



General Information

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The Rhodes Vision

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

- 1. Student Access**

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

- 2. Student Learning**

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

- 3. Student Engagement**

To enhance student opportunities for learning in Memphis.

- 4. Student Inspiration**

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

Rhodes College's Commitment to Diversity

A diverse learning community is a necessary element of a liberal arts education, for self-understanding is dependent upon the understanding of others. We, the members of Rhodes College, are committed to fostering a community in which diversity is valued and welcomed. To that end, Rhodes College does not discriminate – and will not tolerate

harassment – on the basis of race, gender, color, age, religion, disability, sexual orientation, gender identity or expression, genetic information, and national or ethnic origin.

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

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

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Accreditation and General Policies

Rhodes College is an accredited four-year college of liberal arts and sciences. With an endowment of \$432 million and a physical plant valued at \$649 million, the College has one of the largest investments per student (\$578,000) in the nation.

Rhodes College is accredited by the Southern Association of Colleges and Schools - Commission on Colleges (SACS COC) to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Rhodes College. All potential substantive changes--whether proposed by students, faculty, staff, or Board of Trustees-- must be discussed with and reviewed by the SACS COC Accreditation Liaison, who is appointed by the Rhodes College President. It is the responsibility of the SACS COC Accreditation Liaison to ensure that potential substantive changes are reported to, and approved by the SACS COC, prior to implementation.

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

What Is a Substantive Change?

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

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

What Are the Procedures for Reporting Substantive Change?

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

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

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

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

The different types of substantive change, the specific procedure to be used for each,

their respective approval notification requirements, and their reporting time lines are included in the document “Substantive Change for Accredited Institutions of the Commission on Colleges - Policy Statement” located on pages 6-9 at:
www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf.

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

www.sacscoc.org/subchg/policy/Mergers.pdf.

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

Identifying and reporting substantive change

The President is responsible for:

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

or

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

The President and Vice Presidents are responsible for:

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

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

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

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

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

The information, policies, and procedures listed in this catalogue are current and up-to-date as of April 2025. Policies stated in this catalogue are expected to be in effect through the academic year 2025-2026 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.

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Admission

Application Procedure

An applicant who wishes to apply for admission to Rhodes may do so any time after the end of his/her/their junior year in high school. Applicants may apply using the Common Application (www.commonapp.org). No application fee is required for first-year or transfer students.

Admission to Rhodes is competitive.

In addition to the application for admission, first-year applicants must submit an official high school transcript, a secondary school report, a teacher evaluation, and a midyear report (Regular Decision only). Applicants may provide standardized test scores (SAT or ACT) which can be self-reported. In addition to submitting the same application supporting documents as all other first-year applicants, home-schooled applicants are strongly recommended to participate in an interview with an admission counselor. The deadlines for submitting the application for admission and all supporting documents are referenced in the following Early Decision Plans, Early Action Plan, and Regular Decision Plan sections. Please note that all accepted applicants are automatically considered for competitive 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 Guide to Ethical Practice in College Admission.

Admission Selection Process

Academic Record. An applicant's academic record is of primary importance in the

admission selection process. Applicants must complete sixteen or more academic units in high school, including at least four years of English, two years of the same foreign language (classical or modern) or American Sign Language, 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. Applicants 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 received or be in the process of receiving a high school diploma or G.E.D.

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

Standardized Test Scores. All applicants for admission have the option to submit standardized test scores, either ACT or SAT. If planning to apply with a test score, it is advisable for the applicant to take the test in the junior year as a means of adjusting to this type of examination or for Early Decision, Early Action, or Early Admission purposes. Any applicant who intends to submit scores as a Regular Decision applicant should take the test no later than December of the senior year so that their scores will be available to the Admission Committee by January 15. At the time of application, scores may be provided in the secondary school record, self-reported by applicants or received from the testing agency. Test application forms may be obtained from high schools or by registering for them online at www.collegeboard.org (SAT) or www.act.org (ACT).

Supporting Documents. Additional supporting documents will be considered when deciding on an applicant's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, an application essay, a secondary school report, and a teacher's evaluation.

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

The Vice President for Enrollment has the discretion to deny any application to Rhodes College.

Applicants who wish to appeal their admission decision may do so by writing to the Vice President for Enrollment requesting reconsideration.

Campus Visit and Personal Meeting

A campus visit is the best way to experience life at Rhodes. Applicants are encouraged to visit between Monday and Friday so that, in addition to a personal meeting with an admission representative or information session and a campus tour, they may attend a class and meet faculty (during the academic year).

Virtual visits allow applicants to experience a campus tour and an information session with an admission counselor while being remote. The Office of Admission is open year round from 8:30 am to 5:00 pm Monday through Friday and on select Saturdays.

Prospective applicants and applicants may arrange a campus visit online at www.rhodes.edu/visit. Questions concerning a campus visit may be addressed to our Campus Visit Coordinator at 1-800-844-5969 or, locally, 901-843-3700.

Early Decision Plans

Applicants who are certain they want to attend Rhodes may wish to take advantage of either Early Decision I (ED I) or Early Decision II (ED II). Under these plans, the applicant must submit an application for admission, high school transcript (including grades for the first marking period of the senior year), secondary school report, letters of recommendation, and the Early Decision Agreement form by November 1 for Early Decision I or January 15 for Early Decision II. Standardized test scores may be submitted by the applicant for consideration. The applicant may apply to other colleges, but not under any other Early Decision Plan. If accepted and provided adequate financial assistance, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

Typically, Early Decision applicants who wish to be considered for need-based financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) to the Office of Financial Aid by November 1 for Early Decision I and January 15 for Early Decision II in order to determine eligibility for non-federal financial assistance as well as for federal and/or state financial assistance. Early Decision applicants have the option to submit the CSS Profile if they are not interested in federal and state aid. Applicants interested in receiving federal and state financial aid must submit the FAFSA.

Under the Early Decision Plans, the College agrees to render a decision on admission by November 15 for Early Decision I and February 1 for Early Decision II. Admitted applicants who are applying for need-based financial aid and have submitted the FAFSA or CSS Profile will be contacted by the Office of Financial Aid concerning their request by November 15 for Early Decision I and February 1 for Early Decision II.

Early Decision is a binding agreement, designed for applicants for whom Rhodes is their top college choice. If accepted under the Early Decision Plan (and provided with financial assistance considered adequate by the applicant), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 1 for Early Decision I and February 15 for Early Decision II. Offers of admission and financial aid to accepted applicants who do not enroll at the college will be rescinded.

If a decision on the application cannot be reached, the applicant will be notified that the application will be deferred and guaranteed unbiased consideration under Regular Decision.

Early Action Plan

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

Under this plan, the applicant must submit an application for admission, high school transcript, secondary school report, and letters of recommendation by November 15. Optional standardized test scores, if submitted, must also be provided by November 15.

Early Action applicants who wish to be considered for need-based financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) to the Office of Financial Aid by November 15 in order to determine eligibility for non-federal financial assistance as well as for federal and/or state financial assistance. Early Action applicants may submit the CSS Profile in addition to or instead of the FAFSA. Applicants interested in receiving federal and state financial aid must submit the FAFSA.

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

For various reasons, the Office of Admission may choose to defer an application to Regular Decision. The applicant will be notified that the application will be deferred and

reconsidered under Regular Decision.

Regular Decision Plan

Under this plan, applicants must submit an application for admission, high school transcript, secondary school report, and letters of recommendation by January 15. Optional standardized test scores, if submitted, must be provided by January 15.

Regular Decision applicants who wish to be considered for need-based financial aid must complete and submit the Free Application for Federal Student Aid (FAFSA) by January 15. Regular Decision applicants may submit the CSS Profile in addition to or instead of the FAFSA. Applicants interested in receiving federal and state financial aid must submit the FAFSA.

Under the Regular Decision Plan, the Office of Admission will render an admission decision by March 15. Applicants will also be notified of any scholarships and/or need-based aid they are eligible to receive by March 15. Admitted applicants have until May 1 to submit their enrollment deposit.

Early Admission Plan

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

To be eligible for consideration, an applicant must submit an application for admission, a high school transcript including grades for five semesters of course work, a secondary school report, a teacher's evaluation, SAT or ACT test scores, and have a personal meeting with an admission representative. Successful applicants will have satisfied Rhodes' general admission requirements, including the academic units requirements outlined under "Admission Selection Process" above. Normally, it will be necessary for an Early Admission applicant to enroll at a local college or university in the summer prior to their enrollment at Rhodes in order to fulfill any academic requirements.

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

Deferred Enrollment

Applicants who have been admitted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Enrollment by writing the Dean of Admission. The letter requesting Deferred Enrollment must indicate the length of time requested for deferral, the reason for requesting the deferral, and the proposed actions of the applicant during the time of the deferral. The Dean of Admission will respond to the deferral request in writing. If deferred enrollment is granted, the applicant must submit a nonrefundable \$1,000.00 enrollment deposit to the Office of Admission. Applicants who have been admitted from the wait list are typically not offered deferred enrollment. The Vice President for Enrollment may waive the increased enrollment deposit in certain cases.

Admitted applicants requesting deferral who have been awarded one of the College's competitive scholarships or fellowships may retain the award.

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

Admission of Transfer Students

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

A transfer applicant should go to www.commonapp.org to access the Common App online for transfer students. The applicant should have official transcripts from his/her/their secondary school and all postsecondary institutions attended sent directly to the Office of Admission. Submitting SAT or ACT scores is optional. Unofficial copies of transcripts and score reports may be accepted by the Office of Admission for review purposes, although official copies must be sent before an admitted applicant enrolls. Transfer applicants must submit a college instructor evaluation, a College Official's Report and a personal letter explaining the reason(s) for wanting to transfer to Rhodes. Transfer applicants who have previously applied for admission to Rhodes may complete a Reapply Form in lieu of the Common Application and submit a final high school transcript, college transcript, College Official's Report and explanation of why they wish to transfer to be considered for admission.

Transfer applicants applying for January entrance must also submit a Mid-Semester Grade Report (available on www.rhodes.edu) containing grade estimates from their professors. Admission and scholarship decisions are made in the context of both the secondary and post-secondary academic record. Prior college work is evaluated in light of Rhodes' established degree requirements. Transfer applicants whose prior work is not compatible with a Rhodes degree program may find it necessary to extend their college career in order to complete all requirements for a degree.

Rhodes' admission policy is to only consider transfer applications from students who are in good standing at the last institution attended. Those 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 applicant will be placed on probationary status for one academic year and will be expected to maintain a record satisfactory to the Faculty Standards and Standing Committee. Prospective applicants coming from colleges not accredited by a regional accrediting agency may find the acceptance of transfer credit to be very limited.

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

Admission of International Students

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

In addition to those documents required of all first-year or transfer applicants, international applicants must have the official results of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Duolingo English Test (DET) forwarded to the Office of Admission from the appropriate testing agency. The English Proficiency exams are not required for native English-speaking applicants or if English is the primary language of instruction for at least two years of secondary school. International applicants may apply as test-optional and choose not to submit SAT or ACT scores but must still submit TOEFL/IELTS/DET scores, as applicable. All transcripts must include a certified English translation. International applicants who have studied at other colleges or universities must have official transcripts from those institutions sent to Rhodes.

All international applicants must submit the Rhodes Financial Supplement. It serves as

the Certification of Finances which is required for issuance of a student visa from the United States government. International applicants may be eligible and competitive for merit-based scholarships ranging from US \$20,000 to \$40,000.

Rhodes strives to meet the demonstrated financial need of admitted international applicants on F-1 student visas. Need-based financial aid for international applicants (non-U.S. citizens) is determined from the Rhodes Non-Citizen Financial Supplement. Aid is awarded in the form of grants or "gift" aid, which varies in dollar amounts according to each applicant's demonstrated financial need. Admitted international applicants may also be considered for on-campus student employment, dependent upon visa status.

Admission of Special Students (Non-degree Candidates)

Applicants who give evidence of sufficient academic ability may be admitted as special students to a course of study not leading directly to a degree, but allowing them to pursue that work for which they are best prepared and/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight credits per semester. Special students who wish to audit classes are limited to taking one course per semester.

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

The deadline for submission of a special student application, including most recent transcript from high school or college, is two weeks prior to the beginning of a new semester/term.

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

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

Special students are held to the same standards of academic progress regarding

academic probation and suspension as degree-seeking students.

Readmission of Students

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

Returning students, including those who have already graduated from Rhodes, must complete an Application for Readmission (obtained from the Registrar's Office) which requests current information about the student, including an account of activities and educational experiences during the absence from Rhodes. In many cases interviews with the Dean of the Faculty and the Dean of Students will be necessary to complete the readmission process. Students seeking to be readmitted must initiate their requests at least two months prior to the beginning of a new semester.

Students who have voluntarily withdrawn from Rhodes and have taken more than two courses in any one term or semester at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admission submitting the required applications and supporting documents.

Rhodes High School Scholars Program

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

To be eligible for consideration to the Rhodes High School Scholars Program, an applicant must complete an admission application; have scored at least 1140 on the SAT Critical Reading and Math tests or 25 on the ACT; rank in the upper one-fifth of his/her/their class; have taken a very demanding course load, have a positive high school recommendation; and have a personal interview with an admission representative.

Course fees per credit hour are the same as Special Student tuition (see "Special Fees and Deposits" in the Expenses section). Financial aid is typically 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. The Office of Admission will gladly assist the students, teachers, and counselors with these arrangements.

Advanced Placement

Rhodes will typically grant course credit to entering students who score either 4 or 5 on a College Board Advanced Placement examination. Those who score 3 on an Advanced Placement examination may enroll in advanced course work if the relevant department recommends it.

Cambridge Pre-U, Cambridge A and AS Levels, International Baccalaureate, and Option International Baccalaureate Degree Programs

Rhodes recognizes the Cambridge Pre-U, A-Level and AS-level exams, International Baccalaureate, and Option International Baccalaureate academic programs and welcomes for review the submission of scores on these examinations. Course credit is typically granted for examinations on each of these programs passed with sufficiently high scores: M3 or higher in Cambridge Pre-U Principal Subject: C or higher in Cambridge A and AS levels: 5, 6 or 7 in IB Higher Level; 13 or higher in OIB. An IB score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department.

A maximum combined total of thirty-two (32) credits may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations.

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

An applicant, 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 applicant has enrolled at Rhodes, at which time his/her/their 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 admitted applicants must submit a non-refundable \$500.00 enrollment deposit to the College. Mailed deposits must be postmarked no later than our deadline of May 1 (December 1 for Early Decision I; February 15 for Early Decision II; June 15 for transfer students). The amount and timing of the deposit may be adjusted by the Dean or Director of Admission. The deposit is not an extra charge but is credited to the student's account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in early August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

Orientation and Registration

All new students are expected to attend the Open Rhodes Orientation program during the summer prior to enrollment and to be present for Welcome Week, which immediately precedes the opening of the College. Orientation is designed to acquaint new students with the traditions, ideals, academic expectations, and regulations of Rhodes and to give them an opportunity to plan their courses of study in consultation with members of the faculty. During Orientation and Welcome Week, 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 <https://rhodes.edu/admission-aid/admitted-students/summer-orientation>.

A complete medical examination and record of immunization are required of all full-time new students. This medical examination should take place prior to matriculation. The results of the examination along with immunization records, recorded on a form provided by the College, must be on file in the College Student Health Center before registration. Failure to provide the form may result in not being permitted to register and not being provided medical services until the form has been received. In the case of insufficient or missing medical data, the student may be granted provisional registration. Proof of health insurance is required of all students. A copy of your insurance card will be requested with the completed Health Form. Failure to provide proof of insurance may result in not being permitted to register and will result in not being provided medical services.

Additional Information

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

Office of Admission
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone: 901-843-3700 or toll-free 1-800-844-5969
E-mail: adminfo@rhodes.edu
Online: rhodes.edu/admission

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Expenses

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 70% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes 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. The health and wellness fee enables the College to provide an array of health and wellness offerings and ensure that students can seek the care they need without being deterred by per visit charges. A summary of costs for the 2025-2026 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

	Semester	Year
Tuition (Full Time)	29,136.00	58,272.00
Activity Fee	155.00	310.00
Health & Wellness Fee	250.00	500.00
Tuition Refund Plan Coverage (Resident)		433.00
Tuition Refund Plan Coverage (Commuter)		349.00
Education Licensure Tuition	7,500.00	
Study Abroad Program Tuition, Rhodes Tuition Only	29,136.00	
Study Abroad Program Tuition, Rhodes Tuition & Room Only	33,168.00	
Study Abroad Program Tuition, Rhodes Tuition, Room, Partial Board	34,512.00	
Study Abroad Program Tuition, Rhodes Tuition, Room, Full Board	36,024.00	
Cape to Campus: South Africa Program	33,168.00	
Global Environmental Challenges Program	36,024.00	
New York Internship Program	33,168.00	

Room Type and Meals Per Week		
Standard Multiple 15 meals per week	6,902.00	13,804.00
Standard Single 15 meals per week	7,656.00	15,312.00
Standard Multiple Unlimited meals per week	7,168.00	14,336.00
Standard Single Unlimited meals per week	7,924.00	15,848.00
East Village A&B Multiple 7 meals per week	6,675.00	13,350.00
East Village A&B Single 7 meals per week	7,018.00	14,036.00
East Village A&B Multiple 15 meals per week	8,101.00	16,202.00
East Village A&B Single 15 meals per week	8,444.00	16,888.00
East Village A&B Multiple Unlimited meals per week	8,371.00	16,742.00
East Village A&B Single Unlimited meals per week	8,717.00	17,434.00
West Village/EV-C Multiple 15 meals per week	7,899.00	15,798.00
West Village/EV-C Single 15 meals per week	8,311.00	16,622.00
West Village/EV-C Multiple Unlimited meals per week	8,165.00	16,330.00
West Village/EV-C Single Unlimited meals per week	8,579.00	17,158.00
East Village C Townhouse Multiple 7 meals per week	6,572.00	13,144.00
East Village C Townhouse Single 7 meals per week	6,950.00	13,900.00
East Village C Townhouse Multiple 15 meals per week	7,999.00	15,998.00
East Village C Townhouse Single 15 meals per week	8,376.00	16,752.00
East Village C Townhouse Multiple Unlimited meals per week	8,268.00	16,536.00
East Village C Townhouse Single Unlimited meals per week	8,646.00	17,292.00
Parkway/Spänn Rm/Bd Multiple 7 meals per week	6,675.00	13,350.00
Parkway/Spänn Single 7 meals per week	7,018.00	14,036.00
Parkway/Spänn Multiple 15 meals per week	8,101.00	16,202.00
Parkway/Spänn Single 15 meals per week	8,444.00	16,888.00
Parkway/Spänn Multiple Unlimited meals per week	8,371.00	16,742.00
Parkway/Spänn Single Unlimited meals per week	8,717.00	17,434.00
Commuter Plan 5 meals per week	1,183.00	2,366.00
Commuter Plan 7 meals per week	1,634.00	3,268.00
Commuter Plan 15 meals per week	2,517.00	5,034.00
Commuter Plan Unlimited meals per week	2,870.00	5,740.00

The regular college plan provides for payment of tuition and associated fees in two installments prior to the beginning of classes each semester. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through Nelnet. A link for enrolling in the monthly payment plan offered by Nelnet will be included with the semester e-bill sent prior to each semester. If a monthly plan is chosen, arrangements should be made prior to the beginning of classes each semester.

The College has also made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund coverage plan to Rhodes parents that will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. Information concerning the tuition refund plan that details the protection provided and cost of the coverage will be provided to parents before the first payment is due. Parents and students have the option of waiving the coverage prior to the beginning of the fall semester.

Regulations Regarding Billing and Payment

A bill for the tuition charge along with applicable room and board and other charges will be sent electronically before each semester to the student and those whom the student has set up as authorized payers. Unless prior arrangements acceptable to the Bursar of the College are made, a student's account not paid in full prior to classes will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining academic transcripts, using College facilities, or being admitted to graduation.

Students may enroll in courses totaling up to nineteen credit hours in each semester. Students who receive permission to enroll in more than nineteen credit hours in a semester must pay the extra credit hour fee and exceptions are not made to this policy.

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 be on a meal plan. First-year students are assigned an unlimited meal plan. Returning students may choose either the 15 meals per week dining plan or the unlimited, all-access dining plan. Returning students living in East Village A, East Village B, East Village C Townhouses, Parkway

Hall, or Spann Place 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 in the Lynx Lair. Returning students are given the opportunity to choose the board plan they prefer prior to the start of the school year. Board plan changes for returning students are accepted through the end of the first week of classes each semester. Non-resident students may purchase one of the commuter meal plan options by contacting Rhodes Express prior to the beginning of the semester.

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

If at some point it becomes necessary to turn the student account over for collection, the student will be required to reimburse the College the fees of any collection agency, which may be based on a percentage of the debt, and all costs and expenses, including reasonable attorney’s fees, incurred by the College in such collection efforts.

Withdrawal Policy

All requests for withdrawal must be initiated by the student through the Office of Student Life. The official date of withdrawal will be the last day that the student attended class. Once the Bursar has received all the necessary information concerning the withdrawal, the financial accounts of the student will be settled based upon the policies below. Involuntary withdrawals (i.e. suspensions or expulsions) are handled the same as voluntary withdrawals in that tuition and other fees remain due for the semester in which the suspension or expulsion occurs.

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

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 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.

HEALTH & WELLNESS AND ACTIVITY FEES: The full health & wellness and activity fee charges 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

Enrollment Deposit. \$500.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

Open Rhodes Registration Fee. \$75.00

Welcome Week Fee. \$250.00

Part-time Tuition (Undergraduate non-resident degree candidates taking 11 credit hours or less or graduate non-resident degree candidates taking 7 credit hours or less). \$2,495.00 per credit hour.

Special Student Tuition (Students not seeking a degree at Rhodes), Fall and Spring Semesters. \$1,320.00 per credit hour.

Special Student Tuition, Audit Rate, Fall and Spring Semesters. \$660.00 per credit hour.

Summer Course Tuition, 2025. \$950.00 per credit hour.

Summer Directed Inquiry and Internship Tuition, 2025. \$660.00 per credit hour. All students earning Rhodes credit for directed inquiries and internships during the

summer must be charged this rate in order to receive the credit.

Extra Credit Hour Fee. \$910.00 per credit hour. This fee is charged of degree-seeking students enrolling in more than nineteen (19) credits in a semester.

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

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

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

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

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

Double Occupancy Dorm Room Used as a Single: \$1,500.00 per semester plus the applicable rate for single occupancy.

Extended Living During Winter Recess Fee (for certain dorms). \$750.00

Parking Registration Fee. \$400.00 per academic year.

Late Registration Fee. \$50.00

Late Payment Fee. \$25.00

Key Fob Replacement Fee. \$25.00

Student ID Card Replacement Fee. \$25.00

Printed from: <https://catalog.rhodes.edu/general-information/expenses>

Financial Aid

Financial Aid

Rhodes invests substantial funds in institutional financial assistance to help make it possible for students who are admitted to the College to attend. Currently, approximately 90% of Rhodes students receive some form of federal, state, institutional, or outside financial assistance, with total assistance amounting to over \$100 million.

Most aid awarded by the College is offered as a combination of grant, loan and student employment. Rhodes takes full advantage of the available federal and state financial assistance programs when awarding financial aid to students. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous competitive fellowship and scholarship program.

General Policies

- The Office of Financial Aid will communicate with students primarily via the Rhodes-assigned student email address. It is the student's responsibility to communicate with parents concerning financial aid award information, requirements, etc. A student may not receive aid (scholarships, fellowships and/or grants) in excess of the total cost of attendance at Rhodes (tuition, fees, housing, food as well as an estimated allowance for books, transportation, and personal/living expenses). If the total amount of aid from all sources (Rhodes federal, state, private) exceeds Rhodes' total cost of attendance, aid will be reduced according to federal, state and institutional guidelines.
- In general, information about the student's financial aid award(s), requirements for completing the financial aid process, cost of attendance, etc. may be found on LynxPartner. The Office of Financial Aid does not mail paper award letters or documents to Rhodes students' home address. Updated awards are made available via LynxPartner in March of each year.
- The total amount of Rhodes-funded gift aid (scholarships, fellowships and/or grants) a student is eligible to receive may not exceed Rhodes' direct cost of attendance (tuition, fees, food and/or housing). 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 to not exceed the amount of tuition, fees, Rhodes housing and/or eligible meal plan charges.
- Rhodes scholarships, fellowships and grants are based on a normal course load (12 - 18 credits under the Foundations Curriculum). Additional costs incurred by a student taking an overload will be incurred at that student's expense.
- Rhodes scholarships, fellowships and grants are provided only to students enrolled

full-time (at least 12 credits) as of the last day of the extended drop period. Seniors who need less than twelve (12) credits to graduate in their final semester are NOT exempt from this policy.

- Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification. Exceptions to this may be made by formal approval by the Accessibility Support Committee.
- Students, who graduate early because of overloads, summer course work, etc., forfeit aid for the semester(s) not enrolled. Students who accept/decline financial aid awards via LynxPartner are electronically signing their award and agree to the terms of the financial aid package as listed in the Rhodes College Catalogue, in other Rhodes publications, and on the Rhodes website
- The following are the definitions for enrollment status for financial aid, including Rhodes scholarships, fellowships and grants
 - Full time: 12 credits or greater
 - $\frac{3}{4}$ Time: 9-11 credits
 - $\frac{1}{2}$ Time: 6-8 credits

Course Program of Study (CPoS)

The U.S. Department of Education regulations require that the student be enrolled in an eligible degree-seeking or certificate-seeking program to receive federal financial aid (grants, loans, the Federal Supplemental Educational Opportunity Grant, work-study compensation, etc.) known as the Course Program of Study (CPoS). To qualify for federal and state financial aid, the student must be enrolled in courses that are applicable toward the student's degree or certificate.

If a student is enrolled in courses that are not required to complete his or her eligible degree or certificate, the student's financial aid award could be prorated or cancelled as required by the U.S. Department of Education and Tennessee Student Assistance Corporation (TSAC).

Course Program of Study (CPoS) refers to all courses needed to earn your degree: Major concentration, eligible minor, general education, and elective courses within your declared major. If you haven't chosen a major yet and you are designated as Academic Focus Area-Gen Ed Core this is your program of study.

Only courses in your program of study count towards your enrollment status for federal financial aid (Pell, Student Equal Opportunity Grant (SEOG), Loans, and Federal Work Study (FWS)), and state aid programs (Tennessee HOPE, Tennessee GAMS, Tennessee Aspire, Ned McWherter, Tennessee Grant Program.)

Definitions

- **Cost of Attendance (COA):** This includes tuition, fees, estimated housing and food, estimated cost of books, estimated personal/living costs and estimated transportation costs). The term "Direct COA" only includes tuition and fees. Housing and food is included as "Direct COA" only for students who reside at or have purchased a meal plan through Rhodes College. When calculating Rhodes scholarships or grants based on tuition, fees, and housing and food, 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.
- **Student Aid Index (SAI):** An index used to determine the family's ability to contribute for the student's education for a given academic year. The SAI 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 SAI.
- **Free Application for Federal Student Aid (FAFSA):** A financial aid application used in awarding federal and state grants, scholarships, student employment, institutional grants and loans.
- **CSS PROFILE:** A financial aid application accepted at Rhodes to determine Rhodes Grant funding. The CSS PROFILE is a product of The College Board.
- **Satisfactory Academic Progress (SAP):** Federal and institutional requirement that students consistently progress toward completion of a degree; includes GPA and earned hours measured at the end of each academic year.

Financial aid Application Procedures for Prospective Students

All prospective students who want consideration for federal, state, and institutional assistance, including Early Decision applicants, must complete the FAFSA to receive federal and/or state aid. Failure to complete the FAFSA will result in the reduction or elimination of awarded federal aid. The Title IV Code for Rhodes to receive FAFSA results is 003519.

All prospective students who want consideration for institutional financial assistance, including Early Decision applicants, must complete the FAFSA to receive institutional grant funding. Failure to complete the FAFSA may result in the reduction or elimination of awarded institutional aid.

Students may submit the FAFSA (www.fafsa.gov) by the following dates, according to admission plan:

- - Early Decision - November 1
 - Early Action - November 15
 - Early Decision II - January 15
 - Regular Decision - January 15

Notification of financial aid awards for admitted applicants are as follows:

- - Early Decision - beginning November 15
 - Early Decision II - notified on a rolling basis beginning November 29
 - Early Action applicants - January 15
 - Regular Decision - March 15

Financial aid Application Procedures for Transfer Students

A student transferring to Rhodes who is seeking financial assistance must submit a valid FAFSA (www.fafsa.gov) by March 1 in order to determine financial need for the upcoming year.

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

- The student's previous college academic record is commensurate with the requirements for the award (a 3.50 minimum grade point average is required for a Hon Scholarship and a 3.75 minimum grade point average is required for any scholarships or fellowships of greater value such as Morse and Cambridge Scholarships).
- The student would have been awarded the scholarship had the student entered Rhodes during the first year in college.

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

Financial Aid Application Procedures for Currently Enrolled/Returning Students

Currently enrolled/returning students who wish to continue eligibility for federal financial aid and for the Tennessee Education Lottery Scholarships (TELS) and the TN State Grants (for Tennessee residents) must complete the FAFSA. Rhodes encourages

students to complete the Renewal FAFSA as soon as possible prior to March 1. Returning Tennessee students who qualified for the State grant (TSAA) in previous years must complete the FAFSA by February 1 to be considered for renewal.

The Department of Education will send FAFSA renewal notices to students in October of each year via email. Returning students who are reapplying for financial aid do not need to submit the CSS PROFILE.

Financial Aid Awards

If the results of the FAFSA reveal that a student has a financial need, Rhodes generally offers the student a financial aid award that consists of gift aid (federal and state grants) and self-help (loans and student employment). Rhodes funds, federal funds, state funds and funds provided to the student through outside organizations are all considered a part of the need-based financial aid package and are applied to need first, per federal regulations. The need-based programs commonly available at Rhodes are listed below.

Institutional Grants

- **Rhodes Grant:** Rhodes Grants are considered need-based awards. 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 as well as 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 documented through the completion of the Special Circumstance Request and other supporting documents that may be required.

Rhodes On-Campus Housing Grant: This need based grant is awarded to offset direct costs associated with living in on campus housing. A student who chooses to live off campus may no longer be eligible to receive this grant. However, this grant may be used to offset the cost of a meal plan up to the amount of the initial Rhodes On-Campus Housing Grant for students who have satisfied their three-year residency requirements. Students who request an appeal to move off campus prior to completing the three-year requirement will no longer qualify for this grant.

- **Rhodes Accel Grant:** This need based grant is awarded to offset direct costs associated with living in on campus housing. A student who chooses to live off campus without completing the three-year residency requirement may no longer be eligible to receive this grant. Students who request an appeal to move off campus prior to completing the three-year requirement will no longer qualify for this grant.

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

Federal Grants

- **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 Pell Grant recipients showing exceptional financial need, and are in addition to the Pell Grant. SEOG funds are limited and are awarded until funds are exhausted.

Tennessee State Awards:

- **Tennessee Student Assistance Award (TSAA):** Students who are residents of Tennessee apply for the TSAA via the FAFSA. To be eligible, a student must have:
 - Graduated from a Tennessee high school
 - Been a continuous resident of Tennessee for the twelve-month period preceding the start of the academic year for which the grant is made.
 - An SAI of or below \$5000 (subject to change per state funding).
- In addition:
 - Returning students wishing to renew the award must complete the FAFSA before March 1 remain eligible. Further information may be obtained from the Tennessee Student Assistance Corporation. The State of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding.
 - Contact: Phone: (800) 342-1663 or (615) 741-1346, Website: www.TN.gov/collegepays.html
- **Tennessee Education Lottery Scholarship Program (TELS):** The TELS Program includes the HOPE Scholarship, the General Assembly Merit Scholarship (GAMS), the ASPIRE Award and the Ned McWherter Scholarship (all detailed below). The State of Tennessee offers scholarships of up to \$7200 for Tennessee residents who attend an approved college or university in Tennessee. TELS funding requires the

submission of the FAFSA and must be completed by state-established deadlines as indicated on the FAFSA website at www.fafsa.gov. Recipients of the TELS who begin enrollment in any term as a full-time student must maintain full-time status throughout the semester to continue receiving this award. Exceptions to this rule must be approved by the Standards and Standing Committee prior to the student's dropping below full-time status. Only medical and family emergency issues are considered for exceptions. Recipients of the TELS must complete the FAFSA every year by September 1st. The State of Tennessee is the final authority on eligibility for the program. Rhodes is not responsible for replacing lost state grant funding. Information on all requirements for the TELS Program may be found at www.TN.gov/collegepaystn.html.

- **HOPE Scholarship:** Awarded \$4500 for years one and two; \$5700 for years three and four. Students must maintain a minimum 2.75 GPA during the first 48 credit hours earned and 3.0 subsequent terms until graduation. The HOPE scholarship is awarded for up to 5 years or until a student receives their Bachelor's Degree, whichever comes first. Students who start the semester as a full-time student must remain full time throughout the semester, or they will no longer be eligible for the HOPE Scholarship. Tennessee Residents eligible for the HOPE Scholarship, who start the semester as a part time student, may be eligible for a prorated HOPE award if they remain enrolled at least half-time throughout the entire semester. Students enrolled a minimum of 6 hours over the summer may be eligible to receive a HOPE award.
 - **Aspire Award:** An additional \$1500 is awarded to **HOPE Scholarship recipients** whose family reports an adjusted gross income of \$36,000 or less.
 - **General Assembly Merit Scholarship (GAMS) Supplement:** An additional \$1000 is available to **HOPE Scholarship recipients** based on academic performance in high-school. Students must have scored a minimum of 29 on the ACT (or equivalent score on SAT) AND a minimum 3.75 final GPA based on uniform grading policy. Students must be HOPE eligible and not qualify for the Aspire Award.
 - **Ned McWherter:** A \$3000 competitive scholarship awarded to entering freshman who scored a minimum of 29 on the ACT (or equivalent SAT score) AND a minimum 3.5 final GPA based on uniform grading policy. A 3.2 GPA must be maintained in college for renewal up to 8 consecutive terms. Merit scholarships offered by the college at time of admission is considered matching dollars awarded for this award. Applications available at www.TN.gov/collegpays/student_portal.htm

Federal Direct Student Loan Program: These federal loans are available as follows:

- \$5,500 are available to first-year undergraduate students
- \$6,500 upon earning 30 credits for the sophomore year
- \$7,500 upon earning 63 credits and for each of the remaining years of undergraduate study.

Federal Direct Loans are either subsidized or unsubsidized:

- Subsidized: The federal government pays the interest while the student is enrolled in an eligible institution on at least a half-time basis.
- Unsubsidized: The student is responsible for interest payment while enrolled at least half-time.
- **Repayment details for both subsidized and unsubsidized loans:**
 - Repayment begins six months after the student graduates or ceases to be enrolled at least half-time.
 - The standard repayment period is ten years, and the interest rate for loans borrowed in a given year are fixed by the DOE annually for both subsidized Federal Direct Loans and unsubsidized Federal Direct Loans.
 - This rate may change on July 1st each year as determined by federal appropriations.

Federal Direct Unsubsidized Loan for Graduate Students: These federal loans are available to students pursuing a graduate degree at Rhodes. The annual loan limit for a graduate or professional student is \$20,500. The interest rate changes each July 1 as determined by federal appropriations. The current interest rate can be found at <https://studentaid.gov/understand-aid/types/loans/interest-rates>

Federal Direct 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. PLUS applicants are subject to credit approval. The interest rate changes each July 1st as determined by federal appropriations. The current interest rate can be found at <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

Federal Direct GRAD (PLUS) Program: A student enrolled in a graduate program may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. PLUS applicants are subject to credit approval. The interest rate changes each July 1 as determined by federal appropriations. The current interest rate can be found

at <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

- Other Loans
 - **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 40202-139

Telephone: (888) 728-7228

<http://www.pcusa.org/financialaid> (<http://www.pcusa.org/financialaid>)
 - - **Private Loans** Rhodes students and parents have the opportunity to borrow non-federal educational loans, called "Private Loans" (also known as alternative loans), to help with college expenses. Numerous lending institutions offer private educational loans, which may be combined with federal loans up to the cost of attendance. Rhodes maintains a historical lenders' list, which includes private educational loans that our students have used over the past five (5) years. Please note that this list is not inclusive, ordered by preference, or an endorsement of any specific lender. [FastChoice I Home](#) (fastproducts.org)

If you have questions, please contact:

Office of Financial Aid

Phone: 901-843-3278 (local) 800-844-5969 (toll-free)

Email: finaid@rhodes.edu

Student Employment

- Student employment programs at Rhodes include the Student Employment Program @ Rhodes (SE@R) and the Rhodes Student Associate Program (RSAP). 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 awarded. The student will be paid only for the hours worked, as the award amount represents maximum gross wages a student may earn. Earnings are paid directly to the student; they are not credited to the student's account in the Bursar's Office. To begin work, a student employee must have submitted an I-9 and a W-4 form through Workday. Students must also submit citizenship/identification documents to Rhodes Express, in person, for processing.
 - Student Employment Program @ Rhodes (SE@R) has two options based on financial need:
 - **Federal Student Employment Program (FWS):** Through the Federal Student Employment Program, part-time employment is offered to students to help them meet their financial need. A student may work for no less than the prevailing minimum wage rate for an average of ten (10) hours per week while enrolled as a regular student during the academic year.
 - **Rhodes Student Employment Program (CCE):** Employment on campus may be offered through the Rhodes Student Employment Program to students who do not demonstrate financial need. In these cases, employment will be offered only after those commitments made to students eligible for the FWS Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the financial aid office for eligibility. A student may work for no less than the prevailing minimum wage rate for an average of ten (10) hours per week while enrolled as a regular student during the academic year and for as many as thirty-five (35) hours per week during the summer.
 - **Rhodes Student Associate Program (RSAP):** RSAP provides enhanced employment opportunities for a select group of highly qualified, highly motivated Rhodes Students who collaborate with specifically chosen faculty/administrator supervisors to provide valuable, meaningful service to both the student and the college. Employment may be offered on a part-time basis regardless of financial need. A student may apply for RSAP beginning in the fall of their freshman year as applications become available. A student may work up to fifteen (15) hours per week during the academic year and maintain a minimum 2.75 cumulative grade point average. Summer employment is not available in this program. A student may not hold another job on campus in conjunction with their RSA position including the Bonner and Day fellowships.

Scholarships and Fellowships

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

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

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

Please note: A description of our broader Fellowship Program, which provides opportunities for research, service, creative activities, internships and study abroad during the academic year and over the summer can be found in the Opportunities for Individualized Study section of this catalogue. Many of these opportunities include stipends.

◦ Scholarships

Scholarships are awarded on the basis of a candidate's academic record, leadership, character, and personal achievements. Competitive scholarships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards, enrolled in undergraduate program and maintains the GPA requirements of the scholarship; however, the student must maintain full-time student status (at least 12 credits) through the extended drop period of each semester. The total amount of Rhodes-funded scholarships, fellowships and grants may not exceed direct charges of tuition, fees, room, and board. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus. Rhodes funds are not available to students enrolled less than full-time (at least 12 credits) unless an exception is formally approved by the Accessibility Support Committee (see Reduced Course Load).

Rhodes scholarships, fellowships, and grants may only be used for study at Rhodes or for approved study in an affiliate study abroad program.

Rhodes institutional aid may be received up to (8) semesters as long as the student

meets the Satisfactory Academic Progress (SAP) standards for renewal of financial aid and, for competitive scholarships and fellowships, maintains the required GPA Scholarships are awarded to entering students based on the candidate's academic record, leadership, character, and personal achievements include:

- Cambridge
- Ralph C. Hon
- Diehl
- Dean's/Founders
- Presidential
- Tennessee Advantage
- Rhodes Awards

Founders Scholarships are awarded to outstanding entering students who exemplify high academic standards, exemplify leadership in their community, and serve to enrich the college community.

Fellowships (a description of our broader Fellowship Program can be found in the Opportunities for Individualized Study section of the catalogue.)

- At Rhodes, we have taken traditional scholarships a step further by allowing students to invest in themselves through professional internships, community service, research or other requirements in exchange for financial assistance. In addition to funding, recipients of fellowships receive real-world experience that puts their education into action. Competitive fellowships for incoming students are awarded to students based on academic ability, leadership, character, personal achievement, or special talents and provide service, research, or internship opportunities to recipients. Most fellowships require the submission of a separate application through the Fellowships Office.

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

exception is formally approved by Student Accessibility Services (see Student Accessibility Services). Rhodes scholarships, fellowships, and grants may only be used for study at Rhodes or for approved Rhodes affiliate study abroad program. Rhodes institutional aid may be received up to (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.

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- **Art and Music Fellowships:** Art and Music Fellowships are made each year to entering students who have demonstrated outstanding achievement in the areas of art or music. Auditions are required in music, and art requires the submission of slides. The Art and Music Fellowships are valued up to \$12,500 per year. If a student qualifies for an Art and Music Fellowship and another competitive scholarship or fellowship, only one scholarship or fellowship (whichever is greater) will be awarded. Winners of these fellowships are required to major or minor in a Fine Arts discipline while at Rhodes.
- **Spencer Fellowships in Ancient Mediterranean 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 Ancient Mediterranean Studies program.
- **Jack H. Taylor Fellowship in Physics:** The Taylor Fellowship in Physics recognizes talented high school physics students and encourages their continued college development in physics. The Fellowship is valued up to \$15,000 per year based on the qualifications of the recipient and is in addition to any other Rhodes grant or fellowship the student may receive. At least one fellowship will be awarded to a first-year student each year.
- **Bonner Scholarships:** The Bonner Scholarships are for students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. The Bonner Scholarships are awarded on a competitive basis and support fifteen first-year students who have a strong high school record, and demonstrate an outstanding record of leadership, community service and/or social justice work. To be eligible, the student's family must have a federal Expected Family Contribution (EFC) below \$10,500 (exceptions may be made for

outstanding candidates). Scholarships plus stipend are valued at \$13,000 are in addition to any Rhodes scholarship the student may receive during the standard academic year. In addition to the award amount, the student's financial need to cover direct costs is met with scholarship, grant, and subsidized loan. Unsubsidized loans may be offered to assist with indirect costs or offset calculated family contribution. Bonner Scholars are also awarded funding for two summer service projects, access to a community fund to support service projects, and up to \$3,000 for the purpose of reducing total educational loan indebtedness upon graduation from Rhodes. The total amount of Rhodes-funded scholarships, including Bonner Scholarship, Bonner Stipend, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, room and board. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.

- **Clarence Day Scholarship:** Day Scholarships are made each year to entering students who are from Shelby County and who have demonstrated a strong interest in the Memphis community. Students must have a strong academic record and have intentions of staying in Memphis after graduation. The scholarship is renewable for three years provided the student meets the renewal criteria. The scholarship (awarded prior to the class of 2029) is valued at \$35,000 per year and an opportunity for a one-time fellowship experience with a stipend of \$5,000. Applicants must apply and meet all deadlines to be considered for this scholarship. In addition to the award amount, a student's financial need to cover direct costs is met with scholarship, grant, and work. Beginning with the class of 2029, is valued at \$55,000 per year plus a standard value of on-campus housing and meal plan, when combined with HOPE, GAMS or Aspire Scholarship. Loans may be offered to assist with indirect costs or offset calculated family contribution. The total amount of Rhodes-funded scholarships, including Day Scholarship, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, housing, and food. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.
- **Jewish Community Fellowship:** Awarded through partnership with Jewish Community Partners (JCP) of Memphis. Jewish Community Fellows receive a merit scholarship between \$2500 and \$10,000, dependent on other combined aid, and renewable for up to 3 years. Jewish Community Fellows are expected to be active in Jewish life at Rhodes and fulfill the following requirements:
 - Complete an annual Fellowship Recertification Form

- Make a presentation to Jewish Community Partners board
 - Write a yearly article about Jewish life
 - Attend monthly leadership meetings with other fellows
 - Attend Rhodes Hillel events/programs
- Other Scholarships and Awards
 - **Rhodes College-Sponsored National Merit Scholarships:** Awards sponsored by Rhodes may be offered to first-year students who are designated as finalists in the National Merit Scholarship competition and who have designated Rhodes as their first choice. Recipients may not receive other National Merit Scholarships. These awards are valued at \$1500. They are renewable for three years provided the student meets the financial aid satisfactory academic progress standards.
 - **Chicago Scholars Program Award:** Chicago Scholar Program recipients receive institutional aid up to a student's financial need to cover direct costs with scholarship, grant, subsidized loans and work. Unsubsidized loans may be offered to assist with indirect costs or offset calculated family contribution. The total amount of Rhodes-funded scholarships, including Day Scholarship, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, housing and food. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.
 - **YES Prep Scholars Program Award:** YES Prep Program recipients receive institutional aid up to a student's financial need to cover direct costs with scholarship, grant, subsidized loans and work. Unsubsidized loans may be offered to assist with indirect costs or offset calculated family contribution. The total amount of Rhodes-funded scholarships, including Day Scholarship, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, housing, and food. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.
 - **Christo Rey Scholars Program Award:** Christo Rey Scholar Program recipients receive institutional aid up to eighty percent of a student's financial need to cover direct costs with scholarship, grant, subsidized loans and work. Unsubsidized loans may be offered to assist with indirect costs or offset calculated family contribution. The total amount of Rhodes-funded scholarships, including Day Scholarship, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, room, and board. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.
 - **AIM Scholars Program Award:** AIM Scholar Program recipients receive

institutional aid to meet a student's financial need to cover direct costs with scholarship, grant, subsidized loans and work. Unsubsidized loans may be offered to assist with indirect costs or offset calculated family contribution. The total amount of Rhodes-funded scholarships, including Day Scholarship, Rhodes Fellowships and Rhodes grants may not exceed direct charges of tuition, fees, room, and board. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus.

- **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:
 - 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 Office of Financial Aid specifying the annual amount of the Presbyterian Partnership it wishes to partner with Rhodes.
 - The recipient must meet all requirements for admission to Rhodes as a full-time student and maintain satisfactory academic progress at all times
 - Only first-year students and transfer students are eligible for an initial Partnership Scholarship.
 - The student must be nominated by the Session of a local Presbyterian Church (U.S.A).
 - For further information about the Presbyterian Partnership Program, contact the Financial Aid Office.
- **National Presbyterian College Scholarships:** Rhodes participates in the National Presbyterian College Scholarship Program. Rhodes may co-sponsor one award each year to an entering first-year student. This award, based on financial need and ranging in value

from \$700 to \$1,400, is renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards. The National Presbyterian College Scholarship Selection Committee will determine the winner from those applicants who indicate on the application that Rhodes is their first choice among the participating Presbyterian Colleges. Application forms may be obtained from and must be returned by January 31 to:

- National Presbyterian College Scholarships

Presbyterian Church (U.S.A.) Financial Aid for Studies

100 Witherspoon Street Mezzanine

Louisville, KY 40202-1396

<http://www.pcusa.org/financialaid>

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- **American Field Service Returnee Scholarships:** Rhodes will provide up to five (5) AFS Returnee Scholarships valued at \$500 per year and renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any AFS returnee who is offered admission to the College.
- **HOBYScholarships:** These scholarships are available on a competitive basis to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards. A maximum of five (5) HOBY Scholarships will be awarded each year.
- **Youth for Understanding Scholarships:** Rhodes will provide up to five (5) YFU Scholarships per year valued at \$500 and renewable for three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available on a competitive basis to any YFU participant who is offered admission to the College.
- **Army ROTC Scholarships:** Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees. Awardees also receive a book allowance of \$600 per semester and a stipend varying from \$350 - \$500 per month from the Army (estimated). Students awarded an Army ROTC scholarship may receive a Rhodes

Grant up to but not to exceed the equivalent of the cost of on-campus room and board based upon the 21 meal, standard multiple occupancy room rate. Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount will be adjusted to the equivalent of the cost of on-campus housing and food based upon the 21 meal, standard multiple occupancy room rate. 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 or calling:

Army ROTC

The University of Memphis

Memphis, TN 38152

(901)678-2933

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- **Air Force ROTC Scholarships:** Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at the University of Memphis and can compete for AFROTC scholarships. Incoming freshman can compete for four, and in certain cases, five-year scholarships by applying for an AFROTC College Scholarship (CSP) online at www.afrotc.com. Applicants must apply no later than December 1 of the year prior to entering college as a first-year student. Scholarships awarded through the CSP program include: Applicants must apply no later than December 1 of the year prior to entering college as a first-year student. Scholarships awarded through the CSP program include:
 - - Type 1 - full-tuition and fees
 - Type 2 up to \$15,000 per year towards tuition and fees
 - Type 7 - up to \$9,000 per year towards tuition and fees
- Students not selected for a CSP scholarship, if eligible, can compete for scholarship through the In College Scholarship Program (ICSP) once they are enrolled at Rhodes and in AFROTC. These scholarships include:
 - Type 2 - \$15,000 per year towards tuition and fees
 - Type 3 - \$9,000 towards tuition and fees
 - Type 6 - \$3,000 towards tuition and fees

- All AFROTC scholarship programs include a \$900 per year book allowance. Students who receive the Type 2 scholarships through CSP or ISCP are eligible to compete for an upgrade to 80 percent of tuition and fees.

