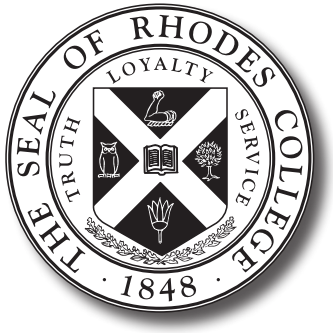

RHODES COLLEGE CATALOGUE
2008-2009

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ACADEMIC CALENDAR, 2008-2009

FALL SEMESTER, 2008

Opening Faculty Meeting	August 20, Wednesday
Orientation for New Students	August 22-26, Friday-Tuesday
Enrollment Clearance/Registration	August 26, Tuesday
Classes Begin	August 27, Wednesday
*Opening Convocation	August 27, Wednesday
Labor Day Recess	September 1, Monday
Drop/Add Period Ends	September 3, Wednesday
Extended Drop Period Begins	September 4, Thursday
Pass/Fail Option Ends	September 17, Wednesday
Extended Drop Period Ends	September 17, Wednesday
Withdraw Period Begins	September 18, Thursday
Last Day to Remove Conditional Grades	September 24, Wednesday
End of First Seven Weeks Classes	October 15, Wednesday
Fall Recess Begins	October 17, Friday, 5:00 P.M.
Mid-Term Grades Due	October 20, Monday, 9:00 A.M.
Classes Resume	October 22, Wednesday
Withdraw Period Ends	October 31, Friday
Thanksgiving Recess Begins	November 25, Tuesday, 10:00 P.M.
Classes Resume	December 1, Monday
Classes End	December 10, Wednesday, 10:00 P.M.
Reading Day	December 11, Thursday
Final Examinations	December 12-17, Friday-Wednesday
End of Fall Semester	December 17, Wednesday
Final Grades Due	December 19, Friday, 5:00 P.M.

SPRING SEMESTER, 2009

Enrollment Clearance/Registration	January 13, Tuesday
Classes Begin	January 14, Wednesday
Martin Luther King Day Observance	January 19, Monday
Drop/Add Period Ends	January 21, Wednesday
Extended Drop Period Begins	January 22, Thursday
Pass/Fail Option Ends	February 4, Wednesday
Extended Drop Period Ends	February 4, Wednesday
Withdraw Period Begins	February 5, Thursday
Last Day to Remove Conditional Grades	February 11, Wednesday
End of First Seven Weeks Classes	March 4, Wednesday
Mid-Term Grades Due	March 9, Monday, 9:00 A.M.
Spring Recess Begins	March 13, Friday, 5:00 P.M.
Classes Resume	March 23, Monday
Withdraw Period Ends	March 27, Friday

Easter Recess Begins	April 8, Wednesday, 10:00 P.M.
Classes Resume	April 13, Monday
Undergraduate Research and Creative Activity Symposium	May 1, Friday
*Awards Convocation	May 1, Friday, 9:00 A.M.
Classes End	May 1, Friday
Reading Days	May 2, Saturday, and May 7, Thursday
Final Examinations	May 4, -May 9, Monday-Saturday
Final Grades Due	May 11, Monday, 9:00 A.M.
*Baccalaureate Service	May 15, Friday, 3:00 P.M.
*Commencement	May 16, Saturday, 9:30 A.M.

* *Formal Academic Occasion*

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 residential liberal arts education. We, the members of the Rhodes College community, are committed to creating a community where diversity is valued and welcomed. To that end, Rhodes College does not discriminate on the basis of race, gender, color, age, religion, disability, sexual orientation, and national or ethnic origin and will not tolerate harassment or discrimination on those bases.

We are committed to providing an open learning environment. Freedom of thought, a healthy exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community of scholars. 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.

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 tolerance and mutual respect.

ACCREDITATION AND GENERAL POLICIES

Rhodes College is a fully accredited four-year college of liberal arts and sciences. With an endowment of $289 million and a physical plant valued at $306 million, the College has one of the largest investments per student ($358,000) in the nation.

Rhodes is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097; telephone number 404-679-4501) to award the Bachelor of Arts and Bachelor of Science degrees and the Master of Science in Accountancy degree.

Attendance at Rhodes, a privately endowed college, is a privilege which may be forfeited at any time by any student who refuses or fails to conform to the

regulations and standards of the College, or who is unwilling to adjust to the Collegeís traditions and environment. Among these traditions are the Honor System and the Social Regulations Council which 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, 2007. Policies stated in this catalogue are expected to be in effect through the academic year 2007-2008 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.

ADMISSIONS

APPLICATION PROCEDURE

A student who wishes to apply for admission to Rhodes may do so anytime after the end of his/her junior year in high school. The Rhodes Application (both Parts I and II) may be completed online and can be accessed at apply.rhodes.edu. Rhodes also accepts the Common Application (paper and on-line) in lieu of its own form and gives equal consideration to both. No application fee is required for students who use Rhodes' online application or the Common App Online.

A paper version of the Rhodes Part I application may be obtained by writing or calling the Admissions Office. Part II of the application will be mailed to the applicant upon receipt of Part I. A non-refundable application fee of $45 must be submitted with either Part I or Part II of the Rhodes paper application.

In addition to the application for admission, first-year students must submit an official high school transcript, standardized test scores (SAT or ACT) from the testing agency, a counselor and a teacher recommendation, and a senior year progress report. Transfer students must submit an application for admission, an official high school transcript containing his/her standardized test scores, an official college transcript, a college professor recommendation, and a personal letter explaining the reason (s) for wanting to transfer to Rhodes. In addition to submitting the same application supporting documents as all other students, home-schooled students must submit the results of two SAT-II Subject Tests from areas other than English or mathematics.

The deadline for submitting the application for admission and all supporting documents for the fall semester is January 15. Students who apply for fall admission by January 15 will be notified of the admission decision by April 1. The application deadline for spring semester admission is November 1 with decision notification by December 1. For Early Decision deadlines, see "Early Decision Plan" below. Please note that all accepted students are automatically considered for competitive fellowships and scholarships.

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 have a high school diploma or G.E.D.

Special note is taken in the decision making process of honors, Advanced Placement, International Baccalaureate, accelerated or enriched courses. Students who have taken college-level courses and wish to receive credit at Rhodes for those

courses should refer to "Transfer Credit for Enrolled Students" in the Requirements for a Degree section of this catalogue.

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

Test application forms may be obtained from high schools, or by writing directly to the testing services, as follows: (1) The College Board, 45 Columbus Avenue, SAT Department, New York, New York 10023-6992 (2) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243. Students may register for these standardized tests online at collegeboard.com (SAT) or 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 counselor's report and a teacher's recommendation.

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 between two similar candidates. Interest may also be demonstrated by talking with an admission officer at your high school or at a college fair, personally corresponding with the admission office, or sending standardized test scores to the College. A student's ability to pay may be a deciding factor when considering applicants who rank within the lowest range of admissible students.

The Faculty Standards and Standing Committee and/or the Dean of Admissions and Financial Aid have 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 Admissions and Financial Aid requesting reconsideration.

CAMPUS VISIT AND INTERVIEW

A campus visit is the best way to experience life at Rhodes. Students are encouraged to visit between Monday and Friday so that, in addition to an interview or information session, they may attend a class and meet faculty. High school seniors and transfer students may also arrange, through the Admissions Office, to spend one night in a residence hall. Overnight accommodations are available Sunday evening through Thursday evening.

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

The Admissions Office is open year round. Students may arrange a campus visit online at rhodes.edu/campusvisit. Questions concerning a campus visit may be addressed to our Campus Visit Coordinators at 1-800-844-5969 or, locally, 843-3700.

EARLY DECISION PLAN

Students who are certain they want to attend Rhodes may wish to take advantage

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

Early decision candidates who 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 or by January 1 for Early Decision II in order to determine estimated eligibility for financial assistance. The financial aid package offered under Early Decision must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Early Decision Plan, the College agrees to render a decision on admission by December 1 for Early Decision I or by February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 10 for Early Decision I or by February 10 for Early Decision II. If accepted under the Early Decision Plan (and provided with financial assistance to fulfill the student's demonstrated need), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I or by February 15 for Early Decision II. Offers of admission and financial aid to students who do not 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 ADMISSION PLAN

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

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

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

DEFERRED 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 Admissions and Financial Aid. 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 Admissions and Financial Aid will respond to the deferral request in writing. If deferred enrollment is granted, the student must submit a nonrefundable $400.00 enrollment deposit to the Office of Admissions. 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 fellowships or scholarships may retain the award as long as its value is one-half Rhodes tuition or less. Fellowships or scholarships 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 fellowships/scholarships 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 fellowship offers and requires new admission and fellowship decisions to be rendered.

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 Admissions for an application or may go to apply.rhodes.edu to access Rhodes' online application. The student should have official transcripts from his or her secondary school and all postsecondary institutions attended sent directly to the Office of Admissions. If the secondary school transcript does not include the student's scores on the SAT or ACT, the student must have these sent to the Admissions Office from the testing agency. Transfer applicants applying for January entrance must also submit a Mid-Semester Grade Report (available from the admissions office) containing grade estimates from their professors. Admission and fellowship 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' admissions policy is to only consider applications for transfer from students who are in good standing at the last institution attended. Students under academic or disciplinary suspension are not encouraged to apply to Rhodes until eligible for readmission to the suspending institution.

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

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

ADMISSION OF INTERNATIONAL STUDENTS

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

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) forwarded to the Office of Admissions from the appropriate testing agency. The TOEFL exam is not required for native English-speaking students. All applications must be accompanied by a passport-size photograph of the applicant. International students who have studied at other colleges or universities must have official transcripts from those institutions sent to Rhodes. All transcripts must include a certified English translation.

All international applicants, whether applying for financial assistance or not, must submit the College Board's International Student Certification of Finances. A limited amount of financial assistance is available to international students with financial need. International student applicants are eligible for the competitive fellowships offered by the College. However, due to the requirement of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Fellowships or the CODA Fine Arts Fellowships.

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

The deadline for submission of a special student application, along with a $45.00 nonrefundable application fee and most recent transcript, is two weeks prior to the beginning of a new semester/term. Applicants who have not been enrolled in any institution of higher education are required to have an official copy of their high school record sent to the Office of Admissions.

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

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

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

READMISSION OF STUDENTS

Students who have voluntarily withdrawn from the College and have taken two courses or less in any one term at another institution, 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 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 College 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 Admissions submitting the college's application or the Common Application and the required 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 Scholastic Assessment Test (SAT) or 25 on the American College Test (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 officer.

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' Admissions Office 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 and International Baccalaureate examinations.

Advanced Placement and International Baccalaureate credit may not be used to satisfy Rhodes' Foundation requirements except for scores in English and certain scores of 5 on AP exams and 6 or 7 on IB 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 www.rhodes.edu/1347.asp.

THE INTERNATIONAL BACCALAUREATE DEGREE PROGRAM

Rhodes recognizes the International Baccalaureate academic program and welcomes for review the submission of IB examination scores. Course credit is normally granted for each Higher Level Examination area passed with a score of 5, 6 or 7. A score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement and International Baccalaureate examinations.

A student who has successfully completed advanced secondary school education, including the British Advanced Level Examinations, the French Baccalaureate, the German Abitur, or the equivalent, may receive some advanced standing or transfer credit at Rhodes

for that work. Such credit is not granted, however, until the student has been admitted and has enrolled at Rhodes, at which time his or her credentials will be reviewed by the Registrar and the academic departments in which the credit(s) will be applied.

ENROLLMENT DEPOSIT

In order to reserve a place in the class, all accepted students must submit a non-refundable $400.00 enrollment deposit to the College. Deposits must be postmarked no later than our deadline of May 1 (December 15 for Early Decision I and February 15 for Early Decision II.) The deposit is not an extra charge but is credited to the student's account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in 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 Orientation 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, 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 www.rhodes.edu/admisisons/7865.asp.

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

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

ADDITIONAL INFORMATION

Admissions Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time). Saturday office hours are 9:00 a.m. to 12:00 noon during the academic year. Additional information and application forms will be supplied upon request. Contact:

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

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 2008-2009 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

		Semester	Year
Tuition		$16,068.00	$32,136.00
Activity Fee		155.00	310.00
Room & Board			
Room Type	**Meals per Week**		
Standard Multiple	15	3,774.00	7,548.00
Standard Single	15	4,000.00	8,000.00
Standard Multiple	21	3,921.00	7,842.00
Standard Single	21	4,146.00	8,292.00
East Village Multiple	7	4,293.00	8,586.00
East Village Single	7	4,509.00	9,018.00
East Village Multiple	15	4,687.00	9,374.00
East Village Single	15	4,904.00	9,808.00
East Village Multiple	21	4,833.00	9,666.00
East Village Single	21	5,050.00	10,100.00

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: Key Education Resources (1-800-KEY-LEND). Information on the various plans offered by Key will be mailed to all parents well before the first payment is due. If a monthly plan is chosen, arrangements should be made prior to the date the first payment is due. The College has made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents 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 will be mailed along with the first tuition bill in July that details the protection provided and cost of this coverage.

REGULATIONS REGARDING PAYMENT

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

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

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

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

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

WITHDRAWAL POLICY

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

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

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

Financial Aid. 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's Office 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.

Part-time Tuition (Non-resident degree candidates taking 11 credits or less). $1,350.00 per credit.

Special Student Tuition (Students not seeking a degree at Rhodes). $720.00 per credit.

Summer Session, 2008. $360.00 per credit (Due at registration). All students earning Rhodes credit during the Summer Session must pay Summer Session tuition in order to receive the credit. Directed Inquiries and Internships, both on- and off-campus, are included in this category.

Special Student Audit Fees. $360.00 per credit hour plus $45.00 application fee.

Extra Course Fee. $495.00 per credit. This fee is charged of degree-seeking students enrolling in more than eighteen (18) credits in a semester.

Music Fees. Students who have not declared majors in Music wishing to add the study of applied music to their regular academic program will be charged an additional fee of $370.00 per credit per semester for private lessons. After the first applied music lesson, this additional fee is nonrefundable. Declared music majors are not subject to this fee. If a student does not graduate as a music major, the fees for lessons taken free of charge will be added to the student's account. Music majors are responsible for the fee for the Advanced Composition course. Music majors taking more than 16 credits of applied music will be charged the music fee for these credits above sixteen.

Late Payment of Bill. $25.00

Late Registration Fee. $50.00

Graduation Fee. $180.00 Payment due by the beginning of a student's last semester in attendance.

Student ID card replacement. $10.00

Key Fob replacement. $25.00

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, over 85 percent of Rhodes students receive some form of federal, state, institutional, or outside financial assistance, with total assistance amounting to over $28 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, fees, and estimated costs for books and supplies.

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 work study.

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 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 (https://profileonline.collegeboard.com/): Early Decision I applicants should complete the CSS PROFILE by November 1; Early Decision II by January 1; and Regular Decision by March 1. The code for Rhodes to receive the CSS PROFILE results is 1730.
- Submit the FAFSA (www.fafsa.ed.gov) between February 1 and March 1. The Title IV Code for Rhodes to receive the FAFSA results is 003519. All prospective students who want consideration for financial assistance, including Early Decision applicants, must complete the FAFSA as well as the CSS PROFILE. Early decision applicants who received a tentative financial aid award package based on the CSS PROFILE must complete the FAFSA in February to confirm the tentative package.
- Notification of financial aid awards for admitted Early Decision I applicants will occur by December 10, with admitted Early Decision II applicants receiving financial aid awards by February 10 and admitted Regular Decision applicants by April 10.
- Students accept or decline financial aid awards online at http://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 between February 1 and April 1.

The Department of Education will send renewal notices to students in January of each year, mainly via email. Returning students who are reapplying for financial aid do not need to complete the CSS PROFILE unless the student is asking for reevaluation of aid eligibility based on special financial circumstances; otherwise, the CSS PROFILE is required of first-time financial aid applicants only.

FINANCIAL AID TO MEET NEED

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

Tennessee Student Assistance Award (TSAA): Students who are residents of Tennessee apply for the TSAA via the FAFSA (by March 1 to ensure consideration). 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 $2,100 or less (subject to change per state funding). 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 web site is www.collegepaystn.com/.

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 Part I of the Rhodes

application for admission or on the 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 the FAFSA. Information on all requirements for the TELS may be found at www.collegepaystn.com.

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 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. Perkins funds are limited and loan amounts may vary from year to year.

Federal Stafford Student Loan Program: These federal loans up to $3,500 are available to first-year undergraduate students. Upon earning 30 credits, students may obtain a loan up to $4,500 for the sophomore year, and, upon earning 63 credits, students may obtain a loan of up to $5,500 per year for the remaining years of undergraduate study.

Federal Stafford 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 maximum repayment period is ten years, and the interest rate currently is fixed at 6.8%. This rate may change as federal legislation changes.

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 Work-Study Program (FWSP) and the Rhodes Work-Study Program (RWSP). 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 receive a pay check, a student employee must have an I-9 form on file in the Financial Aid Office and a current W-4 form on file in the Accounting Office.

Federal Work-Study Program (FWSP): Through the Federal Work-Study Program,

part-time employment is offered to students to help them meet their financial need. A student may work for no less than the prevailing minimum wage rate for as many as forty (40) hours per week during the summer and for an average of ten (10) to twelve (12) hours per week while enrolled as a regular student during the academic year.

Rhodes Work-Study Program (RWSP): Employment on the campus may be offered through the Rhodes Work-Study 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 FWSP Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should complete a Work Study Application, which is found on the Rhodes Financial Aid website. A student may work for no less than the prevailing minimum wage rate for as many as forty (40) hours per week during the summer and for an average of ten (10) to twelve (12) hours per week while enrolled as a regular student during the academic year.

WITHDRAWAL FROM RHODES AND 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, or takes an approved leave of absence for longer than 180 calendar days (including summer), 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 Stafford Loan, the Federal Parent Loan for Undergraduate Students (PLUS), the Federal Perkins Loan, the Federal Supplemental Educational Opportunity Grant (SEOG) and the Federal Leveraging Educational Assistance Partnership (funds the TSAA grants). The unearned portion of federal Title IV funds is determined by dividing the number of days in the term that have passed as of the date of withdrawal (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 Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loans, Federal PLUS Loans. If funds remain after repaying all loan amounts, the remaining funds are repaid to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Leveraging Educational Assistance Partnership program (TSAA).

Students and parents should be aware that the requirement to return federal Title IV assistance 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.

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.

Financial need is not a consideration in awarding fellowships. Federal regulations,

however, do require that any assistance, including competitive fellowships, first apply towards the demonstrated need when awarding need-based aid.

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 fellowships and grants may not exceed tuition, fees, room, and board.

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

All qualified applicants are automatically considered for Rhodes' competitive fellowships, unless a separate application is required and specified. An application for admission and all supporting documents must be submitted by January 15 for preferential consideration.

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

A student who is interested in one of these fellowships must submit an application for admission and all necessary supporting documents by January 15. Due to the requisite of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Fellowships.

Morse, Cambridge, University, and Presidential Fellowships and Rhodes Awards. Fellowships are awarded to entering students based on the candidate's academic record, leadership, character, and personal achievements.

Ralph C. Hon Fellowships. Hon Fellowships are awarded to entering students based on the candidate's academic record, character, and interest in economics, business, international studies, pre-med, and pre-ministry.

Dean's Fellowships. Dean's Fellowships are awarded to outstanding entering students of color each year.

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 at $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.

CODA Fine Arts Fellowships. CODA (Center for Outreach in the Development of the Arts) Fine Arts Fellowships are awarded to students who demonstrate an interest and potential for personal leadership in the Fine Arts. Award recipients participate in the CODA Fine Arts Leadership Program at Rhodes, requiring 10 hours of weekly mentored leadership development and practical internship in a Fine Arts project as well as the maintenance of an archival portfolio documenting their arts experiences while at Rhodes. Unique in the world of undergraduate education, the CODA Fellowship is valued at $12,500 per year.

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.

SCHOLARSHIPS AND AWARDS

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 rank in the top 15% of their high school class, have an SAT composite score (Critical Reading and Math) of 1220 or higher OR ACT composite score of 26 or higher, and demonstrate an outstanding record of leadership, community service and/or social justice work.

To be eligible, the student's family must have an Expected Family Contribution (EFC) below $7,500 (with a few exceptions made for outstanding candidates) and the CSS PROFILE must be filed with Rhodes by January 15. Scholarships are valued at $12,500 and are in addition to any Rhodes grant or scholarship the student may receive. Bonner Scholars are also awarded funding for two summer service projects, access to a community fund to support service projects, and up to $1,600 for the purpose of reducing total educational loan indebtedness upon graduation from Rhodes.

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 and CSS PROFILE, the value of the award can be 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 Grant/Fellowship/Scholarship 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 by co-sponsoring one award each year to an entering first-year student. This award, based on financial need and ranging in value from $700 to $1,400, is renewable for up to three additional years 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 to any AFS returnee who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement. the application for admission that he/she wants to be considered for the AFS Returnee Scholarship.

HOBY Scholarships. These scholarships are available to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at $500 per year and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards. Students should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement their desire to be considered for a HOBY Scholarship. A maximum of five (5) HOBY Scholarships will be awarded each year.

Youth for Understanding Scholarships. Rhodes will provide up to five (5) YFU Scholarships per year valued at $500 and renewable for three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available to any YFU participant who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement that he/she wants to be considered for the Youth For Understanding Scholarship.

Army ROTC Scholarships. Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees up to $20,000 annually (estimated). Awardees also receive a book allowance of $450 per semester and a stipend varying from $300 - $500 per month from the Army (estimated).

Students awarded a $20,000 Army ROTC scholarship may receive up to a $4,000 Rhodes Grant. The Rhodes Grant will be awarded unless the student has already received a Rhodes College scholarship 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 certain cases five year scholarships by applying for an AFROTC College Scholarship (CSP) online at www.afrotc.com. Applicants must apply no later than 1 Dec of the year prior to entering college as a freshman. 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 $3,000 towards tuition and fees (Type 6); (2) up to $9,000 towards tuition and fees (Type 3) and the Type 2 scholarship. Students who receive the Type 2 scholarships through CSP or ISCP are eligible to compete to upgrade to 80 percent of tuition and fees. All AFROTC scholarship programs include a $600 per year book allowance. Scholarship awardees who receive the Type 1 scholarship are also eligible to receive up to a $5,000 Rhodes grant. Those students who are awarded the Type 2 scholarship may receive up to a $3,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for 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 go above Rhodes' cost of attendance for a commuter student living with relatives. Students on scholarship and/or in the two-year Professional Officer Course (POC), a junior/senior or a graduate student, receive a tax-free stipend. The stipend for freshman is $250 per month. Sophomore is $300. Students in the POC course receive a stipend of $350 for the first year and $400 for the second year. 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 Det 785 website at www.afrotc.memphis.edu.

Memphis Scholars Program. The goal of the Memphis Scholars Program is to strengthen the connection between Rhodes and the Memphis community and to keep the best and brightest Memphians in Memphis. Qualified applicants will be offered admission to the College and awarded a full tuition scholarship. The scholarship is renewable for three years provided the student maintains a 2.50 grade point average and meets the satisfactory academic progress standards for financial aid. If the student receives federal or state grants that, when added to the scholarship, totals more than the direct cost of attending Rhodes, the

scholarship will be reduced accordingly.

Edscholar Scholarships. Normally two EdScholar Scholarships are awarded annually 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.

TUITION EXCHANGE PROGRAMS

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

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

Each ACS Tuition Exchange recipient pays a participation fee of $1,500 per academic year. 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. Recipients may be required to live in a residence hall at the College's discretion.

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

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 submit a letter to the Office of Admissions 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 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).

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 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 8 credits in a given semester, the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking 12 or more credits. A course load of 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 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 8 semesters taking standard course loads.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR RENEWAL OF FINANCIAL AID

Renewal of federal (Title IV), state, and institutional aid, including Federal PLUS (Parent Loan for Undergraduate Students)

A student will have financial aid renewed in succeeding years if the student meets the following requirements based on the year of graduation.

1. For the Class of 2011 and 2012
   - attains a total cumulative grade point average of at least 2.00 in all course work at Rhodes
   - has earned at least 28 credits of course work by the beginning of his/her second academic year of study at Rhodes;
   - has earned at least 60 credits of course work by the beginning of his/her third academic year of study at Rhodes;
   - has earned at least 92 credits of course work by the beginning of his/her fourth academic year of study at Rhodes
2. For the Class of 2010

   - attains a total cumulative grade point average of at least 2.00 in all course work at Rhodes
   - has earned at least 22 credits of course work by the beginning of his/her second academic year of study at Rhodes;
   - has earned at least 54 credits of course work by the beginning of his/her third academic year of study at Rhodes;
   - has earned at least 89 credits of course work by the beginning of his/her fourth academic year of study at Rhodes
3. For the Class of 2009
   - attains a total cumulative grade point average of at least 2.00 in all course work at Rhodes
   - has earned at least 22 credits of course work by the beginning of his/her second academic year of study at Rhodes;
   - has earned at least 52 credits of course work by the beginning of his/her third academic year of study at Rhodes;
   - has earned at least 86 credits of course work by the beginning of his/her fourth academic year 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 maintain a minimum cumulative grade point average at Rhodes of 2.00. 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. 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.

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*.

RENEWAL OF COMPETITIVE FELLOWSHIPS AND SCHOLARSHIPS

Morse and Cambridge Fellowships may be renewed for three years as long as the student maintains a grade point average of 3.25 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described

previously.

University and Hon Fellowships 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 Fellowships, Presidential Fellowships, Rhodes Awards 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.

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.

RENEWAL OF 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 five hours per week of service to the admissions 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.

C.O.D.A. 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.

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 your 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 merit-based and need-based financial aid from Rhodes on the following basis:

- The total cost of such a program will be defined as tuition, participation fee (if any), 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.
- The expected family contribution 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 merit-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Work-study income will be replaced by additional loan, 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 scholarship/fellowship is 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.ed.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 and Bonner Service Scholarships) provided:

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

b.) 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 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 Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111. or by phone at (800)KEY-LEND or by the internet at www.key.com/educate. Arrangements must be made with this agency prior to the due date of the first tuition payment. 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 interest rate is fixed at 8.5%. 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 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 (http://banweb.rhodes.edu), utilizing the student's Rhodes ID and PIN. The Financial Aid Office no longer mails paper award letters or "missing documents" letters home to Rhodes students.
- The total amount of Rhodes-funded gift aid (grants and/or scholarships) a student is eligible to receive may not exceed Rhodes' direct cost of attendance (tuition, fees, room, and 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 (grants and/or scholarships) 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 (grants and/or scholarships) 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 and grants are based on a normal course load (12 - 17 credits under the old curriculum; 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 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 (see "Satisfactory Academic Progress for Renewal of Financial Aid and Competitive Fellowships/Scholarships" for the policy exceptions for students with disabilities).
- 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.
- 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. Only medical and family emergency issues are considered for exceptions. More information may be found at: 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.

Following are the definitions for enrollment status for financial aid, including Rhodes scholarships 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

Following are earned credit requirements which establish Stafford Loan amount eligibility:

- Less than 30 earned credits: Freshman level Stafford Loan ($3,500)
- 30 to 62 earned credits: Sophomore level Stafford Loan ($4,500)
- 63 or more earned credits: Junior and Senior level Stafford Loan ($5,500)

STUDENT LIFE

STUDENT HOUSING

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.

New Students. Applicants to Rhodes will indicate their desire to live on campus or to commute (within the terms of the residency requirement). All new students must submit a deposit of $400, and students will be asked to reiterate their housing intentions at that time. Students who pay their enrollment deposit by May 1 and return their housing contract and questionnaire by June 15 will receive their housing assignments by July 15.

Returning Students. To participate in housing selection for the next academic year, a student must complete an online registration by 11:59 pm on February 10. Students who register on time will receive a lottery number to use in selection of an apartment or room during the housing selection process. Students who register for housing after February 10 will select from available upperclass housing spaces after housing selection.

By registering for housing selection, students agree to the housing cancellation policy. By contacting the Director of Residence Life, a student may cancel the registration or housing assignment.

1. If a student cancels by 5 pm on the last business day before housing selection begins, the student will incur no cancellation fee.
2. If a student cancels by May 15, a cancellation fee of $200 will be placed on the student's account.
3. Students who cancel between May 16 and June 30 will incur a $300 cancellation fee.
4. After June 30, the cancellation fee is $500.

If a student registers for housing, and then decides to participate in a study abroad program during fall semester, the registration will be deferred to the spring semester, and no cancellation fee will be incurred.

BRYAN CAMPUS LIFE CENTER

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

STUDENT GOVERNMENT

The main purpose of the Rhodes Student Government is to provide an organization to represent the needs and concerns of the Rhodes student body to the faculty and

administration. The Student Government is the primary vehicle for student participation in the governance process of Rhodes. The members of Student Government seek to keep the group effectively involved in many areas of campus life. All meetings are open to the entire campus, and students are strongly encouraged to attend.

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

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

HONOR SOCIETIES

The Rhodes College Chapter of **Phi Beta Kappa**, Gamma Chapter of Tennessee, was established at the College in 1949. 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.

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.

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.

CHAPLAIN AND COMMUNITY MINISTRY - RELIGIOUS LIFE

The chaplain and community ministry programs at Rhodes provide opportunities for worship, community service, and spiritual growth. As a college that is related to the Presbyterian Church (USA), Rhodes employs a full time chaplain and staff who reach out to students of all faiths. The Presbyterian tradition has a long history of encouraging diversity of thought and respect for religious differences, while remaining deeply rooted in the biblical witness and Christian commitment to service. The staff in the Chaplain's office is ready to help all students make connections with campus religious programs, nearby congregations, and with social ministries in Memphis.

Student-led religious organizations of many faiths and denominations are active on campus. Student groups currently include: All Souls (Unitarian), Catholic Student Association, Canterbury (Episcopal), Fellowship of Christian Athletes, Greek Fellowship, Jewish Student Organization (Hillel), Muslim Student Association, Rhodes Christian Fellowship (InterVarsity), and Westminster Fellowship. Pastoral care and counseling, retreats and mission trips, social justice ministries, interfaith dialogue, and servant leader programs are all part of the college's holistic and inclusive approach to student ministry.

Students considering church-related professions or any faith-based vocations may participate in the preparation for ministry program (pre-ministry), which includes internships in youth ministry, hospital chaplaincy, social services, and short-term missions. Seminaries, theological schools, Peace Corps, Teach for America and global mission recruiters frequently visit the campus.

The Chaplain's office also serves as the campus-wide community service center and central resource for all faith-based services. The chaplaincy sponsors the Kinney Program and an extensive range of volunteer services, a student-operated soup kitchen near downtown Memphis, and the Rhodes chapter of Habitat for Humanity. As part of its multifaith ministry and peacemaking programs, the chaplaincy supports community partnerships with the M. K. Gandhi Institute for Nonviolence, Muslims in Memphis, the India Cultural Center and Temple, Hillel Foundation for Jewish Campus Life, Micah 6 Ministries, and a variety of church partnerships for urban ministry in Memphis.

THE LAURENCE F. KINNEY PROGRAM - COMMUNITY SERVICE

The Kinney Program is an integral part of life and learning at Rhodes, and has been recognized regionally and nationally for outstanding initiatives in community service. Through the Kinney Program and its projects, hundreds of Rhodes students make weekly commitments to serve with critical needs in Memphis. Coordinated by a council of student leaders and the Chaplain/Community Service staff, the purposes of the Kinney Program are: (1) engage students in meaningful service to the community, (2) develop Memphis partnerships and service sites with nonprofit agencies, churches and public services; (3) help students become aware of community issues and integrating service with learning; and (4) nurture a lifelong commitment to serve with neighbors in need. Students serve voluntarily throughout the city in nearby hospitals, soup kitchens, crisis centers, environmental programs, public schools, transitional housing programs, and church-based social ministries. Students may also participate in community-based research, strategic planning and community organizing with nearby nonprofits and neighborhood associations.

Initiated by a grant from the Danforth Foundation in 1956, the Kinney Program was named in memory of a beloved Rhodes Professor of Religion. It is perpetuated by a gift from the estate of John D. Buckman, and supported by generous gifts from the Corella and Bertram F. Bonner Foundation, local churches and alumni. Over its long history, the volunteer program has grown to include a large majority of the student body and has worked with faculty to develop service-learning courses in the academic curriculum.

Rhodes now offers work-study jobs in community service and a four-year service scholarship through the Bonner Service Scholarship Program.

Some of the strongest service initiatives among Rhodes students are Souper Contact (a student-operated soup kitchen), Habitat for Humanity, Snowden Adopt-a-Friend tutoring and mentoring program, Tex-Mex (spring break service trip), Micah 6 urban ministry projects, ESL tutoring and Latino neighborhood services, HIV/AIDS services with Friends for Life, and the VECA and Hollywood – Springdale community development projects near campus.

Students are invited to drop by the Chaplain's office anytime to talk with Kinney Program leaders, share new ideas, and to learn how to get started serving in the Memphis community.

BONNER RHODES SERVICE SCHOLARSHIP PROGRAM

The Rhodes Vision aims "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 world." For Bonner Service Scholars, this means enhancing leadership skills, developing social commitment, studying social issues and developing a strong sense of self. Specifically, program participants learn about themselves and their personal values and beliefs. They spend time in the study of leadership, understanding the efforts and challenges that other leaders in service have encountered. And they strive to connect their academic lives, personal beliefs, knowledge of leadership, philosophies of service, and their futures.

Students who are selected for the program must make a four-year commitment, maintain a cumulative grade point average of 2.67, complete 10 hours per week of community service and leadership activities, and place community service and leadership development among their highest priorities at Rhodes.

THE SOCIAL FRATERNITIES AND SORORITIES

Membership in fraternities and sororities places an emphasis on volunteer service, academic achievement, and leadership. Such opportunities are available through any of Rhodes' 14 nationally-affiliated Greek letter organizations. Seven organizations for men currently hold charters at Rhodes. These groups include Alpha Tau Omega, Kappa Alpha Order, Kappa Alpha Psi, Kappa Sigma, Pi Kappa Alpha, Sigma Alpha Epsilon, and Sigma Nu. The seven sororities currently holding chapters at Rhodes include Alpha Kappa Alpha, Alpha Omicron Pi, Chi Omega, Delta Delta Delta, Kappa Delta, Delta Sigma Theta, and Sigma Gamma Rho.

Each NIC fraternity chapter is represented on the Interfraternity Council (IFC). Sororities are represented on the Panhellenic Council (PAN). Historically black fraternities and sororities are represented by the National Pan-Hellenic Council (NPHC). PAN, NPHC, and IFC, in cooperation with the Director of Student Involvement, work together to host educational programs, recruit new members, set system policy, and regulate group activity.

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

MUSICAL ACTIVITIES

The Rhodes Department of Music provides students with a number of

opportunities to perform in musical ensembles. Large ensembles include Rhodes Singers, Rhodes Women's Chorus, Rhodes MasterSingers Chorale, Rhodes Orchestra and Rhodes Wind Ensemble. Medium and small ensembles include Flute Ensemble, Brass Ensemble, String Quartet, Woodwind Quintet, and other ensembles depending upon interest. Many students take advantage of private vocal and instrumental instruction. Ensembles are open to students from all academic disciplines. An audition is required, as well as an interview with the ensemble director.

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

Large Ensembles. Rhodes Singers is an auditioned choral ensemble that performs SATB music with an emphasis on the smaller unaccompanied choral works. Singers tour in the United States each spring, and travel abroad every three years.

Rhodes Women's Chorus is an auditioned ensemble of female singers who perform a variety of musical genres several times each semester, both on and off campus.

Rhodes MasterSingers Chorale is an auditioned choral ensemble of Rhodes students, faculty and staff, and community singers. This ensemble performs four concerts each year in various regional churches, presenting larger choral works with orchestral accompaniment.

Rhodes Orchestra is the concert orchestra for the Rhodes Department of Music and the surrounding community. The Orchestra performs classical symphonic orchestral literature and is open to any Rhodes College student, staff, faculty, or community member with previous experience in band or orchestra. The Rhodes Orchestra is a member of the American Symphony League. Rhodes Wind Ensemble performs both as a part of the Rhodes Orchestra and as a separate group performing classic literature for wind ensemble.

Additional small ensembles include the Jazz Band, Jazz Combo, Pop/Rock Ensemble, Guitar Ensemble, Flute Choir, and a variety of chamber ensembles.

THEATRE ACTIVITIES

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

STUDENT PUBLICATIONS

All student publications are governed by the Publications Board, which is chaired by the Publications Commissioner and is composed of editors and elected representatives. The Publications Board appoints editors and business managers of the various

publications who are responsible to the Board, not only in all financial matters, but also for the proper conduct of the publications. Publications include: *The Sou'wester*, the weekly student newspaper; the *Lynx*, the college yearbook; and the *Southwestern Review*, the college literary magazine. These official student publications have been established as forums for student expression, as voices of free and open discussion of issues, and as an educational setting in which students learn proper journalistic practice. No publications of these organizations are reviewed by College administrators prior to distribution or withheld from distribution. The College assumes no liability for the content of an official student publication and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to follow professional journalism standards.

BLACK STUDENT ASSOCIATION

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

OTHER ORGANIZATIONS

Participation in co-curricular organizations provides students the opportunities to explore new interests, develop skills, enhance an academic program, and become involved in campus and community leadership and service. There are currently over 80 campus organizations that offer religious, political, service, cultural, academic, social, recreational, governmental, and athletic involvement.

ATHLETICS

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

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

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

Varsity teams compete in the Southern Collegiate Athletic Conference (SCAC), whose members are Rhodes, Austin College, Birmingham-Southern College, Centre College, Colorado College, Depauw University, Hendrix College, Millsaps College, Oglethorpe University, Sewanee-University of the South, Southwestern University, and Trinity University (Texas).

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

Club Sports: Rhodes currently offers nine club sports: cheerleading, dance team,

outdoor organization, ultimate frisbee, equestrian, rugby, fencing, crew and lacrosse. Student initiated, these clubs offer an opportunity for competition against club teams from neighboring colleges and universities.

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

Facilities include the Bryan Campus Life Center, Fargason Football Field, Alburty Swimming Complex, Stauffer Baseball Field, Dunavant Tennis Center (ten lighted tennis courts), a new polyurethane 8-lane track, a varsity soccer field, and numerous practice and recreational fields.

STUDENT SERVICES

CAREER SERVICES

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

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

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

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

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

During the senior year, students are encouraged to establish files with Career Services and participate in the On-campus Recruiting Program and Referral Service to make contacts with potential employers. A Graduate School Expo and a Career Fair Expo are held each year. These events draw representatives who are interested in recruiting Rhodes' students.

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

COUNSELING CENTER

The Student Counseling Center provides confidential, short-term counseling services to all students. In addition to individual counseling, the Counseling Center provides support groups, crisis intervention, and referrals to local psychiatrists. The Counseling center also conducts workshops and outreach programs on topics such as stress, depression, eating disorders, substance abuse, and other issues of concern to students. All services provided by Counseling Center staff are free of charge and confidential.

MEDICAL SERVICES

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

A complete medical examination and immunization history is required of all new or transfer students. The College also requires each student to have a minimum of accident, sickness and hospitalization insurance coverage throughout enrollment. Students may be covered under a family policy or a private carrier. International students must enroll in an insurance policy negotiated through the College.

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). 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 Coordinator of Student Disability Services is the point of contact for students with physical, psychological, learning and attentional disabilities. The Coordinator of Student Disability Services confers with students on an individual basis, then together with the Disability Support Committee, determines appropriate accommodations and identifies needed resources. 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 Coordinator of Student Disability Services as soon as possible after admission.

Students with disabilities who seek accommodations from Rhodes must present current, comprehensive documentation from a certified professional to the Coordinator of Disability Services. 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.

ADVISING AND ACADEMIC 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 end of the student's sophomore year when he or she declares a major. 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 Administration, and Law. The advisers named below have this information and should be consulted early in one's undergraduate work.

PRE-PROFESSIONAL ADVISERS

Accounting:	Professor Church
Architecture:	Professor Harmon
Business:	
Accounting	Professor Church
Finance	Professor Pittman
Management	Professor Birnbaum
Marketing	Professor Planchon
Education:	Professor M. Smith
Engineering:	Professor Viano
Foreign Service:	Professor Ceccoli
Health Care Management:	Professor Birnbaum
Health Professions:	Professor A. Jaslow
Law:	Professor Pohlmann
Ministry and Church-Related Professions:	Professor Haynes and Rev. Tennyson
Museum Careers:	Professors Coonin and McCarthy
Music:	Professor Harter

Psychological Services:	Professor Davis
Social Services:	Professor McGowan
Theatre:	Professor Ewing
Veterinary Medicine:	Professor A. 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.

STUDENT CONDUCT AND CAMPUS REGULATIONS

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 Honor Council, the Social Regulations Council, the Dean of Students, and designees of the Dean of Students.

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

THE HONOR COUNCIL AND SOCIAL REGULATIONS COUNCIL

The students of Rhodes assume responsibility for the honorable conduct of 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 Code and Social Regulations Code, and enforce regulations with sanctions up to and including expulsion. The decision may be appealed to a specially designated appeals committee. This committee may, at its discretion, remand the case to the Council for reconsideration, and if so, the second decision is the final decision to be rendered by the Council in the case. The Councils also serve as liaison between students and faculty/administration, and they educate students about honor and integrity. 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.

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 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 resolution 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 taking a leave of absence. If the student refuses to do so, the Dean of Students will consult with the Associate Dean of Students or other members of the student

affairs staff 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 Admissions and Financial Aid with concurrence of the Dean of Students. 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.

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. The Rhodes policy has been established in an effort to promote a balance between the interests of the individual and those of the Rhodes community, and to encourage responsible decisions about alcohol. This policy recognizes and is guided by the following principles:

All members of the Rhodes community, as adults, are ultimately responsible for their choices and behavior regarding alcohol. We are committed to the ongoing development of a community based on respect for the individual and compliance with the policies of the college and the laws of the city, state, and nation. Within this community, the College will take all reasonable steps to insure that no illegal consumption of alcohol occurs on its property or at its institutionally-sponsored activities.

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

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

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

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

Rhodes is committed to providing the members of its community with factual information about alcohol as well as confidential referrals for professional assistance in the event that it is needed. An awareness of the positive and negative effects of alcohol consumption may assist in efforts to make safe and responsible

choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

STATEMENT ON DRUG USE

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

- 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.

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

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

SEXUAL HARASSMENT AND ASSAULT POLICY

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

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 College Handbook.

SMOKING POLICY

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

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

All residence halls are smoke-free. This includes student rooms and apartments, bathrooms, hallways, stairwells and social rooms. Students who smoke in "smoke-free" spaces are subject to disciplinary action. A violation of the smoking policy is a violation of the fire safety policy.

RESIDENCE HALLS AND CAMPUS PROPERTY

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

It is absolutely prohibited for any student to have weapons (including knives, pellet guns, BB guns and bows-and-arrows) on the Rhodes campus. Violators are subject to suspension, expulsion, termination, criminal prosecution, or any combination of sanctions appropriate.

Authorized personnel of Rhodes have the right to enter student rooms at any time for purposes of maintenance and repair, inspection of health and safety conditions, and investigation of violation of College regulations. This right will be exercised with restraint. College furniture may not be removed from a room at any time. Any College items of furniture found missing from a residence hall room will be charged to the residents of that room. Students are responsible for all damages in their rooms. Cost of damage to common areas of residence halls will be prorated among the residents. It is an Honor Code violation to remove any furniture from a residence hall social room.

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

CAMPUS COMMUNICATION

There are three official means of communication on the Rhodes campus: campus mail, e-mail using Rhodes' accounts, and campus voice-mail. 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.

Communication about severe weather or similar campus-wide issues, as well as other official communication, may take place over the campus voice-mail. Due to these factors, all residential students are expected to activate, and regularly check, for voice-mail messages.

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 mailbox in the mailroom located in the Briggs Student Center Building.

OFFICIAL RECESSES

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

AUTOMOBILES

A student may not keep a car on campus without registering it with the Campus Safety Office. Car registration can be obtained through the Campus Safety Office anytime during the year.

USE OF CAMPUS FACILITIES

Campus facilities are for the use of the Rhodes College community, including alumni and trustees, as well as Meeman Center clients. All requests for use of campus facilities, excluding social rooms in residence halls, may be requested through the room reservation system, Facilities Management, on the Rhodes web site (http://calendar.rhodes.edu). This web site provides access to instructions for reserving space and information such as spaces that require special permission, multimedia smart classrooms, and a calendar of events.

Requests for the use of campus facilities for personal events or by off-campus groups and any request for use of facilities during the summer should be sent to the Conference and Event Services Manager, Meeman Center for Lifelong Learning, 843-3965.

THE EDUCATIONAL PROGRAM

REQUIREMENTS FOR A DEGREE

Rhodes College offers a four-year program of study in the liberal arts and sciences leading to the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must complete the general degree requirements or the Foundation Requirements depending upon their date of enrollment. Students majoring in a science may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting.

Students entering the College in the 2007-2008 academic year or later will pursue their entire undergraduate education within the framework of the Foundations Curriculum. Students enrolled prior to Fall of 2007 go through a period of transition that affects their graduation requirements.

THE BACHELOR'S DEGREE

The Bachelor's degree is granted to students who have completed the required number of credits (depending on the transition curriculum requirements), 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.

Some currently enrolled students may pursue a degree using the general degree requirements. The General Degree Requirements include the writing and language requirements, a basic humanities requirement (twelve credits), distribution requirements in four different areas (at least 33 credits), a major, and three non-credit course units in Physical Education. The number of courses and credits required in this case vary in the same way as the foundations curriculum.

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, Chemistry, Computer Science, Mathematics, or Physics.

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

The credits required for the degree are as follows based on the number of academic years the student is in attendance under the four-course system and the Foundations Curriculum:

Class of 2009	120
Class of 2010	124
Class of 2011	128
Class of 2012	128

A student must earn at least 50 percent of these credits at Rhodes. The senior year, defined as 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 and International Baccalaureate examinations. A student earning both transfer credits and Advanced Placement and/or 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.

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. Students entering the College in the 2007-2008 academic year or later will pursue their entire undergraduate education within this new framework.

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 general 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 historical forces have shaped human cultures.** Investigating the responses of individuals and societies to forces of change 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. **Participate in the analysis of artistic expression or in the performance or production of art.** Humans powerfully express their observations, questions, and emotions in artistic ways. These expressions take various aural, visual, and literary forms including art, theater, music, and film. Creation and analysis are the most effective method of learning to understand and interpret art.
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 world is profoundly influenced by a scientific understanding of the physical realm of our existence. From every day matters to major questions of public policy, students have a personal and social responsibility to make informed decisions involving science. The ability to make such decisions hinges not simply on knowledge of scientific facts, but also on understanding the powerful methods by which this knowledge is obtained. The courses that satisfy this requirement must include a laboratory.
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**. In order to live and work effectively in a culturally diverse world, liberally educated individuals cultivate the ability to view and understand issues and events from cultural perspectives that differ from their own. This ability requires in-depth analysis of issues that bring to the forefront similarities and differences in cultural values, beliefs, world views and/or identities.
10. **Develop intermediate proficiency in a second language.** The study of a second language opens the possibility of engagement with people and texts of other cultures. This requirement may be met either by passing a proficiency test or by taking the appropriate language courses through

the third semester.

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. **Participate in activities that encourage lifelong physical fitness.** It is important that students have the opportunity for recreation and physical activity, both during and after college. These involvements include learning about and participating in activities that promote lifelong physical fitness. Participation in athletics provides opportunities for leadership and for setting, understanding, and achieving team and personal goals. This requirement may be satisfied by taking three half-semesters of no-credit physical education courses or participation in intercollegiate athletics or club sports.

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 new 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.

DEGREE REQUIREMENTS AND THE TRANSITION TO THE FOUNDATIONS CURRICULUM

With the introduction of many courses that satisfy Foundation requirements in

2006-2007 and the full implementation of the Foundations Curriculum in the Fall Semester of the 2007-2008 academic year, degree requirements for those entering classes are affected by a transition of both the degree requirements and the total number of credits required for the degree.

THE GENERAL DEGREE REQUIREMENTS

It is possible according to policy for any student who enrolled prior to the 2007-2008 academic year to select to fulfill the requirements for a degree using the Foundation Requirements **or** the division-based general degree requirements. Therefore, degree plans for such students should take into consideration the full implementation of Foundation courses in 2007-2008, the availability of courses that meet either the Foundations Requirements or the General Degree Requirements as well as the transition credit hours requirements as stated in this Catalogue. Therefore, the following degree requirement descriptions do not apply to those students entering in the Fall of 2007 or later.

WRITING AND LANGUAGE REQUIREMENTS

English 151, First Year Writing Seminar must be taken in the first year by all students unless the requirement is waived by the English department. In addition, proficiency in a foreign language at the level of third semester (201) courses must be demonstrated by passing any appropriate three or four credit language course at or above that level, by passing the Rhodes language placement test at a satisfactory level, or by scoring 3 or higher on that language's Advanced Placement Examination. The foreign language requirement is waived for those students for whom English is the second language.

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

THE BASIC HUMANITIES REQUIREMENT

Students must complete one of these two sequences:

A. The Search for Values in the Light of Western History and Religion. This course sequence is taken in the Fall and Spring Semesters of the first year and the Fall Semester of the second year.

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

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

DISTRIBUTION REQUIREMENTS

Under the Distribution degree requirements, at least 33 credits in distribution requirements must be completed for a Rhodes degree. Three courses totaling at least nine credits must be completed in each of three areas: Humanities, Social

Science and Natural Science. Two courses totaling at least six credits must be completed in the Fine Arts. The detailed requirements are as follows:

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

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

Biology	Mathematics/Computer Science
Chemistry	Physics/Astronomy
Geology	

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

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

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

PHYSICAL EDUCATION

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

THE MAJOR

Under either curriculum, 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 include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These seminars carry two to eight credits and may extend over the whole year or be offered only in the spring semester.

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 the middle of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department's chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student's remaining semesters. A faculty advisor from the major department is assigned or selected by each new major to aid in this planning. Forms for declaring a major are available in the Office of the Registrar. Students declaring two majors will have an advisor in each major department, but one advisor will be designated as the primary advisor. 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 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's Office 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 Provost, 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 in the Office of the Registrar 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, however, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

ACADEMIC ACHIEVEMENT

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

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

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

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

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

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 Provost 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.

TRANSFER STUDENTS

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

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the 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 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 EPC, in consultation with the Faculty Fellow for International Programs 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 any guidelines that the Educational Program Committee chooses to provide.

