolving Chinese worldview represented in Chinese films and the western texts on China and the Orient/East/Asia. While the course introduces the theoretical foundation of Chinese worldviews in response to Orientalism and globalization, students will also survey the (mis-)representation of India and the Middle East in the western world for comparative purposes. In addition to watching films and documentaries, students are required to read scholarly works, historical accounts, poems, and travelogues in order to better understand diverse worldviews. By engaging the East-West dynamic, this course is designed for students interested in the issues of cross-cultural understanding and global consciousness. The course is taught in English. Chinese 307 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 310: Readings (Advanced Level)

**Credits:**

1-4

Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.

## CHIN 311: Supplemental Readings

**Credits:**

1

This reading course is reserved for Chinese majors and minors. It is designed to give students opportunities to read, write, and speak in Chinese in conjunction with the coursework in English. May be taken more than once for credit with new topics.

## CHIN 314: Introduction to Chinese Culture

**Credits:**

4

**Degree Requirements:**

**F3, F9**

This course introduces students to Chinese civilization and culture from the multiple perspectives of geography, history, philosophy, language, literature, religion, art, people, society, and general ways of life. Major concerns will include, but are not restricted to, forms of material and spiritual culture that have developed and changed through China's continuous traditions; individual and collective values that underlie social life, political organization, economics systems, family structure, human relationships, and individual behavior; and the rationales that have made Chinese culture what it is. The course is taught in English. Chinese 314 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 315: Gender in Chinese Literature

**Credits:**

4

**Degree Requirements:**

F4, F9

This course looks into the changing constructions of gender, sexuality, and desire in Chinese literature and film over time. It seeks to examine the social, cultural and institutional norms of gender behaviors in Chinese society as well as how the fictional imagination conforms to, deviates from and subverts these norms. Other critical issues discussed include the complex relationships between identity and performance, the construction of female subjectivity and male fantasy, gender and genre. Students will be encouraged to conduct cross-genre and cross-cultural comparisons. All readings in English. Chinese 315 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 320: Contemporary Chinese Cinema

**Credits:**

4

**Degree Requirements:**

F5, F9

An introductory course on contemporary Chinese cinema that combines film viewing with readings of film theory and criticism. The aim is to provide a window for students to glimpse the complexity of contemporary Chinese culture. Students will view selected Chinese films produced in mainland China, Taiwan, and Hong Kong from the 1980's to the present and be required to read essays of critical studies which explore the interrelations of various issues in Chinese society. The course is taught in English. Chinese 320 is reserved for majors, who will do substantial portions of the work for the course in Chinese.

## CHIN 409: Special Topics

**Credits:**



4

Intensive study of some aspect or theme of Chinese literature, culture or society in China. May be taken more than once for credit with new topics.

**Prerequisites:**

[Advanced Chinese](#), [Advanced Chinese](#)

## CHIN 485: Senior Seminar

**Credits:**

2 or 4

This 4-credit course leads students to discuss a broad range of topics about contemporary China and to conduct a senior project of Chinese Studies. Students will participate in class discussions on assigned readings and provide weekly progress reports of their senior research projects. Under special circumstances, students may be allowed to take the senior seminar for 2 credits only. Under its project-driven design, the 2-credit seminar gives each major student the opportunity to conduct a senior project of Chinese Studies. Both the 2-credit and 4-credit courses conclude with the completion of the senior essay and a formal academic presentation given by each major student.

## Computer Science

### COMP 141: Computer Science I: Programming Fundamentals

**Credits:**

4

**Degree Requirements:**

F6

An introduction to the fundamental concepts and practices of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. Emphasis is placed on program design and problem solving techniques. The course also includes an introduction to the historical and social context of computing and an overview of computer science as a discipline.

### COMP 142: Computer Science II: Object-Oriented Programming

**Credits:**

4

**Degree Requirements:**

F6

An introduction to the fundamental concepts and practices of object-oriented programming. The object-oriented programming paradigm is introduced, with a focus on the definition and use of classes as a basis for fundamental object-oriented program design. Other topics include an overview of programming language principles, simple analysis of algorithms, basic

searching and sorting techniques, and an introduction to software engineering issues.

**Prerequisites:**

[Computer Science I: Programming Fundamentals](#)

## COMP 172: Discrete Structures for Computer Science

**Credits:**

4

**Degree Requirements:**

F6

An introduction to and survey of the mathematics used in computer science including functions, relations, sets, counting, logic, Boolean algebra, proof techniques, induction, recursion, computational complexity, and computability. Other topics may be included as time permits.

**Prerequisites:**

[Computer Science I: Programming Fundamentals](#)

## COMP 231: Introduction to Computer Organization

**Credits:**

4

A bottom-up exploration of the interaction between computer hardware and software. Topics begin with an introduction to digital logic, and continue through elementary processor design, to assembly language, machine data representation, and computer arithmetic. Other topics in contemporary computer architecture such as multicore processors and GPGPU's may be discussed as time allows. Projects include hardware and simulated digital circuits as well as programs in assembly language.

**Prerequisites:**

[Computer Science I: Programming Fundamentals](#)

## COMP 241: Computer Science III: Data Structures and Algorithms

**Credits:**

4

An introduction to the fundamental concepts of data structures and the algorithms that arise from them, using the object-oriented design paradigm. Data structures covered include stacks, queues, linked lists, hash tables, trees, and graphs. Other topics include an introduction to iterative and recursive algorithmic strategies and basic algorithm analysis.

Co-requisite: COMP 172 (unless already taken)

**Prerequisites:**

## Computer Science II: Object-Oriented Programming

### COMP 315: Computer Networks

**Credits:**

4

An introduction to the structure and components of computer networks, packet switching, layered architectures, loosely coupled computer communication, network services and protocols, as well as the analysis of generic network models. Topics include: network topologies, router architectures, network-aware applications, content dissemination systems, network security, and performance issues.

Prerequisites: COMP 231 and COMP 241

### COMP 320: Computer Graphics

**Credits:**

4

Coverage of the basic concepts of 2D and 3D graphics, including an overview of graphics hardware, use of a graphics application programming interface, user interface design, techniques for computer animation, and graphical algorithms such as geometric transformations, clipping, windowing, hidden surface removal, and raster graphics techniques for the representation of curves, surfaces, and solids.

Co-requisite: MATH 223 or 261 (unless already taken)

**Prerequisites:**

[Computer Science III: Data Structures and Algorithms](#)

### COMP 325: Graphics, Virtual Environments, and Human Computer Interaction

**Credits:**

4

An introduction to the basics of 3D computer graphics, virtual environments (VEs), and human-computer interaction (HCI). Fundamental graphics topics include ray-tracing, 3D modeling, animation, lighting, rendering, cameras, and more. Topics will also include how to interact with and experience a 3D model using the input and output devices that are typically found in a VE system (like the Oculus Rift). This project-based course will focus on using hardware and creating software for VE applications with fundamental HCI principles in mind.

Prerequisite: COMP 241

### COMP 330: Operating Systems

**Credits:**

4

An introduction to the fundamentals of operating systems design and implementation. Topics include the process model and implementation of processes, an overview of the major components of a modern operating system, mutual exclusion and interprocess synchronization, a survey of scheduling algorithms, memory management techniques, and file systems.

**Prerequisites:**

[Introduction to Computer Organization](#)

## COMP 340: Databases

**Credits:**

4

An introduction to the design and use of database systems, as well as the key issues in building such systems. Topics include the relational model, logical database design, query languages, and database implementation issues such as storage and indexing, query processing and optimization, concurrency control, and transaction management. In addition to traditional database topics, this course provides an introduction to key technologies for managing and exchanging data on the World Wide Web.

**Prerequisites:**

[Computer Science III: Data Structures and Algorithms](#)

## COMP 345: Data Mining

**Credits:**

4

An introduction to data mining and knowledge discovery. Data mining concerns itself with the goal of getting a computer to learn or discover patterns, especially those found within large datasets. Students will be introduced to various models and learn how to apply them in practice. Topics include classification, clustering, association rules, and recommender systems.

**Prerequisites:**

[Computer Science III: Data Structures and Algorithms](#)

## COMP 350: Theory of Computation

**Credits:**

4

A study of theoretical models for computing. The hierarchy of finite state machines, pushdown machines, context free grammars, and Turing machines will be analyzed, along with their variations. The basic concepts of decidability, complexity theory, and NP-Complete problems will be introduced. (Course offered in alternate years; scheduled for 2016-2017.)

**Prerequisites:**

[Discrete Structures for Computer Science](#)

## COMP 355: Advanced Algorithms

**Credits:**

4

An in-depth study of the design and analysis of advanced algorithms, including the performance tradeoffs and resources required by various algorithmic implementations. Major classes of computational problems will be identified and explored. Advanced data structures and approximation heuristics are introduced as required for solution design. Topics vary depending on the specific problems covered but will include the Master Theorem, dynamic programming, divide-and-conquer and greedy algorithms. (Course offered in alternate years; scheduled for 2015-2016.)

**Prerequisites:**

[Discrete Structures for Computer Science](#), [Computer Science III: Data Structures and Algorithms](#)

## COMP 360: Programming Languages

**Credits:**

4

A wide-ranging and in-depth coverage of fundamental programming language concepts, presenting design issues of the various language constructs, and examining the design choices for these constructs in a range of the most popular contemporary programming languages. Language design alternatives are examined and critiqued. Methods of syntax description, common approaches to describing the semantics of programming languages, and various implementation approaches are covered.

**Prerequisites:**

[Computer Science III: Data Structures and Algorithms](#)

## COMP 372: Artificial Intelligence

**Credits:**

4

An introduction to the basic knowledge representation, problem solving, and learning methods of artificial intelligence (AI). Students study the core algorithms and data structures used in AI, abstract real problems into the prototypical tasks that have been studied in AI, and learn to map between abstract tasks and the basic AI techniques that address them.

**Prerequisites:**

[Computer Science III: Data Structures and Algorithms](#)

## COMP 380: Parallel and Distributed Systems

**Credits:**

4

An introduction to concurrent programming models and parallel computer architectures. Students will learn the basic techniques of parallel program design, implementation, and performance analysis. Topics include shared-memory and distributed-memory systems, parallel and distributed algorithms, and high-performance computing.

**Prerequisites:**

Computer Science III: Data Structures and Algorithms

## COMP 451: Research in Computer Science

**Credits:**

1-4

Qualified students may conduct original research in computer science under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

## COMP 452: Research in Computer Science

**Credits:**

1-4

Qualified students may conduct original research in computer science under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

## COMP 455: Readings in Computer Science

**Credits:**

1-4

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.

## COMP 456: Readings in Computer Science

**Credits:**

1-4

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.

## COMP 460: Internship

**Credits:**

1-4

**Degree Requirements:**

F11

Internships in Computer Science, which are normally arranged by the Director of Career Services, permit a qualified student to receive academic credit for off-campus work experience. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Normally the course will be taken on a Pass/Fail basis; it does not count toward the requirements for the major or minor except with special approval of the department. Interested students should contact the Chair of the department and the Director of Career Services.

## COMP 465: Special Topics in Computer Science

**Credits:**

4

An occasional offering of topics not covered in the existing computer science courses. Examples of topics include data mining, humancomputer interfaces, virtual environments, bioinformatics, parallel systems, and compilers.

## COMP 485: Senior Seminar

**Credits:**

1-4

Fall term: This course lays the groundwork for the Spring Senior Seminar experience. Independent readings will be discussed and presented, and a Senior Seminar Project prospectus will be prepared and presented for approval by the faculty of the department.

Spring term: This course comprises an in-depth exploration of the principles and techniques of analysis and design of software systems from an object-oriented perspective. Design patterns, a diagrammatic modeling language, and standard techniques of computer software specification, implementation, testing, and documentation will be explored and used as tools by students working in teams. Each team will produce a robust, scalable, and maintainable large-scale system based on the project proposal completed in CS 485. The Senior Seminar sequence is meant to emphasize the unity and power of computer science by applying and extending ideas drawn from the courses required for all Computer Science majors. All participants will make several oral presentations.

## COMP 486: Senior Seminar

**Credits:**

1-4

Fall term: This course lays the groundwork for the Spring Senior Seminar experience. Independent readings will be discussed and presented, and a Senior Seminar Project prospectus will be prepared and presented for approval by the faculty of the department.

Spring term: This course comprises an in-depth exploration of the principles and techniques of analysis and design of software systems from an object-oriented perspective. Design patterns, a diagrammatic modeling language, and standard techniques of computer software specification, implementation, testing, and documentation will be explored and used as tools by students working in teams. Each team will produce a robust, scalable, and maintainable large-scale system based on the project proposal completed in CS 485. The Senior Seminar sequence is meant to emphasize the unity and power of computer science by applying and extending ideas drawn from the courses required for all Computer Science majors. All participants will make several oral presentations.

## COMP 495: Honors Tutorial in Computer Science

**Credits:**

4-8

## COMP 496: Honors Tutorial in Computer Science

**Credits:**

4-8

## Economics

### ECON 100: Introduction to Economics

**Credits:**

4

**Degree Requirements:**

F2, F8

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. The course will include an introduction to both microeconomics and macroeconomics. 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. 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.

### ECON 201: Intermediate Microeconomics



**Credits:**

4  
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 forecasting methods, business planning, product strategy, and location analysis.

**Prerequisites:**

[Introduction to Economics](#)

## ECON 202: Intermediate Macroeconomics

**Credits:**

4  
**Degree Requirements:**  
F8  
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.

**Prerequisites:**

[Introduction to Economics](#)

## ECON 250: Readings in Economics

**Credits:**

1-2  
Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

**Prerequisites:**

[Introduction to Economics](#)

## ECON 265: Topics in Economics

**Credits:**

1-4  
Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

**Prerequisites:**

[Introduction to Economics](#)

## ECON 290: Statistical Analysis for Economics and Business

**Credits:**

4

**Degree Requirements:**

F6

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, 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.

## ECON 305: Public Economics

**Credits:**

4

This course examines the role of the public sector in the economy. Students will learn about the theoretical motivations for and effects of government involvement in the economy as well as the empirical evidence regarding the consequences of such intervention. Students of economics should expect that rational economic agents will respond predictably to changes in incentives. This course will explore the incentive structure implied by government involvement in the economy and the predicted behavioral responses of individuals and firms. The structure of the major revenue raising (i.e., taxation) and expenditure operations of the government will be analyzed using microeconomic tools to determine their allocative and distributive effects.

**Prerequisites:**[Intermediate Microeconomics](#)

## ECON 308: Industrial Organization

**Credits:**

4

In Industrial Organization we study the relation between industry structure and market outcomes. Basic microeconomics teaches us that competitive markets—characterized, among other things, by the presence of many firms—yield economic efficient outcomes. Industrial Organization, on the other hand, focuses on the potential departures from efficiency in markets with fewer than many participants. Firms' behavior and interaction, and, therefore, the achieved level of efficiency in such markets depend on a number of parameters and the aim of this course is to investigate some of these possibilities. Topics covered include non-uniform pricing by a monopoly, quantity and price competition, cartels and collusion, product differentiation, firm entry and exit, and matching markets.

**Prerequisites:**

[Introduction to Economics](#)

## ECON 310: International Trade and Policy

**Credits:**

4

The study of the determinants of comparative advantage and international trade. The course will include analysis of the winners and losers from trade and the resulting trade policies such as protectionism or export promotion. The course will also cover the movement of factors across borders, specifically immigration and international investment, and the policy restricting and promoting factor flows.

**Prerequisites:**[Introduction to Economics](#)

## ECON 311: International Financial Economics

**Credits:**

2

This course will study balance of payment flows and exchange rate determination, with an introduction to international financial markets and instruments. It will cover economic policy under fixed and flexible exchange rates, in addition to exchange rate regime choice, balance of payments crises, and speculative attacks.

**Prerequisites:**[Introduction to Economics](#)

## ECON 312: Economic Development

**Credits:**

4

**Degree Requirements:**

F9

This course addresses the scope and causes of international inequality, particularly the nature of the economic problems facing the world's poorer countries, with emphasis on the African, South American, and Asian continents. Theories of growth and inequality, uneven development, and the roles of schooling, foreign trade, agriculture, manufacturing, fertility, migration, finance, and the environment in the development process will be considered. The goals of the course are to teach students how to model and use the models to formulate policy in the unique contexts of developing economies. (Course not offered 2015-16.)

**Prerequisites:**[Introduction to Economics](#)

## ECON 317: Money and Banking

**Credits:**

2

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. (Course offered in alternate years.)

**Prerequisites:**[Introduction to Economics](#)

## ECON 318: Economics of Crime and Corruption

**Credits:**

2

This course explores the contributions of economics to the understanding of crime and corruption. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and corruption. Topics may include: rational choice criminology; development and corruption; measuring the costs of crime and corruption; organized crime, white-collar crime; environmental crime; illicit drugs; human trafficking; gender and race issues concerning crime, and special topics selected by the instructor. (Course offered in alternate years.)

**Prerequisites:**[Introduction to Economics](#)

## ECON 323: Classical and Marxian Political Economy

**Credits:**

4

**Degree Requirements:**

F2, F3

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 publications 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. (Course offered in alternate years.)

**Prerequisites:**[Intermediate Microeconomics](#), [Intermediate Macroeconomics](#)

## ECON 331: Labor Economics

**Credits:**

4

This course covers standard labor economic theory. Topics include market equilibria, the demand for and supply of labor (including human fertility, human capital, hours of work, and labor force participation), wage levels and differences (including discrimination) and unions and government as labor market forces. (Course offered in alternate years.)

**Prerequisites:**[Introduction to Economics](#)

## ECON 339: Economic History

**Credits:**

4

**Degree Requirements:**

F2, F3

This course uses the tools of economic analysis to explore the long-run determinants of economic growth and the implications for policymaking today. Focus is on long-run economic change and the development of the American economy. Specific topics include the history and development of economic institutions, the American colonial experience, early American industrialization, slavery, the Progressive Era, the Great Depression, and the Southern economy. (Course offered in alternate years.)

**Prerequisites:**[Introduction to Economics](#)

## ECON 343: Family Economics

**Credits:**

4

This course applies modern economic tools to analyze decisions regarding dating, marriage, divorce, and fertility. It also addresses public policies that impact the family, the determinants of women's labor force participation and the gender wage gap. Empirical studies that test the validity of the theories of family behavior will be examined.

**Prerequisites:**[Intermediate Microeconomics](#)

## ECON 345: Economics of Sports

**Credits:**

4

This applied economics course explores various aspects of the economics of sports and sports leagues, with a major focus on empirical analysis. We will consider a number of topics, including: 1) the business and economics of professional team sports and sports broadcasting, 2) analysis of leagues' competitive balance policies, 3) player relations issues including analysis of the determinants of players' salaries, 4) the public finance aspects of professional sports teams and stadium financing, and relevant issues in collegiate sports. (Course offered in alternate years.)

**Prerequisites:**

[Introduction to Economics](#)

## ECON 349: Environmental and Natural Resource Economics

**Credits:**

4

This course applies economic theory to environmental issues and policy. This course analyzes the operation (and failure) of markets for resources and environmental goods, and the policies governments use to intervene in such markets. (Course offered in alternate years.)

**Prerequisites:**

[Introduction to Economics](#)

## ECON 357: Economics of Risk, Uncertainty, and Information

**Credits:**

4

Economic agents often act in face of uncertain conditions. An individual, for example, can only assess the probability of a loss when deciding to purchase an insurance policy. Similarly, a firm does not know the productivity of potential employees; and, to keep the list short, an auctioneer usually does not know how much bidders value the object for sale. Despite the intrinsic uncertainty, the above (as well as related) problems are amenable to economic analysis and in this course we will learn the tools that make that analysis possible. The careful application of these tools will help students build important analytical skills, frequently demanded from modern economists.

**Prerequisites:**

[Introduction to Economics](#), [Intermediate Microeconomics](#)

## ECON 377: Economics of Education

**Credits:**

2

This course uses microeconomic foundations and econometric tools to explore topics related to the education system and education policy. Education issues will be examined from both a theoretical and an empirical framework.

Course topics include human capital theory, signaling, measuring the returns to education, teachers and labor markets, education inputs, peer effects, and school reform policies. (Course offered in alternate years.)

**Prerequisites:**

[Introduction to Economics](#)

## ECON 407: Game Theory

**Credits:**

4

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.

**Prerequisites:**

[Intermediate Microeconomics](#), [Applied Calculus](#)

## ECON 420: Econometrics

**Credits:**

4

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.

## ECON 440: Advanced Econometrics

**Credits:**

2

This course builds on the fundamental estimation techniques learned in Economics 420 and introduces advanced econometric models, particularly for the analysis of panel data. Topics include fixed effects and random effects, as well as first differencing and difference-in-difference models. The use of instrumental variables and two stage least squares estimation will also be examined as a method of addressing potential endogeneity problems. (Course offered in alternate years.)

**Prerequisites:**

[Econometrics](#)

## ECON 460: Internship

**Credits:**

1-4

**Degree Requirements:**

F11

Directed internship in law, business, government, economic consulting, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. No more than 8 internship credits may be allowed to count toward the credits required for graduation. Student interns are expected to keep a regular log of their activities and write two papers reflecting on their experience. Does not fulfill the requirements of the major or minor. Taken pass-fail only.

Prerequisites/Corequisites: Introduction to Economics, Intermediate Microeconomics, Intermediate Macroeconomics, Statistical Analysis for Economics and Business, or completion of the requirements for a minor in Economics.

## ECON 461: Internships

**Credits:**

1

Directed internship in law, business, government, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not fulfill the requirements of the major or minor. Taken pass-fail only.)

## ECON 465: Advanced Topics in Economics

**Credits:**

1-4

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

**Prerequisites:**[Introduction to Economics](#)

## ECON 486: Senior Seminar in Economics

**Credits:**

4

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.

Student must have senior status to enroll.



**Prerequisites:**

[Intermediate Microeconomics](#), [Intermediate Macroeconomics](#), [Econometrics](#)

## ECON 495: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Economics.

## ECON 496: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Economics.

### Educational Studies

## EDUC 201: Foundations of Education

**Credits:**

4

**Degree Requirements:**

F8

Foundations of Education serves as an introduction to the social, cultural, and philosophical foundations of education in the United States. It is designed to cover elements of the history, anthropology, philosophy, sociology, and theory of educational practice in this country, and with the enduring questions, debates, and conflicts that abound regarding teaching, learning, schools, and society.

## EDUC 220: Urban Education

**Credits:**

4

**Degree Requirements:**

F9

Urban Education focuses on the contemporary practices and theories of teaching and learning in densely populated high poverty areas and the particular challenges and opportunities such work presents. Students gain first-hand experiences tutoring and observing in urban K-12 classrooms, apply theory to their work in schools and gain a better understanding of the history and present contexts of race, poverty, and resilience in urban communities and schools.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 225: African American Experiences in U.S. Schools

**Credits:**

4

**Degree Requirements:**

F9, F11

This course provides a theoretical and empirical overview of the experiences of Blacks in education. The course will begin with a brief synopsis of historical perspectives on the education of African Americans, including key factors responsible for inequalities and oppression within the U.S. education system (e.g., segregation and institutional racism). Next, the course will explore key psychological issues that relate to the academic challenges (teaching and learning processes), motivation and scholastic achievement of African American youth. The course will continue its study with an investigation of the structural factors and social contexts that influence the African American schooling experience as well as examine how these schooling experiences may differ as a function of gender and class. This course will conclude with a critical analysis of evidence based practices and social-psychological interventions for African Americans and the policy/practice implications that they provide for improving educational outcomes for African American youth. Participants in this course will have an opportunity to strengthen understanding of course topics and real world issues through volunteering at a nearby school.

**Prerequisites:**[Foundations of Education](#)

## EDUC 265: Special Topics in Education

**Credits:**

4

Content may vary from year to year with the instructor. Course may be repeated as long as topics are different. Recent topics have included the Essaying in Education and Social Change and Digital Media.

**Prerequisites:**[Foundations of Education](#)

## EDUC 300: Educational Technology: Facilitating Learning Within and Beyond the Classroom

**Credits:**

4

This course will review empirical research in education and cognitive psychology that has examined the ways in which technology can be integrated into the 21st century classroom environment. Specifically, we will examine and practice implementing the ways in which technology can be used to effectively teach and communicate within and beyond the classroom and how technology can be integrated into assignments that extend beyond the classroom to facilitate student learning and engagement. In doing so, students will gain experience integrating technology within lesson plans as a means for satisfying student learning outcomes. Finally, students will develop

an understanding of technology-based ethical standards and good citizenship practices that can be communicated to students and peers.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 310: Literacy and Reading in the Content Area

**Credits:**

4

This course will explore the different ways in which literacy is practiced by people in a wide variety of contexts, with a particular emphasis on the similarities and differences in the use of literacy across academic disciplines. It will explore theoretical orientations towards the definition of literacy and the acquisition and development of literacy across the lifespan. These theoretically-rooted examinations of literacy will guide considerations of how literacy is practiced and learned in all content areas within elementary and secondary classrooms. The course will involve a weekly tutoring component, in which students will work with an elementary or secondary student on a collaborative inquiry project.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 320: Race, Class, Gender, and Sexuality in Education

**Credits:**

4

**Degree Requirements:**

F9

Race, Class, Gender, and Sexuality in Education explores and investigates the various ways that race, class, gender, and sexuality interact and intersect in the context(s) of education. It is designed to cover aspects of each of these social categories from various perspectives in order to provide for deep and complex interpretations of social phenomena as they manifest in educational settings and how these social categories impact work inside and outside of schools.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 355: Principles of Curriculum and Instruction

**Credits:**

4

This course focuses on the development of the pedagogical knowledge, skills, and dispositions appropriate for successful teaching and provides opportunities for the student to apply the principles learned in the course. Special attention is given to the Ten Core Principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The

Curriculum and Instruction course is a service learning course in that each student is required to serve as a tutor in a PK-12 setting.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 360: Clinical Field Experience

**Credits:**

1-4

**Degree Requirements:**

F11

Field experiences are designed to give students guided and controlled experiences with professionals in elementary and secondary schools, and in some cases with community partners. They are also designed to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers and other professionals in education. Observation and first-hand experience within P-12 settings provide candidates with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching. Secondary licensure candidates must complete three one-credit field placements; elementary candidates must complete four one-credit placements. Students in the non-licensure tracks will complete three one-credit field placements; at least one of these must be in a school. Students will be required to attend class regularly and complete all course requirements. Students will earn grades in this course. All field placements must be approved by the Director of Licensure and Field Placements and finalized in the semester prior to enrollment. Application deadlines are posted on the Educational Studies website.

**Prerequisites:**

[Foundations of Education](#), [Principles of Curriculum and Instruction](#)

## EDUC 370: Elementary Literacies

**Credits:**

4

This course, primarily designed for Educational Studies majors pursuing elementary teacher licensure, will explore, enact, and critically examine different approaches to the teaching and learning of literacy within elementary classrooms (K-5). Through reading and discussion of both theory and empirical research on literacy pedagogy, students will develop their understandings of the varied approaches to the teaching of elementary literacy while considering the historical and political roots of these approaches. The course will involve a weekly tutoring component, in which students will engage in a recursive cycle of planning for, engaging in, and reflecting on literacy activities with an elementary-aged child.

**Prerequisites:**

[Foundations of Education](#)

## EDUC 451: Directed Research

**Credits:**

2 or 4

**Degree Requirements:**

F11

Students enrolling in the Directed Research course propose a research topic to the Education Program Committee and once approved, conduct an independent research on the topic. All directed research projects must be supervised by a faculty member. Requirements will vary as to the selected topic and will include: regular meetings with the faculty member, scholarly research, and a final written report or curriculum project. An oral presentation will be made to an appropriate group or class.

Prerequisite; One additional Educational Studies Course

**Prerequisites:**

[Foundations of Education](#)

## EDUC 460: Internship in Education

**Credits:**

2 or 4

**Degree Requirements:**

F11

The Internship in Education is arranged on an individual basis and is designed to meet the identified needs and/or interests of the student. Students will complete their internships in local schools or educational settings and will be supervised by the course instructor and an off-campus supervisor or clinical educator. The course requirements include class attendance, weekly assignments, and a final paper. Only 4 internship credits may count towards the major or minor. Students will complete a minimum of 40 hours of field experience per credit earned. All internships must be arranged by the Director of Teacher Licensure and Field Placements in the semester prior to start date. Application deadlines are posted on the Educational Studies website. Students will earn grades in this course.

**Prerequisites:**

[Foundations of Education](#), [Principles of Curriculum and Instruction](#)

## EDUC 485: Senior Seminar

**Credits:**

4

Senior Seminar is a topic-based advanced seminar for Educational Studies majors and minors in their final semester of coursework. The course involves students actively learning, teaching, researching, and engaging in independent topics of special interest, in consultation with the professor, as they relate to educational policy and practice based around a central shared theme. Examples include federal education policy, culturally relevant pedagogy, multicultural education, and critical pedagogy.

## EDUC 500: Educational Technologies

**Credits:**

4

This course focuses on the ways in which technology can be integrated into the 21st century classroom environment. Specifically, we will examine and practice implementing the ways in which technology can be used to effectively teach and communicate within and beyond the classroom and how technology can be integrated into assignments that extend beyond the classroom to facilitate student learning and engagement. In doing so, teacher candidates will gain experience integrating technology within lesson plans as a means for satisfying student learning outcomes. Finally, candidates will develop an understanding of technology-based ethical standards and good citizenship practices that can be communicated to students and peers.

## EDUC 501: Foundations of Urban Education

**Credits:**

4

Foundations of Urban Education serves as an introduction to the social, cultural, and philosophical foundations of urban education in the United States. It is designed to cover elements of the history, anthropology, philosophy, sociology, and theory of educational practice in this country, and with the enduring questions, debates, and conflicts that abound regarding teaching, learning, schools, and society.

## EDUC 510: Reading and Literacies in Content Areas

**Credits:**

4

All teachers are reading teachers. That is, reading and literacy more broadly are essential skills for all academic and intellectual activity. This course takes a broad view of literacy, and aims to equip teacher candidates with a wealth of theories and resources for engaging students in complex analysis across subject matter areas. Special attention is given to applications of critical theories of literacy in urban school contexts.

## EDUC 511: Educational Statistics

**Credits:**

4

Statistical methods are being used more and more frequently in P12 educational settings to better assess and understand educational performance and outcomes. In this course, teacher candidates will work with data they will eventually be assessed on as practicing teachers, including test score data, value-added metrics, and grade level norms. Emphasis is placed on application of statistical analyses and implications both for policy and practice.

## EDUC 520: Urban Education, Culture, Identity

**Credits:**

4

This course explores and investigates the various ways that culture, identity, race, class, gender, and sexuality interact and intersect in the context(s) of urban education. It is designed to cover aspects of each of these social categories from various perspectives in order to provide for deep and complex interpretations of social phenomena as they manifest in educational settings and how these social categories impact work inside and outside of schools.

## EDUC 530: Social Contexts of Urban Schools

### **Credits:**

4

This course is an investigation into the contexts of work in urban schools. Qualitative research methods and practitioner inquiry are stressed, as well as action research approaches to engaging communities and urban schools in the research process. Focusing on community assets and resources, theories of the ways schools are embedded in communities, and the many social and political contexts that impact life and work in urban schools, teacher candidates will gain a broader conception of the 'urban' and the many influences on urban students both in school and outside of school.

## EDUC 555: Curriculum and Instruction in Urban Schools

### **Credits:**

4

This course focuses on the development of the pedagogical knowledge, skills, and dispositions appropriate for successful teaching in urban schools and provides opportunities for teacher candidates to apply the principles learned in the course in practice. Special attention is given to the Ten Core Principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

## EDUC 560: Methods-Centric Field Expediences

### **Credits:**

4

Methods-centric field experiences pair teacher candidates with outstanding local urban educators in an intensive practicum experience wherein candidates observe, participate in, and develop their own lessons under the guidance of an exemplary master teacher. Candidates complete 20 hours of field experiences each week, and meet one on one with their mentor teachers daily to discuss methodological choices and approaches to instruction.

## EDUC 585: Capstone (with scholar-in-residence)

### **Credits:**

4

The final capstone course, candidates work with a renowned scholar on subjects selected by the scholar in residence and work to make connections between their own projects, experiences in urban classrooms, and the scholarship of the researcher they are working with. The course concludes with a presentation of research findings and capstone projects, with comments and recommendations from the scholar in residence.

## EDUC 660: Clinical Practice/Student Teaching

**Credits:**

8

Candidates will work across two classrooms with two clinical educators within the same school for 16 weeks. Over the course of their time in the clinical practice candidates will begin by observing their mentor teacher and gradually taking on more and more responsibility, fulfilling all duties of a practicing teacher by the end of the second week, and eventually transitioning out of this role in ways that do not interfere with P12 student learning.

## EDUC 684: Master Thesis I

**Credits:**

2

Working closely with a professor-mentor, students will begin the processes of reviewing literature and data collection for their capstone master's projects. This course will meet based on scheduling needs between the professor-mentor and candidate.

## EDUC 685: Master Thesis II

**Credits:**

2

The structure of this course is similar to 684, with the addition of responsibilities to add at least two additional members to the candidate's master's committee. Candidates work to complete their master's thesis capstone project for submission to their committee by the deadline in the Summer 2 second term.

English

## ENGL 190: Introductory Topics in Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

An introduction to the process of reading critically and writing perceptively about literary works, through the exploration of specific topics or questions. Topics for individual sections will vary, and topics for each upcoming semester can be found through BannerWeb or the English Department Homepage. Counts toward the English major. May not be repeated for credit. First-year and sophomore students only.

## ENGL 200: Introduction to Poetry Writing: Form, Theory, Workshop

**Credits:**

4



A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion. Students will learn to write basic narratives, as well as received forms such as villanelles, and to find forms suitable for their own work.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 201: Introduction to Fiction Writing: Form, Theory, Workshop

**Credits:**

4

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 202: Introduction to Cinema

**Credits:**

4

**Degree Requirements:**

F5

This course introduces students to the critical tools involved in the analysis of moving-image media such as film, video, and television.

Students will compose essays that demonstrate a historically informed grasp of cinema's formal techniques and how these produce meaning for spectators.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 203: Introduction to Dramatic Writing

**Credits:**

4

A study of the problems, vocabulary, and tools of writing for the stage. Workshop and presentation of scenes and short plays. Crosslisted with Theater 250.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 204: Introduction to Screenwriting

**Credits:**

4

An introduction to the basic three-act film structure. Students will read and view various screenplays and films, and develop their own film treatment into a full-length script.

## ENGL 205: Introduction to Creative Non-Fiction

**Credits:**

4

An Introduction to the field of creative non-fiction, which encompasses the personal essay, the lyrical essay, journalistic reporting, and other genres.

Students will learn to use fictional devices such as setting, point of view, character, dialogue, and symbolism to craft factually accurate essays about real events.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 215: Focus on Literature

**Credits:**

4

**Degree Requirements:**

F4

A component of the First-Year Learning Community program. Open only to program participants.

## ENGL 219: Comparative Studies in Medieval Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

Comparative exploration of diverse cultural and literary traditions in the Western European Middle Ages. Medieval British and continental works read in Modern English translation. Specific texts and subject matter may vary. (Course offered in alternate years.)

## ENGL 220: Topics in Women and Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

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.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 221: The Novel of Manners

**Credits:**

4

**Degree Requirements:**

F2i, F4

A study of the development of the novel of manners as a genre over the nineteenth and twentieth centuries in both England and the

United States. This course introduces students to the conventions of the novel of manners and explores the major novelists' reception and

revision of prior works in this influential genre. Authors include: Jane Austen, Henry James, and Edith Wharton.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 224: Survey of African American Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

This course will survey the African American literary tradition from the 1600s to the present, with a particular focus on how the musings

of African Americans capture, engage and critique the American narrative. Authors may include:

Phillis Wheatley, W.E.B. Du Bois,

Charles Chesnutt, Claude McKay, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Toni Morrison, et cetera.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 225: Southern Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

A study of literature written about the American South, primarily but not exclusively Southern literature of the 19th and 20th centuries.

Authors likely to be studied include William Faulkner, Robert Penn Warren, Margaret Walker,

Flannery O'Connor, Thomas Wolfe,

Eudora Welty, and Ernest J. Gaines.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 230: Shakespeare

**Credits:**

4

**Degree Requirements:**

F2i, F4

A survey of Shakespeare's poems and plays, including sonnets, some ten representative comedies, histories, and tragedies from his earlier, middle, and later periods, and a generically mixed romance. While the focus will be on literary analysis, the class will also explore the greater context of Shakespeare, from the historical meanings of words in his texts to the performance of his works today.

This course is designed to provide students with extensive practice in close textual analysis in preparation for enjoying Shakespeare throughout their lives.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 235: World Drama

**Credits:**

4

**Degree Requirements:**

F2i, F4

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 representation of cultural values and discourses becomes contested, subverted, reaffirmed, or celebrated. The issues will also be addressed in examining the translation of theater to film.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 241: History and Criticism of American Cinema

**Credits:**

4

**Degree Requirements:**

F5

This course introduces students to the history of American cinema as art and industry. Although Hollywood film provides the focus, the course may also examine independent cinema. Students will compose essays that demonstrate their grasp of film history and analysis.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 242: World Film

**Credits:**

4

**Degree Requirements:**

F5

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.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 245: Special Topics in Film

**Credits:**

4

**Degree Requirements:**

F5

An introductory film course open to all students. Special topics may include alternative cinema (non-fiction and experimental cinema); issues of race, gender, and class; genre studies (comedy, film noir, melodrama); and histories of various technologies and media (the advent of sound film, television, video). May be repeated with different topic.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 250: Twentieth-Century Modernist Poetry

**Credits:**

4

**Degree Requirements:**

F2i, F4

An introduction to English-language poetry written between 1900 and 1945, this course will explore the stylistic and aesthetic features of poetic modernism and related movements such as imagism, high modernism, regionalism, and the New Criticism. Authors include Robert Frost, T.S. Eliot, Marianne Moore, Wallace Stevens, W.H. Auden, Edna St. Vincent Millay, and Langston Hughes, among others.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 251: Developments in Contemporary Poetry

**Credits:**

4

**Degree Requirements:**

F2i, F4

An introduction to English-language poetry written after 1945, this course will study developments in poetic style and sensibility after modernism. Course discussion will address postwar movements and schools such as confessional poetry, the Beats, the New York school, the Black Arts movement, and Language poetry, as well as trends in postcolonial and ethnic-American poetry. Authors include Elizabeth Bishop, Robert Lowell, Gwendolyn Brooks, Philip Larkin, Derek Walcott, Sylvia Plath, Seamus Heaney, Anne Carson, and Alberto Ríos, among others.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 260: Survey of British Literature I

**Credits:**

4

**Degree Requirements:**

F2i, F4

Representative works of medieval, Renaissance, and 18th-century literature. Specific content will vary with the instructor.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 261: Survey of British Literature II

**Credits:**

4

**Degree Requirements:**

F2i, F4

Representative works of the 19th and 20th centuries. Specific content will vary with the instructor.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 262: Survey of American Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

Representative works primarily from the nineteenth and early twentieth centuries. Specific content will vary with the instructor.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 264: Studies in African American Literature

**Credits:**

4

**Degree Requirements:**

F4, F9

This course will study representative works within the African American literary tradition. Focusing on a particular topic or theme, this course will vary by year and might include the following subjects: African American Literary Movements, Black Science Fiction, Black Women Writers, Black Poetry or any other specialty topic.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 265: Special Topics

**Credits:**

4

**Degree Requirements:**

F2i, F4

Recent topics have included the Modern Novella as well as other courses. Content may vary from year to year with the instructor. Course may be repeated as long as topics are different.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 275: Studies in Anglophone Literature

**Credits:**

4

**Degree Requirements:**

F2i, F4

An introductory course to English-language literatures from around the world. Theme will vary by year. Sample subjects: Nationalism and its Discontents, Trauma and Testimony, Literatures of Migrancy, "Others" and Outsiders in World Literature, Magic Realism, Booker Prizes/Booker Politics, and Cosmopolitanism. Students will examine Western and non-Western texts from a multiplicity of critical and transnational perspectives.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 285: Text and Context

**Credits:**

4

**Degree Requirements:**

F2i, F4

This course assists prospective majors and minors in acquiring the necessary tools for middle- and upper-division classes in English.