AFROTC and Institutional Aid

- - Type 1 scholarship recipients are also eligible to receive Institutional aid up to but not to exceed the equivalent of the cost of on-campus housing and food based upon the 21-meal, standard multiple-occupancy rate. In addition, if a Type I recipient chooses to live at home or with relatives, the amount of the Rhodes grant plus the Air Force Type I scholarship cannot be more than Rhodes' cost of attendance for a commuter student living with relatives.
 - Type 2 scholarship recipients may receive Institutional aid equivalent to fifty percent (50%) of the on-campus cost of housing and food based upon the 21 meal, standard multiple occupancy rate.
 - The Rhodes Campus Housing Grant will be awarded unless the student has already received a Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount. Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount will be adjusted to the equivalent of the cost of on-campus housing and food based upon the 21 meal, standard multiple occupancy room rate. 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.
- - **Navy ROTC Scholarships:** Rhodes students may compete for Navy ROTC scholarships providing college tuition and educational fees. Students awarded a Navy ROTC scholarship may receive a Rhodes Grant up to but not to exceed the equivalent cost of on-campus housing and food based upon the 21 meal, standard multiple occupancy room rate. Rhodes College scholarship, fellowship or grant equal to or greater than the indicated grant amount will be adjusted to the equivalent of the cost of on-campus housing and food based upon the 21 meal, standard multiple occupancy room rate. 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 Navy ROTC Scholarships may be obtained by contacting:

Navy ROTC

The University of Memphis

120 Hayden Hall

Memphis, TN 38152

(901) 678-4353

nrotc@memphis.edu

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Veteran Benefits:

- **Chapter 35 Benefits** offer VA Survivors and Dependents Education assistance to spouses or children of veterans who have been found eligible by the Regional Processing Office (RPO) due to serviceman death, permanent disability, MIA, capture or detention in the line of duty.
- **Chapter 33 Benefits** offer education assistance for those who served on active duty, received the Purple Heart, or were honorably discharged on or after September 11, 2011. This benefit extends to their dependents. Qualifying veterans or designated dependents may be eligible to receive up to the full cost of public, in-state tuition and fees, books (up to approximately 23,600) and housing allowance.
- To apply for either benefit:
- Log in to your www.vets.gov account at www.va.gov/education/how-to-apply/
 - Go to the Forms drop down box
 - Select and Apply for “VA Form 22-5490, Dependents Application for VA Education Benefits
 - **Post-9/11 Yellow Ribbon Benefits:** Eligible students may receive up to \$5000 in Yellow Ribbon. Rhodes contribution is considered matching if the student has already been awarded institutional scholarships and/or grants of the same or greater amount. Yellow Ribbon benefits are capped at the Cost of Attendance minus VA Benefits minus any other aid received excluding Federal student loans.
 - Awards will continue as long as the student has remaining VA/Yellow

Ribbon eligibility, is enrolled full-time and in good standing, and maintains satisfactory academic progress. Participating students that withdraw from the College and are later readmitted will only be able to participate if space is available. Should a student lose his/her Yellow Ribbon Program eligibility and subsequently regain it, he/she must reapply for program participation.

- To apply, students must submit their VA Certificate of Eligibility, which shows they are entitled to receive 100% of the benefits payable under the Post-9/11 **GI Bill®** program to the Office of Financial Aid:

- - Fax: 901-843-3435
 - Email: Waltona@rhodes.edu
 - Deliver in person to Rhodes Express, Arlisha Walton
 - Mail: Rhodes College
 - Attn: Financial Aid
 - 2000 North Parkway
 - Memphis, TN 38112

In compliance with PL:115:407 Section 103: Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Rhodes College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Trademark Information

“GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)”.

More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>."

- **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 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 that they receive. A student may not receive more aid than the published cost of attendance at Rhodes. Federal, state or institutional aid may be reduced in instances when aid from all resources exceeds cost of attendance.

Tuition Exchange and Remission Programs

- **Rhodes Tuition Remission Program for full-time employees:** After one year of service, full-time employees of Rhodes may be eligible for up to 2 tuition free courses each semester at Rhodes. The employee is responsible for registration and application fees, and must meet Rhodes' admission criteria as established by the Committee on Admission. The spouse and children of full-time employees are also eligible for tuition remission. Eligible students must meet Rhodes' admission requirements to be considered. The full time employee must apply for this benefit through Human Resources. Tuition remission is limited 8 semesters (including summer) for a spouse and each natural child. The total amount of Rhodes merit scholarships, including Rhodes Tuition Remission and Rhodes Fellowships and may not exceed direct charges of tuition, fees, housing and food. Rhodes Grants cannot be combined with this benefit unless the student has unmet financial need after all other aid has been applied. Students receiving institutional aid in excess of tuition will be subject to a reduction if they live off campus. Tuition will be remitted on behalf of spouse and/or natural child subject to the following qualifications:
 - After 1 year of employment - one-third tuition will be remitted
 - After 2 years of employment - two-thirds tuition will be remitted
 - After 3 years of employment - full tuition will be remitted

- **Rhodes Tuition Remission Program for part-time employees:** After one year of service, part-time employees who work at least 20 hours or more per week are eligible for fractional remission on a pro-rata basis, under the same provisions as full-time employees. The spouse and children of part-time employees are not eligible for tuition remission. Employees who work fewer than 20 hours per week are not eligible for tuition remission.
- **Associated Colleges of the South (ACS):** Children of employees of ACS participating institutions are eligible to be considered for the ACS Tuition Exchange.
 - Rhodes' agreement with ACS indicates that for any given academic year, ACS "imports" (students attending Rhodes as an ACS Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another ACS college under the agreement) by more than three students.
 - Applicants must submit the FAFSA and the CSS PROFILE or Supplemental Financial Aid Questions to be considered for the ACS Scholarship.
 - Only first-time, first year students will be considered for the ACS Scholarship.
 - Each ACS Tuition Exchange recipient pays a participation fee of \$2,000 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.
 - ACS Tuition Exchange benefits may be only used for one of the following Rhodes study abroad programs: European Studies, Affiliated Programs or Rhodes Exchange. Interested students must specify that admission is being sought under the ACS Tuition Exchange program, apply for all state and/or federal aid for which he or she may be eligible, and have submitted an ACS Tuition Exchange certification form completed by the appropriate official at their home institution certifying their eligibility for the exchange.
 - Eligible students must meet Rhodes' admission requirements.
 - The total amount of Rhodes-funded scholarships, Rhodes Fellowships, Rhodes grants and exchange programs may not exceed tuition and fees.
 - Recipients may be required to live in a residence hall at the College's discretion.
 - Preference may be given to students who apply Early Decision to Rhodes.
- **Tuition Exchange:** Students who are dependent children of eligible employees can participate in the Tuition Exchange program of over 600 schools nationally.

- The Tuition Exchange scholarships are competitive awards and are not guaranteed by Rhodes or other participating institutions.
- Applicants must submit the FAFSA and CSS PROFILE or Supplemental Financial Aid Questions to be considered for the award.
- Only first-time, first year students will be considered for the TE program.
- Although The Tuition Exchange promotes and maintains the exchange, scholarships are granted by member institutions, not by The Tuition Exchange.
- The 2025-26 benefit is \$43,000.
- Tuition Exchange cannot be combined with Rhodes Institutional Scholarships.
- Students with exceptional unmet need may be considered for a Rhodes Grant.
- Preference may be given to students who apply Early Decision to Rhodes.
- Recipients may be required to live in a residence hall at the College's discretion.
- For more information on this program visit tuitionexchange.org

Reduced Course Load

Students who, due to the impact of a disability, are unable to meet the minimum credit hour per semester standard set by the college (12 hours for undergraduate students), may request an accommodation for a reduced course load with full-time status through Student Accessibility Services. Students approved for this accommodation will be entitled to the same rights and privileges as other full-time students, including consideration for financial aid. The amount of aid awarded, however, will be reduced to the proportionate amount that corresponds with the student's course load. For example, a minimum of twelve (12) credits per semester is required to receive Rhodes-funded student aid as a full-time student. If a student has received approval from Student Accessibility Services to be considered a full-time student for a course load of eight (8) credits in a given semester, the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking twelve (12) or more credits. A course load of six (6) credits will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled less than half-time. Additionally, approved students will be eligible to receive Rhodes-funded aid for a maximum of twelve (12) semesters or 150% of the standard time required for completion of a Bachelor's degree; the total Rhodes-funded aid will be limited to the amount the student would have received for eight (8) semesters taking standard course loads.

Renewal of Financial Aid

Satisfactory Academic Progress (SAP) Requirements: Satisfactory Academic Progress (SAP) must be maintained for renewal of federal (TITLE IV), state, and institutional aid, including Federal Direct PLUS (Parent Loan for Undergraduate Students). Per federal guidelines, all students must obtain:

- a total cumulative grade point average of at least *1.50 and has completed 67% of their classes by the end of their freshman year
- a total cumulative grade point average of at least *2.00 and has completed 67% of their classes by the end of their sophomore year

*Certain scholarships and fellowships require a higher GPA for renewal. For individual requirements, see below under Scholarships and Fellowships.

Students must also be aware of their pace toward graduation. The following schedule outlines the pace needed to graduate in eight (8) semesters:

- student has earned at least 28 credits of course work by the beginning of his/her third semester of study at Rhodes
- student has earned at least 60 credits of course work by the beginning of his/her fifth semester of study at Rhodes
- student has earned at least 92 credits of course work by the beginning of his/her seventh semester of study at Rhodes

NOTE: These standards apply to satisfactory academic progress for financial aid only and do not establish class standing.

Additional Requirements: In addition to SAP requirements, students must meet the following requirement to renew 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 require full-time enrollment (at least 12 credits).

Duration of Financial Aid: If students meet the above requirements, the duration of their aid will be renewed as follows:

- 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).
- Rhodes-funded aid: the maximum time frame is four (4) years or eight (8)

semesters.

- Tennessee Lottery Scholarships: the maximum time frame for receipt of these funds is eight (8) semesters

Review of Financial Aid: 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. Enrollment status is based on the recorded enrollment at the end of the “extended drop period” each term.

Variance to Reinstate Financial Aid: Should a student become ineligible to receive financial aid due to not meeting the above minimum standards, the student may appeal for a variance from the satisfactory academic progress requirements for one term. The appeal should be submitted to the Director of Financial Aid in writing by email or by letter. If the variance request is approved, the student’s aid will be reinstated based on the conditions and length of the approval as stated by the Director of Financial Aid. This decision is communicated via Rhodes email to the student.

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.

9th Semester Awards (Scholarship/Grant)

Rhodes provides eligible students with institutional merit scholarship and grants for up to eight semesters or the completion of their Rhodes degree, whichever comes first. Students wishing to continue their education for a 9th semester may apply for an exception to this policy by submitting a letter to the Director of Financial Aid outlining a proposal for continuing their education at Rhodes. While institutional priority will be to fund students seeking their primary undergraduate degree. Rhodes may, depending on available resources and demonstrated need, provide institutional funding proportional of previous semesters awards not to exceed 50% tuition for the enrolled semester. Students seeking grant funding for the 9th semester must complete the Free Application for Federal Student Aid (FAFSA) in the senior year. Students must provide parental income when completing the FAFSA as an undergraduate student.

Students approved for a 9th semester award may enroll less than full-time for the 9th semester of aid; in such case they will receive a prorated disbursement of the 9th semester award. Rhodes will not provide institutional funding to replace state or federal assistance that has been exhausted by prior enrollment.

The awarding of the exception applies to 9th semester and does not extend to semesters beyond that period. Students in their 9th semester may only receive federal PELL Grant, State Grants and/or SEOG for classes required to complete their major. Regardless of enrollment Pell Grant will be pro-rated based on full time status of 12 hours.

SEOG will be cancelled if hours needed are less than 12 hours. Students may request an award by completing the form attached to this link.

<https://stuinfo.rhodes.edu/register/ninthsemesteraid>

Scholarships

- **Morse Scholarships** may be renewed for three years as long as the student 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.
- **Cambridge Scholarships** may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.
- **Dean's Scholarships, Founders Scholarships, Presidential Scholarships, Hon, Diehl, Day, and Tennessee Advantage Scholarships** may be renewed for three years as long as the recipient maintains a grade point average of 2.50 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.
- **Rhodes Awards and Rhodes Grants** may be renewed for three years as long as the recipient maintains a grade point average of 2.00 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Fellowships

- **Art and Music 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.
- **Spencer Fellowships in Ancient Mediterranean Studies (formerly Greek and Roman Studies)** may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described

previously, and has declared, or is making satisfactory progress toward, a major or minor in Greek and Roman Studies.

- **Taylor Fellowships** may be renewed for three years as long as the student maintains a grade point average of 3.00 or better, meets the minimum satisfactory academic progress (SAP) 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 LynxPartner.
- The student fails to meet satisfactory academic progress standards for renewal of financial aid.
- The Financial Aid Office discovers any error, clerical or other, on an award.
- The student fails to complete required financial aid applications for need-based federal, state and institutional aid, including any documents required for verification of FAFSA information.

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

Financial Aid for Study Abroad

Rhodes students enrolled in study abroad programs administered (sponsored) by Rhodes (European Studies, Rhodes Exchange programs and Rhodes Affiliated Programs) are eligible for competitive-based, need-based financial aid from Rhodes, federal and /or state aid for one semester- or year-long program. In addition to the included program costs, students participating in a study abroad program should budget for additional expenses such as airfare, books, supplies, incidental expenses and ground transportation. Meals may or may not be included depending on the program.

All forms of financial aid for which the student would normally qualify will be applicable, including Rhodes grants and scholarships, Tennessee state grants /scholarships, campus-based Title IV and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of Rhodes need-based grant and competitive-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester (or, for an academic year for programs of that duration). Student employment income will be replaced by additional loan, if requested, and need in excess of the cost of attending Rhodes will be met by loan or by the student's family.

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 that term. In other words, a student who elects to participate in an exchange program is considered to have used one of the 8 total semesters of institutional eligibility of aid.

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

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

Rhodes students enrolled in study abroad programs administered (sponsored) by Rhodes (European Studies, Rhodes exchange and Rhodes Affiliate Partner programs) are eligible for merit based and need-based financial aid from Rhodes. These funds are only available for one program during a student's time of study at Rhodes. Students in Study Abroad Programs may only receive federal PELL Grant,

SEOG and/or State funding for classes required to complete their major. Regardless of enrollment Pell Grant will adjusted to either Three quarter, Half or Less Than Half-time to match the hours required for the major. SEOG will be cancelled if hours needed is less than 12 hours.

Post-Baccalaureate Aid

Graduate Accounting Scholarship

Students admitted to the Master of Science in Accounting Program are automatically considered for a departmental scholarship with no additional forms required to be filed. Departmental scholarships for students in the M.S. in Accounting Program are merit based; financial need is not a consideration. Selection for a scholarship is based upon the candidate's academic record, personal achievements, and promise of success in accounting. Rhodes does permit traditional students that complete their undergraduate degree in less than eight consecutive semesters to apply their undergraduate institutional awards toward the Masters in Accounting Program up to a total of 8 terms. Students who did not use a semester of aid while pursuing a non-Rhodes or non- exchange study abroad program are not included in this provision. Students may not receive a departmental scholarship while eligible to receive a remaining portion of undergraduate institutional scholarships and/or grants.

Graduate Accounting Grant

Students who demonstrate need may apply for a Graduate of Accounting Grant. Students must submit a Free Application for Federal Aid their senior year as an undergraduate which includes their parents financial information. Students must have a family EFC less than \$65000 to be considered.

Teacher Education Certification Scholarship

Students enrolled in the Post Baccalaureate Teacher Education Program may apply for a need-based award proportional to institutional aid/tuition received as an undergraduate up to the maximum of the ED Licensure Program tuition charge of \$7500. Students must have completed a FAFSA in their last year as an undergraduate student attending Rhodes to be considered. Non-Citizens are exempt from completing the FAFSA however the school may require a CSS PROFILE on file to determine need.

Students whose proportional aid exceeds 100% may apply for a Rhodes Campus Housing Grant to reside on campus.

Health Equity Grant

Students enrolled in the Post Baccalaureate Health Equity Program may apply for a need-based award proportional to institutional aid/tuition received as an undergraduate up to the maximum of the tuition charge for the program. Students must have completed a FAFSA in their last year as an undergraduate student attending Rhodes to be considered. Non-Citizens are exempt from completing the FAFSA however the school may require a CSS PROFILE on file to determine need.

Students whose proportional aid exceeds 100% may apply for a Rhodes Campus Housing Grant to reside on campus.

Noyce STEM Teach Scholarship

The Noyce Program at Rhodes College will offer 18 STEM students' scholarships of \$37,500 to be paid out in their Junior and Senior years as well as their student teaching semester (\$15,000 Junior year; \$15,000 Senior year; \$7500 for 9th semester student teaching) from 2019-2024. The Noyce Professional Scholarship is a forgivable loan, if complete terms are not met the scholarship converts to an interest bearing loan from the date of disbursement. Noyce Scholars must teach for 2 years per year of funding received: which means in accepting the scholarship they are agreeing to teaching in a high needs school for 5 years within a total of 8 years after completing the program.

Noyce Scholars must also complete an exit interview and participate in specified education events and activities and other requirements outlined in the promissory note.

Alternative Financing

Monthly Payment Plan

Rhodes provides a monthly payment plan thru Nelnet that allows the bill for each semester to be paid in 5 installments as an alternative to paying the semester in full on the August and December due dates. The fall semester payments are due the 5th of each month from August through December, and the spring semester payments are due the 5th of each month from January through May. The only additional amount charged for paying the bill via a monthly payment plan is a \$47 enrollment fee per semester, which is payable with the first installment each semester. A link for setting up a monthly payment plan can be found on the Nelnet site.

Payment Options:

In addition to the monthly payment plan option, payment can be made by e-check or credit card through Nelnet. International students can also pay via Flywire from the Nelnet site. Check and cash payments are accepted in person at Rhodes Express in Burrow Hall, and paper checks can be mailed to Rhodes Express. Please include the student's name and Rhodes ID number.

Rhodes College
Attn: Rhodes Express
2000 North Parkway
Memphis, TN 38112

Special Circumstances and Appeals

If a family's financial circumstances change during enrollment at Rhodes, a written appeal may be made to the Director of Financial Aid. A letter of appeal should explain new significant family circumstances, outline any financial changes the family has experienced, and request a specific amount of assistance. The family may be required to submit a new CSS Profile and/or a new FAFSA. The form to complete for an appeal based on special circumstances can be found at <https://stuinfo.rhodes.edu/registrar/specialcircumstances>

Withdrawal from Rhodes and Return of Funds

- **Return of Federal Title IV Student Aid:** When a student who has Federal Title IV student aid withdraws from the College or does not return from an approved leave of absence, within the same academic term, the unearned portion of those funds must be returned to the federal student aid programs. Federal Title IV funds that may have to be returned include:
 - Unsubsidized Federal Direct Loans
 - Subsidized Federal Direct Loans
 - Federal Parent Loan for Undergraduate Students (PLUS)
 - Federal Pell Grants
 - Federal Supplemental Educational Opportunity Grants (SEOG).

Federal regulations require funds be returned to federal programs in the order listed above.

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.

- **Return of State and Institutional Student Aid:** When a student who has state and/or institutional student aid withdraws from the College or does not return from an approved leave of absence, the College returns the unearned portion of those funds to the state and/or the College in accordance with the withdrawal policy outlined in the "Expense" Section of this catalogue.
- **Student Financial Responsibility:** Students and parents should be aware that the requirement to return Federal Title IV assistance and the policy to return state and institutional aid might result in a balance due to Rhodes College; the student and/or student's family is responsible for paying any balance resulting from the return of Title IV aid and state and institutional funds.

Printed from: <https://catalog.rhodes.edu/general-information/financial-aid>

Student Life

Student Organizations

Rhodes is home to almost 150 student organizations that fall into a wide range of categories:

- Academic and Honorary
- Advocacy
- Club Sports and Recreation
- Cultural
- Governing
- Fraternity & Sorority Life
- Interfaith
- Media and Performance
- Service
- Special Interest

You can see a full listing of active organizations on [Presence](#) and search them by any of the categories listed above.

Student Government

The main purpose of the Rhodes Student Government (RSG) is to provide an organization to represent the needs and concerns of the student body to the faculty and administration. RSG is the primary vehicle for student participation in the governance process of Rhodes. The members of RSG 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 Rhodes Student Government oversees the allocation of the Student Activity Fund; nominates students for appointment to serve on faculty and administrative committees; directs the Student Government Committees; and generally entertains any matters of student interest or concern at meetings and campus-wide forums. Elections are held in the Spring for all positions except the First-Year Representatives, which are elected in the Fall.

Honor Societies

The Rhodes College Chapter of Phi Beta Kappa, Gamma Chapter of Tennessee, was established at the College in 1949. For over two hundred years, election to Phi Beta Kappa has been a recognition of exceptional academic achievement in the liberal arts and sciences. Rhodes students are elected to Phi Beta Kappa by the members of the chapter chiefly on the basis of outstanding academic achievement in the study of liberal subjects.

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

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

Mortar Board, a national honor society for seniors, was established at Rhodes April 17, 1964, for the purpose of recognizing excellence in scholarship, leadership, and service.

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

Eta Sigma Phi, honorary society for students of classical language, was established at

Rhodes in 1952. The purpose of this society is to promote interest in all aspects of ancient Greek and Roman culture. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

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

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

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

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

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

The Alpha Epsilon Delta Chapter of Phi Alpha Theta, international honor society in

History, was established at Rhodes in 1990. Phi Alpha Theta brings students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours at the 3.3 level and maintain at least a 3.2 overall grade point average are eligible for membership. Student members host informational gatherings for first-year students, hold career workshops, sponsor speakers, and publish an annual journal of exemplary student papers.

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

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

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

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

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

Sigma Delta Pi is the national collegiate honorary society for students who distinguish themselves in the study of Hispanic language, literature and culture. The society was

founded in 1919 at The University of California, and the Phi Epsilon chapter was established at Rhodes in 2005.

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

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

Kappa Alpha Omicron is the honor society of the Interdisciplinary Environmental Association, honoring academic excellence in the studies of environmental science or environmental studies. The society recognizes academic achievement and outreach. The Rho Chapter at Rhodes College was established in 2021.

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Academic Advising and Support

Academic Advising

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

Assisted by the academic advisor, the student learns:

- To understand the nature of a liberal arts education.

- To assess their strengths, challenges, and areas for growth.
- To formulate educational and career goals.
- To plan a course of action to achieve those goals.

Student Success Resources

The Student Success staff's mission is to support a student's personal growth and academic development and serve as a resource to all members of the Rhodes community. Staff members on the Student Success Team meet with students who need academic encouragement, mentoring, and individualized support.

- The Office of Academic and Learning Resources provides individual assistance, workshops, and peer programs focused on learning and time management to help students develop personal and academic strategies. Peer Academic Coaching helps students set goals, create schedules, and develop academic habits. Supplemental Instruction facilitates regular, weekly group study sessions to integrate how-to-learn with what-to-learn for typically challenging classes. Peer Tutoring helps students to better understand course content.
- ADHD/Executive Function Coaching is available to all students, with no diagnosis required. Laser Coaching consists of free group coaching sessions focused on planning and prioritizing each week. Private one-on-one weekly coaching is also available for an additional fee. Students and families can schedule a free consultation to learn how ADHD Coaching may fit their student's individual needs.
- The Office of Student Accessibility Services provides reasonable accommodations, academic adjustments, and/or auxiliary aids on a case-by-case basis for qualified students who have a demonstrated need for these services under the provisions of Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990, as amended. Accommodations are designed to meet student needs without fundamentally altering the nature of the College's instructional programs. All accommodation requests are the responsibility of the student. Prospective students with disability access concerns should contact the Office of Admission. Enrolled students with disabilities should contact Student Accessibility Services to request accommodations and to discuss specific barriers to inclusion.
- The Office of Student Outreach & Support supports students as they face personal or medical challenges impacting their ability to be successful students. Support is tailored to the individual student's needs. Support may include help determining and evaluating options and decisions, connecting to referral resources, and navigating college processes and policies.