Students pursuing the general degree requirements may use no more than four credits of transfer course work to satisfy the degree requirements in each of the four divisions of the curriculum-Humanities, Natural Sciences and Mathematics, Social Sciences, and the Fine Arts. This restriction does not apply to courses taken by students participating in approved study-abroad programs.

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 International Programs, the Registrar, and the chair of the department at Rhodes in which the coursework will be pursued. The Registrar, in consultation with department chairpersons and the Provost, 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 by the Office of International Programs.
- Currently enrolled students may use no more than 4 credits of transfer credit to satisfy a distribution requirement in each of the four divisions. Therefore, only one transfer course may be used to satisfy a general degree requirement in each academic division for a total of four courses maximum. This restriction does not apply to students participating in approved study abroad programs. A student may use a 4-quarter hour course, equivalent to 2 and 2/3 credits, to satisfy course requirements for a degree, up to a maximum of five courses.
- 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, 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 EPC, in consultation with the Faculty Fellow for International Programs 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 any guidelines that the Educational Program Committee chooses to provide.
- 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 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. This maximum varies as the number of credits required for the degree varies during the transition to the Foundation Curriculum.
- 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 and/or 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 total number of credits earned to qualify for the senior year in residence, a maximum of six 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. 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.

FOUNDATIONAL 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. A complete listing of the courses approved for the *Life: Then and Now* program is given in the section of the catalogue entitled Interdisciplinary Study.

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

Throughout its more than fifty year history, this course 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 can expect to be challenged and invigorated by intimate encounters with the voices of culture and the pinnacles of thought, to develop a respect and understanding of great moral, political, historical, and religious principles and quandaries, and to be 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, histories, philosophy, poetry, and drama.

In the third semester of the sequence, students can 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.

DUAL DEGREE PROGRAMS

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 two Dual Degree Programs, one in cooperation with Washington University in St. Louis and the other with a joint program between the University of Memphis and the University of Tennessee. Students outside the science disciplines are also encouraged to combine those studies with engineering.

BACHELOR OF SCIENCE IN ENGINEERING

A student may complete the Rhodes requirements for this Dual Degree Program in three years at an accelerated pace, and then apply to Washington University for admission to the engineering program there. After two years of intensive engineering study, the student receives two degrees, a Bachelor of Science from Rhodes and a Bachelor of Science from Washington University.

The student who pursues a Rhodes degree in the Humanities, Social Sciences, or Fine Arts will generally complete the Rhodes degree in four years applying elective hours to the Dual Degree core requirements. Approximately twenty percent of the students admitted to the Dual Degree Program at Washington have completed their Bachelor's degrees.

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

1. Satisfy all of the Rhodes degree requirements as described earlier in this section of the catalogue. Students should note that Washington University has additional requirements for the Humanities and Social Sciences. In particular, at least eight credits must be taken in one department (in either Humanities or Social Sciences, but not necessarily both) and must include one upper level (300-400 level) course.
2. Take the following core courses: Mathematics 121, 122, 223, 251; Chemistry 111, 112, 111L, 112L; Physics 111, 112, 111L, 112L; Computer Science 141
3. Complete the following additional requirements depending on the specific course of study to be pursued at Washington University:
   a. Chemistry/Chemical Engineering: Chemistry 211, 212, 211L, 212L, 311, 312, 311L, 312L, 385, 386
   b. Physics/Civil Engineering: Geology 111; Physics 211, 250, 305, 306
   c. Physics/Electrical Engineering: Physics 211, 250, 301, 302, 304, 325
   d. Physics/Mechanical Engineering: Physics 211, 250, 304, 305, 306.
   e. Computer Science/Computer Engineering: Computer Science 142, 241, plus one of CS 330, 335, 355 or 360; Mathematics 201, and either Mathematics 311 or 370
   f. Mathematics/System Science and Mathematics: Mathematics 201, 261, 311, 370, 465

The coordinator for this program at Rhodes is Professor Ann Viano.

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 will be able to complete both 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 will receive a paying job in a laboratory once accepted into the program (typically after their sophomore year). All students, after the three year completion of their Rhodes undergraduate coursework, become eligible for graduate assistantships. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary. Students 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 following requirements must be met to earn the two degrees:

1. Complete all general degree or Foundation requirements for the Rhodes degree
2. Complete the following core courses: Mathematics 121, 122, 223, 251; Computer Science 141, 142; Chemistry 111, 122, 111L, 122L; Physics 111, 112, 111L, 112L
3. Complete the following additional requirements in addition to the specific major chosen at Rhodes:
   a. For the Chemistry major: Physics 304*, 305*.
   b. For the Physics major: two approved courses at the 300-level or higher*
4. Complete the following additional undergraduate requirements at the University of Memphis:
   a. Mechanics 3322, 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 (BME Analysis I) BIOM 7004 (Life Science I)
   c. BIOM 7005 (Life Science II)
   d. BIOM 7996, minimum 6 credits (MS Thesis)

Also, one additional graduate mathematics elective course and three additional graduate engineering elective courses. The mathematics and engineering elective courses are selected in consultation with the graduate advisor. Enrollment in the BME seminar/professional development course(s) is also required. Students are expected to complete an oral thesis defense.

The course descriptions and details for each course may be found at the University of Memphis, the University of Tennessee, and the Rhodes web sites. The coordinator for this program at Rhodes is Professor Ann Viano.

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.

Two 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 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. Students are encouraged to inquire in the Registrar's Office in the event that variations seem necessary.

REGISTRATION AND COURSE LOAD

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

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credits in a semester. A normal course load for a full-time student is 16 credits. Registration for fewer than 12 or more than 18 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 dormitories. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Normally, no student may carry more than eighteen (18) credits in a single semester or more than twelve (12) credits in a summer term. Computation of the total credits permitted per semester includes directed inquiries and concurrent enrollment at other institutions.

First-year students may not enroll in more than four courses in any one semester. 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 Provost.

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.

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 only if that course has been failed previously. 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 syllabi and during the first class sessions. Students are responsible for knowing the attendance policy in each of their courses, for obtaining and mastering material covered during an absence, and for determining, in consultation with the instructor, whether and under what conditions make-up work will be permitted. Student's should understand if undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with courses) that their participation in such activities may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. It is the student's responsibility to address the issues related to missing a class whatever the reason for the absence.

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 College 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.

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 seven hours per week outside of class is expected for active preparation for a three credit course.

SCHEDULE CHANGES

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

WITHDRAWAL FROM CLASS

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

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

The request to withdraw from a class after the ninth week requires the approval

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

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 advisors, the College Counseling Office, the Dean of Students, the Associate Dean for Student Academic Support, or the Registrar 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 indicate 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 the Dean of Students Office or the office of the Associate Dean for Student Academic Support. Students who are granted a Leave of Absence must also contact the Dean of Students 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 the Dean of Students in order to initiate the withdrawal process. A letter of withdrawal must be filed with the Dean of Students 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 the Registrar. (See also "Voluntary Withdrawal and Removal From Campus" in the Campus Regulations and "Readmission of Students" in the Admissions section of this catalogue.)

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 College to re-schedule no more than two examinations for later times in the examination period. Other changes because of extenuating circumstances (e.g. illness) must also be approved by the professor and the Dean. A professor may offer optional exam times for an entire class within the examination period, except for a Reading Day. Each member of the class must choose one of the optional times at least one week before the first day of examinations. The feasibility of implementing this option is left to the professor's discretion.

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

GRADES AND GRADE POINTS

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, satisfactory; D, passing; P, pass; E, re-examination; X, incomplete; IP, 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. A, B, C, D are employed with plus and minus notations.

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

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

The total number of grade points earned for all courses are divided by the number of 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.

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 cumulative grade point average. However, only one failure of a course will be calculated in the grade point average.

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 under this program. Courses that are graded pass-fail only do not count against that limitation. The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-fail form with the instructor's signature must be returned to the Registrar's office during the first three weeks of class in a semester. The Pass/Fail option may not be used in courses taken to satisfy foundation or general degree requirements or courses taken to satisfy major or minor requirements including cognate courses.

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

GRADE REPORTS

Reports of student's grades 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.

GRADE QUERIES

On occasion a student may believe that a final grade assigned is incorrect. Under such circumstances, the student should contact the instructor of the course. If a mistake has been made, the instructor may make the request of the Provost that the grade be changed. The Provost will send that request, upon approval, to the Registrar who will make the change in the student's official record. 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. Student queries that are not resolved with the instructor may be appealed to the department chair.

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. The Registrar's Office will send statements to that effect to other institutions in order for current Rhodes students to attend summer sessions or other programs.

ACADEMIC PROBATION AND SUSPENSION

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

Number of Credits Earned	Minimum GPA to Avoid Suspension	Minimum GPA to Avoid Probation
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.

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

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

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

Semester grade point averages are affected by the conditional grades of X and E. The above provisions will apply when either of these grades is on the record in question. The action to suspend 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.

TRANSCRIPTS

Complete college records for each student are kept in the Registrar's Office. Requests for transcripts must be in writing. Requests received via the Registrar's fax machine will be accepted although transcripts will not be transmitted via the fax. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

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

1. the right to inspect and review the student's education records;
2. the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent;
4. the right to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of the Act and the regulations;
5. the right to obtain a copy of the institution's student records policy.

The institution at its discretion may disclose student record information without consent of disclosure to the parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954 and as verified by the institution. Full rights under the act shall be given to either parent, unless the College has been provided with evidence that there is a court order, state statute, or other legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. The College also has the discretion to disclose to any parent or legal guardian of a student under the age of 21 information about a violation of any federal, state, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance if the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

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

OPPORTUNITIES FOR INDIVIDUALIZED STUDY

THE HONORS PROGRAM

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

All Honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. 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 sets its own departmental requirements for Honors, there are general College requirements for the 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. Failure to meet announced deadlines may result in the failure to gain Honors recognition.

Full descriptions of the requirements for Honors are listed in each departmental section of this catalogue.

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 in the Registrar's Office. These forms call for details such as the beginning and ending dates of the project and set forth specific rules governing such things as extensions or other possible considerations. The student should become familiar with this form well in advance

of the date intended to submit a proposal so that everything will be in order and approved by the department when submitted. Applications for directed inquiries are to be submitted in time for the 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 164 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 programs in which off-campus work and significant academic work are combined. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. At a minimum the student is expected to be able to integrate academic work with on-the-job activities. Special internship opportunities can be proposed subject to approval by the department concerned. Interested students should contact the chairperson of the department and the Career Services Office.

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

any kind for the same internship.

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

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

RHODES - UNIVERSITY OF MEMPHIS CROSSTOWN ENROLLMENT PROGRAM

The Crosstown Enrollment Program offers students enrolled at Rhodes College and at the University of Memphis the opportunity to enroll in a select number of courses not offered at their home institutions. The University of Memphis provides opportunities for Rhodes students to enroll in languages courses not offered at Rhodes, Japanese in particular. Rhodes College provides opportunities for U of M students to enroll in modern language courses in Russian. Students may not enroll as Crosstown students when the home institution offers the needed courses and the courses can be included in the student's schedule.

In order to participate in the Crosstown Enrollment Program, a student must be enrolled fulltime at the University of Memphis or at Rhodes College. All Crosstown Enrollment courses are offered on a space-available basis and are treated as if they were being taught at the home institution, not as transfer credit. Grades earned are reckoned in the home institution's calculation of grade point averages and will appear on the student's transcript as courses offered by the home institution. No additional tuition is charged for the Crosstown courses.

OPPORTUNITIES FOR STUDY ABROAD AND DOMESTIC OFF-CAMPUS STUDY

Opportunities for off-campus study, both domestic and international, are coordinated by the Buckman Center for International Education. Rhodes encourages its students to study off-campus through the programs it administers or through programs administered by 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.

What follows is a brief description of some of the options for study abroad and off-campus domestic study programs. Students planning to study on an off-campus program should plan to meet with a study abroad advisor and obtain a copy of the international and off-campus study forms packet from the Buckman Center for International Education, or from the Buckman Center's website: www.rhodes.edu/2208.asp. Students intending to study off-campus during the regular academic year should also prepare with their major departments a full plan for both their junior and senior years, making certain that they can meet all major and college degree requirements.

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

APPLYING FOR OFF-CAMPUS STUDY

All students interested in off-campus study must meet with a staff member in the Buckman Center for International Education. The staff can assist students in researching study abroad and other 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 course selection. Students applying to study on a Rhodes program must have a minimum grade point average of 2.00 unless otherwise specified and must be in good social and academic standing.

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

Please see the published deadlines for all off-campus study applications in the above mentioned forms packet. It is the student's responsibility to ensure that a final transcript of the completed work is sent to the Registrar's Office at Rhodes following completion of a non-Rhodes program.

PROGRAM APPROVAL

Students seeking to study off-campus for transfer credit must submit an Off-Campus Study Approval Form for Non-Rhodes Programs to the Buckman Center by the specified deadline for the period in which they plan to be absent from campus. They must enroll in programs which have been approved by the Director of International Programs and pursue a fulltime course of study as defined by both the host institution and Rhodes. Program approval is based upon precedent, past experience, faculty, departmental and administrative knowledge and recommendation of a program, and/or site visits, whenever possible, to the program by a Rhodes faculty member or administrator. Students and faculty are

referred to the Study Abroad area of the Buckman Center web site for information on programs which are generally approved for Rhodes student use.

COURSE APPROVALS

Students who earn transfer credit while enrolled in a non-Rhodes program off-campus may have that credit applied to their major and/or minor requirements or may be given elective credit. If major and/or minor requirements are to be met with courses taken off-campus, students must receive approval of that coursework from the appropriate department or program chairs in consultation with the faculty advisers. Such approval is granted only through the signature of that department or program chair on the student's Off-Campus Study Approval Form for Non-Rhodes Programs. Elective credit will be approved by the appropriate academic officer acting on behalf of the Educational Program Committee. In most cases, this approval will come from the Director of International Programs, the Registrar, or the chair of the department or program at Rhodes in which the coursework will be pursued.

While credit should be approved prior to enrollment in the courses, in some cases it may be necessary to postpone approval until course descriptions, syllabi, papers, and tests are examined. 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. Students must maintain a full-time load of academic coursework comparable to that at Rhodes in level, nature, and field, applicable to a Rhodes degree program. Course approvals must be secured prior to taking the course(s) so that the student is clear on the transferability of all courses and credits.

Should a student's course selection change for any reason after submission of their application, substituted courses are not transferable unless approved by an appropriate department or program chair, academic advisor, or Academic Officer. Such approval must be sought immediately (i.e., e-mail, fax); copies of any such correspondence should also be directed to the Director of International Programs. Credit will not be transferred for any course for which a student has not obtained pre-approval unless retroactive approval is granted by the appropriate department, program chair, or Academic Officer after the student's return. Such retroactive approval is not guaranteed and must be obtained before the conclusion of the first semester completed by the student upon their return to Rhodes.

FOUNDATION REQUIREMENTS AND OFF-CAMPUS STUDY

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 International Programs will recommend to the EPC, in consultation with the Faculty Fellow for International Programs and other faculty members as necessary, the appropriateness of the course(s) taken abroad for Foundational credit. This recommendation will be done in accordance with any guidelines that the Educational Program Committee chooses to provide.

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 (Sewanee), as well as various summer programs: four-week intensive foreign language programs in late May and early June, two, two-week field courses in Honduras and Namibia, and British Studies at Oxford, a six-week program in July and August. There will be other opportunities to study abroad with professors during the summer. 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 The University of the South 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.

SUMMER PROGRAMS

Intensive Language Study. The intensive language programs have been conducted in Paris, France; Madrid, Spain; Cuenca, Ecuador; St. Petersburg, Russia, and Tianjin, China. Accompanied by a Rhodes faculty member, students travel to a location in another country for four weeks of total immersion in the language and culture of that country.

Coral Reef Ecology. Students enroll in the first of the two courses of this program, Biology 252: Coral Reef Ecology Primary Literature, and Biology 253: Coral Reef Ecology, during the Spring Semester on campus. The second half of the program is taught at the Marine Station on Roatan Island, Honduras. The intensive two-week field study gives students the opportunity to be exposed to the organisms of the reef and the modern sedimentation processes in this unique environment.

Environmental Field Studies in Namibia. Students will embark on an in-country exploration of the major environmental issues of Namibia, one of the world's most arid and 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. Rhino tracking and lion darting 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. Students will earn two Biology credit hours and a lab credit upon completion of the program. Prerequisites: Biology 130-131, 140-141 or Biology 105 Environmental Science.

British Studies at Oxford. British Studies at Oxford attracts many students, not only from Rhodes but from other colleges of equivalent standing. The program is held in July and early August at St. John's College, Oxford, where participants live and study with British and American tutors in courses in the Humanities and Social Sciences (usually including History, English, Art History,

Music, Religious Studies, and Political Science), all focusing on a period of British culture and history chosen for that year from among the following: Early and Medieval Britain; Britain in the Renaissance; Britain in the Ages of Enlightenment, Revolution, and Romanticism; and Empire and After: Britain in the Nineteenth and Twentieth Centuries. The program's aim is to be thoroughly interdisciplinary and to promote engagement with the physical manifestations of British culture and with contemporary debates concerning its interpretation. In addition to the seminar courses, there are workshops, recitals, lectures from distinguished British scholars, and closely-integrated study visits to some of the key sites for the period being studied. The program is structured to create opportunities for the student to explore Britain and continental Europe independently. Each seminar carries 4 credits. All students take 2 seminars and can apply for entry to a third, optional seminar.

Other Summer Programs. Rhodes professors have research and other scholarly interests which frequently yield new Rhodes summer programs. Please see the Buckman Center for International Education for the current list of other summer study abroad opportunities.

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 Aberdeen, Scotland; the University of Lima, Peru; Rhodes University, Grahamstown, South Africa; and The Iberoamerican 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, Rhodes students can participate on exchange by paying all of their fees, including room and board, 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 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 full-year study abroad program than could have been earned in a regular academic year at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Scholarships for Study Abroad are available for any approved semester or year-long program abroad.

DOMESTIC PROGRAMS

The Washington Semester, in association with American University in Washington, D.C., is one example of a domestic, non-Rhodes, off campus study program. Rhodes students have participated on these programs for many years in several of its academic programs. Programs are available in the following areas and receive transfer credit through the relevant department at Rhodes:

American Politics (Political Science)
Economic Policy (Economics and Business Administration)
Contemporary Islam (International Studies)
Foreign Policy (International Studies)
International Business and Trade
International Environment & Development (International Studies)
International Law and Organizations (International Studies)
Justice (Political Science)
Peace and Conflict Resolution (International Studies)
Public Law (Political Science)
Transforming Communities (Urban Studies/Political Science)

The program usually includes at least one seminar in the area of study, a major independent study component culminating in a paper, and an internship in an associated agency, department, or organization. Credit earned on Washington Semester is reckoned as transfer credit.

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

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

Interested students should contact the Department of Physics during the academic year preceding the one in which they intend to participate.

THE PAUL BARRET, JR. LIBRARY

William Short. Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College.

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

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

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

Elizabeth E. Gates. Archivist/Special Collections Librarian. B.A., M.L.S., University of Rhode Island.

Kenan C. Padgett. Interlibrary Loan Librarian. B.A., Elon College; M.L.S. University of North Carolina at Greensboro

Rachel Feinman. Assistant Catalog Librarian and Collection Development Librarian. B.S., M.L.S., Florida State University.

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

Andrew Sullivan. Circulation Supervisor. B.A. Rhodes College.

Rose Ann Hicks. Media Center Supervisor. B.A., M.Ed., Southeastern Oklahoma State University.

Phyllis Gregory. Periodicals Manager. B.S., University of Memphis.

The College library system is composed of the Paul Barret, Jr. Library and one departmental collection (Biology). In June, 2007, the collection included 287,950 volumes, 1,152 print periodical subscriptions, 51,519 electronic books, over 27,000 full text journals through licensed databases, 102,000 microfilm/microfiche items and 12,000 audio visual items including phonodiscs, compact discs, DVDs and videotapes. Information about the library's holdings is accessible at any computer terminal with access to the College's computer network. The collection is supplemented by computer access to information and online information services including the DIALOG Information Retrieval system, America: History & Life, Annual Stock Reports, Bibliography of the History of Art, Cambridge Scientific Abstracts, Historical Abstracts, EEBO, Infotrac, MathSciNet, ProQuest Research Edition, the MLA Bibliography, PsycInfo, LEXIS-NEXIS (Academic, Statistical, Congressional, and Environmental), World News Connection, LitFinder, ProQuest Religious Periodicals Database, Philosopher's Index, Newsbank, Sociological Abstracts, ERIC, WilsonOmniFile, ATLA Religion Datahase with ATLASerials, and EconLit. Access is also provided to the 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 reader assistance to users, as well as instruction to classes and individuals in the effective utilization of library resources.

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. In addition to the reference and circulating collections there are three special collections: the Rhodes Archives, the Richard Halliburton Collection, and the Walter P. Armstrong, Jr. Rare Book Collection. 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. The Walter P. Armstrong, Jr. Rare 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, donated by Mr. Walter P. Armstrong, Jr. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

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, a Digital Media Laboratory and a Media Center.

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, the Main Library of which is an especially valuable community resource. The Barret Library operates an active interlibrary loan service for its faculty and students with libraries outside the Memphis area.

INFORMATION TECHNOLOGY SERVICES

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

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

Richard T. Trenthem, Jr. Associate Director for Systems and Networks. B.A., Rhodes College; M.L.I.S., University of Texas.

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

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

Lance Kimbrell. Desktop Support Specialist. A.A.S. Mississippi Delta Community College.

Michael F. Meeks. Application Specialist. B.M., M.M., M.A., University of Memphis.

Stacy S. Pennington. Associate Database Analyst. B.A., Rhodes College.

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

Joe Wack. Media Technician. B.A., Rhodes College.

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

Paul S. Williford. Help Desk Manager. B.A., Rhodes College, M.S.L.S., University of North Carolina.

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

Information Technology Services (ITS) is located on the lower level of Barrett 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 Dell computers that are connected to the campus network. Equipped with a multimedia projection system, two of the labs are teaching labs. Computing resources dedicated to specific disciplines are located in various academic buildings on campus, notably in the science and mathematics buildings. The campus computer network is built upon an Ethernet backbone is linked to the Internet, enabling global communication. There are many smart classrooms across campus equipped with full multimedia capability. Wireless access is available in many locations including Barret Library, the Lynx Lair, Java City, and the Amphitheater, Burrow Refectory, the smart classrooms and the residence halls.

Students have access to email, fileservers, 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 Help Desk located on the main floor of Barret Library. Additional information is available at http://www.rhodes.edu/barret.

MEEMAN CENTER FOR LIFELONG LEARNING

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

Barbara Cockrill. Administrative Assistant.

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 http://meeman.rhodes.edu.

RHODES TO TRAVEL

Exciting destinations, enlightening itineraries, faculty study leaders, stimulating discourse, knowledgeable guides, preparatory resource lists, and Rhodes camaraderie define educational travel adventures for alumni and friends. Four to six tours depart annually. You can link to full itineraries from www.rhodes.edu/meeman.

INSTITUTE FOR EXECUTIVE LEADERSHIP

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

INSTITUTE ON THE PROFESSION OF LAW

Meeman Center offers an annual ethics seminar for attorneys 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.

MEEMAN AT NIGHT

Special courses, lectures, workshops, conversations, and book signings take place during the academic year as tuition-free offerings open to the Rhodes community and to the public. Announcements of these events are posted on our website.

MEEMAN ON THE ROAD

In collaboration with the Alumni Relations Office Meeman Center sends professors to speak at Rhodes Chapter events and to other locations where there are requests for faculty participation.

CONTINUING EDUCATION UNITS

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

COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

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.

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 experimental, 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.

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.

SPECIAL PROVISIONS CONCERNING DEGREE REQUIREMENTS

Not all courses may be used to satisfy degree or foundation requirements. Those courses that can be used are designated in the catalogue listings. Directed Inquiries may not be used unless specified by the department. With very few exceptions, the courses designated as fulfilling degree requirements carry four credits. An accumulation of one-credit applied music may be used to satisfy the Fine Arts or the F5 requirements.

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.

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.

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.

ANTHROPOLOGY AND SOCIOLOGY

PROFESSOR

Susan M. Kus. 1984. Chair. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, state formation, symbolic anthropology, Africa.)

ASSOCIATE PROFESSOR

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, service-learning pedagogy, evaluation research.)

ASSISTANT PROFESSOR

Carla D. Shirley. 2003. B.A., Millsaps College; M.A. and Ph.D., Indiana University. (Race/ethnicity, gender, education.)

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY/SOCIOLOGY

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

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 261 and 262. (to be taken by junior year)
3. Anthropology/Sociology 275. (to be taken junior year)
4. Anthropology/Sociology 486. (to be taken senior year)
5. 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 one cognate course toward this requirement.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY

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

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

HONORS IN ANTHROPOLOGY/SOCIOLOGY

1. Courses required: fulfillment of the requirements for a major in the department.
2. Honors tutorial: Anthropology/Sociology 495-496, and a substantial research paper in an area of special interest to the candidate.
3. Superior grades in senior seminar.

COURSE OFFERINGS

103. Introductory Anthropology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, 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, this process of listening to and learning from others allows us to grant dignity and respect to those that we might otherwise naively dismiss as "primitives". This course covers the basic data, concepts, and theories of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems. No prerequisite. Not open to seniors.

105. Introductory Sociology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, 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. No prerequisite. Not open to seniors.

203. Human Evolution.
Spring. Credits: 4.
Degree Requirements: Social Science.

This course considers the development of humankind and covers the origins of humanity from biological, fossil and archaeological perspectives. It will explore the divergence of humans from non-human primates and the evolution of humans from 5 million years ago to 10,000 years ago. Topics Include: (1) scientific methods and the history of evolutionary theory; (2) the biology of life and classification of humans; (3) palaeoanthropology and; (4) modern human variation and population genetics. No prerequisite.

205. Victims of Progress.
Spring. Credits: 4.
Degree Requirements: Social Science.

A critical examination of the interaction between industrial nations of the developed world and the tribal societies of the Third World. The course will focus on the increasingly efficient exploitation of these peoples, not only by the industrialized world, but also by Third World elites. The notion of progress itself will be critiqued. No prerequisite.

206. Urban Social Problems.
Spring. Credits: 4.
Degree Requirements: Social Science.

The course provides an overview of the history of cities and urban development, urban strengths and challenges, and the future of cities. We will approach these issues using urban ecology and political-economy perspectives. Through hands-on experience in Memphis communities, students will come to understand how urban issues are social problems that affect people's everyday lives. No prerequisite.

207. Becoming Human: Archaeology and the Origins of Culture.
Fall. Credits: 4.
Degree Requirements: Social Science.

The study of archaeological methods and theory through a problem focus on human origins and cultural development up to the domestication of plants and animals. A section on the archaeology of the Southeastern United States is included. No prerequisite. Students should take 207 or 208, but not both. (Course offered in rotation with 208 and 211.)

208. Pyramids and Palaces: Archaeology of Complex Societies.
Fall. Credits: 4.
Degree Requirements: Social Science.

This course introduces the student to archaeological methods and theory through the study of prehistory from the origins of plant and animal domestication to the origins of early states in the Old and New Worlds. Covered are both the archaeological evidence available and the theoretical explanations offered for such cultural developments. Students should take 207 or 208, but not both. (Course offered in rotation with 207 and 211, course scheduled for 2008-2009.)

209. Family in Social Context.
Spring. Credits: 4.
Degree Requirements: Social Science.

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

210. Gender and Society.
Spring. Credits: 4.
Degree Requirements: Social Science.

In this course, we will examine 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. (Course offered in alternate years; scheduled for 2008-2009.) No prerequisite.

211. Women in Prehistory and Women as Prehistorians.
Fall. Credits: 4.

The study of archaeological methods and theory is pursued through a focus on women in prehistory, gender in archaeological theory, and women archaeologists. This course seeks to reconstruct women's lives and roles in a range of ancient societies as women contributed to subsistence, technological innovation, symbolic and ritual activity, and as they shared in or were denied social, political, and religious authority and power. It also considers the intellectual history of gender studies in archaeology and the contributions of women archaeologists to anthropological archaeology.
Prerequisites: No prerequisites, however students who have taken 207 or 208 need permission of instructor. (Course offered in rotation with 207 and 208, scheduled for 2009-2010.)

215. Field Anthropology.
Fall, Spring. Credits: 1,2,4.

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 field work experiences in an oral and/or written report at the end of the field work experience. Maximum of 4 hours credit is possible.
Prerequisites: permission of instructor.

250. Learning from Things: Material Culture Studies.
Spring. 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, 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 "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.) No prerequisites.

261. Consuming, Conducting and Critiquing Social Research.
Fall. Credits: 4.
Degree Requirements: Social Science.

This course provides a general introduction to the sociological research process by addressing issues on research design, literature reviews, data collection, basic analysis and interpretation of data, and research reports. We will cover a range of quantitative and qualitative research methodologies, such as surveys, content analysis, and in-depth interviews. Students will read materials describing and employing these methods; practice conducting social research; and do presentations and write papers on consuming, conducting, and critiquing social research.
Prerequisites: Anthropology/Sociology 105 or permission of instructor.

262. Ethnography at Home: Engaging in Another World.
Spring. Credits: 4.
Degree Requirements: Social Science, 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. 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.
Prerequisites: Anthropology/Sociology 103 or permission of instructor.

265. Selected Introductory Topics in Anthropology and Sociology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.

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.

275. Explorations in Social Theory.
Fall. Credits: 4.
Degree Requirements: Social Science.

The major goal of this course is to help students identify and understand

explanations of the social world and social actors that have become elevated to the status of social theory. Lectures will present certain "classical" directions of thought in sociology and anthropology. Students will undertake "critical" analyses of primary sources and write a series of reflective essays on their intellectual engagement with theoretical schools. These essays will serve as foci for seminar format sessions during the semester.
Prerequisites: Anthropology/Sociology 103 or 105.

300. Cultural Motifs.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.
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.
Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor. Students may enroll and receive credit for this course more than once as the course theme changes.

301. Psychological Anthropology.
Spring, Credits: 4.
Degree Requirements: Social Science.
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.
Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor.

303. Medical Sociology.
Fall, Spring. Credits: 4.
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 by combining classroom lectures, discussion and experiential learning. Students will participate in the ongoing implementation of a community health assessment of residents living in the Hollywood-Springdale area northeast of campus. The health study is part of the Community Outreach Partnership Center (COPC) grant project and is designed to identify barriers that limit access to health care among areas residents. This course is recommended for pre-med and health science majors, and social science majors.
Prerequisite: Anthropology/Sociology 105, or permission of instructor.

307. Sociology of Education.
Fall. Credits: 4.
Education is considered to be the primary means to realizing the American ideals of equality and success. This seminar course critically examines that idea by using sociological perspectives and research to understand how class, race, and gender affect educational opportunities and outcomes. Students will reflect on their own

educational experiences by writing critical education autobiography papers, and they will have the opportunity to directly study educational issues by observing and participating in local school systems.
Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor.

317. Alternative Realities: Symbols, Ritual, World Views.
Fall. Credits: 4.
Degree Requirements: Social Science, 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: Anthropology/Sociology 103 or permission of instructor.

320. Anthropology and the Written Word.
Spring. Credits: 4.
Degree Requirements: Social Science.
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 and the novel, science fiction and literary texts which may or may not conform to Western literary traditions. This course will not only explore some of these genres of writing but will involve a component of creative writing as well.
Prerequisites: Anthropology/Sociology 103 or permission of instructor.

321. Ecological Anthropology.
Fall. Credits: 4.
Degree Requirements: Social Science.
The study of the complex and varied systems of interaction between people and their environment. Several competing models of ecological anthropology will be analyzed including materialist, symbolic, and systems approaches. No prerequisite.

331. Prejudice and the Human Condition.
Spring. Credits: 4.
Degree Requirements: Social Science.
It is a condition of being human to understand in terms of projected assumptions of meaning based on one's historical, social, cultural and linguistic position. This course examines the phenomenon of the projective or "prejudiced" nature of human understanding and explores its implications for the self and the structure of interpersonal, institutional and cross-cultural experience. Students are assigned a question each week that must be answered in the form of an essay based on the students' interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics.
Prerequisite: Anthropology/Sociology 105 or permission of the instructor.

335. Modernization and Culture Change.
Fall. Credits: 4.
Degree Requirements: Social Science.
An examination of major approaches to the study of socio-cultural change in contemporary peasant societies. The course will focus on how these types of societies function and change within the context of the larger systems of which they are a part. Special attention will be paid to the articulation of peasant economic systems with national and international capitalistic economies. Andean-America will be the geographic focus. (Course offered in alternate years.)
Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor.

341. Peoples of sub-Saharan Africa and Madagascar.
Fall. Credits: 4.
Degree Requirements: Social Science, F9.
This course provides an ethnographic introduction to the cultures and culture history 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 discussions including state formation, witchcraft beliefs, oral traditions, and indigenous philosophy.
Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor.

343. Race/Ethnic Identities, Experiences, and Relations.
Spring. Credits: 4.
Degree Requirements: Social Science.
This seminar course uses fundamental sociological concepts and theoretical perspectives to examine the historical and current realities of immigration and multiple race/ethnic identities, experiences, and relations in the United States. The course will survey a broad range of topics, with many touching on controversial debates that surround social stratification issues. By the end of the course, students should have the conceptual and theoretical tools to apply sociological perspectives of race/ethnicity to their everyday lives, to the lives of "others," and to U.S. society. Students accomplish these goals through extensive class discussion, writing critical commentary papers on the readings, and conducting individual and/or group research projects.
Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor.

346. Peoples of South America.
Fall. Credits: 4.
Degree Requirements: Social Science.
Introduction to a variety of native peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments. No prerequisite.

350. Contemporary South American Society and Culture.
Spring. Credits: 4.
Degree Requirements: Social Science.
An anthropological look at contemporary problems of change in South America from the perspectives of First Peoples (Native American, Indian) and other peoples (variously labeled peasant, third world, campesino, caboclo, etc.) marginal to the market oriented political economy of the region. No prerequisite.

431-432. Special Problems.
Fall, Spring. Credits: 1, 2, 4.
Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest.
Prerequisites: Permission of the instructor.

451-452. Research.
Fall, Spring. Credits: 1,2,4.
This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects.
Prerequisites: Permission of instructor.

460. Internship in Anthropology or Sociology.
Fall, Spring. Credits: 4.
Supervised experience for Junior and Senior anthropology/sociology majors in applying anthropological and/or sociological knowledge and principles in a field or real-world setting which might include non-profit community agencies, museums, and cultural resource management firms. A journal and/or final paper on the experience will be required. Prerequisites beyond Anthropology/Sociology 103 and 105 will depend on the individual project.
Prerequisites: Permission of instructor and department chair is required.

486. Senior Seminar.
Spring. 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 presentation.
Prerequisites: Anthropology/Sociology 103, 105, 261, 262, and 275.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.
Open to candidates for honors in the department. A tutorial consisting of advanced original research.
Prerequisites: Permission of instructor.

ART

PROFESSOR

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

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSORS

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

Glenda Swan. 2005. B.A., University of Texas; M.A., Princeton University; Ph.D., Princeton. (Classical Art and Archaeology.)

PART-TIME INSTRUCTORS

Hallie Salky Charney. 1997. B.F.A., University of Tennessee; M.F.A., University of Memphis. (Photography.)

Hamlett Dobbins. 2002. B.F.A., University of Memphis; M.F.A., University of Iowa. (Painting, Drawing, and Alternative Media.)

DIRECTOR, CLOUGH-HANSON GALLERY

Hamlett Dobbins. 2002. B.F.A., University of Memphis; M.F.A., University of Iowa.

CURATOR, VISUAL RESOURCES COLLECTION

Louella Weaver. 2007. B.A., Rhodes College; M.A. University of Memphis.

STAFF

Karen M. Winterton. Departmental Assistant.

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

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

REQUIREMENTS FOR A MAJOR IN ART

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

I. Concentration in Studio

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

A total of fifty-six (56) credit hours as follows:

1. Studio Art: two 100-level courses, 385, 485, 486.
2. Art History: 231, 232, 345.

3. Six additional courses, at least two of which must be at the level of 300 or above in studio. Students may petition the department in writing to count up to two cognates towards this requirement.

II. Concentration in Art History

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

A total of fifty-six (56) credit hours as follows:

1. Studio Art: two 100-level courses.
2. Art History: 231, 232, 485, plus 6 additional courses, two of which will come from ancient studies (Prehistoric through Roman), two of which will come from Medieval through Baroque, and two of which will come from Modern (post 1800).
3. Three additional courses in studio or art history. Students may petition the department in writing to count up to two cognates towards this requirement.

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 MINOR IN ART

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

1. Studio Art: two 100-level courses.
2. History of Art: 231, 232.
3. Either one 300-level studio course and Studio 385 or one 300-level Art History course and Art History 485.
4. One additional course at 300 level or above (or pre-approved 200-level Topics courses).

Sample List of Cognate Courses

Archaeology 210: Introduction to Material Culture or Anthropology 250
Archaeology 220: Archaeological Methods or Art 220
Anthropology 207: Becoming Human: Archaeology and the Origins of Culture
Anthropology 208: Pyramids and Palaces: Archaeology of Complex Societies
Archaeology 450: Archaeological Field School
English 241: History and Criticism of American Cinema
English 242: World Film
English 245: Special Topics in Film
English 381: Advanced Topics in Film
English 382: Film Theory
Greek and Roman Studies 283: Archaeology of Western Asia Minor
Greek and Roman Studies 361: GIS and Mediterranean Archaeology
Religious Studies 260: Archaeology and the Biblical World
Religious Studies 265: Archaeology and the Biblical World: Field Work

Other courses (especially Topics courses) as approved by departmental Chairperson.

HONORS IN ART

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The department must approve the proposal.

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

COURSE OFFERINGS

Introductory Studio Art.

Introductory Studio Art Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed for students with no previous background in the designated areas. Special emphasis is given to introducing media, exploring basic techniques, and problem solving. 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.

101. Drawing.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, F5.
An introduction to drawing in various media.

103. Life Study.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, F5.
Figure drawing from life.

105. Painting.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, F5.
An introduction to the fundamentals of painting, including its formal and conceptual properties.

107. Sculpture.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, 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 the use of metal working, wood working, casting, 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.

111. Photography.
Fall. Credits: 4.
Degree Requirements: Fine Arts, F5.
An introduction to basic camera and darkroom techniques. (The student will provide camera, film, and supplies.)

113. Digital Arts.
Fall. Credits: 4, F5.
Degree Requirements: Fine Arts.
An introduction to digital arts, focused on the exploration and production of still Images through electronic media.

166. Topics in Studio Art.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

Intermediate Studio Art.

Students taking intermediate studio courses will explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are 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.

301. Intermediate Drawing.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 101, 103 or 105.

303. Life Study.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, F5.
Figure drawing from life.
Prerequisites: Art 101, 103, or 105.

305. Intermediate Painting.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 105.

307. Intermediate Sculpture.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 107.

311. Intermediate Photography.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 111.

313. Digital Art: Advanced Projects.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests.

366. Advanced Topics in Studio Art.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include landscape painting and figure painting.

385. Junior Seminar.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
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 one formal critique with art faculty and a peer group at the end of the semester.
Prerequisites: Junior standing, successful completion of all 100-level courses required for the major, and at least one 300-level studio course or permission of instructor. Required for all majors in the studio track.

Advanced Studio Art.
Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are 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.

401. Drawing.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 300, 301 or 305.

405. Painting.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 305.

407. Sculpture.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 307.

411. Photography.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Prerequisites: Art 311.

413. Digital Art: Advanced Projects II.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests
Prerequisites: Art 313.

460. Art / Architectural Internship.
Fall, Spring. Credits: 1-4.
Degree Requirements: Fine Arts.
Students are placed with local artists and/or regional galleries, design firms or architectural firms.
Prerequisites: Art major with junior or senior standing; successful completion of all one-hundred level courses in the art department required for the appropriate track; and approval of the art department. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

485. Senior Seminar.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
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 one formal critique with art faculty and a peer group at the end of the semester.
Prerequisites: Senior standing and successful completion of all 100- and 200 -level courses required for the major. Required of all majors in the studio and track.

486. Senior Thesis.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
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.
Prerequisites: Art 485.

HISTORY OF ART

220. Archaeological Methods.
Fall. Credits: 4, F5.
Degree Requirements: Fine Arts.
This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. 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. (Course offered every third year; scheduled for 2009-2010.)

231. History of Western Art I.
Fall. Spring. Credits: 4.
Degree Requirements: Fine Arts, F5, F3.
A survey of Western art from pre-history through the middle ages. Emphasis is placed on examining art within the producing cultures of ancient Egypt, the ancient near east, classical Greece and Rome, the Byzantine East, and medieval Europe. Students will be exposed to the basic methods of art historical analysis.

232. History of Western Art II.
Fall. Spring. Credits: 4.
Degree Requirements: Fine Arts, F5, F3.
A survey of Western art from 1300 to the present. Special emphasis will be placed on the development and expansion of Renaissance ideals of art, and then the reassessment of these ideals in the Nineteenth and Twentieth Centuries. Students will be exposed to the basic methods of art historical analysis.

265. Topics in Art History.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

318. Greek Art and Architecture.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
A chronological and thematic examination of the visual and material culture of ancient Greece from its Bronze Age (ca. 3rd millenium B.C.E.) to the end of the Hellenistic era (1st century B.C.E.). Special attention will be given to the historical and ideological context of cult buildings, monumental sculpture, and vase paintings as they might have been experienced by Greek viewers. (Course offered in alternate years; scheduled for 2008-2009.)

319. Roman Art and Architecture.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course traces the development of Roman art and architecture in its variable contexts with an eye to understanding the cultural and political institutions that created it, from Rome's earliest Etruscan roots in the 8th century BCE to its relocation to Byzantium in Asia Minor in the 4th century CE. (Course offered in alternate years; scheduled for 2009-2010.)

320. Art and Architecture of Ancient Egypt and the Near East.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
A chronological study of the material cultures of ancient Egypt and the Near East. Students will be introduced to current scholarship on the art and architecture of these cultures and emphasis will be placed on understanding these forms in their social and political contexts. (Course offered in alternate years; scheduled for 2008-2009.)

321. Art and Spirituality in the Middle Ages.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
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 2008-2009.)

323. Italian Renaissance Art.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
This course examines Italian art and architecture, ca. 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2009-2010.)

326. Northern Renaissance Art.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, art and the Reformation, theory, and the relationship of Northern European and Italian art and culture will be discussed. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel. (Course offered in alternate years; scheduled for 2008-2009.)

328. Baroque Painting from Caravaggio to Rembrandt.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
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 2009-2010.)

334. American Art.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
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 every sixth semester, next offered Fall, 2009.)

341. Modern Art I.
Fall. Spring. Credits: 4.
Degree Requirements: Fine Arts.
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 every sixth semester; scheduled for Spring, 2011).

342. Modern Art II.
Fall. Spring. Credits: 4.
Degree Requirements: Fine Arts.
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 every third semester; scheduled for Fall, 2008).

345. Contemporary Art.
Fall. Spring. Credits: 4.
Degree Requirements: Fine Arts.

A comprehensive introduction to European and American art and art criticism since 1960. Themes examined include the revival of political art in the late sixties (and its resurgence in the late eighties), the emergence of feminist strategies in representation, the rejection of the art object and the culture industry, the ongoing dialogue between modern art and mass culture, the return of history painting in the early eighties, and the emergence of different voices in the art world in the past twenty years. (Course offered every third semester; scheduled for Spring, 2009).

356. Michelangelo.
Spring. Credits: 4.
Degree Requirements: Fine Arts.

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. (Course offered every third year; scheduled for 2010-2011.)

360. Gallery Management.
Spring. Credits: 4.

An internship involved with the various aspects of gallery management, such as selection, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, lighting, receptions, security, etc. Open to juniors and seniors or with permission of instructor. May be repeated for general degree (non-major) credit.

365. Advanced Topics in Art History.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different.

399. Tutorial for Honors Candidates.
Spring. Credits: 1.

Students interested in reading for honors in the Department of Art are required to enroll in a preparatory tutorial in the spring semester of their junior year. Successful completion of the tutorial does not necessarily guarantee acceptance into the Honors Program.

461. Museum/ Gallery Internship.
Fall, 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.

485. Senior Seminar.
Fall. Credits: 4.
Degree Requirements: Fine Arts.

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 231, 232 and any 300-level art history course. With the permission of the instructor, Juniors may take the seminar as Art 365.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4, 4.

BIOLOGY

PROFESSORS

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

David H. Kesler. 1980. B.S., Denison University; M.S., University of Rhode Island; Ph.D., University of Michigan. (Ecology, limnology, coral reef ecology.)

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

John S. Olsen. 1977. Dean of Academic Affairs for Faculty Personnel. B.S., M.S., University of Illinois; Ph.D., University of Texas. (Systematics, evolution, plant taxonomy, morphology.)

ASSOCIATE PROFESSORS

Jay A. Blundon. 1993. B.S., Duke University; M.S., Ph.D., University of Maryland. (Animal physiology, neuroscience.)

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

Carolyn R. Jaslow. 1988. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Biomechanics, histology, embryology, mammology.)

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

ASSISTANT PROFESSORS

Rosanna Cappellato. 2004. B.S., University of Rome; Doctorandus, University of Amsterdam; Ph.D., Emory University. (Environmental science, ecology, conservation biology.)

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

VISITING ASSOCIATE PROFESSOR

Anthony J. Becker. 2000. B.S., Mount St. Mary's College; M.S. and Ph.D., West Virginia University. (Physiology, animal behavior.)

FACULTY FELLOW

Sarah K. Gremillion. 2007. B.A., Hendrix College; Ph.D., University of Georgia. (Plant pathology.)

STAFF

Christian Hardin. 2000 Laboratory Supervisor and Biology Stockroom Manager. B.S., University of Tennessee.

Karen Thomas. 2007. Biology Department Assistant. B.A., Baylor University.

REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO THE B.S. DEGREE

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

1. Biology 130-131, 140-141.
2. At least six upper level courses; at least four of which must have an associated lab experience. Four credits of research in Biology (451 or 452) will satisfy an upper level course with lab requirement. Chemistry 416 and/or Chemistry 414 (Chem 414 may include Chem/Bio 310 to satisfy a lab requirement) may also be counted as upper level courses for the Biology major.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L
5. One course from Math 111, Econ 290, or Psych 211.
6. One course from Math 115, Math 121, or Computer Science 141.

Students, in consultation with their advisors, 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 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.

COURSE OFFERINGS

104. Topics In Biology.
Fall or Spring. Credits: 4.
Degree Requirements: Natural Science.

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 upper-level course requirements for the major in Biology.

105. Topics In Biology with Laboratory.
Fall or Spring. Credits: 4.
Degree Requirements: Natural Science, F7.

Similar to Biology 104 but includes a laboratory component.

130, 131. Biology I.
Fall. Credits: 3, 1.
Degree Requirements: Natural Science, F7 (after completing lab and lecture).

An examination of the structure and functions of life at the cellular level. Topics include the organization of prokaryotic and eukaryotic cells, the roll of proteins in cell structure and metabolism, membrane structure and function, bioenergetics, interactions between a cell and its environment, and the mechanisms of heredity. Laboratory work provides an introduction to investigative techniques in biology and skills required for the analysis and presentation of scientific findings. Biology 130 and 131 are linked co-requisites.

140, 141. Biology II.
Spring. Credits: 4, 1.
Degree Requirements: Natural Science.

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. Laboratory stresses the importance of hypothesis testing. Biology 140 and 141 are linked co-requisites.
Prerequisites: Biology 130, 131.

200. Evolution.
Fall or Spring. Credits: 4.
Degree Requirements: Natural Science, F2 (some sections).
A study of the evolutionary process from the historical development of the Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of populational change, the process of speciation, the origins of life and extinction.
Prerequisites: Biology 130, 131 or 140, 141.

201, 201L. Mycology
Spring. Credits: 4, 1.
Degree Requirements: Natural Science.
The study of life's "fifth kingdom": the fungi and fungus-like protists. Even though they share an equal evolutionary standing with plants and animals, to most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Where do they live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills in the isolation and characterization of fungi from nature. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Biology 130, 131.

202. Vertebrate Life.
Spring. 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 offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Biology 140, 141.

204, 204L. Mechanisms of Development.
Spring. Credits: 4, 1.
An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized.
Prerequisites: Biology 130, 131 and 140, 141.

207, 207L. Animal Behavior.
Fall. Credits: 4, 1.
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. (Course offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Biology 130, 131 and 140, 141. Biology 200 recommended. Math 111 or equivalent suggested.

209. Embryology.
Spring. 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 offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Biology 130, 131 and 140, 141.

212. Environmental Issues in Southern Africa.
Spring. Credits: 2.
Degree Requirements: F11.
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 does not satisfy an upper level requirement for the Biology major; when combined with Biology 214 it satisfies a requirement for an upper level course with laboratory. Class meetings will be predominantly lecture with some laboratory work. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Biology 130, 131 and 140, 141; or Biology 105: Environmental Science; or permission of instructor.

213. Environmental Issues in Southern Africa Tutorial.
Spring. Credits: 2.
This course is intended for students who are taking Biology 212 and want to earn 2 additional credits to fulfill the requirement for an upper level Biology course without lab. Students will research relevant issues in the field of conservation biology in southern Africa, such as species conservation, transboundary parks, and human-wildlife conflicts and solutions. A research paper and a final presentation are required.
Prerequisite: Permission of instructor. Co-requisite: Biology 212 (Note that Biology 213 can only be taken concurrently with 212, but 212 can be taken without 213.)

214. Environmental Field Study in Namibia.
Summer. Credits: 2.
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. Rhino tracking and lion darting 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 in alternate years; scheduled for 2009-2010.)
Prerequisites: Biology 212.

240, 240L. Plant Physiology.
Spring. Credits: 4, 1.
An examination of physiological processes that operate in vascular plants. The course will emphasize water relations, photosynthesis and gas exchange, hormonal control of tropistic responses, plant development, and mineral recycling. Laboratory work will be conducted on both the molecular and whole plant levels.
Prerequisites: Biology 130, 131 and 140, 141.

253. Coral Reef Ecology.
Spring. Credits: 2.
Half of this course will deal with coral reef ecology primary literature to gain an in-depth understanding of coral reef processes. It will provide a strong foundation for students continuing with Biology 254. The other half of this course will emphasize biological field techniques, biological classification, and processes dealing with coral reef ecology. By itself, this course does not satisfy an upper level requirement for the Biology major; when combined with Biology 254 it satisfies a requirement for an upper level course with laboratory.
Prerequisites: Biology 130, 131 and 140, 141 and permission of instructor.