Each seminar will focus on the necessary skills for reading literary texts, the development of critical argument, and the ability to situate

the text in relation to significant contexts. Such contexts might include a text's historical and cultural circumstances, or its situation

within the wider history or discipline of literary studies. Not open to seniors.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 290: How to Write: Academic Writing and the Pedagogies that Support It

**Credits:**

4

**Degree Requirements:**

F2i, F11

In this interdisciplinary, community-integrative course, students will engage in the study of academic composition and writing

pedagogies within the fields of composition and rhetoric, literacy studies, cognitive psychology, urban studies, and education. Students in

the course develop theoretical frameworks for learning and teaching writing and assist an area public high school in establishing a peerled

writing center.

**Prerequisites:**

[First-Year Writing Seminar](#), [First-Year Writing Seminar: Daily Themes](#)

## ENGL 300: Intermediate Poetry Workshop: Form

**Credits:**

4

This intermediate workshop will help writing students to develop a greater sense of the use of received as well as individually-developed

forms in poetry. In the pursuit of their own styles, participants will experiment with the idea of form. Through reading essays by other

poets on free verse, syllabics, the villanelle, the sonnet, blank verse, blues poetry, as well as through readings of poetry by Gwendolyn

Brooks, Muriel Rukeyser, Anne Sexton, Robert Creeley, Marianne Moore, Li Young Lee, Robert Hass, Anthony Hecht, Amy Clampitt,

Robert Hayden, Yusef Komunyakaa, Henri Cole, Elizabeth Bishop, Rita Dove and others, students will broaden their own experience

with poetry.



**Prerequisites:**

[Introduction to Poetry Writing: Form, Theory, Workshop](#)

## ENGL 301: Intermediate Fiction Workshop

**Credits:**

4

Continued practice in the craft of fiction writing with an emphasis on elements of narrative form, including point of view, character development, plot, style, tone, and so on. Includes historical and formal study of narrative form.

**Prerequisites:**

[Introduction to Fiction Writing: Form, Theory, Workshop](#)

## ENGL 305: Intermediate Nonfiction Writing

**Credits:**

4

In this course, students who have taken Intro to Nonfiction Writing will continue their study of literary nonfiction writing, honing their skills as a reader, a writer, and a critic. Students will read literary essays as well as essays on craft, and will produce a substantial body of their own work, which will be discussed in roundtable workshops.

In creative nonfiction, writers are hemmed in by two equally powerful forces—the facts (those unalterable details, such as time, place, people, and history) and the self (the consciousness, the "I" who experiences, argues, presents, and feels). In this intermediate course, students will read and write with careful attention to these two forces, creating essays that span from literary journalism to the more intimate works of memoir and personal essay. Students will discover the ways in which prose style is inextricable from content—that is, the way style itself plays a vital role in revealing the emotional and historical meaning of a text. They will learn to hone their unique voice and forms and to write with skill and verve about things that are real.

**Prerequisites:**

[Introduction to Creative Non-Fiction](#)

## ENGL 315: The English Language

**Credits:**

4

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.)

## ENGL 316: Advanced Grammar

**Credits:**

4

An introduction to the structure and variety of the English language. Students in the course learn basic linguistic concepts and grammatical terminology, develop an understanding of language use across diverse social and historical contexts, and explore applications of grammar in education, writing, and literary analysis.

Prerequisites: FYWS 151 and one 200-level English course

## ENGL 319: Old English Language, Literature, and Culture

### **Credits:**

4

Introduction to the language, literature, and culture of England before AD 100. Reading competence in Old English will be a primary goal, with course materials including a combination of original-language texts and works in modern English translation. (Course offered in alternate years.)

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 320: Medieval Literature of the 12th-15th Centuries

### **Credits:**

4

A study of representative Middle English texts in the original language or continental medieval literature in translation. Possible topics include The Arthurian World; Medieval Visionary Literature; Dante in Translation; the Pearl Poet; Women and Medieval Literature; Medieval Folklore, and others. (Course offered in alternate years.) Prerequisites: Any 200-level literature course or the permission of the instructor.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 322: Renaissance Poetry and Prose

### **Credits:**

4

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. (Course offered in alternate years.)

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 323: Renaissance Drama

### **Credits:**

4

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Massinger. (Course offered in alternate years.)

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 325: Chaucer

**Credits:**

4

A study of representative works by Geoffrey Chaucer in Middle English. Supplemental readings may also include selections from Chaucer's influences and contemporaries. (Course offered in alternate years.)

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 332: Advanced Shakespeare Studies

**Credits:**

4

Focused exploration of a critical problem in Shakespeare studies. The topic of the class will vary from semester to semester, but it will regularly include the study of eight to ten works by Shakespeare as well as critical and historical texts. Sample subjects: The Sonnets; Shakespeare and Literary Form; Eco-critical Shakespeare; Filmed Shakespearean Adaptations; Shakespeare and Race.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 335: Milton

**Credits:**

4

A study of the major poetry and select prose by the learned 17th-century writer John Milton. Milton composed an extraordinary range of genres. While we will be surveying the full range of these genres across his career, we will devote much of our attention to Paradise Lost, the major epic of the English language, based on the story of Genesis yet encompassing profound and still relevant reflections on liberty, rebellion, history, providence, and social hierarchies. (Course offered in alternate years.)

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 336: Literature and Landscape, 1500-1800

**Credits:**

4

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 190 or 200 level literature course or permission from instructor.

## ENGL 340: Restoration Drama

### **Credits:**

4

A study of the drama produced in England after the restoration of Charles II to the throne in 1660. Topics include the emergence of the actress on the professional stage, the exceptionally intimate Restoration playhouses, the influence of the libertine court on the drama produced in the period, and such representative genres as satiric comedy and the heroic play as well as the rise of sentimental comedy in the 1690s and early 1700s. Authors include Dryden, Rochester, Wycherley, Etherege, Behn, Otway, Cibber, Vanbrugh, Congreve and Farquhar.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 343: Studies in Eighteenth-Century Literature

### **Credits:**

4

A course in British poetry, non-fiction prose and drama. In a given year, the course might offer either a complete survey of the period or a thematic focus. Areas of focus would include shifts in poetic sensibility, the growth of a national consciousness, the role of religion in literature, and the propagation of print culture. Authors include Montague, Pope, Johnson, Boswell, Burney, Addison, Steele, and Cowper.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 345: Eighteenth-Century British Fiction

### **Credits:**

4

The eighteenth century saw the emergence of the novel in its modern form. As a result eighteenth-century novels are all, in different ways, experimental, testing and developing the strategies of narration that characterize realist fiction. The course will study a range of novels, as well as debates among critics who have tried to account for the rise of the novel during this period in history. Readings may include work by Defoe, Richardson, Fielding, Smollett, Burney, Radcliffe, and Austen.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 350: Romantic Poetry and Prose

### Credits:

4  
A course in British poetry, drama, fiction and non-fiction prose between 1780s and 1830s. Particular prominence will be given to historical and cultural changes in the period--movements of revolution and reaction--and the emergence or redefinition of aesthetic concepts. Writers include Barbauld, Godwin, Wollstonecraft, Smith, Wordsworth, Coleridge, Byron, Shelley, Keats, and De Quincey.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 351: Victorian Poetry and Prose

### Credits:

4  
The period 1837-1901 (the reign of Victoria) witnessed the industrial transformation of Britain as well as the often bitterly contested expansion of Britain's global empire. Poets and essayists addressed this changing social landscape, and an expanding reading public often turned to their work for guidance in a changing world. This course will study major poems and essays of the period. Possible authors include Tennyson, Carlyle, Mill, Arnold, Elizabeth Barrett Browning, Robert Browning, Christina Rossetti, Ruskin, Eliot, Pater, Wilde.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 355: Nineteenth-Century British Fiction

### Credits:

4  
A study of major works, with particular attention to changes in reading habits and publishing practices that altered the shape of the novel during this period. Readings may include work by Austen, Scott, Dickens, Brontë, Gaskell, Thackeray, Collins, Eliot, Hardy, and Gissing.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 359: Early American Literature

### Credits:

4  
An advanced study of American literature from its beginnings to 1800. Through a diverse range of texts, the course will explore how

European colonization, Puritanism, and the Enlightenment shaped the development of American cultural thought and literary production.

Course discussions may address the heterogeneous and shifting cultures of early America, the response to British rule and cultural hegemony, and the consolidation of national identity. Readings could include narratives of discovery and exploration, Puritan writings, Native American voices, early American poetry, slave and captivity narratives, works of the Enlightenment, and the early American novel.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 360: American Romanticism

### **Credits:**

4

An advanced study of US poetry, fiction and non-fiction produced between 1820 and 1875. The course will trace the influence on the American imagination of British Romanticism and American Transcendentalism and also chart the rise of a distinctly American literary tradition. Course discussion will also address the political, historical, and cultural forces that shaped the writing of the period, as well as consider the lingering effects of Puritanism and Enlightenment philosophy. Authors may include Emerson, Thoreau, Melville, Hawthorne, Douglass, Whitman, Dickinson, and Stowe.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 361: American Realism and Naturalism

### **Credits:**

4

An advanced study of literature - primarily novels and short stories - produced in post-Civil War America. Prompted by post-war disillusionment and the rapid and dramatic changes in American culture, this period saw the concurrent and overlapping emergence of realism and naturalism as well as an increased interest in a regionalist aesthetic. Authors may include Twain, Howells, Chesnut, James, Jewett, Chopin, Crane, Norris, and Dreiser.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 362: American Modernism

### **Credits:**

4

An advanced study of important US poetry, drama, fiction, and non-fiction produced between 1900 and 1945. The course will examine these works within the cultural dominant of modernism, which sought to articulate the urgent sense of dislocation and contemporaneity

that characterized early twentieth-century experience. The course will ground its exploration of modernist stylistic and aesthetic innovations within the context of the prevailing philosophical, political, historical, and cultural realities of the period. Authors could include Frost, Dos Passos, Eliot, Fitzgerald, Hemingway, Stevens, Cather, Hughes, Faulkner, and Welty.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 363: Topics in Twentieth-Century British Literature

### Credits:

4

An in-depth examination of a specific topic pertaining to British literature and/or culture of the twentieth and twenty-first centuries.

Topics may focus on specific periods, movements, genres or authors. Sample topics: Modernist Poetry, Multicultural British Literature,

Postmodern British Literature, British Cultural Studies, Joseph Conrad, Virginia Woolf. May be repeated with different topic.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 364: Advanced African American Literature

### Credits:

4

### Degree Requirements:

F9, Africana Studies Elective, Teaching/Learning Elective

The advanced course in African American literature will offer the student a focused study of a particular theme or topic within the

African American literary tradition. In addition to literary works, this course will engage historical and critical pieces. Varying by year,

subjects might include: African American Literary Theory, African American Satire, Black Existentialist Literature, the Harlem

Renaissance, the Black Arts Movement, African American Modernism/Postmodernism, or any other focused examination of a topic or genre within African American literature.

Prerequisite: Any 190 or 200 level literature course.

## ENGL 365: Twentieth-Century British Fiction

### Credits:

4

A study of major works, with particular attention to literary modernism—its rise, reception, and wake—within the context of its cultural

and socio-historical frameworks. Readings may include work by Conrad, Ford, Forster, Greene,

Joyce, Lawrence, Rhys, Waugh, Woolf,  
and other authors from more recent decades.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 370: American Postmodernism and Beyond

### **Credits:**

4

This course will examine fiction, poetry, and drama published between the years following World War II to the present day. The works will be read against the backdrop of the decline of modernism and European colonialism and the subsequent rise of postmodernism and its many attendant sub-movements. Authors could include Lowell, Ellison, Mailer, Bellow, Sexton, Pynchon, Barth, O'Connor, Updike, Oates, Roth, Morrison, and Wallace.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 375: Topics in Postcolonial Literature

### **Credits:**

4

This course investigates crucial contemporary issues in postcolonial literature and theory. Topics will vary by year, though each will explore various voices, relations, and movements that comprise the literature of the postcolonial Other. Sections might center on specific geopolitical regions (i.e. literatures of the Caribbean, Africa or South Asia), groups of writers (ie, postcolonial women and literature), genre (i.e. postcolonial poetry) or thematic concerns. Other sections might provide an overall introduction to postcolonial texts and theory. May be repeated with different topic.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 380: Topics in Literary Study

### **Credits:**

4

Exploration of special topics at a level designed for English majors. Content will vary from year to year. May be repeated with different topic.

Prerequisite: Any 190 or 200 level literature course or permission from instructor.

## ENGL 381: Advanced Topics in Film

### **Credits:**

4

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. May be repeated with different topic.

Prerequisite: Any 200-level film class or permission from instructor.

## ENGL 382: Film Theory

### **Credits:**

4

### **Degree Requirements:**

F5

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: Any 200-level film class or permission from instructor.

## ENGL 385: Junior Seminar: Critical Theory and Methodology

### **Credits:**

4

An examination of major developments in literary criticism and critical theory, designed to prepare students for advanced research. To be taken during the fall or spring semester of the junior year. (Those studying abroad may take the course in the fall of senior year.)

### **Prerequisites:**

[Text and Context](#)

## ENGL 399: Tutorial for Honors Candidates

### **Credits:**

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.

## ENGL 400: Advanced Poetry Workshop: Theory

### **Credits:**

4

The capstone course for writing majors concentrating on poetry. Students will work to develop their own poetry and formulate a clear aesthetic while also studying and discussing theories of poetry from the poetic tradition. The

course will culminate in a substantial portfolio of poetry.

**Prerequisites:**

[Intermediate Poetry Workshop: Form](#)

## ENGL 401: Advanced Fiction Workshop

**Credits:**

4

The capstone course for writing majors concentrating on fiction. Students will work to develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. The course will culminate in a substantial portfolio of fiction that may be a story sequence, a novella, or some other assemblage.

**Prerequisites:**

[Intermediate Fiction Workshop](#)

## ENGL 460: Internship

**Credits:**

4

**Degree Requirements:**

F11

A supervised learning experience in the greater Memphis community in which students apply analytical and writing skills learned in the classroom to situations in business, journalism, not-for-profit organizations, and other professional arenas. The program of professional work will be devised by the student, the internship supervisor, and the faculty advisor for internships. All internships must be approved by the chairperson of the department. Additional course work will consist of journal entries, reading assignments, and a final reflective paper. (Pass/Fail credit only. English 460 does not satisfy an upper-level English course requirement for the major.)

## ENGL 465: Tutorial in One-to-One Writing Pedagogy

**Credits:**

2

Theoretical and applied study of one-to-one writing instruction.

## ENGL 485: Senior Research Seminar

**Credits:**

4

A focused exploration of special topics or critical problems in literary study culminating in the preparation of an independent research essay and a major oral presentation of the research. Topics chosen by the instructor will vary from

section to section and may focus on major authors, distinct literary genres or movements, historical contexts, and/or significant themes. Topics will be published annually; rising seniors will select preferred topics. For further information, see the English Department Chair. Enrollment by permission only.

## ENGL 495: Honors Tutorial

**Credits:**

4-8

Satisfies the Senior Paper requirement. For seniors only.

**Prerequisites:**

[Tutorial for Honors Candidates](#)

## ENGL 496: Honors Tutorial

**Credits:**

4-8

Satisfies the Senior Paper requirement. For seniors only.

**Prerequisites:**

[Tutorial for Honors Candidates](#)

## ENGL 841: Arthurian Literature, Shakespeare and the Elizabethan Theatre: from Allegory to Inwardness

**Credits:**

4

This course will begin with the exploration of the history and literary development of the greatest medieval hero – Arthur, king of the Britons – with special concentration on the trials of heroic identity in medieval literature. The study goes from the first story of Arthur in Geoffrey of Monmouth's History of the Kings of Britain through the development of the legend in French courtly and spiritual literature, to Thomas Malory's Morte D'Arthur. The second part of the course will address the representation of the trials of heroic character found in English Renaissance literature. Plays to include Marlowe's Dr. Faustus and Jew of Malta, and Shakespeare's Hamlet and Merchant of Venice. This course does not count towards credits for the History major.

Environmental Study & Science

## ENVS 111: Physical Geology

**Credits:**

4

**Degree Requirements:**

F7

Introduction to the composition and structure of the earth and processes that create modern landscapes. Topics include plate tectonics, the

formation of minerals and rocks, weathering, erosion, and crustal deformation. Three hours of lecture and three hours of lab per week, plus optional week-end field trips.

## ENVS 116: Introductory Topics in Earth Science

**Credits:**

4

This course offers students an introduction to various topics in the field of earth sciences. Varies with instructor.

## ENVS 120: Introduction to Earth and Atmospheric Science

**Credits:**

4

**Degree Requirements:**

F7

This course provides an introduction to the Earth's physical landscape including climate, landforms, and vegetation, and the processes that link them. The first section of the course examines atmospheric processes and the distribution and characteristics of the Earth's climatic regions. The second section of the course focuses on processes at or near the Earth's surface and gives special attention to volcanic and tectonic landforms; weathering and erosion; fluvial, aeolian and glacial processes; and the landforms they produce. The main objective of the course is for students to gain a basic understanding of the interaction between climate and the physical and biological systems at the earth's surface.

## ENVS 150: Environment and Society

**Credits:**

4

This course is an introduction to contemporary environmental issues. Topics may include over-population pressures, climate change, energy consumption, water availability, biological diversity decline, sustainability practices, agricultural land-use, and global environmental governance, among other major global environmental challenges. Faculty from the natural sciences and humanities/social sciences in the Environmental Studies and Sciences program sometimes team-teach this course. Using an interdisciplinary approach, students will learn the science behind these issues, as well as the economic, political and cultural factors that influence environmental change and shape our responses to it. This course is required for both the Environmental Studies and Environmental Sciences majors and minors.

## ENVS 160: Rocky Mountain Ecology

**Credits:**

2

**Degree Requirements:**

F11

This field course, taught by faculty at the Teton Science Schools in Jackson Hole, Wyoming, is focused on community ecology of the Greater Yellowstone Ecosystem (GYE). Ecology topics include: regional geology, influence of topography and climate on vegetation; community interaction of plants and animals including herbivory; predation and competition, community dynamics, succession, disturbance, identification of plants, insects and birds. The course will also familiarize students with basic field data collection and research techniques. The course will connect students with the other programming areas of Teton Science Schools as well as other professionals in the environmental science field in the context of professional opportunities after college. This course fulfills the Environmental Experience required for Environmental Studies and Sciences majors and minors. Requires separate application process and payment of additional tuition.

## ENVS 170: Rocky Mountain Field Reserch

**Credits:**

4

**Degree Requirements:**

F7, F11

This field course, taught by faculty at the Teton Science Schools in Jackson Hole, Wyoming, is focused on community ecology of the Greater Yellowstone Ecosystem (GYE). This course also contains a substantial research component in which students will participate in a long-standing TSS program in order to develop skills in research design and data collection. Then students will create and complete their own research projects. The course will connect students with the other programming areas of Teton Science Schools as well as other professionals in the environmental science field in the context of professional opportunities after college. This course fulfills the Environmental Experience required for Environmental Studies and Sciences majors and minors. Requires separate application process and payment of additional tuition.

## ENVS 205: Selected Topics in Environmental Studies

**Credits:**

4

Introduction to selected topics in Environmental Studies. Topics vary with instructor. May be repeated for credit when topics vary. Not

offered every year.

## ENVS 206: Selected Topics in Environmental Sciences

### **Credits:**

4  
Introduction to selected topics in Environmental Sciences. Topics vary with instructor. May be repeated for credit when topics vary.  
Course offering may or may not have a laboratory credit associated with the class. Not offered every year. Course may include the equivalent of 3 hours of laboratory each week.

## ENVS 211: Geomorphology

### **Credits:**

4  
This course examines the origin of landforms and their relationship to underlying geology and geologic history with emphasis on the processes acting on the Earth's surface that include active tectonics, weathering, mass-wasting, karst, rivers, deserts, coastal, and glaciation.

### **Prerequisites:**

[Physical Geology](#)

## ENVS 220: Physical Geography of the Southeastern United States

### **Credits:**

4  
This course examines the physical landscapes in the southeastern United States. This is the non-glaciated, humid-subtropical region of eastern North America that includes the southern Appalachian Mountains, Coastal Plain, Interior Low Plateaus, and the Ozark and Ouachita Mountains. The primary focus is on the geological setting, geomorphic features, climate, soils, and vegetation. Students will examine the interrelationships of these factors in addition to human activities that shape the landscape.

## ENVS 260: Aquatic Ecosystem Analysis

### **Credits:**

4  
This courses is taught at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. The course covers aquatic ecosystems from the point of view of biogeochemistry and important ecological processes. In the field and laboratory students will start out in the first eight weeks of the core courses with an intensive study focused mainly on local

ecosystems –ponds and estuaries within the Waquoit Bay watershed adjacent to Vineyard Sound, West Falmouth Harbor on Buzzards Bay, and grassland, forest and suburban sites in the towns of Mashpee and Falmouth, MA. This course may count as an upper-level natural science elective. Requires separate application process.

## ENVS 270: Terrestrial Ecosystem Analysis

### **Credits:**

4

This course is taught at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. The course covers terrestrial ecosystems from the point of view of biogeochemistry and important ecological processes.

In the field and laboratory students will start out in the first eight weeks of the core courses with an intensive study focused mainly on local ecosystems. Terrestrial fieldwork is conducted in grassland, forest and suburban habitats in the Crane Wildlife Management Area in Mashpee and other sites in Falmouth. The sites are chosen to represent a disturbance chronosequence and allow comparison of ecosystems processes, such as primary production and nitrogen mineralization, and properties such as standing stock, plant diversity and soil carbon and nitrogen content across the disturbance gradient. Requires separate application process.

## ENVS 450: Independent Research Project

### **Credits:**

4

This research project is conducted at the Semester in Environmental Sciences (SES) Program at the Marine Biological Laboratory in Woods Hole, Massachusetts. As part of the SES Program, students conduct research on a project of their choosing. The project gives students a chance to work independently, although they are supported by a Principal Investigator at the MBL Ecosystems Center or MBL Bay Paul Center. Students have access to Ecosystems Center facilities and equipment as well as access to MBL field sites such as the Harvard Forest LTER or Plum Island Ecosystems LTER. SES students present their projects in a formal symposium before their classmates and the Center's scientific staff. Requires separate application process.

## ENVS 451: Research

### **Credits:**

1-4

Qualified students may conduct original laboratory, field research, or independent study under a faculty member's supervision. A student may use four credits of research to satisfy one of the upper-level requirements in Environmental Science, or as one of the elective requirements in Environmental Studies. Students may earn a maximum of four credits for ENVS 451 and 452. Interested students should

consult the appropriate ENVS faculty member. With approval of the director of the Environmental Studies and Sciences program, this course may fulfill the Environmental Experience required for Environmental Studies and Sciences majors and minors.

## ENVS 452: Research

### **Credits:**

1-4

Qualified students may conduct original laboratory, field research, or independent study under a faculty member's supervision. A student may use four credits of research to satisfy one of the upper-level requirements in Environmental Science, or as one of the elective requirements in Environmental Studies. Students may earn a maximum of four credits for ENVS 451 and 452. Interested students should consult the appropriate ENVS faculty member. With approval of the director of the Environmental Studies and Sciences program, this course may fulfill the Environmental Experience required for Environmental Studies and Sciences majors and minors.

## ENVS 460: Internship

### **Credits:**

4

### **Degree Requirements:**

F11

The Environmental Studies and Sciences internship enables students to make connections between what they have learned in the classroom and the world around them by applying their knowledge to real-world settings. Interns can work with a variety of local environmental agencies or organizations. Students must be approved by the Office of Career Services and have the permission of the Director of the Environmental Studies and Sciences program. This course fulfills the Environmental Experience required for Environmental Studies and Sciences minors.

## ENVS 486: Senior Seminar

### **Credits:**

4

This senior capstone experience allows Environmental Studies and Environmental Sciences majors to make interdisciplinary connections between topics and themes which they have studied throughout their coursework. Assignments may include substantial reading, research projects, and oral presentations.

## ENVS 495: Honors Tutorial



**Credits:**

4-8

Open to candidates for Honors in Environmental Studies and Sciences. Includes supervised honors research in an Environmental Studies or Environmental Sciences field of study.

## ENVS 496: Honors Tutorial

**Credits:**

4-8

Open to candidates for Honors in Environmental Studies and Sciences. Includes supervised honors research in an Environmental Studies or Environmental Sciences field of study.

French

## FREN 101: Elementary French

**Credits:**

4

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

## FREN 102: Elementary French

**Credits:**

4

A continuation of 101. Additional fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

## FREN 141: Topics in the Francophone World

**Credits:**

4

Intensive study of some aspect of French and/or Francophone culture and literature. No prior knowledge of French is necessary: all works are read in English.

## FREN 154: African Literatures of French Expression in Translation

**Credits:**

4

**Degree Requirements:**

F4, F9

An introduction to the reading and analysis of African literatures written in French. The course examines identity/otherness, "race," cultural hegemony, oral literatures, gender-related issues, and post-colonialism. No prior knowledge of French is necessary: All works are read and discussed in English. Open to seniors with permission of instructor only.

## FREN 200: Intensive French

**Credits:**

4 or 6

**Degree Requirements:**

F10, F11

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.

**Prerequisites:**

[Elementary French](#)

## FREN 201: Intermediate French

**Credits:**

4

**Degree Requirements:**

F10

Continued practice and acquisition of the basic language skills.

**Prerequisites:**

[Elementary French](#)

## FREN 202: French and Francophone Connections

**Credits:**

4

Enhanced practice and acquisition of linguistic and cultural skills. Particular attention is placed on the reading and discussion of literary and cultural texts

**Prerequisites:**

[Intermediate French](#)

## FREN 301: Literary Analysis Through Written Expression

**Credits:**

4

**Degree Requirements:**

F2i

This course develops the ability to read critically and write substantial analytical essays in French. Introduction to literary analysis and advanced grammar review.

**Prerequisites:**

[French and Francophone Connections](#)

## FREN 305: Intensive French

**Credits:**

4

**Degree Requirements:**

F11

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.

**Prerequisites:**[French and Francophone Connections](#)

## FREN 306: Conversation Practicum

**Credits:**

1

Emphasis on oral expression and listening comprehension. Small group format. May be repeated once for credit with a different instructor or topic. Recommended in conjunction with French 301.

**Prerequisites:**[Literary Analysis Through Written Expression](#)

## FREN 308: French Cultural Heritage

**Credits:**

4

**Degree Requirements:**

F11

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.

**Prerequisites:**[Literary Analysis Through Written Expression](#)

## FREN 317: Modern French Civilization

**Credits:**

4

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in leading French newspapers, periodicals, and on the Internet. Research project.

**Prerequisites:**[Literary Analysis Through Written Expression](#)

## FREN 320: Legacies of the French Colonial Empire

**Credits:**

4

This course will explore the development and eventual demise of the French Colonial Empire and the political, economic, and social legacies that continue to shape metropolitan France and the francophone world. Addressing broad questions of cultural exchange, postcolonial identities, and the diversity of the francophone world, it will take varied thematic approaches and regional focuses (such as North and Sub-Saharan Africa, the Caribbean, Quebec, Louisiana). These themes and regions will be studied through various media such as music, film, literature, and historical texts.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 321: French Society from the Middle Ages to the Revolution

**Credits:**

4

**Degree Requirements:**

F2i, F3

Survey of the historical, intellectual, and artistic forces that shaped French society from the Middle Ages to the fall of the Ancien Régime in 1789.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 322: French Society from Napoleon to the 21st Century

**Credits:**

4

**Degree Requirements:**

F3

Survey of the social, political, intellectual, and artistic changes that have created modern French society and its contemporary issues.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 323: Survey of French Literature Through the Revolution

**Credits:**

4

**Degree Requirements:**

F4

Major French authors of the Middle Ages, Renaissance, classical period and enlightenment.

Students are advised to take French 320, 321 or 322 prior to French 323.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 324: Survey of Literature Since the Revolution

**Credits:**

4

**Degree Requirements:**

F4

Major French authors of the nineteenth, twentieth and twenty-first centuries.

Students are advised to take French 320, 321 or 322 prior to French 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 332: French Drama

**Credits:**

4

**Degree Requirements:**

F5

Plays by representative French dramatists from the French classical period to the present.

Prerequisite: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 334: French and Francophone Cinema

**Credits:**

4

**Degree Requirements:**

F5

A study of prominent directors and movements of French and Francophone cinema, this course emphasizes techniques and themes of

French and Francophone filmmaking and may include the New Wave and other movements.

Taught in English. Counts toward the Film

Studies minor.

Prerequisites: Students wishing this course to count toward the French minor or major should have completed French 301 and 320 or 321 or 322 and French 323 or 324 prior to taking 334.

Credit toward the French major or minor will not be granted retroactively.

## FREN 335: Readings in French Fiction

**Credits:**

4

Selected prose readings from the French classical period to the twenty-first century. The major focus of the course will be the study of representative French novelists. May be repeated for credit with a different topic.

Prerequisites: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 336: Contemporary French Literature

**Credits:**

4

Focusing on a particular theme, the course examines the developments associated with contemporary issues in French culture and society as they are represented in French literature and film from the 1970s to the present.

Prerequisite: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 337: French Language Studies

**Credits:**

1-4

Special studies in contemporary French usage. Focus on practical analysis of the French language.

Prerequisite: French 320, 321 or 322 and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

## FREN 337: French Language Studies

**Credits:**

1-4

Special studies in contemporary French usage. Focus on practical analysis of the French language.

## FREN 340: Introduction to Translation

**Credits:**

4

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.

Prerequisites: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

## Literary Analysis Through Written Expression

### FREN 354: African Literatures in French

**Credits:**

4

**Degree Requirements:**

F9

Examines the origins and development of sub-Saharan African literatures written in French.

Emphasis on the origins and dynamics of the

Négritude movement, postcolonial theories and literatures, and the emergence of women's voices in literature.

Prerequisites: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

### FREN 355: (Im)migration in France: Contemporary Representations and Debates

**Credits:**

4

This course explores the diversity of France through its immigrant population (including but not limited to North African, West African, and Caribbean, as well as second and third generation immigrants). After discussing the history and composition of immigration in France, debates around national identity and integration vs. assimilation, we will look at cultural production as well as official policy pertaining to migration. We will examine visual and discursive rhetorical strategies used in films and other media to represent ethnic, cultural, and religious minorities, discrimination, secularism, national education, and women's rights. We will consider questions of space and urban environments in France and contextualize current French and European laws regarding migrant camps in northern France. Texts to include essays, novels, short stories, films, music, photography, and street art.

Prerequisites: French 320, 321 or 322, and 323 or 324.

**Prerequisites:**

[Literary Analysis Through Written Expression](#)

### FREN 441: Special Topics in French

**Credits:**

4

Intensive study of some aspect of French literature, culture, or linguistics.

### FREN 442: Special Topics in French

**Credits:**

4

Intensive study of some aspect of French literature, culture, or linguistics.

**FREN 485: Senior Paper****Credits:**

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.

**FREN 486: Senior Seminar****Credits:**

4

An independent research and writing project designed to result in an oral presentation and a paper of critical inquiry on a topic of the student's choice. The senior seminar reviews the analytical skills that students have gained throughout their course of study and gives them the opportunity to apply these to an independent research project. Emphasis is given to the process of defining and developing a substantial research topic and critical argument, and to the crafting of a major research paper.

**FREN 495: Honors Tutorial****Credits:**

1-8

**FREN 496: Honors Tutorial****Credits:**

4-8

**First-Year Writing Seminar****FYWS 151: First-Year Writing Seminar****Credits:**

4

**Degree Requirements:**

F2, F2i

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. Individual sections of the course will explore different topics in reading, discussion, and writing. Topics are selected by individual professors and are designed to help students develop transferable skills of analysis and



argumentation, applicable to the various disciplines of the liberal arts and sciences. 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. Students may not take both FYWS 151 and FYWS 155.

## FYWS 155: First-Year Writing Seminar: Daily Themes

### **Credits:**

4

### **Degree Requirements:**

F2, F2i

An alternative to FYWS 151 offered to outstanding first-year writers, by invitation from the Director of College Writing. The course is limited to 12 students who meet as a class once a week and individually with the instructor or in small groups with the Writing Fellow once a week. Students will turn in 4 one-page themes each week. Some research 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. Students may not take both FYWS 151 and FYWS 155.

Greek

## GREK 101: Elementary Greek

### **Credits:**

4

This series of courses introduces students 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.

## GREK 102: Elementary Greek

### **Credits:**

4

This series of courses introduces students 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.

## GREK 201: Intermediate Greek

**Credits:**

4

**Degree Requirements:**

F10

This course concludes the elementary language sequence and prepares students for more advanced work in the language. During this course, students will make the transition from graded selections in the elementary texts to authentic ancient texts primarily from the fifth and fourth centuries BCE. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

**Prerequisites:**[Elementary Greek](#)

## GREK 203: Koine Greek

**Credits:**

4

**Degree Requirements:**

F1, F10

This course introduces students to koine Greek, the “common” dialect of the post-classical period from ca. 323 BCE to AD 300 and concentrates on the narrative and epistolary texts of the New Testament. Instructors may choose to read in addition some selections from the Greek translation of the Hebrew Scriptures (Septuagint), the Apocrypha and Pseudepigrapha, Philo, and Josephus. Its primary aims are to help students improve not only their ability to read ancient Greek texts in the original but also to critically examine them, building upon the skills acquired in the Search and Life programs.

**Prerequisites:**[Elementary Greek](#)

## GREK 265: Topics in Greek Literature

**Credits:**

1-4

**Degree Requirements:**

F4, F10

In this course advanced students of ancient Greek will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent significant documents for the study of the cultural and literary history of the Greek society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of

interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

**Prerequisites:**

[Intermediate Greek](#)

## GREK 291: Homeric Poetry

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Greek language, the poems attributed to Homer. Readings will come primarily from the Iliad and Odyssey, but students should expect to do some work with the Hymns and the Hesiodic corpus as well. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Archaic Period of Greek history as well as the issues of composition and transmission. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 292: Greek Lyric Poetry

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the evolution of major types of Greek poetry, including elegy, monodic lyric, and choral lyric. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Archaic Period. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 293: Greek Comedy

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian comic playwrights.

Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that

participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed

for advanced students and will include a rigorous study of the cultural and historical context during the 5th and 4th centuries BCE.

Students will also become familiar with the current interpretative approaches to the material.

## GREK 294: Literature of the 4th Century BCE

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian historians, orators, and

philosophers who were active in the 4th century BCE. Students will participate in a weekly webcast lecture, an on-line discussion

moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty

members at their home institutions. This course is specifically designed for advanced students and will include a rigorous study of the

cultural and historical context during the 4th century BCE. Students will also become familiar with the current interpretative approaches

to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 295: Hellenistic Literature

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the evolution of Greek literature during the

Hellenistic period, which begins with the conquest of Alexander the Great and the founding of the Museum at Alexandria by Ptolemy I

Soter. Students will read and study the works of the major authors of the period: Callimachus, Theocritus, and Apollonius of Rhodes as

well as epigrams from other writers including Meleager, Philodemus, and Posidippus. Students will participate in a weekly webcast

lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and

weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced

students and will include a rigorous study of the cultural and historical context of the Hellenistic Period. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 391: Homeric Poetry

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Greek language, the poems attributed to Homer. Readings will come primarily from the Iliad and Odyssey, but students should expect to do some work with the Hymns and the Hesiodic corpus as well. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Archaic Period of Greek history as well as the issues of composition and transmission. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 392: Greek Lyric Poetry

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the evolution of major types of Greek poetry, including elegy, monodic lyric, and choral lyric. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Archaic Period. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 393: Greek Comedy

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian comic playwrights.

Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that

participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed

for advanced students and will include a rigorous study of the cultural and historical context during the 5th and 4th centuries BCE.

Students will also become familiar with the current interpretative approaches to the material.

## GREK 394: Literature of the 4th Century BCE

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian historians, orators, and

philosophers who were active in the 4th century BCE. Students will participate in a weekly webcast lecture, an on-line discussion

moderated by faculty members from institutions that participate in Sunoikisis

([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty

members at their home institutions. This course is specifically designed for advanced students and will include a rigorous study of the

cultural and historical context during the 4th century BCE. Students will also become familiar with the current interpretative approaches

to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 395: Hellenistic Literature

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the evolution of Greek literature during the

Hellenistic period, which begins with the conquest of Alexander the Great and the founding of the Museum at Alexandria by Ptolemy I

Soter. Students will read and study the works of the major authors of the period: Callimachus, Theocritus, and Apollonius of Rhodes as

well as epigrams from other writers including Meleager, Philodemus, and Posidippus. Students will participate in a weekly webcast

lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and

weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced

students and will include a rigorous study of the cultural and historical context of the Hellenistic Period. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Greek Literature](#)

## GREK 415: Tutorial Assistantship

**Credits:**

2

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

German

## GRMN 101: Elementary German

**Credits:**

4

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

## GRMN 102: Elementary German

**Credits:**

4

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

**Prerequisites:**

[Elementary German](#)

## GRMN 201: Intermediate German

**Credits:**

4

**Degree Requirements:**

F10

Continued practice and acquisition of basic German language skills.

**Prerequisites:**

[Elementary German](#), [German in Germany](#)

## GRMN 202: Introduction to German Cultural Studies

**Credits:**

4

Enhanced practice and acquisition of linguistic and cultural skills. Particular attention is placed on reading/viewing of texts from multiple media and on the cultures of the German-speaking countries.

**Prerequisites:**[Intermediate German](#)

## GRMN 205: German in Germany

**Credits:**

4

**Degree Requirements:**

F11

An intensive study of intermediate German in Germany. This course does not count toward the major or the minor.

## GRMN 210: Readings (intermediate level)

**Credits:**

1-4

Readings designed to meet individual interests and needs.

## GRMN 220: Topics in German Literature, Culture, and Society

**Credits:**

4

**Degree Requirements:**

F3

A two-semester survey of the cultural and intellectual history of the German speaking peoples particularly after 1750. The historical periods covered will be presented within the framework of specific topics, such as revolution or national identity. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. 220/320 will cover roughly 1750-1870; 221/321 will proceed from 1870-present. German 320-321 is reserved for majors and minors. Students taking these courses toward the major or minor must take one credit of 311 concurrently.

## GRMN 221: Topics in German Literature, Culture, and Society

**Credits:**

4

**Degree Requirements:**

F3

A two-semester survey of the cultural and intellectual history of the German speaking peoples particularly after 1750. The historical periods covered will be presented within the framework of specific topics, such as revolution or national identity. Readings from a variety of areas (literature, philosophy, politics, etc.); films,



lectures, reports, and discussions. 220/320 will cover roughly 1750-1870; 221/321 will proceed from 1870-present. German 320-321 is reserved for majors and minors. Students taking these courses toward the major or minor must take one credit of 311 concurrently.

## GRMN 240: German Cinema

**Credits:**

4

**Degree Requirements:**

F5

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, Volker Schlöndorff, Helma Sanders-Brahms, Wim Wenders, Rainer Werner Fassbinder, and Wolfgang Becker. All films are subtitled; the course is taught in English. German 340 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 242: The Holocaust in Text, Image, and Memory

**Credits:**

4

**Degree Requirements:**

F2, F9

Examination of such topics as the origins and expressions of Anti-Semitism in central Europe, the political events and structures of the Holocaust, the reality of ghettos and concentration camps, the impact of technological modernization on the Final Solution, and resistance to the Nazis. Materials will include non-fictional texts, literature, art, and music. All materials and discussions in English. German 342 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 244: German Fairy Tales

**Credits:**

4

**Degree Requirements:**

F2, F4

Emphasis on the Grimms' tales: theoretical approaches to the tales from the late 19th and early 20th centuries as well as later adaptations. All materials and discussions in English. German 344 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 248: Special Topics in German Literature

**Credits:**

4

**Degree Requirements:**

F4

Emphasis on a specific author, group of authors, or theme. Course topics may vary, and students may repeat the course with a different

topic. All materials and discussions in English. German 348 is reserved for majors and minor, who will do substantial portions of the work for the course in German.

## GRMN 301: Communication Strategies in German

**Credits:**

4

Advanced training in written and oral German expression.

**Prerequisites:**

[Introduction to German Cultural Studies](#)

## GRMN 302: Texts and Contexts: Readings in German

**Credits:**

4

Emphasis on the development of reading skills through a variety of text types.

**Prerequisites:**

[Introduction to German Cultural Studies](#), [Communication Strategies in German](#)

## GRMN 305: German in Germany

**Credits:**

4

**Degree Requirements:**

F11

An intensive study of advanced German in Germany.

## GRMN 310: Readings (Advanced Level)

**Credits:**

1-4

Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.