Career Advising

The Career Services staff assists students in evaluating majors, exploring career fields, and preparing for post-graduation plans. Students are encouraged to schedule a meeting with a Career Services staff member as early as their first year to take advantage of career advising, internships, and programs that will lead to future success.

Each year, approximately 66% of graduates will go into full-time careers (including full-time volunteer programs such as the Peace Corps) and approximately 29% will seek an additional degree. Career Services offers opportunities to engage with employers and graduate school representatives through programs including Meet the Firms, Graduate School Expo, Fall and Spring Career Fairs, and other networking opportunities.

Preparation for Graduate Study

Approximately 29% of Rhodes students will enroll in a graduate or professional degree program within a year of graduation. Students can increase their marketability for graduate school by prioritizing academic study, participating in academic research, completing internships, and/or engaging in leadership and service positions.

The Rhodes liberal arts curriculum provides students with a solid foundation for future study. As students begin to enter their sophomore or junior year, they should identify faculty members who can assist with course selection and other academic opportunities to ensure that students have the background needed to pursue an advanced degree. It is important to note that some graduate degrees will require specific courses to be considered for admission while other graduate programs will consider a wide breadth of upper-level coursework to be more appealing. Students should consult with their faculty advisor for guidance on the type of courses that would be most relevant for an advanced degree in their chosen field of study. In addition to faculty advisors, the Career Services staff also serves as a resource for students by aiding with graduate school essays and interviews.

In addition to the programs and services offered by Career Services, students can seek pre-professional advisement from designated faculty advisors. In some cases, very specific recommendations for pre-professional courses have been developed: Medicine and the Health Sciences, Business, and Law. The advisors named below have this information and should be consulted early in one's undergraduate work.

Pre-Professional Advisors

- Accounting: Professor Wendy Bailey

- Architecture: Professor David McCarthy
- Business:
 - Accounting: Professor Wendy Bailey
 - Finance: Professor Jade Planchon
 - Management: Professor Dee Birnbaum
 - Marketing: Professor Sujan Dan
- Civil Service: Professor Stephen Ceccoli
- Clinical Psychology: Professor Katie White
- Education: Professor Zachary Casey
- Engineering: Professor Ann Viano
- Foreign Service: Professor Stephen Ceccoli
- Health Care Management: Professor Dee Birnbaum
- Health Professions: Director Jessica Kelso
- Law: Professor Anna Eldridge
- Ministry and Church-Related Professions: Professor Stephen Haynes and Chaplain Beatrix Weil
- Museum Curation: Professor Victor Coonin and Professor David McCarthy
- Music: Professor Courtenay Harter
- Theatre: Professor Joy Fairfield
- Veterinary Medicine: Director Jessica Kelso

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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. Summer course offerings consist of two 5 week sessions as well as various academic study programs offered across the curriculum. A detailed calendar including dates of recesses and special academic days is included in the catalogue, and may be found elsewhere on the website.

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2024-2025 Academic Calendar

Fall Semester 2024	
Open Enrollment Registration Begins	August 5, Monday, 10 a.m.
Opening Faculty Meeting	August 21, Wednesday
Orientation for New Students	August 21 -27, Wednesday-Tuesday
Opening Convocation *Formal Academic Occasion*	August 26, Monday
Classes Begin	August 28, Wednesday
Last Day to Submit work for Conditional Grades	August 28, Wednesday
Labor Day/No Classes	September 2, Monday
Late Registration Ends	September 4, Wednesday
Extended Drop Period Begins	September 5, Thursday
Extended Drop Period Ends	September 18, Wednesday
Withdraw Period Begins	September 19, Thursday
End of First Seven Weeks	October 16, Wednesday
Mid-Term Grades Due	October 18, Friday, 5 p.m.
Fall Recess Begins, 10 p.m.	October 18, Friday
Fall Recess Ends 8 a.m.	October 23, Wednesday
Spring 2025 Onboarding and Advising Appointments Begin	October 28, Monday
Spring 2025 Onboarding and Advising Appointments End	November 12, Tuesday
Pass/Fail Option Ends	November 15, Friday
Withdraw Period Ends	November 15, Friday
Spring 2025 Registration Appointments	November 18-22, Monday - Friday
Thanksgiving Recess Begins	November 26, Tuesday, 10 p.m.
Thanksgiving Recess Ends	December 2, Monday, 8 a.m.
Classes End	December 11, Wednesday, 10 p.m.

Reading Day	December 12, Thursday
Final Examinations	December 13-18, Friday - Wednesday
End of Fall Semester	December 18, Wednesday
Final Grades Due	December 20, Friday, 5 p.m.
Spring Semester 2025	
Orientation for New Students	January 13, Monday
Open Enrollment Registration Begins	January 13, Monday
Classes Begin	January 15, Wednesday
Last Day to Submit Work for Conditional Grades	January 15, Wednesday
MLK Jr Day/No Classes	January 20, Monday
Open Enrollment Registration Ends	January 22, Wednesday
Extended Drop Period Begins	January 23, Thursday
Extended Drop Period Ends	February 5, Wednesday
Withdraw Period Begins	February 6, Thursday
End of First Seven Weeks	March 5, Wednesday
Mid-Term Grades Due	March 7, Friday, 9 a.m.
Spring Recess Begins	March 7, Friday, 10 p.m.
Spring Recess Ends	March 17, Monday, 8 a.m.
Fall 2025 Onboarding and Advising Appointments Begin	March 19, Wednesday
Fall 2025 Onboarding and Advising Appointments End	April 2, Wednesday
Fall 2025 Registration Appointments	April 7-11, Monday - Friday
Pass/Fail Option Ends	April 11, Friday
Withdraw Period Ends	April 11, Friday
Easter Recess Begins	April 16, Wednesday, 10 p.m.

Easter Recess Ends	April 21, Monday, 8 a.m.
Classes End	May 1, Thursday, 10 p.m.
Awards Convocation *Formal Academic Occasion*	May 2, Friday
Rhodes Symposium	May 2, Friday
Reading Day	May 3, Saturday
Final Examinations Begin	May 5, Monday
Reading Day	May 8, Thursday
Final Examinations End/End of Semester	May 10, Saturday
Final Grades Due	May 12, Monday, 9 a.m.
Baccalaureate *Formal Academic Occasion*	May 16, Friday
Commencement *Formal Academic Occasion*	May 17, Saturday
Summer 2025 Term	
Summer Session I	
Classes Begin	May 19, Monday
Last Day to add	May 20, Tuesday
Memorial Day Holiday/No Classes	May 26, Monday
Drop Ends	May 27, Tuesday
Withdraw and Pass/Fail Options End	June 12, Thursday
Juneteenth/No Classes	June 19, Thursday
Classes End	June 20, Friday
Final Exams	June 21, Saturday
Final Grades Due	June 23, Monday, NOON
Summer Session II	
Classes Begin	June 25, Wednesday

Add Period Ends	June 26, Thursday
Drop Ends	July 2, Wednesday
Independence Day Holiday/No Classes	July 4, Friday
Withdraw and Pass/Fail Options End	July 21, Monday
Classes End	July 29, Tuesday
Final Exams	July 30, Wednesday
Final Grades Due	August 1, Friday, NOON
Full Summer Session Final Grades Due	August 8, Friday, NOON

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2025-2026 Academic Calendar

2025-2026 Academic Calendar	
Fall Semester 2025	
Open Enrollment Registration Begins	August 4, Monday, 10 a.m.
Opening Faculty Meeting	August 13, Wednesday
Orientation for New Students	August 14-19, Thursday - Tuesday
Opening Convocation *Formal Academic Occasion*	August 15, Friday
Classes Begin	August 20, Wednesday
Last Day to Submit Work for Conditional Grades	August 20, Wednesday
Labor Day/No Classes	September 1, Monday
Late Registration Ends	August 26, Tuesday
Enrollment Clearance Ends	August 26, Tuesday

Extended Drop Period Begins	August 27, Wednesday
Extended Drop Period Ends	September 10, Wednesday
Withdraw Period Begins	September 11, Thursday
End of First Seven Weeks	October 8, Wednesday
Fall Recess Begins	October 8, Wednesday, 10 p.m.
Fall Recess Ends	October 13, Monday, 8 a.m.
Midterm Grades Due	October 15, Wednesday, 5 p.m.
Spring 2026 Pre-Registration Begins	October 22, Wednesday
Withdraw Period Ends	November 7, Friday
Pass/Fail Option Ends	November 7, Friday
Thanksgiving Recess Begins	November 21, Friday, 10 p.m.
Thanksgiving Recess Ends	December 1, Monday, 8 a.m.
Classes End	December 5, Friday
Reading Day	December 6, Saturday & December 11, Thursday
Final Examinations	December 8-13, Monday - Saturday
End of Fall Semester	December 13, Saturday
Final Grades Due	December 15, Monday, 5 p.m.
Spring 2026	
Orientation for New Students	January 12, Monday
Late Registration Begins	January 12, Monday
Classes Begin	January 14, Wednesday
Last Day to Submit Work for Conditional Grades	January 14, Wednesday
MLK Jr Day/No Classes	January 19, Monday

Late Registration Ends	January 21, Wednesday
Enrollment Clearance Ends	January 21, Wednesday
Extended Drop Period Begins	January 22, Thursday
Extended Drop Period Ends	February 4, Wednesday
Withdraw Period Begins	February 5, Thursday
End of First Seven Weeks	March 4, Wednesday
Midterm Grades Due	March 6, Friday, 12 p.m.
Spring Recess Begins	March 6, Friday, 10 p.m.
Spring Recess Ends	March 16, Monday, 8 a.m.
Fall 2026 Pre-Registration Begins	March 18, Wednesday
Easter Recess Begins	April 1, Wednesday, 10 p.m.
Easter Recess Ends	April 6, Monday, 8 a.m.
Withdraw Period Ends	April 10, Friday, 5 p.m.
Pass/Fail Option Ends	April 10, Friday, 5 p.m.
Classes End	April 30, Thursday, 10 p.m.
Awards Convocation *Formal Academic Occasion*	May 1, Friday
Rhodes Symposium	May 1, Friday
Reading Day	May 2, Saturday
Final Examinations Begin	May 4, Monday
Reading Day	May 7, Thursday
Final Examinations End/End of Semester	May 9, Saturday
Final Grades Due	May 11, Monday, 9 a.m.
Baccalaureate *Formal Academic Occasion*	May 15, Friday
Commencement *Formal Academic Occasion*	May 16, Saturday

Summer 2026 Term	
Summer Session I	
Classes Begin	May 20, Wednesday
Add Period Ends	May 21, Thursday
Memorial Day Holiday/No Classes	May 25, Monday
Drop Period Ends	May 27, Wednesday
Withdraw Period Begins	May 28, Thursday
Withdraw Period Ends	June 15, Monday
Pass/Fail Option Ends	June 15, Monday
Juneteenth Holiday/No Classes	June 19, Friday
Classes End	June 25, Thursday
Final Exams	June 26, Friday
Final Grades Due	June 29, Monday, 12 p.m.
Summer Session II	
Classes Begin	June 30, Tuesday
Add Period Ends	July 1, Wednesday
Independence Day Holiday/No Classes	July 3, Friday
Drop Period Ends	July 7, Tuesday
Withdraw Period Begins	July 8, Wednesday
Withdraw Period Ends	July 22, Wednesday
Pass/Fail Option Ends	July 22, Wednesday
Classes End	August 4, Tuesday
Final Exams	August 5, Wednesday
Final Grades Due	August 6, Thursday, 5 p.m.

Full Summer Session Final Grades Due	August 6, Thursday, 5 p.m.

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2026-2027 Academic Calendar

2026-2027 Academic Calendar	
Fall Semester 2026	
Open Enrollment (Add/Drop) Begins	August 3, Monday
Opening Faculty Meeting	August 12, Wednesday
Orientation for New Students	August 12-18, Wednesday - Tuesday
Opening Convocation *Formal Academic Occasion*	August 17, Monday
Classes Begin	August 19, Wednesday
Last Day to Submit Work for Conditional Grades	August 19, Wednesday
Registration Add Period Ends	August 25, Tuesday
Extended Drop Period Begins	August 26, Wednesday
Labor Day/No Classes	September 7, Monday
Extended Drop Period Ends	September 9, Wednesday
Withdraw Period Begins	September 10, Thursday
1st 7 weeks Course Withdrawal and Pass/Fail Ends	September 25, Friday
End of First Seven Weeks	October 7, Wednesday
Fall Recess Begins	October 7, Wednesday, 10 pm.
Fall Recess Ends	October 12, Monday, 8 a.m.
Midterm Grades Due	October 14, Wednesday
1st 7 weeks Final Grades Due	October 14, Wednesday

Spring 2027 Onboarding and Advising Appointments Begin	October 19, Monday
Spring 2027 Onboarding and Advising Appointments End	October 30, Friday
Withdraw Period Ends	November 6, Friday
Pass/Fail Option Ends	November 6, Friday
Spring 2027 Registration Appointments	November 9-13, Monday - Friday
Thanksgiving Recess Begins	November 21, Friday, 10 p.m.
Thanksgiving Recess Ends	November 30, Monday, 8 a.m.
Classes End	December 4, Friday
Spring 2027 Registration Closes	December 4, Friday
Reading Day	December 5, Saturday
Final Examinations	December 7 - 12, Monday - Saturday
End of Fall Semester	December 12, Saturday
Final Grades Due	December 14, Monday, 5 p.m.
Spring 2027	
Open Enrollment (Add/Drop) Begins	January 11, Monday
Orientation for New Students	January 11, Monday
Classes Begin	January 13, Wednesday
Last Day to Submit Work for Conditional Grades	January 13, Wednesday
MLK Jr. Day/No Classes	January 18, Monday
Registration Add Period Ends	January 20, Wednesday
Extended Drop Period Begins	January 21, Thursday
Extended Drop Period Ends	February 3, Wednesday

Withdraw Period Begins	February 4, Thursday
1st 7 weeks Course Withdrawal and Pass/Fail Ends	February 19, Friday
End of First Seven Weeks	March 3, Wednesday
Midterm Grades Due	March 5, Friday, Noon
1st 7 weeks Final Grades Due	March 5, Friday, Noon
Spring Recess Begins	March 5, Friday, 10 p.m.
Spring Recess Ends	March 15, Monday, 8 a.m.
Fall 2027 Onboarding and Advising Appointments Begin	March 15, Monday
Easter Recess Begins	March 24, Wednesday, 10 p.m.
Easter Recess Ends	March 29, Monday, 8 a.m.
Fall 2027 Onboarding and Advising Appointments End	March 31, Wednesday
Withdraw Period Ends	April 9, Friday
Pass/Fail Option Ends	April 9, Friday
Fall 2027 Registration Appointments	April 13-16, Tuesday - Friday
Classes End	April 29, Thursday, 10 p.m.
Fall 2027 Registration Closes	April 29, Thursday
Awards Convocation *Formal Academic Occasion*	April 30, Friday
Rhodes Symposium	April 30, Friday
Reading Day	May 1, Saturday
Final Examinations Begin	May 3, Monday
Reading Day	May 6, Thursday
Final Examinations End/End of Semester	May 8, Saturday
Final Grades Due	May 10, Monday, 9 a.m.
Baccalaureate *Formal Academic Occasion*	May 14, Friday
Commencement *Formal Academic Occasion*	May 15, Saturday

Summer 2027 Term	
Summer Session I	
Classes Begin	May 24, Monday
Registration Add Period Ends	May 25, Tuesday
Registration Drop Period Ends	May 28, Friday
Withdraw Period Begins	May 29, Saturday
Memorial Day Holiday/No Classes	May 31, Monday
Withdraw Period Ends	June 17, Thursday
Pass/Fail Option Ends	June 17, Thursday
Juneteenth Holiday/No Classes	June 18, Friday
Classes End	June 25, Friday
Final Exams	June 26, Saturday
Final Grades Due	June 28, Monday, 12 p.m.
Summer Session II	
Classes Begin	June 29, Tuesday
Registration Add Period Ends	June 30, Wednesday
Independence Day Holiday/No Classes	July 5, Monday
Registration Drop Period Ends	July 6, Tuesday
Withdraw Period Begins	July 7, Wednesday
Withdraw Period Ends	July 23, Friday
Pass/Fail Option Ends	July 23, Friday
Classes End	July 30, Friday
Final Exams	July 31, Saturday
Final Grades Due	August 2, Monday, 12 p.m.

Full Summer Session Final Grades Due	August 2, Monday, 12 p.m.

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2027-2028 Academic Calendar

2027-2028 Academic Calendar	
Fall Semester 2027	
Open Enrollment (Add/Drop) Begins	August 2, Monday
Opening Faculty Meeting	August 11, Wednesday
Orientation for New Students	August 11-17, Wednesday - Tuesday
Opening Convocation *Formal Academic Occasion*	August 16, Monday
Classes Begin	August 18, Wednesday
Last Day to Submit Work for Conditional Grades	August 18, Wednesday
Registration Add Period Ends	August 24, Tuesday
Extended Drop Period Begins	August 25, Wednesday
Labor Day/No Classes	September 6, Monday
Extended Drop Period Ends	September 8, Wednesday
Withdraw Period Begins	September 9, Thursday
1st 7 weeks Course Withdrawal and Pass/Fail Ends	September 24, Friday
End of First Seven Weeks	October 6, Wednesday
Fall Recess Begins	October 6, Wednesday, 10 pm.
Fall Recess Ends	October 11, Monday, 8 a.m.
Midterm Grades Due	October 13, Wednesday
1st 7 weeks Final Grades Due	October 13, Wednesday
Spring 2028 Onboarding and Advising Appointments	October 18, Monday

Begin	
Spring 2028 Onboarding and Advising Appointments End	October 29, Friday
Withdraw Period Ends	November 5, Friday
Pass/Fail Option Ends	November 5, Friday
Spring 2027 Registration Appointments	November 8-12, Monday - Friday
Thanksgiving Recess Begins	November 19, Friday, 10 p.m.
Thanksgiving Recess Ends	November 29, Monday, 8 a.m.
Classes End	December 3, Friday
Spring 2028 Registration Closes	December 3, Friday
Reading Day	December 4, Saturday
Final Examinations	December 6 - 13, Monday - Saturday
End of Fall Semester	December 11, Saturday
Final Grades Due	December 13, Monday, 5 p.m.
Spring 2028	
Open Enrollment (Add/Drop) Begins	January 10, Monday
Orientation for New Students	January 10, Monday
Classes Begin	January 12, Wednesday
Last Day to Submit Work for Conditional Grades	January 12, Wednesday
MLK Jr. Day/No Classes	January 17, Monday
Registration Add Period Ends	January 19, Wednesday
Extended Drop Period Begins	January 20, Thursday
Extended Drop Period Ends	February 2, Wednesday
Withdraw Period Begins	February 3, Thursday
1st 7 weeks Course Withdrawal and Pass/Fail Ends	February 18, Friday

End of First Seven Weeks	March 1, Wednesday
Midterm Grades Due	March 3, Friday, Noon
1st 7 weeks Final Grades Due	March 3, Friday, Noon
Spring Recess Begins	March 3, Friday, 10 p.m.
Spring Recess Ends	March 13, Monday, 8 a.m.
Fall 2028 Onboarding and Advising Appointments Begin	March 13, Monday
Fall 2028 Onboarding and Advising Appointments End	March 29, Wednesday
Withdraw Period Ends	April 7, Friday
Pass/Fail Option Ends	April 7, Friday
Easter Recess Begins	April 12, Wednesday, 10 p.m.
Easter Recess Ends	April 17, Monday, 8 a.m.
Fall 2028 Registration Appointments	April 18 - 21, Tuesday - Friday
Classes End	April 27, Thursday, 10 p.m.
Fall 2028 Registration Closes	April 27, Thursday
Awards Convocation *Formal Academic Occasion*	April 28, Friday
Rhodes Symposium	April 28, Friday
Reading Day	April 29, Saturday
Final Examinations Begin	May 1, Monday
Reading Day	May 4, Thursday
Final Examinations End/End of Semester	May 6, Saturday
Final Grades Due	May 8, Monday, 9 a.m.
Baccalaureate *Formal Academic Occasion*	May 12, Friday
Commencement *Formal Academic Occasion*	May 13, Saturday
Summer 2028 Term	

Summer Session I	
Classes Begin	May 22, Monday
Registration Add Period Ends	May 23, Tuesday
Registration Drop Period Ends	May 26, Friday
Withdraw Period Begins	May 27, Saturday
Memorial Day Holiday/No Classes	May 29, Monday
Withdraw Period Ends	June 15, Thursday
Pass/Fail Option Ends	June 15, Thursday
Juneteenth Holiday/No Classes	June 19, Monday
Classes End	June 23, Friday
Final Exams	June 24, Saturday
Final Grades Due	June 26, Monday, 12 p.m.
Summer Session II	
Classes Begin	June 27, Tuesday
Registration Add Period Ends	June 28, Wednesday
Registration Drop Period Ends	July 3, Monday
Independence Day Holiday/No Classes	July 4, Tuesday
Withdraw Period Begins	July 5, Wednesday
Withdraw Period Ends	July 21, Friday
Pass/Fail Option Ends	July 21, Friday
Classes End	July 28, Friday
Final Exams	July 29, Saturday
Final Grades Due	July 31, Monday, 12 p.m.

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Student Expectations & Behavioral Policies

Student Expectations

The College expects all students to behave responsibly as citizens of this community. Therefore, all students must abide by the Rhodes Honor System—the Honor Code, the Standards of Conduct, and the Rhodes Commitment to Diversity. With the Honor System, everyone in the Rhodes College community maintains the values and expectations by which they live and learn together.

Persistent or extreme departures from this standard may lead to restrictions, removal from campus, suspension, or expulsion from the college. Rhodes reserves the right to exclude persons whose conduct is undesirable at any time. In such cases, no tuition, fees, or room and board refunds are made, and the College, its students, faculty, administrators, councils, committees, and officers do not bear any liability.

The Dean of Students, Office of Community Standards, administrative designees, the Honor Council, and the Community Standards Council are responsible for administering rules for student behavior.

This section of the College Catalogue provides a broad overview. The Student Handbook, available on the College website, contains all student policies.

The Honor Council and Community Standards Council

The students of Rhodes assume responsibility for honorable conduct in campus life. They elect an Honor Council and a Community Standards Council. Each Council is composed of elected representatives from each of the four classes. The Council investigates alleged infractions of the Honor Code and Standards of Conduct and enforces regulations with outcomes up to and including expulsion. The decision may be appealed to the designated Committee. Every entering student is expected at matriculation to sign a pledge promising to uphold the College Commitment to Diversity Statement, the Honor Code, and the Standards of Conduct.

Alcohol Use

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

Rhodes is committed to providing its community members with information about alcohol and confidential referrals for professional assistance if needed. 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.

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.

As citizens, the Rhodes students, faculty, and staff 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 controlled substances by the state of Tennessee. Any member of the Rhodes community who violates the law is subject to prosecution and punishment by civil authorities and to disciplinary proceedings by the College.

Sexual Misconduct Policy

Rhodes College is committed to ensuring a safe learning environment that supports the dignity of all members of the Rhodes community. Rhodes does not discriminate on the basis of sex in any of its education or employment programs and activities. Rhodes will not tolerate any form of sexual harassment, including sexual assault, dating violence, domestic violence, or stalking.

This Title IX Policy (the “Policy”) is intended to ensure that all members of the Rhodes community involved in a Title IX case receive appropriate support and fair treatment and that allegations of sexual harassment are handled promptly, thoroughly, and equitably.

All Rhodes students and employees are expected to comply with this policy. Rhodes strongly encourages students to report instances of sexual harassment immediately. In addition, according to Rhodes’ Employee Handbook and Rhodes’ Mandatory Reporter Policy, employees are required to report such instances.

Rhodes will review, evaluate, and make any revisions or amendments to this Policy on an ongoing and as-needed basis.

General inquiries about the application of this Policy should be directed to the College’s Title IX Coordinator:

Inez Warner, J.D.

Director of Institutional Equity/Title IX Coordinator

Rhodes College

Southwestern Hall, Ste. 200

2000 North Parkway

Memphis, TN 38112

901-843-3354

warneri@rhodes.edu

The complete sexual misconduct policy is in the [Student Handbook](#) and on the [Title IX and Sexual Misconduct page](#).