254. Coral Reef Ecology.
Summer. Credits: 2.
Degree Requirements: Natural Science, F11.
This intensive two-week field course exposes students to the Mesoamerican Barrier Reef ecosystem. This course will be given at The Institute of Marine Sciences, Roatan, Bay Islands during two weeks in May-June.
Prerequisites: Biology 253.

301, 301L. Microbiology.
Spring. Credits: 4, 1.
The study of microorganisms from all major organizational perspectives (genetics, physiology, phylogeny, etc.). Principal emphasis will be placed on prokaryotic microorganisms and the importance of their basic metabolic patterns in defining the roles that they play in nature (focusing on the cause of disease). The laboratory emphasizes the development of skills in isolation and characterization of bacteria.
Prerequisites: Biology 130, 131 and 140, 141.

304, 304L. Genetics.
Fall. Credits: 4, 1.
The study of the transmission of genetic factors in eukaryotic model systems. Principle 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 and their analysis.
Prerequisites: Biology 130, 131 and 140, 141.

307. Cell Biology.
Fall. Credits: 4.
An advanced treatment of the organization and functions of eukaryotic cells. Primary emphasis will be placed on the role of biological membranes in such cellular activities as nutrition, secretion, signal transduction, and energy transformations. Emphasis will also be placed on the role of proteins in motility and the regulation of cell metabolism. By itself, this course satisfies an upper level requirement without laboratory for the Biology major; when combined with BCMB 310, it satisfies a requirement for an upper level course with laboratory (see the Biochemistry and Molecular Biology program under Interdisciplinary Study).
Prerequisites: Biology 130, 131.

315, 315L. Ecology.
Fall. Credits: 4, 1.
A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions which determine the distribution and abundance of

organisms. The laboratory component consists of both on-campus laboratory work and intensive aquatic field experiences including at least one overnight outing. Students with organismal and environmental interests desiring a field component are encouraged to participate. Day-long weekend fieldtrips at the beginning of the course are required.
Prerequisites: Biology 130, 131 and 140, 141.

320, 320L. Conservation Biology
Spring. 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. (Course offered in alternate years; scheduled for 2008-2009.)
Prerequisites: One course in Biology or permission of instructor.

325, 325L. Molecular Biology.
Spring. 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 including isolation of DNA, gel electrophoresis, recombinant DNA cloning, and DNA sequencing within the context of specific projects.
Prerequisites: Biology 130, 131; Chemistry 111, 111L.

330. Virology/Immunology.
Fall. Credits: 4.
Approximately one quarter of the course is devoted to Virology, including the structural basis for classification of viruses and both viral and host aspects of virus infection and replication. The remainder of the course provides an overview of the vertebrate immune system, focusing mainly on specific mechanisms of cellular and humoral immunity. (Course offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Biology 130, 131 and 140, 141.

340, 340L. Animal Physiology.
Fall. Credits: 4, 1.
A study of the organs and organ systems of animals using both physical and chemical relationships to describe their functional activities and roles in controlling the animal's internal environment. Although primary emphasis will be placed on the vertebrates, the diversity of physiological adaptations of invertebrates will also be examined. Laboratory investigations will include studies of the nervous system responses to external stimuli, functional diversity of vertebrate muscles, regulation of vertebrate cardiac activity, blood pressure and respiration, and regulation of vertebrate salt and water balance. Laboratory experiments will involve the careful and humane use of live vertebrates as research models. Laboratories are scheduled for 4 hours each week. This course satisfies an upper level course with laboratory requirement for the major.
Prerequisites: Biology 130, 131 and 140, 141.

350, 350P. Comparative Vertebrate Morphology.
Fall. Credits: 4, 1.

A comparative approach to the study of vertebrate anatomy, emphasizing evolution, development, and functional significance. This course focuses on the morphological patterns shared by vertebrates. Laboratories will involve dissection of representative vertebrates. Two lecture sessions and not less than 4 hours of lecture/practicum per week.
Prerequisites: Biology 140, 141.

360, 360L. Histology.
Fall. Credits: 4, 1.

A study of the microscopic features of animal cells, tissues and organs. This course emphasizes the relationship between microscopic form and function starting with a brief overview of cells and progressing through the different mammalian organ systems.
Prerequisites: Biology 130, 131 and 140, 141.

365, 365L. Advanced Topics in Biology
Fall or Spring. 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.
Prerequisites: Biology 130, 131 and 140, 141; or permission of instructor.

370, 370L. Neuroscience.
Spring. Credits: 4, 1.

A study of the structural and functional aspects of the central and peripheral nervous systems. Topics covered may range from the processes involved in communication within individual cells of the nervous system to higher order human brain functions such as learning, memory, states of sleep and consciousness, and the physiological regulation of emotions and behavior. Laboratory investigations will give students hands-on experience in electrophysiology, biophysics, and cell biology, and will include studies of intracellular signals of excitable cells, cell culture and investigations of growth and development of the nervous system. Laboratories are scheduled for 4 hours each week.
Prerequisites: Biology 130, 131 and 140, 141.

380. Topics in Biomedical Science.
Spring or Fall. 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. Some class sessions may be held at St. Jude Children's Research Hospital; students are responsible for transportation.
Prerequisites: Biology 130, 131 and 140, 141.

451-452. Research in Biology.
Fall, Spring. 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 BCMB 310 combined with research credit to total four credits to satisfy one of the upper level requirements in Biology. 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.
Prerequisites: permission of sponsoring faculty member.

460. Internship in Biology.
Fall, Spring. Credits: 1-4.
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.
Prerequisites: permission of departmental internship program director.

485-486. Senior Seminar.
Fall ,Spring. 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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-6,4-6.

Open to candidates for honors in biology. Includes supervised honors research and instruction in a biological field of study.
Prerequisites: Minimum GPA of 3.5 and departmental permission.

CHEMISTRY

PROFESSORS

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

Darlene M. Loprete. James H. Daughdrill, Jr. Professor of the Natural Sciences. 1990. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

ASSOCIATE PROFESSOR

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

ASSISTANT PROFESSORS

Mauricio L. Cafiero. 2004. B.S., University of North Florida; M.A., and Ph.D., University of Arizona. (Physical Chemistry.)

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

Julie C. D. Le. 2005. B.S. and M.S., Louisiana State University; Ph.D., The University of Texas, Austin. (Organic Chemistry.)

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

Patrick Sheridan, 2006. B.S., Stockton College, Ph.D. Tulane University. (Organic Chemistry.)

CHEMISTRY STOREROOM AND LABORATORY MANAGER

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

CHEMISTRY INSTRUMENT TECHNICIAN

Garrick Florence. B.S., Tougaloo College.

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

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE B.S. DEGREE

1. Chemistry 111-111L, 112-112L, 211-212, 212L, 311-312, 312L, and at least 2 additional courses from the following list: 406, 408, 414, 416, 422, 432, 442, 451-452 (total of four credits).
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 485-486.

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 CERTIFICATION BY THE AMERICAN CHEMICAL SOCIETY

1. Chemistry 111-111L, 112-112L, 211-212, 212L, 311-312, 312L, 406, 408, 414 and one of the following: Chemistry 422, 432, or 451-452.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 485-486.

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

COURSE OFFERINGS

NOTE: The laboratory periods referred to in the following courses indicate an afternoon period of at least three hours.

105. Topics in Chemistry.
Fall, Spring. 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.

111. General Chemistry I.
Fall. Credits: 3.
Degree Requirements: F7.
A study of the basic concepts and principles of chemistry with a particular emphasis on inorganic chemistry. Topics to be considered include stoichiometry, atomic and molecular structure, bonding, descriptive chemistry, and coordination chemistry.
Corequisite: Chemistry 111L.

111L. General Chemistry I Laboratory.
Fall. Credits: 1.
An experimental introduction to the physical and chemical properties of matter. One laboratory period a week.
Corequisite: Chemistry 111

112. General Chemistry II.
Spring. Credits: 3.
Degree Requirements: F7.
A continuation of Chemistry 111. Topics to be covered include states of matter, solutions, elementary kinetics and equilibria, acids and bases, oxidation-reduction and electrochemistry, and thermochemistry.
Prerequisites: Chemistry 111-111L.
Corequisite: Chemistry 112L.

112L. General Chemistry II Laboratory.
Spring. Credits: 1.
An experimental introduction to the volumetric techniques of chemical analysis. One laboratory period a week.
Prerequisites: Chemistry 111L.
Corequisite: Chemistry 112.

211. Organic Chemistry I.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.
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: Chemistry 112-112L.

212. Organic Chemistry II.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.
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; discussions on carbohydrates, proteins, nucleic acids, lipids and other natural products and biological substances.
Prerequisites: Chemistry 211.
Corequisite: Chemistry 212L.

212L. Organic Chemistry Laboratory.
Spring. Credits: 2.
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.
Corequisite: Chemistry 212.

311. Physical Chemistry.
Fall. Credits: 4.
An introduction to the study of chemical phenomena at the molecular level using primarily the techniques of quantum mechanics and spectroscopy.
Prerequisites: Chemistry 112-112L, Physics 111-112, 113L-114L and Mathematics 122.

312. Physical Chemistry II.
Spring. Credits: 4.
An introduction to chemical thermodynamics, kinetics, and statistical mechanics as applied to chemical and biochemical systems.
Prerequisites: Chemistry 311 or approval of the instructor.
Corequisite: Chemistry 312L.

312L. Physical Chemical Laboratory.
Spring. Credits: 2.
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.

312L. Physical Chemical Laboratory.
Spring. Credits: 2.
Experimental study of physico-chemical systems, using research-oriented techniques. Designed to be taken with Chemistry 311-312. One laboratory period a week. Additional time outside lab hours may be required.

406. Advanced Analytical Chemistry.
Fall. Credits: 6.
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. Two lectures and two laboratory periods a week.
Prerequisites: 212, 212L, 311-312, and 312L, or permission of instructor.

408. Advanced Inorganic Chemistry.
Spring. Credits: 4.
A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Six laboratory periods during the semester.
Prerequisites: 212, 212L, 311-312, and 312L.

414. Biochemistry.
Fall. Credits: 4.
A survey of the chemistry of carbohydrates, lipids and proteins, and their metabolism in living organisms. The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied.
Prerequisites: Chemistry 212 and 212L, or permission of instructor

415. Advanced Biochemistry.
Spring. Credits: 4.
A study of the flow of genetic information from DNA to proteins, including transcription, mRNA processing, and translation. Aspects of molecular physiology will also be investigated.
Prerequisites: Chemistry 414 and Bio 325 or permission of instructor.

416. Pharmacology.
Fall or Spring. 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: 212, 212L, Biology 130-131 and 140-141.

422. Advanced Organic Chemistry.
Spring. Credits: 4.
Modern theories of organic chemistry with emphasis on advanced synthetic methods and reaction mechanisms.
Prerequisites: Chemistry212 and 212L.

432. Advanced Physical Chemistry.
Fall. Credits: 4.
A continuation of Chemistry 312, with more detailed treatments of quantum chemistry, statistical mechanics, and spectroscopy.
Prerequisites: Chemistry 312 and 312L; Mathematics 122.

451, 452. Introduction to Research.
Fall, Spring. Credits: 1-4,1-4.

Original investigations undertaken by junior and senior chemistry majors of chemical or biochemical problems usually related to research being carried on by members of the department. A maximum of 12 credits may be earned. 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.

460. Chemistry Internship.
Fall, Spring. Credits: 1-4, 1-4.

A course designed to give students practical experience in chemical research and technology, guided by a chemical professional mentor. Students may work on or off campus, depending upon the preferences of the sponsoring company or institution. Examples of possible work arenas are chemical manufacturing studies, product discovery or improvement Research &Development, or forensic characterization. Students will be required to submit a written report and give an oral presentation at the end of the internship.
Prerequisites: Chemistry 212 and 212L, and permission of the Departmental Program Director. Pass/fail basis only. Chemistry 460 does not satisfy an upper level Chemistry course requirement for the major.

485-486. Chemistry Senior Seminar.
Fall, Spring. Credits: 0-4.

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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.
Prerequisites: Departmental permission.

ECONOMICS AND BUSINESS

ASSOCIATE PROFESSORS

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

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., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

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

Deborah N. Pittman. 1992. B.A., Rhodes College; M.S. and Ph.D., University. of Memphis. C.P.A., C.F.A. (Finance.)

John M. Planchon. 1986. A.B. and M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

Art Carden. 2006. B.S., M.A. University of Alabama; A.M. and Ph.D. Washington University in Saint Louis. (Economic history, economic development).

Sarah M. Estelle. 2007. B.A., Hillsdale College; M.A., Ph.D., University of Virginia. (Economics of education, labor economics, public economics).

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

VISITING DISTINGUISHED PROFESSOR

Russell Craig. 2008. B.C., M.C., Ph.D., University of Newcastle, Australia. (Accountancy).

PART-TIME ASSISTANT PROFESSOR

Milton L. Lovell. 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. Partner, Burch, Porter & Johnson, PLLC. (Accountancy, taxation).

INSTRUCTOR

Michael Hammock. 2006. B.S. Berry College; M.S. Texas A&M University, Ph.D. (ABD), Emory University (Environmental economics, public choice.)

Ferron Thompson. 2001. B.A. Vanderbilt University; M.S. University of Memphis. C.P.A. (Accountancy.)

PART-TIME INSTRUCTORS

James Epley. 2008. B.S., University of Tennessee; M.A., University of Memphis. Stonier Graduate School of Banking at Rutgers University.

James D. Schultz. 2008. B.S., M.B.A., Central Michigan University. Ph.D. candidate, University of Memphis. (Finance.)

Travis E. Smith. 2008. B.S., University of North Alabama; M.A., University of Mississippi; Executive Program, Kellogg School of Management at Northwestern University. C.P.A. (Accountancy).

STAFF

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

The Department of Economics and Business offers three majors to meet students' particular interests and career goals: Economics, Business, and Economics and Business. There are two tracks within the Business major: General Business and International Business. In addition, interdisciplinary majors are offered in Economics and International Studies and in Mathematics and Economics.

Master of Science in Accounting. A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of Economics and Business. Students who have completed an undergraduate degree in the Department of Economics and Business and who have taken the appropriate accounting courses can finish the requirements of the M.S. in Accounting degree in two additional semesters of study. For a complete listing of courses and degree requirements in the M.S. in Accounting program, see the section on Master of Science in Accounting.

REQUIREMENTS FOR A MAJOR IN ECONOMICS

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

1. Economics 101-102, 290, 302, 307, 420, 486.
2. Four courses from Economics 205, 210, 265, 312, 323, 331, 333, 339, 407 with at least one course from Economics 312, 323, 331, 333, 339.
4. Mathematics 115 or 121. (For graduate study, Math 121 and 122 should be considered.)
5. Recommended: Mathematics 121, 122. Students planning on attending graduate school should consider the Mathematics and Economics interdisciplinary major.

REQUIREMENTS FOR A MAJOR IN BUSINESS

General Business Track

A total of fifty-two (52) credits as follows:

1. Economics 101-102, 290, 307.
2. Business 241, 243, 351, 361, 371, 486.
3. One course from each of two of the following areas:
   a. Accounting: Business 341.
   b. Finance: Business 452, 454.
   c. Management: Business 463, 466.
   d. Marketing: Business 472, 473.
4. Mathematics 115 or 121.
5. Recommended: Mathematics 107, Philosophy 304, Political Science 218, INTD 240.

International Business Track

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

1. Economics 101-102, 290, 307.
2. Business 241, 243, 351, 361, 371, 486.
3. Three courses from Business 454, 463, 473, Economics 210.
4. Mathematics 115 or 121.
5. Foreign Language proficiency in or completion of course of study in a foreign language through the second full year at the college level.
6. Recommended: Mathematics 107, Philosophy 304, Political Science 218, INTD 240.

REQUIREMENTS FOR A MAJOR IN ECONOMICS AND BUSINESS

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

1. Economics 101-102, 290, 307, 420, 486.
2. Business 241, 351, 361, 371, 486.
3. One course from Economics 205, 210, 265, 312, 323, 331, 333, 339, 407.
4. One course from each of two of the following areas:
   a. Accounting: Business 341.
   b. Finance: Business 452, 454.
   c. Management: Business 463, 466.
   d. Marketing: Business 472, 473.
5. Economics 302 or Bus 243.
6. Mathematics 115 or 121.
7. Recommended: Mathematics 107, Philosophy 304, Political Science 218, Interdisciplinary 240.

REQUIREMENTS FOR A MINOR IN ECONOMICS

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

1. Economics 101 and 102.
2. Three electives from the following courses: Economics 205, 210, 265, 312, 323, 331, 333, 339, 407, 420.
3. Students who major in Business may not minor in Economics.

REQUIREMENTS FOR A MINOR IN BUSINESS

A total of twenty (20) credit hours as follows:

1. Economics 101 and 290.
2. Business 241.
3. Two of the three courses in: Business 351, 361, 371.
4. Students who major in Economics may not minor in Business.

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.

HONORS IN BUSINESS

1. 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.

COURSE OFFERINGS

Generally, courses with numbers ending in 00 through 39 are economics courses, those ending in 40 through 79 are business courses, and those ending in 80 through 99 may be either economics or business courses. Within business, the course numbers indicate the particular area: 40s-accounting and related areas, 50s-finance, 60s-management, and 70s-marketing.

ECONOMICS

101-102. Introduction to Economics.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.
Degree Requirements for Economics 101: F2 (some sections), 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. First semester (microeconomics): Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Second semester (macroeconomics): Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade. Must be taken in sequence, but students can take Economics 101 without taking 102.

205. Public Economics.
Spring. Credits: 4.

An examination of public sector economics. The structure of the major revenue raising and expenditure operations of the government will be analyzed using microeconomic tools to determine their allocative and distributive effects. Additional topics include an introduction to public choice theory and an examination of market failures and public policy responses to them. (Normally offered in alternate years.)
Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

210. International Economics.
Fall. Credits: 4.

A study of the theory, institutions, and commercial policies of international trade and finance. Barriers to free trade; private and public policies; international monetary problems and solutions with emphasis on balance-of-payments disequilibrium, its causes and adjustments and the current need for international liquidity and monetary reform.
Prerequisites: Economics 101-102.

265. Topics in Economics.
Fall, Spring. 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: Economics 101-102 and permission of the instructor.

290. Statistical Analysis for Economics and Business.
Fall, Spring. 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.
Prerequisites: Economics 101.

302. Intermediate Macroeconomic Theory.
Fall. Credits: 4.

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: Economics 101-102.

307. Managerial Economics.
Fall, Spring. 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. Extensive use of cases.
Prerequisites: Economics 101-102, and 290.

312. Economic Development.
Spring. Credits: 4.

Problems of economic development and growth; interaction of economic and non-economic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and developing economies. Policy measures to promote development and growth.
Prerequisites: Economics 101-102.

323. Classical and Marxian Political Economy.
Spring. Credits: 4.

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.
Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

331. Labor Economics.
Spring. Credits: 4.
Degree Requirements: Social Science.

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.
Prerequisites: Economics 101.

333. Health Economics.
Credits: 4.
Degree Requirements: Social Science.
This course covers standard health economic theory. Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services,

cost of care, financing, mechanisms, and their impact on the relevant markets. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Economics 101.

339. Economic History.
Fall. 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 includes a trip to the downtown Cotton Museum. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Economics 101. Economics 102 highly recommended.

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. (Course offered in alternate years; scheduled for 2009-2010.)

420. Econometrics.
Fall, Spring. 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.
Prerequisites: Economics 101-102, 290, and Math 115 or 121.

475. Interdisciplinary Senior Seminar in Economics and International Studies.
Fall. Credits: 4.
Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of International Studies and Economics. The course will be taught through a collaboration of one instructor from the International Studies Department and one Economics instructor. The student will participate in the International Studies Senior Tutorial and meet with the Economics instructor in order to prepare a Senior Paper on a topic of the student's choice and both faculty members' approval. Students will present their completed research in the Senior Seminar in Economics in the following semester. The course is open to Economics and International Studies Interdisciplinary majors only.
Prerequisites or Corequisites: Economics 420 and senior standing.

486. Senior Seminar in Economics.
Spring. 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.
Prerequisites: Economics 290, 307 and 420 or permission of the instructor; senior status.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-4.
Open to candidates for Honors in Economics or Business.
Prerequisites: Departmental permission.

BUSINESS
241. Financial Accounting.
Fall, Spring. 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. Use is made of tutorial software.

243. Cost Accounting.
Fall, Spring. 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: Business 241.

246. Law of Basic Commercial Transactions.
Fall or Spring. 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.

260. Career Planning.
Fall, Spring. Credits: 2.
This course provides an opportunity for sophomores and juniors across the curriculum to begin to contemplate how they can apply the skills and knowledge they have acquired in their coursework thus far, and the courses they plan to take in the future, to a real-world organization. Through off-campus shadow experiences and a self-assessment, students explore who they are, what they want, what their life's work should be and whether there are opportunities for positions in work organizations that match their interests and abilities. To qualify for this course, the students must have completed at least one full year of undergraduate coursework. A maximum of four credits may be earned.

261. Business Ethics.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

Topics covered in this course include: ethical theory, gender and diversity issues, worker safety, international business ethics, regulation, insider trading, product safety, labor conflict and strikes, and a number of others that are either programmed or raised by students. Students will be called upon to understand and apply philosophical, economic and sociological concepts related to ethical reasoning and argument to business decision-making and conduct. Case material, videos, class discussion, and student presentations will be used to supplement readings.

265. Topics in Business.
Fall, Spring. 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: Economics 101-102 and permission of the instructor.

268. New York City Field Experience.
Spring. Credits: 1.

During a tour lasting three days in early January, students will visit corporate offices in New York City and listen to their executives explain the variety of career paths available in finance, marketing, and strategy. From the company visits and alumni networking events, students will experience first-hand what New York and Wall Street-based careers entail. Topics to be covered during company visits will include investment banking, equity research, hedge funds, trading operations, strategy, and brand management. The program is especially designed for first-year students and sophomores (but also open to juniors), who are uncertain of their career paths, but know that they are interested in business.

283. Introduction to International Business Cases.
Maymester. Credits: 4.
Degree Requirements: F11.

Course is a combination of lectures, case discussion, and site visits. Lectures 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. (Same as International Studies 283.)
Prerequisites: Economics 101 and admission to summer study abroad program for Business 283. Business 283 is not open to students who have completed any prerequisites for Business 483.

341-342. Intermediate Accounting Theory.
Fall, Spring. Credits: 4-4.

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. Should be taken in sequence.
Prerequisites: Economics 101-102 and Business 241. Business 243 recommended.

345. Federal Income Tax.
Fall. 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: Economics 101-102 and Business 241.

351. Corporate Financial Management.
Fall, Spring. 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: Economics 101-102, 290, and Business 241.

360. Internship.
Fall, Spring. Credits: 2 or 4.
Degree Requirements: F11.

The internship 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 skills and knowledge acquired in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resume and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the instructor, and the writing of an internship journal. Internships are available to students across the curriculum that have achieved sophomore status and have completed courses applicable to the requirements of the internship site. Most internships require completion of at least one writing-intensive course. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience are required. Under special circumstances, the number of credit hours may vary from 1 to 4, but under no circumstances will more than 8 credits be allowed to count toward the credits required for graduation.

361. Management of Organizations.
Fall, Spring. Credits: 4.

Survey of organizational behavior and organization theory. Initially, the course covers fundamental issues such as theory construction, the difference between theoretical and non-theoretical models and theory testing as a basis for analyzing

management models. The second part of the course focuses on micro issues such as theories of work motivation, leadership and selected topics such as tokenism and political behavior. The third part of the course deals with macro issues such as organizational structure, technology/work design, intra-organizational conflict, and the organizational/environmental interface. Throughout the second and third parts of the course, both theory application and theory evaluation are emphasized.
Prerequisites: Economics 101 or permission of instructor.

371. Marketing Management I.
Fall. Credits: 4.
An introduction to the study of marketing as an exchange process: the theoretical underpinnings of how transactions in the marketplace are initiated, motivated, facilitated, and consummated. Topics include the basic role marketing plays in the economy; the ways marketing is planned and executed; students gain experience in applying marketing theory by competing in a computer simulation.
Prerequisites: Economics 101 or the permission of the instructor.

448. Auditing.
Spring. Credits: 4.
Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics.
Prerequisites: Business 341-342.

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. (Course not offered in 2008-2009; see Business 485.)
Prerequisites: Business 351.

454. International Finance.
Spring. Credits: 4.
This is a Global Capital Markets course, structured to provide a financial background in the fixed income area of the finance. An understanding of fixed income capital markets includes an understanding of foreign exchange rate determination and interest rate determination, and derivatives, and these topics will introduce the course. Fixed income securities such as money market instruments and bonds will then be presented, alongside the derivatives that relate to these underlying securities. More complex instruments, such interest rate swaps, credit default swaps, and CMOs/CLOs will also be addressed.
Prerequisites: Business 351.

455. Global Capital Markets.
Spring. Credits: 2
Course will focus on derivatives (forward markets, futures markets, options

markets, and swap markets) on underlying positions in the foreign exchange market, the fixed income market, and stocks. Students will be introduced to how these instruments can be used to manage risk and how they are priced, including the Black & Scholes Pricing Model.
Prerequisites: Business 351 and acceptance into the summer study abroad program for Business 483.

460. Internship.
Fall, Spring. Credits: 2 or 4.
Degree Requirements: F11.
The internship program provides an experiential approach to the learning process and affords economics and business students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resume and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and senior economics or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 8 credits be allowed to count toward the credits required for graduation.
Prerequisites: Courses appropriate to the specific internship experience.

461. Internships.
Fall, Spring, Summer. Credits: 1.
This internship course is available for students unable to take the class component of Business 460. The program provides an experiential approach to the learning process and affords economics and business students 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 work directly with a professor in the Economics/Business Department on an internship that applies the theoretical work taught in classes by that professor. There are requirements for the sponsoring organization and for the student. The student must submit a resume, an application, an interview with the on-site supervisor, and provide a journal, an essay, and any other assignments required by the supervising professor. This internship program is limited to majors in this department. The course must be taken pass/fail.

463. International Management.
Fall. 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: Business 361.

465. Advanced Topics in Business.
Fall, Spring. Credits: 4.

Content of course varies with instructor. The course may be repeated as long as topics covered are different.
Prerequisites: Vary with course; permission of instructor.

466. Personnel and Human Resource Management.
Fall. 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: Business 361 and Economics 290 (or Psychology 211).

472. Cases in Market Strategy and Value Analysis.
Credits: 4

Focus is on the management of the marketing process in order to develop effective strategies to create consumer value and on the components of market and environmental analysis: customer and competitor, industry, government, and the business itself. Through the use of case studies and computer application, attention is given to the development of an analytical structure for determining acceptable marketing strategies and their financial value. (Course not offered in 2008-2009; see Business 485.)
Prerequisites: Economics 290 and Business 243 and 371.

473. International Marketing.
Spring. 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: Business 371.

474. Global Context for Marketing Strategy.
Spring. Credits: 2

Building upon concepts of marketing strategy, the course provides a background in cultural, social, political and legal forces affecting international marketing strategy. Global marketing opportunities are examined for both consumer and business market, and various global market entry strategies as well as marketing program decisions are examined.
Prerequisites: Business 371 and acceptance into the summer study abroad program for Business 483.

483. Advanced International Business Cases.
Maymester. Credits: 4.
Degree Requirements: F11.

Course is a combination of lectures, case analyses, and site visits. Lectures 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.
Prerequisites: One of the following: Business 351, 361, 371; or Business 455 and 474; and admission into the summer study abroad program for Business 483.

485. Cases in Asset Valuation and Business Strategy.
Fall, Spring. Credits: 8.

The purpose of the course is to gain insight into how financial and strategic decisions are interrelated and how careful analyses should lead to maximizing shareholders' wealth and creating sustainable competitive advantages. Cases are used to move beyond mere description and analysis, and toward normative thinking and decision-making, as well as growth in judgment. There will be a consistent focus on valuation modeling and economic analysis as a foundation for corporate financial decision-making. Students will acquire proficiency in analytical techniques to make financial and strategic decisions and will develop skills of working together in groups to attain a common goal. There will also be an emphasis on writing in a logical and persuasive manner and on presenting recommendations orally along with PowerPoint slides created by the students. Will be offered for seniors in Fall 2008 and juniors in Spring 2009.

Business 485 (8 credits) will fulfill both Business 452 and 472, wherever they are listed as requirements for a major.
Prerequisites: Business 351 and 371.

486. Senior Seminar in Business.
Spring. Credits: 4.

Two versions of this course will be offered with different emphases. Version one is 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.

Version 2 will help students to understand the research process. The central assignment for this course is to define a research project and to design a set of methods to thoroughly investigate a topic that each student has selected for herself/himself. The process will start with a thorough search of library databases for background material on a topic to gain a comprehensive foundation for further research. Then, students will learn how to design methods for data collection and analysis and how to interpret their findings. Once students become more familiar with the research process, they will learn to evaluate the research of others and will become more savvy consumers of research information.
Prerequisites: Economics 290, Business 243, 351, 361 and 371; senior status.

EDUCATION

PROFESSOR

Mark V. Smith. 2001. Distinguished Service Professor of Education and Program Director. B.S., The University of Tennessee; M.Ed. and Ed.D., The University of Memphis.

Rhodes College offers a Minor in Educational Studies which subscribes to the following principles:

- That students enrolled in strong liberal arts programs are best prepared to teach in the PK-12 setting by first earning a baccalaureate degree in their chosen teaching field.
- That for students seeking licensure, the next step should be completion of a graduate degree in a professionally oriented teacher licensure program.
- That by completing the Minor in Educational Studies, students will be more prepared to select and complete a graduate program in education that is most appropriate for their desired career in education or will be prepared to enter one of the many alternative pathways to a teaching position.

Based upon these principles, the Education Program at Rhodes has integrated the following attributes into the program:

- The strengths of the liberal arts curriculum of Rhodes College;
- The Vision and traditions of Rhodes College;
- Opportunity for a variety of field experiences in the diverse Memphis and Mid-South Community;
- Engagement with current practitioners in classes and in field experiences;
- The flexibility to tailor the Minor in Educational Studies to fit student interest and career goals (e.g., elementary education, secondary education, higher education, counseling, school psychology, etc.);
- Opportunity for a smooth and successful transition into graduate education programs (for licensure); and,
- A required cumulative experience for research and/or internship in education with the possibility of doing this through a study abroad experience.

REQUIREMENTS FOR A MINOR IN EDUCATIONAL STUDIES

The Minor in Educational Studies requires a minimum of 18 credits:

1. Education 201, 355, and 2 or 4 credits selected from Education 451, 460, or an approved study abroad experience in education.
2. Psychology 222 or Philosophy 270.
3. One course selected from: Psychology 229, 230, 311; Anthropology/ Sociology 307; History 244; or Religious Studies 232..

LICENSURE TO TEACH

Licensure to teach is a function of state government offered through colleges and universities approved by their respective state departments and boards of education. Rhodes College has recently elected not to offer a teacher licensure program and recommends that students enrolling in liberal arts colleges like Rhodes seek licensure to teach through enrollment in professionally oriented graduate education programs. Rhodes students interested in earning licensure should meet with the Program Director to explore both traditional and non-traditional paths to licensure.

It should be understood that licensure programs nationwide are currently undergoing numerous and significant changes. Thus, students interested in earning licensure should stay abreast of changes in the requirements of any state

in which they plan to teach. Licensure is generally transferable from one state to another, usually without additional requirements.

See www.rhodes/academics/education.edu. for additional information and for links to state licensing offices and selected graduate education programs.

COURSE OFFERINGS

201. Foundations of Education.
Fall, Spring. Credits: 4
Degree Requirements: Social Science.

Foundations of Education provides an overview of the system of American education and the development and application of current educational practices. Specific course topics include: history and philosophy, legal and political aspects, school finance, professional expectations, best practices, and specific challenges related to teaching and learning in today's society.

355. Principles of Curriculum and Instruction.
Spring. 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: Education 201 and junior standing.

451. Directed Research.
Spring. Credits: 2 or 4.
Degree Requirements: F11.

Students enrolling in the Directed Research course propose a research topic to the Education Program Director and once approved, conduct appropriate research on the topic. The course serves as a cumulative experience for the Minor in Education. Requirements will vary as to the selected topic and will include: regular meetings with the assigned faculty member, scholarly research, a mid-term report, and a final written report. An oral presentation will be made to an appropriate group or class.
Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the research project.

460. Internship in Education
Spring. 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. The internship serves as a cumulative experience for the Minor in Education. The internship will have a specific focus and the enrolled student will complete a minimum of 40 hours of field experience per credit earned as well as a scholarly reflective paper. An oral report will be made to an appropriate class or group.
Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the internship.

ENGLISH

PROFESSORS

Jennifer Brady. 1984. B.A., University of Toronto; M.A. and Ph.D., Princeton University. (Jonson, Dryden, Seventeenth-century literature.)

Michael Leslie. 1993. Dean, British Studies at Oxford. The Connie Abston Chair of Literature. B.A., University of Leicester; Ph.D., University of Edinburgh. (Renaissance literature, literature and the visual arts.)

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

ASSOCIATE PROFESSORS

Tina Barr. 1997. The Charles R. Glover Chair of English Studies. B.A., Sarah Lawrence College; M.F.A., Columbia University; M.A. and Ph.D., Temple University. (Creative writing, twentieth-century literature.)

Gordon Bigelow. Chair. 1998. B.A., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century British and Irish literature, cultural studies.)

Marshall Boswell. 1996. The T. K. Young Professorship of English Literature. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (Comparative fiction, creative writing.)

ASSISTANT PROFESSORS

Rebecca Finlayson. 2001. Director of the Writing Center, Director of the Rhodes Summer Writing Institute. B.A., Smith College; M.A. and Ph.D., Emory University. (Rhetoric and composition.)

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

Rebecca Edwards Newman. 2005. B.A., University of Cambridge; M.A., University of York; Ph.D., University of Cambridge. (Romanticism.)

Scott Newstok. 2007. B.A., Grinnell College; Ph.D., Harvard University. (Shakespeare, Early Modern British Literature.)

Leslie Petty. 2003. B.A., Emory University; M.A., Louisiana State University; Ph.D., University of Georgia. (American literature.)

Rasha 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.)

Rychetta Watkins. 2008. B.A., Washington University; Ph.D., University of Illinois at Urbana-Champaign. (African American and Asian American Literature.)

STAFF

Lorie W. Yearwood. Departmental Assistant. A.A.S., Southwest Tennessee Community College.

British Studies at Oxford. This summer study program offers more courses in English literature than in any other discipline. Credit earned in the program is directly credited as Rhodes College work. Professor Michael Leslie, a member of the English department, serves as Dean of the program, which is more fully described in the section concerning Foreign Study.

The Writing Center. The department oversees a writing service available to all Rhodes students. Student tutors, all English majors, are available daily to assist students with written work. The Writing Center will report the results of the

tutoring to the professor for whom the written work is done.

REQUIREMENTS FOR A MAJOR IN ENGLISH

A total of fifty (50) credits as follows:

Track I: Concentration in Literature

1. Three (3) courses in English literature written before 1800, at least two of which must be at the 300 level (i.e., 230, 260, 315-341)
2. English 385, to be taken by the end of the junior year (may also satisfy #1 or #5)
3. English 485
4. English 483-484 (2 credits)
5. Eight (8) additional courses in English, 200 or above, at least 6 of which must be in literature.

Of the above required courses, a minimum of eight 4-credit courses must be numbered 300 or above. (English 460 does not fulfill this requirement.)

Track II: Concentration in Literature and Creative Writing:

1. Two course in English literature written before 1800 at the 300 level (i.e., 315-341)
2. English 385, to be taken by the end of the junior year
3. Four additional courses in literature (one film course or internship may be counted in this category)
4. Four courses chosen from English 200, 201, 203, 204, 300, 301, 310, 311 or a writing course in any other department, subject to approval by the English Department. The five courses (20 credits) must include both 300-level workshops in the student's major genre (fiction, poetry), at least one of which must be taken in the junior year.
5. English 483-484 (2 credits) or English 481-482 (2 credits, by permission only)
6. English 485

Of the above required courses, a minimum of eight 4-credit hour courses must be numbered 300 or above. (English 460 does not fulfill this requirement.)

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 twenty (20) credits as follows:

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

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.

COURSE OFFERINGS

Unless otherwise noted, these courses are taught every year and in the semesters indicated.

FIRST-YEAR WRITING COURSES

151. First-Year Writing Seminar.
Fall, Spring. Credits: 4.
Degree Requirement: F2.

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 English 151 and English 155.

155. First-Year Writing Seminar: Daily Themes.
Fall, Spring. Credits: 4.
Degree Requirement: F2.

An alternative to English 151 offered to outstanding first-year writers, by invitation only. The course is limited to 12 students who meet as a group once a week and individually with the instructor once a week. Students will turn in 5 one-page themes each week. Some research and writing will be required, and students will use their daily themes as the basis for two longer papers: one at mid-term and the other at the end of the semester. Students may not take both English 151 and English 155.

INTRODUCTORY AND ADVANCED WRITING COURSES

200. Introduction to Poetry Writing: Form, Theory, Workshop.
Fall, Spring. Credits: 4.

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion.
Prerequisites: English 151 or the permission of the instructor.

201. Introduction to Fiction Writing: Form, Theory, Workshop.
Fall, Spring. Credits: 4.

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion.
Prerequisites: English 151 or the permission of the instructor.

203. Introduction to Dramatic Writing.
Fall. Credits: 4.

A study of the problems, vocabulary, and tools of writing for the stage. Workshop and presentation of scenes and short plays. Cross-listed with Theater 250.
Prerequisites: English 151 or the permission of the instructor.

204. Introduction to Screenwriting.
Fall, Spring. 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.
Prerequisites: Must have taken a creative writing or film studies class.

300. Advanced Poetry Workshop I: Form.
Fall. Credits: 4.

Study of prosodic tradition, with an emphasis on the evolution of form as an organic process. Students will develop their own writing practices, both within received forms and by conceiving forms appropriate to their own styles. Study of poets in translation and those writing in English, across cultures and periods.
Prerequisites: English 200 and permission of the instructor.

301. Advanced Fiction Workshop I: Narrative Form.
Fall. Credits: 4.

Practice in the craft of fiction with an emphasis on elements of narrative form, including point of view, character development, plot, temporality, and tone. Includes study of narrative form and close readings of contemporary short fiction.
Prerequisites: English 201 and permission of the instructor.

310. Advanced Poetry Workshop II: Theory.
Spring. Credits: 4.

Students will work to develop their own poetry, and consider and discuss their own ideas on aesthetics, as they read and discuss theories of poetry. Study of selected essays, excerpts and letters by writers such as Aristotle, Berryman, Brooks, Coleridge, Eliot, Hass, Keats, Lawrence, Lowell, Olson, Pound, Rilke, Shelley, Stevens, Williams, and Wordsworth. Readings of selected poems in translation and in English, across cultures and periods.
Prerequisites: English 200 and permission of instructor.

311. Advanced Fiction Workshop II: Theory.
Spring. Credits: 4.

Practice in the craft of fiction with an emphasis on narrative theory and the historical development of the short story. Students will develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. Includes study of literary movements and narrative theory.
Prerequisites: English 201 and permission of instructor.

481-482. Senior Writing Project.
Fall, Spring. Credits: 0-2.

Enrollment by special application only. This is a two-semester course in which students create and assemble a substantial manuscript of writing in their major genre. Interested students will submit an application for entry into this course at the start of the senior year. See the Director of the Concentration in Literature and Creative Writing for information on the application process.

INTRODUCTORY LITERATURE COURSES

210. Interpreting Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F2, F4.

An introduction to the process of reading critically and writing perceptively about literary works, with examples from the genres of poetry, drama, and narrative. Open to first-year and sophomore students only.

215. Focus on Literature.
Fall. Credits: 4.
Degree Requirements: Humanities, F4.
A component of the First-Year Learning Community program. Open only to program participants.

220. Topics in Women and Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, 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: English 151 or permission of instructor.

221. The Novel of Manners.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4.
A study of the evolution of the genre of the novel of manners, from the nineteenth century to its modern practitioners. Authors include: Austen, James, Wharton. This course may be counted toward a Women's Studies minor.
Prerequisites: English 151 or permission of instructor.

224. Introduction to African-American Poetry in the United States.
Spring. Credits: 4.
Degree Requirements: Humanities, F4.
This course will introduce students to African-American Poetry in the United States based on a chronological study and background reading that will provide a context for African-American aesthetic practices. Students will engage in close readings of individual poems by Wheatley, Hammon, Harper, Johnson, Dunbar, Spencer, McKay, Toomer, Cullen, Brown, Hughes, Hayden, Brooks, Knight, Clifton, Komunyakaa, Dove, and others.
Prerequisites: English 151 or permission of instructor.

225. Southern Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4.
A study of literature written about the South, primarily but not exclusively Southern literature of the 19th and 20th centuries. Authors likely to be studied include George Washington Harris, William Faulkner, Flannery O'Connor, Thomas Wolfe, Eudora Welty.
Prerequisites: English 151 or permission of instructor.

230. Shakespeare's Major Plays.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4.
Selected plays from Shakespeare's major works.
Prerequisites: English 151 or permission of instructor.

235. World Drama.
Fall. Credits: 4.
Degree Requirements: Humanities, 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: English 151 or permission of instructor.

260. Survey of British Literature I.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4.
Representative works of medieval, Renaissance, and 18th century literature. Specific content will vary with the instructor.
Prerequisites: English 151 or permission of instructor.

261. Survey of British Literature II.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4.
Representative works of the 19th and 20th centuries. Specific content will vary with the instructor.
Prerequisites: English 151 or permission of instructor.

262. Survey of American Literature.
Spring. Credits: 4.
Degree Requirements: Humanities, F4.
Representative works primarily from the nineteenth and early twentieth centuries. Specific content will vary with the instructor.
Prerequisites: English 151 or permission of instructor.

265. Special Topics.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, 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: English 151 or permission of instructor.

275. Studies in Anglophone Literature.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities, 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: English 151 or permission of instructor.

ADVANCED LITERATURE COURSES

320. Medieval Literature.
Fall. Credits: 4.
Degree Requirements: Humanities.
A study of representative works of medieval literature which may include works from the Anglo-Saxon period through the 15th century. Possible topics include: The Anglo-Saxons: Language, Literature, and Culture; The Arthurian World; Medieval Visionary Literature; Dante in Translation; the Pearl Poet; Langland and Chaucer; Women and Medieval Literature; and others. May be repeated once with different topic.
Prerequisites: Any 200-level literature course or permission of instructor.

322. Renaissance Poetry and Prose.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2009-2010.)

323. Renaissance Drama.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
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; scheduled for 2008-2009.)
Prerequisites: Any 200-level literature course or permission of instructor.

325. Chaucer.
Spring. Credits: 4.
Degree Requirements: Humanities.
Chaucer's major works.
Prerequisites: Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2009-2010.)

332. Advanced Shakespeare Studies.
Spring. Credits: 4.
Degree Requirements: Humanities.
Focused exploration of a critical problem in Shakespeare studies. The focus of the class will vary from semester to semester, but it will regularly include the study of six to eight works by Shakespeare as well as critical and historical texts. Sample subjects: Gender and its Representation; Shakespearean Historicism; Bad Shakespeare. Repeatable for credit with different subject.
Prerequisites: Any 200-level literature course or permission of instructor. Majors only.

335. Milton.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
Milton's major poetry and prose. (Course offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Any 200-level literature course or permission of instructor.

336. Literature and Landscape, 1500-1800.
Fall. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level literature course or permission of instructor.

340. Restoration Literature.
Fall. Credits: 4.
Degree Requirements: Humanities.
Literature, principally drama, of the Restoration and late seventeenth century. Authors include Dryden, Rochester, Wycherley, Etherege, Congreve, Otway, Farquhar, Behn, Vanbrugh.
Prerequisites: Any 200-level literature course or permission of instructor.

343. Studies in Eighteenth-Century Literature.
Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level literature course or permission of instructor.

345. Eighteenth-Century British Fiction.
Spring. Credits: 4.
Degree Requirements: Humanities.
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, Smollet, Burney, Radcliffe, and Austen.
Prerequisites: Any 200-level literature course or permission of instructor.

350. Romantic Poetry and Prose.
Fall. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level literature course or permission of instructor.

351. Victorian Poetry and Prose.
Spring. Credits: 4.
Degree Requirements: Humanities.

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.
Prerequisites: Any 200-level literature course or permission of instructor.

355. Nineteenth-Century British Fiction.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.

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, Thackeray, Collins, Eliot, Hardy, and Gissing.
Prerequisites: Any 200-level literature course or permission of instructor.

360. American Romanticism.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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.
Prerequisites: Any 200-level literature course or permission of instructor.

361. American Realism and Naturalism.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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, Chesnutt, James, Jewett, Chopin, Crane, Norris, and Dreiser.
Prerequisite: Any 200-level literature course.

362. American Modernism.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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 200-level literature course.

363. Topics in Twentieth-Century British Literature.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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.
Prerequisite: Any 200-level literature course or permission of the instructor.
Course repeatable for credit with different topic.

364. African American Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.

A study of the works, mainly twentieth-century fiction, of black writers in America. Analysis of the artistic expression and vision of such writers as Chesnutt, Ellison, Hughes, Gaines, Brooks, Marshall, Walker, and Morrison will include an exploration of black aesthetics, as well as an investigation of the ways in which these authors treat personal, racial, historical, political, and gender-based issues.
Prerequisites: Any 200-level literature course or permission of instructor.

365. Twentieth-Century British Fiction.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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.
Prerequisites: Any 200-level literature course or permission of instructor.

370. American Postmodernism and Beyond.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.

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.
Prerequisites: Any 200-level literature course. Majors only.

373. Developments in Contemporary Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.

A study of the emergence of new writers after 1945, with close analysis of poems, works of fiction and plays. May be repeated with different topic.
Prerequisites: Any 200-level literature course or permission of instructor.

375. Topics In Postcolonial Literature.
Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level literature course or permission of instructor.
Repeatable for credit with different topic.

380. Topics in Literary Study.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
Exploration of special topics at a level designed for English majors. Content will vary from year to year. Course may be repeated for credit with a different topic.
Prerequisites: Any 200-level literature course or permission of instructor.

385. Topics in Advanced Literary Study.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
The focused exploration of special topics or critical problems in literary study. Topics will vary from semester to semester, and may include the intensive study of major authors, literary genres or movements, historical contexts of imaginative expression, significant themes, or critical methodologies. Courses include the study of critical texts and issues that are central to defining and interpreting their literary topic. Seminar format. Repeatable for credit with different topic.
Prerequisites: Any 200-level literature course or permission of instructor. Majors only.

483-484. Senior Paper.
Fall, Spring. Credits: 0-2.
For majors in the literature concentration. An independent project in which students will produce a sustained work of literary criticism on a topic of their choosing.

485. Senior Seminar: Critical Theory and Methodology.
Fall, Spring. Credits: 4.
An examination of selected developments in contemporary critical theory and their impact on the teaching and study of literature. Senior English majors only.
Prerequisites: English 385 or permission of instructor.

INTRODUCTORY AND ADVANCED FILM COURSES
202. Introduction to Cinema.
Fall. Credits: 4
Degree Requirements: Humanities.
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: Eng. 151 or equivalent. All students must attend a weekly screening.

241. History and Criticism of American Cinema.
Fall. Credits: 4.
Degree Requirements: Humanities.
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: English 151 or equivalent.

242. World Film.
Spring. Credits: 4.
Degree Requirements: Humanities.
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: English 151 or permission of instructor.

245. Special Topics in Film.
Fall. Credits: 4.
Degree Requirements: Humanities.
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). Course may be repeated for credit with a different topic.
Prerequisites: English 151 or permission of instructor.

381. Advanced Topics in Film.
Spring. Credits: 4.
Degree Requirements: Humanities.
The focused exploration of a topic or genre that ties a body of films together in order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. Repeatable for credit with different topic.
Prerequisites: Any 200-level film class or permission of instructor.

382. Film Theory.
Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any 200-level film class or permission of instructor.

SPECIAL COURSES

315. The English Language.
Spring. 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; scheduled for 2008-2009.)

399. Tutorial for Honors Candidates.
Spring. 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.

460. Internship.
Fall, Spring. Credits: 4.

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. (Pass/Fail credit only. English 460 does not satisfy an upper-level English course requirement for the major.)

465. Tutorial in One-to-One Writing Instruction.
Fall. Credits: 1.
Theoretical and applied study of one-to-one writing instruction.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8, 4-8.

Satisfies the Senior Paper requirement. For seniors only.
Prerequisites: English 399.

GEOLOGY

INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University. (Department of Physics, Geology.)

The Earth System Science minor is described in the section on Interdisciplinary Study.

COURSE OFFERINGS

111. Earth System Science.
Fall. Credits: 4.
Degree Requirements: Natural Science, F7.

A study of the dynamic interaction of earth, water, air, and life. Emphasis is placed on the geology of the mid-south, and the ways that geological knowledge is acquired. Three hours of lecture and three hours of lab per week, plus a weekend field trip to the Ouachita Mountains. Not open to seniors. (Course offered in alternate years, scheduled for 2008-2009.)

112. Evolution of the Earth.
Spring. Credits: 4.
Degree Requirements: Natural Science, F7.

The origin and evolution of the earth as revealed by the rocks and fossils of the earth's crust. A regional analysis of selected areas of North America is related to the broader context of global tectonics. Three hours of lecture and three hours of lab per week, plus a weekend field trip to northeastern Mississippi. (Course offered in alternate years; scheduled for 2009-2010.)

116. Global Environmental Change.
Fall, Credits: 4
Degree Requirements: Natural Science, F7.

A survey of the underlying scientific basis of the issues involved in global environmental change: greenhouse warming, biogeochemical cycles, ozone depletion, sea-level rise, fresh-water, energy resources, and toxic-waste concerns. The laboratory portion of the course involves computer modeling of relevant global systems. Not open to seniors. (Course offered in alternate years, scheduled for 2008-2009.)

214. Environmental Geology.
Spring. Credits: 4.
Degree Requirements: Natural Science, F7, F11.

The application of geologic principles to understand the response of our environment to natural and anthropogenic forces of change. Emphasis is placed on sustainability, and the hydrologic cycle. Local environmental topics will be analyzed spatially using GIS (geographic information system).