## GRMN 311: Supplemental Readings

**Credits:**

1

This readings course is reserved for majors and minors enrolled in German 320 or 321. It is designed to give students opportunities to read, write, and speak in German in conjunction with the coursework in English. May be repeated once.

## GRMN 320: Topics in German Literature, Culture, and Society

### **Credits:**

4

### **Degree Requirements:**

F3

A two-semester survey of the cultural and intellectual history of the German speaking peoples particularly after 1750. The historical periods covered will be presented within the framework of specific topics, such as revolution or national identity. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. 220/320 will cover roughly 1750-1870; 221/321 will proceed from 1870-present. German 320-321 is reserved for majors and minors. Students taking these courses toward the major or minor must take one credit of 311 concurrently.

### **Prerequisites:**

[Communication Strategies in German, Texts and Contexts: Readings in German](#)

## GRMN 321: Topics in German Literature, Culture, and Society

### **Credits:**

4

### **Degree Requirements:**

F3

A two-semester survey of the cultural and intellectual history of the German speaking peoples particularly after 1750. The historical periods covered will be presented within the framework of specific topics, such as revolution or national identity. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. 220/320 will cover roughly 1750-1870; 221/321 will proceed from 1870-present. German 320-321 is reserved for majors and minors. Students taking these courses toward the major or minor must take one credit of 311 concurrently.

### **Prerequisites:**

[Communication Strategies in German, Texts and Contexts: Readings in German](#)

## GRMN 340: German Cinema

### **Credits:**

4

### **Degree Requirements:**

F5

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, Volker Schlöndorff, Helma Sanders-Brahms, Wim Wenders, Rainer Werner Fassbinder, and Wolfgang Becker. All films are subtitled; the course is taught in English. German 340 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 342: The Holocaust in Text, Image, and Memory

**Credits:**

4

**Degree Requirements:**

F2, F9

Examination of such topics as the origins and expressions of Anti-Semitism in central Europe, the political events and structures of the Holocaust, the reality of ghettos and concentration camps, the impact of technological modernization on the Final Solution, and resistance to the Nazis. Materials will include non-fictional texts, literature, art, and music. All materials and discussions in English.

German 342 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 344: German Fairy Tales

**Credits:**

4

**Degree Requirements:**

F2, F4

Emphasis on the Grimms' tales: theoretical approaches to the tales from the late 19th and early 20th centuries as well as later adaptations. All materials and discussions in English. German 344 is reserved for majors and minors, who will do substantial portions of the work for the course in German.

## GRMN 348: Special Topics in German Literature

**Credits:**

4

**Degree Requirements:**

F4

Emphasis on a specific author, group of authors, or theme. Course topics may vary, and students may repeat the course with a different topic. All materials and discussions in English. German 348 is reserved for majors and minor, who will do substantial portions of the work for the course in German.

## GRMN 409: Specialized Topics in German Cultural Studies

**Credits:**

4

Intensive study of some aspect or theme of German literature, culture or society in German. May be taken more than once for credit with new topics.

**Prerequisites:**

[Communication Strategies in German](#), [Texts and Contexts: Readings in German](#), [German in Germany](#)

## GRMN 486: Senior Seminar

**Credits:**

2

Independent study designed to give students the opportunity to apply their knowledge of the discipline in a full-length research paper.

## GRMN 495: Honors Tutorial

**Credits:**

4

## GRMN 496: Honors Tutorial

**Credits:**

4

Greek and Roman Studies

## GRRO 150: Language Study

**Credits:**

Variable

This course allows students to receive credit for studying languages not regularly offered on campus. Information concerning these languages is available from the chair of the department.

## GRRO 240: Language Acquisition and Pedagogy

**Credits:**

4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development,

language teaching and learning  
technology, communicative and cultural competency, and assessment.

## GRRO 245: Texts and Contexts

**Credits:**

4

**Degree Requirements:**

F4

Topics in Greek and Roman literature organized chronologically, thematically, generically, or by geographic region. Topics might include literature of the fourth century BCE, love and gender, the ancient novel, or Alexandrian authors. The course aims to introduce students to the basic methods of reading and writing critically but with an emphasis on the special qualities of ancient texts (production and reception, e.g.). Background in the cultures of Greece and Rome will be offered as necessary to understand the texts in their cultural context. Students may take this course more than once if topics change

## GRRO 250: Serving Gods: Religion in Ancient Greece and Rome

**Credits:**

4

**Degree Requirements:**

F1

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 Greco-Roman theology, sacrifice and its interpretation, hero cult, the afterlife, oracles and forms of prophecy, maintenance of sanctuaries, philosophical religion and emperor worship.

## GRRO 255: Myth in Ancient Greece and Rome

**Credits:**

4

**Degree Requirements:**

F1

A study of the mythoi from ancient Greece and Rome as transmitted in a variety of multiforms in the literary and the plastic arts, including those from the ancient period and modern adaptations. The course aims to familiarize students with both the basic Greek and Roman myths as well as the major schools of myth interpretation. Interpretative traditions to be covered may include those of the myth and ritual school, the psychoanalysts, and the structuralists.

## GRRO 260: Poetry and Performance

**Credits:**

4

**Degree Requirements:**

F4

This course will examine the relationship between the evolution of poetic genres and the contexts of performance. The approach and range of topics will change from year to year. Examples of topics include Homeric poetry and the role of the oral tradition in the definition and maintenance of communities during the Archaic period; lyric poetry and the function of the persona loquens in the polis; Athenian tragedy and comedy as a reflection of the cultural, economic, and political concerns of Attika and the greater Greek-speaking world; Roman comedy and the interaction between Greek and Roman cultural norms. Students may take this course more than once if topics change.

## GRRO 265: Barbarians and Gentiles: Cultures in the Ancient Mediterranean

**Credits:**

4

**Degree Requirements:**

F9

An exploration of the cultures of the ancient Mediterranean and associated regions but limited to those distinct from the predominant cultures of Greece, Rome, and Israel. The course will describe these cultures using literary and material evidence from the cultures themselves as well as interpretations from modern scholars. The course will also include a comparison with Greco-Roman descriptions of the same cultures to investigate how culture influences perspective. Topics will vary but will focus on one cultural group with each instance. Topics might include ancient Celtic, Egyptian, Iranian, or Nubian cultures.

## GRRO 270: Ancient Political Economy

**Credits:**

4

**Degree Requirements:**

F3

This course provides a broad survey of ancient political economy. The ancients played a very important role in the development of this area of inquiry: they not only invented the term, but were also the first to discover some of the most seminal economic concepts of the western tradition, such as the division of labor, marginal utility, and supply and demand. Perhaps more importantly, they were the first to

understand how essential these ideas were for promoting the common good. In addition to examining the economic policies and systems of the major city-states and nations of antiquity and the changes they underwent over time, the course will investigate the political economic thought of the Greek and Roman philosophers, such as Xenophon, Plato, Aristotle, and Cicero.

## GRRO 275: Introduction to Classical Studies

### **Credits:**

4

This course introduces students to the study of the ancient world and its documentary and non-literary domains. Within the former domain, topics of study will include the nature of ancient written texts, scholia, lexica, grammars, commentaries, interpretive analyses, bibliographies, manuscript traditions, and modern scholarly resources. With regard to the non-literary sources of information, students will become familiar with the types of material artifacts used to study the cultures of ancient Greece and Rome and the theoretical approaches to the study. Although students may take this course at any time, majors must take this course before they enroll in GRS 475, which they will normally take in the fall semester of the senior year. Course offered in alternate years; scheduled for 2014-15.

## GRRO 283: Introduction to Study in Europe, the Mediterranean, and the Near East

### **Credits:**

1

This course prepares students to participate in Latin 232: Latin in Rome, GRS 305: Travel-Study in Europe, the Mediterranean, and the Near East, the classical track of European Studies, and other opportunities for travel-study, for example, archaeological field schools and trips to museum collections. This course generally focuses on one country or region (e.g. Egypt, Greece, Italy, or Turkey) each time it is offered. Weekly meetings will cover introductory material on a variety of topics that will prepare students for their travel-study experience. Students will be expected to complete a number of relevant readings, participate in discussions, and attend lectures and other cultural activities.

## GRRO 305: Travel-Study in Europe, the Mediterranean, and the Near East

### **Credits:**

4



This course offers an intensive introduction to the material culture of ancient Mediterranean and Middle Eastern countries. The course generally focuses on one country, e.g., Egypt, Greece, Italy, or Turkey) each time it is offered. Through visits to archaeological sites and museums, the course will cover the evolution of art, architecture, and other aspects of material culture beginning with the period of the earliest human presence and, depending on the region, working through societies of the first millennium CE. The course of travel and study generally lasts four weeks. If possible, students should enroll in at least one of the following courses as preparation for this course: Art 220, 231, 318, 319, 320, History 205 (when appropriate). Students may take this course more than once if the itinerary changes.

## GRRO 315: Fieldwork in Material Culture

### **Credits:**

2

This course allows students to receive credit for participating in an off-campus internship or field school under professional supervision in areas that pertain to the discovery, recovery, preservation, and study of artifacts from ancient or medieval European, Mediterranean, and Near Eastern civilizations.

## GRRO 361: GIS and Mediterranean Archaeology

### **Credits:**

4

This course introduces students to the methods, theories, and practices associated with primary (field or lab) and secondary (library) research in archaeological survey with an emphasis on the use of information technologies, primarily geographical information systems (GIS).

## GRRO 474: Introduction to Senior Seminar

### **Credits:**

1

In the spring semesters of their junior years, majors in GRS will prepare for the capstone experience by consulting with members of the faculty to develop topics of inquiry and outline programs of research that will serve as a focus for their work in the discipline both during their senior years and the summers before.

### **Prerequisites:**

[Introduction to Classical Studies](#)

## GRRO 475: Senior Seminar

### **Credits:**

4

This course represents the capstone experience for all majors in GRS. Although the specific topic of study will vary from year to year depending on the interests and goals of the participants, students will engage in a significant scholarly investigation into some aspect of the ancient world. The students' work must reflect an engagement with primary materials and their familiarity with and ability to use secondary resources. Students are encouraged to select topics that reflect their interests and postgraduate plans and incorporate their work as majors and minors in fields other than GRS. Normally, the project will culminate in a research paper, but other products are possible, such as a creative work. Generally, seniors will present the results of their work in an oral presentation for other students and faculty members at an event scheduled on campus or at a conference for undergraduate research.

## GRRO 476: Senior Seminar: Dissemination

### **Credits:**

1

In the spring semester of their senior years, majors in GRS will complete their capstone experiences by working with faculty members on transforming their research into formats for public dissemination primarily as presentations for undergraduate conferences and symposia. They will be responsible for developing abstracts, adapting their projects, and presenting their research in public settings such as the Undergraduate Research and Creative Activity Symposium (URCAS) at Rhodes or the Sunoikisis Undergraduate Research Symposium.

## GRRO 495: Honors Tutorial

### **Credits:**

4

These courses are for students working on an honors project as described above. Permission of the advisor is required for enrollment in these courses.

## GRRO 496: Honors Tutorial

### **Credits:**

4

These courses are for students working on an honors project as described above. Permission of the advisor is required for enrollment in these courses.

## GRRO 833: From Pericles to Caesar

### **Credits:**

4

**Degree Requirements:**

F1, F3

This team-taught cross-disciplinary course traces the history of the Mediterranean world from 5th century Athens to the rise of the Roman Empire. Special attention will be given to ancient biography, historiography, and philosophy. The first half of the course, “Pericles and Athens”, will include the study of Plutarch and Thucydides’s accounts of the lives of Pericles and Alcibiades as well as Plato’s Apology and Symposium. In the second half of the course, “The Rise of Rome”, works by Aristotle, Plutarch, Caesar, Cicero and Tacitus will be considered. Common sessions will be followed by individual colloquium sessions. Part of the Track One: Ancient Greece and Rome: The Foundations of Western Civilization of the European Studies Program.

## GRRO 834: Ancient Greek and Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama and Love Poetry

**Credits:****Degree Requirements:**

F4, English major, 200-level course

This course consists of two parts. Part I 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 that agonized the audiences of tragedy. Part II traces Roman comedy, including the comic poets Plautus and Terence, and the rise of Roman tragedians like Seneca. Part of the Track One: Ancient Greece and Rome: The Foundations of Western Civilization of the European Studies Program.

### Gender and Sexuality Studies

## GSST 200: Introduction to Gender and Sexuality Studies

**Credits:**

4

An interdisciplinary course designed primarily for first and second year students. This course explores the construction of gendered ideologies from a variety of disciplinary perspectives.

## GSST 300: Queer Theory

**Credits:**

4

An introduction to queer theory as an interdisciplinary field of academic study. This course introduces students to key authors, texts, and debates in queer theory. This course is recommended for all GSS students prior to GSS 400, but is open to students in all academic disciplines.

## GSST 400: Feminist Theory

**Credits:**

4

An interdisciplinary seminar in contemporary feminist and queer thought for advanced students. Students will examine the contributions of feminist scholars in fields including political theory, literary criticism, psychology, anthropology, sociology, and philosophy. Junior or senior standing recommended. Prerequisite: GSST 200 or the permission of the instructor.

## GSST 460: Internship

**Credits:**

1-4

**Degree Requirements:**

F11

A directed internship in which students integrate their academic study of gender or sexuality issues with practical experience in offcampus organizations, agencies, or businesses. To be eligible, students must have a G.P.A. of 2.5 or higher.

## History

### HIST 105: Introductory Seminars in History

**Credits:**

4

**Degree Requirements:**

F2i, F3

This writing intensive course provides an introduction to themes and topics from a variety of historical perspectives. Possible topics include: "Disease and Epidemics," "British Empire through Film," "The Algerian Revolution," and "The Supreme Court in U.S. History."

### HIST 165: Topics in History: Summer Study

**Credits:**

4

Introduction to selected periods in history taken during a Maymester or other summer study, either at Rhodes, the Summer Study in London program, or another course outside the traditional academic calendar taught by a Rhodes faculty member. Topics vary with instructor. May be repeated for credit when topics vary. Foundation credits vary according to topic.

### HIST 205: Selected Topics in History

**Credits:**

4

**Degree Requirements:**

F3

Introduction to selected periods in history. Varies with instructor. May be repeated for credit when topics vary.

## HIST 207: Global Environmental History

**Credits:**

4

**Degree Requirements:**

F3, F11, Global/Comparative History

This course is an introduction to the field of environmental history. What can our environment tell us about our past? How have natural resources shaped patterns of human life in different regions of the world? What meanings have people attached to nature and how have those attitudes shaped their cultural and political lives? We will analyze the ecological context of human existence, with the understanding that the environment is an agent and a presence in human history. Because environmental change often transcends national boundaries, this course places important subjects like disease, agriculture, forests, water, industrialization, and conservationism into a global context. This course includes a lab for field excursions.

## HIST 209: Natural Disasters

**Credits:**

4

**Degree Requirements:**

F3, F8, Global/Comparative History, Environmental Studies Elective, Urban Studies Elective

This course explores the histories of several “natural disasters” to discover how humans have understood and responded to environmental events beyond their control. The course begins with a conceptual conversation about the relationship between environment and society within the context of disaster, and then proceeds to explore the stories of several events -- such as hurricanes, earthquakes, floods, and fires. We will also consider how disasters are woven into the historical memories of various societies and used as reference points to understand both the past and the future. Each student will conduct research and make a significant oral presentation as part of the course.

## HIST 211: The Ancient Mediterranean

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe, Period prior to 1500

This course is an introductory survey of the history of the ancient Mediterranean from ca. 3000 B.C. to ca. A.D. 500 that focuses on the great civilizations of Egypt, Greece, Rome, and the Near East (e.g., Assyria and Persia.) Each civilization had its distinctive character, and yet vigorous cultural exchanges within the area, and

beyond, led to the assimilation, adaptation, and sometimes even rejection by one culture of the ideas and practices of another. Thus, the course will track these interactions and examine their consequences for the historical development of Mediterranean civilizations. Also considered will be a rich variety of evidence that includes literary texts, inscribed documents, artifacts, coins, art, and architecture. (Course offered in alternate years.)

## HIST 212: Medieval Europe

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe, Period prior to 1500

Before the Middle Ages, there was no Europe. This course covers the thousand-year period from Late Antiquity to the Renaissance, roughly 400 to 1400 C.E., during which Europe emerged as a region with distinctive political, religious, and cultural traits. In order to understand this transformation, we will examine such topics as the spread of Christianity; the reconfiguration of the Roman empire into a new set of kingdoms; the growth of new religious, social, and political institutions; the evolution of conflicts between church and state, Islam and Christianity, city and countryside; the cycle of economic revival and collapse; the effects of the Black Death and other catastrophes; and the experiences of ordinary people in their daily lives.

## HIST 213: Renaissance and Reformation Europe

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe, Period prior to 1500

This course begins by examining the changes, as well as the medieval carry-overs, that brought about the period known as the Renaissance. 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 will be considered. The course then turns 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 is now considered the “modern” world. (Course offered in alternate years.)

## HIST 214: Modern Europe

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe

This course acquaints students with the major political, social, economic, and cultural forces that have shaped the European continent as we know it today. While following a chronological perspective and highlighting a familiar set of events--such as the French and Industrial Revolutions, imperialism, communism and fascism, the two world wars, the Cold War, and the development of the European Union--we will focus on a series of themes. We concentrate on the making of the Nation, Class, Gender and Race in the long 19th century, and the often tragic fate of these modern inventions in the 20th century. We trace the sometimes violent, complex, and interesting circumstances of the peoples who constructed these modern Western notions. The successful completion of this course will substantially enrich not only your understanding of Europe in the world today, but some of the central categories and values that underpin how we have come to structure our society and define ourselves.

**HIST 215: Enlightenment and Revolution: Europe, 1714-1815****Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe

The eighteenth century was an age of intellectual and political revolutions that destroyed what historians describe as the Old Regime. This course critically assesses the rhetoric, goals and legacy of the century's key philosophic movement, the Enlightenment. It 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. Particular emphasis will be placed on the French Revolution, the overthrow of the Old Regime, the Reign of Terror and the rise and fall of the Napoleonic system in Europe.

**HIST 216: Industrialism, Nationalism, and Imperialism: Europe, 1815-1914****Credits:**

4

**Degree Requirements:**

F3, F8

Major Requirement: History of Europe

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. (Course offered in alternate years.)

## HIST 217: The Age of Extremes: European Culture and Society in the Twentieth Century

**Credits:**

4

**Degree Requirements:**

F3, F8

Major Requirement: History of Europe

By focusing on the experiences of ordinary people and significant shifts in their values, we will study how Europe evolved through what one historian has called an “age of extremes” in the twentieth century. Central issues will include the experience and legacies of “total war,” daily life under Nazi rule and in the Communist countries of Eastern Europe, the psychological impact of the Great Depression, and the various ways in which people struggled to redefine themselves as Europe faded from a position of world dominance.

## HIST 221: Athenian Democracy in Crisis

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe, Period prior to 1500

Athens was one of the most successful and exceptional states in antiquity because it developed and sustained a liberal democracy at a time when monarchies and oligarchies dominated much of the world. As fascinating as it is to trace the developments that contributed to the adoption of democracy at Athens in 511 BCE, an even more fruitful enterprise, especially at a time when our own democracy is becoming increasingly more precarious and fractured, is to study the manifold changes in political, economic, and cultural life during the last third of the 5th century that led the Athenians to take their democracy for granted and adopt undemocratic changes in their constitution. This course will thus concentrate on the tumultuous period from 431 to 399,



beginning with the greatest "upheaval" of the age, the Peloponnesian War, which witnessed civil war and political revolution, and ending with the trial and execution of one its greatest citizens, Socrates. This period is particularly rich in primary sources, including Thucydides' magisterial history, law-court speeches, comedies, tragedies, and inscriptions. While this course assumes no prior experience with Greek history, mastering these sources is crucial for success in the course, especially during the running of the "Reacting to the Past" game, *The Threshold of Democracy: Athens 403 B.C.*

## HIST 222: Fall of the Roman Republic

### Credits:

4

### Degree Requirements:

F3

Major Requirements: History of Europe, Period prior to 1500

Rome's transition from Republic to Empire, when power shifted from the Senate and People to a single emperor, is one of the most well-known periods of Roman history, involving a number of famous characters: Julius Caesar, Cicero, Pompey, Antony, and Augustus. In this course, we will investigate the nature and causes of the fall of the Roman Republic. What was the Republic, and why did it end? How did Rome come to be ruled by emperors? Focusing especially on the last century BC, we will examine Roman politics and society to find answers to a question that has perplexed some of the greatest thinkers of the last two millennia: How does a proud and powerful republic slip into one-man rule? In the process, we will problematize the study of the "fall", considering questions such as the following: Was the Roman Republic really so different from the Empire? What are the continuities between these two eras, and where does the break really occur? In our study of the Republic, how does our knowledge of what happens next - the Empire - enhance and distort our understanding of late republican events?

## HIST 223: The Fall of the Roman Empire

### Credits:

4

### Degree Requirements:

F3

This course will explore the transformations of the Mediterranean world from the late third century to the seventh century C.E. Major themes to be discussed include the fall of the western Roman empire, the barbarian invasions, the Christianization of the Roman empire, the emergence of monasticism and the cult of the saints, and the rise of Islam. Major characters will include, for example, Constantine, Augustine of Hippo, Attila the Hun, Stilicho, Benedict of Nursia or Muhammad. We will place these characters against a concrete social, geographical and archaeological context.

## HIST 224: British Empire and Its Enemies

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: Global/Comparative History

This course addresses some of the major developments of the British Empire from the early 1600s to the 1980s. Emphasis is on the changing nature of the empire, its role in Britain's rise and fall as a world power, the influence of empire on Britain's political, economic, and cultural development, and the imperial impact on Britain's colonies and possessions. Attention is also directed at the many enemies that the empire created, both in Britain and in the colonies. The course concludes by examining aspects of post-colonialism in Britain and its former possessions. (Course offered in alternate years.)

**HIST 225: Modern Britain****Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Europe

This course will introduce students to some of the major historical developments in Britain since 1688. The focus will be on political events, but some attention will also be paid to social, economic, religious, and intellectual developments. Topics to be discussed include: Glorious Revolution of 1688-89; corruption and reform in eighteenth-century politics; origins, nature, and impact of industrialism; evolution of parliament and emergence of the office of prime minister; impact of the French Revolution; reform and radical movements of the nineteenth century; imperialism; the British experience in World Wars One and Two; origins and nature of the welfare state; British society and politics since 1945; and the Americanization of Britain. (Course offered in alternate years.)

**HIST 226: Musical Paris 1870-1940****Credits:**

4

**Degree Requirements:**

F3, F5

Major Requirements: History of Europe

This course will examine of the relationship between French music and its political, social, and cultural context by focusing on Paris as the center of new artistic developments in the late nineteenth and early twentieth centuries. The course will provide an introduction to French

cultural history, including artistic movements during this period, introducing students to musical composers such as Fauré, Debussy, Ravel, Satie, and Stravinsky and how they were situated within the events of their day. Students will develop a vocabulary to describe and discuss musical works in general and of this period specifically. Students will analyze musical works within the context of Parisian life from 1870-1940.

## HIST 229: Imperial Russia

### **Credits:**

4

### **Degree Requirements:**

F3

Major Requirement: History of Europe

How and why did Russia become the center of the world's largest land empire only to collapse so suddenly in 1917? Beginning with the emergence of Rus and the development of the early Muscovite state, this course delves into the Russian Imperial period, examining the growth of the Russian Empire and highlighting certain topics, including the quest for modernization; the relationship between Russia and the rest of the world (both East and West); the beliefs, traditions, religion, and way of life of the Russian people; the rise of radical movements; and the revolution that brought down the Romanov dynasty. We will focus especially on aspects of Russian culture: literature, painting, and music. (Course offered in alternate years.)

## HIST 231: North American in the Colonial and Revolutionary Eras

### **Credits:**

4

### **Degree Requirements:**

F3

Major Requirement: History of United States

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 include the tensions between individual and community interests, the origins and development of slavery, the emergence of capitalism, religious diversity, and the American Revolution.

## HIST 232: The United States in the Nineteenth Century

### **Credits:**

4

### **Degree Requirements:**

F3

Major Requirement: History of United States

This course examines major social, political, economic, and cultural changes in the nineteenth

century, including U.S. relations with Native North Americans, antebellum reform, the Civil War, Reconstruction, and industrialization. Major themes may include the rise and decline of sectionalism and transformations in gender and race relations, as well as questions of individualism and community, liberty and order.

## HIST 233: The United States in the Twentieth Century

### **Credits:**

4

### **Degree Requirements:**

F3, F8

Major Requirement: History of United States

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.

## HIST 234: Queer Histories

### **Credits:**

4

What are “queer histories”? And how does one “queer” history? This course is an introduction to lesbian, gay, bisexual, transgender, and queer (LGBTQ) history and methods. Focusing on the nineteenth and twentieth centuries, we will examine historical constructions of non-normative genders and sexualities, and the evolution of LGBTQ identities and communities. Looking at history from a “queer” perspective—one in which we question conventionally-held knowledge and categories of identity—will reveal how ideas about gender and sexuality change over time, and how they are linked to issues of race, class, nationality, and citizenship. Course topics will include the social and scientific construction of sexual orientation and gender identity, the effects of historical events including World War II and the Civil Rights and feminist movements on LGBTQ people, and the evolution of American and global LGBTQ rights movements from the mid-twentieth century to the early twenty-first century.

## HIST 242: African-American History

### **Credits:**

4

### **Degree Requirements:**

F3, F9, Africana Studies Elective

Major Requirement: History of United States

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, and beyond.

## HIST 243: The Civil Rights Movement

**Credits:**

4

**Degree Requirements:**

F3, Africana Studies Elective

Major Requirement: History of United States

This course examines the social, political, and economic climate of the 1940s through the 1960s, and considers 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 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. (Course offered in alternate years.)

## HIST 247: The American South

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of United States

This course examines the social, political, 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, political and cultural change in the New South, and the Civil Rights Movement.

## HIST 248: History of Memphis

**Credits:**

4

**Degree Requirements:**

F3

**Major Requirement: History of the United States**

The city of Memphis has significantly shaped the broader experiences of people in the United States. This course provides an introduction to the major issues and themes that have formed the history of the city and its people. Using a variety of sources, the course explores the significant political, social, economic, and cultural changes that have taken place in the region from the 18th century to the present day.

**HIST 255: United States Political History, 1896-1960****Credits:**

4

**Degree Requirements:**

F3, F8

**Major Requirement: History of United States**

As the United States began its rise to the status of superpower in the 20th century, Americans also began to fashion new political ideologies and policies to contend with changes in the expanding nation. Students in this course will examine the origins of modern liberalism in the Progressive Era, its rise and expansion during the New Deal, the challenges of 20th century conservatism, and political debates during World War II and the Cold War. In addition, the course will focus on changing campaign techniques, the importance of voting rights, and increased importance of international relations in American politics. (Course offered in alternate years, scheduled for 2013-2014.)

**HIST 256: United States Political History, 1960-Present****Credits:**

4

**Degree Requirements:**

F3, F8

**Major Requirement: History of United States**

What was the lasting legacy of “The Sixties”? What was the “Reagan Revolution”? How did liberalism, one of the dominant ideologies of the 20th century America, get transformed into the “L” word in current political debates? This course will attempt to answer these and other questions surrounding modern American political history. Along with the emergence of the New Left and the New Right, students will examine the influence of race in political debates, the arguments over the size and scope of American government, and the direction of American politics in the 21st century. (Course offered in alternate years, scheduled for 2013-2014.)

**HIST 261: Colonial Latin American**

**Credits:**

4

**Degree Requirements:**

F3, F9

Major Requirement: History of Latin America

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.

## HIST 262: Contemporary Latin America

**Credits:**

4

**Degree Requirements:**

F3, F9

Major Requirement: History of Latin America

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.

## HIST 267: Modern Mexico

**Credits:**

4

**Degree Requirements:**

F3

Major Requirement: History of Latin America

This course is an introduction to the history of Mexico and we will study that nation’s history from independence (the early 19th century) to the present. The course will move more or less in a chronological fashion with further focus on themes of importance (immigration, for example). (Course offered in alternate years.)

## HIST 271: Africa before 1800

**Credits:**

4

**Degree Requirements:**

F3, Africana Studies Elective

Major requirement: History of Africa/Middle East

This course will examine Africa from its early history to the end of eighteenth century, studying such topics as the rise and fall of Africa's ancient kingdoms, African peoples and their links with the outside world, the introduction of Christianity and Islam, and Africa in the era of slave trade. We will consider major political, economic, and social changes that took place in Africa during this period and examine the experiences of Africans. In particular, we will examine a wide range of social and cultural as well as technological and economic changes in Africa before the impact of outside contacts and influences. We will also explore the relationships between Africans and people living in other regions of the world, such as Europe and the Middle East. Our core themes in this course involve power, trade, and the production of social and cultural orders locally as well as the broader development of global systems around the African continent. We will deal primarily but not exclusively with regions now south of the formidable Sahara Desert, and the influence that Africa had on the edges of the Indian and Atlantic Oceans arenas. Students completing this course will develop a broad understanding of how various African societies evolved before 1800; discover the important position of precolonial Africa within local and global historical processes; interpret primary sources from major themes and episodes in African history within their own particular social, cultural, political, and economic contexts; and demonstrate the ability to analyze and discuss material dealing with Africa's past in writing.

## HIST 272: Africa since 1800

### **Credits:**

4

### **Degree Requirements:**

F3, Africana Studies Elective

Major requirement: History of Africa/Middle East

This course provides an introduction to the history of Africa since 1800 by examining important social, economic, political, religious, and environmental changes from 1800 to the present. Although we consider African engagement with Europe, this is not a course on Europeans in Africa or European colonialism; rather, we will explore the ways in which Africans have both responded to and created change over time. We will examine such developments as: the decline of the slave trade; Islamic revival and reform; European conflict and colonialism; urbanization and industrialization; the First and Second World War; decolonization and Pan-Africanism; nation building and the Cold War; famine and epidemics; authoritarian and democratic governance; and international aid and globalization. The course will also consider various themes, such as: African spiritual belief and practice; African political



structures and economic systems; African attitudes towards Europe and empire; and African identities. By examining major historical transformation and themes in African history since 1800, students will acquire the means to understand contemporary African societies and their relationship with the wider world.

## HIST 275: The Making of the Modern Middle East

**Credits:**

4

**Degree Requirements:**

F3, F9

Major Requirement: History of Africa/Middle East

This course is an introductory class to the history of the Middle East from Napoleon's invasion of Egypt in 1798 until the end of World War I. Investigating the history of this period provides the necessary backdrop for understanding the intellectual vibrancy and political turbulence of the Arab world in present day. The main question for consideration is which forces and what sort of transformations shaped the region over the course of the 19th and early 20th centuries. By exploring critical political, social, intellectual, and economic themes such as reforms, colonialism, Arab nationalism, and the impact of Zionism, we will identify the main internal and external forces and processes that shaped the modern Middle East. The course also examines the way historical discourse is formed.

## HIST 276: Re-Making the Twentieth-Century Middle East

**Credits:**

4

**Degree Requirements:**

F3, F9

Major Requirement: History of Africa/Middle East

This course examines the history of Middle Eastern states and societies from World War I to the present, including the Arab countries as well as Iran, Israel and Turkey. The course surveys the main political, social, economic, and intellectual currents of the 20th-century Middle East and provides a basis for understanding both the domestic and international politics of the region. Topics include imperialism, nationalism, state and class formation, religion, Orientalism, women, the politics of oil, the Arab-Israeli conflict, the Iranian revolution, the Gulf War and 9/11 and its aftermath.

## HIST 277: Modern Islamic Thought

**Credits:**

4

**Degree Requirements:**

F1, Africa/Middle East

This course offers a broad overview of important intellectual movements and orientations in the modern and contemporary Islamic world since the 19th century. It examines the views of Muslim thinkers as they have faced numerous challenges and upheavals that emerged in the modern world. We will place these thinkers in the context of their socio-political settings and analyze their interpretations as they have struggled to preserve, adapt, or redefine Islamic ideas in the face of changed conditions. Some of the intellectual traditions we will investigate include: Islamic modernist thought, progressive Islam, Islamic fundamentalism, jihadist thought, Islamic feminism, and Islam in America.

## HIST 281: East Asia in the Modern World

### **Credits:**

4

### **Degree Requirements:**

F3, Asian Studies Elective

Major Requirement: History of Asia

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' experiences 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.

## HIST 282: Traditional China

### **Credits:**

4

### **Degree Requirements:**

F3, F9, Asian Studies Elective

Major Requirement: History Asia, Period prior to 1500

Beginning with the earliest evidence of human civilization in the region, this course traces the emergence of political states within China

and their eventual unification into a single empire, an institution that persisted for millennia.

Throughout this process the development of literature, religion, philosophy, and material culture in Chinese society all played a role in shaping the character of China today.

## HIST 283: Modern China

### **Credits:**

4

### **Degree Requirements:**

F3, F9, Asian Studies Elective

Major Requirement: History of Asia

For millennia the Chinese viewed their emperor as the Son of Heaven and their empire as the center of the world. Following Columbus

and the Age of Exploration, however, in the sixteenth-century Europeans began arriving in China

in unprecedented numbers, precipitating a crisis in Chinese society. This course examines the dynamics of China's relationship with the outside world and the subsequent transition that China made from empire to nation. Modernization continued in the twentieth century and with it came social revolution and conflict with the United States, a legacy that continues to inform our relationship with the world's most populous nation.

## HIST 287: Traditional Japan

### **Credits:**

4

### **Degree Requirements:**

F3, F9

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 transformation of Japanese society, the role of religions in Japanese culture, Japan's "cult of aesthetics," and the tensions between civilian and military rule through the rise of the samurai class and the ethics of bushidō (the "way of the warrior").

## HIST 288: Japan since 1800

### **Credits:**

4

### **Degree Requirements:**

F3, F9, Asian Studies Elective

Major Requirement: History of Asia

This course is designed to provide the students with a general understanding of Japan's history since 1800. Topics in this course include general issues in the process of modernization such as industrialization, construction of mass culture, development of science and technology, and modern formation of everyday life. This course also focuses on particular issues in modern Japanese history such as the impact of the West, colonialism and imperialism, (post) war and democracy. Although this course is a general survey, it intends to challenge the constructed images of Japanese history and culture. For this purpose, issues on trans-national and trans-cultural history will be considered throughout the course.

## HIST 293: Ancient and Medieval India

### **Credits:**

4

### **Degree Requirements:**

F3, Asian Studies Elective

Major Requirement: History of Asia, Period prior to 1500

This course explores India from the era of the Indus civilization through the death of the Mughal Emperor Aurangzeb in 1707 CE. Topics include the Harappa culture, Aryan migrations and emergence of Hinduism, Gangetic culture and rise of the Mauryan and Gupta empires, Islamic invasions and creation of the Delhi sultanate, and the Vijayanagar Empire. The course concludes with a close examination of the rise and fall of the Mughal Empire, one of the world's greatest empires. Considerable attention will also be devoted to religious, social, and cultural developments, including the evolution of Hinduism, the caste system, Islamic culture in India, religious reform movements, and architecture. (Course offered in alternate years.)

## HIST 294: Modern India

**Credits:**

4

**Degree Requirements:**

F3, Asian Studies Elective

Major Requirement: History of Asia

This course surveys the history of South Asia following the collapse of the Mughal Empire in the early eighteenth century through the post-colonial period of the late twentieth century. Focus is on political, religious, and socio-economic developments such as the post-Mughal political order; the origins and nature of the British Raj; nationalism and the struggle for independence; religious revival and political identity; partition and its aftermath; and the post-colonial order in India, Pakistan, and Bangladesh. (Course offered in alternate years.)

## HIST 300: The Historian's Craft: Methods and Approaches in the Study of History

**Credits:**

4

**Degree Requirements:**

F2i

This course introduces prospective history majors and minors to the experience of how historians perform their craft. Each seminar will address research methods, historical writing, and interpretive analysis. Students will be introduced to historiography, the use of primary sources, and ethical issues in writing history. Course work will culminate in an original research paper. An oral presentation will also be required of all students.

## HIST 305: Advanced Seminar on Special Topics

**Credits:**

4

Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary.

Prerequisite: Sophomore Status

## HIST 307: Nature and War

### **Credits:**

4

Major Requirement: Global/Comparative History

This course investigates how wars have shaped the natural environment and how nature has shaped war in the modern era. More than simply a look at the ravages of war on nature, this course considers the complex relationship between humans and the natural world. The various topics we will consider include chemical and biological warfare, repairing embattled landscapes, the growing military-industrial complex, disposing of nuclear waste, and the increasing number of conflicts over natural resources. Students will learn how to critically assess the ecological impact of war, as well as its societal and political repercussions. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 311: The Rise and Fall of Athens

### **Credits:**

4

Major Requirement: History of Europe, Period prior to 1500

This course offers a comprehensive survey of the history of Athens from the age of Solon and the birth of democracy in the 6th century BCE to the tumultuous post-Peloponnesian War period (404-399), which saw the collapse of the Athenian empire, tyranny and foreign occupation, and the execution of its greatest citizen, Socrates. Particular attention will be paid to the major political, social, and cultural developments, as we try to understand the factors that contributed to the growth and decline of Athenian civilization. Among the many themes and topics we will examine are: the theory and practice of Athenian democracy; political dissent; imperialism and the Athenian empire; the rhetoric of war; work and leisure; the position of slaves, foreigners, and women in Athenian society; classical art and architecture; and tragedy as a "civic discourse." (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 312: The Fall of the Roman Republic

### **Credits:**

4

Major Requirement: History of Europe, Period prior to 1500

Rome's transition from Republic to Empire, when power shifted from the Senate and People to a single emperor, is one of the most wellknown periods of Roman history, involving a number of famous characters: Julius Caesar, Cicero, Pompey, and Augustus. In this course, we will investigate the nature and causes of the fall of the Roman Republic. What was the Republic, and why did it end? How did Rome come to be ruled by emperors? Focusing especially on the last century BC, we will examine Roman politics and society to find answers to a question that has perplexed some of the greatest thinkers of the last two millennia: How does a proud and powerful republic fall into one-man rule? In the process, we will problematize the study of the "fall," considering questions such as the following: Was the Roman Republic really so different from the Empire? What are the continuities between these two eras, and where does the break really occur? (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 313: The Roman Empire and Late Antiquity

### Credits:

4

Major Requirement: History of Europe, Period prior to 1500

This course studies the end of the Ancient World and the emergence of the Middle Ages. We start with the Roman Empire at the peak of its power and proceed to study its dramatic crisis, transformation and eventual fall. The barbarian invasions, the diffusion of Christianity, the establishment of a powerful Catholic church, the emergence of new artistic traditions, and the rise of Islam are some of the themes covered in this wide-ranging survey. Students will have the opportunity to meet and understand characters such as Constantine, Attila the Hun, Augustine of Hippo, Justinian and Muhammad. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 314: Medieval Travelers

### Credits:

4

### Degree Requirements:

F4, Pre-1500 Area Requirement, History of Europe

Stories of wonder and adventure in distant lands were much loved by medieval readers. For those who stayed at home, travelers' tales shaped their understanding of the wider world and their own place within it. For those who were able to travel themselves, favorite tales shaped their own lived experiences. In this class, we examine some of the most popular medieval European travel narratives using the tools of both literary and historical analysis. We follow merchants, pilgrims,

spies, and diplomats as they made their way to destinations such as Spain, Russia, China, Ethiopia, America, and the Holy Land.

Prerequisite: Sophomore Status

## HIST 320: Modern Jewish Thought

### Credits:

4

History of Europe

Beginning with the heretic Spinoza, we'll examine the giants of Jewish thought—religious reformers, philosophers, writers, and theologians wrestling with the challenges of modernity. Topics will include: the essence of Judaism; the nature of law; religion and the state; Jewish understandings of God and of evil; the status of women and non-Jews; and the legacy of the Holocaust. We'll discuss the Jewish Enlightenment; Reform, Orthodox, Conservative and other Jewish denominations; Zionism and Israel; Jewish existentialism and the meaning of life; Jewish philosophical and theological responses to the Holocaust; and Jewish feminism.

## HIST 321: History of Existentialism

### Credits:

4

### Degree Requirements:

F1, History of Europe

An examination of prominent existentialists from the 19th and 20th Centuries. Issues include the idea that human beings' deepest desire is for meaning in their lives, and that the primary issue in human life is whether and how we own up to this. Same as PHIL 360.