College Initiated Administrative Withdrawal (CIAW)

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 violates College rules and regulations, the case will be referred to the Dean of Students or the Dean’s designee for action.

The College may administratively withdraw a student from classes, remove a student from residence halls, and/or require conditions for continued enrollment when one of the following transpires:

- The student significantly disrupts the activities of the college community;
- The student poses a direct risk to the health or safety of others or
- The student demonstrates evidence of significant impairment such that they are

unable to participate safely and successfully in the college's academic and/or residential life and cannot independently determine that a voluntary leave is needed.

In the circumstance described above, the Dean of Students (DOS) or the Dean's designee, in consultation with the appropriate medical, psychological, and academic resources, may administratively withdraw a student from their classes, remove the student from the residence halls, and/or place conditions on the student's continued enrollment. The decision must be based on assessing 1) the probability, nature, duration, and severity of the disruption, risk, and/or impairment and 2) whether reasonable accommodations can mitigate the risk, allowing the student to remain enrolled. Under certain circumstances, either before or after deciding to withdraw the student administratively, DOS or the Dean's designee may mandate that the student undergo a psychological or medical assessment to evaluate the student's ability to participate successfully in the college community.

The DOS's determination regarding CIAW and the reasons supporting the decision are shared in written form with the student. The written determination includes the length of separation from the college and describes the conditions the student may seek to return.

A student may appeal the CIAW determination in writing and provide supporting documentation within forty-eight (48) hours, the Vice President for Student Life, whose decision is the college's final decision.

Campus Modes of Communication

The two official means of communication at Rhodes are campus mail and Rhodes email. All students, staff, and faculty have a personal Rhodes e-mail address, and students are expected to check this account regularly during the semester, breaks, and recesses.

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

Residency Requirement

Residential living is an integral part of the mission of Rhodes College and the student experience; all unmarried, full-time undergraduate students are required to live on campus and participate in one of the college meal plans during the academic year for three years (six fall and spring semesters). Exchange students must live on campus and

participate in one of the college meal plans for the duration of their enrollment.

Residency requirement exemptions may be made for students who meet any of the following criteria and provide supporting documentation:

- Students who are married.
- Students who are legal guardians of minors who reside with them permanently.
- Students who are at least 24 years old.
- Students with a documented medical disability that cannot be accommodated in on-campus living.
- A limited number of junior-level students may apply for exemptions to live off-campus based on projected space availability. The availability of this option varies from year to year, depending on enrollment numbers and housing availability. The Office of Residence Life will notify students if this option is available. Exemptions granted, if any, will be made at the sole discretion of the Office of Residence Life.

Students who reside off-campus without meeting one or more criteria and do not get appropriate approval will be held responsible for all room and board costs for all semesters they are enrolled and residing off-campus without such approval.

By accepting a room assignment, a student is contractually obligated to occupy that room for the entire academic year unless the student withdraws from the College, is approved for a mid-semester withdrawal, is approved for a leave of absence, graduates, or participates in a study abroad program. Vacant spaces are subject to assignment by the Office of the Residence Life.

Financial hardship: If a student or their family/caretakers face financial hardship or experiences a significant life change that has impacted income and may be challenging to pay for housing, please contact Financial Aid for assistance.

Residency Exemption Request Process

Students who are married:

Complete the Residency Exemption Request form and provide a copy of your marriage certificate. It must be submitted before approval. This exemption, if granted, remains in effect for the remainder of your time at Rhodes.

Students who are 24 or older:

Complete the Residency Exemption Request form, and a copy of your birth certificate, driver's license, or passport must be submitted before approval. This exemption, if

granted, remains in effect for the remainder of your time at Rhodes.

Students with a medical condition:

A student has a medical condition that warrants the necessity to live off-campus. The student needs to go through the [SAS accommodation request process](#). There must be an attestation of the medical condition from a qualified professional who has treated the student in the last six (6) months. Student Accessibility Services and the Office of Residence Life will review all required documentation.

Most medical and mental health conditions can be accommodated in on-campus housing. We are anticipating not approving many exceptions for medical/mental health reasons. Please keep this in mind as you plan for the upcoming academic year.

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Matters of Record

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Administration

Office of the President

Jennifer M. Collins. President. B.A., Yale University; J.D., Harvard Law School.

Anne Gaudet Beard. Chief of Staff. B.A., Rhodes College; M.I.B., American Graduate School of International Management.

Kristen H. Hunt. Executive Coordinator. B.S., University of Tennessee, Knoxville; CAPM.

Angelia S. Brittain. President's Office Coordinator. B.A., College of William and Mary; M.B.A., Vanderbilt University.

Athletics, Physical Education and Recreation

Jim Duncan. Director of Athletics. B.S.B.A., University of Kansas.

Kimberly House. Deputy Director of Athletics and Senior Woman Administrator. B.A., University of Memphis.

Robert L. Shankman. Assistant Athletic Director of Finance Operations and Head Track & Field & Cross Country Coach. B.A., Rhodes College; M.Ed., University of Memphis.

Rebecca Arbino. Head Softball Coach. B.A., San Diego State University; M.S., Colorado State University.

Jennifer K. Bone. Athletic Administrative Coordinator. B.A., Anderson University; M.S., University of Memphis.

Michael Brice. Head Men's Golf Coach. B.S., Auburn University.

Antonio Brown. Assistant Football Coach. B.F.A., Berry College.

William Cameron. Head Men's Lacrosse Coach. B.A., Roanoke College.

Rebekah Cantillo. Assistant Softball Coach. B.A., University of Mississippi.

Tyler H. Cempre. Head Men's Tennis Coach and Assistant Sports Information Director. B.A., Denison University.

Matthew V. Dean. Assistant Women's Basketball Coach. B.S., M.S., Drake University.

Christopher N. DiLella. Assistant Football Coach. B.A., King's College; M.A., Castleton State College.

Rich Duncan. Head Football Coach. B.F.A., Bethany College; M.A., Loras College.

Matt Ellis. Assistant Football Coach. B.A., Rhodes College.

W. Toler Freyaldenhoven. Assistant Cross Country and Track & Field Coach. B.S., Rhodes College.

Andrew B. Gibson. Director of Athletic Training. B.S., University of Memphis; M.S., Murray State University; ATC, LAT, CSCS, PES, CES.

Paul Goebel. Head Women's Tennis Coach. B.A., Middle Tennessee State University.

Steven Goodson. Head Men's Basketball Coach. B.S., University of Kentucky.

Peter Green. Head Volleyball Coach. B.F.A., Small Business Management Cedarville University.

Marcus A. Harris. Assistant Track and Field Coach. B.A., Texas Southern University.

Matt Kalb. Assistant Football Coach. B.F.A., University of Kentucky; M.A., Valparaiso University.

Matthew C. Lamb. Assistant Athletic Director for Student-Athlete Success and Head Men's Soccer Coach. B.A., University of Mary Washington.

Hannah Lott. Head Field Hockey Coach. B.A., Washington & Jefferson College; M.S., Smith College.

Mikey Nantze. Assistant Baseball Coach. B.A., University of Tennessee at Martin.

Carlos Ocasio. Staff Athletic Trainer. B.S., State University of New York College at Cortland.

Nate Oekerman. Assistant Men's Lacrosse Coach. B.A., Concordia University Wisconsin.

McKinnon Pennell. Head Women's Soccer Coach. B.A., Sewanee: The University of the South; M.Ed., University of Texas-Austin.

Sarah Posey. Head Women's Golf Coach. B.S., Birmingham Southern College.

Scott Robinson. Assistant Men's Basketball Coach. B.B.A., Crichton College; B.B.A., M.S., University of Memphis.

Kristen Schlabach. Associate Head Athletic Trainer. A.A., Central Texas College; B.S., University of Texas at San Antonio; M.S., Daemen College.

Robert D. Schrier. Associate Head Baseball Coach and Coordinator of Outdoor Facilities. B.A., Rhodes College.

Kyle Schwartz. Assistant Women's Soccer Coach. B.S., Cumberland University; M.S., Middle Tennessee State University.

Ellison Sherrill. Head Women's Lacrosse Coach. B.F.A., Hamilton College; M.Ed., Tufts

University - School of Museum of Fine Arts.

Breanna Stalsitz. Director of Athletic Media Relations. B.S., Clarion University of Pennsylvania.

Kiersten Still. Assistant Volleyball Coach. B.S., Columbia College; M.S., M.Ed., University of Tampa.

Judi Thurman. Head Women's Basketball Coach. B.S., University of Mobile; M.A., University of West Alabama.

Abbie Verbeke. Staff Athletic Trainer. B.S., M.S., West Chester University of Pennsylvania.

Colby Walker. Assistant Men's Soccer Coach. B.S., The Catholic University of America; M.B.A., Clarkson University.

Steve Webb. Head Swimming and Diving Coach and Aquatics Coordinator. B.S., Florida State University.

Jalen Womble. Assistant Football Coach. B.A., Rhodes College.

Emma Wynne. Assistant Women's Lacrosse Coach. B.A., Dickinson College.

Evan Ziolkowski. Assistant Swimming Coach. B.A., Rhodes College.

Vacant. Head Baseball Coach.

Vacant. Assistant Men's Lacrosse Coach.

Vacant. Assistant Field Hockey Coach.

Vacant. Staff Athletic Trainer.

Office of Academic Affairs

Timothy Huebner. Provost and Vice President for Academic Affairs. B.A., University of Miami; M.A., Ph.D., University of Florida.

Rashna W. Richards. Associate Provost. B.A. Narsee Monjee College; M.A. University of Mumbai; M.A. West Virginia University; Ph.D. University of Florida.

Natalie K. Person. Dean for Community Engagement and Executive Director of the Turley Memphis Center. B.A., University of Mississippi; M.S., Memphis State University; Ph.D., University of Memphis.

Elizabeth Thomas. Dean for Faculty Development. B.A., Georgetown University; Ph.D., University of Illinois at Urbana-Champaign.

Sujan Dan. Dean for Post-Graduate and Special Programs. B.Tech., Kerala University; M.S., Ph.D., Texas A&M University.

Geoff Maddox. Associate Dean for Assessment and Academic Effectiveness. B.A., University of Missouri-Columbia; M.A., Ph.D., Washington University-St. Louis.

Miriam Clinton. Associate Dean for Teaching, Learning, and Emerging Technologies. B.A., Yale University; M.A., Ph.D., University of Pennsylvania.

Erin R. Hillis. Executive Director of the Buckman Center for Global Engagement. B.A.,

M.A., Ph.D., University of Memphis.

Elin Ovrebo. Director of Education Abroad/Away. B.A., M.A., Ph.D., University of Memphis.

Aliza Moran. International Education Advisor. B.F.A., University of Memphis; M.A., New York University.

Katie Searle. International Education Advisor--Part-Time. B.F.A., Covenant College; M.Ed., Union University.

Melissa Campbell. Director of Health Professions Advising. B.S., Middle Tennessee State University; M.S., Texas A&M University.

Jessica Kelso. Associate Director of Health Professions Advising--Part-Time. B.A., M.A., Bowling Green State University.

Lauren Pringle. Assistant Director of Health Professions Advising. B.A., Rowan University; M.S., University of Massachusetts.

Jessica Cowan. Associate Director of the Turley Memphis Center. B.S., Rhodes College; M.Ed., University of Southern California.

Marisol Palomo. Assistant Director of the Turley Memphis Center for Student Engagement. B.A., University of Rochester; M.P.A., Colorado Christian University.

Arthur Jenkins. Bonner Coordinator. B.A., Centre College.

April L. Allen. Academic Affairs Coordinator. B.B.A., Lambuth University; M.B.A., University of Memphis.

Steven Drieberg. Administrative Assistant II. A.A., Morningside Institute of Arts.

Gabriela Medrano. Administrative Assistant I--Part-Time.

Institutional Effectiveness, Research and Analytics

Tara Webb. Associate Vice President for Institutional Effectiveness. B.A., M.A., Ph.D., Southern Illinois University.

Quan Dinh. Data Analyst. B.S., Rhodes College.

Vacant. Associate Director of Institutional Research.

Mike Curb Institute for Music

John B. Bass. Director of the Mike Curb Institute for Music and Special Initiatives. B.M., University of Southern Mississippi; M.M., Ph.D., University of Memphis.

Registrar

Amanda Law Maxson. Registrar. B.A., Rhodes College; M.B.A., Berry College.
April Vincent. Assistant Registrar. B.A., Southeast Missouri State University; M.A., Bethel University.
Jana Hayes. Registrar Data Specialist. B.A., Harding University; M.S., Arkansas State University.
Vacant. Associate Registrar.

Academic Staff

Somerset Alley. Studio Arts Technician--Part-Time. B.F.A., University of Tennessee-Knoxville.
Tangela Allgood. Departmental Assistant. A.A., Southwest Tennessee Community College.
Kate Collier. Departmental Assistant. M.Ed., Christian Brothers University; M.P.A., University of Memphis.
Jordy Gentry. Laboratory Manager, Biology. B.A. University of Memphis.
Hannah Guess. Departmental Assistant. B.A., M.A., University of Memphis.
Elizabeth Houck. Departmental Assistant. B.A., Rhodes College.
Laura Jacobsen. Departmental Assistant. B.A., Calvin University.
Amber Lewis. Departmental Assistant. B.A. University of Alabama.
Graham McEvily. System Administrator--Part-Time.
Rosanna P. Meindl. Visual Resources Curator--Part-Time, Art and Art History. B.A., Lewis and Clark College; M.A., University of Oregon.
Karen L. Mosley. Instrument Technician and Chemical Safety Officer, Chemistry. B.S., M.S., University of Memphis.
Joseph Kelly. Teacher Licensure Coordinator. Ph.D. Southern Baptist Theological Seminary.
Victor O. Obadina. Physics Instructional Support Specialist, Physics. B.A., Fisk University; M.S., Alabama A&M University.
Erika Pope. Musical Arts Coordinator, Music. B.A., Henderson State University.
Justin A. Porter. Laboratory Manager, Biology. B.S., M.S., University of Georgia.
Christy M. Waldkirch. Departmental Assistant.
Stewart White. Technical Associate--Part-Time, Physics. B.S., California State University, Hayward; M.B.E., Christian Brothers University.
Meaghan Wolfe. Departmental Assistant. B.S., University of Memphis; M.Ed., Bethel University.
Lorie W. Yearwood. Departmental Assistant. A.A.S., State Technical Institute at Memphis.

Information Services, Paul Barret Jr. Library

Harvey Smith. Chief Information Officer. B.S., University of Memphis; M.B.A., Union University.

Richard T. Trenthem, Jr. Director of Academic Technologies. B.A., Rhodes College; M.L.I.S., University of Texas at Austin.

Stacy S. Pennington. Director of Infrastructure and Enterprise Applications. B.A., Rhodes College.

Darlene D. Brooks. Director of the Barret Library. B.A., M.L.I.S., University of Tennessee, Knoxville.

Stephen Barber. Instructional Systems Specialist.

Greg Bowman. Systems Analyst. B.S., Arkansas State University.

Steve Brummel, Assistant Director of User Engagement and Experience. B.A., Aurora University; B.A., Columbia College Chicago; M.S., Dominican University; M.Ed., University of St. Francis.

Cody Dillon. Information Systems Security Manager and Network Engineer. A.A.S., Southwest Tennessee Community College, B.S., M.S. Western Governors University.

Rachel Feinman. Head of Cataloging and Collection Development Librarian. B.S., M.L.S., Florida State University.

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

Caitlin E. Gewin. Instructional Technologist. B.A., Rhodes College.

Marci Hendrix. Administrative Assistant II. B.A., Rhodes College.

Roland D. Handy. Senior Desktop Support Specialist. A.A.S., Mid-South Community College.

Nevenia Hill. Public, Research, and Technology Services Librarian. B.S., M.A.E., University of Memphis; M.Ed., Trevecca Nazarene University.

S. Lance Kimbrell. Manager of Instructional Technology. A.A.S., Mississippi Delta Community College.

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The Connie Abston Chair in Literature was created in 1998 by former trustee Dunbar Abston, Jr. in honor of his wife. Dr. Caki Wilkinson, Associate Professor of English, holds the Abston Chair.

The Winton M. Blount Chair in Social Sciences was provided by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. Dr. Katie White, Professor of Psychology, currently holds the Blount Chair.

The L. Palmer Brown Chair of Interdisciplinary Humanities supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Professor Miriam Clinton, Professor of Art and Art History, is the current holder of the Interdisciplinary Professorship.

The Neville Frierson Bryan Chair in African-American Literary & Cultural Studies was established in 2002 by former trustee and alumna Neville Frierson Bryan '58 of Chicago. currently holds the Bryan Chair.

The Mertie Willigar Buckman Chair in International Studies was established in 1990 by trustee Robert H. Buckman to honor his mother. Dr. Nikolaos Zahariadis, 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. Amy Risley, Professor of International Studies.

The Lester Crain Chair in Physics was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. Dr. Ann Viano, Associate Professor of Physics, currently holds the Chair.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Patrick Gray, 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. Vanessa Rogers, Associate Professor of Music, is the current occupant of the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Larry Peterson, Associate Professor of Chemistry.

The F. Elaine Donelson '59 Chair in Psychology allows for the creation of a department chair in Psychology.

The E. C. Ellett Professorship of Mathematics and Computer Science was created by

Edward Coleman Ellett, Class of 1888. Dr. Erin Bodine is the current Ellett Professor.

The Fulmer Chair in Political Science for U.S. Presidential Studies was established in 2005 by Arthur Fulmer and the late Nancy Hill Fulmer '51, Rhodes trustee, to support work in the Department of Political Science. Dr. Michael Nelson, Professor of Political Science, currently holds the Fulmer Chair.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover and is occupied by Amy Benson, Associate Professor of English.

The William Randolph Hearst Endowed Teaching Fellowship for Graduate Students supports teaching fellows at Rhodes as they complete their dissertations.

The Ralph C. Hon Chair in Economics was provided by alumni who studied under Dr. Hon during his tenure as Professor of Economics. Dr. Courtney Collins, Assistant Professor of Economics, currently holds the Chair.

The Joseph R. Hyde, III Professorship of Political Economy is an annually-funded position established in 2010 in the Department of Economics to support the study of Political Economy. It is provided by the J.R. Hyde, III Family Foundation and other anonymous donors. Dr. Shameel Ahmed, Assistant Professor of Economics, is the current occupant.

The Robert D. McCallum Distinguished Professorship of Economics and Business was funded by the late Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and life trustee of Rhodes. Dr. Nick McKinney, Professor of Economics, is the current occupant.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Etty Terem, 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. Dr. Kenny Morrell, Associate Professor of Ancient Mediterranean Studies, is the current occupant.

The Virginia Ballou McGehee Professorship of Muslim-Christian Relations was established by James E. McGehee, Jr. and Virginia Ballou McGehee '46 in 2007. Dr. John Kaltner is the current occupant of the McGehee Chair.

The W. J. Millard Professorship of Religious Studies was provided by his friends at Evergreen Presbyterian Church in Memphis and honors the late senior minister of the church. Prof. Brooke Schedneck, Associate Professor of Religious Studies, is the current holder of the Millard Professorship.

The Plough Professor of Urban Studies was provided by an endowment grant from the Plough Foundation. Dr. Elizabeth Thomas, Associate Professor of Psychology, is the current holder of this Professorship.

James T. and Valeria B. Robertson Chair in Biological Science was established in 2005 by James T. Robertson '53 and Valeria B. Robertson to support teaching and research in biology and related areas. Prof. Jonathan FitzGerald, Associate Professor of Biology, holds the Robertson Chair.

The James D. Robinson Chair in Economics and Business Administration was established in 2004 by Martha Robinson to honor a professor in the chemistry, business or economics department. Dr. Kelly Weeks, Associate Professor of Business is the current holder of this 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 Victor Coonin, Professor of Art and Art History.

The J. S. Seidman Fellowship in International Studies is supported by the estate of Rhodes trustee P. K. Seidman. Dr. Esen Kirdis, Associate Professor of International Studies currently holds this Fellowship.

The P. K. Seidman Distinguished Professorship of Political Economy was provided by Robert H. Buckman and the late Mertie W. Buckman, in honor of their friend, the late P. K. Seidman. Dr. Steve Ceccoli, Associate Professor of International Studies is the current P.K. Seidman Distinguished Professor.

The Irma O. Sternberg Chair in History was established in 2012 with a gift from Mrs. Sternberg's estate. Dr. Tim Huebner is the first holder of this Chair.

The Van Vleet Fellowship was provided by The Van Vleet Foundation. The Fellowship, occupied by Dr. Brent Hoffmeister, Professor of Physics, provides for student research and strengthens the Physics Department.

The Robert R. Waller Chair in Population Health, named for trustee Dr. Bob Waller, was established in 2017 to provide leadership and community for Urban Studies majors with a concentration in Urban and Community Health. Dr. Kendra Hotz, Associate Professor of Urban Studies, is the current Chair.

The R. A. Webb Professorship of Religious Studies was provided by a friend of the college. Dr. Sarah Rollens, Associate Professor of Religious Studies is the current Webb

Professor.

The Spence L. Wilson Distinguished Chair in Humanities was established by trustee Spence L. Wilson, his wife Rebecca Webb Wilson, and the Kemmons Wilson Family Foundation.

The T. K. Young Professorship of English Literature was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. Dr. Leslie Petty, Associate Professor of English, currently holds the Young Chair.

Special Funds

The Frank and Marjo Benton Student Travel Fund was created in 2012 by Marjo and Frank Benton P'13 to support Math and Computer Science students when they attend professional meetings and conferences.

The Booth Cody Dortch Quinn Endowment for the Humanities was created in 2013 by Joan and John Quinn '58. The endowment will help bring nationally recognized leaders to campus to create special learning opportunities that will provide the foundation for community-wide dialogue.

The Boyle Endowment for the Study of Liberal Democracy was provided in 2008 by trustee J. Bayard Boyle, Jr. and his family. It is housed in the Department of Political Science to encourage and support teaching and research concerning the nature of constitutional government and the sources, principles, and practice of the institution of liberal democracy.

The Rosanna Cappellato Memorial Fund was established in 2013 through the estate of Rosanna Capellato and gifts from her friends.

The Charles P. Cobb '44 Endowment for Music, established in 2011 through his estate, provides discretionary funding for the Music Department to be used with the approval of the Dean of the Faculty. The Cobb Endowment may provide student fellowships or other support for the teaching and learning of music.

The Crain Family Counseling Support Fund was established to benefit student counseling at Rhodes in order to meet the emotional needs of our students.

The Patricia Weaver Lawrence '50 Endowed Music Fund, established by bequest of the estate of William S. and Patricia W. Lawrence, is intended to be used for the purchase of musical instruments, musical instruction, or musical performances.

Initiated in January 2023, the *Mallory Gymnasium Floor Naming and Improvement Project* was funded by multiple generous donors to rename the Mallory Gymnasium basketball floor in honor of Coach Herbert Hilgeman.

The Mike Curb Institute for Music was founded in 2006 by Mike and Linda Curb through the Mike Curb Family Foundation to foster awareness and understanding of the distinct musical traditions of the South and to study the effect music has had on its culture, history, and economy. Through the areas of preservation, research, leadership, and civic responsibility, the Institute provides support for faculty and facilitates opportunities for students to experience learning outside the classroom in partnership with the community.

The Pete Ekstrom Faculty Development Fund in Anthropology and Sociology was established in 2006 by an anonymous alumna. It will provide support for faculty to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs. The chair of the department will determine the use of these funds.

The Jack D. Farris Visiting Writers Series was established in 2002 by a bequest from the Kathleen McClain '74 as a memorial to her beloved teacher, mentor and friend, Professor Jack D. Farris. Each year the Department of English will host published writers for readings and lectures.

The Julia Johnson Garrett '01 Library Collection Endowment was established in her honor by her parents, Edith H. and James R. Garrett, in 2001. Funds from the endowment are used to purchase rare or other books in the field of Art History, rare or other books in the field of Religious Studies, books in the field of Early Childhood Education, or if there is no need in those areas, where the need is greatest.

The Martin-Kragh Faculty Development Fund for Biology and Chemistry was established in 2006 by former Rhodes trustee J. Stephen Martin and his late wife, Nancy Kragh Martin, parents of Stuart '08, to provide support for faculty in biology and chemistry to direct and mentor a student, pursue collaborative research, or develop enhancements to their programs.

The Meeman Endowed Support Fund, provided by the estate of Mr. George B. Long, Jr., was established in 2023 to support the Meeman Center for Lifelong Learning.