A service-learning component of the course focuses on both campus environmental audits, and local environmental problems. Three hours of lecture and three hours of lab per week. Not open to seniors. (Course offered in alternate years, scheduled for 2008-2009).

301. Special Problems in Geology.
Fall, Spring. Credits: 1, 2, or 4.
An opportunity to do research on current problems in geology.
Prerequisites: Geology 111 or 116, and approval of instructor.

460. Internship in Geology.
Fall, Spring. Credits: 4.
A program designed to introduce students to the practical applications of their academic studies. Students may work with professionals in such agencies as the U. S. Geological Survey, USGS Water Resources Division, and the Center for Earthquake Research and Information (CERI). A written and oral presentation is required at the end of the internship integrating the student's academic work and the internship project.

GREEK AND ROMAN STUDIES

ASSOCIATE PROFESSORS

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

David H. Sick. 1997. 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.)

ASSISTANT PROFESSOR

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.)

REQUIREMENTS FOR A MAJOR IN GREEK AND ROMAN STUDIES

Concentration in Greek or Latin:

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

1. Six courses (24 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Three courses (12 credits) on the culture and civilization of ancient Greece and Rome. Students who concentrate in Greek may include up to eight credit hours of courses in ancient Greek (beyond 201), Latin, or modern Greek toward this requirement after they have taken the required twenty-four units in ancient Greek beyond 201. Students who concentrate in Latin may include up to eight credit hours of courses in Latin (beyond 201), ancient Greek, or Italian toward this requirement after they have taken the required twenty-four credits in Latin beyond 201. The following courses count toward this requirement:
   Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   European Studies: Art 836, Greek and Roman Studies 833, Greek and Roman Studies 834, History 831, Philosophy 835
   Greek and Roman Studies: 150, 245, 250, 255, 260, 283, 305, 315, 361
   History 105, 205 or 305 (when they cover ancient Greek or Roman material)
   Humanities (Search) 101, 102
   Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
   Political Science 311
   Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
   Theatre 280

Concentration in Classical Studies:

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

1. Three courses (12 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Six courses (24 credits) on the culture and civilization of ancient Greece and Rome. Students who fulfill the language requirement for the major as noted above with courses in Greek may include up to eight credit hours of courses in ancient Greek (beyond 201), Latin, or modern Greek toward this requirement after they have taken the required twelve units in ancient Greek beyond 201. Students who fulfill the language requirement for the major as noted above with courses in Latin may include up to eight

credits of courses in Latin (beyond 201), ancient Greek, or Italian toward this requirement after they have taken the required twelve units in Latin beyond 201. The following courses count toward this requirement:
Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
European Studies: Art 836, Greek and Roman Studies 833, Greek and Roman Studies 834, History 831, Philosophy 835
Greek and Roman Studies: 150, 245, 250, 255, 260, 283, 305, 315, 361
Humanities (Search) 101, 102
History 105, 205 or 305 (when they cover ancient Greek or Roman material)
Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
Political Science 311
Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
Theatre 280

Concentration in Material Culture:

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

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Art 220: Introduction to Archaeological Methods.
4. Four courses (16 credits) from the following courses:
   Art: 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   History 205 (when it covers Greek or Roman material)
5. Four courses (16 credits) from the following courses:
   Anthropology 207 or 208, 215
   Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers material from ancient Greece or Rome)
   European Studies: Art 836,Greek and Roman Studies 833, Greek and Roman Studies 834, History 831
   Geology 111-111L, 112-112L
   Greek and Roman Studies 150, 245, 250, 255, 260, 283, 305, 315, 361
   Humanities (Search) 101, 102
   History 105, 205 or 305 (when they cover ancient Greek or Roman material)
   Religious Studies 260

REQUIREMENTS FOR A MINOR IN GREEK AND ROMAN STUDIES

Concentration in Greek or Latin

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

1. Four courses (16 credits) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275.
3. Two courses (8 credits) on the culture and civilization of ancient Greece and Rome. Students who concentrate in Greek may include up to four credit hours of courses in ancient Greek (beyond 201), Latin, or modern Greek toward this requirement after they have taken the required sixteen units in ancient Greek beyond 201. Students who concentrate in Latin may include up to four credit hours of courses in Latin (beyond 201), ancient Greek, or Italian toward this requirement after they have taken the required sixteen units in Latin beyond 201. The following courses count toward this requirement:
   Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   European Studies: Art 836, Greek and Roman Studies 833, Greek and Roman Studies 834, History 831, Philosophy 835
   Greek and Roman Studies: 150, 245, 250, 255, 260, 283, 305, 315, 361
   History 105, 205 or 305 (when they cover ancient Greek or Roman material)
   Humanities (Search) 101, 102
   Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
   Political Science 311
   Religious Studies 214, 280, 281, 282, 283, 284, 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 or Latin beyond 201.
2. Greek and Roman Studies 275.
3. Four courses (16 credits) of courses on the culture and civilization of ancient Greece and Rome. Students who fulfill the language requirement for the minor as noted above with courses in Greek may include up to eight credit hours of courses in ancient Greek (beyond 201), Latin, or modern Greek toward this requirement after they have taken the required eight units in ancient Greek beyond 201. Students who fulfill the language requirement for the minor as noted above with courses in Latin may include up to eight credits of courses in Latin (beyond 201), ancient Greek, or Italian toward this requirement after they have taken the required eight credits in Latin beyond 201. The following courses count toward this requirement:
   Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   European Studies: Art 836, Greek and Roman Studies 833, Greek and Roman Studies 834, History 831, Philosophy 835
   Greek and Roman Studies: 150, 245, 250, 255, 260, 283, 305, 315, 361
   History 105, 205 or 305 (when they cover ancient Greek or Roman material)
   Humanities (Search) 101, 102
   Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
   Political Science 311
   Religious Studies 214, 280, 281, 282, 283, 284, 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. Art 220: Introduction to Archaeological Methods.
4. Three courses (12 credits) from the following courses:
   Art 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   History 205 (when it covers ancient Greek or Roman material)
5. One course (4 credits) from the following courses:
   Anthropology 207 or 208, 215
   Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
   European Studies: Art 836, Greek and Roman Studies 833, Greek and Roman Studies 834, History 831

Geology 111-111L, 112-112L
Greek and Roman Studies 150, 245, 250, 255, 260, 283, 305, 315, 361
Humanities (Search) 101, 102
History 105, 205 or 305 (when they cover ancient Greek or Roman material)
Religious Studies 260

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 the senior tutorial for those 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 organizes, supports, and recommends 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. With colleagues from other institutions faculty members from GRS also contribute to collaborative initiatives that provide opportunities for research, for example, in archaeological excavations and surveys during the summer, for example at Kenchreai, Greece. With the University of the South, Rhodes sponsors European Studies, which features course work at the University of the South 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.

COURSE OFFERINGS

150. Language Study.
Fall, Spring. Credits: Variable.

This course allows students to receive credit for studying languages not regularly offered on campus. Information concerning these langauges is available from the chair of the department.

245. Texts and Contexts.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.

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 make take this course more than once if topics change.

250. Serving Gods: Religion in Ancient Greece and Rome.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, Life Then and Now, 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.

255. Myth in Ancient Greece and Rome.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, Life Then and Now, 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.

260. Poetry and Performance.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F3.

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.

275. Introduction to Classical Studies.
Spring. 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 spring semester of the senior year.

283. Introduction to Study in Europe, the Mediterranean, and the Near East.
Spring. 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.

305. Travel-Study in Europe, the Mediterranean, and the Near East.
Summer. Credits: 4.
Degree Requirements: Fine Arts.

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 make take this course more than once if the itinerary changes.

315. Fieldwork in Material Culture.
Fall, Spring. 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.

361. GIS and Mediterranean Archaeology.
Fall. Credits: 4.
Degree Requirements: Humanities.

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). Permission of the instructor is required for this course.

475. Senior Seminar.
Spring. 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.

495-496. Honors Tutorial.
Fall ,Spring. Credits: 4-4.

These courses are for students working on an honors project as described above. Permission of the advisor is required for enrollment in these courses.

GREEK
101-102. Elementary Greek.
Fall, Spring. Credits: 4-4.

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.

201. Intermediate Greek.
Fall. 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.

265. Topics in Greek Literature.
Fall, Spring. Credits: 1-4.
Degree Requirements: Humanities, F4.

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: Greek 201 or the equivalent.

291/391. Homeric Poetry.
Fall. 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), 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: Greek 265 or equivalent. Some familiarity with Greek history is strongly advised. Permission of the instructor is required.

292/392. Greek Lyric Poetry.
Fall. 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), 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: Greek 265 or equivalent. Some familiarity with Greek history and Homeric poetry is strongly advised. Permission of the instructor is required.

293/393. Greek Comedy.
Fall. 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), 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

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

294/394. Literature of the 4th Century BCE.
Fall. 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 Sunoiksis (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: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

295/395. Hellenistic Literature.
Fall. 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), 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: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

415. Tutorial Assistantship.
Fall, Spring. 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
101-102. Elementary Latin.
Spring, Fall. Credits: 4-4.

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.

201. Intermediate Latin.
Fall, Spring 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.

202. Latin Rhetoric.
Spring. Credits: 4.

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.

232. Latin in Rome.
Summer. Credits: 4.
Degree Requirements: Humanities.

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.

265. Topics in Latin Literature.
Fall, Spring. Credits: 1-4.
Degree Requirements: Humanities, F4.

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: Latin 201 or the equivalent.

291/391. Latin Literature from the Early Republic.
Fall. 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), 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: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

292/392. Latin Literature from the Late Republic.
Fall. 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), 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: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

293/393. Literature of the Neronian Period.
Fall. 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), 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: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

294/394. Roman Literature, 70-180 CE.
Fall. 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), 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: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

295/395. Latin Literature from Late Antiquity and the Middle Ages.
Fall. 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), 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: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

415. Tutorial Assistantship.
Fall, Spring. 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.

HISTORY

PROFESSORS

Charlotte G. Borst. 2006. Provost and Vice President for Academic Affairs. B.A., Boston University; M.A., Tufts University; M.A. and Ph.D., University of Wisconsin. (History of Science, American history.)

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

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

ASSOCIATE PROFESSORS

Dee Garceau-Hagen. 1995. B.A., Nasson College; M.A., Washington State University; Ph.D., Brown University. (Gender in the American West, American women, Native American history.)

Timothy S. Huebner. 1995. B.A., University of Miami; M.A. and Ph.D., University of Florida. (U.S. South, nineteenth century, U.S. constitutional/legal history.)

Jeffrey H. Jackson. 2000. B.S., Vanderbilt University; Ph.D., University of Rochester. (Modern Europe, France, cultural history.)

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

Gail S. Murray. 1991. Chair. B.A., University of Michigan; M.S.E., University of Central Arkansas; Ph.D., University of Memphis. (U.S. social history, colonial America, Southern women, U.S. childhood.)

ASSISTANT PROFESSORS

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)

Alex J. Novikoff. 2008. B.A., New York University; M.A., University of York; M.Phil., University of Cambridge; Ph.D., University of Pennsylvania. (Medieval intellectual history, France, Jewish-Christian relations.)

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. (Islamic history, Middle East, North Africa.)

VISITING PROFESSOR

Frank Buscher. 2006. B.A., Northern Michigan University; M.A. and Ph.D., Marquette University. (Russian and Soviet history, Modern Germany, Europe in the 20th Century, World War II.)

Prospective majors should complete History 200 by the end of the sophomore year. Students should have completed at least one other course at the 200 or 300 level before attempting coursework at the 400 level.

REQUIREMENTS FOR A MAJOR IN HISTORY

A total of 10 courses (40 credits) as follows:

1. History 200 (The Historian's Craft)
2. History 485 (Senior Seminar)
3. Eight (8) additional courses at the 100, 200, 300, and 400 levels, selected according to the following principles:

a. Of the eight courses, no more than one may be taken at the 100 level.
b. Of the eight courses, at least three courses must be seminar courses at the 400 level.
c. Of the eight courses taken at all levels at least one must be taken in each area listed below. In addition, no more than four (4) from a single area will be counted toward the major. The areas are:
(1) History of Europe
(2) History of the Americas
(3) History of Asia, Africa, and Middle East
d. Of the eight courses taken at all levels, at least one must concentrate on a period prior to 1500 CE. The following courses meet that requirement: History 212, 281, 282, 288, 293, 385, and 412. (There may be special topics as well.)

REQUIREMENTS FOR A MINOR IN HISTORY

A total of 5 courses (20 credits) selected according to the following principles:
1. No more than one course at the 100 level.
2. At least two courses at the 400 level.
3. At least one course in each of the following areas:
(a) History of Europe
(b) History of the Americas
(c) History of Asia, Africa, and Middle East

HONORS IN HISTORY

1. Completion of all requirements for a Bachelor of Arts degree in History and minimum grade point average of 3.50.
2. Completion of the two-term tutorial sequence History 495-496.
3. Completion of 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. Project must be completed and approved by the supervising committee by April.

COURSE OFFERINGS

105. Introductory Seminars in History.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F2, F3 (some sections).
This writing intensive course, intended for first and second year students, provides an introduction to themes and topics from a variety of historical perspectives. Possible topics include: "The Mongol Empire", "Memphis and the American South", "British Empire and its Enemies", and "Why Hitler?" May not be repeated for credit. Not open to juniors and seniors.

200. The Historian's Craft: Methods and Approaches in the Study of History.
Fall, Spring. Credits: 4.
Degree Requirements: F2.
This course introduces prospective history majors and minors to the experience of how historians perform their craft. Each seminar will teach students the basic skills of research, historical writing, and historical analysis. Students will be introduced to historiography, the use of primary sources, and ethical issues in history. Written work will be emphasized, and an oral presentation may be required of all students. Not open to seniors.

200-level classes are introductory and cover broad chronological spans or large geographical areas. Open to all students.

205. Selected Topics in History.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F3 (some sections).
Introduction to selected periods in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include "Russia Since 1861" and "Asian Societies: Past and Present."

212. Medieval Europe.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.
This course examines the transition from the world of late antiquity to that of the European Middle Ages, from the collapse of the Roman Empire through the fourteenth century. Lectures will focus on the medieval "braid" of Roman tradition, Christianity and Germanic custom. Topics will include patterns of migration, the Christianization of Europe, the development of social and political institutions, the conflicts between church and state, the urban revival of the eleventh century, and the intellectual "renaissance" of the twelfth century, culminating in the famine, plague, and chaos of the fourteenth century. (Course offered in alternate years, scheduled for 2009-2010.)

213. Renaissance and Reformation Europe.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.
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, scheduled for 2009-2010.)

215. Enlightenment and Revolution: Europe, 1714-1815.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.
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.

216. Industrialism, Nationalism, and Imperialism: Europe, 1815-1914.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.
This course examines the impact of industrialization on the social, political, and

intellectual life of Europe. The combination of nationalist idealism and the realism of state power that produced the unifications of Italy and Germany will be critically examined. The course will also examine the nationalist and imperialist rivalries that drove the European states to the brink of war after the turn of the century.

217. The Age of Extremes: European Culture and Society in the Twentieth Century.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F3.

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.

224. British Empire and Its Enemies.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.

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.

225. Modern Britain.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.

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.

231. North America in the Colonial and Revolutionary Eras.
Credits: 4.
Degree Requirements: Humanities, F3.

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. (Course offered in alternate years, scheduled for 2008-2009.).

232. The United States in the Nineteenth Century.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.

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/urbanization. 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.

233. The United States in the Twentieth Century.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F3.

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.

242. African-American History.
Fall. Credits: 4.
Degree Requirements: Humanities, F3, F9.

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.

244. History of Childhood in the United States.
Spring. Credits: 4.
Degree Requirements: Humanities, F3, F11.

This course provides an examination of the ways in which the concept of childhood has been defined throughout United States history, as well as a study of how children themselves have influenced and shaped institutions, laws, and popular culture. A service-learning component is required. (Course offered in alternate years; scheduled for 2009-2010.)

246. Gender and Warfare in America.
Fall. Credits: 4
Degree Requirements: Humanities, F3.

While the study of wars has always proven to be a popular subject for students of American history, the use of gender in analyzing the causes and effects of these conflicts has only recently been an important focus in historians' examinations of different conflicts. New studies have used gender to examine the origins of different wars and to understand the motivations of the soldiers who fought them. By emphasizing the importance of gender in historical study, students will be encouraged to examine historical evidence critically in order to bring their perspective to the study of wars in American history.

247. The American South.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.
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.

249. Poverty in the United States.
Spring, Credits: 4.
Degree Requirements: Humanities, F3.
This course will examine attitudes toward the poor throughout the course of U.S. history, as well as the experiences of public and private relief organizations. Lectures and readings give attention to attempts to define "poverty," to vagabond/homeless experiences, to problems facing the working poor, to private and public attempts to eradicate poverty, and the assessment of various programs of poor-relief, public assistance, family wage. Field trips and a community-based group project are required. (Course offered every third year; scheduled for 2009-2010.)

254. Interpreting the American West.
Spring. Credits: 4.
Degree Requirements: Humanities, F3, F5.
A collaboration between History and Theater, this course will immerse students in primary historical research and in the techniques of scripting, staging, and acting. Students will explore and critique some of the most mythologized elements of the American West: the fur trade, the Overland Trail, and the cattle drives. Using revisionist perspectives, students will "decolonize" western history, and then, using archival sources, students will create a performance piece. All students will engage in both historical analysis and dramatic interpretation.

255. Conservatism in the United States.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.
This course will provide an introduction to developments in conservative thought and politics in the 20th Century. Students will learn about the roots of American conservatism and learn how conservatives critiqued the creation of the New Deal, the rise of Stalinist Russia and the threat of communism, and the outbreak of World War II. Class will discuss conflicts between traditionalists and libertarians, Eisenhower's "modern Republicanism," conservatives and the Cold War, the campaign of Barry Goldwater, and the conservative response to the civil rights movement, Vietnam and "free love." Finally, the class will consider the Reagan revolution and its impact on the current state of conservative politics in the United States and suggest directions for conservatism in the 21st Century. (Course offered in alternate years; scheduled for 2009-2010.)

256. Liberalism in the United States.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.
How did liberalism, one of the dominant ideologies of the 20th century America, get transformed into the "L" word in current political debates? Did Ronald Reagan bury liberalism or might Bill Clinton have played a part in its decline? This course will examine the origins of modern liberalism in the Progressive Era, its rise and

expansion during the New Deal, its ideological dominance through the fifties and sixties, and its eventual decline at the end of the century. This course will give students the opportunity to understand the rise and fall of American liberalism, and to suggest possible directions for American liberals in the future. (Course offered in alternate years; scheduled for 2009-2010.)

261. Colonial Latin America.
Fall. Credits: 4.
Degree Requirements: Humanities, F3, F9.
This course surveys the history of Latin America in the period before the Revolutions of Independence (before 1810). After studying the Native American (principally Aztec, Inca, Chibcha and Maya) and European (Spanish and Portuguese) civilizations that shaped the formation of colonial Latin American history, the conquest, the institutions and the social history/movements during this historical period will be addressed in a thematic fashion.

262. Contemporary Latin America.
Spring. Credits: 4.
Degree Requirements: Humanities, F3, F9.
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.

267. Mexico: From Pre-Columbian Peoples to the Present.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.
This course focuses on Mexico as a geographic unit and addresses, principally, the social, cultural and economic history of the peoples who have inhabited Mexico. Beginning with an examination of pre-Columbian history, the course moves in a mostly chronological fashion, focusing on the European conquest of Mexico (1519-1521), colonial institutions and actors, nineteenth century independence, politics and instability. The course concludes with an examination of twentieth century revolution (1911 and after), reform and identity.

281. The Origins of Chinese Civilization.
Fall. Credits: 4.
Degree Requirements: Humanities, F3.
This course examines the foundations and evolution of China's cultural tradition from the prehistoric period to the Song reunification in 960 CE, with emphasis placed on the imperial period (beginning 221 BCE). The themes of change and continuity within the structure of an enduring ideology are supplemented by a multifaceted approach that includes the history of society and the arts.

282. Late Imperial China.
Spring. Credits: 4.
Degree Requirements: Humanities, F3.
This course examines China's development into a modern nation from the tenth-century Song reunification through foreign conquest, native recovery, and yet another foreign conquest to the creation of the heavily bureaucratized and Confucianized Qing state. It also explores the beginnings of China's encounter with

the West that led to the collapse of the traditional Chinese world order.

288. Japanese Civilization.
Fall. Credits: 4.
Degree Requirements: Humanities, 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 transformations of Japanese society, and Japan's "cult of aesthetics."

293. Ancient and Medieval India.
Fall. Credits: 4.
Degree Requirements: Humanities, F3, F9.
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 Mauryan and Guptan 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.

294. Modern India.
Spring. Credits: 4.
Degree Requirements: Humanities, F3, F9.
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.

300-level courses focus on particular themes and topics and devote more attention to historiography and writing than do 200-level courses. All 300-level courses have the prerequisite of any History course at the 100 or 200-level or permission of the instructor unless otherwise noted.

305. Selected Advanced Topics in History.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include Imagining Asia: Western Perceptions of the East, and The Power of the Poor in Latin America.

310. Women in Medieval Europe.
Fall. Credits: 4.
Degree Requirements: Humanities.
This course examines the lives of European women from approximately 400-1500 CE and explores how they both shaped and were shaped by religious, political,

economic, and cultural forces in medieval society. In addition to looking at women's lived experiences, we will study images and ideas about women, and the connections between the two. Throughout the semester we will also consider how historians write the history of medieval women, including what sources are available, what questions historians have chosen to ask, and how these affect what we can know about medieval women.

313. The Crusades.
Credits: 4.
Degree Requirements: Humanities.
Covering the period between approximately 1050 and 1600, this course examines the conflicts between Western European Christians and others around them primarily, but not exclusively Muslims of the Middle East. While many of these conflicts were military in nature, only a small proportion of this course will discuss the details of military technology, tactics, and strategy. More attention will be paid to the broader political context in both Europe and the Middle East, the ideological underpinnings of the conflict for both Christians and Muslims, the nature of religious belief in the Middle Ages, and the impact that these conflicts had on the territories involved.

341. Native America and American History.
Spring. Credits: 4.
Degree Requirements: Humanities.
This course explores the history of selected Native American cultures and intertribal relations as well as relations with Euro-Americans in North America. The evolution of United States Indian policy, as well as key shifts in native American strategies of survival form the chronological framework of the course. Recent scholarship as well as Native American oral history, autobiography, fiction and film will shed light on issues of sovereignty, conquest, resistance, syncretism, and cultural identities.

342. Slavery in the United States.
Spring. Credits: 4.
Degree Requirements: Humanities.
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; scheduled for 2009-2010.)

343. The Civil Rights Movement.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
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.

349. Black and White Women in the History of the American South.
Spring. Credits: 4.
Degree Requirements: Humanities.
Using a variety of genres including autobiography, demographics, fiction, court records, film, and women's history, students will explore the many public and private roles that Southern women have filled from colonial days to the present. Emphasis will be placed on the distinctiveness of Southern society and its complex cultural diversity. (Scheduled for 2008-2009.)

350. Women in Nineteenth-Century America.
Fall. Credits: 4.
Degree Requirements: Humanities.
This course is a multicultural investigation of women in nineteenth-century America. Encounters between Native Americans and Euro-American colonizers, the expansion of market capitalism, the ideology of True Womanhood, and the growth of chattel slavery reverberated through women's lives. So, too, the Civil War, industrialization, and urbanization transformed gender relations. The ways that women both shaped and were shaped by these developments will be examined. Popular magazines, sermons, songs, and American painting will reveal a discourse on gender that called forth American concerns about liberty and order, hierarchy and equality, individualism and community. (Course offered in alternate years; scheduled for 2009-2010.)

351. United States Constitutional History to 1865.
Fall, Credits: 4.
Degree Requirements: Humanities.
This course examines American constitutionalism from the colonial era through the Civil War. Topics include 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; scheduled for 2008-2009.)

352. United States Constitutional History since 1865.
Spring. Credits: 4.
Degree Requirements: Humanities.
This course examines American constitutionalism from the Reconstruction period to the 1990s. 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, scheduled for 2009-2010.)

357. United States Intellectual History: The Twentieth Century.
Spring. Credits: 4.
Degree Requirements: Humanities.
This course examines the role that intellectuals have played in American society in the twentieth century. The course emphasizes the emergence of modernism between 1910 and 1930, changing patterns of American social thought from Progressivism to the present, and the reaction of intellectuals to major events of the twentieth century.

358. U.S. Foreign Affairs.
Fall. Credits: 4.
Degree Requirements: Humanities.
This course will survey the United States' relationship with the world from 1895 to the present and will approach historical issues from a variety of perspectives: economic, political, social, and cultural. The class will examine the United States and the world through World War II; the Cold War and how it played out in different areas in the world, as well as in America; and post-Cold War issues in American foreign affairs.

363. History of U.S.-Latin American Relations.
Spring. Credits: 4.
Degree Requirements: Humanities.
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. (Course offered in alternate years; scheduled for 2009-2010.)

364. History of Religion in Latin America.
Spring. Credits: 4.
Degree Requirements: Humanities.
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.

385. Nomads of Inner Asia.
Spring. Credits: 4.
Degree Requirements: Humanities.
This course presents a survey of the history of the pastoral nomadic peoples who have inhabited the Eurasian steppe region since early times, with particular attention paid to the creation of nomadic empires and their relations with sedentary neighbors in China, Europe, and the Middle East. The course will focus on the histories of the Scythians, Xiongnu, Huns, Turks, and Mongols.

389. East Asia in the Modern World.
Spring. Credits: 4.
Degree Requirements: Humanities.
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.

400-level seminars focus on the historical interpretation of a specific topic or period. Open to juniors and seniors.

405. Seminars on Special Topics.
Spring, Fall. Credits: 4
Degree Requirements: Humanities.
Advanced seminars in selected topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year.
Prerequisites: Any History course at the 100 or 200-level or permission of the instructor.

412. Medieval England.
Credits: 4.
Degree Requirements: Humanities.
This seminar examines the history of England in the Middle Ages, from the age of the Anglo-Saxons to the advent of the Tudors (900-1500). The class will focus particularly on political/constitutional and social history, addressing the following questions: How does the role of kingship change over the course of the Middle Ages? From where does the distinctive tradition of the English Common Law derive? How do administrative institutions develop? And finally, how (if at all) do these developments affect the way that ordinary people lived?
Prerequisites: Any History course at the 200-level or permission of the instructor.

426. Modern European Intellectual History.
Fall. Credits: 4.
Degree Requirements: Humanities.
This seminar examines some of the leading developments in European thought from the eighteenth century to the present. Some of the issues/intellectual trends to be discussed include the Enlightenment, the French Revolution and natural rights, political economy and liberalism, the Industrial Revolution and socialism, Darwin and Social Darwinism, the "irrational" in late nineteenth-century thought, the impact of the two world wars, feminism, the Cold War and existentialism, and student radicalism and the new left.
Prerequisites: Any History course at the 200-level or permission of the instructor.

428. Fascist Europe, 1918-1945.
Credits: 4.
Degree Requirements: Humanities.
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. An original research or historiographical paper, oral presentations, and extensive class discussion are required.
Prerequisites: Any History course at the 100 or 200-level or permission of the instructor.

432. Colonial North America.
Credits: 4.
Degree Requirements: Humanities.
This seminar explores a variety of interpretations of the colonial experience in North America. Emphasis will be on the interaction of cultures and the evolution of political and social systems. Students will explore primary documents and autobiography, culminating in a research paper. (Course offered every third year; scheduled for 2009-2010.)
Prerequisites: Any History course at the 200-level or permission of the instructor.

435. The Civil War and Reconstruction Era.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.
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 alternate years; scheduled for 2008-2009.)
Prerequisites: Any History course at the 200-level or permission of the instructor.

436. The Origins of Modern America, 1877-1918.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any History course at the 200-level or permission of the instructor.

439. Recent History of the United States.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Any History course at the 200-level or permission of the instructor.

441. Interpretive Issues in Native American History.
Fall. Credits: 4.
Degree Requirements: Humanities.
This seminar explores problematic issues in the history of Native people in North America, including both Canada and the United States. Topics include Indians and race relations in the American South, tribal crises and revitalization movements, the intersections of tribalism and capitalism, changing gender relations, and powwow culture in the twentieth and twenty-first centuries. (Course offered in alternate years, scheduled for 2009-2010.)
Prerequisites: History 341 or permission of the instructor.

445. Gender in the American West.
Spring. Credits: 4.
Degree Requirements: Humanities.
This seminar explores gender systems among different cultures, regions, and time periods in the trans-Mississippi West, from early contact between European and native peoples through twentieth-century industrial migrations. Major themes include human encounters with the natural environment, the convergence of cultures, conquest and colonization, the expansion of capitalism, and their impact on gender systems. Students will consider the nature of gender in historic "frontiers" of individual and community transformation. (Course offered in alternate years, scheduled for 2009-2010.)
Prerequisite: Any History course at the 200-level or permission of the instructor.

448. Law and Justice in the American South.
Spring. Credits: 4.
Degree Requirements: Humanities.
This seminar investigates the history of law and lawlessness in the American South from the early nineteenth century to the late twentieth century. Students will explore the developments of substantive law, constitutional thought, and legal institutions in the southern states, as well as white and black southerners' attitudes about law and justice. Specific topics will include honor and violence in the Old South, the law of slavery, communal justice and lynching, and the effect of religious values on substantive law and constitutional ideals. (Course offered in alternate years, scheduled for 2009-2010.)
Prerequisite: Any History course at the 200-level or permission of the instructor.

456. Cold War America.
Spring. Credits: 4.
Degree Requirements: Humanities
This course will survey 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 in alternative years; scheduled for 2009-2010.)

460. Internship.
Fall, Spring. Credits: 1- 4.
Degree Requirements: F11.
This is a directed internship in which students apply analytical and writing skills in a variety of off-campus workplaces. Possibilities include historical archives and museums as well as opportunities in non-profit organizations and law firms. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not count toward the major or minor. Taken pass-fail only.)

482. Modern China.
Fall. Credits: 4.
Degree Requirements: Humanities.
This seminar examines China's transformation from a traditional society to a revolutionary one. Beginning with the intrusion of Western powers and the

collapse of China's imperial system, the course will then explore the nation's attempts at integration and stabilization in the face of warlordism and invasion. Finally, an important focus will be China's civil war and the history of the People's Republic to the present day.
Prerequisites: Any History course at the 200-level or permission of the instructor.

485. Senior Seminar.
Fall, Spring. 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.)

488. Modern Japan.
Spring. Credits: 4.
Degree Requirements: Humanities.
This seminar examines Japan's transition from a closed, traditional society through the processes of modernization, imperial expansion, defeat and occupation to its postwar recovery and emergence as a global economic power. Particular emphasis will be placed on Japan's efforts to become an integral part of the modern world and yet retain its traditional social structures and values.
Prerequisites: Any History course at the 200-level or permission of the instructor.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-4.
Maximum of 8 hours credit. Must have departmental approval before undertaking Honors. (Does not count toward the major.)

INTERDISCIPLINARY STUDY

INTERDISCIPLINARY PROGRAMS

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

AFRICAN AMERICAN STUDIES

Program Committee:
Anita Davis, Department of Psychology, Chair
Luther Ivory, Department of Religious Studies
Susan Kus, Department of Anthropology/Sociology
Charles McKinney, Department of History
Katheryn Wright, Department of Modern Languages and Literatures

REQUIREMENTS FOR A MINOR IN AFRICAN AMERICAN STUDIES:

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

1. One required course: History 242: African American History
2. Five additional courses chosen from the following three categories. No more than three courses are to be chosen from either category A or B and students must take at least one course at the 300-level. Also, students are strongly encouraged to complete a semester-length internship at an approved site. Courses regularly offered include:

A. English, History, Modern Languages and Literatures, Music, Philosophy, Religious Studies:
English 224: Introduction to African American Poetry in the United States
English 364: African American Literature
French 354: African Literatures in French
History 105: Selected Introductory Topics in History (when topic is African American studies)
History 205: Selected Topics in History (when topic is African American studies)
History 247: The American South
History 305: Selected Advanced Topics in History (when topic is African American studies)
History 342: Slavery in the United States
History 343: The Civil Rights Movement
Music 118: African American Music
Philosophy 250: Topics in Philosophy (when topic is African American Studies)
Religion 232: Religion and Racism
Religion 258: African American Religion
Religion 259: Martin Luther King, Jr. and Civil Rights

B. Anthropology/Sociology, International Studies, Political Science, Psychology
Anthropology/Sociology 341: Peoples of Sub-Sahara African and Madagascar
Anthropology/Sociology 343: Race/Ethnic Identities, Experiences and Relations
International Studies 245: Government and Politics of Africa
International Studies 431-432: Topics in International Studies (when topic is African American studies)
Political Science 230: Black Politics
Psychology 105: Special Topics in Psychology (when topic is African American studies)

C. Internships (as approved by the departments and chair of the African American Studies program committee)
Anthropology/Sociology 460
History 460
Political Science 460
Psychology 460
Urban Studies 460

AMERICAN STUDIES

Committee:
Marshall Boswell, Department of English
Thomas Bremer, Department of Religious Studies
Dorothy C. Garceau, Department of History
Timothy S. Huebner, Department of History
David P. McCarthy, Department of Art
Charles McKinney, Department of History
Gail Murray, Department of History
Leslie Petty, Department of English
Robert Saxe, Department of History, Chair
Patrick A. Shade, Department of Philosophy
Carla Shirley, Department of Anthropology and Sociology

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES

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

1. American Studies 200 and American Studies 400
2. Four of the following courses with an American Studies approach, chosen from three of the departments below:
   a. Anthropology/Sociology 105: Introductory Sociology
   Anthropology/Sociology 206: Social Problems
   Anthropology/Sociology 210: Gender and Society
   Anthropology/Sociology 343: Racial and Ethnic Minorities
   b. Art 334: American Art
   Art 344: Modern Art III
   Art 345: Contemporary Art
   c. English 220: Women and Literature (when subject is American)
   English 224: African American Poetry
   English 225: Southern Literature
   English 241: History and Criticism of American Cinema
   English 245: Special Topics in Film (when subject is American)
   English 262: Survey of American Literature
   English 265: Special Topics (when subject is American)
   English 360: American Romanticism
   English 361: American Realism and Naturalism
   English 362: American Modernism

English 370: American Postmodernism and Beyond
English 364: African American Poetry
English 381: Topics in Film (when subject is American)
English 385: Topics in Advanced Literary Study (when subject is American)

d. History 105: Selected Introductory Topics (when topic is American)
History 231: North America in the Colonial and Revolutionary Eras.
History 232: The United States in the Nineteenth Century.
History 233: The United States in the Twentieth Century.
History 242: African-American History.
History 244: History of Childhood in the United States.
History 245: Women in United States History.
History 246: Gender and Warfare in America.
History 247: The American South
History 249: Poverty in the United States.
History 341: Native America and American History.
History 342: Slavery in the United States
History 343: The Civil Rights Movement
History 344: African American Intellectual Tradition
History 349: Black and White Women in the History of the American
History 350: 19th Century Women In American
History 351: United States Constitutional History to 1865
History 352: United States Constitutional History since 1865
History 356: Cold War America
History 354: Interpreting the American West.
History 357: U.S. Intellectual History: The Twentieth Century
History 432: Colonial North America
History 434: The Early Republic of the United States
History 435: The Civil War and Reconstruction Era
History 436: The Origins of Modern American, 1877-1918
History 439: Recent History of the United States
History 445: Gender in the American West

e. Philosophy 250: Topics in Philosophy (when subject is American)
Philosophy 370: American Philosophy

f. Political Science 151: United States Politics
Political Science 200: Urban Politics
Political Science 212: American Political Thought and Statesmanship
Political Science 230: Black Political Thought
Political Science 280: Topics in American Politics and Institutions
Political Science 301-302: Constitutional Law and Politics
Political Science 340: The American Presidency
Political Science 360: Congress and the Political Process
Political Science 401: Seminar in American Politics and Institutions

g. Religious Studies 251: Religion in America
Religious Studies 258: Topics in the History of Religions (when subject is American)
Religious Studies 259: Topics in the History of Christianity (when subject is American)
Religious Studies 300: Selected Topics (when subject is American)

h. International Studies 371: American Foreign Policy
International Studies 372: U. S. National Security Policy

i. Music 118: African-American Music

COURSE OFFERINGS

200. Introduction to American Studies.
Spring. Credits: 4.
Degree Requirements: Humanities.
An interdisciplinary, team-taught, topics course designed to introduce students to the methodologies of American Studies. Topics vary with instructors. Readings will include studies of myths and symbols; scholarship that employs the analysis of race, gender, and class; explorations in popular culture.

400. Senior Research Paper in American Studies.
Fall. Credits: 4.
Degree Requirements: Humanities.
An interdisciplinary research paper, modeled on the example of honors projects. Students will identify a topic of study, write a proposal, develop a bibliography, and produce a research paper with the guidance of three members of the American Studies Committee.
Prerequisites: American Studies 200 and at least three courses from those listed in the American Studies minor. Open only to seniors.

ARCHAEOLOGY

Committee:
Ryan Byrne, Department of Religious Studies, co-Chair
Dee Garceau, Department of History
Susan Kus, Department of Anthropology and Sociology
Milton Moreland, Department of Religious Studies, co-Chair
Kenny Morrell, Department of Greek and Roman Studies
Jon Russ, Department of Chemistry
Glenda Swan, Department of Art
Ann Viano, Department of Physics

REQUIREMENTS FOR A MINOR IN ARCHEOLOGY:
A total of twenty-four (24) credits as follows:
1. Archaeology 210 or Anthropology 250: Learning from Things: Material Culture Studies
2. Archaeology 220 or Art 220: Archaeological Methods
3. Three courses selected from a list of courses that deal with archaeological issues offered in various departments. At least two departments must be represented to satisfy this requirement.

Anthropology/Sociology 207: Becoming Human: Archaeology and the Origins of Culture
Anthropology/Sociology 208: Pyramids and Palaces: Archaeology of Complex Societies
Anthropology/Sociology 211: Women in Prehistory and Women as Prehistorians
Art 318: Greek Art and Architecture
Art 319: Roman Art and Architecture
Art 320: Art and Architecture of Ancient Egypt and the Near East
Chemistry 105: Topics in chemistry (when offered as Archaeometry)
Greek and Roman Studies 305: Travel-Study in Europe, the

Mediterranean, and the Near East
Religious Studies 260: Archaeology and the Biblical World
Religious Studies 265: Archaeology and the Biblical World: Field Work (with permission)
4. A choice of one course from the following two options.
Archaeology 450: Archaeological Field School
Archaeology 460: Internship

COURSE OFFERINGS

210. Learning from Things: Material Culture Studies
Spring. 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 of 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 250.

220. Archaeological Methods.
Credits: 4.

This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. 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. (Course offered every third year; scheduled for 2006-2007.)

450. Archaeological Field School.
Credits: 4.
Degree Requirement: F11

A supervised training course (ordinarily in the summer) in archeological 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.

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.

ASIAN STUDIES

Committee:
John F. Copper, Department of International Studies
Michael R. Drompp, Department of History,
John C. Kaltner, Department of Religious Studies
David Mason, Department of Theatre
Mark W. Muesse, Department of Religious Studies, Chair
Michelle Voss Roberts, Department of Religious Studies
Lynn B. Zastoupil, Department of History

REQUIREMENTS FOR A MINOR IN ASIAN STUDIES:
A total of twenty (20) credits as follows:
1. Asian Studies 150: Themes in Asian Studies
2. Four additional courses (200-level or above) chosen from at least two different departments. One of these courses may take the form of a directed inquiry if approved by the Asian Studies Committee. Courses currently being offered which meet this requirement are:

History
History 281: The Origins of Chinese Civilization
History 282: Late Imperial China
History 288: Japanese Civilization
History 293: Ancient and Medieval India
History 294: Modern India
History 385: Nomads of Inner Asia
History 389: East Asia in the Modern World
History 482: Modern China
History 488: Modern Japan

International Studies
International Studies 261: Government and Politics of China
International Studies 262: China's Foreign Policy
International Studies 263: Government and Politics of Japan
International Studies 264: Government and Politics of Southeast Asia
International Studies 285: The East Asia Miracle
International Studies 395: United States Foreign Policy in East Asia
International Studies 432: Topics in International Studies (when topic centers on Asia)

Modern Languages and Literatures
Chinese 205: Modern Chinese Literature in English Translation
Chinese 210: Chinese Literary Heritage
Chinese 215: Images of Women in Chinese Literature and Film
Chinese 220: Contemporary Chinese Cinema
Chinese 300: Asian Humanities: India, China, Japan

Religious Studies
Religion 255: Living Religions in Today's World (when topic centers on Asia)
Religion 258: Topics in the History of Religions (when topic centers on Asia)

Theatre
Theatre 270: Introduction to Asian Theatre
Theatre 360: Introduction to Theatre in India

COURSE OFFERINGS

150. Themes in Asian Studies.
Fall or Spring. 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.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Committee:
Terry Hill, Department of Biology
Darlene Loprete, Department of Chemistry, Chair
Mary Miller, Department of Biology
Loretta Jackson-Hayes, Department of Chemistry

REQUIREMENTS FOR A MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY LEADING TO THE B.S. DEGREE

It is strongly recommended that Chemistry 111-111L and Biology 130-131 be taken in the fall semester of the first year.

A total of forty-one to forty-three (41-43) credits as follows:
1. Chemistry 111-111L*, 112-112L, 211, 212-212L.
2. Biology 130-131.*
3. Biology 325, 325L, (Molecular Biology) and 307 (Cell Biology).
4. Chemistry 414 (Biochemistry).
5. BCMB 310 (Methods in Biochemistry and Cell Biology).
6. BCMB 485 or 486.
7. Two of the following courses:
   a. Biology 304-304L (Genetics).
   b. Chemistry 311 (Physical Chemistry).
   c. Chemistry 416 (Pharmacology)
   c. BCMB 451 or 452 (4 credits, 4 credits; may only satisfy one elective)
   d. Biology 204-204L (Mechanisms of Development)
   e. Biology 301-301L (Microbiology)
   f. Biology 380 (Topics in Biomedical Science)
   g. Computer Science 141

For students seeking admission to graduate school, the following courses are recommended:
   a. BCMB 451 or 452
   b. Mathematics 121, 122
   c. Physics 109-110 or 111-112, and 114L
   d. Biology 140, 141 for programs in the biological sciences.
   e. Chemistry 311-312, 312L for programs in biochemistry.

For students seeking admission to programs in the health professions, the

following courses are recommended:
   a. Mathematics 115 or 121, 122
   b. Physics 109-110 or 111-112, and 113L-114L

COURSE OFFERINGS

310. Methods in Biochemistry and Cell Biology.
Fall. Credits: 2.

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and fluorescence microscopy. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work.
Prerequisites: Chemistry 112-112L or permission of instructor.

451-452. Research in Biochemistry and Molecular Biology.
Fall, Spring. 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: permission of 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.

460. Internship.
Fall, Spring. 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 3 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.
Prerequisites: Permission of the Biochemistry and Molecular Biology Committee chair

485-486. Senior Seminar.
Fall, Spring. 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.
Prerequisites: Completion of the required courses or permission of instructor.

495-496. Honors Tutorial.
Fall, Spring. 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.

EARTH SYSTEM SCIENCE

Committee:
Carol L. Ekstrom, Department of Physics (Geology)
David H. Kesler, Department of Biology
Ann M. Viano, Department of Physics

REQUIREMENTS FOR A MINOR IN EARTH SYSTEM SCIENCE

A total of twenty-three (23) credits as follows:

1. Geology 111: Earth System Science
2. Geology 116: Global Environmental Change
3. Statistics (Math 111 or Economics 290, or Psychology 211) or Interdisciplinary 222-322: GIS (for a total of three credit hours)
4. Twelve additional credits, selected from the following courses. The courses must be in at least two different departments: a maximum of one course may be taken from Group B.

Group A

Biology 200. Evolution
Biology 212. Environmental Issues in South Africa
Biology 214. Environmental Field Study in Namibia
Biology 253-254. Coral Reef Ecology
Biology 315. Ecology
Biology 320,320L. Conservation Biology
Chemistry 105, Chemistry, Archeology, and Art
Geology 112. Evolution of the Earth
Geology 214. Environmental Geology*
Geology 301. Special Problems in Geology
Geology 460. Internship in Geology
Physics 101. Astronomy

Group B

Anthropology/Sociology 205. Victims of Progress
Anthropology/Sociology 321. Ecological Anthropology
Interdisciplinary 260. Frontiers of Environment and Culture
Philosophy 302. Environmental Ethics
Religious Studies 200. Topics course (when environmental topic)
Women's Studies 200, Introduction to Women's Studies (when appropriate)

5. One Experiential Learning involvement:

Courses marked with an *, or pre-approved research, internships, or volunteer projects. Pre-approved off-campus courses may be used to fulfill the ESS Requirements.

ENVIRONMENTAL SCIENCE

Committee:
David Kesler, Department of Biology, Chair
Rosanna Cappellato, Department of Biology
Carol Ekstrom, Department of Physics (Geology)
Eric Gottlieb, Department of Mathematics and Computer Science
Jon Russ, Department of Chemistry

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL SCIENCE

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

1. Two of the following introductory courses in environmental science:
   a. Geology 116: Global Environmental Change
   b. Geology 111: Introduction to Earth System Science
   c. Biology 105: Environmental Science
2. Three of the following courses: (At least one must be taken from outside a student's major department)
   Biology 210: Conservation Biology
   Biology 212 and 214 (taken together): Environmental Issues in Southern Africa, Environmental Field Studies in Namibia and Botswana
   Biology or Geology 254: Coral Reef Ecology
   Biology 315: Ecology
   Chemistry 211: Organic Chemistry I
   Chemistry 406: Instrumental Analysis
   Chemistry 422: Advanced Organic Chemistry
   Geology 214: Environmental Geology
3. One additional environmentally-oriented course 200 or higher level approved by the program committee
4. One additional environmentally-oriented experience based on experiential learning. These experiences will be approved by the environmental science committee but may include independent research, internships, service projects, summer experiences, and international experiences.

FILM STUDIES

Committee:
Jennifer Brady, Department of English
Michael LaRosa, Department of History
Valerie Nollan, Department of Foreign Languages and Literature
James Vest, Department of Foreign Languages and Literature

REQUIREMENTS FOR A MINOR IN FILM STUDIES

A total of twenty (20) credits as follows:

1. English 202
2. English 382
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 currently being offered which meet one or more of these requirements are:
   Art 345: Contemporary Art
   English 202: Introduction to Cinema
   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 134: Hitchcock and Truffaut
   French 332: French Drama
   French 334: French Cinema
   German 307: German Cinema

History 205: History of Latin America through Film
Russian 400: Russian and Soviet Cinema

LATIN AMERICAN STUDIES

Committee:
Teresa Delfin, Department of Anthropology and Sociology
Eric Henager, Department of Modern Languages and Literatures
Michael LaRosa, Department of History, chair
Elizabeth Pettinaroli, Department of Modern Languages and Literatures
Amy Risley, Department of International Studies
Timothy Watkins, Department of Music

REQUIREMENTS FOR A MAJOR IN LATIN AMERICAN STUDIES

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

1. Each of the following seven courses:
   a. Anthropology/Sociology 350: Contemporary South American Society and Culture
   b. History 261: Colonial Latin American
   c. History 262: Modern Latin America
   d. International Studies 200: Introduction to Comparative Politics
   e. International Studies 273: Latin American Politics and Society
   f. Spanish 306: Introduction to Latin American Cultures and Literatures*
   g. Latin American Studies 200 Introduction to Latin American Studies
   h. Latin American Studies 485: Senior Seminar
2. One of the following courses:
   a. International Studies 274: Issues in US-Latin American Relations
   b. International Studies 431 or 432: Topics in International Studies (when the topic focuses on Latin America)
   c. History 363: History of US-Latin American Relations
   d. Spanish 310: US-Latino Literatures and Cultures
3. One of the following courses:
   a. Economics 102: Introduction to Economics*
   b. International Studies 310: Comparative Political Economy
   c. International Studies 312: International Political Economy
4. One of the following courses:
   a. Anthropology/Sociology 335: Modernization and Cultural Change
   b. Anthropology/Sociology 346: Peoples of South America
   c. Anthropology/Sociology 300: Cultural Motifs (when the topic focuses on Latin America)
   d. Music 119: Music in Latin America
5. One of the following courses:
   a. Spanish 309: Spanish in Ecuador
   b. Spanish 320: Spanish American Drama
   c. Spanish 330: Spanish American Poetry
   d. Spanish 340: Latin American Colonial Literature
   e. Spanish 360: Gender in Spanish American Literature
   f. Spanish 370: Contemporary Southern Cone Literature
   g. Spanish 405: Literature of Mexico after 1911
   h. Spanish 406: Contemporary Novel of Spanish America

   i. Spanish 408: Spanish American Short Story
   j. Spanish 365: Special Topics in Spanish (when the topic focuses on Latin America)

REQUIREMENTS FOR A MINOR IN LATIN AMERICAN STUDIES

A total of twenty-eight credits as follows:
Anthropology/Sociology 350
Anthropology/Sociology 335 or 346
History 261, 262
International Studies 200 and 273 or 274
*Spanish 306

*Prerequisite for Economics 102: Economics 101; prerequisite for Spanish 306: course or courses required to achieve skill competency for literature courses, usually 202 and 301 or 302.

COURSE OFFERINGS

200. Introduction to Latin American Studies.
Fall. 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.

485. Senior Seminar.
Fall. Credits: 4.
Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Foreign Languages (Spanish). Students must combine two disciplines in their research and work under the supervision of the faculty from the departments who are also members of the Latin American Studies Committee.

NEUROSCIENCE

Committee:
Jay A. Blundon, Department of Biology, Chair
Robert Strandburg, Department of Psychology

REQUIREMENTS FOR A MAJOR IN NEUROSCIENCE LEADING TO THE B.S. DEGREE

A total of sixty-two (62) credits as follows:
1. Seven (7) introductory courses
a) Biology 130-131L
b) Biology 140-141L
c) Chemistry 111-111L
d) Chemistry 112-112L
e) Philosophy 328
f) Psychology 150
g) Psychology 200
2. Four (4) specific upper level courses
   a) Biology 370

b) Psychology 211
c) Psychology 318
d) Neuroscience 485/486

3. Four (4) of the following electives
a) Biology 204, 207, 304, 307, 325
b) Chemistry 414, 416
c) Neuroscience 451-452
d) Psychology 216, 220, 224, 306, 327, 353

4. Courses recommended but not required
a) Chemistry 211-212 (L)
b) Computer Science 141
c) Mathematics 115
d) Physics 111-112
e) Political Science 216

COURSE OFFERINGS

451-452. Research in Neuroscience.
Fall, Spring. Credits: 1–4

Qualified students may conduct laboratory research in neuroscience. Four credits of research may be used to satisfy one of the upper level electives for the Neuroscience Major. Involves 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.
Prerequisites: Permission of the sponsoring faculty member and the Neuroscience Committee.