Prerequisite: Sophomore Status

## HIST 327: Germany at War

### Credits:

4

Major Requirement: History of Europe

This course explores the ways in which war has shaped modern Germany. Students examine the wars of German unification in the nineteenth century, the two world wars in the twentieth century, and the hostilities between East and West Germany during the Cold War. Our concern is not with tactics, battle history, or the deeds of great generals. Rather we consider the strains that war caused in Germany society, including the tensions between democracy and authoritarianism, the pressures of industrial might and socialist unrest,

and conflicting notions of class, race, and citizenship. Students will become acquainted with how war serves as a lever of change in the making of a modern state. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 342: Slavery in the United States

### **Credits:**

4

Major Requirement: History of United States

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. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 345: Civil Rights in Memphis

### **Credits:**

4

Major requirement: History of the United States

This seminar will examine the origin, growth and development of the civil rights movement in Memphis. Using, music, documentaries, oral histories and secondary sources, students will consider the various political, social, cultural and economic dynamics that led to the creation of a movement in the Bluff City. Additionally, the course will focus on various organizations and individuals, and will seek to analyze the strategies they implemented in the pursuit of greater freedom. Students will also assess reactions to the movement in Memphis, and the complex legacy citizens of the city continue to contend with.

## HIST 351: United States Constitutional History to 1865

### **Credits:**

4

Major Requirement: History of United States

This course examines American constitutionalism from the colonial era through the Civil War. Topics include British constitutionalism, American revolutionary ideology, the Constitutional Convention, the early nineteenth-century Supreme Court's exercise of judicial review, and the new republic'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. In contrast to a constitutional law



course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in and of itself. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 352: United States Constitutional History since 1865

### **Credits:**

4

Major Requirement: History of United States

This course examines American constitutionalism from the Reconstruction period to the present. In particular, the course focuses on the Supreme Court's interpretation of the constitutional issues surrounding Reconstruction and civil rights, industrialization and economic expansion, the rise of national regulatory power, and the expansion of individual rights. In contrast to a constitutional law course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in and of itself. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 360: Public History/Internship

### **Credits:**

4

### **Degree Requirements:**

F11

This course focuses on both the theory and practice of public history. The "theory" portion is covered in class sessions, while the "practice" occurs through an internship at a local archive, museum, or preservation agency. By the end of the semester, students should have a general understanding of how public historians practice their craft. To enroll, students must be approved in advance by the instructor and the Office of Career Services.

Prerequisite: Sophomore Status

## HIST 363: History of U.S.-Latin American Relations

### **Credits:**

4

Major Requirement: History of Latin America

This course 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: Sophomore Status

## HIST 364: History of Religion in Latin American

**Credits:**

4

Major Requirement: History of Latin America

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 every third year.)

Prerequisite: Sophomore Status

## HIST 365: Infinite Border: The United States and Mexico in Historic Perspective

**Credits:**

4

**Degree Requirements:**

Global/Comparative

This course is designed as an introduction to historical awareness, historical thinking, and historical methodology. Our objective is to understand how the history of the Border (the border separating the United States and Mexico) has shaped political, economic, historic and cultural realities, for centuries, at a place that's neither fixed nor clear. Students will study primary documents, read essays/literary accounts, and view films to arrive at a more complete understanding of the history, tragedy and possibility of the border.

Prerequisite: Sophomore Status

## HIST 375: Islamic History and Civilization

**Credits:**

4

**Degree Requirements:**

F1

**Major Requirement:** History of Africa/Middle East, Period prior to 1500

This course is a thematic introduction to many of the events, figures, texts and ideas that have been central to Islamic thought and identity over the centuries. While we will study many major historical events, particularly in the early centuries of the Islamic era, the course is not intended as a comprehensive historical survey; instead, we will focus on some of the pivotal moments that have been most meaningful in the eyes of later generations of Muslims. (Course offered in alternate years.)

Prerequisite: Sophomore Status

**Prerequisites:**

[The Historian's Craft: Methods and Approaches in the Study of History](#)

## HIST 385: Nomads of Inner Asia

**Credits:**

4

**Major requirement:** History of Asia, Period prior to 1500

This course examines 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.

Prerequisite: Sophomore Status

## HIST 389: The Vietnam War

**Credits:**

4

**Major requirement:** Global/Comparative History

The Vietnam War remains a challenging subject. The profound impact that it had on the major combatant nations (Vietnam and the United States) continued to be felt long after the war had concluded. This course examines the Vietnam War through many lenses – social, cultural, and political – in an effort to gain a holistic understanding of this important and defining historical experience. We will approach the subject from multiple perspectives: not only those of the major combatants but also those of other important “players” such as the People’s Republic of China, the Soviet Union, and the neighboring nations of Southeast Asia. In addition to a consideration of the war itself we will examine the causes of the conflict (including a discussion of French colonization, Japanese occupation, rising nationalism in Southeast Asia, and conflicting notions of Vietnamese nationalism), the war’s role in global politics and the Cold War, and its longterm consequences.

## HIST 391: Gandhi

**Credits:**

4

Major Requirement: History of Asia

This course explores the life and thought of Mohandas Gandhi. It traces his transformation from an insecure Hindu aping British culture to a self-confident Indian leading a nationalist revolt that captivated the world. This transformation is used to examine larger currents in Indian history, such as the nature of cultural imperialism, the emergence of Hindu nationalism, and the story of India's independence movement. Attention is also directed at Gandhi's views on Hindu-Muslim relations, the emergence of Pakistan, and plight of the so-called Untouchables. The origins, nature, and problems of his theory of non-violent resistance are also explored. The course concludes with a brief examination of what happened to Gandhi's ideas after Indian independence. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 395: The Imperial Idea

**Credits:**

4

Major Requirement: Global/Comparative History

The past two decades have witnessed an explosion of scholarly interest in European imperialism as a cultural and intellectual phenomenon. This course examines some of main currents of this trend, focusing on the modern period and the British empire, which has drawn the lion's share of attention. The course will begin by examining how leading intellectuals in Europe and its colonies engaged the idea of empire; the authors we will read may include John Locke, J. G. Herder, Edmund Burke, J. S. Mill, George Orwell, and Frantz Fanon. After this, the course will turn to critical studies of empire emanating from those engaged in literary discourse theory and postcolonial studies. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 405: Advanced Seminars on Special Topics

**Credits:**

4

Advanced research seminars in selected topics in history. Varies with instructor. May be repeated for credit when topics vary.

Prerequisite: Sophomore Status

## HIST 413: Slavery in the Premodern World

### Credits:

4

### Degree Requirements:

F9

Major Requirements: Global/Comparative, Period prior to 1500

The history of slavery is often presented as a straight line of development from the Roman estate to the American plantation. Yet more than a thousand years passed between the end of the Roman empire and the establishment of the first New World colonies, a millennium during which slavery existed and was taken for granted all over the world. Premodern forms of slavery differed from the nineteenth-century plantation model: they tended to be small-scale, urban, domestic, female, and grounded in religious rather than racial difference. Through our study of the distinctive features of premodern slavery, especially religious difference and gendered expectations of domestic and sexual service from most slave women, we will reexamine common assumptions about what slavery means and how it works more generally. Our primary focus will be on the Mediterranean region, but we will also consider examples from northern Europe, Asia, Africa, and the Americas between 500 and 1500 C.E.

## HIST 427: The Great War

### Credits:

4

Major Requirement: Global/Comparative History

This course explores the comprehensive impact of the First World War from a global perspective.

We will examine how aspects of the

international system led to the outbreak of war in August 1914, the experience of war around the world, interactions between civilians

and soldiers, the tensions between minorities and authorities, atrocities and genocide, and the attempt to establish a lasting peace in 1919.

Central to the course will be the ways in which the Great War shaped the twentieth century.

(Course offered in alternate years.)

Prerequisite: Sophomore status

## HIST 428: Fascist Europe, 1918-1945

### Credits:

4

Major Requirement: History of Europe

This seminar investigates one of the most tumultuous eras in European history by exploring the political and cultural development

known as "fascism." Radicalized by World War and Depression, adherents of this new political philosophy gained control of several

European countries and transformed them from liberal democracies to totalitarian states.

Concentrating on culture and society, we will

explore why and how such groups came to power in countries including Italy and Germany, what

fascists believed, the elements of their programs, and the legacies they left behind. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 429: Europe since 1945

### **Credits:**

4

Major Requirement: History of Europe

This course examines various aspects of European culture, politics, and society since World War II. In particular, we investigate the legacies of war and Holocaust; the creation and collapse of Cold War era communism; Europe's relations with the rest of the world through decolonization, immigration, and globalization; and multiple challenges to Western value systems. Students are expected to read numerous works of historical scholarship, write a substantial analytical essay, participate actively in class discussion, and give oral presentations in class. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 434: The Early Republic of the United States, 1789-1846

### **Credits:**

4

Major Requirement: History of United States

This seminar examines the political, social, and cultural history of the United States from the adoption of the Constitution in 1789 through 1846. Particular attention is given to the constitution-making the politics, religious revivalism and social reform, the formation of an American culture, the rise of northern capitalism, and the rise of sectionalism. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 435: The American Civil War and Reconstruction Era, 1846-1877

### **Credits:**

4

Major Requirement: History of United States

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. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 436: The Origins of Modern America, 1877-1918

### **Credits:**

4

Major Requirement: History of United States

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. Topics include the rise of a corporate capitalist economic order, the creation of a post-Reconstruction southern identity, tensions between black and white Americans, the United States' involvement in Europe's Great War, and the rise of the national regulatory state. (Course offered every third year.)

Prerequisite: Sophomore Status

## HIST 439: Recent History of the United States

### **Credits:**

4

Major Requirement: History of United States

This seminar 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. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 447: African American Activism

### **Credits:**

4

Major Requirement: History of United States

This course is a survey of African American activism in the United States from 1830 to the middle of the twentieth century. During the semester, we will cover a range of issues and topics, many of which will challenge traditional notions of what constitutes "activism". The course is primarily structured chronologically, which means that we will cover several dominant themes of African American history, such as resistance to slavery, life in the Jim Crow South, racial violence, black institution building, cultural responses to oppression, and the beginning years of the civil rights movement. Throughout the course, we will use primary documents, books, oral histories, music and websites to further illumine the themes, people and events that make up the content of the course. In our explorations, it is important to remember at least two points: first, that there has always been a movement for black self-determination, participation and recognition in American society, in short, a civil rights

movement; and second, that the record of African American sources must be read with this in mind. (Course offered in alternate years.)

Prerequisite: Sophomore Status

## HIST 449: Collecting Memphis Histories

### **Credits:**

4

Major Requirement: History of the United States

Memphis is one of the most fascinating cities in the United States, with a rich and complex history that has not yet been fully explored. In this class, students have an opportunity to help tell that story by conducting oral histories with community members and using them as the foundation for an extended research paper. Additionally, students will gain a more general familiarity with the oral history process. How and why do historians conduct them? What makes them good or bad? How can we effectively use oral histories in our scholarship? By examining these questions (and others) in a Memphis-specific context, students will both enrich their understanding of the historian's process and significantly add to the historical record of Rhodes' home city.

## HIST 456: Cold War America

### **Credits:**

4

Major Requirement: History of United States

This course surveys the United States' involvement in the Cold War and how conflict with the Soviet Union shaped postwar international affairs, domestic politics, and American culture society. Students will learn about the rise of the Soviet-American global rivalry and how this competition played itself out in different theatres. Readings will cover the growth of tensions over issues like the Truman Doctrine or Communist control of Vietnam, as well as Cold War nuclear politics. Further, the course will examine Cold War culture in the United States and discuss issues of consensus and dissent in American society. (Course offered every third year.)

Prerequisite: Sophomore Status

## HIST 457: The History of HIV/AIDS

### **Credits:**

4

### **Degree Requirements:**

F8, F9

HIV (Human Immunodeficiency Virus) has drastically changed the landscape of public health, medical science, and human sexuality and community since the virus was first identified in



1984. What came before this moment of scientific discovery, and what followed it? This course explores the history of HIV and the illness it causes, AIDS (Acquired Immune Deficiency Syndrome), from its probable origins in the Belgian Congo to its contemporary impact in the United States and around the globe. In addition to histories of HIV/AIDS, students will examine primary sources by public health and science professionals, safe sex advocates, HIV/AIDS activists, politicians, queer theorists, artists, and writers that demonstrate that HIV/AIDS has a history and is connected in myriad complex ways to issues including colonialism, globalization, sex work, LGBTQ identities, racism, religion, healthcare access, and economic inequality. Assigned readings will address HIV/AIDS around the world, but the final outcome will be for students to write an original work of historical research focused on Memphis or the U.S. South.

## HIST 461: Internship

### **Credits:**

2

Directed internship in law, business, government, or the non-profit sector. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not fulfill the requirements of the major or minor. Taken pass-fail only.)

Prerequisite: Sophomore Status

## HIST 463: Public History Practicum at the National Civil Rights Museum

### **Credits:**

4

### **Degree Requirements:**

F11, Africana Studies Elective

Major Requirement: History of United States

This course offers students an opportunity to learn the key issues and questions in public history through a hands-on experience at the National Civil Rights Museum. Collaborating with the staff of this internationally-recognized African American history museum, students will gain experience in the theory and practice of public history through a blend of classroom-based discussions and on-site projects.

Prerequisite: Sophomore Status

## HIST 475: Colonial Encounters in North Africa

### **Credits:**

4

Major Requirement: History of Africa/Middle East

The history of modern North Africa, or the Maghrib, has been deeply marked by the experience of colonization. To understand the contemporary Maghrib, one has to study its colonial past and its lasting impact on post-

independence states and societies. We will approach the colonial experience of the Maghrib as a colonial encounter between colonizers and colonized. We will critically examine these clear-cut categories and we will seek to identify the processes by which these categories were mutually shaped in intimate engagement and opposition. Through engagement with different themes relating to the colonial experience of the Maghrib and its aftermath, the course will take us from the beginning of the 19th Century to the late 20th Century.

Prerequisite: Sophomore Status

**Prerequisites:**

[The Historian's Craft: Methods and Approaches in the Study of History](#)

## HIST 481: Cold War in East Asia

**Credits:**

4

Major Requirement: History of Asia

By reexamining the history and politics of the Cold War in East Asia, this course aims to broaden our understanding of post WW II and contemporary East Asian society and culture. Instead of following the conventional interpretation of the Cold War as ideological and political conflicts between the United States and the Soviet Union, this course focuses on how major historical changes in East Asia – Japan's surrender in 1945, Mao's Communist China, two "hot wars" (the Korean War and the Vietnamese War) – shaped ideology-oriented socio-cultural spaces and regulated everyday life in East Asia. Another task of this course is to relate the history of the Cold War to contemporary issues in East Asia such as the rise of China, nuclear crisis in North Korea and post- Cold War East Asian regional community.

Prerequisite: Sophomore Status

## HIST 485: Senior Seminar

**Credits:**

4

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 analyses and oral presentations required. (Open only to senior history majors.)

## HIST 490: Directed Research

**Credits:**

4

Under the direct supervision of a faculty member, a student may pursue a research project of his/her own design. The student must produce a substantive research paper in which he/she engages substantially with primary sources. The paper should result in either a conference presentation or submission for publication. This course can substitute for one of the 400-level courses required for the major, but may not be repeated for credit. Must be arranged between a faculty member and a student.

**Prerequisites:**

[The Historian's Craft: Methods and Approaches in the Study of History](#)

**HIST 495: Honors Research****Credits:**

4

Must have departmental approval before undertaking Honors Research. (Does not fulfill the requirements of the major or minor.)

**HIST 496: Honors Research****Credits:**

4

Must have departmental approval before undertaking Honors Research. (Does not fulfill the requirements of the major or minor.)

**HIST 830: War and Society in Classical Greece and Rome****Credits:**

4

Major Requirements: 200-level equivalent, History of Europe

This course explores war and society from the Greek Archaic Age in the 8th century BCE to the 'Crisis' of the Roman Empire in the 3rd century CE. We shall be looking at changes in the groups who fight wars, and the ways these relate to larger social, economic, and political movements, as well as how war was thought about by participants and non-combatants, and shifts in these attitudes over time. Archaeology is very relevant; the most important evidence, however, is provided by reading literary texts: ranging from the very familiar, such as Homer, Thucydides and Plato, to introductions to the fascinating but lesser known, such as Aeneas Tacitus and Frontinus. Artistic evidence, both public and private, will also be central to this course. Part of the Track One: Ancient Greece and Rome: The Foundations of Western Civilization of the European Studies Program.

**HIST 834: History and Religion in Medieval Europe****Credits:**

4

**Degree Requirements:**

F1, F3

Major Requirements: 200-level equivalent, History of Europe

This course covers the history of Europe during the Middle Ages, roughly from 500-1500 CE. It is also intended to introduce students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. Common sessions will be followed by individual colloquia. Part of the Track Two: Western Europe in the Middle Ages and the Renaissance of the European Studies Program.

## HIST 844: European Life in the Late Middle Ages and Renaissance

### Credits:

2

This tutorial will examine various aspects of life in the late Middle Ages and Renaissance. Each year will offer a special topic relevant to the period. This course will be taught in the format of an Oxford tutorial with smaller groups of students meeting each week to discuss assigned readings and present short papers. This course does not count towards credits for the History major. Part of the Track Two: Western Europe in the Middle Ages and the Renaissance of the European Studies Program.

Humanities

## HUM 101: The Search for Values in the Light of Western History and Religion

### Credits:

4

### Degree Requirements:

F1

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. The first two courses of the sequence are taken in the fall (Humanities 101) and spring (Humanities 102) semesters of the first year. In these courses, students examine original documents in translation from the history and literature of the Israelites, 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 and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the third semester of the sequence, students trace the roles of biblical and classical 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 theorists, scientists, and literary artists from the Renaissance to the present. Courses in the second year are organized by discipline or other theme. Choices include biology, classical studies, history, literature, music, philosophy, politics, religious studies, and theatre.

## HUM 102: The Search for Values in the Light of Western History and Religion

### **Credits:**

4

### **Degree Requirements:**

F1

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. The first two courses of the sequence are taken in the fall (Humanities 101) and spring (Humanities 102) semesters of the first year. In these courses, students examine original documents in translation from the history and literature of the Israelites, 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 and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the third semester of the sequence, students trace the roles of biblical and classical 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 theorists, scientists, and literary artists from the Renaissance to the present. Courses in the second year are organized by discipline or other theme. Choices include biology, classical studies, history, literature, music, philosophy, politics, religious studies, and theatre.

## HUM 201: The Search for Values in the Light of Western History and Religion

### **Credits:**

4

### **Degree Requirements:**

F1

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. The first two courses of the sequence are taken in the fall (Humanities 101) and spring (Humanities 102) semesters of the first year. In these courses, students examine original

documents in translation from the history and literature of the Israelites, 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 and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

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## Interdepartmental

### INTD 165: Introduction to Comtemplative Practice

**Credits:**

2

In this course, we will explore techniques for the cultivation of mindfulness and compassion. Students in this class will practice these skills throughout the semester and will learn about their philosophical and physiological aspects. We will consider the roles of compassion and mindfulness in relationship to ourselves, to others, and to the Rhodes, Memphis, and global communities. (2 credits, pass/fail)

### INTD 225: Geographic Information Systems (GIS)

**Credits:**

4

**Degree Requirements:**

F6

This course introduces students to Geographic Information Systems (GIS) through the analysis of spatial data. Students use deductive reasoning and logic to interpret data, draw conclusions based on numerical and spatial data, learn spatial statistics, and examine the different ways to represent data. Students also learn to construct, run and apply spatial models. An emphasis is made on the application of GIS to real-world situations.

### INTD 240: Public Speaking

**Credits:**

4

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.

## INTD 322: Geographic Information Systems Research Seminar

### **Credits:**

1-3

This course is designed for students who have already been introduced to the analytical tools of GIS. Students will undertake a research project under the supervision of one of the faculty teaching this course. The research project will culminate in a paper and presentation.

The seminar will meet in an ongoing basis to exchange ideas, report on progress, and share potential sources of information.

## INTD 331: Theory and Practice of Scholarship Grant Writing

### **Credits:**

1

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for postgraduate 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 postgraduate scholarships.

## INTD 460: Interdisciplinary Internship (Health Profession Section)

### **Credits:**

3-4

### **Degree Requirements:**

F11

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 health professions. Students will be required to integrate academic and work experiences in a written report due at the end of the internship. No more than 4 credits per semester for no more than two semesters; at least three hours involvement per week per credit. Pass/Fail credit only.

Prerequisites: Permission of the internship program director and instructor of the Health Profession section).

## INTD 461: Interdisciplinary Internship (Health Profession Section)

### **Credits:**

1-2

Similar to Interdisciplinary Internship (Health Profession Section) 460, but does not require a written report and does not fulfill an F11 degree requirement. Prerequisites: Permission of the internship program director and instructor of the Health Profession section).

## INTD 485: Interdisciplinary Senior Seminar

### **Credits:**

4  
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.

## INTD 486: Interdisciplinary Senior Seminar

### **Credits:**

4  
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

## INTS 110: Introduction to International Relations

### **Credits:**

4  
**Degree Requirements:**  
F3, F8  
A survey of contemporary international politics. Major topics covered in this course include international political geography, the evolution of the international system, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, and North-South issues.

## INTS 120: Introduction to Comparative Politics

### **Credits:**



4

**Degree Requirements:**

F8

An introduction to the principal theories, analytical approaches, and methods relating to the study of comparative politics. Concrete country and case studies are used to highlight the relationship between the tools of comparative politics and real world political events and processes.

## INTS 133: Model United Nations

**Credits:**

1

Simulation of United Nations bodies (General Assembly, Security Council, Economic and Social Council, etc.) in a controlled class environment where debate and procedure are emphasized. Students engage in topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. The course meets one evening per week for eight weeks. It may be repeated for credit up to a maximum of four (4) credits.

## INTS 190: International Politics since 1945

**Credits:**

4

**Degree Requirements:**

F3

Survey of significant events and trends in the international system since 1945. Topics include the origins, evolution, and end of the cold war. The emergence of the post-cold war era, decolonization and East-West competition, the rise of nationalism, the role of nuclear weapons in world politics, changes in the global economy, and challenges facing the United States today are also examined.

## INTS 220: Global Ecopolitics

**Credits:**

4

**Degree Requirements:**

F8

An introduction to the ecological politics paradigm, an alternative approach to the study of international relations. This course explores how environmental issues, population, disease, technology, and globalization create both problems and solutions to traditional questions of international relations (like war and peace, sovereignty, development, and power) and raise new areas of inquiry. This course may be sequenced with INTS 341: Comparative Ecopolitics for the purposes of the IS minor.

## INTS 221: Population and National Security

**Credits:**

4

**Degree Requirements:**

F2i

An exploration of the shifting meanings and interpretation of “security,” particularly the securitization of population. The course covers a wide range of population topics, including aging, migration, the youth “bulge,” urbanization, health, and the demographic “bonus.”

Population trends, their security implications, and their connections to issues such as development and the environment are examined.

This course may be sequenced with INTS 340: The Politics of Migration for the purposes of the IS minor.

## INTS 235: Great Decisions in U.S. Foreign Policy

**Credits:**

1

A review of important global issues confronting U.S. foreign policy decision makers. The course meets in the evening for two hours,

once a week for eight weeks. The teaching of this course is shared as each member of the departmental faculty will typically deliver one lecture. The course is open to Meeman Center Students.

## INTS 243: Government and Politics of the Middle East

**Credits:**

4

**Degree Requirements:**

F8, F9

Survey of historical and political trajectories of selected Middle East states, including Turkey, Iran, Israel-Palestine, and the Eastern

(Mashreq) Arab world. The region’s history, influence of Islam, and ideological trends are considered as are the roles of ethnic and

religious minorities, state building, economic and political liberalization, authoritarian rule, conflict, and gender questions.

## INTS 244: Issues in Middle East Politics

**Credits:**

4

**Degree Requirements:**

F8

Survey of topical areas of significance to Middle East politics. Possible topics include the treatment of minority peoples, social movements, and political ideologies in the region as well as the Arab-Israeli conflict and the Kurdish dispute.

## INTS 245: Foreign Policies of Middle Eastern States

**Credits:**

4  
Survey of the foreign policies of selected Middle Eastern states. Particular attention is paid to theoretical interpretations of state behavior, individual decision makers, unintended policy results, and the need to balance domestic and external policy imperatives. The central pedagogic concern revolves around understanding how and why various Middle Eastern states choose the policies they do.

## INTS 251: Government and Politics of Africa

**Credits:**

4  
**Degree Requirements:**  
F9  
An introduction to the complexity of the African political and socio-economic mosaic. The course examines the political, economic, and social transitions on the continent since the 1960s with particular focus on issues of governance and socio-economic development in selected countries. The role of both external and internal factors in shaping these political and social dynamics provides the theoretical focus for an investigation of present political economy and future possibilities.

## INTS 252: The Politics of Pan-Africanism

**Credits:**

4  
**Degree Requirements:**  
F9  
This course examines the origins and development of Pan-Africanism and its impact as a political movement for the empowerment of Africans in the Diaspora and the decolonization of the African continent. The role of the OAU/AU as the basis of collective African security, diplomacy, regional economic integration, and development is evaluated with a view to determining its achievements, problems, and prospects. Particular emphasis is placed on the role of agency in hatching, animating, and orchestrating social movements.

## INTS 253: Identity Conflict in Africa

**Credits:**

4  
**Degree Requirements:**  
F8  
A theoretical delineation of how ethnic groups are socially constructed and maintained through a deliberate process of cultural objectification. The historical, political, religious and socio-economic roots of identity conflict in

Africa are examined. Conflicts such as the Sudanese civil war; the Rwandan genocide; the Biafran civil war; conflict in the Great Lakes region; post-election violence in Kenya as well as ethnic strife in other areas are covered.

## INTS 254: South Africa through Documentary Film

### Credits:

4

### Degree Requirements:

F9, Africana Studies Elective, Film Studies Elective

This course will use documentary film to help understand the remarkable political transformation of South Africa in the 20th century.

When the first Europeans settled in South Africa in 1652 they laid the basis for a racial oligarchy which only ended in 1994 with the election of Nelson Mandela as President of a "New" South Africa. Heretofore South Africa had been ruled by whites for the benefit of whites with a system of racial domination called apartheid (from 1948) and which kept the white minority in power with a combination of economic dependency, political exploitation, psychological manipulation and violent repression. The inherent inhumanity of apartheid created an international outcry and spawned a global human rights movement which, along with internal political action by the black majority, helped move South Africa toward a non-racial government. Essential to that movement were images of life inside the apartheid system which were seen via a set of documentary films. The earlier documentary films we will see both not only showed the truth of what happened on the ground but also became artifacts of the struggle itself. It is for this reason that we will use documentaries to tell the story of South Africa's transition from apartheid to freedom. The latter films show how much needs to be done before the promise of equality in South Africa is realized.

## INTS 256: Weapons of Mass Deception: Political Propaganda in Film

### Credits:

4

### Degree Requirements:

F2i

Critically analyze the ethics and rationale for using film as political propaganda to exert control, manipulate policy, and conduct war in totalitarian and democratic Germany and the United States during the 20th century. Historical and contemporary films are drawn from several nations including the United States, Germany, United Kingdom, Qatar, and Russia.

## INTS 260: Summer Study in China

**Credits:**

4

**Degree Requirements:**

F11

A six week study program in China. Emphasis is placed on the language, culture, history, politics, and economy of China. Students

should contact the I.S. Department and/or the International Programs Office for additional details.

## INTS 261: Government and Politics of China

**Credits:**

4

**Degree Requirements:**

F9

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 is

assessed as a unique communist system and one that is changing due to rapid economic development. Current political problems are also analyzed.

## INTS 262: China's Foreign Policy

**Credits:**

4

**Degree Requirements:**

F9

An analysis of China's foreign policy from 1949 to the present. Particular emphasis is 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.

## INTS 263: Comparative Political Economy of East Asia

**Credits:**

4

**Degree Requirements:**

F8

A comparative study of the interactions between politics and the economy in Japan, South Korea, and Taiwan. Major topics covered

include developmental states, state-society interactions, state-business relations, labor politics, economic and political development, and welfare politics.

## INTS 264: China-Taiwan-U.S. Relations

**Credits:**

4

**Degree Requirements:**

F8

An exploration of the political and economic dimensions of China-Taiwan relations as well as the role played by the U.S. in these relations. Major topics covered include Sino-U.S. relations, Chinese nationalism, identity politics in Taiwan, Taiwan Strait Crises, the U.S. approach to China-Taiwan relations, China's Taiwan policy, Taiwan's China policy, and economic ties between China and Taiwan.

## INTS 265: Topics in International Studies

**Credits:**

4

Concentrated study on issues of special importance in international affairs. Recently offered topics include Modern Islamic Fundamentalism, International Development, Ethnic Conflict, Terrorism, and International Drug-Trafficking.

## INTS 266: Topics in International Studies

**Credits:**

4

Concentrated study on issues of special importance in international affairs. Recently offered topics include Modern Islamic Fundamentalism, International Development, Ethnic Conflict, Terrorism, and International Drug-Trafficking.

## INTS 270: Research Methods in International Studies

**Credits:**

4

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects is emphasized. Basic analytical concepts and techniques are introduced as students explore various approaches to the study of world politics.

**Prerequisites:**

[Introduction to International Relations](#), [Introduction to Comparative Politics](#)

## INTS 273: Government and Politics of Latin America

**Credits:**

4

**Degree Requirements:**

F8, F9

An introduction to Latin American politics. Military rule, human rights, democratization, populism, and the politics of gender, class, and ethnicity are examined in relation to specific countries in the region. The course then explores the political dimensions of development, poverty, and inequality. Emphasis is placed on the most important conceptual and theoretical frameworks used to understand politics and governance in Latin America.

## INTS 274: Contemporary US-Latin American Relations

**Credits:**

4

**Degree Requirements:**

F8

A survey of Inter-American affairs, with a focus on past and present relations between Latin American countries and the United States.

The course examines the consequences of U.S.-Latin American relations for democracy, human rights, and economic prosperity in the

Western Hemisphere. Relevant themes include democracy promotion, immigration, and trade.

The course combines case studies of specific countries, policy analysis, and historical/theoretical perspectives on Inter-American relations.

## INTS 281: Government and Politics of Western Europe

**Credits:**

4

**Degree Requirements:**

F8

A comparative study of the government and politics of Europe. Emphasis is given to the evolution of parliamentary democracy,

governmental, political, and social institutions, disparate decision-making patterns, and different political cultures. A special segment is

devoted to the evolution of the European Union and the current level of European integration.

## INTS 282: Politics of European Integration

**Credits:**

4

**Degree Requirements:**

F8

An examination of the evolving European integration process, institutions, and policymaking procedures, and the interaction between

national and "European" interests and political outcomes. The development of Europe as a "community of values" and the fostering of a

"European" identity are examined in the context of the European Union's growth as a political

community and its relations with nonmember states.

## INTS 283: Introduction to International Business Cases

**Credits:**

4

**Degree Requirements:**

F11

This travel/study course is a combination of lectures, case discussions, and site visits in Antwerp, Belgium. Students should contact the Economics and Business Department and/or the International Programs Office for additional details. The course is the same as Business 283.

## INTS 284: Russia and Eurasia

**Credits:**

4

**Degree Requirements:**

F8, F9

A study of countries comprising the former USSR. The course discusses the politics of 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.

## INTS 285: Putin's Russia and the Media

**Credits:**

4

**Degree Requirements:**

F9

This course examines mainstream and independent media sources, literary works, and films in order to find the authentic Putin and dynamic contemporary Russia. Unraveling over a century of attempts by the West to penetrate and remake Russia, we will apply theoretical frameworks appropriate to the specific forms of communication and expression (journalism, literature, and film) in order to better understand the real, instead of parodied or demonized, president and the country he has steered since the beginning of the millennium. The course is the same as Russian 285.

## INTS 293: Encountering Other Cultures: During the Encounter

**Credits:**

2

The course is intended to help students to engage with the host culture while abroad; in so doing, students will hopefully learn more



about themselves as well. It will also allow students to keep in touch with their peers and others engaged in study/internship abroad.

Students will communicate with each other and their Rhodes mentor using Moodle.

## INTS 294: Encountering Other Cultures: Pre Departure

### **Credits:**

2

This course is designed to prepare students for their study abroad experience and to help them derive maximum benefit from their time abroad. Studying or interning in a different country can be exciting and life-changing. It can also be confusing and frustrating, especially if you are not prepared for the different cultural context and are uncertain about the prevailing social norms or work habits of the host country. This first course will prepare the student for his or her first exposure to living, studying, and working in a foreign country.

## INTS 295: Encountering Other Cultures: The Return

### **Credits:**

2

The objective of this course is to facilitate re-entry after a study abroad experience, identify intercultural competency and cultural learning gained through the study-abroad experience, and extend and apply that learning in new situations both at present and looking toward the future.

## INTS 300: International Relations and Comparative Politics Theories

### **Credits:**

4

An examination of the major theoretical paradigms in the study of international politics and/or comparative politics. An overview of approaches to the study of international relations with emphasis on the realist, liberal, critical, and Marxist debates. Paradigms of international development studies are also analyzed.

### **Prerequisites:**

[Introduction to International Relations](#), [Introduction to Comparative Politics](#)

## INTS 310: Comparative Political Economy

### **Credits:**

4

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 are reviewed.

**Prerequisites:**

[Introduction to Comparative Politics](#)

## INTS 311: International Political Economy

**Credits:**

4

**Degree Requirements:**

F8

An overview of major issues and theoretical paradigms in international political economy, including interdependence, foreign economic policymaking, the 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.

**Prerequisites:**

[Introduction to International Relations](#)

## INTS 330: Women in World Politics

**Credits:**

4

**Degree Requirements:**

F2i, F8

This course examines contemporary political developments that have affected women around the world, including the “War on Terror,” armed conflicts, sex trafficking and tourism, migration, and democratization. In addition to investigating the gendered effects of policies, we analyze women as political actors in their own right. Their participation in both violent and non-violent struggles will be discussed. Revolutionaries, protesters, environmentalists, motherist movements, presidents, and members of parliament: these are but a few examples of the diverse expressions of women’s politics.

## INTS 332: The Politics of Social Movements and Grassroots Organizing

**Credits:**

4

**Degree Requirements:**

F8, F11

This community-integrative course introduces students to the politics of social movements and activism both within the United States and abroad. The main focus will be urban-based movements seeking to represent communities who have been politically marginalized

on the basis of class, race, ethnicity, gender and/or sexuality. Students will investigate the strategies participants in such movements use to identify pressing social problems, to mobilize support for their cause, and to influence policy making. Comparative analysis of local/national forms of activism and movements that have emerged overseas is central to the course. All students will engage in community-based learning by working with local organizations involved in advocacy.

## INTS 334: Religion and Politics

### **Credits:**

4

### **Degree Requirements:**

F8, F9

Religious politics is on the rise: sectarian conflict is destabilizing the Middle East, Hindu and Jewish ethno-religious parties are challenging liberal democracies through democratic systems, the Christian Right in the US has become a crucial player in local and national politics, Christian Democrats in Europe are leading governments, the Catholic Church is reorienting itself with a new global mission, Evangelical Protestantism is spreading widely and quickly in Latin America and Africa, religious liberties are still a human rights issue in China, and radical transnational religious movements, such as Al Qaeda and ISIS, are challenging the international system based on nation-states. In this class, we will address this rise of religious politics through: (1) the lenses of comparative politics theories and discuss issues such as the role of religion in democratization, civil wars, national identity, and post-conflict reconciliation, and (2) the lenses of international relations theories and discuss issues such as the global rise of radical religious movements, the role of religion in foreign policy making and regional conflicts.

## INTS 336: International Human Rights

### **Credits:**

4

This course will examine many of the complex and controversial issues regarding the emergence of the contemporary international human rights regime. Among these issues are: What is the purpose of human rights? What should their content be? When do violations of human rights warrant intervention across national boundaries? Is there a single moral foundation for human rights that spans many cultures or are there many culturally specific moral foundations, or none? In what sense, if any, are human rights universal? We begin with a brief look at the philosophy of rights, discussing how to define rights in general and human rights in particular. Using Mary Ann Glendon's study of Eleanor Roosevelt and the drafting of the Universal Declaration of Human Rights as a point of departure, we also review existing international treaties on human rights. Our class discussions will focus on rights

about which there is a great deal of international consensus (such as the right not to be tortured) and rights over which there is much disagreement (such as the right to health care). We will also discuss whether rights are accorded to individuals or groups and how rights are guaranteed. We conclude with a consideration of what makes for a successful human rights campaign (e.g. South Africa) and what challenges are faced by “new” campaigns such as women’s rights, LGBTQ rights, and the rights of the child?

## INTS 340: The Politics of Migration

### **Credits:**

4

### **Degree Requirements:**

F8, F11

This course explores how international migration challenges notions of identity, citizenship, and economic livelihood and how migrants engage in transnational social practices through travel, communication, and financial transfers. It examines whether the international regime to deal with migration is adequate to meet today’s challenges, including refugees and trafficked persons, and how the cultural challenges of integration differ across countries, particularly in liberal states. This course may be sequenced with INTS 221: Population and National Security for the purposes of the IS minor.

## INTS 341: Comparative Ecopolitics

### **Credits:**

4

### **Degree Requirements:**

F8

This course examines the question why different countries and communities end up with different approaches to the same environmental and population problems. Using a comparative lens, we look for the answer in different roles of social movements and advocacy; regime type; political culture and institutions; the policymaking process; and economic development. This course may be sequenced with INTS 220: Global Ecopolitics for the purposes of the IS minor.

## INTS 371: American Foreign Policy

### **Credits:**

4

### **Degree Requirements:**

F8

This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis is 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 are also studied.

## INTS 372: U.S. National Security Policy

**Credits:**

4

**Degree Requirements:**

F8

This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis is 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 are also examined.

## INTS 373: Terrorism and U.S. National Security

**Credits:**

4

An examination of the impact of terrorism on U.S. national security in the post-9/11 environment. The impact of 9/11 on U.S. security policy is considered, including the threats posed by terrorism to the homeland and to U.S. interests abroad, U.S. responses to terrorism, and long-term implication of the Global War on Terrorism strategy for U.S. global power position.

**Prerequisites:**

[International Politics since 1945](#)

## INTS 374: Security Studies

**Credits:**

4

An examination of how Security Studies have evolved over the years, covering both traditional and non-traditional areas of security. It examines a range of concepts from “hard security” to such ideas as energy security, economic security, cyber security and human security. The problem of preventive war, deterrence, mass suicide terrorism, nuclear proliferation, unconventional war, and globalization are also considered.

## INTS 395: U.S. Foreign Policy in East Asia

**Credits:**

4

An examination of U.S. foreign policy toward the countries of East Asia with a focus on America's traditional role in the Far East, wars in Korea and Vietnam, problems in current relations with China and Japan, the NICs and ASEAN. Also to be assessed are the survival of communism in East Asia, trade and security issues, and human rights.

## INTS 420: Revolution in World Politics

**Credits:**

4

**Degree Requirements:**

F3

This course examines the concept and theories of revolution; the development of processes involved in revolutionary political movements, and the consequences and ramifications of revolutionary political change. Historical case studies are employed to analyze the specific revolutionary role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, and the prevailing social and cultural environment.

## INTS 421: Democratization in World Politics

**Credits:**

4

An examination of the global expansion of democracy in recent decades. The course analyzes the processes of democratic transition, consolidation, and deepening. Relevant themes include civil society, political institutions, culture, and economic development. A variety of countries in Africa, Asia, Latin America, the Middle East, and the former Soviet Bloc are explored. Particular attention is given to theories of democratization within the field of comparative politics.

**Prerequisites:**

[Introduction to Comparative Politics](#)

## INTS 422: International Conflict Management

**Credits:**

4

**Degree Requirements:**

F8

A survey of theoretical explanations of international and regional conflicts and an analysis of the practicalities of conflict management and resolution through negotiation, mediation, adjudication, and various other forms of third party intervention. Emphasis is placed on historical origins of conflict; its ethnic, religious, geographic, and political dimensions; and the complexities of conflict management and resolution on the part of international actors.

## INTS 451: The United Nations

**Credits:**

4

An examination of the history, structure and evolution of the United Nations and analysis of procedures of international cooperation in key issue areas, including the peaceful settlement of disputes and collective security, human rights, population, the environment, and economic well-being.