The Michaelcheck Endowment for Faculty Support was created in 2000 by Rhodes Board Chair William J. Michaelcheck '69 and his wife Pam to provide funds for travel by faculty members to support their research and other academic endeavors.

The Julian C. Nall '43 and Family Endowment for Faculty Support was established in 2011 by Julian C. Nall '43 and his family. It supports faculty professional development to

help achieve career goals and better mentor students.

The Herta and Walter Nelson Library Fund was created by Professor Michael Nelson in 1992 and named in honor of his parents. The fund was established to purchase faculty authored books for the Paul Barret, Jr. Library collection.

The Overend Endowment for Film Studies was created through the generosity of an alumnus in 2001. It provides support for guest speakers, films, books, and equipment purchases related to film studies.

The 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.

Established in 2024 by Dr. Morris T. Reagan '60 in memory of his mother, *The Louise Taylor Reagan Endowed Music Fund* provides for and/or offsets the cost of the Music Department hosting an annual concert by professional musicians or musical groups.

The Rhodes Athletic Equipment Fund was established in 2013 in honor of Mike Clary '77 by Dr. and Mrs. James H. Daughdrill.

Rhodes CARES (Center for Academic Research and Education through Service), funded by a \$6 million grant from the Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, exists to strengthen undergraduate research and service tied to scholarship. The center encompasses programs such as Rhodes Institute for Regional Studies, Rhodes St. Jude Summer Plus research program, and Rhodes Learning Corridor. It also provides aid to students who have demonstrated experience in and commitment to community service.

The Rhodes Theatre Guild Fund was established in 2023 to provide financial support to the Rhodes Theatre Guild.

The Richardson Endowment for the Arts was established by the late Kathleen Richardson in 2007. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The James R. Riedmeyer Collection was established in 1987 by Mr. Riedmeyer, then Senior Vice President, Federal Express Corporation. It is used to purchase books and periodicals in aviation, transportation, and communication.

The Riley Discretionary Endowment for Barret Library was created in 1998 by Dr. Robert

I. Bourne, Jr. '54 and Anne Riley Bourne '54 in loving memory of Rev. Robert Quitman Riley, Class of 1894 (Anne's grandfather); John Riley, Class of 1926 (Anne's father); and Maclin Broadnax Riley, Class of 1930 (Anne's uncle). It provides funds to be used at the discretion of the Director of Barret Library.

The Charles Robertson '65 Endowment for Student Research and Engagement in Physics was established in 2007 by Charles Robertson '65 to support research fellowships for students to work with Rhodes physics faculty. It will also support the students in activities that will engage them in the physics community and the community at large. Recipients are selected through an annual competitive application process.

The Jack U. Russell Collection was established in 1986 in his memory by his son Mark Russell. The Russell Collection is used to enhance the mathematics collection in honor of Dr. Russell's service at Rhodes as Professor of Mathematics 1954-1981.

The Ruyl Family Fellowship in Global History is the Department of History's premier experience for students majoring in History. It was established by Marci McTier to allow a rising junior or senior to explore any aspect of global history, broadly defined.

The Herb Smith Endowment was established in 2010 to support Meeman Center classes that had been taught by Herb Smith, most notably "The Art of Conscious Living."

The Paul Snodgrass '46 Endowment for the Arts was established through his estate. It provides support for the Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The Helen Stauffer Memorial Library Fund was established in 2006 to provide funds to benefit the Paul Barret, Jr. Library.

The Irma Sternberg Faculty Support Fund in American History was established in 2009 through the estate of Irma Sternberg to support research and teaching in American history.

The Lynne and Henry Turley Memphis Center includes a range of institutes, programs and initiatives focused on the human experience of the Memphis and Mid-South region.

The White Family Regional Studies Endowment was created in 2007 through a bequest of John White '67. It supports students studying history through the Rhodes Institute for Regional Studies. Students selected for this opportunity are chosen through a competitive proposal process reviewed by the faculty of the institute.

The Spence Wilson Faculty Support in Religious Studies Endowment was established in

2012 by Spence L. Wilson, former Chair and current member of the Rhodes Board of Trustees. The recipient is Dr. Steven L. McKenzie.

Art Collections

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Jessie L. Clough Art Memorial for Teaching was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the college's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, the late Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The Harvey A. Pankin Collection was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

Awards

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Mac Armour Physics Fellows were established in 2015 in memory of Mac Armour '16 by Meri and Donald Armour.

The Anne Howard Bailey '45 Prize for Creative Writing was established by the estate of Anne Howard Bailey '45 in 2009 and given annually for excellence and merit in Creative Writing.

The J. Allen Boone '71 Award was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Accounting.

The William Bruce '11 Award for Outstanding Paper in Art History was created in 2013 by Louise and Mike Bruce P'11 in memory of their son. This award is determined based on the review of student papers each spring by the Art History faculty.

The *Pam Church Master of Accounting Award* is given annually to the Masters of Accounting student-of-the-year, in honor of former Rhodes faculty member Pam Church.

The Ruth Moore Cobb Award in Instrumental Music was established by the late trustee Charles P. Cobb '44 in honor of his wife. The award is presented annually to the outstanding student instrumentalist in the Music Department as judged by the Music faculty.

The Estelle R. Cone Award is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The Charlie Cook Award for Excellence in Political Science was established in 2013 by Lucy and Charlie Cook P'08. The scholarship is awarded to a senior who shows excellence in Political Science.

The J. Hal Daughdrill Award was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The Clarence Day Award for Outstanding Teaching, established in 1981 by the late Clarence C. Day '52 of Memphis, is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching.

The Dean's Award for Outstanding Research and Creative Activity was established by the late Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances.

The CBIZ MHM Accounting Awards previously known as *The Thompson Dunavant PLC Accounting Awards* were established by Thompson Dunavant PLC in 2008. One award is given each year to an outstanding junior majoring in commerce and business to provide financial aid during the senior year. A second award is given to an outstanding senior majoring in commerce and business who will enter and use the award for financial aid in the Rhodes' Masters of Science in Accounting program the academic year immediately

after graduation.

The Theodore William Eckels International Business Internships were established in 2010 by his wife Betty Eckels, her son Rick Eckels '70 and her daughter-in-law, Rhodes trustee Laila Adams Eckels '71. This internship outside the U.S. at an international business is restricted to deserving rising juniors and seniors majoring in commerce and business or economics with relevant foreign language skills.

The Garrott Award was established in honor of Thomas M. Garrott, III. Chosen by the Political Economy faculty members, this award recognizes a student who has demonstrated excellence in Political Economy.

The Donald J. Gattas Memorial Award is given annually to the student judged to be most outstanding in Middle Eastern Studies.

The Rebecca Rish Gay Most Outstanding Female Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in memory of her mother.

The Walter E. Gay Most Outstanding Male Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in honor of her father.

The Mel Grinspan Award for the Outstanding Intern was established in honor of the late Mel G. Grinspan, Professor Emeritus of Economics. The award recognizes a student who exemplifies excellence in achieving significant and measurable credit within the internship program.

The Sally Becker Grinspan Award for Artistic Achievement was established during his lifetime by Professor Emeritus Mel G. Grinspan to honor his wife. It is presented each year to a student majoring in art who produces that piece of art, in any medium, which is selected by a committee of artists and/or art curators as an outstanding creation.

The Michael E. Hendrick '67 Award in Organic Chemistry was established in his memory by his wife Martha S. Laurie '69 and their friends. It provides a summer stipend for outstanding students to conduct research in the field of organic chemistry.

The Ralph C. Hon Leadership Award recognizes a senior Commerce and Business major who has the highest achievement in the area of leadership.

The Hunter Award for Excellence in Neuroscience was established in 2006 through the estate of Arthur W. and Doris B. Hunter to recognize graduating neuroscience majors, who have been accepted into a graduate program in neuroscience or a related field, and who have excelled in the classroom and laboratory.

The Wasfy B. Iskander International Internship in Economics was provided by family and friends of the late economics professor. It provides an internship experience outside the U.S. for a rising senior majoring in economics.

The Jameson M. Jones Award for Outstanding Faculty Service continues a practice of recognizing faculty service first started by the Charles E. Diehl Society in 1988. The award, which honors a current faculty member who has rendered exemplary service and provided leadership to the Rhodes community, was provided in 2005 by Rhodes alumnus and trustee, John D. Gladney '74. Dr. Jameson M. Jones '36 served as professor of moral philosophy and dean of the college from 1955 to 1971.

The Jane Donaldson Kepple Writing Prizes are awarded annually to four students for excellence in writing as judged by a committee of faculty members. The awards are given in four categories: Freshman English Essay; Senior English Essay; Poetry, Fiction, and Drama; and Scholarly Essay. These prizes were established in 1985 by Thomas R. Kepple, Jr. in memory of his wife.

The Rose & Solly Korsakov Psychology Award was provided by Allan B. Korsakov '64 to honor his parents' memory, foresight, wisdom, and sacrifices for their two sons. The Korsakov Award recognizes an outstanding student in the field of psychology.

The Morelle Legg International Internship provides international internship opportunities to outstanding candidates in either the Department of Economics or Business in the summer of their junior year.

The George Lapides Sportsmanship Award was established in 2014 by various donors. It will be awarded every spring at the Rhodes Athletic Banquet to the senior athlete who best exemplifies highest level of sportsmanship.

The Colonel David Henry Likes International Studies Award was established in honor of Colonel Likes by Vernon M. Lester and is granted to an outstanding junior majoring in international studies.

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 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 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 Memphis Panhellenic Association, in its desire to encourage scholarship, presents an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college career.

The John Planchon Award for Excellence in Commerce and Business was established in 2013 by Dr. and Mrs. James H. Daughdrill. It is awarded to the Most Outstanding Student in Business and Commerce.

The Marcus D. Pohlmann Award in Political Science and Mock Trial was established in 2019 in honor of Professor Marcus Pohlmann upon his retirement. The purpose of this annual award is to recognize outstanding senior student achievement in Political Science and Mock Trial.

The Peyton Nalle Rhodes Phi Beta Kappa Award was created by members of the Rhodes Chapter of Phi Beta Kappa.

The Margaret R. & Rudolf R. Ruyl Award for Religious Studies was established in 1996 by The Ruyl Family Fund in memory of Margaret F. '61 & Rudolf R. Ruyl. This annual award supports faculty development.

The Jack U. Russell Awards in Mathematics were established by friends of Professor

Jack Russell of Rhodes. They are awarded to outstanding mathematics students selected by the Department of Mathematics and Computer Science.

The Jane Hyde Scott Awards, established by a bequest from Jane Hyde Scott '30, are given to rising seniors for special academic activities in the summer prior to the senior year. Five awards are given annually: The Robert Allen Scott Award in Mathematics, The Joseph Reeves Hyde Award in Religious Studies, The Ruth Sherman Hyde Award in Music, The Margaret Ruffin Hyde Award in Psychology, and *The Jeanne Scott Varnell Award in Classical Languages*.

The W. O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Rhodes 1925-41. The income from this fund is used annually for an award of books to the student who attains the highest distinction in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Ida LeBlanc "Lee" Smith Foreign Studies Award was established in her memory by her family, friends and classmates. Lee '05 is remembered for her enhancement of her Rhodes experience through participation in the college's British Studies at Oxford program. This award helps to fund a study abroad opportunity for a student who might not otherwise be financially able to undertake such study.

The Spencer Prizes in Greek were established in memory of Mr. H. N. Spencer, Port Gibson, Mississippi. They are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify Mr. Sullivan's ideals of excellence in character and service to humanity.

The Spence Wilson Faculty International Travel Fund was established in 2007 by the Kemmons Wilson Family Foundation in honor of Rhodes trustee Spence L. Wilson. The funds will be used to fund faculty international travel opportunities including but not limited to conducting research outside the U.S.; collaborating with colleagues from throughout the world; traveling to retool or expand our curriculum; presenting papers at international conferences; and taking students abroad.

The Rob Wolcott '93 Endowed Internship was provided by family and friends to support an internship at the Church Health Center in recognition of Rob's commitment to service and health care for the poor and homeless.

The Li Xiuying Memorial Award for Chinese Language Excellence was established by Professor Han Li and Stephen Ceccoli. The award recognizes a student who excels in studying the Chinese language.

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 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 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 Brady '67 and Betty '68 Wray Anderson Scholarship supports a female student studying international relations.

The Walter P. Armstrong, Sr. Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., the law firm of Armstrong Allen, and friends.

The A. L. Aydelott Students Memorial Scholarship Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Mary Lowry Bacon Scholarship was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Henderson. It is awarded to a student of religion.

The John W. Baird M.D. and Florence D. Baird Scholarship was established in 1999 by Florence Baird '40. It provides aid to deserving students with demonstrated financial need.

The Minnie Lee Hamer Bales '35 Scholarship for the Arts was created in 2010 through her estate. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The Dr. Leon T. Banakas '53 Scholarship was established by Mrs. Frances Mellen-Banakas in memory of her husband. It provides aid to deserving pre-medical students on the basis of academic promise and ability.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana.

The Donna Lorraine Barlett Scholarship, created by alumna Ms. Barlett '80, gives preference to students with financial need who are in foster care or who are from a single-parent household.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The James H. and Carol P. Barton International Study Fellowship was established by Rhodes trustee James H. Barton in 2006. It provides financial aid for deserving students who desire to study abroad. Recipients are selected by competitive application.

The Adam P. Beeler Christian Service with Youth Scholarship was established by the family and friends of the late Adam Beeler '99. The scholarship is to be awarded to a deserving junior or senior who has demonstrated a commitment to Christian service in an under-resourced environment with preference given to students who have been active with STREETS Ministries and/or The Neighborhood School.

The Bellingrath Fellowships were established through the will of Walter D. Bellingrath. Consideration is by nomination only and the Bellingrath Scholars are chosen based on

their academic and extracurricular records and an interview by a scholarship selection committee.

The BellSouth Mobility Scholarship was provided by BellSouth Mobility, now merged into AT&T, for a deserving student with demonstrated financial need. Preference is given to students from Memphis.

The Francis B. and Mildred Benton Scholarship was established in 2006 through the estate of Francis B. Benton '36 to aid deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the arts.

The Jacque Hammett Betts and Margarette H. Wurtsbaugh Scholarship was established by the late Mrs. Betts, and Mr. and Mrs. Alfred D. Wilhelm of Little Rock, in memory of these sisters who were Mrs. Wilhelm's aunts.

The Herman W. Bevis Scholarship was created and later endowed in her lifetime by the late Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

The Winton and Carolyn Blount Service Scholarship was provided in 2005 by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Bonner Foundation Scholarships, funded by The Corella and Bertram F. Bonner Foundation, provide financial aid for deserving students who demonstrate experience and commitment to community service and have high financial need. Each student receives a grant for financial aid, a stipend to substitute for work study aid, and a summer living allowance.

The Eleanor and Millard Bosworth Scholarship was established in their memory by their daughter, the late Eleanor Bosworth Shannon. It is awarded annually to students with need.

The Elizabeth Bourne Webb '81 & John Riley Bourne Service Scholarship was established by Dr. and Mrs. Robert Irl Bourne, Jr., members of the class of 1954. The scholarship is awarded to students who demonstrate interest and involvement in community service as an applicant to Rhodes and while at Rhodes commit to engage in approximately ten hours of weekly community service.

The Dr. Robert Irl and Anne Riley Bourne Scholarship was established by the Bournes,

both members of the Class of 1954, to be awarded to deserving students on the basis of academic promise and ability.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the college staff for many years.

The J. Bayard Boyle, Sr. Scholarship was created by the late Sam M. Fleming of Nashville to honor the memory of his good friend. Additional support was provided by Joanne Fleming Hayes and Toby S. Wilt. It is awarded to a student with financial need.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The Helen '51 and Denby Brandon '50 Scholarship was established in 1999 by Mr. and Mrs. Brandon in honor of their 50th class reunions.

The Theodore Brent Scholarship was established by Mr. Brent of New Orleans.

The C.A. and Louise Branyan Fellowship was established in 2009 by Carole Louise Branyan '67 in memory of her parents. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

The Charles and Helen Branyan Fellowship was created by Carole Louise Branyan '67 in 2009 to honor the memory of her aunt and uncle. This fellowship gives preference to female graduates from White Station High School, Memphis, TN who are of the Presbyterian faith.

The LeNeil McCullough Broach Scholarship was funded through the estate of Ms. LeNeil McCullough Broach '29.

The Brown Scholarship was established in 2006 by Susan E. Brown, parent of Clark Ruppert '10. The scholarship is awarded to residents of Shelby County, Tennessee, with demonstrated high financial need who have a willingness to be engaged in activities at Rhodes and who have potential for academic success.

The C. Whitney Brown Scholarship was established by friends and family of the late C. Whitney Brown to provide assistance to economically disadvantaged Shelby County students, not otherwise able to attend Rhodes, sponsored by any Memphis organization dedicated to improving the future of Memphis youths. Preference is given to Memphis Boys Club/Girls Club members.

The Enoch Brown Scholarship, established by the late Mrs. Enoch Brown, Franklin,

Tennessee, in memory of her husband, is awarded to students from Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The L. Palmer Brown III Service Scholarship was founded in 2004 by Axson and Bryan Morgan in honor of L. Palmer Brown. This scholarship is awarded based on merit and financial need.

The Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown '35.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The Bradley Brubaker '97 Endowed Scholarship is intended for a student from Memphis/Shelby County, preferably with financial need, and a GPA of 3.0 or higher.

The John H. Bryan Scholarship was established during his lifetime by the late John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

The Louise and John Bryan Fellowship for the Arts was established in 2007 by trustee John H. Bryan III '83 and his wife Louise. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The Annie Rose and Leslie H. Buchman Scholarship was established by Southern Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

The Mertie W. Buckman International Scholarships for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

The Robert Buckman Scholarships for Study Abroad were established in 2003 by Rhodes trustee Robert H. Buckman and his wife Joyce Mollerup to enable qualified students to study abroad, either for a semester or for a complete academic year, and to then participate in the development of international awareness at Rhodes upon their return. Buckman Scholars must have completed at least two semesters at Rhodes at the time of the award and preference will be given to juniors or rising juniors. Demonstrated financial need may be a consideration in the granting of these scholarships. These scholarships

are not available to students applying for summer program study. For more information, contact the Buckman Center for International Programs.

The Stanley Joseph and Mertie Willigar Buckman Scholarship was established by the late Mrs. Buckman to support students with need.

The Buntyn Presbyterian Church Scholarship was established to provide assistance to a student from Tennessee.

The Chloe Malone Burch Service Scholarship was created in 2010 through her estate. It provides financial aid for deserving students who have demonstrated experience in and commitment to community service.

The Mary Ross Burkhart Scholarship was established in 2013 by Pedie Pedersen '70 to honor former Rhodes Professor Mary Ross "Tara" Burkhart.

The Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Kathryn Brown Butler Emergency Assistance Fund was established in 2011 by The Kathryn Brown Butler Family Foundation. It provides emergency aid beyond the normal financial aid to students who are active and successful members of the Rhodes community and demonstrate a need for emergency assistance.

The Betty 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 Anne S. Caldwell '51 Business Fellowship is intended for juniors and seniors with an academic major in business and/or economics.

The Samuel Craighead Caldwell Memorial Scholarship was established by First Presbyterian Church, Hazlehurst, Mississippi.

The Cardwell Family Scholarship was set up by the Cardwell Family to support the financial aid needs of Rhodes students.

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 Katherine Carter Service Scholarship was established in 2006 by Thomas L. Carter, Jr. and Eugenia Graves Carter, parents of Katherine '05. It is awarded to students who demonstrate financial need as well as experience with and commitment to community service.

The Christine Barham Caruthers Service Scholarship was established in 2006 through the estate of Christine Barham Caruthers. It is awarded to students who demonstrate experience in and commitment to community service.

The Fay Rye Caudle Scholarship for the Arts was established by Scott Rye '83 and Ruth Metcalfe Rye '84 in 2007. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The CBJR Foundation Emergency Assistance Fund was provided in 2013 by the CBJR Foundation to provide support to students who find themselves in emergency financial need.

The Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Chapman Service Scholarship was established in 2005 by Christopher J. Chapman and Mary Beth Blackwell-Chapman, parents of Molly '05. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Anna Marie Clark '12 Fellowship was established in 2012 by Ed Clark P'12 in honor of his daughter. The scholarship will provide support for one student's four years at Rhodes, provided s/he maintains satisfactory grades, carries a full-time course load, and takes advantage of at least one beyond-the-classroom learning opportunity that furthers his/her academic or career interests.

The Class of 1950 Scholarship was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The John Colby Service Scholarship was established in Barry Johnson '83 and Susanna Johnson in 2007 to support students with demonstrated financial need and commitment to community service and leadership.

The Jefferson K. Cole Scholarship was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

The Elizabeth Williams Cooper '30 Scholarship was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes provided Mrs. Cooper.

The James Leonard Cooper Scholarship was established by his late daughter, Miss Lula W. Cooper.

The Mrs. John S. Cooper Memorial Scholarship was established by Mr. Douglas Johnston of Memphis in memory of his mother.

The John Franklin Copper '75 Award for Excellence in the Study of Asia was established by retired Rhodes professor and alumnus John F. Copper '75. The award honors a student who has embraced the challenging and rigorous curriculum of the International Studies Department.

The Cotham Family Scholarship was established to provide support for a dedicated, involved student.

The John H. '57 and Patricia Crabtree Endowed Scholarship is awarded to a student with financial need.

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 Crater Family Scholarship was established in 2023 to provide support for first-generation students with demonstrated financial need. The scholarship is made possible by a gift from Glenn and Christina Crater '91.

The Serena Crawford Scholarship for Women was initiated by alumnae Sallie Brooks Clark '76, Donna Kay Fisher '71, Katherine Maddox McElroy '77, Carol Ellis Morgan '76, and Sara Jeannette Sims '76 in memory of their friend Serena '75. It provides assistance to women students with financial need.

The Jere Lawrence Crook, Jr. Scholarship was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. Preference is given to international students.

The Patsy Braswell Culverhouse '54 Scholarship was created in her memory by her husband Cecil Culverhouse and their sons Ian and Rob. The scholarship benefits a

young woman who would not be able to attend Rhodes without financial aid.

The Curran-Lydict Scholarship was established in 2013 by Chrissy and Walter Lydict '68. The scholarship is designed to challenge and graduate talented students from middle income families.

The James and Elizabeth Daughdrill Scholarship was established in 2014 by Robert H. Buckman and Joyce A. Mollerup. The scholarship will be awarded to a worthy student with need who has overcome significant obstacles on their path college.

The Ellen Davies-Rodgers Scholarship in Early Elementary Education was established by the late Dr. Ellen Davies-Rodgers. This scholarship is presented to an outstanding student with special interest in early elementary education.

The Dan W. Davis Service Scholarship was provided in 2005 through the estate of Dan W. Davis of Memphis. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Jefferson Davis Scholarship was established by the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, both alumni of the college, classes of 1931 and 1934. Mr. Davis served for many years as a member of the Board of Trustees.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference is given to qualified students from the area formerly known as the Synod of Alabama.

The Mary Robertson Day Scholarship was established by the Watauga Chapter of Daughters of the American Revolution.

The A. Clark and Mary Cooper Dean Scholarship was established in 1992 to assist deserving students in receiving a liberal arts education.

The Dickson Family Scholarship is provided by the late Dr. Bonnie Adair Dickson, the late Frederick L. Dickson, Jr. '38 and the late Elizabeth Blue Dickson '39.

The Charles E. Diehl Scholarship was established from the estates of Mrs. Lula Reese and Erma Reese Solomon.

The Charles I. Diehl Scholarship was endowed by a bequest from Charles I. Diehl '31, who served as Dean of Men and Professor of Education for the college. It is awarded to a deserving student with demonstrated financial need.

The Diehl Scholarship in Voice was established in memory of Mrs. Christiana Nolte Diehl

and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is awarded to a student majoring in voice based on academic achievement.

The Katherine Ireys Diehl and Mary Pond Diehl Memorial Scholarship was established at Rhodes and supported through the generosity of Katherine Diehl's son, the late Mr. Charles I. Diehl, and the Association of Rhodes Women.

The Christina Zengel Dinkelacker Memorial Scholarship was funded by family and friends of Christina '70. The scholarship goes to a deserving female student to enable her to study abroad with preference for programs in art, languages, and literature.

The Hugo Dixon Scholarship was established through a gift from the George H. McFadden and Bro. Fund of Memphis in memory of Mr. Dixon who was Chairman of the Board of Valmac Industries, patron of the arts in Memphis and the Mid-South, and business and civic leader.

The Elizabeth Rodgers Dobell Scholarship was established through contributions from family members and friends in memory of Elizabeth Dobell '58.