485-486. Senior Seminar.
Fall or Spring. 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 lead a discussion of primary literature articles and will also prepare a research paper on the same topic.
Prerequisites: Permission of the instructor.

495-496. Honors Tutorial.
Fall or Spring. Credits: 4-8

Open to senior candidates for honors research in Neuroscience with a minimum maintained GPA of 3.5. Each candidate must submit a research proposal to the Neuroscience Program Committee in September followed by a manuscript of their research by March of the next year. The honors degree in Neuroscience is contingent upon committee acceptance of the research manuscript. Includes supervised honors research and instruction in an appropriate field of study.
Prerequisites: Permission of the Neuroscience Committee.

URBAN STUDIES

Committee:
Rosanna Capellato, Department of Biology
Michael P. Kirby, Department of Political Science, Chair
Thomas G. McGowan, Department of Anthropology and Sociology

Charles W. McKinney, Jr., Department of History
Gail Murray, Department of History
Carla Shirley, Department of Anthropology and Sociology
Mark V. Smith, Department of Psychology

REQUIREMENTS FOR A MAJOR IN URBAN STUDIES

A total of forty one (41) credits as follows:
1. Urban Studies 201: Introduction to Urban Studies
2. Interdisciplinary 222 or 322: Introduction to GIS or Seminar in GIS (One credit)
3. Political Science 200: Urban Politics
4. Political Science 316: Urban Policy
5. Anthropology and Sociology 343: Race/Ethnic Identities, Experiences and Relations
6. Anthropology and Sociology 261: Research Methods
7. History 242: African American History
8. Urban Studies 360: Urban Studies Junior Internship (restricted to urban studies majors or minors)
9. Urban Studies 485: Urban Studies Senior Seminar
10. Two elective courses in Urban Institutions and Issues selected from the following list:

Economics 361: Management of Organizations
Education 201: Foundations of Education
Anthropology and Sociology 303: Medical Sociology
Anthropology and Sociology 307: Sociology of Education
History 343: The Civil Rights Movement
Biology 105: Environmental Science
Geology 214: Environmental Geology
Urban Studies 460: Urban Studies Senior Internship (restricted to urban studies majors or minors who have completed the urban studies junior internship)
Urban Studies 462: Field Projects in Community Organization

Other elective courses may be used to fulfill the elective requirements provided they 1) contain an urban institutional or urban issues focus and 2) are approved for major credit by the Urban Studies Chair. Urban Studies elective courses may be added during the school year; check with program chair during registration for a complete list of electives in Urban Studies; see appropriate departmental listing for course descriptions. Courses cannot be used as both requirements and electives.

REQUIREMENTS FOR A MINOR IN URBAN STUDIES

A total of twenty one (21) credits as follows:
1. Urban Studies 201: Introduction to Urban Studies
2. Interdisciplinary 222 or 322: Introduction to GIS or Seminar in GIS (One credit)
3. One of the following: Political Science 200: Urban Politics or Political Science 316: Urban Policy
3. Anthropology and Sociology 343: Race/Ethnic Identities, Experiences and Relations
4. History 242: African American History
5. Urban Studies 360: Urban Studies Junior Internship (restricted to urban studies majors or minors)

STUDY ABROAD

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 chair with the course information before beginning the program. There are also some programs that are more appropriate for Urban Studies students (for example, see Cities in the 21st Century at Trinity College in Hartford, CT).

COURSE OFFERINGS

201. Introduction to Urban Studies.
Spring. Credits: 4.
Degree Requirements: Social Science, F8.

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.

360. Urban Studies Junior Internship.
Fall, Spring. 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.
Prerequisites: Two courses in Urban Studies or Urban Studies electives.

460. Urban Studies Senior Internship.
Fall, Spring. 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.
Prerequisites: Urban Studies 360.

462. Field Projects in Community Organization.
Fall, Spring. Credits: 4.

Direct application of class work to an urban problem or issue through field work in an urban institution; development of a research or policy design before field activity; involvement of student, faculty sponsor and community agency sponsor.
Prerequisites: Three courses in Urban Studies or Urban Studies electives.

485. Senior Seminar in Urban Studies.
Spring. Credits: 4.

An investigation of subject areas in the discipline of Urban Studies that involves research collaboration between students and faculty.

WOMEN'S STUDIES

Committee:
Jennifer Brady, Department of English
Teresa Delfin, Department of Anthropology/Sociology
Kathleen Doyle, Department of Modern Languages and Literatures
Carol Ekstrom, Department of Physics (Geology)
Dee Garceau-Hagen, Department of History
Ivan Fernandez, Department of Modern Languages
Judith Haas, Department of English, Chair
Leigh Johnson, Department of Philosophy

Mona Kreitner, Department of Music
Susan Kus, Department of Anthropology/Sociology
Darlene Loprete, Department of Chemistry
Shira Malkin, Department of Modern Languages and Literatures
Michelle Mattson, Department of Modern Languages and Literatures
David McCarthy, Department of Art
Gail Murray, Department of History
Rebecca Newman, Department of English
Leslie Petty, Department of English
Michelle Voss Roberts, Department of Religious Studies
Robert Saxe, Department of History
Carla Shirley, Department of Anthropology/Sociology
Gail Streete, Department of Religious Studies
Glenda Swan, Department of Art
Susan Uselmann, Department of English
Marsha Walton, Department of Psychology

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

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

1. Women's Studies 200. Introduction to Women's Studies.
2. Women's Studies 400. Seminar in Contemporary Feminist Theory.
3. Four courses selected from the Women's 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. An Internship or Directed Inquiry must be approved by the director of Women's Studies.

Women's Studies courses regularly offered include, but are not limited to:

Anthropology/Sociology 210: Gender and Society
Anthropology/Sociology 211: Women in Prehistory
Art 265: Women in the Ancient World
English 220: Topics in Women and Literature
English 221: The Novel of Manners
English 320: Women Writers in the Middle Ages
French 441: Women Writers, Women's Writing
History 205: Selected Topics in Women's History
History 245: Women in United States History
History 249: Black and White Women in the South
History 345: Gender in the American West
History 405: Topics in American Women's History
Psychology 232: Psychology of Women
Religious Studies 232: Religion and Sexuality
Religious Studies 258: Women in World Religions
Spanish 350: Short Fiction by Spanish Women Writers
Spanish 365: Medieval and Early Modern Spanish Women Writers

COURSE OFFERINGS

200. Introduction to Women's Studies.
Spring. Credits: 4.
Degree Requirements: Humanities.

An interdisciplinary course designed primarily for first and second year students. This course assists students in formulating questions about gender as it relates to their work in various disciplines across the curriculum.

400. Seminar in Contemporary Feminist Theory.
Fall. Credits: 4.
Degree Requirements: Humanities.

An interdisciplinary seminar in contemporary feminist thought for third and fourth year students. Students will examine the contributions of feminist scholars in fields including political theory, literary criticism, theology, psychology, anthropology, sociology, and philosophy.

460. Internship.
Fall, Spring. Credits: 4
Degree Requirements: F11
A directed internship in which students integrate their academic study of gender issues with practical experience in off-campus organizations, agencies, or businesses. To be eligible, students must have a G.P.A. of 2.5 or higher.

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.

ECONOMICS AND INTERNATIONAL STUDIES

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

1. Economics 101, 102, 210, 290, 307, 312, and Economics 407 or 420
2. International Studies 100, 190, 200, 300, plus one two course sequence (other than 210-312)
3. Mathematics 115
4. An appropriate foreign language through completion of the second year (202)
5. Students must also successfully complete the interdisciplinary senior seminar (Economics 475).

HISTORY AND INTERNATIONAL STUDIES

A total of 13-14 courses (52-56 credits) as follows:

1. History 200, and two additional courses from the following: 215, 216, 217, 224, 225, 231, 232, 233, 242, 255, 256, 261, 262, 267, 281, 282, 288, 294.
2. International Studies 100, 200, 300
3. Economics 101-102
4. Area Requirement (Choose one area; 2 courses from each department; at least one history course must be at the 400 level)
   a. Europe: History: 426, 428; I.S. 281, 282, 283
   b. Asia & Africa: History 389, 482, 488; I.S. 243-244 or 245-246 or 261-262 or 263-264
   c. the Americas: History 342, 343, 358, 363, 432, 436, 439; I.S. 273-274
5. I.S. 475. Senior paper to be written under the direction of one faculty member from each department.
6. An appropriate foreign language through completion of the second year (202).

POLITICAL SCIENCE AND INTERNATIONAL STUDIES

A total of 56 credits as follows:

1. International Studies: Two of the following: 100, 190, 200; both of the following: 300, 475; and one two course sequence.
2. Political Science: 151, 340, 360; one of the following: 212, 214, 218, 314; and one additional course
3. Economics 101,102
4. An appropriate foreign language through the completion of the second year (202).

MATHEMATICS AND ECONOMICS

A total of 60 credits as follows:

1. Economics 101, 102, 290, 302, 307, 407, 420.
2. Mathematics 121, 122, 201, 223, 251, 261.
3. Mathematics 311 or 321.
4. 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.
5. For students seeking admission to graduate school in mathematics, Mathematics 362 and either 322 or 363 are recommended.
6. Other recommended courses include Business 351, Math 431, and CS 141.

SELF-DESIGNED INTERDISCIPLINARY MAJORS

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.

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

1. Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major. Consultation with the Registrar is also recommended in order to secure an understanding of the approval procedure.
2. Prepare, in consultation with the departments, a petition requesting the Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition should contain these items:
   a. The Declaration of Interdisciplinary Major, including a complete listing of courses, with numbers and titles and dates when the courses which comprise the interdisciplinary major are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that courses be included in the interdisciplinary major so that reasonably advanced work is done in each department. Introductory level courses in a large number of areas is not sufficient.
   b. An essay in which a rationale for the interdisciplinary major is developed. Some clear academic link or tie between the departments is essential; simply taking courses in two departments is not sufficient. The rationale should be such that only by combining work in the departments can the rationale

be realized. The importance of this essay cannot be overemphasized as it is not only a statement of the student's reasons for choosing the proposed interdisciplinary major but a philosophical and practical statement of why it is important to the student's career and life paths.

c. A complete description of the manner in which the senior seminar will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. An indication should be given as to the department or departments in which the senior seminar will be pursued or if an interdisciplinary senior seminar is proposed. The capstone experience should be explained in as much detail as possible.

d. Some indication of how the departments will work cooperatively with the student in realizing the rationale for the interdisciplinary major. This may take the form of a specially designed directed inquiry or tutorial for the student, participated in by representatives of the departments; it may be a major project in one area reviewed and evaluated by members of the other department. Whatever form it takes, some academic program sponsored by the departments in the interdisciplinary major is necessary.

3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the departments. This endorsement should give an assessment of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student.
4. The entire Declaration of Interdisciplinary Major with the completed petition is submitted to the Registrar for review before it is sent to the Education Program Committee for a full review and action.
5. Interdisciplinary majors must be declared and receive approval no later than midterm of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, and consultation with the Registrar will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the sophomore year. If the interdisciplinary major can be worked out in time for the sophomore year deadline for declaring a major, it should be submitted earlier.
6. Any proposed deviation from the approved interdisciplinary major must have departmental approvals and the approval of the Education Program Committee before changes are made in the course of study.

INTERDISCIPLINARY COURSES

HUMANITIES

Basic Requirement in Humanities

The Life program and the Search program described below offer alternative ways to fulfill the Basic Requirement in Humanities in the College's general degree requirements.

Life: Then and Now.

Staff:

Mark W. Muesse, Department of Religious Studies
Thomas Bremer, Department of Religious Studies

Ryan Byrne, Department of Religious Studies
Patrick Gray, Department of Religious Studies
Stephen R. Haynes, Department of Religious Studies
Kendra G. Hotz, Department of Religious Studies
Luther D. Ivory, 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
Brendan M. O Sullivan, Department of Philosophy
Michelle Voss Roberts, Department of Religious Studies
Patrick A. Shade, Department of Philosophy
David Sick, Department of Greek and Roman Studies
Gail P. C. Streete, Department of Religious 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.

Religious Studies 101. The Bible: Texts and Contexts. (First Semester, First Year) [4]. The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention is paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Religious Studies 102. The Bible: Texts and Contexts. (Second Semester, First Year) [4]. This course continues the introduction to the "Life" sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion.

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:

Charles H. Arndt, III, Department of Modern Languages
Christopher E. Baldwin, Department of Political Science
Anthony J. Becker, Jr., Department of Biology
Frank M. Buscher, Department of History
Ryan Byrne, Department of Religious Studies
Daniel E. Cullen, Department of Political Science
C. Patrick Gray, Department of Religious Studies
Judith P. Haas, Department of English
Kendra G. Hotz, Department of Religious Studies
Jeffrey H. Jackson, Department of History

Leigh M. Johnson, Department of Philosophy
David Mason, Department of Theatre
Karl-Heinz Maurer, Department of Modern Languages
Bernadette McNary-Zak, Department of Religious Studies
Milton C. Moreland, Department of Religious Studies
Kenneth S. Morrell, Department of Greek and Roman Studies
Gail S. Murray, Department of History
Michael Nelson, Department of Political Science
Valerie Z. Nollan, Department of Modern Languages
Brendan M. O'Sullivan, Department of Philosophy
Michelle Voss Roberts, Department of Religious Studies
David H. Sick, Department of Greek and Roman Studies
Gail P. C. Streete, Department of Religious Studies
Glenda M. Swan, Department of Art
Andrew J. Terjesen, Department of Philosophy
James M. Vest, Department of Modern Languages
Timothy D. Watkins, Department of Music
Brian M. Warren, Department of Greek and Roman 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

The Search for Values in the Light of Western History and Religion is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western culture. In the first year (101-102), 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, 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 COURSE OFFERINGS

222. Geographic Information Systems (GIS).
Spring. Credits: 1.

Geographic information systems (GIS) technology is a tool used for scientific investigations, resource management and development planning. GIS technology is a collection of digital maps, associated digital data, and software tools that can answer spatially posed questions. This course will introduce students to GIS

technology, GIS software and the application of GIS in a variety of natural and social science disciplines, including anthropology, biology, economics and business, geology, political science international studies, and urban studies.

240. Voice and Diction for Public Speakers.
Fall, Spring. 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.

262. Trial Procedure.
Fall. Credits: 4.

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and preparing a witness.
Prerequisite: Sophomore status or permission of the instructor.

263. Mock Trial Participation.
Spring. 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.
Prerequisites: Political Science 262 and invitation of the instructor. A total of 4 credits may be earned for Mock Trial Participation.

322. Geographic Information Systems Research Seminar.
Fall, Spring. Credits: 1-2.

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.

331. Theory and Practice of Scholarship Grant Writing.
Spring. Credits: 1.

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for post-graduate scholarships and other competitive opportunities. Students learn about the various options available, read scholarly literature on grant writing, develop strategies for writing proposals and give and receive criticism on proposals and projects. By the conclusion of the course, students are prepared to compete for national postgraduate scholarships.

485, 486. Interdisciplinary Senior Seminar.
Fall, Spring. 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

PROFESSORS

John F. Copper. 1977. The Stanley J. Buckman Distinguished Professor of International Studies. B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (East Asia, China and Japan, international politics, international law.)

Andrew A. Michta. 1988. The Mertie Buckman Distinguished Professor of International Studies. B.A., St. Maryís College; M.A., Michigan State University; Ph.D., The Johns Hopkins University. On Leave, 2008-2009. (U.S. foreign and security policy, Central and Eastern Europe, Russia and Soviet successor states, international politics.)

ASSOCIATE PROFESSOR

Stephen J. Ceccoli. Chair. 1998. P.K. Seidman Professor of Political Economy. B.A., Heidelberg College; M.A. and Ph.D., Washington University. (International relations, political economy, comparative public policy.)

ASSISTANT PROFESSORS

Nuray Ibryamova. 2007. B.A., Graceland College; M.A., University of Wyoming; Ph.D., University of Miami. (European politics and integration, international relations.)

Shadrack W. Nasong'o. 2005. B.A. and M.A., University of Nairobi, Kenya; Ph.D., Northeastern University, Boston. (African Politics, international relations, comparative politics.)

Amy Risley. 2005. 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.)

David Romano. 2006. B.A. and M.A., McGill University, Canada; Ph.D., University of Toronto, Canada. (Middle East politics, international relations, comparative politics.)

STAFF

Brenda Somes. Departmental Assistant.

The Department of International Studies offers a number of interdisciplinary majors in cooperation with other departments. These majors include International Studies/Economics; International Studies/History; and International Studies/Political Science.

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES

A total of sixty (60) credits as follows:

1. Required courses: International Studies 100, 190, 200, 300, 475 (or 495-496).
2. Economics 101-102.
3. Political Science 151 or 214.
4. Twenty-four (24) additional credits in International Studies with at least 6 credits from each area (A and B).
5. Completion of courses in a modern 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. (Ancient Greek, Biblical Hebrew, or Latin will not satisfy this requirement.)

6. A Senior Paper or Honors Paper (done in I.S. 475 or I.S. 495-496).

REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES

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

1. International Studies 100, 190, 200.
2. Two-course sequence numbered 200 or above in either area A or B.
3. One additional course at 200-level or above (I.S. 300 is recommended).

AREAS OF CONCENTRATION:

Area A Functional Specializations

310-311: Comparative/International Political Economy
336: Nationalism
371-372: U.S. Foreign Policy/National Security Policy
395: U.S. Foreign Policy in East Asia
420-421: Revolution/Democratization in World Politics
451-452: International Organization/International Law

Area B Area Specializations

243-244-245: The Middle East
251-252-253: Africa
261-262: China/Chinese Foreign Policy
263-264-265: Japan/Southeast Asia/East Asia
273-274: Latin America
281-282: Western Europe
284-285: Russia/Eastern and Central Europe

Other Courses (these can be either A or B area courses):

133: Model United Nations
270: Research Methods
431-432: Selected Topics in International Studies
450: Washington Semester
460: Internship in International Studies
470: Summer Internship Abroad (Mertie W. Buckman International Internship Program)

HONORS IN INTERNATIONAL STUDIES

Required: The process of completing Honors in the Department of International Studies is comprised of two semesters (Fall and Spring). Students must enroll in International Studies 475 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 or staff member about their intentions to pursue an honors project at the beginning of the fall semester and obtain a copy of the Honors in International Studies Guidelines.

Prerequisites: Senior standing, a minimum GPA of 3.70 in all course work, and approval of the department.

COURSE OFFERINGS

100. Introduction to International Relations.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

A survey of contemporary international politics. Major topics covered in this course include international political geography, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West

conflict, North-South issues, and the evolution of the international system.

133. Model United Nations.
Fall, Spring. Credits: 1.
Simulation of United Nations bodies (General Assembly, Security Council, etc.) in a controlled class environment to prepare students for participation in Model United Nations Sessions to which Rhodes College is invited annually. Students engage in detailed topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. May be repeated for credit (4 credits maximum).

190. International Politics since 1945.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, F3.
Survey of significant events and trends in the international system since 1945. Topics will 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 will also be considered.

200. Introduction to Comparative Politics.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, 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 events.

242/442. Travel Study in the Middle East.
Summer. Credits: 4.
Degree Requirements: F11.
A 4-week traveling study program in selected Middle Eastern countries. An in-depth examination of the history and politics of selected cases, such as "The History and Politics of Identity in Turkey." (Advanced students should register as I.S. 442.) Students should contact the I.S. Department and/or the Buckman Center for additional details.
Prerequisites: 2.0 GPA; other prerequisites may apply depending on the country.

243. Government and Politics of the Middle East.
Fall. Credits: 4.
Degree Requirements: Social Science, F8.
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 role of ethnic and religious minorities, state building, economic and political liberalization, authoritarian rule, conflict, and gender questions.
Prerequisites: International Studies 200.

244. Issues in Middle East Politics.
Spring. Credits: 4.
Degree Requirements: Social Science, F8.
Survey of topical area 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.
Prerequisites: International Studies 200 or permission of the instructor.

245. Foreign Policies of Middle Eastern States.
Spring. Credits: 4.
Degree Requirements: Social Science.
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.
Prerequisites: International Studies 200 and 243.

251. Government and Politics of Africa.
Fall. Credits: 4.
Degree Requirements: Social Science, F8.
The African mosaic in its complexity is introduced to students in this course. Beginning with a brief review of African history, the politics, economics and social transitions on the continent since 1945 will be examined. The role of both external and internal factors in shaping these transitions provides the theoretical focus for an investigation of present political economy, and future possibilities.
Prerequisites: International Studies 200.

252. Pan-Africanism and the Politics of African Unity
Spring. Credits: 4.
Degree Requirements: Social Science, F8.
Examination of 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 unity, security, diplomacy, regional economic integration, and development is evaluated with a view to determining its achievements, problems, and prospects.
Prerequisites: International Studies 200.

253. Ethnic Conflict in Africa
Spring. Credits: 4.
Degree Requirements: Social Science, F8.
This course begins with a theoretical delineation of how ethnic groups are socially constructed and maintained through a deliberate process of cultural objectification. Focus then shifts to analyzing the historical, political, religious and socio-economic roots of ethnic conflict in Africa. Conflicts such as the Sudanese civil war; the Rwandan genocide; the Biafran civil war; conflict in the Great Lakes region as well as ethnic strife in other areas will be covered.
Prerequisites: International Studies 200.

261. Government and Politics of China.
Fall. Credits: 4.
Degree Requirements: Social Science, F9.
A study of the political system of the Peopleís Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system will be assessed as a unique communist system and one

that is changing due to rapid economic development. Current political problems will be analyzed.
Prerequisites: International Studies 200 or permission of the instructor.

262. China's Foreign Policy.
Spring. Credits: 4.
Degree Requirements: Social Science.
An analysis of Chinaís foreign policy from 1949 to the present. Particular emphasis will be placed on Chinaís relations with the United States, Russia, Japan and Europe, its bid to lead the Third World bloc, Beijingís efforts to adjust to a new world order and its new role as an economic power.
Prerequisites: International Studies 190 or permission of the instructor.

263. Government and Politics of Japan.
Fall. Credits: 4.
Degree Requirements: Social Science.
A study of the Japanese political system focusing on political culture, constitutionalism, the party system, elections, political leadership, local governments, and the relationship among business, labor, and the bureaucracy. The Japanese political system is assessed as a mixed presidential-parliamentary system and as a model in terms of consensus efficiency and smooth decision-making.
Prerequisites: International Studies 200 or permission of the instructor.

264. Government and Politics of Southeast Asia.
Spring. Credits: 4.
Degree Requirements: Social Science.
A study of political structures, parties, bureaucracies, leadership hierarchies, foreign policies in selected Southeast Asian countries. Particular attention will be given to political development; the impact of war in Indochina; the threat of communism; the potential for regional organizations, especially the Association of Southeast Asian Nations (ASEAN); and the areaís role in the new world order.
Prerequisites: International Studies 200 or permission of the instructor.

265. The East Asia Miracle.
Spring. Credits: 4.
Degree Requirements: Social Science.
Survey of the development (economic and political) miracles that have taken place in East Asia since WWII. Special attention will be given to change in Japan since the war, the "Four Dragons" (S. Korea, Taiwan, Hong Kong and Singapore), Southeast Asia, and China.
Prerequisites: International Studies 100.

270. Research Methods in International Relations.
Fall. Credits: 4.
Degree Requirements: Social Science.
This course examines various tools and methods used in the study of international relations. The formulation and design of research projects will be emphasized. Basic analytical concepts and techniques will also be introduced as students explore various approaches to the study of world politics.
Prerequisites: International Studies 100 and 200, or permission of the instructor.

273. Government and Politics of Latin America.
Fall. Credits: 4.
Degree Requirements: Social Science, F8.
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.
Prerequisites: International Studies 200.

274. Contemporary Issues in Inter-American Relations.
Spring. Credits: 4.
Degree Requirements: Social Science.
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 during the Cold War and post-Cold War periods. Relevant themes Include democracy promotion, Immigration, and trade. The course combines case studies of specific countries, policy analysis, and historical and theoretical perspectives on Inter-American relations.
Prerequisites: International Studies 200.

281. Government and Politics of Western Europe.
Fall. Credits: 4.
Degree Requirements: Social Science, F8.
A comparative study of the governmental structures and political dynamics of Western Europe. Emphasis is given to the varieties and evolution of parliamentary democracy, governmental, political, and social institutions, and disparate decision-making patterns. The course also examines key concepts and theoretical frameworks to identify and interpret institutional and political outcomes.
Prerequisites: International Studies 200 or permission of the instructor.

282. Politics of European Integration.
Spring. Credits: 4.
Degree Requirements: Social Science, F8.
An examination of the evolving European regional integration process, institutions and policy-making 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 non-member states.
Prerequisites: International Studies 100 or permission of instructor.

283. Introduction to International Business Cases.
Summer. Credits: 4.
Degree Requirements: F11.
This course is a combination of lectures, case discussions, and site visits in Antwerp, Belgium. Same as Business 283. Students should contact the Economics and Business Department and/or the Buckman Center for additional details.
Prerequisites: Economics 101 and admission to summer study abroad program for Business 283.

284. Russia and Soviet Successor States.
Fall. Credits: 4.
Degree Requirements: Social Science.
A study of the countries comprising the former USSR. The course will discuss the politics of the reform, as well as the domestic, foreign, and security policies of the successor states, and the context of the changed global power equation after the Cold War.
Prerequisites: International Studies 200 or permission of instructor.

285. Eastern and Central Europe.
Spring. Credits: 4.
Degree Requirements: Social Science.
A study of contemporary Eastern and Central Europe, including domestic politics, foreign and economic policy, regional cooperation, and discord. Special attention will be paid to the changes taking place in the region in the aftermath of the 1989 anti-communist revolutions, including prospects for democracy and market reform in the region.
Prerequisites: International Studies 200 or permission of instructor.

300. International Relations Theory.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.
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 will also be analyzed.
Prerequisites: International Studies 100.

310. Comparative Political Economy.
Fall. Credits: 4.
Degree Requirements: Social Science.
Contemporary nation-states display a wide range of diversity in their patterns of power and authority and choices of economic systems. This course seeks to comprehend from a theoretical perspective the processes which produced these present systems, their similarities and differences, and their sources and mechanisms of change. Major theoretical perspectives will be reviewed.
Prerequisites: International Studies 200.

311. International Political Economy.
Spring. Credits: 4.
Degree Requirements: Social Science.
This course provides an overview of the major issues in international political economy: interdependence, the making of foreign economic policy, evolution of the international financial system, the role of multinational corporations, and issues in the North-South dialogue. Emphasis is on the variety of ways in which political and economic forces interact to affect flows of goods, services, investments, money and technology. Major theoretical perspectives will be reviewed.
Prerequisites: International Studies 100 or permission of instructor.

336. Nationalism.
Spring. Credits: 4.
Degree Requirements: Social Science.
A study of nationalism and its impact on international relations. The course

examines the roots of national identity, the evolution of nationalism in the twentieth century, and changes brought about by the end of the Cold War. It explores links between nationalism and foreign policy-making, war, and conflict resolution.
Prerequisites: International Studies 200 or permission of the instructor.

371. American Foreign Policy.
Fall. Credits: 4.
Degree Requirements: Social Science.
This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis will be placed on the historical evolution of American foreign policy, the conduct and style of foreign policy making and the contemporary foreign policy establishment. Policy alternatives for specific issues in the present and near future will also be studied.
Prerequisites: International Studies 190 or permission of the instructor.

372. U.S. National Security Policy.
Spring. Credits: 4.
Degree Requirements: Social Science.
This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis will be placed on the dynamics of policy formation, the interaction of foreign and defense policy, and the impact of domestic politics and the changing international environment on the policy process. Various strategic theories, assumptions about national security policy, and dilemmas regarding the use of force will also be examined.
Prerequisites: International Studies 190 and 371, or permission of the instructor.

395. U.S. Foreign Policy in East Asia.
Spring. Credits: 4.
Degree Requirements: Social Science.
An examination of U.S. foreign policy toward the countries of East Asia with a focus on Americaís traditional role in the Far East, wars in Korea and Vietnam, problems in current relations with China and Japan, the NICs, ASEAN and the survival of communism in East Asia, trade and security issues, and human rights.
Prerequisites: At least one of the following: International Studies 261, 262, 263, 264, 265, 371, 372.

420. Revolution in World Politics.
Fall. Credits: 4.
Degree Requirements: Social Science.
An examination of the concept of revolution, the development and processes involved in revolutionary movements, and the consequences and ramification of revolutionary change. Students will first be familiarized with theoretical frameworks prevalent in the study of revolutions. Focus will then be on historical case studies, and on the specific role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, guerrilla activities, and the prevailing social and cultural environment.
Prerequisites: International Studies 200.

421. Democratization in World Politics.
Spring. Credits: 4.
Degree Requirements: Social Science.
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: International Studies 200 or permission of the instructor.

431-432. Topics in International Studies.
Fall, Spring. Credits: 4-4.
Degree Requirements: Social Science.
Concentrated study on issues of special importance in international affairs. This course is arranged to meet particular studentsí interests or faculty research projects. Topics offered recently have included Challenges to State Power, Issues in International Development, Ethnic Conflict, Terrorism, and International Drug-Trafficking.

451. International Organization.
Fall. Credits: 4.
Degree Requirements: Social Science.
The growth of international organizations in the nation-state system; procedures of international cooperation in key issue areas including: the peaceful settlement of disputes and collective security, human rights, ecological balance, and economic well-being. The study of functional and universal organizations, with an emphasis on the League of Nations and the United Nations.
Prerequisites: International Studies 100 or permission of instructor.

452. International Law.
Spring. Credits: 4.
Degree Requirements: Social Science.
A study of the sources of international law, general problems of international law such as rights and duties of states, succession, recognition, settlement of disputes, international legislation, individual and collective responsibility, codification and U.N.-formulated international law.
Prerequisites: International Studies 100 or permission of instructor.

460. Internship in International Studies.
Fall, Spring. Credits: 1-8.
Arranged 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, and area corporations. Internship opportunities are also available with local, state, and federal government agencies. The typical internship experience receives 4 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 overall internship experience.

470. Summer Internship Abroad.
Credits: 4.
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 Mertie W. Buckman International Internships, which seek to expose students to international politics

and economics, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

475. Senior Tutorial.
Fall, Spring. Credits: 4.
Conducted as a tutorial in seminar format, this course seeks to assist each student in intensive research and the completion of the Senior Paper and an oral presentation of the Senior Paper. The Senior Paper is based on a topic of studentís choice and faculty memberís approval. Social science research methods and theories used in the study of international relations and comparative politics are also discussed. Required of all International Studies majors and International Studies-related Interdisciplinary majors.
Prerequisites: Senior Standing.

495-496. Honors Tutorial.
Fall and Spring. Credits: 4-4.
An Honors version of International Studies 475, this tutorial will consist of individual research and writing of the Honors Project. 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 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.
Prerequisites: Senior standing, minimum GPA of 3.70 in all course work, and approval of the department.

MATHEMATICS AND COMPUTER SCIENCE

ASSOCIATE PROFESSOR

Eric Gottlieb. 1998. E.C. Ellett Chair of Mathematics. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

ASSISTANT PROFESSORS

Rachel M. Dunwell. 2005. B.Sc., Leeds University; M.Sc., Liverpool University; Ph.D., Heriot-Watt University. (Dynamical Systems, Psychometrics.)

Christopher Mouron. 2002. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems.)

Chris Seaton. 2004. B.A., Kalamazoo College; Ph.D., University of Colorado at Boulder. (Orbifold differential geometry.)

R. Patrick Vernon. 2007. B.S., Tennessee Technological University: M.S. and Ph.D., Tulane University. (Continum Theory, Topology).

Betsy Williams. 2007. B.S., Millsaps College, M.S. and Ph.D. candidate, Vanderbilt University. (Computer graphics and animation.)

STAFF

K. Michelle Hammontree. Departmental Assistant. B.A., University of Southern Indiana, Evansville.

REQUIREMENTS FOR A MAJOR IN MATHEMATICS LEADING TO THE B.S. DEGREE

A total of fifty-seven (57) credits as follows:

1. Mathematics 121, 122, 201, 223, 261, 321, 362, 386, 485, and 486.
2. Computer Science 141.
3. Physics 111, 111L, 112, and 112L.
4. Three additional four-credit mathematics courses numbered above 200, excluding 495 and 496.

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE LEADING TO THE B.S. DEGREE

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

1. Computer Science 141, 142, 172, 231, 241, 485, and 486.
2. Mathematics 121, 122, and either 223 or 261.
3. One computer science course from each of the following groups: Systems (330 to 340), and Theory (350 to 360).
4. Three additional four-credit computer science courses numbered above 300, excluding 495 and 496.

REQUIREMENTS FOR A MINOR IN MATHEMATICS

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

1. Mathematics 121, 122, 201, 223, and 261.
2. One additional four-credit mathematics course numbered above 300.

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.

HONORS IN MATHEMATICS OR COMPUTER SCIENCE:

1. Required courses: fulfillment of the requirements for the major.
2. Honors course: readings, research, and a research and/or expository thesis.

3. Approval by the department is required.

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.

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 if necessary); and by the end of the second year, complete Math 261, Computer Science 141, and the Physics sequence.

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.

COURSE OFFERINGS

105. Topics in Mathematics.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.

A course designed for the non-mathematics major. Possible topics may include (but are not restricted to) music and math and mathematical modeling.
Prerequisites: Minimal, depending on the topic.

107. Linear Methods.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, 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.
Prerequisites: None.

108. Cryptology.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, 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.
Prerequisites: None.

111. Elementary Probability and Statistics.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, F6.

This course includes the following topics: descriptive statistics, sample spaces, counting procedures, compound events, random variables, discrete and continuous

probability distributions, expectation, estimation, hypothesis testing, correlation, and simple linear regression. Computer statistical packages will be used. Students who have already had Math 122 should consider taking Math 311-312 instead.
Prerequisites: None.

115. Applied Calculus.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, 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 121 may not earn credit for Math 115. Math 115 is not adequate preparation for Math 122.)
Prerequisites: None.

121. Calculus I.
Fall. Credits: 4.
Degree Requirements: Natural Science, 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.
Prerequisites: Students will need a background in high school algebra, geometry, trigonometry, and exponential and logarithmic functions.

122. Calculus II.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, 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: Math 121.

201. Transition to Advanced Mathematics.
Spring. Credits: 4.
Degree Requirements: Natural Science, 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: Math 122 or permission of instructor.

223. Calculus III.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, F6.
A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem.
Prerequisites: Math 122.

251. Differential Equations.
Fall. Credits: 4.
Degree Requirements: Natural Science, 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: Math 122.

261. Linear Algebra.
Spring. Credits: 4.
Degree Requirements: Natural Science, 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: Math 122.

311-312. Mathematical Statistics and Probability.
Fall, Spring. Credits: 4-4.
Degree Requirements: Natural Science.
Topics include probability spaces, discrete and continuous random variables, independence, expectation, characteristic functions, the Central Limit Theorem, point and interval estimation, hypothesis testing, and regression. (Courses offered in alternate years; scheduled for 2009-2010.)
Corequisites: For 311, Math 223.
Prerequisites: For 312, Math 311.

321-322. Real Analysis.
Fall, Spring. Credits: 4-4.
Degree Requirements: Natural Science.
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. (Courses offered in alternate years; scheduled for 2008-2009.)
Prerequisites: For 321, Math 201 and Math 223. For 322, Math 321.

362-363. Abstract Algebra.
Fall, Spring. Credits: 4-4.
Degree Requirements: Natural Science.
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. (Courses offered in alternate years; scheduled for 2009-2010.)
Prerequisites: For 362, Math 201 and Math 261. For 363, Math 362.

370. Complex Variables.
Spring. Credits: 4.
Degree Requirements: Natural Science.
This course is an introduction to the theory of functions of a complex variable. Topics covered include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex 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. (Course offered every third year; scheduled for 2008-2009.)
Prerequisites: Math 223.

386. Junior Seminar.
Spring. 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.

431. Topology.
Spring. Credits: 4.
Degree Requirements: Natural Science.
Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology. (Course offered every third year; scheduled for 2010-2011.)
Prerequisites: Math 201 and Math 223.

455-456. Readings in Mathematics.
Fall, Spring. Credits: 1 to 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.
Prerequisites: Permission of department chair.

460. Internship.
Fall, Spring. Credits: 1 to 4.
Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Subject to departmental approval, credit received may be used towards the major. 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. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Mathematics.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.
An occasional offering of topics not covered in the existing mathematics courses. Topics may include but are not limited to: graph theory, Fourier analysis, measure theory, dynamical systems, foundations of mathematics, game theory, set theory, logic, non-Euclidean geometry, applied mathematics, and operations research.

482. Combinatorics.
Fall. 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 2009-2010.)
Prerequisites: Math 201 or permission of instructor.

485-486. Senior Seminar.
Fall, Spring. Credits: 1-2.
This course is meant to emphasize the unity and power of mathematics by applying and extending ideas drawn from courses required for all majors. Topics will be determined by a consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations.
Prerequisites: Math 261 or 223 and permission of supervisor.

495-496. Honors Tutorial in Mathematics.
Fall, Spring. Credits: 4 to 8.
Prerequisites: Permission of department chair.

COURSE OFFERINGS IN COMPUTER SCIENCE
103. Computer Information Fluency.
Fall. Credits: 4.
Degree Requirements: Natural Science, F6.
A broad introduction to computing appropriate for all students, regardless of intended major. This course introduces fundamentals of computers and computer information management primarily through projects that emphasize mastery of basic concepts, acquisition of skills, and logical reasoning. Concepts presented include computer data representation, an intro to architecture and how computers work, and basic network organization. Skills are developed to facilitate the use of a computer for communication and online research. Logical reasoning is fostered through working with models and abstraction, algorithmic thinking with an intro to programming, and critical evaluation of the use of computers and technology. Emphasis is on the development of a conceptual framework for further learning and problem-solving with computers, rather than on the use of specific software or hardware.

141. Computer Science I: Programming Fundamentals.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science, 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.

142. Computer Science II: Object-Oriented Programming.
Spring. Credits: 4.
Degree Requirements: Natural Science, 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 141.

172. Discrete Structures for Computer Science.
Fall. Credits: 4.
Degree Requirements: Natural Science, 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 141.

231. Introduction to Systems Programming and Computer Organization.
Spring. Credits: 4.
Degree Requirements: Natural Science.
A bottom-up exploration of the interaction between computer hardware and software. Topics include machine data representation and manipulation, binary file handling, addressing modes and dynamic memory allocation, an introduction to processes and threads, and process memory organization. Key layers of machine abstraction are illustrated through projects that involve an introduction to digital logic, assembly language programming, and an introduction to UNIX system programming.
Prerequisites: Computer Science 141.

241. Computer Science III: Data Structures and Algorithms.
Fall. Credits: 4.
Degree Requirements: Natural Science.
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.
Corequisite: Computer Science 172 (unless already taken).
Prerequisites: Computer Science 142.

315. Internet Programming.
Spring. Credits: 4.
Degree Requirements: Natural Science.
A survey of the special challenges encountered in the development of software for networked computing systems, including security, testing, maintenance, and reliability. Topics include the web as an example of client-server programming, the design and implementation of robust and maintainable web applications, use of multimedia technologies, designing for platform-independence, and programming ethics within the web community.
Prerequisites: Computer Science 241.

320. Computer Graphics.
Spring. Credits: 4.
Degree Requirements: Natural Science.
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. (Course offered in alternate years; scheduled for 2007-2008.)
Corequisite: Math 223 or Math 261 (unless already taken).
Prerequisites: Computer Science 241.

330. Operating Systems.
Fall. Credits: 4.
Degree Requirements: Natural Science.
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. Examples are drawn from contemporary operating systems such as UNIX and Windows 2000. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Computer Science 231.

335. Computer Architecture.
Fall. Credits: 4.
Degree Requirements: Natural Science.
An advanced study of the fundamental concepts in the design and organization of modern computer systems, focusing on how hardware has developed to support software requirements. Topics include a review of basic computer organization, instruction set design, processor design, memory system design, timing issues, interrupts, microcoding, and various performance-enhancing parallel techniques such as pipelining. Studies of existing architectures will illustrate how these design principles have been implemented.
Prerequisites: Computer Science 231.

350. Theory of Computation.
Spring. Credits: 4.
Degree Requirements: Natural Science.
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.
Prerequisites: Computer Science 172.

355. Advanced Algorithms.
Spring. Credits: 4.
Degree Requirements: Natural Science.
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 2009-2010.)
Prerequisites: Computer Science 241.

360. Programming Languages.
Spring. 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. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Computer Science 241.

455-456. Readings in Computer Science.
Fall, Spring. Credits: 1 to 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.
Prerequisites: Permission of department chair.

460. Internship.
Fall, Spring. Credits: 1 to 4.

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Subject to departmental approval, credit received may be used towards the major. 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. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Computer Science.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.

An occasional offering of topics not covered in the existing computer science courses. Topics may include but are not limited to: Artificial Intelligence (search techniques, game playing, neural nets, machine learning); Database Systems (relational, hierarchical and network databases, security and synchronization); Operations Research (resource allocation and optimization techniques including linear programming, game theory, queueing theory and Markov chains).

485-486. Senior Seminar.
Fall, Spring. 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.
Prerequisites: Senior standing in the Computer Science major.

495-496. Honors Tutorial in Computer Science.
Fall, Spring. Credits: 4 to 8.
Prerequisites: Permission of department chair.

MODERN LANGUAGES AND LITERATURES

PROFESSOR

James M. Vest. 1973. A.B., Davidson College; M.A. and Ph.D., Duke University. (French language and literature - nineteenth and twentieth centuries, cinema.)

ASSOCIATE PROFESSORS

Kathleen Anne Doyle. 1999. B.A., Saint Xavier College, Chicago; M.A. and Ph.D., University of Chicago. (Modernism in Spain, Contemporary Peninsular Spanish literature, Women's Studies.)

P. Eric Henager. 1995. 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.)

Shira Malkin. 1990. Doctorat de Troisiéme Cycle, Université de Paris VII; Ph.D., State University of New York at Buffalo. (French language and literature, drama, intercultural education, and translation.)

Michelle Mattson. 2004. Chair. B.A., University of Minnesota; M.A., Ph.D., Stanford University. (Twentieth-century German literature and culture, Women's Studies)

Valerie Z. Nollan. 1986. L. Palmer Brown Chair of Interdisciplinary Humanities. B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries, Soviet/Russian cinema, literature and music.)

Katheryn L. Wright. 1987. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (French language and literature - twentieth century; African literatures.)

ASSISTANT PROFESSORS

Hanna Albertson. 2007. M.A. and Ph.D., Adam Mickiewicz University, Poznán, Poland (19th- and 20th-century Italian literature.)

Alison Vort Halász. 2007. A.B. and M.A., Ohio University; Ph.D. University of Pittsburgh (French language and literature, 20th century literature and the arts, text-and-image studies.)

Iván Fernández Peláez. 2007. Licenciado en Filología, Universidad de Deusto; Ph.D. Vanderbilt University (Early Modern Spanish literature and culture.)

Elizabeth Cavitch Lucia. 2007. B.A. Bryn Mawr College; M.A. and Ph.D., New York University (Medieval French literature.)

Karl-Heinz Maurer. 2005. University of Cologne; M.A., University of Missouri; Ph.D. Indiana University (Eighteenth- and nineteenth-century German literature.)

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.)

INSTRUCTORS

Nora Jabbour. 2002. B.A. Universidad Rafael Landivar; M.A., Mississippi State University. (Spanish language and culture).

Alexandra Kostina. 1996. M.A. Novgorod State University; Ph.D. candidate, Gornyi Institute. (Russian language, linguistics, and culture.)

Dawn Upchurch Shute. 1999. B.A., Samford University; M.A., University of Memphis. (Spanish language and culture.)

STAFF

Kathy M. Foreman. Departmental Assistant.

The Department of Modern Languages and Literatures regularly offers instruction in Chinese, French, German, Italian, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the modern languages, the department also offers some courses in literature in English translation.

Modern Languages and Literatures Degree Requirement. The degree requirement in modern languages may be met by the successful completion of any appropriate three or four-hour 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. Students for whom English is a second language may have this requirement waived.

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 foreign language requirement in a language not previously studied should sign up for a course numbered 101 in that language. **However, a student 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, writing, listening comprehension, and culture. **Literature or culture courses given in translation do not satisfy the foreign language degree requirement.**

Departmental Majors. Two types of majors are offered by the department:

A. The major in French, German Studies, and Spanish. This major is designed to provide depth in one language, including its literature and civilization. Requirements are listed under the appropriate language heading.

B. The Russian Studies major, described below under "Russian".

THE LANGUAGE CENTER

The Language Center houses technology for students and faculty members to use in accessing instructional materials in both analog (audio and video tapes and foreign-language television broadcasts) and digital (digital audio and video resources and computer software) formats.

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 280. Introduction to General Linguistics.
Spring. Credits: 4.
Degree Requirements: Humanities, 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 semiotic system at its various levels. Among the authors to be studied are Ferdinand de Saussure, Nikolai Trubetskoy, Roman Jakobson, George Lakoff, Anna Wierzbicka, Sapir, Whorf, and Bakhtin. (Course is offered alternate years; scheduled for 2008-2009.)

Modern Languages 460. Internship.
Fall, Spring. Credits: 1-4.

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.

CHINESE

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. Chinese 301 and 302: Advanced Chinese
2. One of the Chinese Literature courses:
   Chinese 205: Modern Chinese Literature in Translation
   Chinese 210: Chinese Literary Heritage
3. Two of the following courses:
   History 281: The Origins of Chinese Civilization
   History 282: Late Imperial China
   History 382: Modern China

COURSE OFFERINGS

101-102. Elementary Chinese.
Fall, Spring. Credits: 4-4.

This two-semester course introduces Chinese to students with no knowledge of the language. Equal emphasis will be given to acquiring the rudiments of spoken and written Chinese. Students who complete the year-long course will master approximately 700 characters and a vocabulary of a 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.

201-202. Intermediate Chinese.
Fall, Spring. Credits: 4-4.
Degree Requirements: F10 for 201.

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.

205. Modern Chinese Literature in English Translation.
Fall. Credits: 4.
Degree Requirements: Humanities, 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. No prior knowledge of Chinese language, literature, and culture is required.

210. Chinese Literary Heritage.
Spring. Credits: 4.
Degree Requirements: Humanities, 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.

212. Introduction to Comparative Literature: Chinese/English.
Spring. Credits: 4.
Degree Requirements: Humanities, F4, F9.

This course introduces students to the discipline of comparative literature. It selects some representative works from the Chinese and European literary traditions and groups them into several units centering round a genre and headed by a theme. All readings are in English.
Prerequisites: None.

214. Introduction to Chinese Culture.
Fall or Spring. Credits: 4.
Degree Requirements: Humanities, 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 Chines culture what it is.
Prerequisites: None.

215. Images of Women in Chinese Literature and Film.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F4, F9.

This course offers a critical survey of women's images in traditional Chinese literature, and in films about Chinese society. It aims at a critical examination of how femininity and gender roles are conceived in traditional Chinese society, how women are victimized by male prescribed moral codes, and how they resist and subvert the patriarchal order.
Prerequisites: None.

220. Contemporary Chinese Cinema.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, F5.

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.
Prerequisites: None.

300. Asian Humanities: India, China, Japan.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.

An introductory course of the cultural traditions of Asia. While it covers a wide range of Asian cultures (Korea, Vietnam, Thailand, Burma, Cambodia, and other South Asian countries and regions), it focuses on three major civilizations: India, China and Japan. It introduces students to the rudimentary aspects of Asian humanities such as geography, history, ethnicity, language, literature, religion, philosophy, and arts. All readings are in English.
Prerequisites: None.

301-302. Advanced Chinese.
Fall, Spring. Credits: 4-4.

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 non-technical materials from Chinese into English and vice versa with the help of dictionaries.

FRENCH

REQUIREMENTS FOR A MAJOR IN FRENCH:

A total of forty (40) credits as follows:
1. French 202, 301, 485, 486.
2. French 321 or 322.
3. French 323 or 324.
4. 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; 2 years of Latin; related courses in English, history, philosophy, and art.

Majors are strongly encouraged to spend their junior year in a French or Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

REQUIREMENTS FOR A MINOR IN FRENCH

A total of 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.

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).

COURSE OFFERINGS

101. Elementary French.
Fall. Credits: 4.

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

102. Elementary French.
Fall, Spring. Credits: 4.

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking. Continuation of 101.

134. Hitchcock and Truffaut.
Spring. Credits: 4.
Degree Requirements: Humanities, F5.

A study of films that exemplify the influence of French language and culture on Hitchcock and of Hitchcock on Truffaut. Taught in English.

154. African Literatures of French Expression in Translation.
Fall. 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.

200. Intensive French.
Summer. 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: French 102 or equivalent.

201. Intermediate French.
Fall, Spring. Credits: 4.
Degree Requirement: F10.
Continued practice and acquisition of the basic language skills.

202. French Connections.
Fall, Spring. Credits: 4.
Enhanced practice and acquisition of linguistic and cultural skills. In French 202, particular attention is placed on the reading and discussion of literary and cultural texts.
Prerequisites: French 201 or equivalent.

301. Composition.
Fall. Credits: 4.
Degree Requirements: F2.
This course develops the ability to read critically and write substantial analytical essays in French. Introduction to literary criticism and advanced grammar review.
Prerequisites: French 202.

305. Intensive French.
Summer. 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 202, or the equivalent.

306. Conversation Practicum.
Fall, Spring. 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: French 301 or permission of instructor.

308. French Cultural Heritage.
Summer. Credits: 4.
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: French 301 or permission of the instructor.

317. Modern French Civilization.
Credits: 4.
Degree Requirements: Humanities.
Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in current periodicals. Research project.
Prerequisites: French 301 or permission of the instructor.

321. French Society from the Middle Ages to the Revolution.
Spring. Credits: 4.
Degree Requirements: Humanities, 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: French 301 or permission of instructor.