**Prerequisites:**

[Introduction to International Relations](#)

## INTS 452: International Law

**Credits:**

4

**Degree Requirements:**

F8

A study of the sources and development of international law with particular focus on examination of the core domains of the law including international human rights law; diplomatic law; the law of treaties; international criminal law; international environmental law; as well as the law of the sea, among others. The course seeks to address questions such as; what are the sources of international law? Who makes international law and how is it legislated? What are the rights and duties of subjects of international law? Who enforces international law and how? Towards this end, specific legal cases are delineated and discussed with a view to demonstrating the practical application of international law and the difficulties associated with enforcing international law.

## INTS 460: Internship in International Studies

**Credits:**

1-8

**Degree Requirements:**

F11

On an individual basis and in conjunction with the Career Services Office, students can receive internship credit for work in various professional settings. Internships have been arranged in the past with a variety of local law firms, non-profit agencies, government agencies, and area corporations. The typical internship experience receives four academic credits on a pass/fail basis. Student interns are expected to keep a regular log of their activities and write a final paper reflecting on their experience.

## INTS 470: Summer Internship Abroad

**Credits:**

2

**Degree Requirements:**

F11

The Mertie W. Buckman International Internship Program provides an opportunity for outstanding International Studies majors and International Studies-related Interdisciplinary majors to spend two months abroad while working on an internship project approved by the International Studies faculty. The internships, which seek to give students a practical exposure to international politics and economics, are awarded on a competitive basis.

## INTS 485: Senior Tutorial

**Credits:**

4

Conducted as a tutorial in seminar format, this course assists students in intensive research and the completion of the Senior Paper and an oral presentation of the Senior Paper based on topics chosen by students and approved by the faculty member in charge of the seminar. Social science research methods and theories used in the study of international relations and comparative politics are also discussed.

## INTS 495: Honors Tutorial

**Credits:**

4

An Honors version of International Studies 485, this tutorial will consist of individual research and writing of the Honors Project. Students should consult with an International Studies faculty or staff member about their intentions to pursue an honors project at the beginning of the fall semester of the senior year (or earlier) and obtain a copy of the "Honors in International Studies Guidelines."

## INTS 496: Honors Tutorial

**Credits:**

4

An Honors version of International Studies 485, this tutorial will consist of individual research and writing of the Honors Project. Students should consult with an International Studies faculty or staff member about their intentions to pursue an honors project at the beginning of the fall semester of the senior year (or earlier) and obtain a copy of the "Honors in International Studies Guidelines."

Latin



## LATN 101: Elementary Latin

**Credits:**

4

This series of courses introduces students 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.

## LATN 102: Elementary Latin

**Credits:**

4

This series of courses introduces students 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.

## LATN 201: Intermediate Latin

**Credits:**

4

**Degree Requirements:**

F10

This course concludes the elementary language sequence and prepares students for more advanced work in the language. During this course students will begin making the transition from graded selections in the elementary texts to authentic ancient texts from a variety of Latin authors and genres from antiquity to the modern period. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

**Prerequisites:**[Elementary Latin](#)

## LATN 202: Latin Rhetoric

**Credits:**

4

**Degree Requirements:**

F2i, F10

In keeping with the pedagogy of the ancient schools of rhetoric, this course will provide an analytic and comprehensive review of the structures of the language. Students will work toward fluency in reading, composition, and conversation.

## LATN 232: Latin in Rome

**Credits:**

4

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections will come from Roman historians, poets, orators, and inscriptions. Class meetings will take place in the city of Rome. Students will visit and analyze sites described in the primary literature; inscriptions review in situ where possible, and study the textual tradition through available manuscripts.

## LATN 265: Topics in Latin Literature

**Credits:**

1-4

**Degree Requirements:**

F4, F10

In this course advanced students of Latin will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent significant documents for the study of the cultural and literary history of Roman society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

**Prerequisites:**[Intermediate Latin](#)

## LATN 291: Latin Literature from the Early Republic

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Latin language. Readings will come primarily from the comedies of Plautus and Terence, but students should expect to study other examples of archaic Latin such as the fragments of Ennius' *Annales*. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and

historical context during the early Republic. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 292: Latin Literature from the Late Republic

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the literature of Rome during the Late Republic.

Readings will come primarily from the work of Cicero, Catullus, Caesar, and Sallust. Students will participate in a weekly webcast

lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and

weekly tutorials with faculty members Rhodes. This course is specifically designed for advanced students and will include a rigorous

study of the cultural and historical context during the Late Republic. Students will also become familiar with the current interpretative approaches to the material.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 293: Literature of the Neronian Period

**Credits:**

4

This inter-institutional collaborative course, making extensive use of resources available via the internet, 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

faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at

Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Principate.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 294: Roman Literature, 70-180 CE

**Credits:**

4

This course, making extensive use of resources available via the internet, explores the society of the Roman Empire through the works of authors who were active during the period beginning with the reign of Vespasian and extending to the death of M. Aurelius. These authors include Martial, Statius, Tacitus, Pliny the Younger, Juvenal, and Apuleius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), 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 late first and second centuries CE.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 295: Latin Literature from Late Antiquity and the Middle Ages

**Credits:**

4

This course examines the literature produced during and after the dissolution of the Roman empire, beginning approximately with the reforms of Diocletian and Constantine and concluding with the renaissance of secular education in the twelfth century. Texts will include selections from the work of Jerome, Augustine, Prudentius, Alcuin of York, Einhard, Hrotsvitha of Gandersheim, Abelard, Heloise, Hildegard of Bingen, and Walter of Chatillon. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), 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 and the Latin-speaking world after 180 CE.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 391: Latin Literature from the Early Republic

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Latin language. Readings will come primarily from the comedies of Plautus and Terence, but students should expect to study other examples of archaic Latin such as the fragments of Ennius' *Annales*. Students will participate in a weekly

webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Republic. Students will also become familiar with current interpretative approaches to the material.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 392: Latin Literature from the Late Republic

**Credits:**

4

This course, making extensive use of resources available via the internet, focuses on the literature of Rome during the Late Republic.

Readings will come primarily from the work of Cicero, Catullus, Caesar, and Sallust. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Late Republic. Students will also become familiar with the current interpretative approaches to the material.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 393: Literature of the Neronian Period

**Credits:**

4

This inter-institutional collaborative course, making extensive use of resources available via the internet, 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 faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Principate.

**Prerequisites:**

[Topics in Latin Literature](#)

## LATN 394: Roman Literature, 70-180 CE

**Credits:**

4

This course, making extensive use of resources available via the internet, explores the society of the Roman Empire through the works of authors who were active during the period beginning with the reign of Vespasian and extending to the death of M. Aurelius. These authors include Martial, Statius, Tacitus, Pliny the Younger, Juvenal, and Apuleius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), 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 late first and second centuries CE.

**Prerequisites:**[Topics in Latin Literature](#)

## LATN 395: Latin Literature from Late Antiquity and the Middle Ages

**Credits:**

4

This course examines the literature produced during and after the dissolution of the Roman empire, beginning approximately with the reforms of Diocletian and Constantine and concluding with the renaissance of secular education in the twelfth century. Texts will include selections from the work of Jerome, Augustine, Prudentius, Alcuin of York, Einhard, Hrotsvitha of Gandersheim, Abelard, Heloise, Hildegard of Bingen, and Walter of Chatillon. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis ([www.sunoikisis.org](http://www.sunoikisis.org)), 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 and the Latin-speaking world after 180 CE.

**Prerequisites:**[Topics in Latin Literature](#)

## LATN 415: Tutorial Assistantship

**Credits:**

2

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

## Latin American Studies

### LTNS 105: Special Topics in Latin American Studies

**Credits:**

4

Focus on topics in Latin American Studies

### LTNS 200: Introduction to Latin American Studies

**Credits:**

4

**Degree Requirements:**

F9

An introduction to the diverse cultural, social, and political realities of Latin America and the Caribbean. The region is examined from an interdisciplinary perspective that draws on the fields of literature, anthropology, sociology, history, and international studies. Major topics covered in the course include gender, ethnicity, religion, magical realism, immigration, revolution, dictatorship, and human rights. The course is intended as a broad overview of Latin American studies.

### LTNS 265: Special Topics in Latin American Studies

**Credits:**

4

Focus on special topics in Latin American Studies

### LTNS 365: Advanced Special Topics in Latin American Studies

**Credits:**

4

Focus on advanced topics in Latin American Studies

### LTNS 460: Latin American Studies Internship

**Credits:**

1-4

**Degree Requirements:**

F11

A work experience at one of several local non-profit organizations and other entities whose missions intersect with the Latin American

Studies curriculum. Prior to enrolling in the course, students should research placement options with Career Services and Latin American Studies faculty. The course is conducted under the joint supervision of a Latin American Studies faculty member and a representative of the partner organization. Students who enroll in the course for less than four credits may repeat the course for up to four total credits.

## LTNS 485: Senior Seminar

**Credits:**

4

Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Modern Languages and Literatures (Spanish), Theatre, Biology. Students must combine two disciplines in their research and work under the supervision of faculty members of the Latin American Studies Committee.

## LTNS 495: Honors Tutorial

**Credits:**

4-8

## LTNS 496: Honors Tutorial

**Credits:**

4-8

Mathematics

## MATH 107: Linear Methods

**Credits:**

4

**Degree Requirements:**

F6

Topics include systems of linear equations, matrices, matrix inversion and applications (including Leontief input-output analysis), mathematical programming, linear programming and the simplex method, finite Markov chains, and game theory.

## MATH 108: Cryptology

**Credits:**

4

**Degree Requirements:**

F6



This course is an examination of conventional cryptographic methods (such as substitution and transposition ciphers), public key methods (such as RSA, a standard method for secure web transactions), and computer-based conventional cryptographic techniques (block ciphers and hash functions). We will develop and use mathematical tools such as modular arithmetic, probability, matrix algebra, and number theory both to implement and cryptanalyze these methods. In addition, we will deal with a few of the technical and public policy issues surrounding uses of encryption.

## MATH 111: Introduction to Applied Statistics

### Credits:

4

### Degree Requirements:

F6

A modern introduction to statistical inference. Core topics include one- and two-sample hypothesis testing and confidence interval construction for means and proportions using both randomization techniques and traditional methods; correlation; and simple linear regression. Students are introduced to professional statistical packages. Students who have already taken Math 122 should consider taking Math 311-312 instead. Students who already have credit for Economics 290 may not earn credit for Math 111.

## MATH 112: Precalculus and Differential Calculus

### Credits:

4

This course is an introduction to the concepts, formalism, and applications of functions, limits, and the derivative. Elementary transcendental functions are introduced and used throughout. Specific topics include functions, limits, the derivative, and applications of differentiation.

There are no prerequisites for this class. Students are expected to have a background in high school algebra and geometry. Students should NOT take this course if they plan to take only one semester of calculus or if they have already seen derivatives in a previous class. Students who have taken calculus in high school may not earn credit for Math 112 without permission from the instructor.

## MATH 113: Precalculus and Differential Calculus Tutorial

### Credits:

0

A weekly tutorial to supplement Math 112. Must be taken concurrently with Math 112.

## MATH 115: Applied Calculus

### Credits:

4

**Degree Requirements:**

F6

This one-semester course presents an introduction to applied mathematics and an overview of calculus: applications of the derivative, the definite Integral, the Fundamental Theorem of Calculus, partial derivatives and double integrals. Applications will involve the use of a variety of functions, including exponential, logarithmic and trigonometric functions. Each topic is introduced through the modeling process; computer-based applications and group work are major components of this course. (Note: Students who have already had Math 116 or Math 121 may not earn credit for Math 115. Math 115 is not adequate preparation for Math 122.)

## MATH 116: Calculus with Business Applications

**Credits:**

4

**Degree Requirements:**

F6

This course provides a one-semester introduction to the fundamentals of calculus, with applications and examples selected specifically to be of use and interest to students with a major in Commerce and Business, or a career interest in business. Topics include functions and change, the derivative, differentiation techniques, the definite integral, and applications. (Note: Students who have previous credit for Math 121 may not earn credit for Math 116. Students may not earn credit for both Math 115 and Math 116.)

## MATH 121: Calculus I

**Credits:**

4

**Degree Requirements:**

F6

This course is an introduction to the concepts, formalism, and applications of derivatives and integrals. Elementary transcendental functions are used throughout; specific topics include limits, the derivative, applications of differentiation, the definite integral, and the Fundamental Theorem of Calculus.

## MATH 122: Calculus II

**Credits:**

4

**Degree Requirements:**

F6

This course is an introduction to (1) formal and numerical techniques of integration, (2) Taylor's theorem, sequences, series, power series, and their applications, (3) applications of integration and series to solving first-order and linear differential equations, and (4) applications of integration to calculate area, length, volume, probability, work, centroids, and fluid pressure.

**Prerequisites:**[Calculus I](#)

## MATH 201: Transition to Advanced Mathematics

**Credits:**

4

**Degree Requirements:**

F6

A thorough introduction to the reading, writing, presenting and creating of mathematical proofs. Students will learn and practice in a careful and deliberate way the techniques used to prove mathematical theorems. Proofs studied will be chosen from a variety of fields such as set theory, number theory, analysis, algebra, and graph theory. Topics also include elements of the history and philosophy of mathematics and an introduction to the mathematical community.

**Prerequisites:**[Calculus II](#)

## MATH 211: Intro Statistical Methods and Apps

**Credits:**

4

**Degree Requirements:**

F6

An introduction to statistics for mathematically inclined students, focusing on learning statistical concepts and inference through investigations. Topics include exploratory graphics, descriptive statistics, sampling methods, bias, observational studies, experimental studies, randomization tests, the binomial, hypergeometric, and normal distributions, significance tests, confidence intervals, normal models, t-procedures, and two-sample procedures. Students may not earn credit for both Math 111 and Math 211.

**Prerequisites:**[Calculus I](#)

## MATH 214: Discrete Mathematical Modeling with Biological Applications

**Credits:**

4

**Degree Requirements:**

F6

This course provides an introduction to a variety of mathematical topics used in analyzing problems arising in the biological sciences, without using calculus. The mathematics covered in this course all revolve around modeling dynamic biological phenomenon using discrete time steps. Specifically, we will construct and analyze discrete difference equation models, matrix models, and Boolean models. Some of the biological applications we will explore include modeling the

population sizes of various species over time, describing how the concentration of a drug in the body changes over time, modeling the process of ecological succession, modeling the frequency of an allele in a population over generations, and modeling metabolic pathways. In the lab assignments for this course students will learn the fundamentals of programming using the software package Matlab as a means of implementing and analyzing the mathematical models constructed throughout the course. Students are not expected to have prior exposure to computer programming before taking this course.

## MATH 216: Mathematical Modeling in Ecosystems

### **Credits:**

4

This course is only available through the Semester in Environmental Science program at the Marine Biological Lab in Woods Hole, Massachusetts.

This course is an introduction to dynamic simulation modeling of ecological systems. We examine the role of models in science, the relationship of models to scientific theories, and methods for their application, for example to predict long-term ecosystem responses to global change and eutrophication. In a series of class exercises, the students will apply the concept of mass balance to simulate population and community dynamics and the biogeochemistry of ecosystems. Each student will develop their own computer model of an ecological system of interest to them and write a term paper based on an analysis with their model.

## MATH 223: Calculus III

### **Credits:**

4

### **Degree Requirements:**

F6

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem.

### **Prerequisites:**

[Calculus II](#)

## MATH 251: Differential Equations

### **Credits:**

4

### **Degree Requirements:**

F6

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.

**Prerequisites:**[Calculus II](#)

## MATH 261: Linear Algebra

**Credits:**

4

**Degree Requirements:**

F6

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.

**Prerequisites:**[Transition to Advanced Mathematics](#) , [Calculus III](#)

## MATH 311: Probability Theory

**Credits:**

4

Topics include the axioms of Kolmogorov, basic combinatorics, conditional probability, independence, various discrete and continuous probability distributions, expected value, variance, moment-generating functions, characteristic functions, the weak and strong law of large numbers, the Central Limit Theorem, and simulation. (Course offered in alternate years; scheduled for 2017-2018.)

Co-requisite: MATH 223

**Prerequisites:**[Calculus III](#)

## MATH 312: Mathematical Statistics

**Credits:**

4

This course introduces students to theoretical issues and data-driven applications in statistics.

Topics include modes of convergence, estimation theory, confidence interval construction, hypothesis testing, linear regression, goodness-of-fit tests, and nonparametric tests.

Special emphasis is placed on the use of the Student's t, F, Z, and chi-squared distributions to draw inferences about the means and variances of one or two populations. (Course offered in alternate years; scheduled for 2017-2018.)

**Prerequisites:**[Probability Theory](#)

## MATH 314: Agent-based Modeling

**Credits:**

4

Agent-based models (ABMs) are algorithms which model the behavior and interaction of individuals (referred to as agents) with each other and their local environment. ABMs have been used to model a diverse array of complex dynamical systems including flocking/swarming/schooling, financial transactions, the growth of a slime mold, and the spread of infectious diseases within a population or network. This class will introduce agent-based modeling and a programming language & environment designed for the implementation of ABMs called NetLogo. After the foundational principles of agent-based modeling are covered, teams of students will identify a system to model, and work to create and implement an ABM to address relevant questions about the behavior of the system being modeled.

**Prerequisites:**

[Discrete Mathematical Modeling with Biological Applications](#) , [Continuous Mathematical Modeling & Scientific Writing](#), [Computer Science III: Data Structures and Algorithms](#)

## MATH 315: Continuous Mathematical Modeling & Scientific Writing

**Credits:**

4

**Degree Requirements:**

F2i

Mathematical modeling is central to harnessing the power of mathematics in the generation of new scientific knowledge. Students will work in teams to model biological or physical scenarios using systems of differential equations. Students will learn to conduct literature searches, pose and refine research questions, use standard mathematical models, identify which models are applicable to a given research question, modify standard models to novel situations, communicate each of these effectively in writing, and work effectively in a team. A final project will require students to create a polished research article presenting their models. A significant portion of this course will focus on developing fluency in scientific writing.

**Prerequisites:**

[Differential Equations](#)

## MATH 321: Real Analysis

**Credits:**

4

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.

**Prerequisites:**

[Transition to Advanced Mathematics](#) , [Calculus III](#)

## MATH 322: Real Analysis

**Credits:**

4

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.

**Prerequisites:**[Real Analysis](#)

## MATH 324: Vector and Advanced Calculus

**Credits:**

4

: A continuation of Math 223 covering vector calculus and generalizations of the Fundamental Theorem of Calculus. Topics include vector-valued functions, advanced multivariable integration, the geometry of curves and surfaces, Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

Department of Education Guidelines: Students will be assigned readings from the text and regular homework assignments in order to master the material. Readings and homework will generally require at least 3 hours of out-of-class work for each lecture.

## MATH 352: Partial Differential Equations

**Credits:**

4

An introduction to the concepts, theory, and basic solution techniques of partial differential equations. Examples studied in detail include the heat equation, wave equation, and Laplace equation. The theory and applications of Fourier series are introduced. Other topics that may be covered include numerical methods, modeling, and nonlinear waves. (Course offered in alternate years; scheduled for 2016-2017.)

**Prerequisites:**[Differential Equations](#)

## MATH 362: Abstract Algebra

**Credits:**

4

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. (Course offered in alternate years; scheduled for 2017-2018.)

**Prerequisites:**

[Transition to Advanced Mathematics](#) , [Linear Algebra](#)

## MATH 363: Abstract Algebra

**Credits:**

4

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. (Course offered in alternate years; scheduled for 2017-2018.)

**Prerequisites:**

[Abstract Algebra](#)

## MATH 370: Complex Variables

**Credits:**

4

This course is an introduction to the theory of functions of a complex variable. Topics include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex logarithms, exponential and trigonometric functions, complex integration and the Cauchy integral formula, complex power series, the residue theorem, and applications to calculations of definite integrals.

**Prerequisites:**

[Calculus III](#)

## MATH 386: Junior Seminar

**Credits:**

1

This course will prepare students for the Senior Seminar experience. Students will attend the Senior Seminar presentations, pursue independent readings, and prepare a Senior Seminar prospectus for approval by the faculty of the department.

## MATH 431: Topology

**Credits:**



4  
Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology.

**Prerequisites:**

[Transition to Advanced Mathematics](#) , [Calculus III](#)

## MATH 451: Research in Mathematics

**Credits:**

1-4

Qualified students may conduct original research in pure mathematics, applied mathematics, or statistics under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

## MATH 452: Research in Mathematics

**Credits:**

1-4

Qualified students may conduct original research in pure mathematics, applied mathematics, or statistics under the supervision of a faculty mentor. A student may use four combined credits from 451 and 452 towards one upper-level major elective. Students should expect to commit at least three hours per week per credit.

## MATH 455: Readings in Mathematics

**Credits:**

1-4

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.

## MATH 456: Readings in Mathematics

**Credits:**

1-4

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.

## MATH 460: Internship

**Credits:**

1-4

Internships in Mathematics, which are normally arranged by the Director of Career Services, permit a qualified student to receive academic credit for off-campus work experience. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Normally the course will be taken on a Pass/Fail basis; it does not count toward the requirements for the major or minor except with special approval of the department. Interested students should contact the Chair of the department and the Director of Career Services.

## MATH 465: Special Topics in Mathematics

### Credits:

4

An occasional offering of topics not covered in the existing mathematics courses. Examples of topics include: graph theory, Fourier analysis, measure theory, dynamical systems, matrix groups, foundations of mathematics, game theory, set theory, logic, non-Euclidean geometry, orbifold Euler characteristics, and operations research.

## MATH 482: Combinatorics

### Credits:

4

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, graphs, directed graphs, partitions, combinatorial optimization, enumeration under group action, and an introduction to coding theory. (Course offered every third year; scheduled for 2014-2015.)

### Prerequisites:

[Transition to Advanced Mathematics](#)

## MATH 485: Senior Seminar

### Credits:

2-2, 4-4, or 0-4

Students pursue individual projects supervised by members of the faculty. Seminar sessions focus on issues of effective written and oral presentation of mathematics. A student may pursue either a research project, in which the student carries out original research on a suitable topic of interest, or an expository project, demonstrating understanding of mathematics by exploring some topic of established mathematics which is not covered in a regular course. Students who pursue an expository project may complete the senior seminar requirement in either one semester (4 credits in the Fall) or two semesters (2 credits in the Fall, 2

credits in the Spring.) Students pursuing a research project must complete the requirement over two semesters.

## MATH 486: Senior Seminar

### **Credits:**

2-2, 4-4, or 0-4

Students pursue individual projects supervised by members of the faculty. Seminar sessions focus on issues of effective written and oral presentation of mathematics. A student may pursue either a research project, in which the student carries out original research on a suitable topic of interest, or an expository project, demonstrating understanding of mathematics by exploring some topic of established mathematics which is not covered in a regular course. Students who pursue an expository project may complete the senior seminar requirement in either one semester (4 credits in the Fall) or two semesters (2 credits in the Fall, 2 credits in the Spring.) Students pursuing a research project must complete the requirement over two semesters.

## MATH 495: Honors Tutorial in Mathematics

### **Credits:**

4

The Honors Tutorial provides an alternative to the Senior Seminar for qualified students who wish to pursue an original research project in greater depth than would be possible otherwise. Criteria for successful completion of an Honors project include originality, mathematical maturity, progress, and independence.

## MATH 496: Honors Tutorial in Mathematics

### **Credits:**

4

The Honors Tutorial provides an alternative to the Senior Seminar for qualified students who wish to pursue an original research project in greater depth than would be possible otherwise. Criteria for successful completion of an Honors project include originality, mathematical maturity, progress, and independence.

## Music

## MUSC 101: Music: A Sound Experience

### **Credits:**

4

### **Degree Requirements:**

F5

This course is designed to increase knowledge of the history and traditions of Western art music. A primary goal of the course is to develop greater skill in active listening. While the focus of the course is the European classical tradition from 1600 to the present, discussions will also include excursions into world music, film music, folk music of various cultures, and American traditions, to provide a greater appreciation of the larger musical world. This course is for students who are not music majors.

Note: This course does not fulfill any requirements in the music major.

## MUSC 103: Elements of Music

**Credits:**

4

**Degree Requirements:**

F5

This course is designed for the student who is curious about how music is organized, as well as for the beginner who needs some extra work in fundamental topics. Through written, aural, and keyboard skills, students gain knowledge of pitch notation, rhythm and meter, scales, intervals, chords, simple harmonic progressions, and cadences.

## MUSC 105: Topics in Music

**Credits:**

4

**Degree Requirements:**

F5

Topics courses are designed to focus on special interest topics such as Women in Music, Music of Africa, Memphis Music, Sacred Music Traditions, and Understanding Jazz Language.

## MUSC 117: Music Cultures of the World

**Credits:**

4

**Degree Requirements:**

F5, F9

This course serves as an introduction to the variety of music genres found in cultures around the world outside the Western art music tradition. Students will be introduced not only to different musical styles, but also to their aesthetic foundations, relation to social and cultural contexts, historical developments, and cross-cultural interactions and influences.

## MUSC 118: African-American Music

**Credits:**

4

**Degree Requirements:**

F5, F9

This course is a survey of African American musical traditions from colonial times to the present. Students will examine the development of these styles, paying particular attention to the way in which they fused cultures from around the globe. The influence of the music in the United States and around the world will also be studied.

## MUSC 119: The Music of Latin America

**Credits:**

4

**Degree Requirements:**

F5, F9

This course is a survey of the variety of indigenous, folk, and art music of Latin America. Emphasis is on the sound of the music and on the cultural and social contexts of various cultures and the historical development of music in Latin America from the colonial period to the present.

## MUSC 130: Gender and Sexuality in Music

**Credits:**

4

**Degree Requirements:**

F9

Since Plato first warned against “feminizing” musical modes in his Republic, music has been an important location in Western culture for circulating ideologies of gender and sexuality. This course is an exploration of gender and sexuality in Western music, in both art and vernacular traditions. We will consider such topics as musical constructions of masculinity and femininity; the performance of gender; feminist music criticism; queer theory; castrati; and music as sexual politics.

## MUSC 140: Music and Healing

**Credits:**

4

**Degree Requirements:**

F5, F11

This course examines the history of music and healing and explores current applications of music to healing—inside and outside the professional medical community. The course will explore healing rituals and methodologies of primitive cultures, applications of music to healing through music therapy, the incorporation of music into so-called “new age” healing, and the new field of “Medical Ethnomusicology” that has emerged as a means to understand similarities between these seemingly disparate disciplines. It offers

students opportunities to experience the powerful connections that exist between music and human physiology and psychology through class activities like drum circles, music and meditation, guided imagery and music, song writing, and group improvisation; as well as opportunities to see music as an agent of healing with daycare children at Hope House and the elderly at The Parkview. No prior technical knowledge of music or medicine is required or assumed for students taking this course.

## MUSC 145: Psychology of Music

### **Credits:**

4

### **Degree Requirements:**

F5, F8

This course is an introduction to the multidisciplinary study of music in the human experience. There will be a review and critical analysis of traditional and emerging issues in this rapidly evolving field. In addition to developing a musical vocabulary and critical listening skills, the course will address the questions of what is music and how the mind responds to musical stimuli through the confluence of various disciplines, including anthropology, biology, education, musicology, neuroscience, philosophy, physics, psychology, and sociology.

Note: Students who have had MUSC 204 or a 300-level music theory course should register for MUSC 345.

## MUSC 146: Psychology of Film Music

### **Credits:**

4

### **Degree Requirements:**

F5

Music plays an integral role in film-making and serves many functions, such as conveying emotion, heightening tension, and influencing interpretation and inferences about events and characters. All of these musical applications depend on complex mental processes that are being identified through research on human participants in multimedia contexts. This field includes a broad range of disciplines including psychology, musicology, neuroscience, media studies, film, and communications. Students will develop and use musical vocabulary to describe the aural stimuli of specific cinematic productions and also read and critique empirical research in the intersecting fields.

Note: Students who have had MUSC 204 or a 300-level music theory course should register for MUSC 346.

## MUSC 160: Piano/Classical

### **Credits:**

1

### **Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 160: Piano/Jazz

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 161: Organ

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 162: Harpischord

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 163: Voice

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 164: Guitar/Classical

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 164: Guitar/Commercial

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 164: Guitar/Jazz

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 165: Harp

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 166: Violin



**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 167: Viola

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 168: Cello

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 169: Bass/Orchestral

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 169: Bass/Jazz

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 170: Flute

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 171: Oboe

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 172: Clarinet

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 173: Bassoon

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 174: French Horn

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 175: Trumpet

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 176: Trombone/Tuba

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 177: Percussion/Orchestral

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 177: Percussion/Jazz

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 178: Saxophone

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

## MUSC 179: Composition

**Credits:**

1

**Degree Requirements:**

F5

All applied music instruction is offered Fall and Spring semesters and meets the F5 requirements with four semesters of 1 credit each.

Students enrolled in Applied Music will be charged an additional fee each semester for private lessons.\*

\*\* The Applied Music fee will be charged to each student every semester enrolled in MUSC 179.

\*\* MUSC 204 and MUSC 307 are highly recommended prior to enrolling in these lessons.

## MUSC 181: Rhodes Orchestra

**Credits:**

1

**Degree Requirements:**

F5

The Rhodes Orchestra provides a performance experience for string orchestra repertoire. The orchestra frequently combines with the wind ensemble to present music written for full symphonic orchestra in several concerts on and off campus etc. Rental instruments may be available.

## MUSC 182: Rhodes Wind Ensemble

**Credits:**

1

**Degree Requirements:**

F5

The Rhodes Wind Ensemble concentrates on music written for large chamber music and band works for woodwind, brass, and percussion. The wind ensemble frequently combines with the orchestra to present music written for full symphonic orchestra in several concerts on and off campus etc. Rental instruments may be available.

## MUSC 184: Rhodes Jazz Ensemble

**Credits:**

1

**Degree Requirements:**

F5

This ensemble, the college's big band, performs multiple times per semester on campus and around Memphis. Students explore literature from all historic periods of jazz with most concerts centering on a theme. Concepts such as improvisation, interpretation, and ensemble technique are studied and put into practice, and students have access to renowned jazz musicians through concerts and clinics. The ensemble is open to all singers and instrumentalists, pending an audition with the director.

## MUSC 188: Selected Chamber Ensembles

**Credits:**

1

**Degree Requirements:**

F5

Chamber ensembles include but are not limited to String ensembles, Brass Quintet, Flute Ensemble, Guitar Ensemble, Harp Ensemble - these also both have their own numbers, I believe - if not, leave them here, Piano Trio, String Quartet, Woodwind Quintet, Early Music ensemble, and Percussion Ensemble.

Jazz Combos include but are not limited to Jazz Combos, Vocal Jazz Ensemble, Commercial Music Ensemble, and Folk/Traditional music ensembles.

All ensembles and combos are auditioned and coached by music faculty who are professional musicians.

## MUSC 189: Collaborative Piano

**Credits:**

1

**Degree Requirements:**

F5

Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

## MUSC 190: Rhodes Singers

**Credits:**

1

**Degree Requirements:**

F5

Rhodes Singers is an auditioned concert choir which appears regularly in concerts on and off campus. They perform repertoire from all stylistic periods, both a cappella and accompanied. This ensemble has a rich history of touring the United States for over sixty years, and frequently tours abroad. Students who participate in this ensemble are expected to commit to a full academic year.

## MUSC 192: Rhodes Mastersingers Chorale

**Credits:**

1

**Degree Requirements:**

F5

This ensemble comprises experienced singers from the campus and Greater-Memphis community and students. There are up to four concerts each year and the repertoire includes a variety of musical styles. They frequently perform with the Memphis Symphony Orchestra. Membership is by audition.

## MUSC 193: Rhodes Women's Chorus

**Credits:**

1

**Degree Requirements:**

F5

This ensemble is open to female students, and repertoire is taken from a variety of musical genres. The ensemble presents a major concert each semester and makes several program appearances in the local community. Membership is by audition.

## MUSC 194: Scenes from Musical Theatre and Opera

**Credits:**

1

Scenes from (the Lyric Theatre?) Musical Theatre and Opera is a performance class designed for students of all levels interested in performing scenes from musical theatre, opera, and operetta. Students will be guided by Rhodes music faculty in all aspects of preparation and performance of such scenes, including: musical and vocal coaching, work in various styles, dramatic coaching, staging, and production elements such as writing and delivering introductions to scenes, staging, basic stagecraft and lighting.

The class will incorporate issues relevant to Lyric Theatre such as text and musical interpretation,

characterization, blocking, movement and scenic/presentation elements. Musical and vocal dramatization will be key elements of the course. Students will be cast in various scenes selected by the faculty, appropriate to each student's vocal and musical level of development. They will present their work in a public performance at the conclusion of the semester. This course will be attractive for majors, minors, and non-majors alike. While there are no prerequisites, enrollment is dependent upon co-enrollment in MUSC 163, Applied Voice Lessons, and students must have the recommendation of their applied voice teacher.

## MUSC 196: Vocal Ensemble

### **Credits:**

1

### **Degree Requirements:**

F5

Vocal Ensembles include, but are not limited to Vocal Jazz Ensemble and Chamber Singers.

The Vocal Jazz Ensemble performs multiple times per semester on campus and around Memphis. Students explore literature from all historic periods and stylistic nuances of jazz. Concepts such as improvisation, interpretation, appropriate vocal methods and ensemble technique are studied and put into practice, and students have access to renowned jazz musicians through concerts and clinics. The ensemble is open to all singers by audition, and to some instrumentalists forming a rhythm section.

Chamber Singers is a small, highly select, auditioned, a cappella SATB choral ensemble, chosen from students within Rhodes Singers. It is comprised of 12-16 singers, performing a variety of repertoire appropriate for a small, select vocal ensemble, including period music, contemporary music, and music sung in many languages.

## MUSC 201: American Music: Twentieth-Century American Music

### **Credits:**

4

### **Degree Requirements:**

F2i, F5

This course will focus on the development of critical thinking and writing skills through the study of the American culture and its effect on the music, composers, and entertainers of the twentieth century. The student will consider the influence of the culture on Twentiethcentury American music by reading about, listening to, and discussing classical and popular American music. The music of the Memphis Region will be a focus and will require group excursions to musically important sites in the city of Memphis. Students will be expected

to express their own views both about the music being studied and the larger question of the role of music and art in American society.

## MUSC 204: Understanding Musicianship

**Credits:**

4

**Degree Requirements:**

F5

The development of musicianship skills is a life-long journey for musicians at all levels. This course is an introduction to the concepts and the various approaches used to describe music, to create music, and to perform music. Listening skills and analytical skills will develop the ability to “think in sound” and use an appropriate musical vocabulary. The development of aural skills and keyboard skills will reinforce each individual’s performance area.

## MUSC 206: Theory and Musicianship III

**Credits:**

4

This is an advanced course in written, aural, and keyboard skills as applied to common-practice musical traditions. As a continuation of Music 205, topics include chromatic harmony, extended tertian harmony, larger formal designs, and nineteenth-century genres.

**Prerequisites:**

[Elements of Music](#)

## MUSC 222: Music Technology

**Credits:**

4

**Degree Requirements:**

F5

This course is designed as an introduction to both utilitarian and creative concepts, which will assist students in developing practical and artistic applications in music technology. The course will develop a solid foundation for those wishing to use technology to enhance their musical understanding.

## MUSC 227: European Musical Heritage I

**Credits:**

4

**Degree Requirements:**

F3



This course traces the development of Western musical style from the time of its earliest written records to 1750. This development will be placed in dialogue with materials from social and intellectual history, literature, and other arts.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 228: European Musical Heritage II

**Credits:**

4

**Degree Requirements:**

F3

This course traces the development of Western musical style from 1750 to present day. This development will be placed in dialogue with materials from social and intellectual history, literature, and other arts.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 229: Music in the Modern Era

**Credits:**

4

**Degree Requirements:**

F3

In this course we will study the evolution of styles and genres from ca. 1900 to the present day, with a particular focus on the Western traditional musical “canon.” The course will examine the transformation of musical language in both secular and sacred music genres. The intellectual and cultural events of this same time will also claim our attention, on account of their very direct effects on composition, performance, and aesthetics of music. Students will gain factual knowledge of these musical trends and traditions, as well as a broader understanding of how historical forces have changed the music of these eras. In addition, through the final research paper and presentation students will develop their oral and written skills.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 230: Music and Drama of Eighteenth Century England

**Credits:**

4

This class will examine the rich musical history of the performing arts and theatre in eighteenth-century England. This was a period when theatre and opera worlds mixed, and fair-booth burlesque and musical theatre—the

ancestors of English music hall and vaudeville  
 —flourished at the expense of “legitimate” English drama. In this course we will study the various  
 genres of eighteenth-century English  
 musical and theatrical forms, including ballets (both French and English), pantomimes,  
 afterpieces, burlesques, ballad operas, pastiches,  
 and mid-century attempts at a native “serious” opera. Through primary source materials, we will  
 explore the eighteenth-century  
 Shakespeare revival, the hegemony of Italian opera in London, the emerging idea of the “star”  
 performer, music in the London pleasure  
 gardens, the fad for Handelian oratorios, Mozart and Haydn in London, illegitimate theatre, life in  
 touring theatrical companies, and the  
 rise of popular music culture and marketing.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 231: Paris at the Turn of the Twentieth Century

**Credits:**

4

This course will examine of the development of French music in relation to other arts and societal  
 events, focusing on Paris as the center  
 of new artistic developments at the turn of the twentieth-century. The course will provide an  
 introduction to artistic movements during  
 this period, including musical composers: Fauré, Debussy, Ravel, Satie, and Stravinsky. Students  
 will develop a vocabulary to describe  
 and discuss musical works in general and of this period specifically, integrate musical works into  
 the context of the early twentiethcentury  
 Parisian society.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 235: Music Post-1945

**Credits:**

4

This course will focus on the repertoire of the past six decades, providing an opportunity to  
 develop more analytical and verbal skills in  
 regards to modern compositions, composers, and compositional techniques through visual and  
 aural stimuli. The course will also focus  
 on the difficult skill of writing about music.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 265: History of Musical Theatre

**Credits:**

4

Surveying the art form known as musical theatre from its multiple origins through contemporary trends, we will use music, film, librettos and scores, and local productions to gain a broader understanding and appreciation of this performance genre. While we will look at the development of the musical as an art form, we will also explore musicals as vehicles for the wider social and cultural themes of each era.

Open to the general student, the course also serves as an elective for the major/minor in Theatre or in Music.

**Prerequisites:**

[First-Year Writing Seminar](#)

## MUSC 305: Advanced Topics in Music

**Credits:**

1-4

Content of the course varies with instructor. Selected topics may include Form & Analysis, Advanced Analysis, Advanced Musicianship, Music Theory Pedagogy, Introduction to Musicology, among others. This course may be repeated for credit as long as topics covered are different.

## MUSC 306: Mathematical Music Analysis: Post-Tonal Theory

**Credits:**

4

**Degree Requirements:**

F6

This course examines analytical and compositional techniques through a survey of twentieth and twenty-first-century repertoire. Topics include, but are not limited to, modulo 12, pitch centricity, symmetry, set theory, combinatorics, inversional and transpositional equivalence, and serialism.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 307: Composition and Orchestration

**Credits:**

4

This course emphasizes learning concepts and techniques of music composition through the study of music theory and structure.

Orchestration, the art of scoring for various instruments, will include the acquisition of basic elements, such as the range, transposition and timbre of each instrument. Assignments will include both original formal designs as well as

and arrangements for a variety of ensembles. Beyond writing with pencil and paper, basic skills in music notation software will be developed as well. The final project will be a short composition orchestrated for the available class personnel.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 308: Centuries of Counterpoint

**Credits:**

4

Counterpoint, “punctus contra punctum,” is the technique of writing independent melodic lines that work together to create effective music. This course will include analysis, composition, and performance of contrapuntal models, focusing on the 16th, 18th and 20th centuries.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 309: Performance and Analysis

**Credits:**

4

**Degree Requirements:**

F2i

The analysis of music is a life-long learning process that helps a musician to understand, to hear and to perform a work of art. The principal outcome of this course should be an increased awareness of the elements of musical form and how they are important in developing an interpretation of that musical work. While there is an inherent challenge in describing music through the written word, the final project will be a written analysis with either a live performance or multiple recordings

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 310: Practical Musicianship

**Credits:**

4

This course will focus on the development of skills for the advanced musician through practical applications. By expanding one’s abilities and knowledge of music theory, aural skills, keyboard harmony, and score reading, provides musicianship tools necessary for intelligent and critical listening, thinking, and performing.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 311: Tonal Harmony and Analysis

**Credits:**

4

This course develops written, aural, and keyboard skills as applied to common-practice musical traditions. Beginning with a review of music fundamentals, topics include: diatonic harmony and functions, voice leading guidelines, phrase structure, chromatic harmony, extended tertian harmony, small and large formal designs, and 19th-century genres.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 312: Jazz Theory

**Credits:**

4

This course bridges theory and practice through the language of jazz improvisation and various jazz styles. A strong theoretical foundation is built from music fundamentals through post-tonal theory, while integrating aural skills, keyboard skills and improvisation.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 313: Advanced Analysis

**Credits:**

4

This course will establish an awareness and understanding of appropriate analytical techniques, and develop facility in critical and analytical thought. Selected works studied will span Western music history using a variety of analytical approaches. As a good musical analysis puts into words what the best musicians hear after having listened to a particular piece of music attentively over time; assignments will focus on the challenge of writing about the music.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 322: Advanced Music Technology

**Credits:**

4

This course continues the trajectory begun in MUSC 222, providing a deeper palette of technological resources to convey musical ideas.