The F. Elaine Donelson '59 Fellowship in Psychology allows the department chair to create a fellowship in Psychology.

The Janice Ost Donelson Scholarship was created by family and friends in 2010 to honor the late wife of Dr. Lewis Donelson '38.

The Joseph A. Dunglinson Scholarship was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

The Dufour Endowed Scholarship is intended for students with demonstrated financial need. Recipients will have achieved the rank of Eagle Scout, or have demonstrated all of the following: participation in a service organization for at least three years and have had a leadership position within that organization, responsibility for completion of an impactful service project for which the candidates have demonstrated leadership in planning, coordination, and completion of the project. Recipients will demonstrate trustworthiness, kindness, and courage and show respect and reverence for matters of religious faith.

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 John Farley Scholarship was established in 1990 upon his death by the family and friends of John Farley '37, a noted lawyer in New York.

The Anna and Jack D. Farris Scholarship was created by alumni couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Associate Dean of the British Studies at Oxford Program at Rhodes, and the late Jack Farris, Professor Emeritus of English.

The Do Ann Johnson Falk '67 and Canon Thomas Hall '67 Scholarship was established by Meg and Scott Crosby in 2013 to honor Meg's aunts at their 50th Reunion. The scholarship recipients will be chosen by the Dean of Admission and Financial aid, with preference given to students who provide evidence that they would thrive in the Rhodes Environment.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy students with need from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a bachelors degree.

The Federal Express Scholarship was established by FedEx Corporation.

The Nancy Tanner & James Rodney Feild Scholarship was established by J. Rodney Feild. Preference is given to pre-medical students with need who serve in a hospital or clinic treating private patients.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana.

The James O. Finley '26 Family Scholarship, created by Dr. James G. Finley '62 and his wife Mary Lou Carwile Finley '64, provides financial aid with preference for students from Middle Tennessee.

The First Presbyterian Church Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Scholarship was established by the late Mr. and Mrs. Robert C. Flemister, Jr. '26 of Birmingham, Alabama, for deserving students with need.

The Amy and Cary Fowler Crossroads Fellowship was established in 2014. Students will collect and catalog historically important source materials which chronicle various aspects of the Civil Rights movement in the Memphis area.

The Steve and Riea Lainoff Crop Trust Fellowship in Honor of Cary Fowler was established in 2012 by trustee Steve Lainoff and his wife, Riea. This fellowship will be awarded to a senior to work for the Global Crop Diversity Trust for at least one year following graduation from Rhodes College.

The Joseph A. and Morgan C. Fowler Scholarship Fund was established in 1957 with a gift from the Freemasons. Since then, the scholarship has grown through the generosity of the Lillian Goldman Charitable Trust, Cary Fowler '71, and Amy Goldman Fowler. The scholarship honors Cary's parents, and is awarded each year to a worthy student.

The Edgar Wiggin Francisco Scholarship and *The Ruth Bitzer Francisco Scholarship* were established by Dr. Edgar Wiggin Francisco, III '52 in honor of his father and mother.

The Fraser Lagniappe Scholarship Fund provides scholarship assistance to a nontraditional age student with financial need.

The Freeburg Scholarship for Memphis Students was established through a gift from the estate of Catherine M. Freeburg '40 and her husband Charles Freeburg '39. As lifelong, dedicated Memphians, Mr. and Mrs. Freeburg established the scholarship to support the financial aid needs of Memphis students.

The John Chester Frist Memorial Scholarship was created by his brother, the late Dr. Thomas C. Frist, Sr. '28, a Rhodes trustee. John was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The Jennie Puryear Gardner Scholarship was established in 2007 by Mildred Puryear Marshall in honor of her sister, Jennie Puryear Gardner '31. Preference is given to women from the South with an interest in writing or literature.

The T.M. Garrott, Jr. and Lina H. Garrott Scholarship was created through their estates to assist deserving students from Mississippi selected on the basis of academic promise and ability. Their son, Rhodes trustee Thomas M. Garrott, III has increased the value of the Garrott Scholarship through additional gifts.

The Robert L. Gay Service Scholarship was provided in 2005 through the estate of alumnus Robert L. Gay '62. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Mary Snowden Treadwell Gee and Elisha Gee Scholarship, established in Mr. Gee's memory by Mrs. Gee during her lifetime, recognizes the many outstanding Rhodes College students who worked for Mr. Gee. The scholarship is awarded to students with need.

The Georgia Scholarships, endowed by an anonymous foundation, provide assistance to students with recognized leadership potential from middle-income Georgia families. Preference is given to members of the Christian faith.

The German Study Abroad Fellowship was established by an anonymous alumnus in 2008 to encourage students to adopt a minor or major in German and to learn the German culture. It is awarded to students who wish to study abroad in Germany and have demonstrated financial need.

The A. Benson Gilmore Memorial Service Scholarship was created by Rhodes trustee Vicki Gilmore Palmer '75 in honor of Dr. and Mrs. James H. Daughdrill, Jr., President Emeritus of the college and his wife, and in memory of Ms. Palmer's mother. It benefits 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 students with need.

The Fred R. Graves Scholarship was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit.

The Michael Grehl Scholarship was established in his memory by his late wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the college's financial aid package. Mr. Grehl was Editor of The Commercial Appeal, a Scripps-Howard newspaper.

The Hans and Frances Groenhoff Scholarship for Art and Art History Majors was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their friends. Recipients are limited to those students majoring in Art or Art History.

The Charles E. Guice Scholarship was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi.

The A. Arthur Halle Memorial Scholarship was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis.

The James Hamilton Memorial Political Science Scholarship was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The Rhonda and Mark Hammond '79 Scholarship was created by Rhonda and Mark Hammond '79 to assist students in need of financial assistance with tuition and expenses.

The Hammond-Moore Scholarships were established by the late Mark B. Hammond, '39 and R. M. Hammond, Jr. in memory of their father, R. M. Hammond, and Dr. Moore Moore, both of Memphis.

The Frank Hardie '02 Scholarship was established in his memory by Elaine Montgomery, Frank's family and friends to support students with financial need who are well-rounded and who share Frank's passion for learning, compassion for others, and effective

leadership.

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 W. Edwin Harris Scholarship was established through a gift from the estate of W. Edwin Harris. Originally from Wynne, Arkansas, Mr. Harris settled in Memphis following his retirement. He left a legacy of support for higher education in Memphis, including Rhodes.

The Hassell Scholarship was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

The Rev. Robin R. and Daniel B. Hatzenbuehler Summer Ministry Fellowship for Social Justice was established in 2010 by this alumni couple of the class of 1971. It is awarded by competitive application in which students describe their interest and past involvement in ministry and social justice, as well as their aspirations for the impact of the fellowship and a proposed placement or project.

The William Randolph Hearst Scholarship was created by the William Randolph Hearst Foundation of New York.

The Frank H. Heiss Scholarship Fund, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and 1928 alumnus of Rhodes, is supported by his daughter.

The Imelda and Hubert Henkel and Michelle Henkel Pennell Scholarship serves as a memorial to Imelda, Hubert, and Michelle and was originally created by the Henkels' four children, all of whom are Rhodes graduates: Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The *Henley International Student Scholarship* was created by Elizabeth and Robert Henley to support the needs of international students attending Rhodes.

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 Edwynna Hickman, of Memphis, as a memorial to her husband. Preference is given to a student majoring, or intending to

major, in the Department of Anthropology/Sociology.

The Harold "Chicken" High Scholarship honors this outstanding 1933 graduate of Rhodes and is funded by John S. and Tan Heslip Hille, '69, '69. Preference is given to an outstanding member of Pi Kappa Alpha.

The Chick and Andi Hill Service Fellowship was created in 2007 to provide aid to a student from Memphis with demonstrated financial need and commitment to community service and leadership.

The 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 James Elmore Holmes, M.D. and Ida Lester Scruggs Holmes Scholarship is awarded to first-generation students from either Mississippi or Tennessee, with demonstrated financial need and a GPA of 3.0 or higher.

The Elizabeth Hart and Horace King Houston Memorial Scholarship was established by the Reverend Horace K. Houston, Jr. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey; Washington County, Mississippi; or Shelby County, Tennessee.

The Gabriel and Mattie Houston Scholarship was established in 1955 by the late Mrs. Houston of Oxford, Mississippi.

The Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship was established by the late Mr. J. Thayer Houts '37 and his late wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

The Dave and Amy Howe Endowed Scholarship was established in 2016 by Amy and Dave Howe '83 P'19. This scholarship is awarded to students with financial need and selected on the basis of academic achievement and promise.

The Elizabeth J. Howard Scholarship was established by T. C. Howard of Covington,

Tennessee, in 1937.

The S. Francis Howard Scholarship was established in 1979 by an anonymous donor in memory of Mr. S. Francis Howard '26.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of the First Presbyterian Church of Tunica, Mississippi.

The John C. Hugon Scholarship was established by the late John C. Hugon '77 of Duncan, Oklahoma, during his lifetime to provide financial assistance to deserving students, perhaps in addition to that normally provided by the college. Additional funding was provided by McCasland Foundation, as well as family and friends.

The Hunt Senior Endowed Scholarship is awarded to a senior with demonstrated need, who carries a full-time class load and who is on track to graduate at the end of their senior year.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, an alumna of Rhodes, Class of 1960.

The Kristin D. and Vernon S. Hurst Scholarship for European Studies, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in European Studies.

The Margaret Hyde Council International Scholarship for Women was established by the members of the Margaret Hyde Council to aid students in study abroad opportunities. It is also supported by alumnae and friends of Rhodes. Preference is given to women students.

The Margaret Hyde Leadership Scholarship was created by Margaret Hyde Council board members Theresa Cloys Carl '75, Susan Logan Huffman '83, and Joellyn Forrester Sullivan '77. It gives preference to upperclass women who have demonstrated leadership in campus organizations, community service, or academics.

The Wendy and Bill Jacoway Scholarship was created by alumnus William H. Jacoway '62 and his wife Wendy.

The Sarah Elizabeth Farris and Thomas Francis Jackson Scholarship was established by Mrs. Elizabeth Jackson Hall and her son, T. Francis Jackson, III '62.

The Reverend William Nathan Jenkins Scholarship was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi, to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class

of 1895.

The Jane and J. L. Jerden Service Scholarship was established by Jane and J. L. Jerden '59 of Atlanta, Georgia. It provides aid to students who have demonstrated experience in and commitment to community service.

The Johnson Family Scholarship, created by alumnus Barry Johnson '83 and his wife Susanna Johnson, gives preference for aid to a student who exhibits an interest in religious studies as a major or entering full-time Christian ministry following graduation.

The George R. Johnson Service Scholarship, was created by Susanna Johnson in 2005 as a gift to her husband, Barry D. Johnson '83, to honor his father who dedicated his life to serving others. The scholarship provides aid to students who have demonstrated experience in and commitment to community service.

The Marshall P. '59 and Lynn J. Jones '59 Scholarship, funded through bequests from the estates of Lawrence & Carrie Jaseph, honors Lynn Jaseph Jones '59 and her husband, Rhodes Professor Emeritus Marshall P. Jones '59. The scholarship is awarded to a student with financial need.

The Paul Tudor Jones, M.D., Scholarship and *The Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The Walk C. Jones, Jr. Scholarship was established by Mrs. Walk C. Jones, Jr. of Memphis.

The Paul Tudor Jones III and Sara Shelton Jones Scholarship was established to honor the memory of his parents by the estate of the late Paul Tudor Jones IV '32, life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

The Edward B. Klewer Scholarship was established by Dorothy Hughes Klewer in memory of her husband.

The Hope Brewster Krushkov Memorial Scholarship in Music, created by her daughter Marli Krushkova, is awarded to a student in music.

The Riea and Steve Lainoff Fellowship was established in 2010 by trustee Steve Lainoff and his wife Riea. It is awarded annually to ten or more students through a competitive application process which includes a brief discussion of how the proposed domestic or international fellowship will advance the student's experiential learning. Preference is given to juniors and seniors with at least two fellowships reserved for each of the Theatre and English Departments.

The Joseph S. Legg Memorial Service Scholarship was established in 2005 by Rhodes trustee Deborah Legg Craddock '80 and Robert E. Craddock, Jr. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Edward B. and Elizabeth LeMaster Scholarship was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her late husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

The Ruby R. Vale Foundation in Honor of Mary Leonard Endowed Scholarship was established in 2020 for history or education majors.

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 *Herbert Linville Scholarship* was established by class of 1950 alumni Herbert Linville to support students deserving Rhodes students.

The Cornelia Loper Lipscomb Music Scholarship was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Wexler '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The Edward H. Little Endowed Scholarship was provided by the E. H. Little Trust.

The Mahoney Family Student Emergency Assistance Fund was established in 2009 by Wendi and Robert Mahoney, parents of Alex Mahoney '08 and Nate Mahoney '11, to be awarded in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

The Robert Mann '47 Scholarship was provided through a bequest to provide financial aid for music students.

The James J. and Ada Manson Memorial Scholarship was established by their daughter, the late Lucille Manson Tate of New Orleans, and the First Presbyterian Church of New Orleans.

The Roma and Jeff A. Marmon, Jr. Memorial Scholarships were established by Mr. and Mrs. George Mallouk of Garden City, New York, and other friends and relatives. He was a member of the Class of 1939.

The Edward C. Martin, Jr. Scholarship was funded through the estate of Mr. Martin '41. It is awarded to deserving students with financial need.

The Ireys Martin Scholarship, established by the Association of Rhodes Women, is awarded to a qualified female student.

The Lina Matthews Service Scholarship was established in 2006 through the estate of Lina Matthews. Preference is given to Presbyterian students studying for ministry or other work in the church and who have demonstrated experience in and commitment to community service.

The Mona Rice Matthews Fellowship for the Arts was funded by the estate of Mona Rice Matthews in 2007. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The Maxwell Family Scholarship was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from Dyersburg or West Tennessee.

The May Scholarship of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The Carolyn McAfee Annual Fine Arts Fellowship, established by Carolyn T. McAfee in 2008, is awarded to a student with talent or interest in the fine arts, with a preference for music. Preference is given to students from West Tennessee.

The Robert D. McCallum Scholarship was created in honor of the late Robert D. McCallum, life trustee of Rhodes, by his friend Julian Robertson. Preference is given to students with partial financial need, and awarded on the basis of the students' high ethical values, leadership ability, and academic performance. The purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

The Virginia and Jett McCallum Scholarship was established by her husband Robert D. McCallum to support students studying the Fine Arts, including the study of paintings, drawings, etchings, and sculpture, but not including the study of commercial art.

The Gail McClay Scholarship was established in her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The scholarship benefits students in education with demonstrated financial need.

The William E. McClure '51 Service Scholarship was funded through the estate of William E. McClure '51. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The William '51 and Helen '51 McClure Study Abroad Fellowship was created in 2010 to honor her late parents by Dr. Catherine McClure Leslie and the Helen and William McClure Family Fund at the Community Foundation of Greater Memphis. It provides for assistance to an upperclass student majoring in commerce and business to study abroad in a Rhodes-approved program.

The Anna Leigh McCorkle Work Study Scholarship was established by her family and friends to provide on-campus employment of students.

The McCoy Service Scholarship was founded in 2004 by the McCoy Foundation.

The Seth and Mary Ann McGaughran Scholarship for Creative Writing, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The McGehee Scholarship was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

The John H. McMinn Scholarship was established by alumnus John H. McMinn III '68 of Miami, Florida.

The Phillip H. McNeill Family Scholarship was established in 2005 by Rhodes trustee Phillip H. McNeill and Mabel McCall McNeill, parents of Hallie McNeill Ward '96. The scholarship provides opportunities to outstanding students who demonstrate strength of character and commitment to their faith through leadership and involvement in community, church, or school.

The Louise Howry McRae Fine Arts Scholarship was established in 2005 through the

estates of Louise Howry McRae '43 and Robert McRae of Memphis. It provides financial aid for deserving students who are majoring in the fine arts and who have demonstrated experience and commitment to community service.

The David McWilliams '78 Endowed Scholarship was established in his memory by his family and friends and is used for general financial aid, with no restrictions.

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 Frances Jeter Michaelcheck Scholarship Program established in 2015 by William J. Michaelcheck '69 in honor of his mother seeks to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes. Preference given to students from Western Tennessee who demonstrate high financial need, commitment to service and leadership in their school or community, and have a willingness to work hard and learn from difficult circumstances.

The Evelyn G. Millsap '47 Service Scholarship was created in 2005 through the estate of alumni Evelyn G. Millsap. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Kimberley S. Millsaps Scholarship was established by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in memory of their daughter Kimberley Millsaps '90 who was injured in a car accident during her senior year at Rhodes. The scholarship is awarded annually to a rising senior who is a member of the Alpha Omicron Pi Sorority.

The Frank M. Mitchener, Sr. Scholarship was established during their lifetimes by his daughters, Frances M. Scott '33 and Mary Rose M. Wilds, and his wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by the late Dr. Edward A. Mohns '24, Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The Pamela Palmer Montesi Scholarship for the Arts was a gift from Pamela Palmer Montesi '80 and her husband, Frederick Thomas Montesi, III, and their two children, Pamela Nicole Montesi and Frederick Thomas Montesi, IV '06 in honor of Pam's 25th Class Reunion in 2005. The scholarship aids students who demonstrate a love of the arts, regardless of academic major, with preference given to a student of music or the theatre. Primary emphasis for the selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Lewis Matthew Moore Scholarship was created in 1947 by Ethel Dean Moore in memory of her son. Preference is given to a student from Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club.

The Dr. Moore Moore Scholarship was established by Mrs. Houston N. Moore in honor of her husband and Board of Trustee member Dr. Moore Moore Jr. '29. The scholarship helps support Rhodes students with financial need.

The Virginia Lee Moore Scholarship, established by a Rhodes staff member in memory of her mother, is awarded to students with need.

The Goodbar Morgan '31 Scholarship was established in 2006 through the estate of Terry Westbrook '66. Goodbar Morgan was Director of Alumni at Rhodes for 26 years prior to serving as the college archivist in his "retirement." He and Dr. Westbrook were both members of Sigma Nu Fraternity and preference is given to the most qualified member of Sigma Nu Fraternity.

The William Insley Morris Memorial Scholarship was established by his sister Rosanna Morris '41. Mr. Morris served in the navy at various weather stations around the world.

The Norvelle Hammett and Adolphus B. Morton Scholarship was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm '75.

The Murfree Service Scholarship was established in 2005 by Rhodes trustee Katherine Davis Murfree. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of 1966. Preference is given to a junior or senior pre-medical student.

The Fred W. Neal Scholarship was established by family and friends of the late Dr. Neal, Professor Emeritus of Religious Studies.

The Hugh M. Neely Scholarships were established by the late Mrs. Mary Sneed Neely, Memphis.

The Joe Neville Scholarships are sponsored by the Black Alumni Connection of the Rhodes Alumni Association in honor of Joe Neville, who worked in the Rhodes Physical Plant for 44 years. Mr. Neville was always there for Rhodes students with abiding friendship, encouragement and inspiration. The scholarship provides support for students

with emergency needs that exceed the college financial aid package.

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 William Lucian Oates Scholarship was created in 1965 by the late Hugo N. Dixon of Memphis.

The Edmund Orgill Scholarship was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have given evidence of interest in and concern for governmental processes.

The Ortmann-Cox Memorial Scholarship was established by the will of Bessie Cox Ortmann.

The John A. and Ruth C. Osoinach Memorial Scholarship was provided by the estate of Dr. Harrison Kirkland Osoinach '55.

The George Marion Painter Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis. Preference is given to students majoring in commerce and business, mathematics, or public education.

The P. Thomas Parrish '79 Service Scholarship was established in 2004 by his classmates and friends.

The May Thompson Patton Music Scholarship was established by Lynda Lipscomb Wexler '60 to honor her mother-in-law and is awarded to a student majoring in music.

The Elizabeth Roe Pearce '91 International Study Fellowship was established in 2008 by Elizabeth Roe Pearce '91. This fellowship will be awarded to students participating in a study abroad opportunity on the basis of demonstrated financial need with a minimum required grade point average of 2.75.

The Michael D. Pearigen '77 Endowed Scholarship was established in 2022 and is awarded to graduates of a Tennessee public high school who have demonstrated financial need and outstanding academic achievement in high school.

The Bettye M. Pedersen Scholarship was established by Martha I. Pedersen '70 in memory of her mother. Preference is given to students with need who are from small towns in Tennessee, have declared an art, music, or science major, and intend to teach at

some level.

The Israel H. Peres Scholarship was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor in Memphis' Chancery Court. The scholarship is awarded to residents of Shelby County.

The Jason Turnbow Pettigrew '96 Memorial Scholarship is awarded to a junior or senior who embodies Jason's fervor for life. The scholarship helps the student pursue such activities as travel abroad, mission work, or additional educational pursuits in conjunction with their studies at Rhodes.

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 students who have potential for success at Rhodes. They must demonstrate financial need, show leadership potential and commit to participation in campus and/or community outreach activities.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford of Jackson, Tennessee, to honor her husband who was a trustee of Rhodes College.

The Frances Pillow Memorial Fund was established in memory of Frances Pillow '72 by her family and friends. The fund is used to provide scholarships for Arkansas students.

The Olive Manson Pitcher Scholarship was established in her memory by Elizabeth O. Pagaud of New Orleans.

The John M. Planchon, Sr. Endowed Scholarship supports students studying Commerce, Business, Accounting, or Economics and who are interested in furthering these interests through study abroad.

The Julia and Moses Plough Scholarships were established by the late Mr. Abe Plough in memory of his parents.

The William B. Powell Scholarship was established by the Dixie Wax Paper Company of Memphis. Preference is given to students connected with DIXICO, as the company is now named, or to students from Canada.

The Mary Louise Pritchard '51 Scholarship was given at her 50th Class Reunion by Mrs. Pritchard in memory of Elizabeth Ann Pritchard and Patricia Barton Pritchard and in honor of Mary Louise Crawford.

The Morton D. and Elsie Prouty Scholarship was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. Mr. Prouty was a member of Rhodes Board of Trustees.

The Schuyler Harris Pryor Scholarship was created by his mother, Mrs. Lutie Patton Shaw.

The Lynn Elizabeth Pyeatt Memorial Scholarship was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee; her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas; and by her friends. Income from the fund is awarded to women students majoring in music who have been nominated for this award by the Music Department and to a student majoring in mathematics.

The William C. "Razz" Rasberry '30 Scholarship was established by Doris Rasberry Jones '59 in honor of her father, Rhodes alumnus and life trustee. The scholarship is awarded to students with financial need.

The Red Shoes Service Scholarship was established by an anonymous alumna in 2006. It is awarded to students who demonstrate experience with and commitment to community service and leadership.

The Lieutenant Russell E. Reeves, Jr. Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund assists a worthy male student.

The Lorna Anderson Reimers Scholarship was established through her bequest. She was a Rhodes trustee from Jackson, MS.

The Linda Williams Rhea Scholarship was established by the late Herbert Rhea, Rhodes trustee emeritus, during his lifetime in honor of his wife.

The Percy M. and Ramona R. Rhea Scholarship was created in honor of his parents by Rhodes trustee Randall R. Rhea '77. It benefits students of high academic ability with demonstrated financial need.

The Margaret Johnson Ridolphi '63 Scholarship was endowed by Meg and Scott Crosby in 2013 to honor Meg's mother at her 50th Reunion. The scholarship is created to enroll, challenge and graduate students who can contribute and take full advantage of Rhodes.

Matthew Rigdon '02 International Study Abroad Scholarship was funded in 2015 by alumni Matthew Rigdon to provide resources to students that would otherwise not have the opportunity for an international experience.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. Preference is given to a qualified female student.

Rhodes Service Scholarships are awarded to students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. They are provided through an endowment established by the Robert and Ruby Priddy Charitable Trust, Wichita, Texas.

The Rich Memorial International Scholarship, created by alumna Mary Jack Rich McCord '51, provides aid for study abroad to students with demonstrated financial need. Preference is given to women students.

The Richardson Scholarship for the Arts was established by the late Kathleen Richardson in 2007. It provides support for Arts programs that foster 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. Scholarship for the Arts was established by F. Ray Riddle, Jr. in 2007. It provides support for Arts programs that foster 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 Patricia and Charles Robertson, Jr. '65 Scholarship was established by the Robertsons to provide four-year support to students with documented, demonstrated financial need, and who show a commitment to contributing and learning inside and outside the classroom.