322. French Society from Napoleon to the 21st Century.
Spring. Credits: 4.
Survey of the social, political, intellectual, and artistic changes that have created modern French society and its contemporary issues.
Prerequisites: French 301 or permission of instructor.

323. Survey of Pre-Revolutionary Literature.
Credits: 4.
Degree Requirements: Humanities, F4.
Major French authors of the Middle Ages, Renaissance, classical period and enlightenment.
Prerequisites: French 301. Students are advised to take French 321 or 322 prior to French 323.

324. Survey of Literature Since the Revolution.
Credits: 4.
Degree Requirements: Humanities.
Major French authors of the nineteenth and twentieth centuries.
Prerequisites: French 301. Students are advised to take French 321 prior to French 324.

332. French Drama.
Fall. Credits: 4.
Degree Requirements: Humanities, F5.
Plays by representative French dramatists from the French classical period to the present.
Prerequisites: French 301, and 321 or 322 and 323 or 324.

333. French Poetry.
Credits: 4.
Degree Requirements: Humanities.
Study of French poetics and survey of principal forms with focus on major French poetical movements.-
Prerequisites: French 301, and 321 or 322 and 323 or 324.

334. French Cinema.
Credits: 4.
Degree Requirements: Humanities, F5.
A study of prominent directors and movements of French cinema, this course emphasizes techniques and themes of French filmmaking from the silent era through surrealism and the New Wave to the present. Taught in English. Counts toward the Film Studies minor.
Prerequisites: Students wishing this course to count toward the French minor or major should have completed French 301 and 321 or 322 and French 323 or 324 prior to taking 334. Credit toward the French major or minor will not be granted retroactively.

335. Readings in French Fiction.
Fall. Credits: 4.
Degree Requirements: Humanities.
Selected prose readings from the French classical period to the twentieth century. The major focus of the course will be the study of representative French novelists. May be repeated for credit with a different topic.
Prerequisites: French 301, and 321 or 322 and 323 or 324.

336. Contemporary French Literature.
Credits: 4.
Degree Requirements: Humanities.
An examination of selected authors and developments in prose, drama, and film since World War II. Focus on the theater of the absurd, nouveau roman, and the literary representation of marginalized populations in France.
Prerequisites: French 301, and 321 or 322 and 323 or 324.

337. French Language Studies.
Credits: 1-4.
Special studies in contemporary French usage. Focus on practical analysis of the French language.
Prerequisites: French 301, and 321 or 322 and 323 or 324.

340. Introduction to Translation.
Credits: 4.
Degree Requirements: Humanities.
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 301, and 321 or 322 and 323 or 324.

354. African Literatures in French.
Spring. Credits: 4.
Degree Requirements: Humanities, 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 301, and 321 or 322 and 323 or 324.

441-442. Special Topics in French.
Fall, Spring. Credits: 4-4.
Intensive study of some aspect of French literature, culture, or linguistics.
Prerequisites: Permission of instructor.

485. Senior Paper.
Spring. 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.
Prerequisites: Senior standing.

486. Senior Review.

Fall. Credits: 2.
Review of the major movements in French and Francophone literatures from the Middle Ages to the present. Preparation for the Senior Papers. Required of all majors.
Prerequisites: Senior Standing.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8,4-8.

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 (Maymester) 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 486.
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, German 242, German 244, German 246, German 248.

Majors are strongly encouraged to participate in the exchange program with the University of Tübingen 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, 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 (Maymester) 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 of the following: German 240/340-248/348 [Students who wish to count one of these courses toward the minor, will do portions of the work in German.].
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 or with a departmentally approved ISEP program; equivalent courses from there will be accepted as substitutes.

HONORS IN GERMAN

A minimum of 40 credits above German 202; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German.

COURSE OFFERINGS

101-102. Elementary German.
Fall, Spring. Credits: 4-4.

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

201-202. Intermediate German.
Fall, Spring. Credits: 4-4.
Degree Requirements: F10 for 201.

Review of grammar, selected readings, further practice in oral and written communication. Systematic vocabulary building, simple composition, and introductory study of cultural history
Prerequisites: German 102, 205 or the equivalent.

205. German in Germany.
Summer. Credits: 4.
Degree Requirements: F10, F11.
An intensive study of intermediate German in Germany. Successful completion of this course fulfills the college language requirement. [As the equivalent of 201, this course does not count toward the major or the minor.]

210. Readings (Intermediate Level).
Fall, Spring. Credits: 1-4.

Readings designed to meet individual interests and needs.
Prerequisites: Permission of instructor.

220/320-221/321. Topics in German Literature, Culture and Society
Fall, Spring. Credits: 4-4-4.
Degree Requirements: Humanities, F3.

A two-semester survey of the cultural and intellectual history of the German speaking peoples with particular emphasis on the last two hundred and fifty years. This 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: German 301 or 302 or permission of instructor.

240/340. German Cinema.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities, 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.]

242/342. The Holocaust in Text, Image, and Memory.
Fall, Spring. Credits 4.
Degree Requirements: Humanities, 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.]

244/344. German Fairy Tales.
Fall, Spring. Credits 4.
Degree Requirements: Humanities, F2, F4.
Emphasis on the Grimms' tales: theoretical approaches to the tales from the late 19th and early 20th centuries; perversions of these traditional tales by the National Socialists (Nazis), 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.]

246/346. Marx, Nietzsche, Freud.
Fall, Spring. Credits 4.

This course introduces students to the works of Marx, Nietzsche, and Freud. Discussions will center on materialism and its significance for concepts of history and progress, and on the status of the self in society. Discussions of contemporary cultural theory and of popular culture will test the continued relevance of these thinkers. All materials and discussions in English. [German 346 is reserved for majors and minors, who will do substantial portions of the work for the course in German.]

248/348. Special Topics in German Literature.
Fall, Spring. 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.]

301. Advanced Reading Comprehension.
Fall. Credits: 4.

Emphasis on the development of reading skills through a variety of text types.
Prerequisites: German 202 or permission of instructor.

302. Composition and Conversation.
Spring. Credits: 4.

Advanced training in written and oral German expression.
Prerequisites: German 202 or 301 or permission of instructor.

305. German in Germany.
Summer. Credits: 4.
Degree Requirements: F11.
An intensive study of advanced German in Germany.

310. Readings (Advanced Level).
Fall, Spring. Credits: 1-4.
Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.
Prerequisites: German 202 or permission of instructor.

311. Supplemental Readings.
Fall, Spring. Credits: 1.
This readings course is reserved for majors and minors enrolled in German 320 or 321. It is designed to give them opportunities to read, write, and speak in German in conjunction with the coursework in English. May be repeated once.

409. Special Topics.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
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.

486. Senior Seminar.
Spring. Credits: 2.
Independent study designed to give students the opportunity to apply their knowledge of the discipline in a full-length research paper.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4.

ITALIAN

NO MAJOR OR MINOR OFFERED

COURSE OFFERINGS
101-102. Elementary Italian.
Fall, Spring. Credits: 4-4.
Fundamentals of the language: pronunciation, grammar, oral practice, reading of simple texts.

201-202. Intermediate Italian.
Fall, Spring. Credits: 4-4.
Degree Requirement: F10 for 201.
Continuation of grammar, conversation, and composition work from 101-102. Selected readings of classical and contemporary Italian writers and of original press articles.

RUSSIAN

REQUIREMENTS FOR A MAJOR IN RUSSIAN STUDIES
A total of forty-one (41) credits above Russian 201 as follows:
1. Russian 202
2. Russian 301-302 (Russian 309 (Maymester) can be substituted for one of these.
3. Russian 306, 410, 486
4. Russian 300 or 400
5. Russian 205, 212
6. Russian 215 or ML 280
7. One course in Russian history approved by program coordinator

Recommended courses (do not count toward the 41 credits needed for the major): Economics 232 (Classical and Marxian Political Economy) and IS 221 (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-one (21) credits as follows:
1. Russian 301, 302, 306, and 410.
2. Two of the following: Russian 205, 212, 215, 300, 400

Minors are encouraged to spend at least one Maymester in Russia.

PROGRAMS ABROAD
Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymester takes place. 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.

COURSE 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. Russian Intellectual History of the Twentieth Century.
Fall. Credits: 4.
Degree Requirements: Humanities, F4.
Study and analysis of intellectual currents in twentieth-century Russia through recent films and literary works. Films include The Cranes are Flying, Dersu Uzala, Autumn Marathon, and Siberiade. Literary works by the following writers:

Akhmatova, Astafiev, Voznesensky, Soloukhin, Rasputin, and Petrushevskaya. All films are subtitled; all works are read in translation.

209/309. Russian in Russia.
Summer. 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.

212. Masterpieces of Russian Literature in Translation.
Fall. Credits: 4.
Degree Requirements: Humanities, F4.
Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Goncharov, Turgenev, Tolstoy, and Dostoevsky) and screening of film adaptations of these works. All works are read in translation; all films are in Russian, with English subtitles.

215. Giants of Russia's Silver Age: Soloviev, Blok, and Rachmaninoff.
Spring. Credits: 4.
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.
Prerequisites: At least one course from the following departments or programs: Music, Philosophy, Religious Studies, or Russian Studies.

300. Dostoevsky.
Spring. Credits: 4.
Degree Requirements: Humanities, F4.
This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose. 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.

306. Phonetics.
Fall. Credits: 1.
Practice in Russian sounds, especially those that tend to be problematic for a non-native speaker. Emphasis on specific phonetic phenomena, such as palatalization and assimilation of consonants, and reduction of unstressed vowels. Examination of word stress, sentence-level stress, and intonation patterns.

Corequisite: Course should be taken as early as possible in the study of Russian, but must be taken as a co-requisite with Russian 301.

400. Soviet/Russian Film.
Spring. Credits: 4.
Degree Requirements: Humanities.
Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of various directors, such as Eisenstein, Chukhrai, Daneliia, Tarkovsky, and Mikhalkov will be studied. All films are subtitled; course is taught in English.

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

REQUIREMENTS FOR A MAJOR IN SPANISH
A total of thirty-six (36) credits above Spanish 202. At least five courses must be completed at 310 or above. Required courses are the following:
1. Spanish 301 or 302
2. Spanish 303, 306, and 486
3. Five elective courses 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 310 or above. Required courses are the following:
1. Spanish 301 or 302
2. Spanish 303or 306
3. Three elective courses, one of which must be numbered 310 or above

HONORS IN SPANISH
A minimum of 40 credits above the 200-level courses, reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar

and Spanish civilization, and the field of specialization. Approval by the Department of Modern Languages and Literatures is required.

COURSE OFFERINGS

101-102. Elementary Spanish.
Fall, Spring. Credits: 4-4.
Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

201-202. Intermediate Spanish.
Fall, Spring. Credits: 4-4.
Degree Requirement: F10 for 201.
Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America.
Prerequisites: one year of Spanish in college or two years in high school.

205. Spanish in Spain.
Summer. Credits: 4.
Degree Requirement: F10, F11.
An intensive study of Spanish at Estudio Sampere. This course satisfies the proficiency requirement in foreign languages, as well as the foundation requirement for experiential learning beyond the Rhodes campus.
Prerequisites: One year of college-level Spanish.

209. Spanish in Cuenca, Ecuador.
Summer. Credits: 4.
Degree Requirement: F10, F11.
An intensive study of Spanish at Estudio Sampere's Cuenca location. This course satisfies the proficiency requirement in foreign languages, as well as the foundation requirement for experiential learning beyond the Rhodes campus.
Prerequisites: One year of college-level Spanish.

301-302. Advanced Spanish Language and Civilization.
Fall, Spring. Credits: 4-4.
Degree Requirement: F2 for 302.
A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302, a writing intensive course. These courses need not be taken in sequence.
Prerequisites: Spanish 202 or the equivalent.

303. Survey of Peninsular Spanish Literature.
Spring. Credits: 4.
Degree Requirements: Humanities, 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.
Prerequisites: Spanish 301 or 302 or permission of instructor

305. Spanish in Spain.
Summer. Credits: 4.
Degree Requirement: F11.
An intensive study of advanced-level Spanish at Estudio Sampere.
Prerequisites: Two years of college-level Spanish.

306. Survey of Spanish American Literatures and Cultures.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities. 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.
Prerequisites: Spanish 301 or 302 or permission of instructor.

307. Oral Proficiency Practicum.
Spring. Credits: 1.
Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency.
Prerequisites: Spanish 301 or 302 or permission of instructor.

309. Spanish in Cuenca, Ecuador.
Summer. Credits: 4.
Degree Requirement: F11.
An intensive study of advanced-level Spanish at Estudio Sampere's Cuenca location.
Prerequisites: Two years of college-level Spanish.

310. U.S. Latino Literatures and Cultures.
Fall. Credits: 4.
Degree Requirements: Humanities.
A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that provide services in the Hispanic communities of Memphis.
Prerequisites: Spanish 301 or 302 or permission of instructor.

320. Spanish American Drama.
Credits: 4.
Degree Requirements: Humanities, F5.
A study of the works of Spanish American dramatists from the colonial era to the present.
Prerequisites: Spanish 301 or 302 or permission of instructor.

330. Spanish American Poetry.
Credits: 4.
Degree Requirements: Humanities.
A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the present.
Prerequisites: Spanish 301 or 302 or permission of instructor.

340. Latin American Colonial Literature.
Fall. Credits: 4.
Degree Requirements: Humanities.
A survey course centered on the literary manifestations of Latin America during the Colonial period. Some of the main authors that will be studied are Cristóbal Colón, Hernán Cortés, Bartolomé de las Casas, Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz.
Prerequisites: Spanish 301 or 302, or permission of the instructor.

350. Fiction by Spanish Women Writers.
Fall. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Spanish 301 or 302 or permission of instructor.

355. Medieval and Early Modern Women Writers.
Spring. 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.
Prerequisites: Spanish 301 or 302 or permission by instructor.

360. Gender In Spanish American Literature.
Spring. Credits: 4.
Degree Requirements: Humanities.
A study of gender in works by women and men writers. Topical units composed of texts representing various genres, regions, and periods.
Prerequisites: Spanish 301 or 302 or permission of instructor.

365. Special Topics in Spanish.
Fall, Spring. Credits: 4.
Emphasis on a particular genre or the literature of a specific Hispanic nation.
Prerequisites: Spanish 301 or 302 or permission of instructor.

370. Contemporary Southern Cone Literature.
Fall. Credits: 4.
Degree Requirements: Humanities.
A study of contemporary Southern Cone literature including short stories, novels, theatre, poetry, and essays.
Prerequisites: Spanish 301 or 302 or permission of instructor.

395. Spanish Medieval Masterpieces.
Fall. Credits: 4.
Degree Requirements: Humanities.
A survey course of the literary manifestations of Spain during the Middle Ages. Some of the main texts that may be studied are *Poema de Mio Cid, Milagros de Nuestra Señora, Libro de buen amor* and *La Celestina*.
Prerequisites: Spanish 301 or 302 or permission of instructor.

405. The Literature of Mexico after 1911.
Fall. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Spanish 301 or 302 or permission of instructor.

406. The Contemporary Novel of Spanish America.
Fall. Credits: 4.
Degree Requirements: Humanities.
A study of major novelists since 1950. May include works by Carmen Boullosa, Mario Vargas Llosa, Cristina Peri Rossi, and Gabriel García Márquez.
Prerequisites: Spanish 301 or 302 or permission of instructor.

408. The Spanish American Short Story.
Fall. Credits: 4.
Degree Requirements: Humanities.
A study of Spanish American short story writers. May include works by Jorge Luis Borges, Isabel Allende, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga.
Prerequisites: Spanish 301 or 302 or permission of instructor.

410. Modern Spain: From Enlightenment to Realism.
Fall. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Spanish 301 or 302 or permission of instructor.

412-413. Twentieth-Century Spain.
Fall, Spring. Credits: 4-4.
Degree Requirements: Humanities.
Spanish 412 studies the generations of 1898 and 1927. Spanish 413 focuses on the literature of the Spanish Civil War, the Franco Regime, and the transition from dictatorship to democracy. These courses do not need to be taken in sequence.
Prerequisites: Spanish 301 or 302 or permission of instructor.

421. Poetry and Prose of the Golden Ages.
Fall, Spring. Credits: 4.
Degree Requirements: Humanities.
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.
Prerequisites: Spanish 301 or 302 or permission of instructor.

423. Hispanic Golden Age Theater.
Spring. 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.
Prerequisites: Spanish 301 or 302 or permission by instructor.

424. Exploring *Don Quijote*.
Fall. Credits 4.

This course aims to familiarize students with Miguel de Cervantes's masterpiece, considered one of the classics of 17th-century Spanish literature. Although both parts of *Don Quijote* will be examined, emphasis will be given to the first part written in 1605. Questions of readership, authorship, and narrative, among others, will be examined.
Prerequisites: Spanish 301 or 302 or permission by instructor.

486. Senior Seminar.
Spring. 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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8,4-8.

MUSIC

ASSOCIATE PROFESSOR

Thomas E. Bryant. 1987. B.M., M.M., University of Georgia; D.M., Northwestern University. (Piano, music literature.)

ASSISTANT PROFESSORS

Carole Choate Blankenship. 1990. B.A., Rhodes College; M.M., D.M.A., University of Memphis. (Voice, music theory, music literature.)

Courtenay L. Harter. 2000. B.F.A., Carnegie Mellon University; M.M., Northwestern University; Ph.D., University of Connecticut. (Music theory, oboe/English horn, chamber music.)

Timothy D. Watkins. 2002. B.M., Samford University; M.C.M., School of Church Music, Southern Baptist Theological Seminary; M.M., Ph.D., Florida State University. (Music history and literature, world musics.)

ADJUNCT INSTRUCTORS

Mike Assad. B.M., University of Kentucky; M.M., University of Memphis (Percussion, World Drum Ensemble.)

John B. Bass, III. B.M., University of Southern Mississippi; M.M., University of Memphis. (Guitar, Jazz Ensemble.)

Sara Chiego. B.M., University of Memphis; M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (String bass.)

Jenny Compton. A.S.C.M. diploma, N.S.W. Conservatorium of Music. (Flute, Flute Ensemble.)

Jennifer Goode Cooper. B.M., New York University; M.M., Manhattan School of Music. (Voice.)

Sean David Cooper. B.M., Manhattan School of Music; M.M. University of Memphis. (Voice.)

Susan Enger. B.M., Northwestern University. Memphis Symphony Orchestra. (Trumpet.)

Sandra Franks. B.M., University of Mississippi; M.M., Louisiana State University; D.M.A., University of Mississippi. (Voice.)

Robert Gilbert. B.M., Indiana University. (French horn.)

Mona B. Kreitner. B.M., Mansfield University; M.M., Eastman School of Music; Ph.D., University of Memphis. (Voice, Rhodes Women's Chorus, music history and literature.)

David T. Lay. B.M., Lambuth University. (Guitar, contemporary music ensemble.)

Gina Neupert. B.M., Indiana University; M.M., University of Southern California. (Harp.)

Brian Ray. B.M., University of Tennessee at Martin; M.M., University of Memphis. (Piano, Department Collaborative Pianist.)

Jennifer Rhodes. B.M., The Eastman School of Music; M.M., D.M.A., The Juilliard School. Memphis Symphony Orchestra. (Bassoon.)

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.)

London Silas Shavers. B.M.E., Valparaiso University; M.M., Western Michigan University. (Clarinet.)

Debra H. Smith. B.M., Mississippi College; M.M., University of Memphis. (Piano.)

Michael Jefry Stevens. B.A., Florida International University; M.M., Queens College. (Jazz piano.)

Kate Stimson. B.A., Hollins College; M.M, University of Memphis. (Piano.)

Mark Vail. B.M., University of North Texas. Memphis Symphony Orchestra. (Trombone, tuba.)

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 You. 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

Rebecca Horowitz. Administrative Assistant.

John Weeden. Associate Director, Center for Outreach in the Development of the Arts. B.A., Rhodes College, M.A., Sotheby's Institute of Art.

Asa Wilkerson. Piano Technician.

REQUIREMENTS FOR A MAJOR IN MUSIC

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

1. Musicianship (32 credits)
   a. Music 104, 200, 205, 206, 227, 228 306
   b. One elective F9 course from Music 117, 118, 119, or selected 105 sections.
2. Performance (16 credits)
   a. Music 160-178 (8 credits in the principal instrument, 1 credit per semester for 8 semesters, including Departmental convocation and concert attendance.)
   b. Music 190-194 (8 credits in department approved ensembles)
3. Senior Experience (8 credits)
   a. Music 415, 485

Students must demonstrate proficiency in the principal instrument before being allowed to pursue the major beyond the sophomore year.

Students must fulfill a recital attendance and music convocation requirement each semester, as designated by the Music Department faculty.

Final performance examinations will be taken with other Music Majors and Music Minors.

Students who have declared a major in music have the applied music fee waived for study in the principal instrument until the required number of credits is achieved. A music major who desires to take more applied lessons credit than the eight required will be charged for those credits above eight at the regular fee.

REQUIREMENTS FOR A MINOR IN MUSIC

A total of thirty-two (32) credits as follows:

1. Musicianship (24 credits)
   a. Music 104, 200, 205, 206, 227, 228
2. Performance (8 credits)
   a. Music 160-178 (4 credits in the principal instrument; 1 credit per semester for 4 semesters, including Departmental convocation and concert attendance.)

   b. Music 190-194 (4 credits in department approved ensembles)

Students must demonstrate proficiency in the principal instrument before being allowed to pursue the minor beyond the sophomore year.

Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty.

Final performance examinations will be taken with other Music Majors and Music Minors.

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.

COURSE OFFERINGS

MUSIC THEORY

A music theory placement test is given by the department to determine a studentís skill level. A student who has the appropriate degree of proficiency may start the theory class sequence with either Music 104 or 205. Music majors and minors who encounter a closed music course in the registration process should contact the instructor to be admitted.

103. Elements of Music.
Spring. Credits: 4.
Degree Requirements: Fine Arts, 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.

104. Theory I.
Fall. Credits: 4.
Degree Requirements: Fine Arts, F5.

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, and introductions to musical style and species counterpoint.
Prerequisites: Music 103 or satisfactory score on music theory placement test.

205. Theory II.
Spring. Credits: 4.
Degree Requirements: Fine Arts.

This course further develops written, aural, and keyboard skills as applied to common-practice musical traditions. As a continuation of Music 104, topics include diatonic harmony and functions, an introduction to chromatic harmony, and small formal designs.
Prerequisites: Music 104 or satisfactory score on music theory placement test.

206. Theory III.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
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: Music 205.

306. Theory IV.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course examines twentieth-century analysis and compositional techniques, including set-theory and serialism, and musical form through a survey of common-practice repertoire. Final projects include a written analysis and an oral presentation of an extended composition.
Prerequisites: Music 206.

210. Music Composition.
Fall. Credits: 4.
Degree Requirements: Fine Arts, F5.
This is a beginning course designed for students with little or no prior study in composition. The course presents fundamental resources and techniques essential to the entry-level student, as well as skills applicable to those with some amount of musical experience.
Prerequisites: Music 103 or approval of the instructor.

211. Advanced Composition.
Spring. Credits: 4.
This course is designed for the intermediate to advanced musician. Covering form, structure, and techniques of development this course will develop a solid foundation for those interested in composing music.
Prerequisites: Music 210 or approval of the instructor.

222. Music Technology.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course is designed to introduce both utilitarian and creative concepts, which will assist students in developing practical and artistic applications and skills in music technology. Covering historical, technical, scientific, interactive, and hands-on knowledge, the course will develop a solid foundation for those wishing to use computers, electronics, synthesizers, and the internet to supplement their musical needs, mastery, and understanding.

MUSIC HISTORY AND LITERATURE
101. Music: A Sound Experience.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts, 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 early music, American traditions,

and excursions into world musics, to provide a greater appreciation of the larger musical world. This course is for students who are not music majors or minors.

105. Topics in Music.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts, F5 (some sections).
Topics courses are designed to focus on special interest topics such as Non-Western Music cultures, Piano Literature, Art Song Literature, Women in Music, or Sacred Music Traditions.

117. Music Cultures of the World.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts, F5, F9.
This course serves as an introduction to the variety of musics found in cultures around the world outside the Western art music tradition. Students will be introduced not only to the sounds of different musics, but also to their aesthetic foundations, relation to social and cultural contexts, historical developments, and cross-cultural interactions and influences.

118. African-American Music.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts, F5, F9.
This course is a survey of the African-American cultural music tradition, its special characteristics, and its significance in America and the world.

119. The Music of Latin America.
Fall. Credits: 4.
Degree Requirements: Fine Arts, F5, F9.
This course is a survey of the variety of indigenous, folk, and art musics 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.

200. Survey of Music Literature.
Spring. Credits: 4.
Degree Requirements: F2.
This course serves as an introduction to Western music literature, styles, and techniques for score study. Students will learn to identify the stylistic characteristics of the various periods of music history through score analysis and listening.
Prerequisites: Music 104 or permission of instructor.

227. European Musical Heritage I.
Fall. Credits: 4.
Degree Requirements: Fine Arts, 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: Music 200 or permission of instructor.

228. European Musical Heritage.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course traces the development of Western musical style from 1750 to the

present. This development will be placed in dialogue with materials from social or intellectual history, literature, and other arts.
Prerequisites: Music 227.

320. Music in the Middle Ages and Renaissance.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course surveys the major developments in Western music from approximately 900 to 1600. In addition to reading about the history of early music, students will be required to listen to and analyze scores of important representative works. Assignments will include writing music analyses, extensive listening and video viewing, and reading from the texts and other sources.
Prerequisites: Music 227 or permission of instructor.

321. Music in the Baroque Period.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course provides a historical overview of the music from the Baroque Period (c. 1600-1750). The different styles, schools, and genres of the period will be examined and placed in the context of the wider culture of the time. Students will be expected to engage in a detailed analysis of musical compositions from the period.
Prerequisites: Music 227 or permission of instructor.

322. Music in the Common-Practice Period.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course examines the music of the periods frequently called "Classical" and "Romantic" (c. 1750-1900), focusing on the changing cultural contexts for the music, aesthetic issues raised by musical writers in the eighteenth and nineteenth centuries, biographies of major composers, style developments according to chronology and genre, and detailed analysis of works.
Prerequisites: Music 228 or permission of instructor.

334. 20th Century Art Music.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course examines the diverse trends in music composition in the 20th century. Included will be twelve-tone music, electronic music, aleatory music, post-serialism, and minimalism.
Prerequisites: Music 228 or permission of instructor.

415. Conducting.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course presents the fundamentals of gestural conducting and their application to performance. Open to music majors and minors only.
Prerequisites: Music 206 or permission of instructor. (Course offered in alternate years; scheduled for 2008-2009.)

485. Senior Seminar.
Fall. Credits: 4.
This seminar forms the senior capstone experience for the Music Major. Each student will prepare an extensive research paper.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-4.

APPLIED MUSIC
All applied music instruction is offered both Fall and Spring semesters and meets the Fine Arts and F5 requirements with the requisite number of credits. Declared music majors will have the applied music fees waived for eight (8) credits of their principal applied instrument. Students who have not declared a major in music wishing to add the study of applied music to their regular academic program will be charged an additional fee per credit per semester for private lessons. After the first applied music lesson, this additional fee is nonrefundable. Music majors taking more than eight (8) credits of applied music will be charged the music fee for credits above eight.

160. Piano.
161. Voice.
162. Organ.
163. Violin.
164. Classical Guitar.
165. Harpsichord.
166. Cello.
167. Harp.
168. French horn.
169. Flute.
170. Oboe/English horn.
171. Clarinet.
172. Bassoon.
173. Trumpet.
174. Trombone/Tuba.
175. Percussion.
176. Viola.
177. Bass.
178. Saxophone.

ENSEMBLES
Ensembles are offered both fall and spring semesters and meet the Fine Arts and F5 requirements with the requisite number of credits.

190. Rhodes Singers.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
Rhodes Singers are the concert choir for Rhodes College and appear regularly in both a cappella concerts as well as with orchestra. This noted performing ensemble has toured in the United States for over sixty years, and tours abroad regularly. Membership is by audition. Students who join this ensemble are expected to participate for a full academic year.

191. Rhodes Orchestra and Wind Ensemble.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
These ensembles are open to students with previous band or orchestra experience. Students of all skill levels are invited to rehearse, perfect, and perform literature

written for strings, winds, and full orchestra. These ensembles also accompany the winner of the annual Gladys Cauthen Orchestra Soloist Competition. Membership is by audition.

192. Rhodes MasterSingers Chorale.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
This ensemble is made up of students and experienced choral singers from the community. There are normally four concerts each year and the repertoire includes a wide variety of musical styles, often including works with orchestra. Membership is by audition.

193. Rhodes Women's Chorus.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, 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.

194. Rhodes Jazz Ensemble.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
This ensemble explores jazz literature from all historic periods and offers an introduction to jazz style for students with beginning or more advanced degrees of experience. Issues of interpretation, improvisation, and ensemble techniques are discussed and implemented into performances. Membership is by audition.

195. Piano Accompanying.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

196-198. Selected Chamber Ensembles.
Fall, Spring. Credits: 1.
Degree Requirements: Fine Arts, F5.
Chamber ensembles include Flute, Guitar, String Quartet, Woodwind Quintet, Brass Quartet, World Drum Ensemble, Contemporary Music Ensemble, and other mixed (instrumental and/or vocal) ensembles.

PHILOSOPHY

ASSOCIATE PROFESSOR
Patrick A. Shade. 1996. Chair. B.A. and M.A., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Ethics; American philosophy; history of philosophy; logic; interdisciplinary humanities.)

ASSISTANT PROFESSORS
Leigh M. Johnson. 2007. B.A., University of Memphis; M.A., Villanova University; Ph.D., Pennsylvania State University. (Social and political philosophy, continental philosophy; race theory; feminism; interdisciplinary humanities.)
Brendan M. O'Sullivan. 2002. B.A., Davidson College; Ph.D., University of California at Berkeley. (Philosophy of mind, philosophy of science, logic, interdisciplinary humanities.)
Andrew J. Terjesen. 2007. B.A., State University of New York at Geneseo; Ph.D., Duke University. (History of ethics, moral psychology, hirstory of philosophy, interdisciplinary humanities.)

STAFF
Karen M. Winterton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN PHILOSOPHY
A total of forty-four (44) credits as follows:
1. Philosophy 201, 203, 206, 301, 486.
2. Philosophy 318 or Philosophy 319.
3. Five 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 300s or above.
4. One additional four-credit course in Philosophy.

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.

COURSE OFFERINGS
101. Introductory Seminar in Philosophy.
Fall. Credits: 4.
Degree Requirements: F2.
This writing-intensive course, intended for first and second year students, 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.

150. Social and Political Philosophy.
Fall. Credits: 4.
Degree Requirements: F2, F8.
An examination of significant themes and questions related to the constitution and maintenance of social and political relations, addressed through a survey of major philosophical figures. Topics include justice, identity, the contest between individual and state, war and peace, and various ideologies (liberalism, conservativism, communism/socialism, totalitarianism, cosmopolitism, libertarianism, contractarianism, anarchism).

201. Ancient Philosophy.
Fall. Credits: 4.
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.

202. Medieval Philosophy.
Spring. Credits: 4.
Degree Requirements: F1.
An examination of philosophical methods, problems, and ideas from early through late Medieval philosophies, most notably those of Augustine and Aquinas. Issues addressed include the natures and relations of faith and reason, the human good, arguments for the existence of God, and the relation of the human to the divine. (Course offered in alternate years; scheduled for 2008-2009.)

203. Early Modern Philosophy.
Spring. Credits: 4.
Degree Requirements: F1.
An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. Major themes are their epistemological and ethical theories. Issues to be considered include such things as the nature and role of rationality, the relation of the sensuous and the rational, the exercise of freedom, and the existence of God.

206. Logic.
Fall, Spring. Credits: 4.
Degree Requirements: F6.
An examination of argumentation, with emphasis on identifying, analyzing, and evaluating arguments. Issues to be considered include methods in categorical and truth-functional logic, induction, and fallacies.

240. Philosophy of Religion.
Fall or Spring. Credits: 4.
Degree Requirements: F1.
An exploration in depth of a few major problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the meaningfulness of theological language, and the relationship of faith and reason. (Course offered in alternate years; scheduled for 2008-2009.)

250. Topics in Philosophy.
Fall or Spring. Credits: 4.
Degree Requirements: F1 (some sections).
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. (Subject to special scheduling.)

270. Philosophy of Education.
Spring. 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 2009-2010.)

301. Ethics.
Fall. Credits: 4.
Degree Requirements: F1.
An examination of major ethical theories, typically virtue ethics, deontology, and consequentialism, with special emphasis on their central arguments and applicability to specific ethical issues.

302. Environmental Ethics.
Fall or Spring. Credits: 4
An examination of the values and norms that govern our relationship with the environment. Major ethical theories will be explored in relation to topics such as obligations to nonhuman organisms, anthropocentrism, government regulation, and international environmental treaties. (Course offered in alternate years; scheduled for 2008-2009.)

303. Medical Ethics.
Fall or Spring. Credits: 4.
Degree Requirements: F1.
An examination of issues arising from the practice of medicine, the application of medical technology, and the business of health care delivery that have significant implications for an understanding of the good life or an understanding of moral duties. (Course offered in alternate years; scheduled for 2009-2010.)

315. Nineteenth Century Philosophy.
Spring. Credits: 4.
This course considers the Kantian roots of German Idealism and examines the philosophy of Hegel and that of one or more of his critics (Kierkegaard, Marx, Nietzsche) in the later 19th Century. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Philosophy 203 or special permission of instructor.

318. Metaphysics.
Spring. Credits: 4.
Degree Requirements: F1.
An exploration of some major issue(s) such as materialism vs. theism, the mind-body problem, freedom and determinism. (Course offered in alternate years; scheduled for 2008-2009.)

319. Theory of Knowledge.
Spring. Credits: 4.
An exploration of some major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge, and the ethics of belief. (Course offered in alternate years; scheduled for 2009-2010.)

328. Philosophy of Mind and Consciousness.
Fall or Spring. Credits: 4.
What is the nature of the human mind? What are its powers and limitations? What is the relationship between the mind and the body (especially the brain)? These and similar questions will be investigated through central works in the history of philosophy (e.g., Descartes' Meditations) and various contemporary works in philosophy and/or related fields (e.g., biology, psychology). (Course offered in alternate years; scheduled for 2009-2010.)

329. Philosophy of Science.
Fall or Spring. Credits: 4.
A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences. (Course offered in alternate years; scheduled for 2008-2009.)

360. Existentialism.
Fall. 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 2008-2009.)

370. American Philosophy.
Spring. Credits: 4.
Degree Requirements: F11.
An examination of the major representatives of Classical American Philosophy. Emphasis is on issues such as the nature of philosophical method, the biological/social nature of human beings, the instrumentalist view of knowledge and inquiry, and the contextual nature of truth and value. (Course offered in alternate years; scheduled for 2008-2009.)

399. Tutorial for Honors Candidates.
Spring. 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.

401. Advanced Topics: History of Philosophy.
Fall or Spring. Credits: 4.
An advanced study of specific topics in the history of philosophy. The course will focus on one of the following topics: 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 2008-2009.)

475-476. Problems in Philosophy.
Fall, Spring. Credits: 4-4.
A tutorial course for senior students only. Each student chooses an individual topic in consultation with the departmental faculty.

486. Senior Seminar.
Spring. Credits: 4.
Senior seminar is designed to be 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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-4.
A course dedicated to the development of an Honors essay.
Prerequisites: Permission of department.

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. All courses satisfy the physical education and F12 degree requirements. They carry no academic credit and are graded on a pass-withdraw basis.

Physical Education courses for which proper registration is not made will not be credited to a student's record retroactively. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken.

COURSE OFFERINGS

100/200. Varsity Sports.
Fall, Spring.

101/201. Club Sports.
Fall, Spring.

103/203. Tennis.
Fall, Spring.
Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

107/207. Golf.
Fall, Spring.
Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

120/220. Squash.
Fall, Spring.
Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

121/221. Racquetball.
Fall, Spring.
Instruction in basic skills and scoring.

125/225. Swimming.
Fall, Spring.
A self paced program open to all levels.

131/231. Scuba Diving.
Fall, Spring.
Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

143/243. Middle Eastern Dance.
Fall, Spring.

154/254. Weight Lifting.
Fall, Spring.
Instruction in the proper use of weight training equipment.

156/256. Advanced Conditioning.
Spring.
A structured program of advanced conditioning programs consisting of running, weight-lifting, agility, plyometrics, and sprint work.

157/257. Run for Fun.
Fall, Spring.
A monitored program of jogging for all levels of conditioning.

174/274. Aerobics.
Fall, Spring.
Low impact, step, and circuit training.

171/271. Taekwondo.
Fall, Spring.
A hard style form of martial arts with emphasis on kicks and punches.

175/176. Wing Chun.
Fall, Spring.
A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

176/276. Tai Chi.
Fall, Spring.
A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

177/277. Karate/Self Defense.
Fall, Spring.
Instruction in basic kicking, punching, katas (forms) and self defense techniques. Open to all levels and belt testing is optional.

178/278. Kickboxing.
Fall, Spring.
A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

179/279. Aikido.
Fall, Spring.
Emphasis on the neutralization of aggression through body movement, throws, and joint locks. Open to all levels.

180/280. Yoga.
Fall, Spring.
Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

185/285. Ballet.
Spring.
Open to all levels.

195. Life Saving.
Fall.

295. Water Safety Instructors Course.
Spring.

PHYSICS

ASSOCIATE PROFESSORS

Brent K. Hoffmeister. Chair. 1996. The Van Vleet Fellow in Physics. B.A., Wabash College; Ph.D., Washington University (Ultrasonics, medical physics.)

Ann M. Viano. 1999. The J. Lester Crain Professor of Physics. B.S., Santa Clara University; Ph.D., Washington University. (Materials science, solid-state physics.)

ASSISTANT PROFESSORS

Shubho Banerjee. 2002. M.S., Indian Institute of Technology, Kanpur; Ph.D., Carnegie Mellon University. (Ferrofluids, thermodynamics, theoretical physics.)

James Espinosa. 2007. B.S., University of North Texas; M.S., University of California at Berkeley; Ph.D., University of Texas at Austin. (Nanotechnology.)

Deseree A. Meyer. 2006. B.S., Yale University; Ph.D., Yale University (Nuclear physics.)

INSTRUCTOR

Carol L. Ekstrom. 1974. B.S., Beloit College; M.S., George Washington University. (Geology, Earth system science.)

TECHNICAL ASSOCIATE

Glen W. Davis. B.S., University of Memphis; M.S., Murray State University.

STAFF

Eva L. Owens. Departmental Assistant.

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 toward a major or minor in physics, but they may be used for general degree credits.

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, 111L-112L.
2. Physics 211, 211L.
3. Physics 250.
4. Physics 301, 305, 401, and 406.
5. Physics 486.
6. At least one additional 4-credit Physics course at the 300-level or above.
7. Mathematics 121, 122, 223, and 251 or appropriate substitutes as approved by the Physics Department.

Students majoring in physics and planning to pursue graduate studies in physics or in a closely related field are strongly encouraged to take the following, additional courses: Physics 302, 304, 306, and 325; Mathematics 261.

REQUIREMENTS FOR A MINOR IN PHYSICS

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

1. Physics 111-112, 111L-112L.
2. Physics 211. (Note: Physics 211L is not required.)
4. At least one additional 4-credit Physics course at the 200-level or above.
5. Mathematics 121,122. Mathematics 223 is recommended, but not required.

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, must follow the Department's schedule for Honors work, and a creditable thesis must be presented to the Department at the end of the academic year.

COURSE OFFERINGS

101. Astronomy.
Fall, Spring. Credits: 3.
Degree Requirements: Natural Science, F7.
An introduction to modern astronomy, including the apparent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the Solar System, the Sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems, and cosmology. Must be taken concurrently with Physics 101L.
Prerequisites: None.
Corequisite: Physics 101L.

101L. Astronomy Laboratory.
Fall, Spring. Credits: 1
Laboratory exercises (computer-based and hands-on) involving astronomical concepts and, weather permitting, observations of the stars, constellations, the Moon, planets, and "deep sky" objects. Must be taken concurrently with Physics 101.
Corequisite: Physics 101.

105. Topics in Physics.
Fall, Spring. Credits: 4.
Degree Requirements: Natural Science.
Topics, designed for the non-science major, in physics, astronomy, and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, nanotechnolgoy, biophysics, geophysics, and science writing.
Prerequisites: None.

107. Physics of Sound and Music with lab.
Fall. Credits: 4.
Degree Requirements: Natural Science, 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 and the human voice. 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.
Prerequisites: None.

111. Fundamentals of Physics I.
Fall. Credits: 3.
Degree Requirements: Natural Science, F6, F7.
A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics and wave motion. Intended for both science and non-science majors, the course includes three lectures and one laboratory session each week.
Corequisites: Physics 111L, Mathematics 121 or equivalent.

112. Fundamentals of Physics II.
Spring. Credits: 3.
Degree Requirements: Natural Science, F6, F7.
A study of the classical fields of physics, with an introduction to modern physics. Includes the study of thermodynamics, electromagnetism, optical properties of matter, and atomic structure. Intended for both science and non-science majors, the course includes three lectures and one laboratory session each week.
Corequisites: Physics 112L, Mathematics 122 or equivalent.
Prerequisite: Physics 111 or the equivalent.

111L-112L. Fundamentals of Physics Laboratory.
Fall, Spring. Credits 1-1.
Basic experiments in topics covered in either Physics 111 or 112. Includes extensive use of computer-based data collection and analysis.
Corequisite: Physics 111-112.

151, 152, 153, 154. "Memphysics": Physics Education Outreach in the Memphis Community.
Fall, Spring. Credits 1-1-1-1.
Degree Requirements: F11.
These four courses are designed for students interested in physics and science education outreach. Students will learn how to design and carry out science education outreach activities in the community. Each course is worth one academic credit, and should be taken sequentially. Successful completion of all four courses may be used to satisfy the F11 Foundational requirement.
Prerequisites: None, except courses should be taken in sequence and not concurrently.

211. Modern Physics.
Fall. Credits: 4.
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. The course includes three lectures and one laboratory session each week.
Prerequisites: Physics 112.
Corequisite: Mathematics 223 or equivalent.

211L. Modern Physics Laboratory.
Fall. Credits: 1
The application of advanced experimental techniques to the exploration of 20^{th} century physics concepts. Includes measurements of fundamental constants, properties of electrons, atomic energy levels, atomic and nuclear scattering, etc.
Prerequisites: Physics 111L-112L.

250. Mathematical Methods of Physics.
Spring. 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.
Prerequisites: Physics 211 and Mathematics 223 or equivalent.

301. Electromagnetic Theory.
Fall. Credits: 4.
A study of the fundamental properties of electric and magnetic fields in vacuum. The development will be from fundamental observations through modern, discrete applications of Maxwell's Equations. (Course offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Physics 112 and Physics 250.

302. Advanced Electromagnetic Theory.
Spring. 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 in alternate years; scheduled for 2009-2010.)
Prerequisites: Physics 301.

304. Electronics.
Fall or Spring. 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: Physics 112.

305. Dynamics.
Fall. 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 2008-2009.)
Prerequisites: Physics 112 and Physics 250.

306. Advanced Dynamics.
Spring. 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 in alternate years; scheduled for 2008-2009.)
Prerequisites: Physics 305.

307. Topics in Intermediate Physics.
Fall, Spring. Credits: 4.
Topics for the intermediate-level physics- or natural-science student, often including but not limited to subjects such as nuclear physics, robotics, spectroscopy,

experiment interfacing, etc. (Course offered as interest warrants.)
Prerequisites: Physics 211.

310. Astrophysics.
Spring. Credits: 4.
An introduction to modern astrophysics, this course will normally include coverage of the following: stellar evolution; physics of the interstellar medium; structure, evolution, and morphology of galaxies; the origin and evolution of large-scale structure in the Universe; and cosmology. Occasionally, topics such as comparative planetology may be included. (Course offered as interest warrants.)
Prerequisites: Physics 211 and Mathematics 223 or equivalent.

325. Optics.
Fall or Spring. Credits: 4.
A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. Two lectures and one laboratory session per week. (Course offered as interest warrants.)
Prerequisites: Physics 301.

401. Quantum Mechanics.
Spring. 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 2009-2010.)
Prerequisites: Physics 211 and Physics 250.

406. Thermal Physics.
Spring. 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 2008-2009.)
Prerequisites: Physics 211 and Physics 250.

409. Topics in Advanced Physics.
Fall, Spring. Credits: 4.
Special topics designed for advanced students in physics or mathematics. Subjects will involve theoretical physical and mathematical systems. (Course offered as interest warrants.)
Prerequisites: Physics 301 and Physics 305.

451-452 Research in Physics.
Fall, Spring. Credits: 1 to 4.
Experiments of an advanced nature, carried out independently by the student with a faculty mentor. Experiments can be selected from topics involving high-vacuum techniques, stellar photometry, scintillation spectroscopy, Compton scattering, atomic and molecular spectroscopy, Mössbauer effect, superconductivity, or

designed by the student in consultation with the faculty mentor.
Prerequisites: Physics 211.

486. Senior Seminar.
Spring. 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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4 to 8 per semester.

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 gap of 3.5 is required at the time of application for honors and upon graduation.
Prerequisites: Permission of Department Chairperson.

POLITICAL SCIENCE

PROFESSORS

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; black political thought)

ASSOCIATE PROFESSORS

Daniel E. Cullen. 1988. M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; contemporary political theory.)

Michael P. Kirby. 1970. Plough Professor of Political Science. B.S., Wisconsin State University; M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee. (Criminal justice; urban policy)

Stephen H. Wirls. 1994. Chair. B.A. Kenyon College; M.A. and Ph. D., Cornell University. (American politics, Congress, American political thought, modern political philosophy.)

ASSISTANT PROFESSORS

Margaret A. Carne. 2004. B.A. Oberlin College; M.A. and Ph.D. University of California, Berkeley. (American politics, campaigns and elections, parties and interest groups, research methods.)

Arielle C. Goldberg. 2007. B.A. University of Massachusetts, Amherst; M.A. and Ph.D., City University of New York. (American politics, urban politics, public policy.)

Christopher E. Baldwin. 2007. B.A., Kenyon College; M.A. and Ph.D., University of Toronto. (Classical political philosophy, American political thought, post-modern political thought.)

PART-TIME INSTRUCTOR

Ashley B. Coffield. B.A. Rhodes College; M.P.A., Texas A&M. (Public administration; public policy.)

STAFF

Jean E. Minmier. Departmental Assistant.

All political science majors must take 151. (Advanced Placement credit in Political Science will count as four credits toward the major but will not substitute for 151.)

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

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

1. Political Science 151
2. Political Science 270
3. Political Science 485
4. One course of the following courses in political thought and philosophy: 212, 214, 216, 218, 310, 314, Humanities 201 (Politics Track).
5. History 233
6. International Studies 100 or International Studies 200
7. Six additional courses (24 credits) in Political Science, two of which must

be at the 300 level and one of which may be Political Science 460: Public Affairs Internship.

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 normally earns 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. All honors proposals must be approved by the department.

COURSE OFFERINGS

151. United States Politics.
Fall, Spring. Credits: 4.
Degree Requirements: F2 (some sections), F8.

An examination of the U.S. political system. 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? Major topics and controversies include the nature of politics, individual liberty and constitutionalism, the federal structure of government, political ideologies, public opinion, elections and political parties, interests groups, representation, Congress, the Presidency, the Judiciary, public policy, 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 department.

200. Urban Politics.
Fall or Spring. Credits: 4.

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures.
Prerequisite: Political Science 151 or permission of the instructor.

205. Introduction to Public Policy.
Fall or Spring. Credits: 4.

An analysis of the processes and politics of making and implementing public policies. Topics may include: taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare.
Prerequisite: Political Science 151.

211. Politics and Literature.
Fall or Spring. Credits: 4.

An exploration of perennial issues of politics as they are treated in literature and drama. Authors studied may include: ancient Greek dramatists, Shakespeare, Defoe, Swift, Cooper, Hawthorne, Melville, Twain, Stendhal, Flaubert, Dostoyevsky, Conrad, Golding, Malraux.

212. American Political Thought and Statesmanship.
Fall or Spring. 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.
Prerequisite: Political Science 151 or permission of the instructor.

214. Modern Ideologies.
Fall or Spring. Credits: 4.

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. Topics include the evolution of liberalism and conservatism, the origins and development of communism, contemporary controversies over justice and economic distribution, morality and law, and feminism.

216. Introduction to the Philosophy of Law.
Fall or Spring. Credits: 4.

A selective survey of perennial issues in the theory and practice of law. Standard topics include: philosophical assumptions of criminal liability and moral responsibility; excusing crime; the purpose of punishment; the relation of reason and passion in the concept of provocation; the insanity defense; the intersection of race, gender and the law; legal ethics; discretion and the rule of law.

218. Justice, Equality, and Liberty.
Fall or Spring. Credits: 4
An introduction to the overlapping issues of politics, philosophy and economics, this course examines rival conceptions of justice and the ways in which those views are modified by commitments to equality and liberty. Particular topics include: the character of freedom and its relationship to responsibility; what human beings owe to one another; the causes and consequences of wealth and poverty; the case for and against egalitarianism; the nature of right and duties; and whether or not justice requires redistribution of wealth.

230. Black Political Thought.
Spring. Credits: 4.

A critical analysis of a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered.
Prerequisite: Political Science 151 or permission of the instructor.

241. Parties and Interest Groups in American Politics.
Fall or Spring. Credits: 4.

This course explores what political parties and organized interests are capable of doing in a democracy, what they actually do in American politics, and what a variety of reformers and others would have them do differently. Specific topics include: American party development, partisanship in the electorate, party organization, and the role of parties and interest groups in elections and policy making.
Prerequisite: Political Science 151 or permission of the instructor.

245. Southern Politics.
Fall or Spring. 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.
Prerequisite: Political Science 151 or permission of the instructor.

255. Criminal Justice.
Spring. Credits: 4.
The study of criminal justice in urban areas, practices and purposes of enforcement agencies and courts, arrest, preliminary hearing, bail, jury, prosecution, trials, plea bargaining, sentencing, corrections, and probation. Justice in theory and practice.
Prerequisite: Political Science 151 or permission of the instructor.

270. Research Methods.
Fall or Spring Credits: 4.
An examination of the various research methods used in the study of American politics. Focus will be on quantitative methods of inquiry, but qualitative research techniques will also be studied.
Prerequisite: Political Science 151.