Students explore theoretical concepts of sound design/synthesis and algorithmic composition, and investigate the components of real world sounds, learning object oriented programming skills necessary to replicate them. Students also explore live electronic improvisation with Ableton Live, and learn the techniques of loop-based composition and performance, as well as methods of remixing and resampling. This course will delve further into the recording and mixing techniques learned in MUSC 222. Students will learn specific strategies for recording different instruments and sonic environments, as well as further ways to add detail, clarity, and interest to their mixes. Basic concepts of mastering will be introduced.

**Prerequisites:**

[Music Technology](#)

## MUSC 323: Audio Engineering:History, Theory, Practice

**Credits:**

4

Sponsored by the Mike Curb Institute for Music, this course will examine the progression of sound recording in the 20th and 21st centuries, from the Phonograph to ProTools. Students will learn about the history of recording, paying special attention to the role of Memphis in that history, and will gain hands-on experience and knowledge about recording theories and techniques. Co-taught with a professional recording engineer and in partnership with Memphis recording studios, the class will teach students not only tangible skills in audio recording, but also a framework for understanding the impact of recording on the city of Memphis and the world. Hours will be spent in the classroom and in visiting recording studios in the area for hands-on field work and learning.

Prerequisite: Completion of MUSC 222 and 322 is preferred, but not required.

## MUSC 345: Psychology of Music

**Credits:**

4

**Degree Requirements:**

F8

This course is an introduction to the multidisciplinary study of music in the human experience. There will be a review and critical analysis of traditional and emerging issues in this rapidly evolving field. In addition to the further development of the musical vocabulary, critical listening skills and analytic skills, the course will address the questions of what is music and how the mind responds to musical stimuli through the confluence of various disciplines, including anthropology, biology, education, musicology, neuroscience, philosophy, physics, psychology, and sociology.

## MUSC 346: Psychology of Film Music

**Credits:**

4  
Music plays an integral role in film-making and serves many functions, such as conveying emotion, heightening tension, and influencing interpretation and inferences about events and characters. All of these musical applications depend on complex mental processes that are being identified through research on human participants in multimedia contexts. This field includes a broad range of disciplines including psychology, musicology, neuroscience, media studies, film, and communications. Students will develop and use musical vocabulary to describe the aural stimuli of specific cinematic productions and also read and critique empirical research in the intersecting fields.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 414: Conducting I

**Credits:**

2  
This course serves as an introduction to the fundamental skills of conducting. Seminar-style conducting lessons that focus on the skills of conducting, and emphasize reading, studying and communicating a score to an ensemble.

**Prerequisites:**

[Understanding Musicianship](#)

## MUSC 415: Conducting II

**Credits:**

2  
The course serves to develop strategies for leading effective rehearsals and applying the skills developed in 414 to musical repertoire and ensembles.

**Prerequisites:**

[Conducting I](#)

## MUSC 422: Arts Entrepreneurship

**Credits:**

4  
This course is designed to help students identify and develop methods to apply their creative abilities in practical ways and to introduce the entrepreneurial process in the context of the arts industry. The course readings, lectures, and assignments will provide a basic

knowledge of arts and music business practices which will be particularly useful to students preparing for a self-managed career where their income is generated from performance, recording, composing or organizing musical events and/or setting up a music related business enterprise. Students will learn how to write a project proposal, prepare a budget, research funding options, and develop a marketing plan. The aim of the course is to help to guide students in understanding their unique talents in order to better understand their own personal aspirations and reach their full professional potential.

Open only to juniors and seniors.

## MUSC 451: Music Cognition Research Practicum

**Credits:**

1-4

## MUSC 452: Music Cognition Research Practicum

**Credits:**

1-4

## MUSC 460: Internship

**Credits:**

1-4

**Degree Requirements:**

F11

The internship program provides an experiential approach to the learning process and affords music students the opportunity to work in regional music organizations for academic credit (Memphis Opera, Memphis Symphony Orchestra, Church music programs, Memphis Playhouse, and the like). Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles and skills learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and on-site supervisor(s). 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 resume and application, interview with the on-site supervisor, participation in classroom seminars which focus on longterm career planning and job search skills, completion of written self-assessment assignments, and the like. Internships are available to second-semester junior and senior music majors with possible availability to majors from other departments. Arrangements for



internships are made the semester prior to the actual experience. Under special circumstances, the number of credit hours may vary from 1-4, but under no circumstances will more than 8 credits be allowed to count toward the credits required for graduation.

## MUSC 485: Senior Seminar

**Credits:**

2

This seminar provides a capstone experience for the Music Major through instruction in research and writing methods. This course will prepare the student for a public presentation in the spring semester (see Music 486.)

## MUSC 486: Senior Presentation (a continuation of 485)

**Credits:**

2

Each music major will design and present an appropriate portion of their senior research project in consultation with the music faculty, and will choose one of the following:

- \* A recital performance with program notes.
- \* A paper presentation based on original research.
- \* A performance of an original composition with program notes.
- \* A lecture-recital based on original research.

## MUSC 495: Honors Tutorial

**Credits:**

4

## MUSC 496: Honors Tutorial

**Credits:**

4

Neuroscience

## NEUR 270: Neuroscience

**Credits:**

4

This course examines the structure and function of the nervous system. Topics range from communication within individual neurons to higher order brain functions such as learning, memory, perception, states of consciousness, language and the regulation of motivation and emotion. Psychiatric and neurological disorders will also be discussed. Particular attention

will be given to methods and research design in the Neurosciences.

## NEUR 318: Neuroscience of Brain Disorders

**Credits:**

4

Human brain dysfunction can produce a wide variety of neurological and psychiatric illnesses. While there have been many advances in understanding the underlying mechanisms of these disorders there are few preventative or therapeutic interventions, making these disorders among the most important health problems in our society. This course is designed to provide students with a basic understanding of the neuroscientific literature that addresses the causes and treatments of several brain disorders at the cellular, molecular and genetic levels.

**Prerequisites:**[Neuroscience](#)

## NEUR 350: Neuroscience Research Methods

**Credits:**

4

This laboratory methods course is designed to expose students to a wide range of neuroscience techniques including electrophysiology, stereotaxic surgery, behavioral pharmacology, tissue fixation and sectioning, histology, immunohistochemistry, western blotting, blood and salivary hormone analysis, and various psychophysiological measures. The class will comprise short lectures accompanying longer laboratory exercises.

**Prerequisites:**[Neuroscience](#)

## NEUR 399: Junior Honors Tutorial

**Credits:**

1

Junior Neuroscience majors who are considering pursuing honors research are required to enroll in this preparatory tutorial.

## NEUR 451: Research in Neuroscience

**Credits:**

1-4

Qualified students may conduct laboratory research in neuroscience. Four credits of research may be used to satisfy one of the three breadth requirements for the Neuroscience Major. Requirements include at least three hours of

work per week per credit, regular meetings with the faculty sponsor, and a formal presentation of the research product upon completion. Interested students should consult the Neuroscience Program committee.

## NEUR 452: Research in Neuroscience

### **Credits:**

1-4

Qualified students may conduct laboratory research in neuroscience. Four credits of research may be used to satisfy one of the three breadth requirements for the Neuroscience Major. Requirements include at least three hours of work per week per credit, regular meetings with the faculty sponsor, and a formal presentation of the research product upon completion. Interested students should consult the Neuroscience Program committee.

## NEUR 485: Senior Seminar

### **Credits:**

4

All Neuroscience majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a capstone academic experience that involves student presentations and discussions of current primary literature in Neuroscience. Students will also prepare a research paper on a current topic in the field.

## NEUR 486: Senior Seminar

### **Credits:**

4

All Neuroscience majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a capstone academic experience that involves student presentations and discussions of current primary literature in Neuroscience. Students will also prepare a research paper on a current topic in the field.

## NEUR 495: Honors Tutorial

### **Credits:**

4-8

For seniors accepted into the Neuroscience honors research program.

## NEUR 496: Honors Tutorial

### **Credits:**

4-8

For seniors accepted into the Neuroscience honors research program.

## Physical Education

### PHED 100: Varsity Sports

**Credits:**

0

**Degree Requirements:**

F12

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### PHED 101: Club Sports

**Credits:**

0

**Degree Requirements:**

F12

-

### PHED 103: Tennis

**Credits:**

0

**Degree Requirements:**

F12

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

### PHED 107: Golf

**Credits:**

0

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

### PHED 120: Squash

**Credits:**

0

**Degree Requirements:**

F12

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

### PHED 121: Racquetball

**Credits:**

0

**Degree Requirements:**

F12

Instruction in basic skills and scoring.

## PHED 125: Swimming

**Credits:**

0

**Degree Requirements:**

F12

A self- paced program open to all levels.

## PHED 131: Scuba Diving

**Credits:**

0

**Degree Requirements:**

F12

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

## PHED 154: Weightlifting

**Credits:**

0

**Degree Requirements:**

F12

Instruction in the proper use of weight training equipment.

## PHED 157: Run For Fun

**Credits:**

0

**Degree Requirements:**

F12

A monitored program of jogging for all levels of conditioning.

## PHED 174: Aerobics

**Credits:**

0

**Degree Requirements:**

F12

Low impact, step, and circuit training.

## PHED 175: Wing Chun

**Credits:**

0

**Degree Requirements:**

F12

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

## PHED 176: Tai Chi

**Credits:**

0

**Degree Requirements:**

F12

A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

## PHED 177: Karate/Self Defense

**Credits:**

0

**Degree Requirements:**

F12

Instruction in basic kicking, punching, katas (forms) and self-defense techniques. Open to all levels and belt testing is optional.

## PHED 178: Kickboxing

**Credits:**

0

**Degree Requirements:**

F12

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

## PHED 179: Aikido

**Credits:**

0

**Degree Requirements:**

F12

Emphasis on the neutralization of aggression through body movement, throws, and joint locks. Open to all levels.

## PHED 180: Yoga

**Credits:**

0

**Degree Requirements:**

F12

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

## PHED 185: Ballet

**Credits:**

0

**Degree Requirements:**

F12

Open to all levels.

## PHED 191: Meditation and Stress Reduction

**Credits:**

0

**Degree Requirements:**

F12

Open to all levels.

## PHED 192: Reducing Assault Risks

**Credits:**

0

**Degree Requirements:**

F12

Instruction on reducing assault risks by awareness training and physical counter strikes.

## PHED 200: Varsity Sports

**Credits:**

0

**Degree Requirements:**

F12

-

## PHED 201: Club Sports

**Credits:**

0

**Degree Requirements:**

F12

-

## PHED 203: Tennis

**Credits:**

0

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

## PHED 207: Golf

**Credits:**

0

**Degree Requirements:**

F12

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

## PHED 220: Squash

**Credits:**

0

**Degree Requirements:**

F12

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

## PHED 221: Racquetball

**Credits:**

0

**Degree Requirements:**

F12

Instruction in basic skills and scoring.

## PHED 225: Swimming

**Credits:**

0

**Degree Requirements:**

F12

A self- paced program open to all levels.

## PHED 231: Scuba Diving

**Credits:**

0

**Degree Requirements:**

F12

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

## PHED 254: Weightlifting

**Credits:**

0

Instruction in the proper use of weight training equipment.

## PHED 257: Run For Fun

**Credits:**

0

**Degree Requirements:**

F12

A monitored program of jogging for all levels of conditioning.

## PHED 274: Aerobics

**Credits:**



0

**Degree Requirements:**

F12

Low impact, step, and circuit training.

## PHED 276: Wing Chun

**Credits:**

0

**Degree Requirements:**

F12

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

## PHED 277: Karate/Self Defense

**Credits:**

0

**Degree Requirements:**

F12

Instruction in basic kicking, punching, katas (forms) and self-defense techniques. Open to all levels and belt testing is optional.

## PHED 278: Kickboxing

**Credits:**

0

**Degree Requirements:**

F12

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

## PHED 279: Aikido

**Credits:**

0

**Degree Requirements:**

F12

Emphasis on the neutralization of aggression through body movement, throws, and joint locks. Open to all levels.

## PHED 280: Yoga

**Credits:**

0

**Degree Requirements:**

F12

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

## PHED 285: Ballet

**Credits:**

0

**Degree Requirements:**

F12

Open to all levels.

## PHED 291: Meditation and Stress Reduction

**Credits:**

0

**Degree Requirements:**

F12

Open to all levels.

## PHED 292: Reducing Assault Risks

**Credits:**

0

**Degree Requirements:**

F12

Instruction on reducing assault risks by awareness training and physical counter strikes.

Philosophy

## PHIL 101: Introductory Seminar in Philosophy

**Credits:**

4

**Degree Requirements:**

F2i

A writing-intensive seminar that provides an in-depth exploration of philosophical approaches and ideas in the context of a specific topic in philosophy. Possible topics include the philosophy of sex, death, film, media, and the meaning of life. Open to first-year and sophomore students only.

## PHIL 201: Ancient Philosophy

**Credits:**

4

**Degree Requirements:**

F1

An examination of philosophical methods, problems, and ideas from Ancient philosophies, such as those of the Presocratics, Plato, Aristotle, Epicureans and Stoics. Issues addressed include the human good, the relation of the human to the cosmos, the nature and role of reason, and the relation between reason and pleasure.

## PHIL 203: Early Modern Philosophy

**Credits:**

4

**Degree Requirements:**

F1

An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. 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.

## PHIL 206: Logic

**Credits:**

4

**Degree Requirements:**

F6

An examination of argumentation, with emphasis on identifying, analyzing, and evaluating arguments. Issues to be considered include categorical, propositional, and predicate logic.

## PHIL 220: Social and Political Philosophy

**Credits:**

4

**Degree Requirements:**

F2i, F8

A survey of major views in Western Political thought, including contractarianism, liberalism, libertarianism and anarchism. Focus is on the tension between state power and individual freedom. Discussion topics include citizenship, authority, the death penalty, imprisonment, war, immigration, and animal rights.

## PHIL 230: Environmental Ethics

**Credits:**

4

An examination of the historical development of philosophical conceptions of nature and their influence on contemporary environmental issues, including global warming, pollution, sustainability, population growth, animal welfare, and the relationship between the human and the natural. (Course offered in alternate years; scheduled for 2019-2020.)

## PHIL 240: Philosophy of Religion

**Credits:**

4

**Degree Requirements:**

F1

An exploration of central 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. (Course offered in alternate years; scheduled for 2019-2020.)

## PHIL 250: Topics in Philosophy

**Credits:**

4

**Degree Requirements:**

F1

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. Typically, topics focus on issues that raise significant moral questions in contemporary society.

## PHIL 255: Philosophy of Race

**Credits:**

4

An examination of the advent and evolution of the concept of “race,” how it has been treated philosophically, and its application to ethics, metaphysics, epistemology, scientific methodology, and politics. (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 270: Philosophy of Education

**Credits:**

4

**Degree Requirements:**

F11

A philosophical examination of education with attention to issues in ethics (what values should guide education?), metaphysics (do we educate the whole or only part of the person?), and epistemology (what is knowledge and is it the goal of education?). (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 280: Philosophy of Language

**Credits:**

4

**Degree Requirements:**

F2i

The Philosophy of Language attempts to understand the nature of language and its relationship to speakers, their thoughts, and the world. In this introductory course in the Philosophy of language students examine views on the nature of meaning, reference, truth, the

relationship between language and our speech acts, and the role language plays in our thought. (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 301: Ethics

**Credits:**

4

**Degree Requirements:**

F1

An examination of major ethical theories, typically virtue ethics, deontology, consequentialism, and care ethics with special emphasis on their central arguments and applicability to specific ethical issues.

## PHIL 303: Medical Ethics

**Credits:**

4

**Degree Requirements:**

F1

An examination of issues concerning 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 and/or moral duties and obligations. (Course offered in alternate years; scheduled for 2019-2020.)

## PHIL 318: Metaphysics

**Credits:**

4

**Degree Requirements:**

F1

An exploration of major metaphysical issues such as the mind-body problem, materialism vs. theism, and freedom and determinism. (Course offered in alternate years; scheduled for 2019-2020.)

## PHIL 319: Theory of Knowledge

**Credits:**

4

An examination of major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge, and the ethics of belief. (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 328: Philosophy of Mind and Consciousness

**Credits:**

4

An examination of the nature, powers, and limitations of the human mind, as well as its relationship to the body. These issues will be investigated through key works in the history of philosophy as well as various contemporary works in philosophy and/or related fields (e.g., biology, psychology). (Course offered in alternate years; scheduled for 2019-2020.)

## PHIL 329: Philosophy of Science

**Credits:**

4

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences, as well as the nature and strengths of scientific methodology. (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 355: Feminist Philosophy

**Credits:**

4

An examination of major authors and themes informing the development of feminist theory. Aims include understanding and critiquing the social, political, moral and intellectual subordination of women to men as well as evaluating the unique contributions of feminist theory to metaphysics, epistemology, ethics, and politics. (Course offered in alternate years; scheduled for 2017-2018.)

## PHIL 360: Existentialism

**Credits:**

4

**Degree Requirements:**

F1

An examination of prominent existentialists from the 19th and 20th Centuries. Issues include the idea that human beings' deepest desire is for meaning in their lives, and that the primary issue in human life is whether and how we own up to this. (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 370: American Philosophy

**Credits:**

4

**Degree Requirements:**

F11

An examination of the major representatives of American Philosophy, most notably the pragmatists. 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 2018-2019.)

## PHIL 399: Tutorial for Honors Candidates

**Credits:**

1

Junior Philosophy majors wishing to read for honors are required to enroll in this preparatory tutorial. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

## PHIL 401: Advanced Topics

**Credits:**

4

An advanced study of specific topics. The course may focus on a central historical figure (Plato, Aristotle, Kant, Whitehead), a specific period (ancient, medieval, modern, contemporary analytic or continental philosophy), or a major movement (empiricism, process philosophy, phenomenology.) (Course offered in alternate years; scheduled for 2018-2019.)

## PHIL 475: Problems in Philosophy

**Credits:**

4

A tutorial course for senior or junior students. Each student chooses an individual topic in consultation with the departmental faculty.

## PHIL 476: Problems in Philosophy

**Credits:**

4

A tutorial course for senior or junior students. Each student chooses an individual topic in consultation with the departmental faculty.

## PHIL 486: Senior Seminar

**Credits:**

4

Senior seminar is designed as a capstone experience in Philosophy, requiring both oral and written work. The seminar culminates in the senior paper, a sustained, sophisticated discussion of a significant philosophical issue.

## PHIL 495: Honors Tutorial

**Credits:**

4

A course dedicated to the development of an Honors essay.

## PHIL 496: Honors Tutorial

**Credits:**

4

A course dedicated to the development of an Honors essay.

## PHIL 835: Plato, Aristotle and the Legacy of Ancient Philosophy

### **Credits:**

2

What is knowledge? How should we live? Can I trust my powers of reasoning? What is the nature of mind/soul? These, and other connected questions, were searchingly examined by Plato and Aristotle, and subsequently by Hellenistic thinkers of the Epicurean, Stoic and Neoplatonist schools living in an unsettled period of history. Each year will offer a special topic in philosophy relevant to the ancient world. This course will be taught in the format of an Oxford tutorial with smaller groups of students meeting each week to discuss assigned readings and present short papers. Part of the Track One: Ancient Greece and Rome: The Foundations of Western Civilization of the European Studies Program.

Physics

## PHYS 101: Astronomy and Astronomy Lab

### **Credits:**

3

### **Degree Requirements:**

F7

An introduction to modern astronomy, including the celestial sphere; Solar System planets and exoplanets; stellar classification and evolution; galaxies; and cosmology.

Accompanying lab includes Observations of the Moon, planets, stars, and nebulae, using the naked eye and telescopes. Familiarity with small telescopes. Laboratory exercises (computer-based and hands-on) involving astronomical concepts when the weather is poor.

PHYS 101 must be taken with accompanying PHYS 101L.

## PHYS 101: Astronomy Laboratory

### **Credits:**

1

### **Degree Requirements:**

F7

Observations of the Moon, planets, stars, and nebulae, using the naked eye and telescopes. Familiarity with small telescopes. Laboratory exercises (computer-based and hands-on) involving astronomical concepts when the weather is poor. Must be taken concurrently with Physics 101.

## PHYS 105: Physics of Sound and Music

### **Credits:**



4

**Degree Requirements:**

F7

An introduction for non-science majors to the physics of sound with applications to sound production by musical instruments. Topics include the physical behavior of sound, musical scales, human perception of sound, and sound production by acoustic instruments. As part of the course, students are required to fabricate and demonstrate a musical instrument of their own design. The course and its integrated laboratory are normally scheduled for two consecutive class periods.

## PHYS 107: Topics in Physics

**Credits:****Degree Requirements:**

F7

Topics, designed for the non-science major, in physics, astronomy, and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, nanotechnology, biophysics, geophysics, and science writing.

## PHYS 109: Introductory Physics for the Life Sciences I

**Credits:**

3

**Degree Requirements:**

F7

Suitable for life science students, this algebra-based physics course is the first in a year-long sequence covering the classical fields of physics. Topics include Newtonian mechanics, including rotational motion, and wave motion. Must be taken concurrently with Physics 113L.

Prerequisite: Knowledge of algebra and trigonometry.

## PHYS 110: Introductory Physics for the Life Sciences II

**Credits:**

3

**Degree Requirements:**

F7

Suitable for life science students, this algebra-based physics course is the second in a year-long sequence covering the classical fields of physics. Topics include thermodynamics, electromagnetism, and the optical properties of matter. Must be taken concurrently with Physics 114L.

**Prerequisites:**

[Introductory Physics for the Life Sciences I](#), [Introductory Physics for the Physical Sciences I](#)

## PHYS 111: Introductory Physics for the Physical Sciences I

**Credits:**

3

**Degree Requirements:**

F6, F7

Suitable for both science and non-science majors, this calculus-based course is the first in a year-long sequence covering the classical fields of physics. Topics include Newtonian mechanics, including rotational motion, and wave motion. Must be taken concurrently with Physics 113L, and MATH 121( or equivalent with instructor approval.)

## PHYS 112: Introductory Physics for Physical Sciences II

**Credits:**

3

**Degree Requirements:**

F6, F7

Suitable for both science and non-science majors, this calculus-based course is the second in a year-long sequence covering the classical fields of physics. Topics include thermodynamics, electromagnetism, and optical properties of matter. Must be taken concurrently with Physics 114L. Physics majors and minors should take Mathematics 122 or equivalent concurrently.

**Prerequisites:**

[Introductory Physics for the Physical Sciences I](#), [Calculus I](#)

## PHYS 113: Introductory Physics Laboratory I

**Credits:**

1

**Degree Requirements:**

F7

Basic experiments in topics covered in the Introductory Physics courses. Includes extensive use of computer-based data collection and analysis. Must be taken concurrently with Physics 109 or 111.

## PHYS 114: Introductory Physics Laboratory II

**Credits:**

1

**Degree Requirements:**

F7

Basic experiments in topics covered in the Introductory Physics courses. Includes extensive use of computer-based data collection and analysis. Must be taken concurrently with Physics 110 or 112.

## PHYS 211: Modern Physics

**Credits:**

4

**Degree Requirements:**

F7

A survey of relativistic and quantum physics, including photons, the atom, matter waves, introductory quantum mechanics via the Schrödinger formulation, one-electron and complex atoms, nuclear properties and processes, elementary particles, molecules, and condensed matter.

**Prerequisites:**

[Introductory Physics for Physical Sciences II](#)

## PHYS 213: Intermediate Laboratory

**Credits:**

1

The application of advanced experimental techniques to the exploration of 20th century physics concepts. Includes measurements of fundamental constants, properties of electrons, atomic energy levels, atomic and nuclear scattering, etc.

**Prerequisites:**

[Introductory Physics Laboratory I](#), [Introductory Physics Laboratory II](#)

## PHYS 250: Mathematical Methods of Physics

**Credits:**

4

A survey of analytical and numerical techniques useful in physics, including multivariable calculus, optimization, ordinary and partial differential equations, complex numbers, special functions, linear algebra, Fourier series, Fourier and Laplace transforms, and numerical methods.

Co-requisite: Calculus III or equivalent.

**Prerequisites:**

[Introductory Physics for Physical Sciences II](#), [Calculus II](#)

## PHYS 301: Electromagnetic Theory

**Credits:**

4

A study of the fundamental properties of electric and magnetic fields in vacuum. (Course offered in alternate years; scheduled for Fall 2017.)

**Prerequisites:**

[Introductory Physics for Physical Sciences II](#), [Mathematical Methods of Physics](#)

## PHYS 302: Advanced Electromagnetic Theory

**Credits:**

4

A study of static and dynamic electromagnetic fields in matter, electromagnetic waves, and radiation; also, a brief introduction to relativistic electrodynamics. (Course offered as interest warrants.)

**Prerequisites:**

[Electromagnetic Theory](#)

## PHYS 304: Electronics

**Credits:**

4

The basic concepts of analog and digital electronics with weekly laboratory exercises. AC and DC topics make use of phasor and complex algebra notation. Digital topics include diodes, transistors, operational amplifiers, and integrated circuits, making use of Boolean algebra and logic. (Course offered as interest warrants.)

**Prerequisites:**

[Introductory Physics for Physical Sciences II](#)

## PHYS 305: Dynamics

**Credits:**

4

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. (Course offered in alternate years; scheduled for Fall 2018.)

**Prerequisites:**

[Introductory Physics for Physical Sciences II](#), [Mathematical Methods of Physics](#)

## PHYS 306: Advanced Dynamics

**Credits:**

4

Advanced topics in the study of dynamics, including non-inertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity. (Course offered as interest warrants.)

**Prerequisites:**

[Dynamics](#)

## PHYS 307: Topics in Intermediate Physics

**Credits:**

4

Topics for the intermediate-level physics- or natural-science student, often including but not limited to subjects such as nuclear physics, robotics, medical physics, statics and mechanics of solids, fluid mechanics. (Course offered as interest warrants.)

**Prerequisites:**

[Modern Physics](#)

## PHYS 310: Astrophysics

**Credits:**

4

An introduction to modern astrophysics. This course will normally include the following: a brief introduction to the celestial sphere and astronomy terminology; stellar structure and evolution; structure and evolution of galaxies; and cosmology. (Course offered as interest warrants.)

**Prerequisites:**[Modern Physics](#)

## PHYS 325: Optics

**Credits:**

4

A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. (Course offered as interest warrants.)

**Prerequisites:**[Modern Physics](#)

## PHYS 401: Quantum Mechanics

**Credits:**

4

Introduction to topics in quantum physics, including observables and measurement, position and momentum representations, intermediate wave mechanics, the time-dependent Schrödinger equation, Hilbert space vectors and operators, the Hamiltonian, potential wells and the harmonic operator, introduction to Dirac notation, scattering theory, and applications to the study of atoms. (Course offered in alternate years; scheduled for Spring 2018.)

**Prerequisites:**[Modern Physics](#), [Mathematical Methods of Physics](#)

## PHYS 406: Thermal Physics

**Credits:**

4

The study of thermodynamics and statistical mechanics from the unifying viewpoint of quantum theory. Topics include: Gibbs and Boltzmann factors; Fermi-Dirac and Bose-Einstein distribution functions; temperature, pressure, and the monatomic ideal gas; thermodynamic potentials. Application of theory to metals, white dwarf stars, photons, and phonons will be considered. (Course offered in alternate years; scheduled for Spring 2019.)

**Prerequisites:**[Modern Physics](#), [Mathematical Methods of Physics](#)

## PHYS 451: Research in Physics

**Credits:**

1-4

Experimental or theoretical work of an advanced nature, carried out independently by the student with a faculty mentor. Projects can be selected from a variety of topics involving or designed by the student in consultation with the faculty mentor.

**Prerequisites:**[Modern Physics](#)

## PHYS 452: Research in Physics

**Credits:**

1-4

Experimental or theoretical work of an advanced nature, carried out independently by the student with a faculty mentor. Projects can be selected from a variety of topics involving or designed by the student in consultation with the faculty mentor.

**Prerequisites:**[Modern Physics](#)

## PHYS 486: Senior Seminar

**Credits:**

2

Examination of the unifying themes, central concepts, and links between discipline areas of physics through the preparation and presentation of research seminars, discussions of ethical issues in science, and reviews of current physics literature. Open to senior physics majors only.

## PHYS 495: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Physics. A minimum of 4 credits per semester must be earned in the senior year to fulfill college honors requirements. A minimum cumulative and major gpa of 3.5 is required at the time of application for honors and upon graduation. Students should familiarize themselves with college and departmental honors procedures before enrolling.

## PHYS 496: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Physics. A minimum of 4 credits per semester must be earned in the senior year to fulfill college honors requirements. A minimum cumulative and major gpa of 3.5 is required at the time of application for honors and upon graduation. Students should familiarize themselves with college and departmental honors procedures before enrolling.

Political Science

## POLS 110: Political Questions

**Credits:**

4

**Degree Requirements:**

F2i, F8

What is just? What is right? Are human beings equal? In what ways should we be free? To what degree must we obey the state? What are our duties to others? Is “big government” compatible with individual liberty? This course explores these and other fundamental political questions concerning freedom and authority, rights and obligations, peace and war, moral obligation and selfishness, faith and reason. It will also delve into contentious public policy problems (e.g., income inequality, affirmative action, sexual discrimination), each of which poses moral and practical difficulties. Our goal will be to think openly, honestly, and precisely about the quandaries of political life. This course is open only to first years and sophomores.

## POLS 151: United States Politics

**Credits:**

4

**Degree Requirements:**

F2i, F8

What is the foundation of government in the United States? What are its purposes? How is the constitution of government designed to achieve those purposes? How well does it in fact fulfill those purposes? Major topics and controversies include the nature of politics, individual liberty and constitutionalism, the federal structure of government, elections and political parties, interest groups, representation, Congress, the Presidency, the Judiciary, civil rights and liberties. Some sections may be open only to first year students, and all sections are open to seniors only by permission of the department. Advanced Placement credit in Political Science or Government counts only as four general credits toward the major. Therefore, all Political Science majors must take 151.

## POLS 205: Introduction to Public Policy

**Credits:**

4

In short, public policy includes whatever government chooses to do or not to do. As such, this course will explore the reasons why government acts, how government acts, and the types of actions it takes. The course is not designed to convince you whether particular public policies are good or bad, but to think carefully and analytically about why they exist and how they function. The course is not about any particular public policy. However, the course will engage a wide variety of contemporary public policy debates in the areas of health care, welfare, the environment, regulation of business, energy, transportation, and education to provide examples of the concepts and theories we will discuss in the course.

**Prerequisites:**[United States Politics](#)

## POLS 206: Urban Politics and Policy

**Credits:**

4

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures. We will also discuss problems and processes of policy formation in the urban system.

**Prerequisites:**[United States Politics](#)

## [POLS 207: Race and Ethnic Politics](#)

**Credits:**

4

A general survey of minority politics in the United States. We will explore the historic and contemporary importance of race and ethnicity in American politics, particularly in relation to political institutions, political parties, voting coalitions, representation, and public policy. Attention is paid to how the structures of the American political system disadvantage minority groups as they attempt to gain the full benefits of American society. In addition to exploring the different agendas and strategies adopted by racial and ethnic minority groups, this course also shows how intertwined minority politics and American politics have been and continue to be. Not offered every year.

**Prerequisites:**[United States Politics](#)

## [POLS 208: Media and Politics](#)

**Credits:**

4

An investigation of the power of media in American society and the interaction between media, institutions, political actors, and the public. Topics covered may include the evolving role of media as an institution in the political system, media ownership, media bias, race and gender in media, media fragmentation, the relationship between media and public opinion, the role of news and advertising in political campaigns, media coverage in crisis and wartime, and the impact of new media on society. Underlying these topics, we consider the question of whether the role and function of media today are helpful for or detrimental to political learning, participation, and democratic government. Students will have the chance to explore ideas, concepts, and themes through real-world, hands-on applications. Not eligible if you have completed the Topics course on media and politics.

**Prerequisites:**[United States Politics](#)

## [POLS 209: Evil, Benevolent, or Benign?: The Role of Bureaucracy in a Democracy.](#)

**Credits:**

4



While there are many objectives for learning in this course, the primary objective of the course is to expose the class to provocative arguments about bureaucracy and challenge our established notions of what a bureaucracy is and how it performs. In order to achieve this objective, however, we will begin first by discussing what a bureaucracy is. We will then consider how public bureaucracy is or is not different from private bureaucracy. Next, we will explore several well-known theories of bureaucratic behavior and performance. The goal is to not only understand what these theories are, but also to critically evaluate these theories. Do they do a good job of explaining bureaucratic behavior? Finally, we will consider some more advanced and provocative arguments about bureaucracy including Goodsell's "case for bureaucracy" and Adams & Balfour's notion of "administrative evil". The course is not designed to convince you whether public bureaucracies are "good" or "bad", but to think carefully and analytically about why they exist and how they function. As such, you will be exposed to both positive and negative arguments about public bureaucracies. Not eligible if you have already completed POLS209 Bureaucratic Politics. Not offered every year.

**Prerequisites:**

[United States Politics](#)

## [POLS 211: Politics and Literature](#)

**Credits:**

4

This course explores how literature (and the arts generally) express political ideas and pursue political purposes. Topics and readings vary but they include: literary depictions of political causes, political crises, war and peace, leaders and followers, conflicts of individuals and society, and the competing demands of nature and civilization. Authors read in this course might include: Sophocles, Shakespeare, Defoe, Stendahl, Austen, Dickens, Melville, Hawthorne, Twain, Robert Penn Warren, Ralph Ellison, Don DeLillo, Phillip Roth and Tom Wolfe. Not offered every year.

## [POLS 212: American Political Thought and Statesmanship](#)

**Credits:**

4

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, selfishness and morality, federalism, the democratization of politics, equality and slavery, 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. Not offered every year.

**Prerequisites:**

[United States Politics](#)

## [POLS 214: Modern Ideologies](#)

**Credits:**

4

What are all these “isms” that pervade political discourse? What does it mean to be a liberal (or a “progressive”), a libertarian, conservative, communitarian, socialist, or feminist? Where do liberal and radical feminists agree and disagree? Why is a democratic socialist not a Marxist and vice versa? Is “environmentalism” a comprehensive political stance? Should there be a “green” party? What separates a nationalist from a “fascist”? Generally: what ideas, perspectives and principles account for these divergent doctrines that compete to organize the political world? Why do people adopt these views? Are there rational grounds for choosing among them? Is there a rational foundation for political life or, to put it another way, is political philosophy possible? Or are all claims to political knowledge ideological assertions? This course examines questions like these, although the list is not at all exhaustive. Not offered every year.

## POLS 216: Philosophy of Law

### **Credits:**

4

We believe in the rule of law, but what is law and what is the nature of rules? Is the ultimate source of law nature, God, or human agreement? What is the relation of law and morality? How does law promote human freedom and social order? What do we do when those concerns conflict? The law assumes that human beings are responsible for their actions unless they aren't. How do we know when they are or are not? What is the purpose of punishment? What is the role of the jury, and can jurors fulfill it? Does our society live up to its ideal of equality before the law? What is the professional responsibility of the lawyer, and why is the legal profession so controversial? This course examines a multitude of interesting and puzzling questions that drive us toward a philosophic consideration of law. Not offered every year.

## POLS 218: Justice, Equality, and Liberty

### **Credits:**

4

Drawing primarily on contemporary sources in politics, philosophy and economics, this course examines rival visions of the good society. We will analyze competing conceptions of justice and the ways in which those views are modified by commitments to liberty and equality. Thematic questions will include: What do human beings owe to one another? How is personal responsibility related to social responsibility? What are the causes and consequences of wealth and poverty? What is the character of freedom? What does equality require? How should rights and duties be properly understood? A good portion of the course will be devoted to the intellectual and moral foundations of the free society and to critiques of the assumption that the good society is “the free society.” The course will include public lecture, debates and conversations with visiting political theorists, economists, entrepreneurs and public officials.

## POLS 230: Black Political Thought

### **Credits:**

4

### **Degree Requirements:**

F9

A critical analysis of a variety of political goals, strategies, and tactics espoused since Reconstruction. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther

King, Jr., and Malcolm X are among those normally considered.

**Prerequisites:**

[United States Politics](#)

## POLS 240: Urban Education Policy

**Credits:**

4

This course explores the special challenges of designing effective public education policy for today's postindustrial cities paying special attention to the challenges found in Memphis. After framing the policy dilemmas in light of political, social, economic and educational history, the course critically examines a variety of contemporary proposals related to issues such as Common Core, standardized testing, teacher accountability, class size, school hours, charter schools, school vouchers and early childhood education.

**Prerequisites:**

[United States Politics](#)

## POLS 245: Southern Politics

**Credits:**

4

An examination of politics in the American South, with special attention to political parties and elections. Politics at the state level is considered, along with the place of the South in the national political arena. Not offered every year.

**Prerequisites:**

[United States Politics](#)

## POLS 262: Trial Procedure

**Credits:**

4

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and preparing a witness. This course is required for Mock Trial Participation.

This course does not count toward the major or minor in Political Science.

## POLS 263: Mock Trial Participation

**Credits:**

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.

A total of 4 credits may be earned for Mock Trial Participation.

This course does not count toward the major or minor in Political Science.

**Prerequisites:**

[Trial Procedure](#)

## [POLS 264: Rights of the Accused](#)

**Credits:**

4

An academic assessment of rights of criminal defendants under the Sixth, Eighth, and Fourteenth Amendments. Topics include the right to counsel, prosecutorial discretion and disclosures, the confrontation clause, defenses and immunities (stand your ground laws, insanity pleas), and the death penalty.

This course does not count toward the major or minor in Political Science.

## [POLS 270: Methods of Political Inquiry](#)

**Credits:**

4

Why do political scientists call themselves scientists? How can we learn about politics using the tools of scientific inquiry? What are the tools of scientific inquiry? This course introduces the methods political scientists (and others) use to generate and answer empirical questions about politics. We explore a wide variety of quantitative and qualitative research methods, including experiments, observation, interviews, and surveys. Students in this course will develop their own research question and literature review, test hypotheses, and analyze data. This course is recommended for the sophomore year and must be taken by the end of the junior year.

**Prerequisites:**

[United States Politics](#)

## [POLS 280: Topics in American Politics, Government, and Policy](#)

**Credits:**

4

An examination of some aspect of American politics and institutions of government. Topics might include: the judiciary, state and local government, intergovernmental relations, American political development, the legislative process, campaign finance, political communication. Not offered every year.

**Prerequisites:**

[United States Politics](#)

## [POLS 283: Topics in Public Law](#)

**Credits:**

4

An examination of some aspect of law and the judicial branch. Topics might include: the 1st Amendment, the 14th Amendment, state and local law, legal reform, and administrative law. Not

offered every year.

**Prerequisites:**

[United States Politics](#)

## POLS 286: Topics in Political Thought and Philosophy

**Credits:**

4  
An examination of some aspect of political thought and philosophy. Not offered every year.

**Prerequisites:**

[United States Politics](#)

## POLS 301: Civil Liberties

**Credits:**

4  
**Degree Requirements:**

F3  
An examination of the federal judicial process and American constitutional principles. Constitutional topics include free speech and assembly, church-state relations, abortion, gay rights, euthanasia, and rights of the accused. Not eligible if you have completed POLS 301 Constitutional Law and Politics.

Prerequisites Methods of Political Inquiry, One other 200 level POLS course, or permission of the instructor.