280. Topics in American Politics and Institutions.
Fall or Spring. 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. Prerequisite: 151 or permission of the instructor.
Prerequisite: Political Science 151 or permission of the instructor.

282: Topics in Urban Politics.
Fall or Spring. Credits: 4.
Prerequisite: Political Science 151 or permission of the instructor.

284: Topics in Public Policy.
Fall or Spring. Credits: 4.
Prerequisite: Political Science 151 or permission of the instructor.

286: Topics in Political Thought and Philosophy.
Fall or Spring. Credits: 4.
Prerequisite: Political Science 212 or 214 or permission of the instructor.

288: Topics in Public Law.
Fall or Spring. Credits: 4.
Prerequisite: Political Science 151 or permission of the instructor.

301. Constitutional Law and Politics.
Fall or Spring. Credits: 4.
An examination of the federal judicial process and American constitutional principles. Constitutional topics include the free speech, church-state relations, abortion, euthanasia, and rights of the accused.
Prerequisites: Political Science 151 and one 200 level course.

307. Topics in Public Law.
Fall or Spring. 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.
Prerequisites: Political Science 151 and one 200 level course.

311. Classical Political Philosophy.
Fall or Spring. Credits: 4.
A consideration of fundamental questions of political philosophy will be explored through careful examination of selected writings of Plato, Aristotle, and others. What is the human good? What is justice? How is politics related to human nature or, what does it mean to be a "political animal"? Are the good person and good citizen identical?
Prerequisite: One 200 level course.

314. Modern Political Philosophy.
Fall or Spring. Credits: 4.
An examination of the radical critiques in Western political thought from Machiavelli to Nietzsche. Specific topics include the contest between selfishness and morality in political life, the natural rights of individuals, the social contract basis of legitimacy, private property, equality and inequality, the place of reason and of faith in human affairs and happiness.
Prerequisite: One 200 level course.

316. Urban Policy.
Fall. Credits: 4.
Problems and processes of policy formation in the urban system; discussion of substantive policy areas such as housing and community development.
Prerequisite: Political Science 151.

320. Urban Programs.
Fall or Spring. Credits: 4.
Examination of programs and policies that address urban problems; with an opportunity to explore the inner workings and outcomes of effective programs that have social, environmental, and downtown emphases.
Prerequisite: Political Science 270 and one additional 200 level course.

330. Campaigns and Elections.
Fall. Credits: 4.
This course examines election dynamics in contemporary American politics from the perspectives of both political scientists and practitioners. Specific questions addressed include: Why do candidates, voters, and others think and act as they do? How do the rules of electoral politics influence their behavior? Who wins elections and why? What difference—if any—do campaigns actually make in election outcomes? Finally, how might we use this knowledge to improve campaigns and elections?
Prerequisite: Political Science 270 and one additional 200 level course.

340. The American Presidency.
Fall or Spring. 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.
Prerequisite: Political Science 270 and one additional 200 level course.

360. Congress and the Political Process.
Fall or Spring. 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 can directly affect legislation and policy. Why then is it also the least respected branch of our national government? Is it failing to do its job well? This entire course explores this question. Specific topics include: representation; the rich practical thought behind the framers' original design for a legislature; the evolution of House and Senate; elections and incumbency; campaign finance and interest groups; the internal organization of House and Senate; the struggle for power between president and Congress.
Prerequisite: Political Science 270 and one additional 200 level course.

401. Seminar in American Politics and Institutions.
Fall or Spring. Credits: 4.
An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political behavior, campaign design and strategy.
Prerequisite: One 300 level course.

411. Seminar in Contemporary Political Philosophy.
Fall or Spring. Credits: 4.
An advanced seminar devoted to controversies or recent developments in contemporary political philosophy. Topics may include: theories of freedom, justice, rights, egalitarianism, multiculturalism, communitarianism, and religion.
Prerequisite: One 300 level course.

460. Public Affairs Internship.
Fall, Spring. Credits: 4.
Degree Requirements: F11.
A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director. The course can be taken only once for credit.
Prerequisites: Political Science 270, one additional 200-level course and consent of the instructor.

485. Senior Seminar in Political Science.
Fall, Spring. Credits: 4.
An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.
An advanced tutorial, individually tailored to each honor student. It involves the preparation of a major independent research project.

PSYCHOLOGY

PROFESSORS
Mark V. Smith. 2001. Distinguished Service Professor. Director of the Education Program. B.S., University of Tennessee at Martin; M.Ed. and Ed.D., University of Memphis. (Teacher education, education program evaluation)
Marsha D. Walton. 1979. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; narrative and social interaction; psychology of women)

ASSOCIATE PROFESSORS
Bette J. Ackerman. 1987. B.A., Eckerd College; M.A. and Ph.D., University of Florida. (Program evaluation; health psychology; social theories of self)
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)
Natalie K. Person. 1994. Chair. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive; language and learning technologies; educational psychology)
Robert J. Strandburg. 1988. Dean of Academic Affairs for Curriculum. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles. (Physiological; cognition and perception; psychopathology)
Christopher G. Wetzel. 1982. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; prejudice)

ASSISTANT PROFESSORS
Kimberly M. Gerecke. 2006. B.S., Muskingum College; M.S., University of Richmond. Ph.D. University of Alabama at Birmingham. (Neuroscience; exercise and neurodegeneration)
Janet Panter. 2005. B.A., College of William and Mary; M.A. and Ph.D., University of Memphis. (School psychology)
L. Charles Lemond. 1974. Director of Information Technology Services. B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.
Julie Steel. 2004. B.S., Hendrix College; M.A. and Ph.D., University of Arkansas. (Retributive justice seeking, social dilemmas, small group decision making, counterfactual thinking)

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 to be taken as early as possible in the student's course of study.
3. Psychology 211.
4. One advanced method course from among Psychology 350 - 353.
5. Three content areas courses from: Psychology 216, 220, 225, 229, 311, 318, 323, 326, and 327.
6. One course designated as writing intensive in psychology
7. One course applying psychology which may be an internship(460), a service-learning course, 229, 326, 338, 351 or a course in education that is not cross-listed in psychology.
8. Psychology 485 to be taken during the senior year.

One course beyond the introductory level outside the department in a field that can be connected to Psychology.

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.

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 to and conduct in the Departmental Honors Program. The policies are described on the department website and in the Major's Handbook.

COURSE OFFERINGS

105. Special Topics in Psychology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, F2 (some sections).

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.

150. Foundational Issues in Psychology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science, F8.

Students will focus on major themes that underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of scientific reasoning in refining our common sense notions about human behavior and experience. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological methods.

200. Research Methods and Statistics.
Fall, Spring. 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: Psychology 150 or permission of instructor.

211. Statistical Methods.
Fall, Spring. 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.
Prerequisites: Psychology 150 and Psychology 200 or permission of the instructor.

216. Perception.
Spring. 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: Psychology 150 or permission of the instructor.

220. Psychology of Health.
Spring. Credits: 4.
Degree Requirements: Social Science.

The knowledge base and methodology of psychology will be applied to an understanding of health and illness. Topics to be covered will include risk factors, behaviors impacting specific illnesses, health delivery systems, and health maintenance.
Prerequisites: Psychology 150 or permission of the instructor.

222. Educational Psychology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.

A study of thoughts and actions as they relate to how we teach and learn, particularly in school settings. Emphasis will be placed on the use of theory to guide practical instruction and the use of assessment to determine instructional effectiveness. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking, and self-regulation of learning will be stressed.
Prerequisites: Psychology 150 or Education 201 or permission of instructor.

224. Psychological Disorders.
Spring. Credits: 4.
Degree Requirements: Social Science.

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: Psychology 150 or permission of the instructor.

225. Personality Psychology.
Spring. Credits: 4.
Degree Requirements: Social Science.

Major theoretical approaches to understanding personality are presented and evaluated. This course contains both conceptual and experiential components.
Prerequisites: Psychology 150 or permission of the instructor.

229. Developmental Psychology: Infancy and Childhood.
Fall. Credits: 4.
Degree Requirements: Social Science.
A study of developmental principles, focusing on research relevant to prenatal development, infancy, and childhood. Theories of emotional, cognitive, and personality development will be examined. Students will consider the implications of developmental research for social and educational policy that affects the welfare of children. There is a 10-hour service-learning requirement and counts as an applied psychology course.
Prerequisites: Psychology 150, Psychology 200 or Education 210, or permission of the instructor.

230. Adolescent Development.
Spring. Credits: 4.
Degree Requirements: Social Science.
Theories and research on adolescent development will be applied to educational and social policy issues pertaining to adolescents in today's world.
Prerequisites: Psychology 150 or Education 201 or permission of instructor.

232. Psychology of Women.
Fall. Credits: 4.
Degree Requirements: Social Science.
This course is designed for students in other disciplines as well as Psychology. It is a survey of theory and research on women's experience and will address such topics as personality development, female sexuality, psychological aspects of reproductive functions, moral development and gender roles.
Prerequisites: Junior or Senior status and Psychology 150 or Women's Studies 201.

306. Language and Communication.
Spring. Credits: 4.
Degree Requirements: Social Science.
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. Students will collect observational data and develop discourse analysis skills.
Prerequisites: Psychology 150 and junior or senior standing or permission of the instructor. Non-psychology majors with a special interest in language or theatre are welcomed in this course.

309. Judgment and Decision Making.
Fall. Credits: 4.
Degree Requirements: Social Science.
An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action. (Course offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Psychology 211 or Math 111 or Economics 290 or permission of instructor.

311. Counseling Psychology.
Fall, Spring. Credits: 4.
Degree Requirements: Social Science.
A survey of the major theoretical orientations and current practices of counseling

and psychotherapy. Elementary helping and listening skills will be practiced.
Prerequisites: Psychology 150 and Junior or Senior standing, or permission of the instructor.

318. Physiological Psychology.
Fall. Credits: 4.
Degree Requirements: Social Science.
This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology.
Prerequisites: Psychology 150 or permission of the instructor.

323. Social Psychology.
Spring. Credits: 4.
Degree Requirements: Social Science.
Study of social behavior, including such topics as interpersonal attraction, altruism, aggression, conformity, group dynamics, leadership, intergroup conflict and negotiation, attitude change, person perception, and the social aspects of environmental and health psychology.
Prerequisites: Psychology 150 and either Psychology 200, Math 111, Economics 290, or permission of instructor.

326. Learning and Memory.
Fall. Credits: 4.
Degree Requirements: Social Science.
This course will begin with an examination of behavioral theories of learning. Then, after a brief discussion of attention and perception, we will consider the role of mental representation in learning focusing on the formation and retrieval of memories. Counts as an applied psychology course.
Prerequisites: Psychology 150 and 211 or permission of instructor.

327. Cognitive Processes.
Spring. Credits: 4.
Degree Requirements: Social Science.
This course will provide a comprehensive account of recent cognitive theory and research on thinking and problem solving. Some of the topics that will be covered include language acquisition, inductive and deductive reasoning, problem solving, decision making, and text comprehension.
Prerequisites: Psychology 150 and 211, or permission of the instructor.

338. Psychological Assessment.
Spring. Credits: 4.
Degree Requirements: Social Science.
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. Counts as an applied psychology course.
Prerequisites: Psychology 211 or permission of the instructor.

350. Advanced Topics in Research Methods: Randomized Experiments.
Spring or Fall. Credits: 4.
Students will conduct a laboratory or field research experiment on human participants.
Prerequisites: Psychology 211 and permission of instructor.

351. Advanced Topics in Research Methods: Community/ Program Evaluation.
Spring or Fall. Credits: 4.
Students will gain experience in program evaluation, Community psychology, and with the design and collection of survey data. Counts as an applied psychology course.
Prerequisites: Psychology 211 and permission of instructor**.**

352. Advanced Topics in Research Methods: Observational/Qualitative.
Spring or Fall. Credits: 4.
Students will collect and/or analyze qualitative and/or observational research data.
Prerequisites: Psychology 211 and permission of instructor**.**

353. Advanced Topics in Research Methods: Psychophysiology.
Spring. Credits: 4.
Students will gain practical experience recording and analyzing human brain activity and bodily responses.
Prerequisites: Psychology 211, 318 and permission of the instructor.

399. Junior Seminar.
Spring. Credits: 1.
A survey of contemporary research on selected topics, to be taken in preparation for honors research. Open only to junior psychology majors.
Prerequisites: permission of a faculty member who agrees to supervise the project.

408. Advanced Topics in Psychology.
Fall, Spring. 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.
Prerequisites: permission of instructor.

460. Internship in Psychology.
Fall, Spring. Credits: 4-8.
Supervised experience in applying psychological knowledge and principles in a real-world setting. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, and keep a daily journal.
Prerequisites: Psychology 211 plus specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required.

485. Senior Seminar.
Fall, Spring. 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.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.
Maximum of 12 hours credit. For students accepted into the honors program of the department to do independent research.

RELIGIOUS STUDIES

PROFESSORS
Stephen R. Haynes. 1989. 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 Albert Bruce Curry Professor of Religious Studies. B.A. and M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)
Gail P. C. Streete. 1990. Chair. The W. J. Millard Professor of Religious Studies. B.A., M.A., and M.L.S., State University of New York at Buffalo; M.Phil. and Ph.D., Drew University. (Biblical studies, classics, women and religion, ascetical theology.)

ASSOCIATE PROFESSORS
Thomas Bremer. 2001. B.A., The Ohio State University; M.A., Ph.D., Princeton University. (History of religion in America.)
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. 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. The R. A. Webb Professor of Religious Studies. B.A., University of Rochester; M.A., Catholic University of America; Ph.D., University of Toronto. (Early Christianity, Gnostic and Hellenistic thought, asceticism, Catholic studies.)
Milton C. Moreland. 2003. B.A., University of Memphis; M.A. and Ph.D., Claremont Graduate University (archaeology, New Testament, Christian origins, historiography).
Mark W. Muesse. 1988. B.A., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology, world religions.)

ASSISTANT PROFESSORS
Ryan Byrne. 2003. B.A., University of Redlands; M.A., Ph.D., The Johns Hopkins University (Hebrew Bible, ancient Israel, archaeology, Semitic languages and cultures).
Patrick Gray. 2002. B.A., Oglethorpe University; M.T.S., Candler School of Theology; Ph.D., Emory University. (New Testament, early Jewish-Christian relations, 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).
Michelle Voss Roberts. 2006. B.A., Calvin College; M.T.S. and Ph.D., Emory University. (Medieval Christianity, feminist theology, Hinduism).

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.)

STAFF

Karen M. Winterton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

A total of thirty-six (36) credits as follows:

1. Religious Studies 255, 256, 258, 485.
2. One 200-level course in Bible (260-286).
3. One 200-level course in theology and ethics (211-233).
4. Three 300-level courses.

The Internship (Religious Studies 460) may not count toward 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.

The Internship (Religious Studies 460) may not count toward the Religious Studies minor.

RECOMMENDED COURSES

Greek 101-102 and Hebrew 101-102 are recommended for students interested in advanced work in New Testament and Hebrew Bible studies, respectively, and for students considering seminary. Students interested in theology will benefit from taking courses in Philosophy.

HONORS IN RELIGIOUS STUDIES

The Honors Program in Religious Studies is established by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the 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.

COURSE OFFERINGS

FOUNDATIONAL COURSES

101. The Bible: Texts and Contexts
Fall. Credits: 4.
Degree Requirements: Life Then and Now, F1.

The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students will survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention will be paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Religious Studies 101 is a prerequisite for 200-level courses in biblical studies. Humanities 101-102 can substitute for Religious Studies 101.

102. The Bible: Texts and Contexts
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1, F2.

This course continues the introduction to the Life sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological traditions. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion. Religious Studies 102 is a prerequisite for upper level courses in theology, ethics, and history of religions. Students who have not had Religious Studies 102 may take these courses with the permission of the instructor.

BIBLICAL STUDIES

260. Archaeology and the Biblical World.
Fall, Spring. Credits: 4
Degree Requirements: Life Then and Now, 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.

265. Archaeology and the Biblical World: Field Work.
Summer. Credits: 4.
Degree Requirements: Life Then and Now, F1.

Work in the summer at an archaeological site related to biblical history.

Hebrew Bible/Old Testament Studies
270. Introduction to the Hebrew Bible/Old Testament.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

271. Pentateuch.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

272. Historical Literature.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

273. Prophets.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

274. Wisdom Literature/Psalms.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

275. Apocalyptic.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

276-277. Selected Topics in Hebrew Bible/Old Testament.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

280. Introduction to the New Testament.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

281. Synoptic Gospels.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

282. Gospel of John.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

283. Paul's Letters.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

284. The Letter to the Romans.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

285-286. Selected Topics in New Testament.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.

THEOLOGY AND ETHICS

211. Contemporary Theology.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, 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.

220. Topics in Theology.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.
An in-depth study of a particular problem, topic, or perspective in modern theology.

232. Social Issues in Ethical and Religious Perspective.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, 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.

233. Pain, Suffering, and Death.
Fall. Credits: 4.
Degree Requirements: Life Then and Now, F1.
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.

HISTORY OF RELIGIONS

210. History of Christian Thought.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, 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.

214. Early Christian Literature.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, 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.

251. Religion in America.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.
A historical analysis of American religion, examining the diversity of religions in America through the study of selected beliefs, practices, and institutions.

253. Judaism.
Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.
A survey of the history of Judaism, its formative experiences and its sources of tradition, its distinctive ideas and values, and what it means to be a Jew in today's world.

255. Living Religions in Today's World.
Fall. Credits: 4.
Degree Requirements: Life Then and Now, F1, F9.
A survey of the major living religions in today's world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered include Hinduism, Buddhism, Chinese religion, Japanese religion, and Islam.

256. Methods and Theories of the Study of Religion.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1, F11.
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.

258. Topics in the History of Religions.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, 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.

259. Topics in the History of Christianity.
Fall, Spring. Credits: 4.
Degree Requirements: Life Then and Now, F1.
This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

ADVANCED STUDIES AND SEMINARS
Courses in Religious Studies at the 300 level and above are not part of the "Life" curriculum and cannot count for "Life" or F1 credit.

300-301. Selected Topics in Biblical Studies, Theology, and the History of Religions.
Fall, Spring. Credits: 4.
Degree Requirements: None.
Open to majors and minors only, except with permission of the instructor.

399. Junior Honors Tutorial.
Spring. Credits: 1.
Open to junior majors by permission of instructor only.

451-452. Research in Religious Studies.
Fall, Spring. Credits: 1-4.
This course involves advanced students in religious studies in collaborative work with faculty on original research projects. Prerequisites: Permission of the instructor.

460. Internship.
Fall, Spring. Credits: 1-4.
A supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department.
In collaboration with Methodist Healthcare, the Nancy Hughes Morgan Program in Hospital Chaplaincy offers an internship each spring semester designed for students considering health or human service vocations (e.g., medical professions, counseling, social work, and ministry).

485. Senior Seminar: Senior Paper.
Spring. 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.
Prerequisites: Two 300-level courses.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.
Prerequisites: Permission of department only.

THEATRE

PROFESSOR
Julia Ewing. 1976. Artistic Director, McCoy Theatre. B.A., Siena College; M.A., University of Memphis. (Acting; directing; stage movement.)

ASSOCIATE PROFESSOR
David Jilg. 1994. Chair. B.A., Rhodes College; M.F.A., Tulane University. (Production design, costume design; Spanish-American drama.)

ASSISTANT PROFESSORS
Laura Canon. 1994. Technical Director and Production Manager, McCoy Theatre. B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design, scene design.)
David Mason. 2004. B.A., Brigham Young University; M.A., Ph.D., University of Wisconsin, Madison. (Theatre history, theory, dramatic literature, Asian theatre.)

MANAGING DIRECTOR, McCOY THEATRE
Kevin Collier. 2006. B.A., Rhodes College.

The Department of Theatre offers a wide array of courses of instruction designed to develop students' theoretical as well as practical skills. The departmental facility, the McCoy Theatre, is a sixty by sixty (60' x 60') black box theatre capable of being arranged in a variety of configurations. The 2006-2007 season included *Waiting for Godot, Dancing at Lughnasa,* and *Agnes of God*. In the fall of 2007, the McCoy Theatre hosted Charles S. Dutton as part of an August Wilson Celebration, and for 2007-2008 the season consisted of *The Rocky Horror Show*, *How I Learned to Drive,* and an adaptation of *Lysistrata*.
In the summer of 2005, construction began on an expansion of the theatre, and the 2006-2007 academic year opened with a facility more than double its original size. The expansion includes a smart classroom, a costume construction shop, faculty offices, and a second theatre space only slightly smaller than the performance auditorium. This space, dubbed the McCoy Studio, serves as an instructional classroom, a rehearsal hall, and a location for mounting student-run projects.

REQUIREMENTS FOR A MAJOR IN THEATRE
A total of forty-four (44) credits as follows:
1. Theatre 120 or Theatre 122
2. Theatre 220
3. Theatre 280
4. Theatre 370
5. Theatre 485
6. One Theatre literature course, external with approval
7. Two design courses
8. Two performance courses
9. Two practical experiences (a minimum of 4 total applied credits)

REQUIREMENTS FOR A MINOR IN THEATRE
A total of twenty-eight (28) credits as follows:
1. Theatre 120 or Theatre 122
2. Theatre 220
3. Theatre 280

4. Theatre 370
5. One Theatre literature course, external with approval
6. One design course
7. One performance course

COURSE OFFERINGS

105. Topics: Introduction to Performance.
Fall or Spring. Credits: 4.
Degree Requirements: F5.
Basic introduction to elements of performance. Topics will vary with instructor. Some areas covered: spatial relationships and stage movement. End product will be the creation of a performance piece.

120. Acting I.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts, F5.
Designed for the beginning student, this course offers an introduction to basic script analysis with a concentration on relationships between characters, their goals and obstacles. Improvisations as well as scripted scenes will be utilized. The course is primarily for actors.

122. Introduction to Design.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts, 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.

220. Theatre Production.
Fall, Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course provides an introduction to the basics of technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical laboratory gives students hands-on experience. Open to first-year students by permission of instructor.

221. Acting II.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
This course is designed for a more intensive study of acting. Various theories and exercises will be explored and applied to scene study.
Prerequisites: An audition is required for admission, or permission of instructor.

254. Children's Literature, from Page to Stage.
Fall. Credits: 4.
Degree Requirements: Fine Arts, F5.
There is storytelling and there is playmaking. Each is a separate art form yet each is very useful in the primary grades. The goal of this class is to create plays from children's stories that stimulate imagination, instill a love of language, improve listening skills, and improve language skills. Once the play has been created, the class will perform in local city schools. (Offered alternate years; scheduled for 2009-2010.)

270. Introduction to Asian Theatre.
Fall. Credits: 4
Degree Requirement: Fine Arts, F9.
This course offers an introductory look at a variety of performance forms which have developed in India, China, Japan, and Southeast Asia. The course will situate these traditions within their respective cultural and historical circumstances, and indicate their relevance on the world stage. The course will address other issues such as Orientalism, cultural piracy, and authenticity, as they arise in the context of Asian and intercultural performance. (Offered in alternate years; scheduled for 2009-2010.)

280. Theatre History I.
Spring. Credits: 4.
Degree Requirements: Fine Arts, F3.
A survey of theatre topics from 1500, BCE, to 1750, CE, including topics of European, American, and Asian theatre. The course includes study of selected plays, architectural developments, actors and acting, and the various relationships between theatre and politics, religion, philosophy, and culture. Course requires extensive reading and significant writing. (Offered in alternate years; scheduled for 2009-2010.)

281. Theatre History II.
Spring. Credits: 4.
Degree Requirements: Fine Arts, F3.
A continuation of Theatre 280, this course examines theatre from 1750, CE, to the present, giving special emphasis to theatre in the 20th Century. The course includes study of selected plays, architectural developments, actors and acting, and the various relationships between theatre and politics, religion, philosophy, and culture. Course requires extensive reading and significant writing. (Offered in alternate years; scheduled for 2008-2009.)

310. Stage Direction.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
Designed as an introduction to stage direction; the emphasis will be on the analysis of play scripts and the translation of that analysis into dramatic action. (Offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Theatre 120, 220, 280, and/or permission of instructor.

331. Movement and the Text.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
The actor's instrument is the self. That includes the mind, the body, the voice and the heart. The goal of this class is to exercise the whole person in relation to the text of plays and the life of characters. (Offered in alternate years; scheduled for 2008-2009.)
Prerequisites: Any 100 or 200 level Theatre course, or permission of instructor.

334. Costume Design.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
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. (Offered alternate years; scheduled for 2008-2009.)
Prerequisites: Theatre 122 and/or permission of instructor.

340. Set Design.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course. (Offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Theatre 220 and/or permission of the instructor.

352. Lighting Design.
Fall. Credits: 4.
Degree Requirements: Fine Arts.
An exploration of lighting design and documentation through small class projects designed to help develop each student's ability to make appropriate design choices. (Offered alternate years; scheduled for 2008-2009.)
Prerequisites: Theatre 220 and permission of instructor.

360. Introduction to Theatre in India.
Fall. Credits: 4.
Degree Requirement: Fine Arts, 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. (Offered in alternate years; scheduled for 2008-2009.)

365. Special Topics in Theatre.
Fall or Spring. Credits: 4.
Degree Requirements: Fine Arts.
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.
Prerequisites: Will vary with topic.

370. Theory.
Fall. Credits: 4.
A focused examination of concepts of theatre and ideas about theatrical practice. Although the course concentrates on historically European and American theory, significant portions of the course examine dramatic theory developed in Asian cultures. The course aims to situate theatrical practices as expressions of specific cultural discourse. The course requires extensive reading and writing.

375. Drama and Modern Languages.
Spring. Credits: 4.
Degree Requirements: Fine Arts, 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: Spanish 301 or 302 or permission of Spanish instructor.

380. Theatre in the 20th Century.
Spring. Credits: 4.
Degree Requirements: Fine Arts.
Through rotating semester topics, this course explores theatre work which is significant to the particular circumstances of the 20th Century. Semester topics include drama in the U.S., postcolonial Theatre, Modernism, Postmodernism, and performance art. The course concentrates on dramatic literature and requires extensive reading. (Offered alternate years; scheduled for 2009-2010.)

399. Pre-Honors Tutorial.
Spring. 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.

485. Senior Seminar.
Spring. Credits: 4.
Examination, exploration and discussion of both the art and business of theatre. Selected readings as well as portfolio review will be a part of the experience.

495-496. Honors Tutorial.
Fall, Spring. Credits: 4-8.

APPLIED STUDIES
129. Applied Acting.
Fall, Spring. Credits: 1-4.
Actual stage experience in one of the three 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.
Prerequisites: Permission of instructor (director).

139. Applied Acting: Audition Preparation.
Fall, Spring. Credits: 1-4.
A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions.
Prerequisites: Permission of instructor.

229. Advanced Applied Acting.
Fall, Spring. Credits: 1-4.
Stage experience in a major role.
Prerequisites: Permission of instructor.

329. Dramaturgy.
Fall, Spring. Credits: 1-4.
Work on a production under the supervision of the director in the area of historical and critical analysis of the play.
Prerequisites: Permission of instructor (director).

339. Assistant Director.
Fall, Spring. Credits: 1-4.
Designed for students to do advanced work in directing plays in production.
Prerequisites: Permission of instructor (director).

341. Applied Sets.
Fall, Spring. Credits: 1-4.
Working experience in the design and execution of stage settings.
Prerequisites: Permission of instructor.

342. Applied Costume Design.
Fall, Spring. Credits: 1-4.
Degree Requirements: Fine Arts.
Working experience in the design and execution of costumes for productions of the McCoy Theatre or the Theatre Department. Students act as designers or assistant designers.
Prerequisites: Permission of instructor.

343. Applied Sound.
Fall, Spring. Credits: 1-4.
Working experience in the design and execution of sound for productions.
Prerequisites: Permission of instructor.

344. Applied Lighting.
Fall, Spring. Credits: 1-4.
Working experience in the design and execution of lighting designs.
Prerequisites: Permission of instructor.

345. Applied Production.
Fall, Spring. 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.
Prerequisites: Permission of instructor.

346. Applied Management.
Fall, Spring. Credits: 1-4.
Working experience in the areas of public relations, advertising sales, newsletter publication, house management training, etc.
Prerequisites: Permission of instructor.

460. Internship.
Fall, Spring. 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.

RHODES STUDY ABROAD PROGRAMS

EUROPEAN STUDIES

European Studies is a sixteen-week program offered jointly by Rhodes andThe 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 ten day practicum of archaeology and field work conducted by British tutors at York and the University of 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.

European Studies offers two academic options or "tracks." The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a survey of the thinking and achievement of Ancient Greece and Rome and their importance to Western Civilization. The second track, "Western Europe in the Middle Ages and the Renaissance," is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus. The experience culminates with extensive, individual student-authored journals that integrate what has been learned in the five weeks of study and travel. 10% of the grade for this work will be accounted for daily topical essays on field work in York or Durham.

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 2008 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.

COURSE OFFERINGS
Track One. Ancient Greece and Rome: The Foundations of Western Civilization.

Greek and Roman Studies 833. From Pericles to Caesar.
Credits: 4.
Degree Requirements: Humanities, 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.

History 830. War and Society in Classical Greece and Rome.
Credits: 4
Degree Requirements: History major, 200-level course

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 our studies.

Greek and Roman Studies 834. Ancient Greek and Roman Literature: Greek Lyric Poetry, Tragedy and Comedy, Roman Drama and Love Poetry.
Credits: 4
Degree Requirements: Humanities; English majors, 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.

Philosophy 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.

Art 836. Greece, the Eastern Aegean, and Italy: Art History: Ancient and Byzantine Art and Architecture.
Credits: 4.
Degree Requirements: Fine Arts.

The travel-study portion of Track One includes a month-long tour of the Continent including Crete, Athens, Delphi, Didyma, Istanbul, Troy, Naples, Rome, the Vatican City, and concludes with a 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.

F11 credit is granted for satisfactory completion of the entire sequence.

Track Two. Western Europe in the Middle Ages and the Renaissance.

History 834 or Religious Studies 830. History and Religion in Medieval Europe
Credits: 4.
Degree Requirements: Humanities (History); Life (Religious Studies); 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.

History 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 once a week to discuss assigned readings and present short papers. This course does not count towards credits for the History major.

English 841. Arthurian Literature, Shakespeare and the Elizabethan Theatre: from Allegory to Inwardness.
Credits: 4.
Degree Requirements: Humanities (Literature).

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*.

Art 843. Western Europe: Middle Ages and the Renaissance.
Credits: 4.
Degree Requirements: Fine Arts; F5.

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.

Art 833. Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments
Credits: 4.
Degree Requirements: Fine Arts.

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 with a 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.

F11 is granted for the satisfactory completion of the entire sequence.

RESERVE OFFICER TRAINING PROGRAMS

Rhodes, in cooperation with the University of Memphis and the Departments of the Army and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) at The University of Memphis. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credit hours are assigned. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

A Rhodes student may earn a maximum of sixteen credits in the ROTC programs and apply fourteen of these credits to the 128 credit hours needed for a Rhodes degree. In addition, for each course completed in the ROTC program, the student will receive credit for one of the three half-semester courses in Physical Education that are required for graduation. Credit earned in ROTC is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. 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 freshman-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 and/or the AFROTC website at www.afrotc.com.

COURSE OFFERINGS
General Military Courses
111-112. Air Force Today.
Fall, Spring. Credits: 1-1.

This survey course is designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.

211-212. The Air Force Way.
Fall, Spring. Credits: 1-1.

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

Professional Officer Courses.

311-312. Air Force Leadership and Management.
Fall, Spring. Credits: 3-3.

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

411-412. Preparation for Active Duty.
Fall, Spring. Credits: 3-3.

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. An additional Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

Aerospace Studies
301-302. Field Training.
Summer. Credits: 0.

AFROTC Field Training is offered during the summer months at selected Air Force bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years.

Students applying for entry into the two-year program must successfully complete six weeks of Field Training prior to enrollment in the Professional Officer Course. The major areas of study in the Field Training program include junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions and Air Force environment, and physical training.

Leadership Laboratory.
Fall, Spring. Credits: 0-0.

Leadership Laboratory is taken throughout the student's period of enrollment in AFROTC. The first two years of the Leadership Laboratory include a study of Air Force customs and courtesies, drills and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last two years of Leadership Lab consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities classified as advanced leadership experiences.

MILITARY SCIENCE

The Military Science program is divided into two courses each of two years' duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces. The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four-year program (which can be completed in three years with department permission) or the two-year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Enrollment in the basic course creates no military obligation.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to $1500 per year during the Junior and Senior years (paid at $150 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays up to $16,000 toward tuition and fees and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the period of the scholarship. Scholarship applications for first year students must be submitted by November 15th.

Students desiring more information or wishing to participate in the program should contact Captain Gray in the Department of Military Science at The University of Memphis. www.armyrotc.net

100. Leadership Laboratory.
Fall, Spring. Credits: 0.

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.
Corequisite: Military Science 111 or 112. Two hours per week.

111. Introduction to Military Science.
Fall. Credits: 1.

Introduction to Army ROTC with hands-on approach through several basic

military skills. Lectures and practical exercises in military rappelling and mountaineering, fundamentals in weapons training and an overview of the role of the United States Army.
Corequisite: Military Science 100. There is no military obligation.

112. Principles of Leadership and Confidence Building.
Spring. Credits: 0.
Begins the leader development process by providing the skills, knowledge and attitudes necessary for the student to exhibit the leadership characteristics and traits.
Corequisite: Military Science 100. There is no military obligation.

200. Leadership Laboratory.
Fall, Spring. Credits: 0.
Revolves around the cadet corps; a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.
Corequisite: Military Science 210 or 211. Two hours per week.

210. American Military History.
Fall. Credits: 3.
Developments since colonial period; emphasis on background and growth of national military naval establishments, military and naval thought, difficulties accompanying modernization and assumption of global responsibilities, and the problem of relationship between civilian and military naval sectors in democracy.
Corequisite: Military Science 200. There is no military obligation.

211. Fundamental Survival Skills.
Fall, Spring. Credits: 0.
A continuation of the leader development process with an emphasis on military first aid and survival planning.
Corequisite: Military Science 200. There is no military obligation.

214. Small Unit Tactics II.
Fall. 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 development in planning and organizing by combat patrols. Course includes a series of field practicums. There is no military obligation.

300. Leadership Laboratory.
Fall, Spring. Credits: 0.
Revolves around the cadet corps, a facsimile of and Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.
Corequisite: Military Science 311 or 312. Two hours per week.

311. Applied Leadership I.
Fall. Credits: 3.
Study and application of principles and techniques of leadership at a small

unit and group level in both field and garrison environment. Decision making, motivating performance, and use and support of subordinate leaders is emphasized. Detailed studies on military teaching principles. map reading, communications, field training exercise, branches of the Army, and preparation for ROTC Advanced Camp. Four class hours per week to include a two hour laboratory each week, three hours of physical training each week, and field training exercises on two weekends during the semester.
Prerequisites: Permission of the Professor of Military Science.
Corequisite: Military Science 300.

312. Applied Leadership II.
Spring. Credits: 3.
Continuation of first year advanced course.
Prerequisites: Permission of the Professor of Military Science.
Corequisite: Military Science 300.

400. Leadership Laboratory.
Fall, Spring. Credits: 0.
Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally , cadre use it as a means to evaluate and develop leadership potential.
Corequisite: Military Science 411 or 412. Two hours per week.

411. Seminar in Leadership and Planning.
Fall. 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 the military professional. This course, in conjunction with 412, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours per week, two laboratory hours every other week, three hours physical training each week, and field training exercises on two weekends during semester.
Prerequisites: Permission of the Professor of the Military Science.
Corequisite: Military Science 400.

412. Seminar in Organizational Leadership.
Spring. Credits: 3.
Continuation of second year advanced course.
Prerequisites: Permission of the Professor of Military Science.
Corequisite: Military Science 400.

MASTER OF SCIENCE IN ACCOUNTING

MASTER OF SCIENCE IN ACCOUNTING

ASSOCIATE PROFESSORS

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

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.)

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

Deborah N. Pittman. 1992. *Chair*. B.A., Rhodes College; M.S. and Ph.D., University of Memphis. C.P.A., C.F.A. (Finance).

John M. Planchon. 1986. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSOR

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

VISITING DISTINGUISHED PROFESSOR

Russell Craig. 2008. B.C., M.C., Ph.D., University of Newcastle, Australia. (Accountancy).

PART-TIME ASSISTANT PROFESSOR

Milton L. Lovell. 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. Partner, Burch, Porter & Johnson, PLLC. (Accountancy, taxation).

INSTRUCTOR

Ferron Thompson. 2001. B.A. Vanderbilt University; M.S. University of Memphis. C.P.A. (Accountancy.)

Rhodes College offers a 30-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.

ADMISSIONS PROCEDURE

A student who wishes to apply for admission to the M.S. program should write, call, or e-mail the Director of the program requesting an application form. The form should be completed carefully and mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

Students who have submitted an application and all supporting credentials to the M.S. in Accounting Director by March 1 will be notified of the decision of the Graduate Admissions Committee by April 1.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

STANDARDIZED TESTS

All applicants for admission to the M.S. in Accounting program are required to take the Graduate Management Admissions Test (GMAT). Any student planning to

apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1.

Test application forms may be obtained from some colleges and universities or by writing directly to the testing service, as follows: The Education Testing Service, Princeton, NJ 08541.

Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.

PROVISIONAL ADMISSION

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for instance, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first nine hours of the program completed in order to remain in the program.

ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than six 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 graduate courses 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 six 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.

ADDITIONAL INFORMATION

The M.S. in Accounting program office hours are 7:30 a.m. - 4:00 p.m. Monday through Friday (CST). Additional information and application forms will be supplied upon request. Contact:

Dr. Pamela Church
Director of M.S. in Accounting Program
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone 901-843-3863
church@rhodes.edu

EXPENSES

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the 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

Most financial assistance for students in the M.S. in Accounting program will be awarded as grants, loans and student employment.

LOANS

Graduate students are currently eligible for Federal Stafford Loans up to $20,500 per year. Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The 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

GRANTS AND GRADUATE STIPENDS

All grants and graduate stipends for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a grant and/or stipend is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

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. Intermediate Accounting I and II
3. Cost Accounting
4. Federal Income Tax
5. Auditing
6. Introduction to Economics, Microeconomics and Macroeconomics

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas: management, marketing, and finance.

REQUIREMENTS FOR THE M.S. DEGREE

A total of thirty (30) credits as follows:

Required courses. (24 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
8. Business 680: Ethics: Business and Society

Elective courses. Any two courses (6-8 credits) from the following:

1. Economics 520: Econometrics
2. Business 552: Cases in Managerial Finance
3. Business 554: International Finance
4. Business 563: International Management
5. Business 566: Personnel and Human Resource Management
6. Business 572: Cases in Market Strategy and Value Analysis
7. Business 573: International Marketing
8. Business 665: Graduate Topics in Accounting

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment 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.

TRANSFER CREDIT

No more than a total of six 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 6 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.

ACADEMIC REGULATIONS

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

REGISTRATION

Qualification as a full-time, degree student requires registration for a minimum of six (6) credits in a semester. Degree-seeking students who register for five (5) 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.

COURSES OF INSTRUCTION

Courses numbered 500-599 have a 300 or 400 level cognate course in which undergraduates may be enrolled. (See Course Offerings.) Courses numbered 600 and above are graduate-level-only courses. Students may not enroll in graduate courses if they have undergraduate credit in a course with comparable content. The Director and the professor teaching the graduate course will determine comparability.

Fall and Spring following the course titles indicate the semester in which the

course is usually taught. Course credit is shown to the right of the semester.

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

COURSE OFFERINGS

520. Econometrics.
Fall or Spring. Credits: 3.

Same as Economics 420 with additional requirements for graduate credit.
Prerequisites: Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

552. Cases in Market Strategy and Value Analysis.
Credits: 3

Same as Business 452 with additional requirements for graduate credit. (Course not offered in 2008-2009; see Business 585.)
Prerequisites: Business 351 or permission of the instructor and program director.

554. International Finance.
Fall or Spring. Credits: 3.

Same as Business 454 with additional requirements for graduate credit.
Prerequisites: Business 351 or permission of the instructor and program director.

563. International Management.
Fall or Spring. Credits: 3.

Same as Business 463 with additional requirements for graduate credit.
Prerequisites: Business 361 or permission of the instructor and program director.

566. Personnel and Human Resource Management.
Fall or Spring. Credits: 3.

Same as Business 466 with additional requirements for graduate credit.
Prerequisites: Economics 290 and Business 243 and 361 or permission of the instructor and program director.

572. Cases in Market Strategy and Value Analysis.
Credits: 3

Same as Business 472 with additional requirements for graduate credit. (Course not offered in 2008-2009; see Business 585.)
Prerequisites: Economics 290 and Business 343 and 371 or permission of the instructor and program director.

573. International Marketing.
Fall or Spring. Credits: 3.

Same as Business 473 with additional requirements for graduate credit.
Prerequisites: Business 361 and 371 or permission of the instructor and program director.

585. Cases in Asset Valuation and Business Strategy
Fall or Spring. Credits: 6.
Same as Business 485 with additional requirements for graduate credit. Students who have taken Business 452 and 472 may not take 585. Business 585 (6 credits) will fulfill both Business 552 and 572 wherever they are listed as requirements for the M.S. in Accounting degree.
Prerequisites: Economics 290 and Business 243, 351 and 371 or permission of the instructor and program director.

641. Seminar in Financial Accounting Theory and Research.
Fall or Spring. Credits: 3.

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting.
Prerequisites: Completion of core courses.

643. Seminar in Accounting Control.
Fall or Spring. Credits: 3.

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.

644. Accounting for Governmental and Not-for-Profit Entities.
Fall or Spring. Credits: 3.

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. (Offered in alternate years; scheduled for 2009-2010.)
Prerequisites: Completion of core courses.

645. Taxation of Business Organizations.
Fall or Spring. Credits: 3.

An intensive examination of the federal income tax laws as they relate to partnerships, trusts, and corporations. Discussions will focus on economic and policy issues surrounding the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems.
Prerequisites: Completion of core courses.

646. Consolidations and Advanced Accounting Topics.
Fall or Spring. Credits: 3.

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.

647. Legal and Regulatory Environment of Business.
Fall or Spring. Credits: 3.

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities.
Prerequisites: Completion of core courses.

648. Systems Auditing.
Fall or Spring. Credits: 3.

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.

665. Graduate Topics in Accounting.
Fall or Spring. 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.
Prerequisites: Graduate standing and permission of the instructor.

680. Ethics: Business and Society.
Fall or Spring. Credits: 3.

This is a survey course of the relationship between business and society. The course explores a wide variety of analytical models that might be used to evaluate business decisions from an ethical perspective. The course uses lectures, discussion and case methods to analyze the relationship between business and the public with which it interacts.
Prerequisites: Completion of core courses.

MATTERS OF RECORD

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 Stewartís 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.

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 Collegeís relationship to the Church may be found in a covenant statement between Rhodes and the Church, summarized as follows:

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

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

This commitment is made clear in a resolution adopted by the Board of Trustees

of the College: It is the intention of the Board that the College substantially comply with requiring 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 students may choose the Life: Then and Now Program.

CORPORATION AND BOARD OF TRUSTEES

LEGAL TITLE - RHODES COLLEGE

BOARD OF TRUSTEES

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Herman Morris, Jr. B.A., J.D. Memphis, Tennessee. Attorney at Law in the private practice of law.

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Ali Saberioon. B.S., M.S. Houston, Texas. President and CEO Sabco.

Robert R. Waller. M.D. Memphis, Tennessee. President Emeritus and CEO of the Mayo Clinic.

David D. Watts. B.A., J.D. Los Angeles, California. Retired Partner, O'Melveny & Myers; Associate Vice President, Gift Planning, Childrens Hospital Los Angeles.

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Steven E. Wynne. J.D. Portland, Oregon. Private Investor.

TRUSTEES EMERITI

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Kenneth F. Clark, Jr. B.A., M.B.A., LL.B. Memphis, Tennessee. Counsel, Wyatt, Tarrant & Combs.

Charles P. Cobb. B.A., J.D. Memphis, Tennessee. Partner, Cobb Fiduciary Services.

J. Lester Crain, Jr. B.A., LL.B. Memphis, Tennessee. Private Investor.

Lewis Donelson. B.A., LL.B. Memphis, Tennessee. Founder and Senior Partner, Baker, Donelson, Bearman, Caldwell and Berkowitz, P.C.

Nancy Hill Fulmer. B.A. Memphis, Tennessee.

C. Stratton Hill, Jr. M.D. Houston, TX. Professor Emeritus of Medicine, University of Texas.

W. Neely Mallory, Jr. B.A. Memphis, Tennessee. President and Chief Executive Officer, The Mallory Group Inc; Managing Partner, Mallory Farms and chairman of EWR.

John B. Maxwell, Jr. B.A., J.D. Memphis, Tennessee. Former Counsel, Apperson, Crump, Duzane and Maxwell.

Frank M. Mitchener, Jr. B.S. Sumner, Mississippi. President, Mitchener Planting Company.

Wayne W. Pyeatt. B.S. Memphis, Tennessee. Chairman Emeritus of the Board and President of National Bank of Commerce.

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EXECUTIVE COMMITTEE
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Jamie Augustine
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John C. Hugon
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Robert R. Waller
Steven E. Wynne

EMERITI

Mary Ross Burkhart. Professor Emerita of English since 1982. B.A., Mary Washington College of the University of Virginia; M.A., University of Tennessee.

Emmett H. Anderson, Jr. Professor Emeritus of French since 1983. B.A., University of Richmond; M.A. and Ph.D., University of Virginia.

Angelo Margaris. Professor Emeritus of Mathematics since 1983. B.E.E., Cornell University; M.A., Syracuse University; Ph.D., Cornell University.

Jack R. Conrad. Professor Emeritus of Anthropology since 1984. A.B. and M.A., Emory University; Ph.D., Duke University.

George M. Apperson, Jr. Professor Emeritus of History since 1988. B.S., Davidson College; B.D., Th.M. and Th.D., Union Theological Seminary (Virginia).

Richard C. Wood. Professor Emeritus of English since 1988. B.A., Rhodes; M.A., Columbia University.

Franklin M. Wright. Professor Emeritus of History since 1988. B.A. and M.A., Cornell University; Ph.D., Johns Hopkins University.

William L. Daniels. Professor Emeritus of English since 1990. B.A. and M.A., Vanderbilt University; Ph.D., Harvard University.

Frederic R. Stauffer. Professor Emeritus of Physics since 1990. B.S. and M.S., Bucknell University.

Johann Bruhwiler. Professor Emeritus of German since 1991. B.A., Carleton University (Canada); M.A. and Ph.D., University of Cincinnati.

Jack H. Taylor. Professor Emeritus of Physics since 1992. B.S., Rhodes College; Ph.D., The Johns Hopkins University.

Robert G. Patterson. Professor Emeritus of Religious Studies since 1993. B.A., Washington and Lee University; B.D., Union Theological Seminary (Virginia); Ph.D., Yale University.

Lawrence K. Anthony. Professor Emeritus of Art since 1995. B.A., Washington and Lee University; M.F.A., University of Georgia.

Milton P. Brown, Jr. Professor Emeritus of Religious Studies since 1995. A.B., Birmingham-Southern College; B.D., Louisville Presbyterian Theological Seminary; Ph.D., Duke University.

Rebecca Sue Legge. Professor Emerita of Business Administration since 1995. B.B.A., M.B.A. and Ph.D., University of Mississippi.

Herbert W. Smith. Professor Emeritus of Psychology since 1995. B.A. and M.A., East Texas State University; Ph.D., Florida State University.

G. Kenneth Williams. Professor Emeritus of Mathematics and Computer Science since 1995. B.A.E. and M.A., University of Kentucky; Ph.D., University of Virginia.

F. Thomas Cloar. Professor Emeritus of Psychology since 1996. B.A., Rhodes College; M.A., University of Memphis; Ph.D., University of Alabama.

James W. Jobes, Jr. Professor Emeritus of Philosophy since 1996. B.A., St. Johnís College; Ph.D., University of Virginia.

Donald W. Tucker. Professor Emeritus of Spanish since 1998. B.S., Davidson College; M.A. and Ph.D., University of North Carolina.

Edward A. Barnhardt. Associate Professor Emeritus of Physics since 1999. B.S., Rhodes College; M.S., Vanderbilt University.

James H. Daughdrill, Jr. President Emeritus since 1999. B.A., Emory University; M. Div., Columbia Theological Seminary; D.D., Davidson College.

Charles C. Orvis. Professor Emeritus of Economics since 2000. B.A., State University at Northridge, California; Ph.D., University of Minnesota.

Bobby R. Jones. Professor Emeritus of Biology since 2001. B.S., University of Arkansas; Ph.D., University of Missouri.

William L. Lacy. Professor Emeritus of Philosophy since 2001. B.A., Rhodes College; Ph.D., University of Virginia.

Robert M. MacQueen. Professor Emeritus of Physics since 2001. B.S., Rhodes College; Ph.D., The Johns Hopkins University.

F. Michael McLain. Professor Emeritus of Religious Studies since 2003. B.A., DePauw University; B.D., Yale Divinity School; Ph.D., Vanderbilt University.

Carolyn P. Schriber. Professor Emerita of History since 2004. B.S., Kent State University; M.A. and Ph.D., University of Colorado.

John L. Streete. Professor Emeritus of Physics since 2004. B.S., Rhodes College; M.S. and Ph.D., University of Florida.

Douglas W. Hatfield. Professor Emeritus of History since 2005. B.A. Baylor University; M.A. and Ph.D., University of Kentucky.

Robert G. Mortimer. Professor Emeritus of Chemistry since 2005. B.S. and M.S. Utah State University; Ph.D., California Institute of Technology.

Richard A. Batey. Professor Emeritus of Religious Studies since 2006. B.A., David Lipscomb College; B.D. and Ph.D., Vanderbilt University.

Horst R. Dinkelacker. Professor Emeritus of German since 2006. Staatsexamen, Eberhard-Karls-Universität Tübingen; Ph. D., Vanderbilt University

Diane M. Clark. Associate Professor Emerita of Music since 2006. B.M., Rhodes College; M.M., Indiana University; D.A., University of Mississippi.

James C. Lanier, Professor Emeritus of History since 2006. B.A., Stetson University; M.A. and Ph.D., Emory University.

Robert R. Llewellyn. Associate Professor Emeritus of Philosophy since 2006. B.A., Davidson College; M.A. and Ph.D., Vanderbilt University.

Marshall E. McMahon. Professor Emeritus of Economics and Business Administration since 2007. B.A., University of the South; Ph.D., Vanderbilt University.

J. Peter Ekstrom. Associate Professor Emeritus of Anthropology and Sociology since 2007. B.A., Beloit College; M.A. The American University; Ph.D., University of Illinois.

David Ramsey. Professor Emeritus of Music since 2008. B.M., Rhodes College; S.M.M., Union Theological Seminary.

THE ADMINISTRATION

OFFICE OF THE PRESIDENT

William E. Troutt. President. B.A., Union University; M.A., University of Louisville; Ph.D., Vanderbilt University.

Melody Hokanson Richey. Executive Assistant to the President. B.S., University of Arizona; M.Ed., University of South Carolina.

Sherry J. Fields. Executive Administrative Assistant.

Patricia C. Fetters. Administrative Assistant II. B.S., University of Memphis.

OFFICE OF THE PROVOST

Charlotte G. Borst. Provost and Vice President for Academic Affairs. B.A., Boston University; M.A., Tufts University; M.A. and Ph.D., University of Wisconsin.

Michael R. Drompp. Dean for Academic Affairs - Post-graduate Fellowships. B.S., M.A., Ph.D., Indiana University.

John S. Olsen. Dean for Academic Affairs - Faculty Personnel. B.S., M.S., University of Illinois; Ph.D., University of Texas.

Brian W. Shaffer. Dean for Academic Affairs - Faculty Development. B.A., Washington University; Ph.D., University of Iowa.

Margaret V. Handwerker. Administrative Assistant II. B.S., Mississippi State University.

OFFICE OF UNDERGRADUATE RESEARCH AND SERVICE (RHODES CARES)

Robert J. Strandburg. Dean for Academic Affairs - Curriculum. B.A., Amherst College; M.A., Ph.D., University of California at Los Angeles.

Judith A. Pierce. Administrative Assistant II.

CENTER FOR OUTREACH IN THE DEVELOPMENT OF THE ARTS (CODA)

Kevin J. Collier. Performing Arts Coordinator. B.A., Rhodes College.

BUCKMAN CENTER FOR INTERNATIONAL EDUCATION

Katherine Owen Richardson. Director of International Programs. B.A., Rhodes College; M.A., Georgetown University.

Erin R. Hillis. Education Abroad Advisor. B.A., M.A., University of Memphis.

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Garrick L. Florence. Instrument Technician and Chemical Safety Officer. Chemistry. B.S., Tougaloo College; M.B.A., Union University.

Kathy M. Foreman. Departmental Assistant, Modern Languages and Literatures.

Linda C. Gibson. Departmental Assistant, Economics and Business. B.A., Vanderbilt University; M.L.S., George Peabody College.

Jeff R. Goode. Chemistry Storeroom and Laboratory Manager. B.S., University of Memphis.

K. Michelle Hammontree. Departmental Assistant, Mathematics and Computer Science. B.A., University of Southern Indiana, Evansville.

Christian Hardin. Laboratory Supervisor and Biology Stockroom Manager. B.S., University of Tennessee.

Rebecca E. Horowitz. Administrative Assistant I, Music.

Jean E. Minmier. Departmental Assistant, Political Science.

Eva L. Owens. Departmental Assistant, Physics.

Brenda Somes. Departmental Assistant, International Studies.

Karen F. Thomas. Departmental Assistant, Biology. B.A., Baylor University.

Christy M. Waldkirch. Departmental Assistant, Anthropology, Sociology and Psychology.

Louella W. Weaver. Part-time Visual Resources Curator, Art. B.A., Rhodes College; M.A., University of Memphis.

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Lorie W. Yearwood. Departmental Assistant, English. A.A.S., Southwest Tennessee Community College.

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Dwaun J. Warmack. Associate Dean of Students. B.S., M.Ed., Delta State University.

Cynthia Polk-Johnson. Assistant Dean of Students for Multicultural Affairs. B.S. and M.S., Mississippi State University.

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Marcus R. Langford. Director of New Student Programs. B.S., M.S., Miami University.

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Loretta Yarbrough. Administrative Assistant I.

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Tina L. NeSmith. Payroll Manager.
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W. Gregory Jones. Assistant Superintendent of Maintenance.
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Superintendent of Housekeeping. Vacant.
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Douglas G. Walker. System Administrator. A.A.S., State Technical Institute, Memphis.

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

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

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

S. Lance Kimbrell. Desktop Support Specialist. A.A.S., Mississippi Delta Community College.

Paul S. Williford. Helpdesk Manager. B.A., Rhodes College; M.S.L.S., University of North Carolina at Chapel Hill.

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

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

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

Elizabeth E. Gates. Archivist/Special Collections Librarian. B.A. and M.L.S., University of Rhode Island.

Kenan Padgett. Interlibrary Loan and Information Services Librarian. B.A., Elon College; M.L.S., University of North Carolina at Greensboro.

Rachel Feinman. Assistant Catalogue Librarian. B.S. and M.L.S., Florida State University.

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

Andrew M. Sullivan. Circulation Supervisor. B.A., Rhodes College.

Rose Ann Hicks. Media Center Supervisor. B.A. and M.Ed., Southeastern Oklahoma State University.

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

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Timothy S. Gibson. Associate Director of Admissions/Coordinator of Multicultural

Recruitment. B.U.S., Eastern New Mexico University.

Stacy D. Allen. Senior Assistant Director of Admissions. B.A., Baylor University; M.A., Boston College.

Meggan W. Kiel. Assistant Director of Admissions. B.A., Duke University; M.Ed., University of Massachusetts.

Caroline B. King. Assistant Director of Admissions. B.A., Rhodes College.

Robert D. Koch. Senior Assistant Director of Admissions. B.A., Davidson College.

Lauren B. Sefton. Senior Assistant Director of Admissions. B.A., Rhodes College.

Jeff Norris. Admissions Systems Analyst. B.S.B.A., University of Arkansas.

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Joye W. Myers. Campus Visit Coordinator.

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Carrie J. McAdon. Assistant Director of Financial Aid. B.P.S., University of Memphis.

Lucy H. Black. Administrative Assistant I.

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Michael J. Witek. Textbook Coordinator. B.S., Christian Brothers University.

Suzanne Cheney. Lead Cashier.

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 Dean's Award for Research and Creative Activity, and the Charles E. Diehl Society Award for Service are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

1981 Dr. Jack U. Russell, Mathematics
1982 Dr. Marshall E. McMahon, Economics
1983 Dr. William Larry Lacy, Philosophy
1984 Dr. James M. Vest, French
1985 Dr. Fred W. Neal, Religious Studies
1986 Dr. E. Llewellyn Queener, Psychology
1987 Dr. Rebecca Sue Legge, Business Administration
1988 Dr. Terry W. Hill, Biology
1989 Dr. F. Michael McLain, Religious Studies
1990 Dr. Cynthia Marshall, English
1991 Dr. William T. Jolly, Classics
1992 Dr. G. Kenneth Williams, Mathematics
1993 Dr. Jennifer Brady, English
1994 Dr. Horst R. Dinkelacker, 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

Dean's Award for Research and Creative Activity

1981 Dr. John F. Copper, International Studies
1983 Professor Jack D. Farris, English

1984 Dr. Richard D. Gilliom, Chemistry
1985 Dr. David H. Kesler, Biology
1986 Professor Tony Lee Garner, Theatre
1987 Dr. James M. Olcese, Biology
1988 Dr. John F. Copper, International Studies
1989 Dr. Alan P. Jaslow, Biology
1990 Dr. Jack H. Taylor, Physics
1991 Dr. Marcus D. Pohlmann, Political Science
1992 Dr. Steven L. McKenzie, Religious Studies
1993 Dr. Robert J. Strandburg, Psychology
1994 Dr. Andrew A. Michta, International Studies
1995 Dr. Brian W. Shaffer, English
1996 Dr. Cynthia A. Marshall, English
1997 Dr. Stephen R. Haynes, Religious Studies
1998 Dr. Robert M. MacQueen, Physics
1999 Dr. Gail P. C. Streete, Religious Studies
2000 Dr. Susan M. Kus, Anthropology/Sociology
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

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

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. Michael Leslie, 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 Rhodesí 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. Susan Kus, Associate Professor in Anthropology and Sociology is the first holder.

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. Valerie Nollan, Associate Professor of Russian, 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 í58 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. John Copper, Professor of International Studies.

The Lester Crain Chair in Physics was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. The current occupant is Dr. Ann Viano, Associate Professor of Physics.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Steven McKenzie, 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. Timothy W. Sharp, Associate Professor of Music, holds the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Darlene Loprete, Professor of Chemistry.

The E. C. Ellett Professorship of Mathematics and Computer Science was created by Edward Coleman Ellett, Class of 1888. Dr. Chris Mouron, Assistant Professor of Mathematics, is the current Ellett Professor.

The Fulmer Chair in Political Science for U.S. Presidential Studies was established In 2005 by trustee Nancy Hill Fulmer '51 and Arthur Fulmer 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. Tina Barr, 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. An occupant will be named.

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 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. An occupant will be named.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Lynn Zastoupil, Professor of History.

The Irene and J. Walter McDonnell Chair in Greek and Roman Studies was established by trustee Michael McDonnell in memory of his parents. An occupant will be named.

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. Gail Streete, Professor of Religious Studies, is the current occupant.

The Plough Professor of Urban Studies was provided by an endowment grant from the Plough Foundation. Dr. Michael Kirby, Associate Professor of Political Science, is the first 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 occupant of the Rabb Chair will be named.

The Robertson Chair in Biological Sciences was established in 2005 by alumnus James T. Robertson '53 and Valeria B. Robertson to support teaching and research in biology and related areas. Dr. Terry Hill, Professor of Biology, holds the Robertson Chair.

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. David McCarthy, Professor of Art.

The J. S. Seidman Fellowship in International Studies is supported by the estate of Rhodes trustee P. K. Seidman. Dr. Amy Risley, 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 Van Vleet Fellowship was provided by The Van Vleet Foundation. The Fellowship, occupied by Dr. Brent K. Hoffmeister, 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. Bernadette McNary-Zak, Associate Professor of Religious Studies, is the current Webb Professor.

The T. K. Young Professorship of English Literature was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. Dr. Marshall Boswell, Associate Professor of English, currently holds the Young Chair.

SPECIAL FUNDS

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 Day Foundation Presidential Discretionary Fund was established in 2005 by

the Day Foundation in honor of President William E. Troutt. The funds are to be disbursed by President Troutt for the use and benefit of Rhodes College.

The Herta and Walter Nelson Library Fund was funded by Dr. and Mrs. Michael Nelson in honor of his parents to purchase the circulating copies of books written by current faculty members for Barret Library.

The Martin-Kragh Faculty Development Fund for Biology and Chemistry was established in 2006 by 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 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 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.

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 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 Smith & Nephew Richards Special Studies Fund was created to support the

development of leadership and/or diversity training programs.

The Helen Stauffer Memorial Library Fund was established in 2006 to provide funds to benefit the Paul Barret, Jr. Library.

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.

ART COLLECTIONS

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, 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.

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 collegeís teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

AWARDS

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Ruth Moore Cobb Award in Instrumental Music was established by trustee Charles P. Cobb '44 in honor of his wife. The award is presented annually to the outstanding student instrumentalist in the Music Department as judged by the Music faculty.

The Estelle R. Cone Award is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The J. Hal Daughdrill Award was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The Clarence Day Award for Outstanding Teaching, established in 1981 by Mr. Clarence C. Day '52 of Memphis, is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching.

The Dean's Award for Outstanding Research and Creative Activity was established by Mr. Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought

to fruition in a public form, e.g. scholarly writing, public performances.

The 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 Oustanding 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 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 and Business Administration 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 or business administration.

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 business administration majors.

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 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 the ideals of Mr. Sullivan.

The Wall Street Journal Award is given annually to recognize the student who has the highest achievement in the area of finance and investment.

The 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 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 have been orphaned or are in the foster care system.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs.

Pauline C. Barton, Memphis.

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 '54, to be awarded to deserving students on the basis of academic promise and ability.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the college staff for many years.

The J. Bayard Boyle, Sr. Scholarship was created by the late Sam M. Fleming of Nashville to honor the memory of his good friend. Additional support was provided by Joanne Fleming Hayes and Toby S. Wilt. It is awarded to a student with financial need.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The 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 LeNeil McCullough Broach Scholarship was funded through the estate of Ms. Broach, Rhodes alumna class of '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 Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown, Class of 1935.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship 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 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 Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Betty Calandruccio Scholarship, established by Mrs. Calandruccio 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 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 Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Class of 1950 Scholarship was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The Yerger Clifton Scholarship was created by alumni and friends in memory of Dr. Yerger Clifton, Dean Emeritus of the British Studies at Oxford program.

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 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 John Henry Davis Oxford Scholarships were established in 1974 when Rhodes College joined with British Studies at Oxford to assist Rhodes students of merit to attend Oxford. The scholarships honor Professor John Henry Davis, a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies at Oxford in the first four sessions. The scholarships are awarded on the basis of scholastic performance, leadership, and financial need and may be awarded to either a rising or graduating senior.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference is given to qualified students from the area formerly known as the Synod of Alabama.

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 Kathryn Ireys Diehl and Mary Pond Diehl Memorial Scholarship was established at Rhodes and supported through the generosity of Kathryn 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 Joseph A. Dunglinson 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, Class of '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 the Federal Express 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 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., a Rhodes trustee. John was a member of the Class of 1928 and was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The Jennie Puryear Gardner Scholarship was established in 2007 by Mildred Puryear Marshall in honor of her sister, a member of the Class of 1931. 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 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 collegeís 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. H. Hammond, Jr. in memory of their father, R. H. 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 William Randolph Hearst Scholarship, created by the William Randolph Hearst Foundation of New York, provides assistance to African-American students.

The Frank H. Heiss Scholarship Fund, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and alumnus of Rhodes, Class of '28, is supported by his daughter.

The Imelda and Hubert Henkel Scholarship was created in their memory by their four children, all of whom are Rhodes graduates: Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The 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 "Chickenî" 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 ìTotoî Houts Scholarship was established by the late Mr. J. Thayer Houts '37 and his wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

The Elizabeth J. Howard Scholarship was established by T. C. Howard of Covington, Tennessee, in 1937.

The S. Francis Howard Scholarship was established in 1979 by an anonymous donor in memory of Mr. Howard, Class of 1926.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of the First Presbyterian Church of Tunica, Mississippi.

The John C. Hugon Scholarship was established by John C. Hugon '77 of Duncan,

Oklahoma, to provide financial assistance to deserving students, perhaps in addition to that normally provided by the college. Additional funding was provided by McCasland Foundation.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, an alumna of Rhodes, Class of 1960.

The Kristin D. and Vernon S. Hurst Scholarship for British Studies, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in British Studies at Oxford.

The 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 of Atlanta, Georgia. Mr. Jerden is a member of the Class of 1959. 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, Rhodes alumnus, Class of 1932, and life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

The Edward B. Klewer Scholarship was established by Dorothy Hughes Klewer in memory of her husband.

The Laurence F. Kinney Scholarship is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The Hope Brewster Krushkov Memorial Scholarship in Music, created by her daughter Marli Krushkova, is awarded to a student in music.

The Edward B. and Elizabeth LeMaster Scholarship was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

The Jackie & Herbert S. Liebman and Marjorie Liebman Scholarship was given by the Liebmans to provide aid for a student from Shelby County with financial need.

The 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 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, Class of 1941. It is awarded to deserving students with financial need.

The Ireys Martin Scholarship, established by the Association of Rhodes Women, is awarded to a qualified female student.

The 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 Maxwell Family Scholarship was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from West Tennessee.

The May Scholarship of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The Robert D. McCallum Scholarship was created in honor of 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; an alumnus of the class of 1951. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The Anna Leigh McCorkle Work Study Scholarship was established by her family and friends to provide on-campus employment of students.

The Seth and Mary Ann McGaughran Scholarship for Creative Writing, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The McGehee Scholarship 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 '43 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 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 by his daughters, the late Frances M. Scott '33 and Mary Rose M. Wilds, and his late wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by 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 Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-medical student.

The 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 George Marion Painter Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis.

The May Thompson Patton 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 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 major, and intend to teach art 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 Memphisí 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 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 math.

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 life trustee Herbert Rhea in honor of his wife.

The Percy M. and Ramona R. Rhea Scholarship was created in honor of his parents by Rhodes trustee Randall R. Rhea '77. It benefits students of high academic ability with demonstrated financial need.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. 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 annually 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 Reminder 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 John Hunt Rutledge II Scholarship was provided by friends in memory of this outstanding leader from the Class of 1972.

The Schadt Foundation Scholarship is provided by the Schadt Foundation of Memphis to benefit a student with financial need.

The Billie J. Scharding Scholarship was established through a bequest of Mrs. Scharding.

The Stephen J. Schmidt, Jr. Scholarship was provided for 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.

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, TN.

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 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 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 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 business or commerce.

The Tommye Virginia Stewart '53 Scholarship was established by the alumnaís 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 Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The SunTrust Bank Scholarship 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, 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 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 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 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 Scholarship '44 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 from Rose Lynn Barnard Watson '38 and the late 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 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 was established in 2006 through Dr. Westbrook's estate. It provides aid to deserving students with financial need.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Mary Kennedy Lane White Scholarship was established by Mrs. Alice B. Buell. It is restricted to a student from Giles County, Tennessee.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Charles B. Wiggin and Aileen Smith Wiggen 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 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. Recipients will be in the top 15% of their high school class and have family income under $85,000. As part of scholarship requirements, recipients will participate in community service and leadership programs while enrolled at Rhodes.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus in the Class of 1915.

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student with financial need with preference given to students from Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh, Shreveport, Louisiana, in memory of her husband.

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 Historical Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

*The Ashner Gateway** is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis

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.

The Thomas W. Briggs Student Center, provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966. It houses a bookstore, mailroom and offices. Extensive renovation of the building was completed in 1991. The Rhea Student Lounge, dedicated July 19, 1989, is a gift of Linda and S. Herbert Rhea. The James A. Matthews Lobby was dedicated April 7, 1997, in memory of the long-time friend of the College. In 2004, the mailroom and Rhea Lounge were renovated and relocated within the building.

The Bryan Campus Life Center, dedicated January 23, 1997, was given in honor of Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr., Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court 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.

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 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.

*The Burrow Library,** given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953 and renovated in 1988.

The Catherine Burrow Refectory named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- *The Alburty Room*, named in honor of Rhodes Trustee the late E. A. Alburty.
- *The Davis Room*, named in honor of the late Thomas B. Davis of Memphis.
- *The Hugh M. Neely Hall,** the original dining hall on campus, dedicated on November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen;
- *The Margaret Ruffin Hyde Hall,** built in 1958 and dedicated in 1993 in honor of the late Dr. Margaret R. Hyde, alumna Class of 1934, benefactor and Trustee of the College.
- *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.

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.

Claire Markham Collins Meditation Garden, given 2005 by the family of Garnet J. Caldwell '05 in memory of the Class of 1981 alumna.

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 Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other College functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

*Gooch Hall,** erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of the President, and the Offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

*The Richard Halliburton Memorial Tower,** provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962.

*The Frank M. Harris Memorial Building,** provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938.

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 Office of Development.

The Edward B. LeMaster Memorial Gateway, a symbol of the close ties between the College and the city of Memphis, was dedicated in 1983 to the memory of the prominent Memphian who was instrumental in the College's move to Memphis.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982.

*The Moore Moore Infirmary,** made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Shirley Moore.

Ohlendorf Hall, erected in 1968, was dedicated July 2, 1996, in honor of Rhodes Trustee Harold F. Ohlendorf, Class of 1931, and his wife Bruce in grateful appreciation of their service to the College. The Building houses the Department of Mathematics and Computer Science and the Buckman Mathematics Library, dedicated October 19, 1968, the gift of the late Dr. Stanley Buckman and his associates at Buckman Laboratories, Inc.

*Palmer Hall,** erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First

Presbyterian Church, New Orleans, was dedicated November 27, 1925. Palmer Hall is home to classrooms, administrative offices and the Hardie Auditorium.

Phillips Lane, the front entrance to the campus, was named in 1994 in honor of Weetie and Harry Phillips of Memphis and in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department. *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 men students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Palmer Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises five townhouses for innovative student housing.

Stewart Residence Hall, formerly a faculty residence, is a student residence hall which was most recently renovated in 2001.

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.

Voorhies Residence Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Lee B. Wailes Court, bounded by Halliburton Tower, Robb Hall, White Hall and Ashner Gateway, is named in grateful recognition of the generosity of Lee B. Wailes, class of 1929, and was dedicated September 23, 1988.

Gordon White Residence Hall,* a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

COLLEGE SPONSORED LECTURE SERIES

The academic life of Rhodes is enhanced considerably by annual sponsored programs which make it possible for authorities in various fields of study to come to the College and to participate in a variety of events with faculty and students.

THE LILLIAN AND MORRIE MOSS ENDOWMENT FOR THE VISUAL ARTS

Established in 1984, the Moss Endowment brings to the College each year guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. This series has attracted national attention for its roster of speakers selected from the world's leading experts in the fields of art and art history.

THE PEYTON NALLE RHODES PHYSICS LECTURE SERIES

Annually since 1984, the Peyton N. Rhodes Physics Lecture Series has brought to the campus and community experts in the physical sciences and astronomy. Endowed by friends of the former physics professor, president and namesake of the College, the lecture series has acquainted students, faculty, and friends with new developments and changing interpretations of the physical world.

JAMES F. RUFFIN LECTURE IN THE FINE ARTS

Established in 2001, the James F. Ruffin Lecture in the Fine Arts brings to campus speakers and symposia focused on the visual arts. The lectures are funded by a 1999 bequest from the late James F. Ruffin, founder and operator of Ruffin's Import and Interiors.

THE SPRINGFIELD MUSIC LECTURES

The Springfield Music Lectures were established in 1991 by a bequest from the late John Murry Springfield, '51. Each year an outstanding musicologist, researcher, music historian or music theorist presents both formal and informal lectures that foster an increased appreciation of music as an academic discipline. These lectures are open to the public as well as to the Rhodes community.

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; and
- 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 Provost 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 Provost), the Provost 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 Provost, the Provost 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 Provost 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 Provost 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 Provost 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.

AWARDS AND HONORS

DEPARTMENTAL AWARDS 2006-2007

Anthropology/Sociology

Frances and Edwina Hickman Award
Rachel Frantz

Art

Apollonian Award for Art History
Emily Baldwin
Dionysian Award for Studio Art
Joel Parsons
Sally Becker Grinspan Award for Artistic Achievement
Laura Ann Meyers

Biology

Award for Excellence in Biology
Adam Bohnert
Award for Outstanding Research in Biology
Will Sheftall, IV
Award for Excellence in First-Year Biology
Jackie Hancock
The Hunter Award for Excellence in Neuroscience
Gena Dolson

Chemistry

CRC First-Year Chemistry Award
Laura Hofto
Betsy Parkinson
Michael E. Hendrick Award in Organic Chemistry
Kelly Hoth
Megan McKenna
Chemistry Senior Research Award
Meghan Hofto
William Spandow Scholarship in Chemistry
Griffin Morrison

Economics/Business Administration

The Seidman Awards in Economics
Senior:
Stephen Howden
First-Year/Sophomore:
Andrew McCann

The Wall Street Journal/Departmental Award in Finance
Rebecca Coleman

The Ralph C. Hon Award
Truett Horne
The Sue Legge Accounting Scholar Award
Heather Ross
The Lynn Nettleton Prize
Meredith Huddleston

Education

Joye Fourmy Cobb Romeiser Award
Amanda Sakla

English

John R. Benish Award
Allison Burris
Jonathan Callis
Jane Donaldson Kepple Writing Prizes
First-Year Student English Essay Prize
Michael Gossett
Senior English Essay Prize
Caroline Cole
Creative Writing (Fiction)
Sarah Galpern
Creative Writing (Poetry)
Lauren Cagle
Scholarly Essay
Kim Green
Allen Tate Creative Writing Award (Poetry)
Sara Rutherford
Allen Tate Creative Writing Award (Fiction)
Allison Burris

Greek and Roman Studies

The Spencer Greek Award
Tulisha Jackman

History

John Henry Davis Award
Whitney Powell
Phi Alpha Theta Award
Kris Schwetye
The Douglas W. Hatfield Award
Sally Lineback

International Studies

Bobby Doughtie Memorial Award
Emily Donelson
Katie Henderson
Anne Rorie Memorial Award
Caroline Owens
The Donald Joseph Gattas Memorial Award for Middle Eastern Studies
Sara Haj-hassan
Nick Lewis

Interdisciplinary Humanities

THE SEARCH FOR VALUES IN THE LIGHT OF WESTERN HISTORY AND RELIGION
Fred W. Neal Prize
Betsy Parkinson
W.O. Shewmaker Award
Natalie Chambers
THE LIFE: THEN AND NOW PROGRAM
The Milton P. Brown, Jr. Award
Eric Hagemeyer
The Robert G. Patterson Award
Graham Gordon
Allyson Pellissier

Mathematics and Computer Science

The Jack U. Russell Awards
Outstanding Work in First-Year Mathematics
Betsy Parkinson
Outstanding Work in Second-Year Mathematics
Peter Zanca
Outstanding Senior
Edith Garrett
Tobias O'Leary
William Spandow Scholarship
Jennifer Thompson
The Computer Science Award
Tierney Jackson

Modern Languages and Literatures

Jared E. Wenger Award
Olivia Hackman
The Thakker-Freeman Chinese Studies Award
Lucy Mason

Music

Ruth Moore Cobb Award in Instrumental Music
Jimmy Cornfoot
Louise Mercer Award
Tatiana Cerna
Louis Nicholas Award in Vocal Music
Amy Moore

Jane Soderstrom Award
Amy Moore

Philosophy

The Laurence F. Kinney Prize
Katie Lane

Physics

Award for Excellence in First-Year Physics
Andrew Foss-Grant
Research Award in Physics
David Johnson
Physics Department Award
Drew Scott
William Spandow Scholarship in Physics
Jennifer Thompson
David Welch, II

Political Science

The Seidman Awards in Political Science
Senior Seidman Award
Megan Dyer
First-Year Seidman Award
Allyson Pellissier
Mike Cody Award in Political Science
Kate Snider
Abe Fortas Award for Excellence in Legal Studies
Ashley Bienvenu

Psychology

E. Llewellyn Queener Award for Academic Excellence
Janna Miller
Korsakov Award for Departmental Citizenship
Anna Stagg
Korsakov Research Award
Jessica Copeland

Religious Studies

The Religious Studies Award
Alex Chambers
The Mollie Royall McCord Memorial Prize in Bible
Jon Snape
The Belz-Saharovici Award in Holocaust Studies
Justin LeBlanc

Theatre

Outstanding Senior Award
Liz McClure
Mark Lee Stephens Memorial Scholarship
Sha Alicia Queen

The Clarence Day Award for Outstanding Teaching
Established in 1981 by Mr. Clarence Day, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. The 2006-07 Clarence Day Award for Outstanding Teaching was awarded April 27, 2007 to Dr. Patrick Shade, Associate Professor of Philosophy.

The Dean's Award for Research and/or Creative Activity
Established also by Mr. Clarence Day is the Dean's Award for Research and/or Creative Activity to be bestowed only when warranted by faculty research or creative endeavor. The 2006-07 Dean's Award for Outstanding Research and/or Creative Activity was presented April 27, 2007 to Dr. Marshall Boswell, Associate Professor of English.

NON-DEPARTMENTAL AWARDS

The Peyton Nalle Rhodes Phi Beta Kappa Prize
Sarah Lineback

The Algernon Sydney Sullivan Awards
Andrew Thomas Greer
Meredith Huddleston

The Non-Student Award
Margaret Handwerker

Hall of Fame
Aaron Todd Creek
Leonard Curry
Andrew Thomas Greer
Joel Tyler Parsons
Anna Elizabeth Phillips

Mel G. Grinspan Internship Award
Sarah Lineback

Seidman Trophy in Athletics
Crystal Jessee

Susan Tidball Means Award in Women's Studies
Ashley Cundiff

The Louise and Ward Archer, Sr. Award for Creativity
Rene Orth

The Jane Hyde Scott Awards
The Ruth Sherman Hyde Award in Music
Jo Beth Campbell
The Joseph Reeves Hyde Award in Religious Studies
Andrew Whaley

The Jeanne Scott Varnell Award in Classical Languages
Whitney Carter
The Margaret Ruffin Hyde Award in Psychology
Kasharah King
The Robert Allen Scott Award in Mathematics
Anna Casteen

Luce Fellowship
Aaron Creek

Watson Fellowship
Joel Parsons

Ida Leblanc "Lee" Smith Scholarship for British Studies
Kate Mara

Elizabeth Henley Scholarships for British Studies
Samantha Gallagher
JoAnna Halk
Caroline Sellars
Kaitie Yeoman

Yerger Hunt Clifton Scholarships for British Studies
Noah Pittman

Kristen and Vernon Hurst Scholarship for British Studies
Jane Metters

John Henry Davis Scholarships for British Studies
Rameen Nasrollahi
Greg Guillot
Orrie Croft

Margaret Hyde Council International Scholarships for Women
Kristina Lynch
Kathryn Mirseyedi
Frannie Shellman
Allison Tinney
Kristen Wheeler
Suzanne Wineke

LeMaster Scholarships for Study Abroad
Tyler C. Cullender
Richard S. Hurd
John C. O'Day

Mertie Buckman International Scholarships
Emily Donelson
Aubrey Diaz
Erin Hebert
Emma O'Hagan
Julie Pasch
Elizabeth Saba

Buckman Scholarships for Study Abroad
Kristin Marchell
Heather Houser
Dusty Long
Kristie Overacre
Kelly Brier San Miguel
Demetria Worley
Francesca Davis
Ellie Hahn

DISTINGUISHED SERVICE MEDAL
Robert Waller

COMMENCEMENT

DEGREES CONFERRED
May 12, 2007

NOTE: Degree candidates graduating *summa cum laude* have attained an overall collegiate grade point average of 3.9500. Those graduating *magna cum laude* have attained a 3.8500 overall average. Students graduating *cum laude* must have an overall average of 3.500.

Doctor of Humanities (Honorary)
Dr. John Hugh Churchill '71, Secretary, Phi Beta Kappa Society

Doctor of Science (Honorary)
Dr. Sidney Strickland '68, Dean and Vice President, Rockefeller University

Bachelor of Arts

Mary Kathleen Adcock		Religious Studies
Keith Bennett Alexander		Political Science
Meredith Mccall Allison	cum laude	English
Courtney Elizabeth Ambrosia		English
Corinne Joyce Anderson		English
Jerrod F. Anderson	cum laude	Economics
Lauren Ashley Anderson	cum laude	International Studies
Laura Elizabeth Arnold		Psychology
Sara Elliott Babb	cum laude	International Studies
Martha Eden Badgett		Music
Caitlin Rebecca Bahn		Political Science
Brian Eric Baker		Psychology
Emily Ann Baldwin	cum laude	Art
Debosree Banerjee		English
Anne C. Barenkamp		English
Philip Wesley Barker	cum laude	International Studies
Hazami Barmada		Anthropology/ Sociology

William David Bartholomew, Jr		Business Administration
Amanda Fraser Bash		Psychology
Rebecca Christine Batey		History
Scott Michael Bayer	cum laude	History
Robert Andrew Beatty		International Studies
Samuel Clark Beckett		Philosophy
Megan Jo Benson		Psychology
Geoffrey Michael Berkow		Economics
Korey Ryan Betts		History
Kimberly Ann Beydler		Business Administration
Ashley Marie Cecilia Bienvenu	cum laude	Political Science
Anna Lee Blanton	cum laude	Religious Studies
James Davis Bonham, Jr.		Political Science
Alexandra Merlyn Boyd		International Studies and Political Science
Lauren Boyer		Art
Jennifer Leigh Brake		International Studies and Political Science
Bonnie Lynn Brewer		Greek and Roman Studies
Jennifer Moreland Brindley	cum laude	Business Administration
Mollie Chatham Briskman		History
Wendy Lee Brooks		Psychology
Allison Elizabeth Brown	cum laude	English
Erin Leigh Brown	cum laude	History
Katy Marie Buckner		Economics and Business Administration
Allison Mychal Burris	magna cum laude Phi Beta Kappa	English
Ann Virginia Burruss		Religious Studies

Lauren Elizabeth Cagle		English
Christopher Michaels Calamese, Jr.		Business Administration
Patrick Thomas Callihan		English
Jonathan Peter Callis	magna cum laude Honors Research Phi Beta Kappa	English
Anna C. Cantrell		International Studies
Paul Victor-James Carls	cum laude	History and French (Double Major)
Elizabeth Amy Carlson	cum laude Phi Beta Kappa	Economics
Valaree Ellen Casamer		Psychology
Daniel Sands Case		Spanish
Taylor Lauren Casey	magna cum laude	History
Chelsea Lyn Castiglioni		Political Science
Tatiana Esther Cerna		Music
Alexandra Elizabeth Chambers	cum laude Honors Research	Religious Studies
Katherine Sora Chambers		Anthropology/ Sociology
Sarah Ansley Chikowski		Psychology
Deborah Nicole Clarke		Art
Leigh Holland Clasby		History
Matthew Steven Claypool	magna cum laude Phi Beta Kappa	Russian Studies
Courtney Jane Cockerell		Biology
Caroline Nichols Cole	cum laude	English
Carolyn Camilla Cole		English
Rebecca Jane Coleman	cum laude	Economics and Business Administration
Kevin Andrew Comer		English
Tracy Marie Conn		International Studies

Elizabeth Catherine Connor		English
William Edward Lee Cooper		Economics
James Andrew Cornfoot	cum laude	Music
Edwin Bradford Crawford		Psychology
Anne-Marie Jacquelyn Crifasi		Anthropology/ Sociology
Elza Grace Crocco		English
Leonard Curry		Religious Studies
Emily Marie Dafferner		Political Science
Joseph Gough Daly IV		History
Charles Andrew Daugherty		Political Science
Joshua Peter Davis		Political Science
Virginia Elaine Davis		International Studies
Ross Locke Dawkins	cum laude	Biochemistry and Molecular Biology (Two Degrees)
Kristina Marie Dean		Psychology
Emily Whiting Deichmann		Psychology
Courtney Thomas Denson		International Studies and Political Science
James Die		Business Administration
Sarah Anne Donachie		English
Dimitri Douklias		Economics and International Studies
Adam Charles Doupé	magna cum laude Phi Beta Kappa	History
Lori Rose Dowell	cum laude Honors Research	International Studies
Elizabeth Taylor Duckett		Spanish
John Hunter Duesing		History
Catherine Knight Duff		English
Elizabeth Williams Dunnam		Religious Studies

Thomas Archibald Duvall IV		Economics
Megan Kathleen Dyer	summa cum laude Phi Beta Kappa	Political Science
Evan Michael Elliott		Political Science
Christopher Grimes Ernst		History
Rory Dale Thomas Faver		Business Administration
Alexandra Brittany Felgar		Political Science
Rebecca Bear Ferguson		Urban Studies
Peter Whitcomb Flint		Philosophy
Asa Taylor Flynn		Economics and Business Administration
Wyatt Craig Franks		Economics
Rachel Anne Frantz		Anthropology/ Sociology
Patrick Rawles Fulgham		Business Administration
Sarah Alison Galpern		English
John Clayton Garner		Psychology
Kelly Marie Garner	cum laude Honors Research	History
Edith Lee Garrett	cum laude	Mathematics
Orion Gates		English
Ashley Shannon George		International Studies
Joseph Coleman Goldsmith		Psychology
Stephanie Rudner Goldstein		Anthropology/ Sociology
Peter Lenfest Goodrich		History
John Wheeler Graf		Religious Studies
Andrew Thomas Greer	magna cum laude Phi Beta Kappa	International Studies and Political Science
Olivia Nuñez Hackman	cum laude	Spanish
Hallye Hall		Business Administration

Jessica Danielle Hallford	cum laude Phi Beta Kappa	Art
Daniel Dewey Hammond		History
David Visscher Hammond		Religious Studies
Peter Jeffery Hart		Latin American Studies
Scott Ragsdale Harvey		Business Administration
Michael Arthur Hatcher, Jr.		Political Science
Daniel M. Heacock	cum laude Phi Beta Kappa	Economics and Music (Double Major)
Samantha Virginia Hechtman	cum laude	International Studies
Katherine Claire Henderson	cum laude Phi Beta Kappa	English
Marci A. Hendrix	cum laude	Urban Studies
Harrison George Hibbert		Religious Studies
Benjamin Earl Hobbs		International Studies
Willis W. Hobson VI	cum laude	International Studies and Political Science
Kate Zera Holtkamp	cum laude	Political Science
Patrick N. Hoover		English
Austin William Horne	cum laude	Urban Studies
Truett Rex Horne	magna cum laude	Economics and Business Administration
	Phi Beta Kappa	
Stephen Andrew Howden	magna cum laude	Economics and Business Administration
	Phi Beta Kappa	
Andrew Sloan Howell		Political Science
Meredith Kendall Huddleston	magna cum laude Honors Research Phi Beta Kappa	Economics

Amy Elizabeth Huffenus		Religious Studies
Nathan Lee Hulling		International Studies
Semmes Hilary Humphreys	magna cum laude	Religious Studies
Lauren Ashley Hunt		International Studies
Robert Smith Hunter		Economics and Business Administration
James Joseph Igoe		History
Tulisha Marie Jackman	cum laude Phi Beta Kappa	Greek and Roman Studies
John Burnett Jamison		Business Administration
Julia Katherine Jardine		Spanish
Joshua Jermaine Jefferies		Religious Studies
John Charles Jennison IV		Business Administration
Crystal Leigh Jessee		Business Administration
John Charles Lynn Jester		Political Science
Chen-Chen Jiang		Political Science
Lindsay Catherine Joe		Psychology
David Paul Johnson	magna cum laude Honors Research Phi Beta Kappa	Biochemistry and Molecular Biology (Two Degrees)
Randi Lee Johnson		Russian Studies and International Studies (Double Major)
Courtney Anderson Jones	cum laude	Anthropology/ Sociology
Jason Cantrell Jordan		History
Paul Andrew Justice III	magna cum laude Phi Beta Kappa	Economics and International Studies
Christopher Todd Kamphaus		Economics and Business Administration

Nash Winchester Keim		History
Grace Elizabeth Keith		Economics
Mary Milton Kelly		Political Science
Thomas Dempster Kelly		Theatre
Daniel Killary		Business Administration
Alice Miriam King		English
Sophia Anice King		Psychology
Rebecca Anderson Koftan	cum laude Phi Beta Kappa	Business Administration
Eva Marie Krug		Art
Mary Lelia Kyle		Political Science
Benjamin Gerard Lambert		Economics and Business Administration
David Coblentz Lane		Economics and German (Double Major)
Mary-Katherine Grace Lane	cum laude	Philosophy
Daniel John Simpson Large		English
William Carter Lawnin		Economics and Business Administration
Elizabeth Eason Leake		Psychology
Meredith Lee		Political Science
Amy Elizabeth Leggette	cum laude	French
Tiane Rebekah Leonard		International Studies
John Spellmann Lesikar		Business Administration
Bethany Anne Lindaman		English
Sarah Casey Lineback	summa cum laude Honors Research Phi Beta Kappa	History
Lisette Lipscomb	cum laude Phi Beta Kappa	Economics and Business Administration
Amanda Jane Young Lloyd		English

Matthew Thomas Lovett	magna cum laude Phi Beta Kappa	Philosophy
Sarah Katherine Lunceford	magna cum laude Phi Beta Kappa	Spanish
Alexander Paul Lynch		Philosophy
Brooks Macdonald Lyons		Business Administration
Scott Charles MacMurdo		International Studies and French
Lynsey Allyson Major	cum laude	Art and English (Double Major)
Lorrayne Angelique Mallott		Psychology
Jodi Elizabeth Malone	cum laude	Spanish
Lauren Ashley Marks		Religious Studies
Anne Caitlin May		International Studies
Elizabeth Laveeda McClure		Theatre
Kevin McCormack		Philosophy
Victoria McLean McCullough		History
Merritt Bohn McMullen		Anthropology/ Sociology
Helen Beatrice Meaher	cum laude	History
Matthew William Medford		Political Science
Elyse Melvina Mangelica Meena		English
Brittany R. Melvin	cum laude	Business Administration
Sara Elizabeth Menz	cum laude	International Studies
Laura Ann Meyers	cum laude	Art
Janna Virginia Miller	magna cum laude Honors Research Phi Beta Kappa	Psychology
Alexander Shewmon Mohler		International Studies
Amy Debusk Moore	magna cum laude Phi Beta Kappa	Music
Erin Lea Moore		Business Administration

Jeremy Grant Morgan		Business Administration
Brett Michael Morris		Business Administration
Jessika Carmen Morris	cum laude	Religious Studies
Bailey Morrison		English
Christina Leigh Mueller		Political Science
Lindsey Michelle Mull	cum laude	Religious Studies
Suvarna Kuruganti Murti	cum laude Phi Beta Kappa	Biology
Ryan Stuart Nall		Philosophy
Mahrosh Nawaz		Political Science
John Chalmers Neill, Jr.		Political Science
Lauren Elizabeth Neupert		English
Zachary Stuart Newton		Art
Alexandria Yin Saan Ng		Business Administration
Stephanie Ann Nielson		English
Megan Elyse Norman		Music
Shelton Elizabeth Oakley		Religious Studies
Michael Casey O'Gorman		International Studies
Rene Michelle Orth	cum laude Honors Research	Music
Cassandra Marie Ortiz		Economics and Business Administration
Thomas Eugene Orton III		Business Administration
Alixandra Marie Orza		Art
Jon-Michael Joseph Osolnik		English
Katharine Duvall Osteen		History
Caroline Marie Owens	cum laude	International Studies and Political Science
Rachel Marie Ozbun		Psychology

Katherene Nicole Papathopoulos	cum laude	Religious Studies
Allison Whitney Bernice Paraham		Political Science
Joel Tyler Parsons	cum laude Phi Beta Kappa	Art
Shawn Nicholas Paterakis		Psychology
Anne Claire Patrick		Greek and Roman Studies
Amanda Michele Patterson		Philosophy
Anna Elizabeth Phillips	magna cum laude	Economics and International Studies
	Phi Beta Kappa	
Robert Paul Piper		International Studies
Sara Corinne Poole		Political Science
Susan Whitney Powell	summa cum laude Phi Beta Kappa	History
Molly Lochridge Powers	cum laude	Spanish
Timothy R. Pruitt, Jr.		Political Science
Alexander Augusto Ramirez		Business Administration
Michael Gorman Reardon		English
Jevon Abraham Reinke		Business Administration
Bethany Michelle Reisner		English
Reed Randolph Reynolds	magna cum laude Phi Beta Kappa	Economics
Laura Anne Rigazzi	cum laude	English
Mark Allen Robinson		History
Cynthia Laine Royer		International Studies
Douglas Edward Rushton		Business Administration

Sara Beth Rutherford	cum laude	Theatre and English (Double Major)
Amanda Emad Sakla	cum laude	Psychology
Kaveh Joseph Salehy		Anthropology/ Sociology
Samad Saleem Samana	cum laude	International Studies
Matthew O. Schaefer		Economics
Diane Amelia Schaffrick	cum laude	Religious Studies
Kristine K. Schwetye	cum laude	History
Catherine Collier Scott		Psychology
Raven Marquitta Scott		History
William Lowe Sheftall IV		Biology
Caitlin Bernadette Sherman		Philosophy
Matthew Patrick Simpson		History
Grayson Bridges Smith		Psychology
Rebecca Ronk Smith		Psychology
Robert Richard Smith		Political Science
Tyler Fielding Smith		History
Jonathan Ramsay Snape	cum laude Phi Beta Kappa	Religious Studies and Philosophy (Double Major)
Katherine Schoen Snider	cum laude	Political Science
Mary Helen Solomon		Business Administration
Rachael Elizabeth South		History
Anna Christine Stagg	cum laude Honors Research Phi Beta Kappa	Psychology
Jessica Elizabeth Stepp		History
Elizabeth Albrittain Sterling		Religious Studies
Katherine Rachel Stewart		Psychology
Sally Ann Stinchfield		English

Christopher Douglas Stone		Business Administration
Elizabeth Louise Story		English
Elizabeth Ramsay Stout		English
Luther Johnson Strange IV		Philosophy
Rachel Ashley Stuart	cum laude	Economics and Business Administration
Elliott Wood Taliaferro		History
Monica Tam		Business Administration
Ashley Ann Tarver		Spanish
Meagan Virginia Terral		Business Administration
Lora Alexander Terry		History
Paige Ann Thomas		Economics and Business Administration
Dennis Patrick Tolivar, Jr.		Political Science
Sarah Ewing Townsend	cum laude	English
John Francis Trepanowski		Philosophy
Lara Turci		English
Andrea Nicole Turnquist	cum laude Phi Beta Kappa	French
Caitlin L. Ulmer	cum laude Honors Research	Greek and Roman Studies
Jamie Renee Underwood		English
Roslyn Lee`Nett Valentine		Psychology
Laura Elizabeth Vansickle		English
Laura Anne Vargo		Religious Studies
Natalie Camille Varner		Political Science
Lauren Elizabeth Von Drehle		Art
Peter Jay Voss		English
Elizabeth Susan Waechter		Music
Kara Elizabeth Wall		English
Elizabeth Abbot Walsh		Psychology

Leah Katherine Walter	*in absentia*	Religious Studies
Kristan Elizabeth Ward		Biology
Rachel Woods Waterfill		Spanish
Katherine Doris Watkins	cum laude	English
Ashley Lauren Wells		Urban Studies
Nicholas Chaus Westbrook		Anthropology/ Sociology
Tiffany L. Wilding	cum laude	Economics and Business Administration
John Gregory Willard		Spanish
Chase Allen Williams		Psychology
Rebecca Ann Williams		Urban Studies
Julia Ann Withoelter		Psychology
Margaret Smith Works		History
Jonathan Andrew Wright		Political Science
Sarah-Katherine Adams Wright		Computer Science
Stephanie Hewitt Wynne		Art

Bachelor of Science

Kevin Wayne Andring		Physics
Emily Irene Backues	summa cum laude Phi Beta Kappa	Chemistry
Kenneth Grant Bale		Biochemistry and Molecular Biology
Scott Matthew Barb	cum laude	Chemistry
Robert Scott Barrows		Physics
Lauren Prentice Bartling		Biology
Teresa Maria Bell		Neuroscience
Anthony Michael Berry	cum laude Phi Beta Kappa	Mathematics
Kenneth Adam Bohnert	summa cum laude Phi Beta Kappa	Biology
Brittany Lauren Bostick		Biology

Sara Beth Bransford		Biology
Taylor Clarke Brown	cum laude	Biochemistry and Molecular Biology
Joseph Bynum		Biology
Amie Aileen Cahill	cum laude	Biology
Matthew David Cain	magna cum laude Honors Research Phi Beta Kappa	Biochemistry and Molecular Biology
Christina Marie Campion		Biology
Sara Michelle Connaughton		Biology
Aaron Todd Creek	cum laude Honors Research Phi Beta Kappa	Biology
Alexis Lyman Davis		Biology
Ross Locke Dawkins	cum laude	Mathematics (Two Degrees)
Kevin Dinh		Biology
Eugenia Phyllis Dolson		Neuroscience
Jennifer Rebecca Emo	cum laude	Biology
Elizabeth Rhea Erny		Biology
Jeremy Garrett Foon	cum laude	Biology
Pamela E. Freire	cum laude	Chemistry
Jeffrey Scott Freyder		Biology
John Louis Gehrig	cum laude	Chemistry
Kimberly Nicole Godwin		Biology
Hallie Elizabeth Graves	cum laude	Physics
Ross Wilson Hilliard	cum laude Honors Research	Biochemistry and Molecular Biology
Meghan Elizabeth Hofto	cum laude Honors Research Phi Beta Kappa	Chemistry
Jeremy Levin Holzmacher	cum laude	Biochemistry and Molecular Biology
Monica M. Huerta		Biochemistry and Molecular Biology
Henry Hamilton Hutchinson V		Physics
Harold Gerard Jackson II		Biology

John Andrew Janeski	cum laude	Physics
David Paul Johnson	magna cum laude Honors Research Phi Beta Kappa	Physics (Two Degrees)
Katherine Courtney Key	magna cum laude Phi Beta Kappa	Biology
Akram Knefati		Biology
Lauren Elizabeth Kokajko	cum laude	Biology
Matthew Lewis Law	cum laude	Biochemistry and Molecular Biology
Alison Leigh Lohse	cum laude	Biology
Daniel David Lombardo	cum laude Phi Beta Kappa	Biology
Hilary L. Mast		Biology
Mary Austin Mays		Biology
Ngandu Sonia Audrey Nkashama		Chemistry
Sinifunanya Elvee Nwaobi		Biology
Allen Jorgen Tobias O'Leary		Computer Science
Mehul Madhukant Patel	cum laude Phi Beta Kappa	Chemistry
Cianna Pender	cum laude	Biology
Ashton Gorham Potter		Biology
Leah Anne Pranger	cum laude	Chemistry
Ke Qi		Biology
Thèrése Marie Rapski	cum laude	Biology
Kelly Michelle Reed	cum laude	Biology
Adam David Robinson		Biology
Umair Saleem		Biology
Caroline Virginia Sartain		Biochemistry and Molecular Biology
Kourtney E. Schroeder		Biochemistry and Molecular Biology
Mark Andrew Scott	cum laude Honors Research	Physics
Christine Marie Simecka		Biology
Paul Charles Sinclair IV	cum laude	Physics
Edward Lee Smith		Biology

Emily Louise Smith		Biology
Nicholas Chase Stutzman	cum laude	Biology
Cyrus Tanhaee		Biology
Matthew Thomas Tenore		Biology
Whitney Alexandra Tidwell		Physics
Melissa Faye Tucker		Biology
Jillian Dawn Van Zee	*in absentia*	Neuroscience
Stephanie Hope Walters		Biology
Andrew Oakes Ward		Chemistry
Amy Joanne Blanco Wells	magna cum laude Phi Beta Kappa	Biology

Master of Science

Ronald J. Bozant III		Accounting
Hunter Treyson Brasfield		Accounting
Shannon Taylor Carden		Accounting
Alice Hunt Cowley		Accounting
Thomas Albert Hook		Accounting
Geoffrey Clifton Lees		Accounting
Justin Lee Olszeski		Accounting
Ryan Anthony Weaver		Accounting
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