**Prerequisites:**

[Methods of Political Inquiry](#)

## POLS 305: Public Policy Analysis

**Credits:**

4  
The objective of this course is to introduce students to the field of public policy analysis. Rather than focusing on the institutions that make public policy, such as legislatures, presidents, governors, and courts, or the groups that impact the policymaking process, such as interest groups and the media; this course provides students with an Introduction to the tools used to analyze policies and a discussion of the political elements that affect this analysis. The course will be composed of several different elements: 1) a discussion of the various meanings of public policy analysis, 2) a presentation of the basic economic and political tools used to analyze public policies, and 3) practice at analyzing current policy controversies. Essentially, the goal is to ensure that student understand the basic economic principles used to evaluate different public policy proposals. However, as this is a political science course, other principal goals are to highlight the weaknesses of some of these economic assumptions, discover how politics may alter these otherwise sound assumptions, and examine the political environment in which policies are analyzed and adopted. This course does not focus on any one policy area, so students are

encouraged to bring their own policy interests to the course. Not eligible if you have already completed the Topics course on Public Policy Analysis. Not offered every year.

Prerequisites: Methods of Political Inquiry and Introduction to Public Policy or Introduction to Economics, or the permission of the instructor.

## POLS 308: Political Advertising

### **Credits:**

4

Political advertising is potentially the most important component of modern political campaigns, particularly in high-level races. In some cases, political ads can consume over one-half of the campaign budget targeting incumbents or challengers with emotional appeals and/or dramatic attacks. We are also experiencing dramatic shifts in campaigning as more candidates craft on-line and social media appeals. Parties and interest groups target key contests and insert their own messages into campaign discourse. This course gives students the chance to explore the research, debates, and timely cases from the academic study of political advertising. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course or permission of the instructor.

## POLS 311: The Classical Search for Justice

### **Credits:**

4

This course examines the thought of Plato and Aristotle on comprehensive political questions such as: the character of human happiness, the best regime, the nature of virtue and justice, the competing claims of aristocracy and democracy, and the role of civic education. Some attention will also be given to ancient Roman political thought and to the Christian challenge to Greek and Roman ideas about the “good human being” and the “good citizen.” Not offered every year.

Prerequisites: Methods of Political Inquiry and one of the following American Political Thought and Statesmanship, Modern Ideologies, Philosophy of Law, Justice, Equality, and Liberty, Black Political Thought, HUM201 (Politics Track), or the permission of the instructor.

## POLS 314: The Modern Search for Justice

### **Credits:**

4

Where, according to the moderns, did classical search for justice go wrong? Why was a new beginning—why were new beginnings—for this search reasonable or necessary? Although modern thought leads to concepts with which we are familiar, it also carefully examines whether humans are in fact equal, whether they have natural rights, whether democracy is a good form of government, and ultimately, whether reason is capable of solving such moral puzzles definitively.

Prerequisites: Methods of Political Inquiry and one of the following American Political Thought and Statesmanship, Modern Ideologies, Philosophy of Law, Justice, Equality, and Liberty, Black

Political Thought, HUM201 (Politics Track), or the permission of the instructor.

## POLS 318: Poverty and Public Policy

### **Credits:**

4

This course explores the conditions and causes of poverty in the United States and the economic, social, and political responses to it. During the first half of the course, we will examine who is poor in America and discuss various causal theories of why people are poor. During the second half of the course, we will evaluate policy to address poverty in America and analyze them on how well they have reduced poverty and what is still needed to be done. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 319: Race, Housing and Urban Revitalization

### **Credits:**

4

Why are some urban areas thriving while others continue to struggle? This course will explore the history—and legacy—of our efforts to revitalize our urban centers. We will examine the lifecycle of a cross-section of urban communities, the forces behind their decline, the policies and key stakeholders who spearheaded their revival and explore why some have not yet recovered. This course places special emphasis on the role race has—and continues to play—in our housing and urban policies and explores the policy conflicts and tensions that arise over who pays the costs of urban revitalization. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 320: Health Care Policy

### **Credits:**

4

This course examines the politics of health care policymaking in the United States. The course will spend a substantial amount of time addressing the passage and implementation of the Patient Protection and Affordable Care Act of 2010, but will also provide an historical context in which to place recent health care legislation. While the course focuses on the U.S. experience, it does also include an examination of approaches to health care in other countries as a way of placing the U.S. experience in a larger context. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 321: Political Psychology

### **Credits:**

4

An investigation of psychological theories in understanding political attitudes, judgment, and behavior at the levels of the individual, group, and nation-state. Topics covered may include the role of values, affect, cognition, emotion, motivation, personality, and/or situational factors in explaining public opinion formation and change, political ideology, voting behavior, elite decision-making, intergroup conflict, political tolerance, stereotyping and prejudice, authoritarianism, genocide and extreme political aggression. Not offered every year.

**Prerequisites:**

Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 330: Campaigns and Elections

**Credits:**

4

This course examines the dynamics of contemporary American electoral politics. We investigate why candidates, voters, and other political actors and groups think and behave the way they do, the rules that govern their behavior, who wins elections and why. Analysis focuses on the ways in which factors within the candidate's control (e.g. strategy, fundraising, advertising) interact with factors largely outside the candidate's control (e.g. regulations, gender, race, partisanship), to assess what difference campaigns make in election outcomes. Not offered every year.

**Prerequisites:**

Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 340: The American Presidency

**Credits:**

4

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.

**Prerequisites:** Methods of Political Inquiry and one other 200 level course, or permissions of the instructor.

## POLS 360: Congress

**Credits:**

4

The United States Congress is a rarity among representative assemblies in the rest of the world; it actually legislates, and individual members of the House and the Senate directly affect legislation and policy. Why then is it also the least respected branch of our national government? Is it failing to legislate effectively? To represent fairly? This entire course explores these questions. Specific topics include: representation; the framers' original design for House and Senate; the evolution of House and Senate; elections and incumbency; campaign finance and interest groups; the internal organization of the two houses; the struggle for power between President and Congress.



Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 370: Government Regulation of Business

**Credits:**

4

This course is designed to expose students to the history and practice of government regulation of business in the U.S. Topics addressed include an historical survey of regulatory policy, regime theory, the current regulatory climate in Washington, D.C. as well as details on antitrust, financial institutions, consumer protection, environmental protection, telecommunications, and workplace health and safety regulation. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 380: Intermediate Topics in American Politics, Government, and Policy

**Credits:**

4

An examination of some aspect of American politics and institutions of government. Topics vary from year to year and students may repeat the course accordingly. Not offered every year.

Prerequisites: Methods of Political Inquiry and one other 200 level course, or the permission of the instructor.

## POLS 386: Intermediate Topics in Political Thought and Philosophy

**Credits:**

4

Problems of justice, law and morality explored through classic and contemporary works of political philosophy and literature. Topics vary from year to year and students may repeat the course accordingly. Not offered every year.

Prerequisites: Methods of Political Inquiry and one of the following American Political Thought and Statesmanship, Modern Ideologies, Philosophy of Law, Justice, Equality, and Liberty, Black Political Thought, HUM201 (Politics Track), or the permission of the instructor.

## POLS 399: Junior Honors Tutorial

**Credits:**

1

Junior Political Science majors who are considering pursuing honors research are required to enroll in this preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

## POLS 411: Seminar in Contemporary Political Philosophy: Problems of Rights, Freedom, and Equality

**Credits:**

4

An in-depth study of contemporary political thinking about such issues as: the culture of capitalism, the nature and limits of individual freedom, achieving equality in a diverse society, the challenges of biotechnology, rights in conflict, the evolution and endurance of American political principles. Topics vary from year to year. Not offered every year.

Prerequisite: One 300 level course, or permission of the instructor.

## POLS 440: Seminar in the Constitutional Convention

**Credits:**

4

A study 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. Not offered every year.

Prerequisite: One 300 level course, or permission of the instructor.

## POLS 451: Research Practicum

**Credits:**

1-4

This course allows qualified students to become active participants in ongoing departmental research projects. No more than 4 practicum credits may count towards the major. This course may be taken pass/fail with approval of the instructor.

## POLS 452: Research Practicum

**Credits:**

1-4

This course allows qualified students to become active participants in ongoing departmental research projects. No more than 4 practicum credits may count towards the major. This course may be taken pass/fail with approval of the instructor.

## POLS 460: Public Affairs Internship

**Credits:**

4

**Degree Requirements:**

F11

The focus of this course is 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 must be approved by the Department of Political Science Internship Director. Students should contact Career Services and the Internship Director prior to

enrollment to discuss the internship application process. Students may not receive any credit toward a Political Science major from this course if they have received transfer credits for an internship from the Washington Semester or Capitol Semester programs.

Prerequisites: Two Political Science courses and permission of the instructor.

## POLS 461: Internship in Political Science

**Credits:**

1-2

Similar to POLS 460 but does not require class meetings and does not fulfill an F11 degree requirement. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major. Pass/Fail only

## POLS 470: Healthy Cities: The Political Economy of Urban Policymaking

**Credits:**

4

**Degree Requirements:**

F11

This course introduces students to the political and economic forces that shape urban economic redevelopment and health care policy through a three-week summer study abroad experience in London, England, and Glasgow, Scotland. London and Glasgow offer instructive comparative case studies for understanding how political context and economic relationships generate variations in local urban governance and policy. London, a center of global finance, has increasingly adopted, along with England in general, a more market-based approach to urban social problems. Glasgow, on the other hand, is at the center of the Scottish independence movement and has been slower to discard Keynesian policies in order to maintain a more robust role for the state within fiscal and health care policy. Both of these sites provide multiple opportunities to learn about the diverse strategies cities use to implement policies that are often constrained by economic and political processes operating at other scales.

**Prerequisites:**

[Introduction to Economics](#), [United States Politics](#), [Introduction to Urban Studies](#)

## POLS 480: Advanced Topics in American Politics, Government, and Policy

**Credits:**

4

An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political communication and behavior, campaign design and strategy. Not offered every year.

Prerequisites: One 300 level course

## POLS 485: Senior Seminar in Political Science

**Credits:**

4  
An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

## POLS 495: Honors Tutorial

**Credits:**

4  
An advanced independent study, involving the completion of a major research project. Guidelines for honors work in Political Science are available from the department chairperson.

## POLS 496: Honors Tutorial

**Credits:**

4  
An advanced independent study, involving the completion of a major research project. Guidelines for honors work in Political Science are available from the department chairperson.

## Psychology

## PSYC 105: Special Topics in Psychology

**Credits:**

4  
**Degree Requirements:**

F2, F8

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 'close relationships,' 'psychology of the self,' 'drugs, brain, and behavior,' etc.

## PSYC 150: Introduction to Psychological Science

**Credits:**

4  
**Degree Requirements:**

F8  
This course will cover major content domains in the discipline of Psychology, including biological, cognitive, developmental, social and personality, and mental health. In addition, themes that are relevant to all of these domains and that link content areas will be discussed, with emphasis on ethics and cultural/social diversity. This course is also intended to foster an appreciation of the role of scientific reasoning in understanding human behavior and the mind. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological research methods.

## PSYC 200: Research Methods and Statistics

**Credits:**

4

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), and elementary statistical analysis.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 211: Statistical Methods

**Credits:**

4

**Degree Requirements:**

F6

Statistical methods are an integral part of social sciences, particularly psychology, as they provide the tools that are needed to reveal patterns in complex behavior. Students will develop an appreciation of the role of statistics and knowledge of the major tests that demonstrate differences and relationships. Math 111 cannot be substituted for this course.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 216: Perception and Sensation

**Credits:**

4

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:**

[Introduction to Psychological Science](#)

## PSYC 220: Psychology of Health

**Credits:**

4

Traditional Western conceptualization of health divides our experiences into physical and mental - body and mind, and also into wellness and illness. Yet many other cultures understand health very differently. Increasingly, Western models of health care aim to approach health from a more integrated and culturally competent model. This is in response to recognition that current leading causes of mortality (such as substance abuse, overeating, unprotected sex, and suicide) are driven by psycho-social factors. It is also increasingly seen as necessary in order to develop health interventions that serve culturally diverse populations. This course will give students access to critical knowledge in the burgeoning field of health psychology, which aims to address these issues. Course material will cover basic theory, research, and intervention methods in the field,

integrating content from biology, psychology, sociology, and anthropology. Based on this knowledge, students will create proposals for health psychology interventions in their area of interest, empowering them with the skills necessary to be leaders of progress in the areas of health and wellness. Health psychology is a broad and upcoming field important for those interested in public health, medicine, and psychology.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 222: Educational Psychology

**Credits:**

2

Theories and research on human learning and teaching, especially in educational settings. This course will cover the current theories of teaching and learning processes from a variety of perspectives, with emphasis placed on applications of research to practice and policy. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking, and self-regulation of learning will be stressed.

**Prerequisites:**

[Introduction to Psychological Science](#), [Foundations of Education](#)

## PSYC 224: Adult Psychopathology

**Credits:**

4

The phenomenology, etiology, and treatment of the major forms of psychological disorders, including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will evaluate theories and research concerning these disorders from psychobiological, behavioral, cognitive, sociocultural, and psychodynamic perspectives.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 229: Developmental Psychology: Infancy and Childhood

**Credits:**

4

**Degree Requirements:**

F11

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. F11 sections include a 10-hour community-based learning requirement.

**Prerequisites:**

[Introduction to Psychological Science](#), [Foundations of Education](#)

## PSYC 230: Adolescent and Early Adult Development

**Credits:**

4

Theories and research on adolescent and early adult development will be applied to educational and social policy issues pertaining to identity work and the accomplishment of other developmental tasks typically undertaken during the teens and twenties.

**Prerequisites:**

[Introduction to Psychological Science](#), [Foundations of Education](#)

## PSYC 231: Psychology of Aging

**Credits:**

4

**Degree Requirements:**

F11

This course will explore how cognition, emotion, social relations, and mental health change with healthy aging, and to a lesser extent, pathological aging. Major theories and research findings in these areas will be discussed and applied to the everyday functioning of this growing segment of our population.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 232: Psychology of Gender and Language

**Credits:**

4

Students will consider research and theory on the ways that gender is established and enacted in language structures and in discourse practices. We will critically examine research on gender differences in language use and we will play with linguistic forms and speaking styles that seem to be gendered in some cultural communities. Students will collect data on their own and their classmates' speech habits and will endeavor to develop discourse skills that allow them to be intentional about appropriating and resisting gender norms, as the situation demands.

## PSYC 250: Community Psychology

**Credits:**

4

**Degree Requirements:**

F11

This course provides an introduction to community psychology, focusing on historical foundations, theory, methods, and practice. In this course, students will learn about the basic theories and concepts that define community psychology while becoming familiar with examples of effective community action and research. Students will have the opportunity to examine the potential relevance of community psychology for addressing social problems.

**Prerequisites:**

[Introduction to Psychological Science](#), [Introduction to Urban Studies](#)

## PSYC 280: Psychology of Sex and Gender

**Credits:**

4

All of us have been raised swimming in a sea of information regarding what sex, gender, and sexuality are and what it means to be of a certain sex, gender, and sexual orientation. But how much is fact and how much is fiction? Are people with penises always boys? Are women more nurturing? Is being gay genetic? This course aims to peel the curtains away and look at what the psychological science really says about sex, gender, and sexuality. This course will be challenging in that it will require students to examine their own experiences with their sex, gender, and sexuality as well as question their own assumptions about sex, gender, and sexuality. Having gained knowledge in an area often ripe with misperceptions, students will also be tasked with developing a proposal to increase knowledge regarding the psychology of sex, gender, and sexuality in a target audience of their choice.

**Prerequisites:**

[Introduction to Psychological Science](#), [Introduction to Gender and Sexuality Studies](#)

## PSYC 306: Psycholinguistics

**Credits:**

4

A discussion of recent theory and research on human language. Topics to be covered include language development, the relationship between language and thought, and the relationship between language and culture.

Non-psychology majors with a special interest in language or theatre are welcomed in this course.

**Prerequisites:**

[Introduction to Psychological Science](#)

## PSYC 311: Counseling Psychology

**Credits:**

4

This course will survey the theories and techniques used by counseling psychologists in their work with clients. The course will draw on therapeutic outcomes research literature to discuss and practice skills that are necessary for helping relationships. We will discuss the ways that various schools of thought within counseling psychology have used the counseling skills and the evidence base for such applications. We will also discuss the variety of elements that influence the application of those skills (e.g. cultural and ethnic/racial diversity, family, and social context).

**Prerequisites:**

[Introduction to Psychological Science](#)



## PSYC 315: Industrial-Organizational Psychology

**Credits:**

4

This course will provide students with a broad introduction to the field of Industrial-Organizational (I-O) Psychology. Through readings, discussions, activities, and a final project students will learn to: Define the field of I-O Psychology and explain some of the ways I-O Psychologists contribute to organizations; Critically evaluate I-O related readings; Apply I-O knowledge and theories to workplace contexts; and Prepare and present presentation materials in a professional manner.

Prerequisites: PSYC 211 or ECON 290 or MATH 211

## PSYC 323: Social Psychology

**Credits:**

4

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.

## PSYC 324: Evidence-based Therapies

**Credits:**

4

This course is a survey of the empirical development, implementation, and dissemination of current practices of psychotherapy. In particular, the course will utilize scientific knowledge to answer the question, "For whom does this psychological intervention work, and under what conditions?" The importance of multicultural contributions and competencies will also be emphasized throughout the course. Case conceptualization skills will be learned and practiced, using DSM-5 diagnoses to inform selection and implementation of an indicated evidence-based therapy.

**Prerequisites:**

[Introduction to Psychological Science](#), [Adult Psychopathology](#)

## PSYC 326: Learning and Motivation

**Credits:**

4

This course will cover theories of learning and motivation. Emphasis will be placed on individual differences and underlying cognitive processes involved in learning, as well as behavioral and social cognitive perspectives of learning, and on the theories and influences on motivation to learn. We will also cover the science of studying learning and motivation, and application of the material, including to students' own learning and motivation within and outside of the classroom.

**Prerequisites:**

[Introduction to Psychological Science](#), [Statistical Methods](#)

## PSYC 327: Cognitive Processes

**Credits:**

4

This course is an in-depth exploration of human cognitive abilities, including perceptual processes, attention, memory, language, and thinking. In addition to providing an overall understanding of these topics, this course examines the research methodology and theoretical frameworks used to study cognitive processes, how these processes can be applied to everyday life, and current issues in the field of cognitive psychology.

## PSYC 338: Psychological Assessment

**Credits:**

4

**Degree Requirements:**

F11

Psychometric principles of test construction and issues of reliability and validity of contemporary psychological tests will be covered. Students will learn accepted practices and critical issues in the administration and interpretation of psychological tests.

**Prerequisites:**[Statistical Methods](#)

## PSYC 344: Movement Neuroscience with Lab

**Credits:**

4, 1

The nervous system is remarkable in its ability to learn, plan and control movements. Using a comparative approach from insects to humans, we will explore the neuroscience principles that underlie rhythmic movement, sensory-motor reflexes, motor learning, and decision-making. In the complementary lab portion of the course we will use LEGO robots to learn computational neuroscience techniques. Other lab projects will focus on biosignals, human motor learning and kinematic analysis. Motor disorders such as stroke, amputation, Parkinson's and other diseases will be emphasized, as well as the corresponding approaches to neurorehabilitation.

Prerequisite: Psychology 150 or Biology 140/141

## PSYC 345: Cognitive Neuroscience with Lab

**Credits:**

4, 1

This course examines how structure and function of the brain give rise to cognitive processes. We will explore the major cognitive systems, including object recognition, attention, memory, language, emotion, social cognition, and executive function, and learn about the cutting-edge technologies being employed to study these processes. In the lab portion of this course, students will be exposed to an array of techniques used in cognitive neuroscience research. Lab activities include a trip to LeBonheur Children's Hospital to observe transcranial magnetic stimulation, analysis of magneto encephalography data, and collection of electro

encephalogram recordings. Various methodological and analytical approaches will be explored first-hand so that students are familiarized with the broad spectrum of approaches used in modern neuroscience.

## PSYC 350: Randomized Experimental Research

**Credits:**

4

Students will conduct a laboratory or field research experiment on human participants. Note: Must be taken by the end of the junior year.

**Prerequisites:**

[Statistical Methods](#), [Research Methods and Statistics](#)

## PSYC 351: Program Evaluation/Intervention/Participatory Action Research

**Credits:**

4

Students will gain experience in program evaluation, intervention research, or participatory action research. Note: Must be taken by the end of the junior year. Psychology 250 is strongly recommended prior to enrolling in this course.

**Prerequisites:**

[Research Methods and Statistics](#), [Statistical Methods](#)

## PSYC 352: Observational/Qualitative/Interpretive Research

**Credits:**

4

Students will collect and/or analyze qualitative and/or observational research data. Note: Must be taken by the end of the junior year.

**Prerequisites:**

[Research Methods and Statistics](#), [Statistical Methods](#)

## PSYC 353: Survey Research

**Credits:**

4

Students will collect and/or analyze survey research. Note: Must be taken by the end of the junior year.

**Prerequisites:**

[Research Methods and Statistics](#), [Statistical Methods](#)

## PSYC 399: Junior Seminar

**Credits:**

1  
A survey of contemporary research on selected topics, to be taken in preparation for honors research. Open only to junior psychology majors.

## PSYC 408: Advanced Topics in Psychology

**Credits:**

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.

## PSYC 451: Research Practicum

**Credits:**

1-4  
-

## PSYC 452: Research Practicum

**Credits:**

1-4  
-

## PSYC 460: Internship in Psychology

**Credits:**

4-8  
**Degree Requirements:**  
F11

Supervised experience in applying psychological knowledge and principles in a real-world setting for junior and senior psychology majors. 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 journal. Only 4 internship credits may count towards the major. This is a pass/fail course.

## PSYC 485: Senior Seminar

**Credits:**

4  
Psychology majors are required to enroll in Senior Seminar during the senior year. Senior seminar is intended to be a capstone experience in Psychology, requiring both oral and written work.

## PSYC 495: Honors Tutorial

**Credits:**

4  
Maximum of 12 hours credit. For students accepted into the honors program of the department to do independent research.

## PSYC 496: Honors Tutorial

**Credits:**

4

Maximum of 12 hours credit. For students accepted into the honors program of the department to do independent research.

## PSYC 522: Educational Psychology

**Credits:**

2

This course focuses on theories and research on human learning and teaching, especially in educational settings. This course will cover the current theories of teaching and learning processes from a variety of perspectives, with emphasis placed on applications of research to practice and policy. Cognitive processes, individual differences, strategies for instruction (including with special needs students), motivation, critical thinking, and self-regulation of learning will be stressed.

## PSYC 529: Infant and Child Development

**Credits:**

2

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. Candidates will consider the implications of developmental research for social and educational policy that affects the welfare of children. Special emphasis will be given to implications for work in urban elementary classrooms.

## PSYC 530: Adolescent Psychology

**Credits:**

2

Theories and research on adolescent and early adult development will be applied to educational and social policy issues pertaining to identity work and the accomplishment of other developmental tasks typically undertaken during the teens and twenties. Special emphasis is given to implications for work in both middle and high school settings.

## Religious Studies

## RELS 101: The Bible: Texts and contexts

**Credits:**

4

**Degree Requirements:**

F1

The first in a two-course sequence of selected topics that enables students to develop critical knowledge of biblical texts and post-biblical traditions by helping them understand how these works and their histories of reception inform interpretive contexts. Students will acquire skills in critical thinking, analysis, reading, and writing that will equip them to recognize the relevance of

the academic study of biblical texts and religion. Selected works from the biblical writings and affiliated literature will be discussed within the framework of topics that will allow students to explore their own and others' operative assumptions about meaning and values.

Religious Studies 101-102 is a prerequisite for 200-level courses in the Religious Studies Department. Humanities 101-102 can substitute for this prerequisite.

## RELS 102: The Bible: Texts and contexts

**Credits:**

4

**Degree Requirements:**

F1, F2

This is the second of a two-course sequence of selected topics enables students to develop critical knowledge of biblical texts and post-biblical traditions by helping them understand how these works and their histories of reception inform interpretive contexts. Students will acquire skills in critical thinking, analysis, reading, and writing that will equip them to recognize the relevance of the academic study of biblical texts and religion. Selected works from the biblical writings and affiliated literature will be discussed within the framework of topics that will allow students to explore their own and others' operative assumptions about meaning and values.

Religious Studies 101-102 is a prerequisite for 200-level courses in the Religious Studies Department. Humanities 101-102 can substitute for this prerequisite.

**Prerequisites:**[The Bible: Texts and contexts](#)

## RELS 210: History of Christian Thought

**Credits:**

4

**Degree Requirements:**

F1

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

**Prerequisites:**[The Bible: Texts and contexts](#)

## RELS 211: Contemporary Theology

**Credits:**

4

**Degree Requirements:**

F1

A survey of the major issues and figures in theology in the twentieth and twenty-first centuries. The course focuses on the special challenges to theology posed by the modern world.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 214: Early Christian Literature

**Credits:**

4

**Degree Requirements:**

F1

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.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 220: Topics in Theology

**Credits:**

4

**Degree Requirements:**

F1

An in-depth study of a particular problem, topic, or perspective in modern theology.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 232: Social Issues in Ethical and Religious Perspective

**Credits:**

4

**Degree Requirements:**

F1

This course examines selected social issues in theological, ethical and biblical perspective. Topics include Holocaust, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 233: Pain, Suffering, and Death

**Credits:**

4

**Degree Requirements:**

F1, F11

A seminar that examines critical issues and problems of crisis experience involving pain, suffering, and death using various disciplinary perspectives and pedagogical methods, including interviews with health care professionals. Designed primarily for students considering health or human service vocations (e.g., medical professions, counseling, social work, ministry), but also of interest to others.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 251: Religion in America

**Credits:**

4

**Degree Requirements:**

F1

A historical analysis of American religion, examining the diversity of religions in America through the study of selected beliefs, practices, and institutions.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 253: Judaism

**Credits:**

4

**Degree Requirements:**

F1

A survey of the history of the Jewish people and its formative experiences, the sources of Judaism as a religious tradition, its distinctive ideas and values, and what it means to be a Jew today.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 255: Living Religions in Today's World

**Credits:**

4

**Degree Requirements:**

F1, F9

A survey of the major living religions in the modern 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 may include Hinduism, Buddhism, Chinese religion, Japanese religion, and Islam.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 256: Methods and Theories of the Study of Religion

**Credits:**

4

**Degree Requirements:**

F1

An introduction to the phenomenological, sociological, anthropological, and psychological approaches to the academic study of religions. This course reviews the methodologies and theories



of foundational thinkers in the modern study of religions. Students learn to apply the ideas of these theorists in field studies of local religious phenomena.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 258: Topics in the History of Religions

**Credits:**

4

**Degree Requirements:**

F1

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.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 259: Topics in the History of Christianity

**Credits:**

4

**Degree Requirements:**

F1

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 260: Archaeology and the Biblical World

**Credits:**

4

**Degree Requirements:**

F1

A detailed study of the major archaeological finds from the biblical period 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. Depending upon the expertise of the instructor, the course may focus on lands and finds associated with the Hebrew Bible/Old Testament or those associated with the New Testament. Familiarity with general biblical history is presumed.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 270: Introduction to the Hebrew Bible/Old Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 271: Pentateuch

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 272: Historical Literature

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 273: Prophets

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 274: Wisdom Literature/Psalms

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 276: Selected Topics in Hebrew Bible/Old Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 277: Selected Topics in Hebrew Bible/Old Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 280: Introduction to the New Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 281: Synoptic Gospels

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 282: Gospel of John

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 283: Paul's Letters

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 285: Selected Topics in the New Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 286: Selected Topics in the New Testament

**Credits:**

4

**Degree Requirements:**

F1

Permission of the instructor is required for students who wish to enroll in a 200-level course prior to completing the RELS 101 and 102 sequence.

**Prerequisites:**

[The Bible: Texts and contexts](#)

## RELS 300: Selected Topics in Religious Studies

**Credits:**

4  
Courses in Religious Studies at the 300 level and above are not part of the Life curriculum and cannot count for Life or F1 credit.

## RELS 301: Selected Topics in Religious Studies

**Credits:**

4  
Courses in Religious Studies at the 300 level and above are not part of the Life curriculum and cannot count for Life or F1 credit.

## RELS 399: Junior Honors Tutorial

**Credits:**

1  
Open to junior majors by permission of the instructor only.

## RELS 451: Research in Religious Studies

**Credits:**

1-4  
This course involves advanced students in Religious Studies in collaborative work with faculty on original research projects.

## RELS 452: Research in Religious Studies

**Credits:**

1-4  
This course involves advanced students in Religious Studies in collaborative work with faculty on original research projects.

## RELS 460: Health Equity Internships

**Credits:**

1-4  
A supervised learning experience in the community outside the College (e.g., faith-based community health providers, churches, hospitals, or social agencies). In collaboration with Methodist Healthcare, the Nancy Hughes Morgan Program in Hospital Chaplaincy offers a special internship each spring semester designed for students considering health or human service vocations (e.g., medical professions, counseling, social work, and ministry). In collaboration with

several faith-based community health and social service providers, the department offers health equity internship placements that integrate academic work on health disparities with professional experience in agencies working to promote health equity in Memphis. The health equity internships focus on the intersection of faith commitments, social justice concerns, and health outcomes for economically and socially marginalized groups in Memphis.

## RELS 461: Internships

**Credits:**

1-4

All internships that do not fit the description found under Religious Studies 460 (Health Equity Internships.)

## RELS 485: Senior Seminar: Senior Paper

**Credits:**

4

The seminar culminates in the senior paper, a major research project reflecting a semester-long engagement with a significant topic for Religious Studies.

## RELS 495: Honors Tutorial

**Credits:**

4

Requires permission of the department.

## RELS 496: Honors Tutorial

**Credits:**

4

Requires permission of the department.

## RELS 830: History and Religion in Medieval Europe

**Credits:**

4

**Degree Requirements:**

F1, F3

This course covers the history of Europe during the Middle Ages, roughly from 500-1500 CE. It is also intended to introduce students to the rise of Christianity as a world religion within the Roman Empire, leading to its eventual domination in Western Europe, and to its interaction with medieval Judaism and emerging Islam. The course combines the study of religion with that of history, precisely because one of the features of the Middle Ages was the centrality of religion to politics, society, and culture. Common sessions will be followed by individual colloquia. Part of the Track Two: Western Europe in the Middle Ages and the Renaissance of the European Studies Program.

Russian

## RUSS 101: Elementary Russian

**Credits:**

4

Elementary grammar, reading, and conversation, supplemented by materials on Russian culture.

## RUSS 102: Elementary Russian

**Credits:**

4

Elementary grammar, reading, and conversation, supplemented by materials on Russian culture.

## RUSS 201: Intermediate Russian

**Credits:**

4

**Degree Requirements:**

F10

Intermediate grammar and continued training in conversation and composition, supplemented by materials on contemporary developments in Russian society. Reading of Russian texts of graded difficulty, intermediate writing.

**Prerequisites:**

[Elementary Russian](#)

## RUSS 202: Intermediate Russian

**Credits:**

4

Intermediate grammar and continued training in conversation and composition, supplemented by materials on contemporary developments in Russian society.  
Reading of Russian texts of graded difficulty, intermediate writing.

**Prerequisites:**

[Intermediate Russian](#)

## RUSS 205: The Russian Religious Mind

**Credits:**

4

**Degree Requirements:**

F1, F4

This course examines the distinct world-consciousness of Russian religious thought, with its emphases on the themes of God, good and evil, the search for divine justice on Earth, the material world as sanctified, and the moral content of spiritualized beauty. Reading materials will be taken from the religio-philosophical writings of distinguished thinkers, Orthodox presentations of major points of dogmatic theology, and monastic wisdom past and present.

## RUSS 209: Russian in Russia

**Credits:**

4

**Degree Requirements:**

F10, F11

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A

significant cultural component is part of the course. Takes place in May-June.

## RUSS 212: Prophets, Princesses, Revolutionaries: 19th Century Russian Voices

**Credits:**

4

**Degree Requirements:**

F2i, F4

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Pavlova, Gogol, Goncharov,

Soboleva, Turgenev, Tolstoy, and Dostoevsky). The literary works include Eugene Onegin, supernatural tales by Gogol, Oblomov, The

Cossacks, Notes from Underground, and Fathers and Children. These works will be studied for their individual merit, what they

illuminate about nineteenth-century Russian society, and their contribution to the rise of the Russian novel. All works are read in

translation.

## RUSS 215: Giants of Russia's Silver Age: Soloviev, Blok, and Rachmanioff

**Credits:**

4

**Degree Requirements:**

F5, F9

Study of the aesthetic, thematic, and personal connections among three of Russia's towering figures: Vladimir Soloviev, Alexander Blok,

and Sergei Rachmaninoff. The course will examine in depth the creative works of the philosopher-poet Soloviev, the poet-dramatist

Blok, and the composer-pianist Rachmaninoff (for whom poetry was second only to music).

Master themes and global concepts linking

the three creative artists include the yearning for harmony; exploration of Russian Orthodox religiosity; elevation of the –eternal

feminine of Sophia (the body of God); and connection between beauty and goodness.

Representative philosophical, poetic, and musical

works, respectively, of the three artists will be examined. Offered in alternate years.

## RUSS 255: Catherine the Great and the Enlightenment: The Italian-Russian Connection



**Credits:**

4

**Degree Requirements:**

F5, F9

In this course students investigate the Italian-Russian connections in three major areas of cultural production during the reign of Catherine the Great: music, literature, and architecture. Creative thinkers whose works will be studied include Bortnyansky, Paisiello, Casanova, Beccaria, Rastrelli, and Quarenghi. Students will learn features of the European and Russian Enlightenments, study the intricacies of Russian court culture, and explore the institution of patronage. The course aims to develop an understanding of crosscultural fertilization and some major differences between Mediterranean and Slavic cultures. It is complemented by an optional, though highly recommended, three-week study trip to Italy and Russia (See Russian 256). Offered in alternate years.

**RUSS 256: Catherine the Great and the Italian-Russian Connection****Credits:**

0-1

**Degree Requirements:**

F11

This Maymester program examines the musical, literary, and architectural connections between Italy and Russia during the reign of Catherine the Great. It takes participants to three cities: Rome, Milan, and St. Petersburg. In Rome students will attend lectures at LUMSA (university adjacent to the Vatican), attend a musical performance at the Teatro dell'Opera, visit places associated with Giacomo Casanova, and investigate architectural monuments by Italian architects whom Catherine attracted to Russia. In Milan participants will attend an opera at the Teatro alla Scala and visit sites associated with Cesare Beccaria. In St. Petersburg students will attend performances in the Great Hall of the St. Petersburg Philharmonic and the Mariinsky Theatre, and will study major architectural ensembles. Takes place in May and June.

**RUSS 300: Dostoevsky****Credits:**

4

**Degree Requirements:**

F4, F9

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. The course will examine in depth several short works by the writer, as well as the novels *The Idiot* and *The Brothers Karamazov*. Concentration is on the major literary,

philosophical, and religious issues Dostoevsky raises in his prose, as well as how these issues better enable us to understand the Russian mind. All works are read in translation. Offered in alternate years. Scheduled for Fall 2017.

## RUSS 301: Advanced Russian

**Credits:**

4  
Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

**Prerequisites:**

Intermediate Russian

## RUSS 302: Advanced Russian

**Credits:**

4  
Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

**Prerequisites:**

Intermediate Russian

## RUSS 309: Russian in Russia

**Credits:**

4  
**Degree Requirements:**  
F11  
A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

## RUSS 400: Russian Film: Film Theory

**Credits:**

4  
**Degree Requirements:**  
F5  
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 major directors, such as Eisenstein, Pudovkin, Tarkovsky, Kulidzhanov, and Sokurov will be studied. All films are subtitled; course is taught in English. (Cross-listed with English 382.) Offered in alternate years.

## RUSS 410: Analytical Reading

**Credits:**

4

This course aims to teach students the strategies of understanding texts of high literary quality by analyzing elements of given texts in their complexity. While focusing mainly on psycho-poetic aspects of reading activity, the course also introduces formal approaches to text analysis, such as identifying the stylistic devices and expressive means employed by the authors.

## RUSS 486: Senior Seminar

**Credits:**

4

Students will be assigned individual research topics associated with the essential concept of the Russian Idea, 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.

## RUSS 495: Honors Tutorial

**Credits:**

4-8

## RUSS 496: Honors Tutorial

**Credits:**

4-8

Spanish

## SPAN 101: Elementary Spanish

**Credits:**

4

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

## SPAN 102: Elementary Spanish

**Credits:**

4

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

## SPAN 201: Intermediate Spanish

**Credits:**

4

**Degree Requirements:**

F10

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America.

**Prerequisites:**[Elementary Spanish](#)

## SPAN 202: Intermediate Spanish

**Credits:**

4

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America.

**Prerequisites:**[Intermediate Spanish](#)

## SPAN 205: Spanish in Spain

**Credits:**

4

**Degree Requirements:**

F10, F11

An intensive study of Spanish at Estudio Sampere, Universidad de Deusto, or other host institutions.

**Prerequisites:**[Elementary Spanish](#)

## SPAN 209: Spanish in Latin America

**Credits:**

4

**Degree Requirements:**

F10, F11

An intensive study of Spanish at Estudio Sampere's Cuenca, Ecuador location or other host institutions. This course satisfies the proficiency requirement in foreign languages, as well as the foundation requirement for experiential learning beyond the Rhodes campus.

**Prerequisites:**[Elementary Spanish](#)

## SPAN 301: Advanced Spanish Language and Civilization

**Credits:**

4

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding spoken Spanish, 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, a writing intensive course. These courses need not be taken in sequence. While students may take both courses, either one will satisfy a minor/major requirement and act as a prerequisite for more advanced courses. Students who have previously taken Spanish 305 or Spanish 309 have in most cases already gained the competencies stressed in 301 and should enroll in 302 if they need a course at this level. Spanish 301 and 302 are intended to be taken early in the minor or major; for this reason Senior minors and majors may not enroll in these courses without the instructor's permission.

**Prerequisites:**[Intermediate Spanish](#)

## SPAN 302: Advanced Spanish Language and Civilization

**Credits:**

4

**Degree Requirements:**

F2, Teaching/Learning Elective

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding spoken Spanish, 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, a writing intensive course. These courses need not be taken in sequence. While students may take both courses, either one will satisfy a minor/major requirement and act as a prerequisite for more advanced courses. Students who have previously taken Spanish 305 or Spanish 309 have in most cases already gained the competencies stressed in 301 and should enroll in 302 if they need a course at this level. Spanish 301 and 302 are intended to be taken early in the minor or major; for this reason Senior minors and majors may not enroll in these courses without the instructor's permission.

**Prerequisites:**[Intermediate Spanish](#)

## SPAN 303: Survey of Peninsular Spanish Literature

**Credits:**

4

**Degree Requirements:**

F4

Reading and analysis of selected works of Peninsular Spanish literature from a range of genres. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with a panoramic survey of the major periods in Spanish cultural and literary history from the 11th through the 21st centuries. Emphasis given to the fundamentals of literary research and analysis. Ideally, this course should be taken early in the minor/major, shortly after completing 301 or 302.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 305: Spanish in Spain

**Credits:**

4

**Degree Requirements:**

F11

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. The course is offered in conjunction with Estudio Sampere or Universidad de Deusto.

**Prerequisites:**

[Intermediate Spanish](#)

## SPAN 306: Survey of Spanish American Literature and Cultures

**Credits:**

4

**Degree Requirements:**

F4

A panoramic overview of literary and cultural movements from the pre-Columbian era to the present. Emphasis given to the fundamentals of literary research and analysis. Ideally, this course should be taken early in the minor/major, shortly after completing 301 or 302.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 307: Oral Proficiency Practicum

**Credits:**

1

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency.

Prerequisite: Spanish 301, or 302, or 305, or 309

## SPAN 309: Spanish in Latin America

**Credits:**

4

**Degree Requirements:**

F11

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. The course is offered in conjunction with Estudio Sampere (Cuenca, Ecuador) or IES (Buenos Aires, Argentina).

**Prerequisites:**

[Intermediate Spanish](#)

## SPAN 310: U.S. Latino Literatures and Cultures

**Credits:**

4

A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that work alongside Hispanic communities of Memphis.

Prerequisite: Spanish 301, or 302, or 305, or 309

## SPAN 315: Literary Theory and Latin American Literature

**Credits:**

4

Recent decades have seen a veritable explosion in the production of cultural and literary theory in Latin America and the Latinx world. As each school of thought emerges, it questions inherited views of the world postulated by its predecessors, and remakes textual and social practices in the region. Through discussions of Latin American and Latinx texts and visual-cultural materials, and engagement with new cultural practices such as Cartonera publishing, this course examines multiple ways critics, writers, and artists imagine the region and propose novel ways to address ongoing cultural and intellectual challenges.

Prerequisite: Spanish 301,302 or permission of instructor.

## SPAN 320: Spanish American Drama

**Credits:**

4

**Degree Requirements:**

F5

A study of the works of Spanish American dramatists from the colonial era to the present.

Prerequisite: Spanish 301, or 302, or 305, or 309

## SPAN 323: Space and Place, City and Nature in the Hispanic Imagination

**Credits:**

4

**Degree Requirements:**

F9, F11

This course focuses on how debates about space and place, cities, and nature serve as forums of contemplation and contestation of the political, historical, geographic, and literary foundations of Hispanic imaginaries. Authors have found in natural and urban landscapes a suggestive literary locus of unrest and ambiguity to problematize and disrupt the physical, metaphysical, and ontological symbolic value ascribed to them by predecessors. Writers adopt these changing representations in order to point to paradoxes and contradictions in notions of the colonial, the imperial, the national, the local, and the global. We will dedicate part of the course to contemporary reconsiderations of the relationship between urban life and the natural world taking place in Latin America, and conduct engaged research on civic engagement through literature, art, and philosophy, as expressed in Cartonera publishing in Memphis.

## SPAN 330: Spanish American Poetry

**Credits:**

4

A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the present.

Prerequisite: Spanish 301, or 302, or 305, or 309

## SPAN 340: Colonial and Global Visions in Spanish American Literature

**Credits:**

4

**Degree Requirements:**

F9

The course focuses on the visual, literary, and cartographic production of the pre-Hispanic world and Spanish American Colonial culture and the re-imagination of the period in the last century. Some topics include: Inca and Mesoamerican maps, codices, and graffiti;



contrasting narratives of conquest; the earliest elaboration of global worlds; the debate on the nature of Amerindians and early notions of Human Rights; imperial discourses; gender and race; and satire and humor. Authors include Pre-Hispanic poets and mapmakers, Cristobal Colón, Hernán Cortés, Fernando de Ixtlilxóchitl, Bartolomé de las Casas, Álvar Núñez Cabeza de Vaca, Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Carlos Sigüenza y Góngora, and Juan de Valle Caviedes among others. Movies and contemporary texts on the Colonial past will serve to the study of the modern reception of this cultural production.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 350: Fiction by Spanish Women Writers

### Credits:

4

This course aims to raise and examine issues associated with women's literary expression through the study of works by some of the most prominent Spanish writers of the last two centuries. Questions of marginality (as related to gender, language and culture), female sexuality and creativity, and the challenge of writing under the watchful eye of state censors will be addressed.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 355: Medieval and Early Modern Women Writers

### Credits:

4

The primary focus is on women writers from the Middle Ages to the end of the seventeenth century. It explores how women writers in the Hispanic world, such as Florencia Pinar, Teresa de Jesús, Catalina de Erauso, Juana Inés de la Cruz, and María de Zayas, negotiate gender construction and its impositions through literature. For these women, literary production becomes the site of gender-related political resistance, and in some instances, gender redefinition or what could be called a Hispanic proto-feminism. The course deals with a variety of literary genres, such as poetry, short novel, theater, autobiography, and letters, as well as some oral tradition.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 360: Genders in Spanish American Literature

### Credits:

4

A study of gender in works by women and men writers. Topical units composed of texts representing various genres, regions, and periods.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 365: Special Topics in Spanish

**Credits:**

4

Emphasis on a particular genre or the literature of a specific Hispanic nation.

Prerequisite; Spanish 301, or 302, or 305, or 309

## SPAN 370: Contemporary Southern Cone Literature

**Credits:**

4

A study of contemporary Southern Cone literature including short stories, novels, theatre, poetry, and essays.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 375: Contemporary Central American Literatures

**Credits:**

4

A study of major Central American fiction, poetry, drama, and essays. Particular attention to works published after 1950, although some selections from before 1950 may be included to develop understandings of cultural, literary, and socio-historical contexts.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 395: Medieval Iberian Cultures

**Credits:**

4

The medieval Iberian Peninsula was famously home to a variety of cultural communities, defined not only by their religion (Muslims, Christians, or Jews) but also by their place of origin, their relationship to majority culture, or their social origin and occupation. This course examines medieval Iberian cultural communities and their contentious and collaborative relationships to one another, primarily through the lens of their written cultural production (such as literature or historiography), but also taking into account other cultural manifestations such as art, music, textiles, etc. In a given semester, the class may focus on one specific community, issue, or genre.

Prerequisite: Any of the following: 301, 302, 305, 309

## SPAN 404: Contemporary Mexican Literature and Visual Arts

**Credits:**

4

**Degree Requirements:**

F5, F9

From the *Visión de los vencidos* to Alfonso Reyes's *Visión de Anáhuac*, Mexican literature has shared its space and maintains a constant dialogue/friction with other types of cultural representation. Focusing on the interplay of four different types of art (photography, painting, literature and film) we will examine in this course five key moments for Mexican literary production and visual arts, from the Mexican Revolution to the present. Writers such as Rulfo and Poniatowska, muralistas like Orozco and Rivera, photographers such as Iturbide and López, and filmmakers from Buñuel to Cuarón will help us in examining and reframing the most common issues of Mexican cultural studies, such as cultural identity and the remaking of the indigenous past; cultural hybridization; the creation of the Modern Mexican nation; race, class, sexuality and gender relations; and immigration/border issues with the US.

Prerequisites: Spanish 301, 301, 305, 309 or permission of the instructor

## SPAN 405: The Literature of Mexico after 1911

### **Credits:**

4

A study of major Mexican writers of the 20th and 21st centuries. May include works by Juan Rulfo, Rosario Castellanos, Elena Garro, Carlos Fuentes, Octavio Paz, and Carlos Monsiváis.

Spanish 301 or 302 or 305 or 309

## SPAN 406: The Contemporary Novel of Spanish America

### **Credits:**

4

A study of major novelists since 1950. May include works by Alejo Carpentier, Roberto Bolaño, Mario Vargas Llosa, Cristina Peri Rossi, and Gabriel García Márquez.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 408: The Spanish American Short Story

### **Credits:**

4

A study of Spanish American short story writers. May include works by Jorge Luis Borges, Augusto Monterroso, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 410: Modern Spain: From Enlightenment to Realism

### **Credits:**

4

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 305 or 309

## SPAN 412: Twentieth-Century Spain: The Artist and Society

### Credits:

4

This course aims to study some of the most important authors and literary works of what has been called Spain's "Silver Age" at the beginning of the 20th century. Two key moments in Spanish history serve as bookends for the readings: the "Disaster" of 1898 and the Spanish Civil War of 1936-1939. We'll begin the course by studying representative works of authors included in the so-called Generation of 98, the first of the important literary and artistic generations of the 20th century. When we read the poetry of the Generation of 27, we'll see the tension between their recognition of the importance of their immediate predecessors and new tendencies toward more avant-garde aesthetic concerns and poetic practices. The connections between literary art, Cubism and Surrealism will also be explored. Since the course is cross-listed with the Gender and Sexuality Studies program, we'll approach literary works through the lens of gender analysis, focusing specifically on constructions of masculinity, femininity and queer identities, the connection between gender and genre, and the voicing of difference. The course's readings include many works and authors recognized within the canon of great works in Spanish literature, but we will also read many works by authors traditionally excluded from the canon, with the aim of exploring the possible reasons and motives for their exclusion.

Prerequisite: Any of the following Spanish 301, 302, 305, 309

## SPAN 413: Twentieth-Century Spain: Ghosts of the Spanish Civil War

### Credits:

4

This course aims to study Spanish literature published during the years following the Spanish Civil War of 1936-9 to the present, with a particular focus on identity viewed through the lens of gender studies. In reading works produced during the Franco dictatorship, we'll see the impact of state censorship on artistic production, and we'll trace the effects of the regime's promotion of traditional configurations and expressions of gender in selected literary texts and films. In works published following Franco's death in 1975, we will explore how art and literature provide opportunities for a certain coming to grips with the historical memory of four decades of dictatorship. All readings, discussions and writing assignments will be in Spanish.

Prerequisite: Any of the following Spanish 301, 302, 305, 309

## SPAN 414: Cinema of Spain

### Credits:

4

### Degree Requirements:

F5

This course offers an in-depth look at some of the main films, genres, directors, and styles of Spanish cinema in the specific context of Spanish culture and history, as well as of wider European and world film history. In addition, it

introduces students to key terms and concepts of cinematic analysis and film theory. In a given semester, the course may focus on a specific filmmaker, genre, or period.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 421: Poetry and Prose of the Golden Ages

### **Credits:**

4

This course focuses on 16th- and 17th-century poetry and prose. May include works by Quevedo, Góngora, Garcilaso de la Vega, Cervantes, Zayas, Teresa de Jesús, and Juan de la Cruz.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 423: Hispanic Golden Age Theater

### **Credits:**

4

This course will study major playwrights of the Golden Age such as Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina, María de Zayas, Juana Inés de la Cruz and Juan Ruiz de Alarcón, among many others. Written and staged between the end of the 16th and the end of the 17th centuries—a period known for its literary and artistic activity both in the New World and Spain—these plays are important because of their themes, audience and treatment of critical issues such as gender definition, national identity, and conflicts of class.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 424: Exploring Don Quijote

### **Credits:**

4

This course aims to familiarize students with Miguel de Cervantes's masterpiece, considered one of the classics of 17th-century Spanish literature. Questions of readership, authorship, and narrative, among others, will be examined.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 426: Imperial Discourses of the Hispanic World

### **Credits:**

4

### **Degree Requirements:**

F9

The sixteenth and seventeenth centuries witnessed the rise of one of the earliest global powers in the Western Modern world: the Spanish Empire. This course examines the notion of Spanish Empire as it is expressed in the literary production of the times, and how this affects its consideration in the following centuries and up until today. Challenging the metageographies that inform the study of the field, we will adopt a transatlantic framework to promote comparisons, and explore interactions, between texts that are conventionally labeled as separate creations of Latin American vs. Peninsular literature. Using our framework, we seek to fashion a more complex panorama and achieve a deeper understanding of the discourses behind this early global phenomenon. Readings include Mesoamerican Poetry and the descriptions of the earliest Conquistadors; histories of the Incas and Moriscos in the Peninsula; contemporary short stories and their filmic representations among others. Through the study of these works we will inquire into concepts like nation, race, identity, empire and their role on the elaboration of the Hispanic imaginary.

Prerequisite: Spanish 301 or 302 or 305 or 309

## SPAN 486: Senior Seminar

**Credits:**

4

An overview of major topics of Hispanic literatures and cultures. Emphasis is given to the process of conceiving and developing a substantial library of research, and to the elaboration of a major research paper and a formal academic presentation based upon the essay.

## SPAN 495: Honors Tutorial

**Credits:**

4-8

## SPAN 496: Honors Tutorial

**Credits:**

4-8

## Theatre

### THEA 100: Introduction to Theatre

**Credits:**

4

**Degree Requirements:**

F5

Introduction to elements of theatrical performance, including design, acting, history, and literature.

## THEA 120: Acting I

**Credits:**

4

**Degree Requirements:**

F5

Introduction to elements of conventional acting for the stage. Involves script analysis with a concentration on relationships between characters, their goals and obstacles. Practice involves improvisation and scripted scenes.

## THEA 122: Introduction to Design

**Credits:**

4

**Degree Requirements:**

F5

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.

## THEA 129: Applied Acting

**Credits:**

1-4

Actual stage experience in one of the 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 academic credit.

## THEA 139: Applied Acting: Audition Preparation

**Credits:**

1-4

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions.

## THEA 139: Applied Acting: Audition Preparation

**Credits:**

4

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions.

## THEA 210: Introduction to Performance Art: Making Everyday Actions Extraordinary

**Credits:**

4

**Degree Requirements:**

F5

How can simple actions like cleaning a staircase, cooking and serving food, or sitting across from a stranger be considered art? In this class we'll explore the ways in which carefully considered interactions with other people, objects, and spaces can become extraordinary experiences. We'll focus on everyday activities and examine how actions like recontextualizing, scripting, and repeating these activities can shift our understanding and impact an audience. We'll read about and recreate significant performances from the 1960's - today, and work individually and collaboratively to produce original works of performance art. No prior performance experience is necessary.

## THEA 220: Production Technologies

**Credits:**

4

This course provides an introduction to technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical laboratory gives students hands-on experience with set construction and lighting.

## THEA 221: Acting II

**Credits:**

4

This course is designed for a study of variety in acting styles and disciplines.

## THEA 222: Scenography

**Credits:**

4

A study of the history, theory and practice of the art of creating performance environments, including visual, experiential and spatial compositions, this course will also distinguish the individual elements that comprise the "design" of a performance event (including but not limited to sets, lights, sound and costumes). The course will explore global influences on scenography, as well as practical collaborative applications of this holistic approach to the construction and reception of meaning in contemporary performance (such as theatre, dance, performance art and film).

## THEA 229: Advanced Applied Acting

**Credits:**

1-4

Stage experience in a major role.

## THEA 265: Special Topics in Theatre

**Credits:**

4



Special Topics in Theatre.

## THEA 270: Performance Theory

**Credits:**

4

A study of theories of performance. Not merely a historical survey of ideas, this course investigates how theatre works, and looks carefully at the boundaries of theatrical performance. The course considers space and time, concepts of identity, dramatic literature, the theatre metaphors that pervade philosophy and the social sciences, and radical experiments with theatrical performance.

## THEA 280: Theatre in the Twentieth Century

**Credits:**

4

**Degree Requirements:**

F4

Study of selected plays, performance genres and styles, and theatre's roles in political and philosophical movements during the past century.

## THEA 301: Theatre Lab

**Credits:**

4

**Degree Requirements:**

F4

Application of experience and training in acting, design, technology, and theory in the development of original performance pieces. Involves a study of deliberate efforts in history to change how theatre is done and to adapt theatre to unexpected purposes.

## THEA 310: Stage Direction

**Credits:**

4

Practical engagement with the art of developing and directing theatrical productions.

## THEA 329: Dramaturgy

**Credits:**

1-4

Work on a production under the supervision of the director in the area of historical and critical analysis of the play.

## THEA 331: Movement

**Credits:**

4

The actor's instrument is the self. The goal of this class is to exercise the whole person, as training for performance and in the service of realizing creative imagination.

## THEA 334: Costume Design

**Credits:**

4

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.

**Prerequisites:**

[Introduction to Design](#)

## THEA 339: Assistant Director

**Credits:**

1-4

Designed for students to do advanced work in directing plays in production.

## THEA 340: Set Design

**Credits:**

4

The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course.

**Prerequisites:**

[Production Technologies](#)

## THEA 341: Applied Sets

**Credits:**

1-4

Working experience in the design and execution of stage settings.

## THEA 342: Applied Costume Design

**Credits:**

1-4

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.

## THEA 343: Applied Audio-Visual

**Credits:**

1-4

Working experience in the design and execution of audio-visual elements for productions.

## THEA 344: Applied Lighting

**Credits:**

1-4

Working experience in the design and execution of lighting designs.

## THEA 345: Applied Production

**Credits:**

1-4

Working experience in the various areas of production, including but not limited to stage management, properties management, and set/costume/lighting crews.

## THEA 346: Applied Management

**Credits:**

1-4

Working experience in the areas of public relations, advertising sales, newsletter publication, house management training, etc.

## THEA 352: Lighting Design

**Credits:**

4

An exploration of lighting design and documentation through small class projects designed to help develop each student's ability to make appropriate design choices.

**Prerequisites:**

[Production Technologies](#)

## THEA 360: Introduction to Theatre in India

**Credits:**

4

**Degree Requirements:**

F9

This course is an introduction to forms of theatrical performance in India, particularly those which exist as religious or devotional practices. The material of the course includes Vedic and epic literature, classical Sanskrit drama, and a variety of contemporary forms such as kathakali and raslila. The course is designed for students in various disciplines, and assumes no significant prior knowledge either of South Asian culture or of performance theory.

## THEA 365: Special Topics in Theatre

**Credits:**

4

Focused and intensive study of various aspects of theatre arts not covered in existing courses. Topics vary with instructor. The course is repeatable for credit with different topics.

## THEA 375: Drama and Modern Languages

**Credits:**

4

**Degree Requirements:**

F5

This course is team-taught with a faculty member from the Department of Modern Languages and Literatures, most often Spanish. The course objective is to develop an understanding and appreciation of a panorama of intellectual and cultural activities through the reading and staging of a variety of dramatic works. Students analyze dramatic texts as literature; at the same time they develop a series of theatrical scenes for performance in class and one or two public performances of a full play or an extended portion thereof. See Spanish 320.

**Prerequisites:**

[Advanced Spanish Language and Civilization](#)

## THEA 399: Pre-Honors Tutorial

**Credits:**

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.

## THEA 460: Internship

**Credits:**

1-4

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.

## THEA 485: Senior Seminar

**Credits:**

4

Collaborative and/or individual research or creative projects to be realized as the culmination of a student's study of Theatre and Performance.

## THEA 495: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Theatre.

## THEA 496: Honors Tutorial

**Credits:**

4

Open to candidates for Honors in Theatre.

## THEA 836: Greece, the Eastern Aegean, and Italy: Art History: Ancient and Byzantine Art and Architecture

**Credits:**

4

**Degree Requirements:**

F5

This is the travel-study portion of Track One: Ancient Greece and Rome: The Foundations of Western Civilization of the European Studies Program. This includes a month-long tour of the Continent including Crete, Athens, Delphi, Didyma, Istanbul, Troy, Naples, Pompeii, Herculaneum, Rome and the Vatican City, ending in the final week in London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, 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.

## Urban Studies

**URBN 120: Introduction to Memphis for Bonner/Day Scholars****Credits:**

1

This course, which is currently open only to first-year Bonner and Day Scholars, offers an opportunity to discuss the ongoing challenges and opportunities to Rhodes students doing engagement work in the city of Memphis. The class has three interlocking goals: 1) provide an introduction to historical and contemporary topics in the Memphis area; 2) offer opportunities for students to reflect on the first year of their work on campus and in the community and to enrich that work throughout their Rhodes career 3) explore connections for between the work of Bonner and Day Scholars in Memphis and their other academic interests. In weekly meetings, students will examine and explore these topics through a variety of activities.

**URBN 201: Introduction to Urban Studies****Credits:**

4

**Degree Requirements:**

F8, F11

An interdisciplinary approach to examining issues and institutions in American cities; neighborhoods, downtowns, suburbs, housing, poverty, environmental justice, nonprofits and city politics; discussion of urban public and social policies; field trips or service learning will be used to do hands on analysis of urban issues.

**URBN 230: Urban Geography****Credits:**

4

**Degree Requirements:**

F2i, F8

This course examines the history of urbanization from a geographic perspective. This entails an analysis of the historical development of

cities and an investigation of the spatial theories utilized to understand the causes of urbanization and its impacts on everyday life. The course begins with a discussion of key concepts such as industrialization, urban political-economy, suburbanization, and the ghetto/inner city. The course then focuses on four inter-related urban processes: working in the city, governing the city, living in the city, and urban social movements. This course begins to tell a more complete story of the urban form and the way in which this mode of life continues to alter human institutions and social relations well beyond the boundaries of the city.

## URBN 235: Principals of Public Health

### **Credits:**

4

This course focuses on public health principles and concepts. It will provide a framework for understanding public health's role in community health, prevention, and medicine. Using the five core public health knowledge areas and the ten essential public health services as a basis, students will examine public health infrastructure, surveillance, social determinants of health, policy, and emerging issues. In addition, the course will weave public health areas such as chronic disease, infectious disease, environmental health, maternal and child health, and injury into discussions and assignments.

## URBN 240: Introduction to Urban and Community Health

### **Credits:**

4

### **Degree Requirements:**

F8

This course focuses on the production of health inequalities and the policy interventions proposed to reduce them, with an emphasis on US cities and Memphis. The course begins by examining the concept of health and its key social determinants. The remainder of the course focuses on applying these conceptual foundations to evaluate community health policies, including access to health care, obesity, gun violence, and environmental health. It uses Memphis as a case study through which to understand many of the challenges of urban health, as well as the potential policy interventions.

## URBN 250: Intercultural Knowledge and Competence

### **Credits:**

4

### **Degree Requirements:**

F9

This course focuses on helping students acquire the knowledge, attitudes, and skills necessary to interact effectively in diverse cultural contexts. Multiple pedagogical strategies are used to foster student growth including: (1) exposing students to interdisciplinary

scholarship that contextualizes the experiences of people from diverse cultural backgrounds, (2) requiring students to continually reflect on how their own cultural identities have influenced their values, beliefs, and worldviews, and (3) providing multiple opportunities for students to practice and enhance their intercultural competence skills. Although the course focuses primarily on the experiences of diverse cultural groups within the US, the skills learned should be transferable across multiple contexts.

## URBN 262: Music and Community in Memphis

### **Credits:**

2

In the course, students will join the Mike Curb Institute for Music to explore and understand the richness and complexity of Memphis through research and study, reflection, and real-world experience. Theories and best practices of community integrative education will be studied and applied to tangible projects through the unifying theme of music and community. Students will come to this class from multiple backgrounds (Music, Film, Art, Urban Studies, History, English, Business, Computer Science, etc.) that will inform a variety of projects related to recording, marketing, entrepreneurship, music outreach and education, research, preservation, design, or performance. They will meet together to discuss and reflect on how their experiences in the class connect with what they have learned in other classes, and how their projects connect to each other and the city of Memphis. Students will also explore and reflect on how experiences like these shape their outlook on urban spaces and the role of the arts in these spaces.

## URBN 265: Special Topics

### **Credits:**

4

Study of selected topics in urban studies. Varies with instructor. May be repeated for credit when topics vary.

## URBN 340: Nonprofits in the City: Health, Community, and the Voluntary Spirit

### **Credits:**

4

Nonprofits have always performed an important role in the production and maintenance of healthy cities. From early settlement houses, soup kitchens, garden clubs and dispensaries to present day community development organizations, charter schools, hospitals and afterschool programs, nonprofits provide much of the social, political, and economic infrastructure that allow urban residents to live healthy

and productive lives. This course utilizes a political-economic perspective to examine the history of urban nonprofits in the United States. It explores the legal frameworks and financing that allow nonprofits to serve the community as well as the wide variety of services nonprofits provide. It concludes with an assessment of the nonprofit environment in Memphis

**Prerequisites:**

[Introduction to Urban Studies](#), [Urban Politics and Policy](#)

## URBN 340: Urban Political Economy: Urban Life Under Capitalism

**Credits:**

4

Critical Political Economy is the study of the entanglement of economic and political processes. This course examines these relationships as they intersect with cities. The course will use Marx and his interpreters to investigate how neoliberal capitalism is shaping urban life, and how cities are central to capitalist production. This course seeks to understand contemporary challenges such as urban poverty, segregation, violence and gentrification as expressions of contradictions within capitalism itself, rather than the outcome of exclusively individual (e.g. personal responsibility) or political decisions (e.g. ineffective government). Students can expect to leave this course with a strong foundation in Marxist political economy and economic geography as these theories relate to understanding urban life.

## URBN 362: Urban Field Research

**Credits:**

4

**Degree Requirements:**

F11

This course provides the opportunity for students to integrate academic understandings, research skills, and community based learning.

Students, faculty, and community partners design and conduct field research addressing an urban challenge or issue.

## URBN 365: Advanced Seminar on Special Topics

**Credits:**

4

Advanced study of selected topics in urban studies. Varies with instructor. May be repeated for credit when topics vary.

## URBN 382: Music and Community in Memphis

**Credits:**

2



In the course, students will join the Mike Curb Institute for Music to explore and understand the richness and complexity of the urban setting of Memphis through research, reflection, and real-world experience. Theories and best practices of Community Integrative Education will be studied and applied to tangible projects through the unifying theme of music and community.

This class will be taught simultaneously with URBN 262, with students in URBN 362 working as student leaders and mentors for the projects. Students will work to develop and reflect on their own personal leadership skills and thoughts on becoming engaged citizens.

**Prerequisites:**

[Music and Community in Memphis](#)

## URBN 385: Research Methods in Urban Studies

**Credits:**

4

This course will examine different ways of undertaking urban research. One goal will be to link substantive research questions to appropriate research methods, including both qualitative and quantitative approaches. A second goal will be to develop a critical understanding of research on cities through analysis and practice.

## URBN 451: Research Practicum in Urban Studies

**Credits:**

1-4

Students will work on a research project under the close supervision of a faculty member. Only 4 practicum credits may count toward the major. This is a pass/fail course.

## URBN 452: Research Practicum in Urban Studies

**Credits:**

1-4

Students will work on a research project under the close supervision of a faculty member. Only 4 practicum credits may count toward the major. This is a pass/fail course.

## URBN 460: Urban Studies Internship

**Credits:**

4

**Degree Requirements:**

F11

A directed internship with an urban, social, governmental, or nonprofit agency. The courses integrate traditional academic work in Urban

Studies with practical internship experience.

## URBN 485: Senior Seminar in Urban Studies

### **Credits:**

4

An investigation of subject areas in the discipline of Urban Studies that involves research collaboration between students and faculty.

Asian Studies

## ASTD 150: Themes in Asian Studies

### **Credits:**

4

This introductory course examines the historical and cultural experiences of various peoples of Asia through a thematic approach. The course takes a comparative approach to a particular topic that reflects important forces that have had an impact throughout Asia. By examining a broad theme that has had resonance throughout Asia, the student will develop an appreciation for the complexity and diversity of Asian cultures while at the same time exploring common forces that have shaped those cultures. Such themes could include the development of Buddhism in Asia, comparative approaches to Asian theatre, and the history of Asian societies' experiences with Western political and economic expansionism.

Hebrew

## HEBR 101: Elementary Hebrew

### **Credits:**

4

An introduction to classical (biblical) Hebrew. This series of courses will introduce students to the fundamentals of classical Hebrew, focusing on translation and recognition of grammatical forms and syntax. The sequence of courses through Hebrew 201 will prepare students to read and interpret ancient texts for a variety of academic and vocational contexts. Offered in alternate years.

## HEBR 102: Elementary Hebrew

### **Credits:**

4

An introduction to classical (biblical) Hebrew. This series of courses will introduce students to the fundamentals of classical Hebrew, focusing on translation and recognition of grammatical forms and syntax. The sequence of courses through Hebrew 201 will prepare

students to read and interpret ancient texts for a variety of academic and vocational contexts. Offered in alternate years.

## HEBR 201: Intermediate Hebrew

**Credits:**

4

**Degree Requirements:**

F10

An intermediate course in classical (biblical) Hebrew. The course will focus on translation and interpretation of grammatical forms and syntax in narrative prose. The sequence of courses through Hebrew 201 will prepare students to read and interpret ancient texts for a variety of academic and vocational contexts. Offered in alternate years.

**Prerequisites:**

[Elementary Hebrew](#)

## HEBR 415: Tutorial Assistantship

**Credits:**

2

Under the direction of the instructor, the tutorial assistant will be responsible for helping to plan and conduct tutorial sessions for elementary students. Assistants will also be introduced to best practices for language instruction. This course is open only to advanced students and by permission of the instructor.

Archaeology

## ARCE 120: Field Research in Environmental Archaeology

**Credits:**

4

**Degree Requirements:**

F7, F11

This course and accompanying lab focus on a scientific understanding of the biological and geological methods and theories that are relevant to human/environmental interaction in pre-historic and historic sites of human occupation. Research questions to be discussed involve three major areas of study: 1) relationships between site formation processes, environmental change and human activity; 2) plant and animal domestication and exploitation; and 3) methods for dating artifacts. The class and lab are held in May and early June at the Ames Plantation in Tennessee. Enrollment is limited; students must apply for acceptance through the director of the Archaeology Program.

## ARCE 210: Learning from Things: Material Culture Studies

**Credits:**

4

While we are symbol users and inhabitants of imagined worlds, we are also tool makers whose hands are “dirtied” in manipulating the world. This course will focus attention on our “materiality” and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, art history, folklore, popular culture, architecture, and museum studies. Material culture studies, while a rich source of information is also a challenging arena for the study of individuals, societies and cultures because objects neither “speak” unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from things.” This course is cross-listed as Anthropology/Sociology 290.

## ARCE 220: Archaeological Methods

**Credits:**

4

This class will examine how we use archaeological materials to learn about past societies by studying the traces that their inhabitants left behind. Students will explore the range of methods used in the field, laboratory, and museum to find, record, date, preserve, contextualize, and interpret material culture. Basic methods of investigation and research will be discussed through the examination of site survey, excavation, and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing, and curating will also be discussed. This course is cross-listed as Anthropology/Sociology 254.

## ARCE 450: Archaeological Field School

**Credits:**

4

**Degree Requirements:**

F11

A supervised training course (ordinarily in the summer) in archaeological methods at a controlled excavation. Students will live on the site and participate as crewmembers in the excavation, registration, restoration and publication of archaeological remains. Most students will participate in the Rhodes summer field school at the Ames Plantation, but alternative field

schools in the USA or abroad are acceptable alternatives pending the approval of the chair of the Archaeology Program.

## ARCE 460: Internship

### **Credits:**

4

A supervised learning experience involving archaeological and/or material culture studies out of state, abroad, or in the community outside of the college. This may include museums, laboratories, cultural resource management firms, cultural conservation projects, historical landmarks, surveying firms, etc. The student and the faculty advisor will devise the program of field work and submit it for approval to the chair of the Archaeology Program.

## Political Economy

## PLEC 486: Senior Seminar in Political Economy

### **Credits:**

4

Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of theory, history, politics, philosophy and policy studied as a Political Economy Major.

## Aerospace Studies

## AERO 111: Air Force Today

### **Credits:**

1

Survey course designed to introduce students to the United States Air Force and Air Force ROTC. Topics include Air Force mission and organization, customs and courtesies, officer opportunities, problem solving, and communication skills. One class hour per week and one and one-half hours of Leadership Laboratory.

## AERO 112: Air Force Today

### **Credits:**

1

Survey course designed to introduce students to the United States Air Force and Air Force ROTC. Topics include Air Force mission and organization, customs and courtesies, officer opportunities, problem solving, and communication skills. One class hour per week and one and one-half hours of Leadership Laboratory.

## AERO 211: The Air Force Way

### **Credits:**

1

Survey course designed to examine aspects of air and space power through a historical perspective. The course covers the time period from the first balloons and dirigibles to the space age global positioning systems of the Persian Gulf War. Leadership Laboratory is mandatory for AFROTC cadets. One class hour per week and one and one-half hours of Leadership Laboratory.

## AERO 212: The Air Force Way

### **Credits:**

1

Survey course designed to examine aspects of air and space power through a historical perspective. The course covers the time period from the first balloons and dirigibles to the space age global positioning systems of the Persian Gulf War. Leadership Laboratory is mandatory for AFROTC cadets. One class hour per week and one and one-half hours of Leadership Laboratory.

## AERO 301: Field Training

### **Credits:**

0

Twenty-eight day course conducted during summer at active installation of USAF, consists of approximately 185 hours of instruction in Air Force base functions, leadership, physical training, Air Force environment, career orientation, and survival training. Students assigned to groups of twenty-five and individually counseled and evaluated on their performance. Emphasis on self initiated leadership activities.

## AERO 302: Field Training

### **Credits:**

0

Forty-two day course conducted during summer at active installation of USAF. Consists of approximately 258 hours of instruction on role of military forces, organization of Defense Department, instruments of national security, Air Force base functions, leadership, physical training and Air Force environment. Students are assigned to groups of approximately twenty-five and individually counseled and evaluated on their performance.

## AERO 311: Air Force Leadership and Management

### **Credits:**

3

Study of leadership, Air Force personnel and evaluation systems, management fundamentals, professional knowledge, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to demonstrate and exercise practical application of concepts studied. Three class hours per week and one and one-half hours of Leadership Laboratory.

## AERO 312: Air Force Leadership and Management

### **Credits:**

3

Study of leadership, Air Force personnel and evaluation systems, management fundamentals, professional knowledge, leadership ethics, and communication skills required of an Air Force

junior officer. Case studies are used to demonstrate and exercise practical application of concepts studied. Three class hours per week and one and one-half hours of Leadership Laboratory.

## AERO 411: Preparation for Active Duty

### **Credits:**

3

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics include the military as a profession, officership, military justice, civilian control of the military, and preparation for active duty. Within this structure, continued emphasis is given to refining communication skills. Three class hours per week and one and one half hours of Leadership Laboratory.

## AERO 412: Preparation for Active Duty

### **Credits:**

3

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics include the military as a profession, officership, military justice, civilian control of the military, and preparation for active duty. Within this structure, continued emphasis is given to refining communication skills. Three class hours per week and one and one half hours of Leadership Laboratory.

## Military Science

## MILS 100: Leadership Laboratory

### **Credits:**

0

Two laboratory hours per week.

Co-requisite: MILS 111 or 112

## MILS 111: Introduction to Military Science

### **Credits:**

1

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in following areas: rappelling, communications, weapons, first aid, and land navigation. There is no military obligation.

Co-requisite: MILS 100; there is no military obligation.

## MILS 112: Principles of Leadership and Confidence Building

### **Credits:**

0

Basic military first aid skills; lectures and practical exercises in basic emergency treatment for fractures, lacerations, heat and cold injuries; cardiopulmonary resuscitation.

Co-requisite: MILS 100; there is no military obligation.

## MILS 200: Leadership Laboratory

**Credits:**

0

Two laboratory hours per week.

Co-requisite: MILS 210 or 211; there is no military obligation.

## MILS 210: American Military History

**Credits:**

3

Developments since colonial period; emphasis on background and growth of national military and naval establishments; military and naval thought; difficulties accompanying modernization and assumption of global responsibilities; and problems of relationship between civilian and military naval sectors in democracy.

Co-requisite: MILS 200; there is no military obligation.

## MILS 211: Fundamental Survival

**Credits:**

0

Basic Military Skills including map reading, military first aid skills and small unit leadership. One hour weekly classroom instruction.

Co-requisite: MILS 200; there is no military obligation.

## MILS 214: Small Unit Tactics I

**Credits:**

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 developed in planning and organizing by combat patrols. This course includes series of field practica; there is no military obligation.

## MILS 215: Small Unit Tactics II

**Credits:**

0

Advanced concepts in reconnaissance, raid, and ambush patrolling techniques, extended patrolling operations, and application techniques for specialized equipment; leadership skills through student led patrols. This course includes a series of field practica; there is no military obligation.

## MILS 300: Leadership Laboratory



**Credits:**

0

Two laboratory hours per week.

Co-requisite: MILS 311 or 312

## MILS 311: Applied Leadership I

**Credits:**

3

Presentation, discussion, practical exercise, and field training on fundamentals of map reading and land navigation; development of skills in individual and small unit tactical planning and operations; and professional subjects in leadership, leadership assessment, and principles of war. Three lecture hours per week, three hours physical training per week, and field training exercises on two weekends during semester.

Co-requisite: MILS 300

## MILS 312: Applied Leadership II

**Credits:**

3

Continuation of first year advanced course.

Co-requisite: MILS 300

## MILS 400: Leadership Laboratory

**Credits:**

0

Two laboratory hours per week.

Co-requisite: MILS 411 or 412

## MILS 411: Seminar in Leadership and Planning

**Credits:**

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 military professional. This course, in conjunction with ARMY 4121, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours every week, three hours physical training each week, and field training exercises on two weekends during semester.

Co-requisite: MILS 400

## MILS 412: Seminar in Organizational Leadership

**Credits:**

3

Continuation of second year advanced course.

Co-requisite: MILS 400

Naval Science

## NAVY 150: Intro Naval Science

**Credits:**

3

General introduction to the USN and USMC. Emphasizes organizational structure, warfare components, and assigned roles/missions of USN/USMC. Covers all aspects of naval service from its relative position within DoD to the specific warfare communities/career paths. Also includes basic elements of leadership and Navy Core Values. Designed to give student initial exposure to many elements of naval culture. Also provides conceptual framework/working vocabulary for student to use on summer cruise. COREQUISITE: NAVY 151.

## NAVY 151: Navy Leadership Lab

**Credits:**

0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

## NAVY 250: Naval Leadership/Management

**Credits:**

3

Introduces the student to many of the fundamental concepts of leading Sailors and Marines, which will be expanded upon during the continuum of leadership development throughout NROTC. Develops the elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the naval service and progressing through values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and laboratory discussions. COREQUISITE: NAVY 251.

## NAVY 251: Naval Leadership Lab

**Credits:**

0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing,

physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

## NAVY 350: Navigation/Naval Operations I

**Credits:**

3

In-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above. COREQUISITE: NAVY 351.

## NAVY 351: Navy Leadership Lab

**Credits:**

0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

## NAVY 450: Navy Ship Systems II/Weapons

**Credits:**

3

Outlines the theory and employment of weapons systems. Student explores the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described. Facets of command, control, communications, computers, and intelligence are explored as a means of weapons system integration. The tactical and strategic significance of command and control warfare and information warfare is discussed. This course is supplemented with review/ analysis of case studies involving the moral and ethical responsibilities of leaders in the employment of weapons. COREQUISITE: NAVY 451.

## NAVY 451: Naval Leadership Lab

**Credits:**

0

Focuses on the fundamentals of leadership and general military training to help prepare prospective Naval officers for service in either the Navy or Marine Corps. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing,

physical fitness, nutrition, stress management, and other professional development subjects. Consists of a general leadership lab and a specific Navy or Marine Corps lab.

## Modern Languages and Literatures

### LANG 150: Selected Foreign Languages

**Credits:**

Variable

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 department chair.

### LANG 240: Language Acquisition and Pedagogy

**Credits:**

4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development, language teaching and learning technology, communicative and cultural competency, and assessment.

Rhodes offers a secondary licensure program within the Teaching and Learning track of the Educational Studies major. This program prepares students to teach middle and/or high school in one of eleven endorsement areas, including the following languages: Chinese, English, French, German, Latin, Russian, and Spanish. The course of study for secondary licensure students is designed with guidance from faculty members in the discipline in which the student is being certified as well as members of the Educational Studies Program. All secondary licensure candidates are required to double major in Educational Studies and their endorsement discipline.

### LANG 260: International Science Fiction and Utopia: Shaping of Ideological Landscapes

**Credits:**

We are living through a time of great socio-political transformations, and history shows us that many cultural products labeled “science fiction” have become perfect metaphors of our fears and hopes (eg: Brave New World and 1984). Up to a point, science fiction allows us to objectively see the aspirations and taboos of our intellectual and ideological landscape. But what is then the relation between science fiction and utopia? In this course, we will widely question the limits of these two concepts by bringing together the expertise of a whole variety of scholars from both Rhodes and the Memphis community, from the fields of Modern Languages, Physics, English, Russian, Biology, Neuroscience, Gender Studies and Film Studies. We will go far beyond the limits of Anglo-Saxon cultural production and engage a body of international cultural texts and films, which could help us understand the limits and points of contact of each tradition/culture. The possibility of bringing into the picture of cultural analysis not just humanists, but also scientists from different fields, will allow us to expand the

concept of “utopia” beyond its understanding within the literary tradition and to explore the “utopic” component of the different sciences as well.

## LANG 280: Introduction to General Linguistics

**Credits:**

4

**Degree Requirements:**

F9

The Introduction to General Linguistics course presents language as a specific object of knowledge, thought, science, and philosophy.

Students will be introduced to the major linguistic theories and examine language as a system and structure at its various levels, as well

as a tool to guide, plan, and monitor human activity. Offered in alternate years.

## LANG 460: Internship

**Credits:**

1-4

**Degree Requirements:**

F11

Internships in the departmental languages are occasionally available for language majors and permit a qualified student to receive

academic credit for an internship experience on or off campus, for example by working with a business, a non-profit organization, or

within the department itself. The internship, which requires of the student an advanced competence in a foreign language, must entail a

significant encounter with a foreign language. Working with a faculty mentor, students must submit a project proposal for the internship

prior to the beginning of the internship itself. The completed project will be graded by the faculty mentor. Intradepartmental internships

will be reserved for students planning to continue their studies in a foreign language and culture beyond the undergraduate level. Such

internal internships will involve working with a faculty mentor on projects of a diverse nature that seek to enhance the program offerings

of the language section. Placements must be approved by the faculty mentor who teaches the language in question and the chair of the

department. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the

major.

Pass/Fail only.