The Martha Robinson Scholarship for the Arts was established in 2007 through the termination of the Martha Robinson Charitable Remainder Trust. It provides support for Arts programs that foster 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 Professor Jim Roper '48 Scholarship was established by Rhodes alumnus and trustee Stratton Bull '74 for the financial aid support of Rhodes students.

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 Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

The Jules B. Rozier Scholarships were established by the late Mr. Jules B. Rozier, Memphis.

The Theo Matthews Hayden and Marjorie Matthews Russell Study Abroad Scholarship was funded by the estate of Marjorie M. Russell in 2008. The scholarship will be awarded to Rhodes students who wish to study abroad in Scotland.

The Theo Matthews Hayden and Marjorie Matthews Russell Scholarship was funded by the estate of Marjorie M. Russell in 2008. It is to be awarded to a student from Scotland who wishes to attend Rhodes College. If no student from Scotland qualifies in any given year, then the scholarship will be awarded to a student with demonstrated financial need.

The John Hunt Rutledge II Scholarship was provided by friends in memory of this outstanding leader from the Class of 1972.

The Billie J. Scharding Scholarship was established through a bequest of Mrs. Scharding.

The Mary Gideon Schillig '47 Scholarship for the Arts was funded by the estate of Mary Gideon Schillig in 2007. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The Stephen J. Schmidt, Jr. Scholarship was provided for students with need by the late Mr. Schmidt, Class of 1972.

The Charlaine Harris Schulz '73 Scholarship is awarded to a female student with financial need. Preference is given to individuals who major or minor in English.

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 Scholarship for the Arts was established in 2007. It provides support for Arts programs that foster 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 Service Scholarship was established in 2006 by an anonymous donor to support Bonner Service Scholars.

The Madhuri and Devchand Shah Scholarship was created in 2013 by Vimal Shah '94, in honor of his parents. The scholarship is awarded to a student from a lower income family.

The Elder L. Shearon, Jr. Scholarship was created by The Southern Company to honor its late president and goes to a student with financial need.

The Charles R. and Rebecca L. Sherman Service Scholarship was established in 2005 by Charles '35 and Rebecca '38 in memory of their respective parents, Charles Robert Sherman and Rosa Livingston Sherman, and Judge Harry Williamson Laughlin and Frances Weber Laughlin. The scholarship is awarded to students who demonstrate experience in and commitment to community service.

The Anne and Mary Shewmaker Scholarship was established through the estate of Mary Shewmaker in 2006 to aid students with demonstrated financial need. Preference is given to female graduates of Central High School, Memphis.

The Clare Orman Shields '73 Scholarship was initiated in her memory by Louise Allen '77 and Jan Cornaghie. Additional funding was provided by her late husband, Lynn Shields, as well as family and classmates. It provides aid to women students with financial need. Clare Shields was a great advocate for women, having been both a pioneer and a role model for women in the legal community.

The Shiland/Park Scholarship was established in 2013 by Patricia Shiland P'15 and James Park P'15 to enroll, challenge and graduate talented students from middle income families who demonstrate an entrepreneurial spirit.

The Charles M. Simmons '09 Fellowship was established in 2009 by his parents, Jan and Tom Simmons, and The Bea and Margaret Love Foundation. This scholarship supports a student from Texas with academic promise and a commitment to learning outside of the

classroom through an internship, service, study abroad, or research experience.

The David L. Simpson III '58 Scholarship was established in 2009 in his memory by his wife, trustee Elizabeth LeMaster Simpson '58, to benefit students with need from middle income families.

The Robert and Seabelle Simono Scholarship was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor her parents. The scholarship is awarded to students with need from Mississippi.

The Cindy and John Sites Scholarship was created by John Sites '74 and his wife Cindy of New York. This scholarship is awarded based on academic merit of the student.

The Leland Smith Emergency Assistance Fund was established in his memory by James N. Augustine '89 and his wife, Tanya Augustine, in 2008. The Fund provides emergency assistance to students beyond the college's normal financial aid package.

The Katherine Hinds Smythe Scholarship was provided by Katherine Hinds Smythe '53 to assist deserving students who face financial crises which threaten their return to Rhodes. Preference is given to female students.

The Paul Snodgrass '46 Scholarship for the Arts was established through his estate. It provides supports for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The William Spadow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spadow, 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 Spadow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spadow, 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 Spadow Scholarship in Physics was established by the late Mrs. Florence Gage Spadow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with academic honors or with honors research.

The C. L. and Mildred W. Springfield Honor Scholarship was established by Mr. James F. Springfield '51 of Memphis to honor his mother and his father, who was for many years Comptroller of the college.

The James F. Springfield, Jr. '87 Scholarship for the Arts was established in 2006 by James F. Springfield, Sr. '51 in honor of his son. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the arts.

The Virgil Starks, III '85 Memorial Scholarship was established in 2013 by his friends for students from the state of Alabama pursuing a career in medicine, law, teaching, or theology.

The Mark Lee Stephens Scholarship was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of 1988.

The Edward Norrel Stewart Scholarship, created by the late Dr. Ellen Davies-Rodgers, is awarded to a student in commerce and business.

The Tommye Virginia Stewart '53 Scholarship was established by the alumna's sister, Mrs. Dorothy Shepherd, for deserving students with need.

The Dr. Thomas E. and Peggy C. Strong Scholarship was established by family and friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong, members of the classes of 1954 and 1955, have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

The Sudderth Scholarship, established by the friends and family of Dr. Brian Sudderth '77, is awarded to a student who demonstrates outstanding academic and leadership qualities as well as a desire to serve those in need through practice in the “learned professions” of medicine, law, and/or theology.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The Gene Dickson Symes Scholarship was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, the late Gene Dickson Symes '45.

The Jack H. Taylor Fellowship in Physics was created in 2005 by alumnus Charles W. Robertson, Jr. '65 and his wife Patricia K. Robertson. From 1956 to 1992, Dr. Jack H. Taylor '44 served on the Rhodes faculty as Professor of Physics. Dr. Robertson was inspired by Dr. Taylor and pursued a very successful career in physics after graduation. The fellowship, restricted to students studying physics, is awarded through application

and competitive process based on academic and scientific achievements as well as interest and aptitude for the study of physics.

The Jack H. Taylor Scholarship was established in 2000 by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

The Mary Allie Taylor Scholarship was created through the will of Miss Taylor, Class of 1933.

The Tennessee Churches Scholarship was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

The James A. Thomas III '62 Service Scholarship was established in 2005 by an anonymous alumnus to provide financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity Epsilon Sigma Chapter at Rhodes.

The Edward F. Thompson Scholarship Fund was established by the late Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

The Frances Tigrett Service Scholarship was funded through the estate of Frances Tigrett of Jackson, Tennessee. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The Tollison Family Scholarship was established to support middle income students by Grady Tollison, Jr. '62 and his wife, Lisa.

The Elizabeth '04 and Sarah '07 Townsend Family Scholarship was established in 2008 by their parents Deborah and Darrell Townsend of Nashville, Tennessee. It is awarded to a student with demonstrated financial need.

The Bill and Carole Troutt Scholarship was established in 2007 by Dr. and Mrs. Troutt to support a middle-income student from West Tennessee who otherwise would be unable to attend Rhodes.

The Truist Fellowship is provided to support deserving students with financial need. Preference is given to Memphis students.

The Paul Tudor and Anna Hudson Jones '32 Scholarship was established by former trustee Ann Boyle and her husband John Boyle in honor of her parents. The scholarship supports the financial aid needs of Rhodes students.

The Henry and Lynne Turley RIRS Fellowship was created by Henry and Lynne Turley in 2010 to support the Rhodes Institute for Regional Studies (RIRS) for four years. Each year, The Turley Fellowship will provide funding for one RIRS faculty member and will support three RIRS Fellows, including research and travel funds to aid these students in their individual research projects.

The Frank L. Turner '50 Scholarship for the Arts was funded in 2010 through his estate. It provides support for Arts programs that foster leadership, vision, communications and innovation for future leaders in the fine arts.

The UT Neuroscience Student Research Fellowship was established in 2006 by James T. Robertson '53 to support an outstanding student in the physical sciences who is selected to pursue summer research activities in neuroscience at the University of Tennessee Center for the Health Sciences.

The Douglas L. Viar Memorial Scholarship was established in 2013 by Michelle Viar '94 in memory of her father. The scholarship will provide critical aid to students who unexpectedly require financial help to complete their Rhodes education.

The Emma Dean Voorhies Boys Club Scholarship was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

The Debby and John Wallace III '75 Service Scholarship was established by trustee John M. Wallace III '75 and his wife Debby. It provides aid to students who have demonstrated experience in and commitment to community service.

The Edith Wright Wallace '44 Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to students with need. Mrs. Wallace was a Latin teacher in the Memphis City Schools for 34 years prior to her death in 1978.

The Dr. Robert R. and Sarah Pickens Waller Scholarship was established by alumna Sarah Waller '63 and her husband, trustee Robert Waller.

The Mary Rodriguez Wardrop '55 Scholarship was established by Rhodes alumna Mary Rodriguez Wardrop '55 to support the financial needs of Rhodes students.

The Harry B. Watkins, Jr. Memorial Scholarship was created by the First Presbyterian Church of Dyersburg, Tennessee.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

The Dr. and Mrs. Paul McLauren Watson Scholarship was established with a gift during their lifetimes from Rose Lynn Barnard Watson '38 and Lauren Watson '37 of Memphis.

The Rev. Dr. Roy Edwards Watts '25 and Margaret Vincent Watts '25 CODA Scholarship was established by in 2007 through their estates. It provides aid to deserving students participating in the Center for Outreach in the Development of the Arts at Rhodes. The program fosters leadership, vision, communications and innovation for future leaders in the fine arts.

The Norma Webb Scholarship was created in 2013 by Norma Webb '52 to support students with need.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, the late Minnie Lundy Wellford '29, and is awarded to a deserving student. The late Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

Esther West Scholarship was established by Esther West Pearson '32 to provide aid to deserving Rhodes students.

The Terry E. Westbrook '66 Scholarship for International Study was established in 2006 through Dr. Westbrook's estate. It provides aid to deserving students with demonstrated financial need to engage in study abroad.

The Robert William Wheeler '84 Endowed Scholarship is awarded to a student 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 Sarah B. White '39 Scholarship was established by members of the Class of 1939 in honor of Rhodes alumna Sarah Boothe White to support the financial aid needs of Rhodes students.

The Thomas J. White, Jr. '39 Scholarship, established in 2011 through his estate, provides need-based aid to deserving students.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie

Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Charles B. Wiggin and Aileen Smith Wiggin Scholarship was established in 2004 through the estate of Aileen N. Wiggin of Meridian, Mississippi. Preference is given to students who are Mississippi residents.

The Russel S. and Teresa L. Wilkinson Scholarship was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes.

The Anne Marie Williford Emergency Aid Fund was established in 2009 by an anonymous alumna to provide aid in the event of financial crisis to students who are active and successful members of the Rhodes community and who demonstrate a need for emergency assistance as determined and selected by college committee.

The Jane Wittichen Williams and Ernest B. Williams III Scholarship, provided by alumna Mrs. Williams '52 and her husband, gives preference for aid to upperclassmen who exhibit a commitment to community service.

The M. J. Williams Scholarship honors the former Director of Finance at Rhodes.

The Jim and Jackie Williamson Scholarship was created by James C. Williamson '50 and Jacqueline Newman Williamson '52 in honor of their 50th class reunions.

The Kemmons Wilson Family Foundation Service Scholarship was established in 2006 by The Kemmons Wilson Family Foundation. Selection is based on the student's academic performance, leadership ability, and involvement in his or her high school community. As part of scholarship requirements, recipients will participate in community service and leadership programs while enrolled at Rhodes.

The Spence L. Wilson Service Scholarship was created in 2005 by the then Chair of Rhodes Board of Trustees, Spence L. Wilson and his wife Rebecca Webb Wilson. It provides financial aid for deserving students who have demonstrated financial need as well as experience with and commitment to community service.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus in the Class of 1915.

The Marjorie '39 and Al '39 Wunderlich Scholarship was established in 2008 by Al Wunderlich and his late wife, Marjorie Jennings Wunderlich. It is awarded to a deserving student with demonstrated financial need.

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student with financial need

with preference given to students from Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh of Shreveport, Louisiana, in memory of her husband.

The Yoder Family Scholarship was established through the generosity of Patrick and Elisabeth Yoder to support a full-time student through all four undergraduate years.

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Faculty

The Faculty

Rhodes' strength as a distinguished college of the liberal arts and sciences is dependent on an exceptionally able student body and a faculty of effective teachers and committed scholars. College planning, including curriculum and academic facilities, is done with the objective of making it possible for students and faculty to create an imaginative and challenging learning experience.

Rhodes recruits faculty members who demonstrate excellent teaching and who show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the overall governance of the institution.

The College is justifiably proud of the accomplishments of its Faculty. In particular, the Clarence Day Award for Outstanding Teaching, the Clarence Day Award for Research and Creative Activity, and the Jameson M. Jones Outstanding Faculty Service Award are given to those individuals judged as deserving of special recognition. Award winners have been as follows:

Clarence Day Award for Outstanding Teaching

- 1981 **Dr. Jack U. Russell**, Mathematics
- 1982 **Dr. Marshall E. McMahon**, Economics
- 1983 **Dr. William Larry Lacy**, Philosophy
- 1984 **Dr. James M. Vest**, French
- 1985 **Dr. Fred W. Neal**, Religious Studies
- 1986 **Dr. E. Llewellyn Queener**, Psychology
- 1987 **Dr. Rebecca Sue Legge**, Business Administration

1988 **Dr. Terry W. Hill**, Biology
1989 **Dr. F. Michael McLain**, Religious Studies
1990 **Dr. Cynthia Marshall**, English
1991 **Dr. William T. Jolly**, Classics
1992 **Dr. G. Kenneth Williams**, Mathematics
1993 **Dr. Jennifer Brady**, English
1994 **Dr. Horst R. Dinkelacker**, Modern Languages and Literatures
1995 **Dr. Carolyn R. Jaslow**, Biology
1996 **Professor Julia Ewing**, Theatre
1997 **Dr. Bradford D. Pendley**, Chemistry
1998 **Dr. Ellen T. Armour**, Religious Studies
1999 **Dr. Michael R. Drompp**, History
2000 **Dr. Brian W. Shaffer**, English
2001 **Dr. Stephen R. Haynes**, Religious Studies
2002 **Dr. Marshall Boswell**, English
2003 **Dr. Brent Hoffmeister**, Physics
2004 **Dr. Timothy S. Huebner**, History
2005 **Dr. Stephen J. Ceccoli**, International Studies
2006 **Dr. Tina Barr**, English
2007 **Dr. Patrick Shade**, Philosophy
2008 **Dr. Mark W. Muesse**, Religious Studies
2009 **Dr. P. Eric Henager**, Modern Languages and Literatures
2010 **Dr. Gordon Bigelow**, English
2011 **Dr. Bernadette McNary-Zak**, Religious Studies
2012 **Dr. Luther D. Ivory**, Religious Studies
2013 **Dr. Thomas Bryant**, Music
2014 **Dr. Teresa Beckham Gramm**, Economics
2015 **Dr. Loretta Jackson-Hayes**, Chemistry
2016 **Dr. Scott Newstok**, English
2017 **Dr. Marcus Pohlmann**, Political Science
2018 **Dr. Charles McKinney**, History
2019 **Dr. Amy Risley**, International Studies
2020 **Dr. Geoff Maddox**, Psychology
2021 **Dr. Brian Larkins**, Mathematics and Computer Science
2022 **Dr. Rebecca Finlayson**, English
2023 **Dr. David McCarthy**, Art and Art History
2024 **Dr. Erin Dolgoy**, Politics and Law

Clarence Day Award for Research and Creative Activity

1981 **Dr. John F. Copper**, International Studies

1983 **Professor Jack D. Farris**, English
1984 **Dr. Richard D. Gilliom**, Chemistry
1985 **Dr. David H. Kesler**, Biology
1986 **Professor Tony Lee Garner**, Theatre
1987 **Dr. James M. Olcese**, Biology
1988 **Dr. John F. Copper**, International Studies
1989 **Dr. Alan P. Jaslow**, Biology
1990 **Dr. Jack H. Taylor**, Physics
1991 **Dr. Marcus D. Pohlmann**, Political Science
1992 **Dr. Steven L. McKenzie**, Religious Studies
1993 **Dr. Robert J. Strandburg**, Psychology
1994 **Dr. Andrew A. Michta**, International Studies
1995 **Dr. Brian W. Shaffer**, English
1996 **Dr. Cynthia A. Marshall**, English
1997 **Dr. Stephen R. Haynes**, Religious Studies
1998 **Dr. Robert M. MacQueen**, Physics
1999 **Dr. Gail P. C. Streete**, Religious Studies
2000 **Dr. Susan M. Kus**, Anthropology/Sociology
2001 **Dr. Michael Nelson**, Political Science
2002 **Dr. Lynn B. Zastoupil**, History
2003 **Dr. Natalie K. Person**, Psychology
2004 **Dr. David P. McCarthy**, Art
2005 **Dr. Daniel G. Arce**, Economics
2006 **Dr. Ming Dong Gu**, Modern Languages and Literatures
2007 **Dr. Marshall Boswell**, English
2008 **Dr. Mary Miller**, Biology
2009 **Dr. Christopher Mourn**, Mathematics and Computer Science
2010 **Dr. Terry Hill**, Biology; **Dr. Darlene Loprete**, Chemistry
2011 **Dr. Jeffrey Jackson**, History
2012 **Dr. Shadrack W. Nasong'o**, International Studies
2013 **Dr. Patrick Gray**, Religious Studies
2014 **Dr. Katherine White**, Psychology
2015 **Dr. Christopher Seaton**, Mathematics and Computer Science
2016 **Dr. Carole Blankenship**, Music
2017 **Dr. Betsy Sanders**, Mathematics and Computer Science
2018 **Dr. Marsha Walton**, Psychology
2019 **Dr. Michael LaRosa**, History
2020 **Dr. David Rupke**, Physics
2021 **Dr. Scott Newstok**, English
2022 **Dr. Zac Casey**, Educational Studies

2023 **Dr. William Skoog**, Music
2024 **Dr. Larryn Peterson**, Chemistry

Diehl Society Award for Service

1988 **Dr. Harold Lyons**, Chemistry
1989 **Dr. John S. Olsen**, Biology
1990 **Professor David Ramsey**, Music
1991 **Dr. David Y. Jeter**, Chemistry
1992 **Dr. Gail C. McClay**, Education
1993 **Dr. Robert L. Llewellyn**, Philosophy
1994 **Dr. Douglas W. Hatfield**, History
1995 **Dr. Rebecca Sue Legge**, Business Administration
1996 **Dr. Charles C. Orvis**, Economics
1997 **Dr. Donald W. Tucker**, Modern Languages and Literatures
1998 **Dr. Kathryn L. Wright**, Modern Languages and Literatures
1999 **Dr. Marcus D. Pohlmann**, Political Science
2000 **Dr. F. Michael McLain**, Religious Studies
2001 **Dr. Michael P. Kirby**, Political Science
2002 **Dr. Robert J. Strandburg**, Psychology
2003 **Dr. Marsha D. Walton**, Psychology
2004 **Dr. Joseph A. Favazza**, Religious Studies

The Jameson M. Jones Outstanding Faculty Service Award

2005 **Dr. Ellen T. Armour**, Religious Studies
2006 **Dr. Timothy S. Huebner**, History
2007 **Dr. John C. Kaltner**, Religious Studies
2008 **Dr. Gail P. C. Streete**, Religious Studies
2009 **Dr. David Kesler**, Biology
2010 **Dr. Steve Ceccoli**, International Studies
2011 **Professor David Jilg**, Theatre
2012 **Dr. Milton Moreland**, Religious Studies
2013 **Dr. Rebecca S. Finlayson**, English
2014 **Dr. John Planchon**, Commerce and Business
2015 **Dr. Bernadette McNary-Zak**, Religious Studies
2016 **Dr. Judith Haas**, English
2017 **Dr. Natalie Person**, Psychology
2018 **Dr. Michael Drompp**, History

2019 **Dr. Pamela Church**, Business
2020 **Dr. Gary Lindquester**, Biology
2021 **Dr. R. Elizabeth Thomas**, Urban Studies
2022 **Dr. Leslie Petty**, English
2023 **Dr. Stephen Haynes**, Religious Studies

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Historical Summary

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

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

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

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

On July 1, 1984, the name of the College was changed to Rhodes College in honor of Peyton Nalle Rhodes, president from 1949 to 1965, who joined the faculty in 1926 and served the institution until his death in 1984. John David Alexander served as president from 1965 to 1969; William Lukens Bowden, from 1969 to 1973; James Harold Daughdrill, Jr., from 1973 to 1999; and William Earl Troutt, from 1999 to 2017. Dr. Marjorie Hass served as president from 2017 to 2021. Jennifer M. Collins became the 21st president of the College on July 1, 2022.

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Intellectual Property

Rhodes College is a college of liberal arts whose mission is to maintain a community of inquiry, discourse, and experiment in which it is clear that scholarship and teaching are parts of a single enterprise. In the course of education there is an expansion of knowledge and understanding, whether in the arts, social sciences, natural sciences or humanities. Among the activities in the study and expansion of knowledge and understanding are the creation of works in the literary, dramatic, musical and visual arts; and of research in the social and physical sciences potentially producing innovation and technology. The intellectual endeavors and activities of Rhodes faculty, staff, or students may result in products of a tangible nature for which the College and the faculty, staff, or student may deem it advantageous to enter these products into commerce. These products may be the subject of a patent application or a copyrightable work or other tangible material and are known collectively as “Intellectual Property.”

It is the policy of Rhodes College to encourage, support and recognize the contributions of the faculty, and the student body where significant works are created. Likewise it is a policy of the College to honor the legal rights of authors and inventors, as well as the funding entities supporting varied works. In order to recognize the potentially overlapping rights in the complex support structure for the College’s activities, the college has issued this policy on Intellectual Property for the guidance of all participating in the mission of the College.

This policy is intended to:

- provide an incentive to creative intellectual effort and the advancement of knowledge.
- insure that the respective interests of the College, and supporting sponsor (if any) are considered and protected through the development of fair contracts and procedures.
- assist the Staff and the College to realize tangible benefits from Intellectual Property, and advance and encourage further research within the College with whatever funds accrue to the College from Intellectual Property resulting from College research.

Definitions

“College” shall mean Rhodes College.

“Staff” shall mean any member of the faculty, administration, staff, student body, postdoctoral fellow, or visiting scientist, whether or not they receive all or any part of their salary or other compensation from the College.

“Inventor” shall mean any Staff member who shall conceive or reduce to practice an invention while engaged in College activities.

“Author” shall mean any Staff member who prepares any College copyrightable work.

“Contributor” shall mean any Staff member who shall have contributed substantially to the existence of any item of Intellectual Property.

“College Activities” shall mean activities engaged in by a member of the Staff by: (a) written assignment of the College administration; (b) contractual agreement with the College or any sponsor; (c) material use of facilities (other than its libraries), or other resources of the College.

“Intellectual Property” shall mean inventions, College copyrightable works, and tangible results of research.

“Invention” shall mean “...any new and useful process, machine, manufacture or composition of matter or any new and useful improvement thereof...” as defined under the Patent Laws of the United States.

“College Copyrightable Work” shall mean copyrightable works owned by the College.

“Tangible Results of Research” shall mean a physical embodiment of the research effort, including physical embodiments of any invention, or College Copyrightable Work which results from College Activities by any member of the Staff. Such Tangible Results of Research shall include, but not be limited to antibodies, cell lines, new microorganisms, plant lines or progeny thereof; recombinant or other biological materials; integrated circuit chips, computer software, engineering prototypes and drawings, chemical compounds; devices; machines; and models.

“Sponsor” shall mean any individual or organization that by written agreement with the College shall finance in whole or part any College Activities.

“New Revenue” or “Annual New Royalty” are defined as revenues received from the licensing and developing of an Intellectual Property after deduction of all costs reasonably attributable to the protection and distribution of such Intellectual Property, including any reasonable expense of patent or copyright prosecution, maintenance, interference proceedings, litigation, marketing or other dissemination and licensing. Net revenues from the following sources are subject to distribution: option fees; up-front licensing fees; licensing payments; milestone payments; or proceeds from the sale of stock or other equity in the licensee company.

Coverage

These policies shall apply as a condition of appointment or employment by the College to every member of the Staff who during the period of their appointment or employment by the College shall: (a) conceive or first reduce to practice actually or constructively, any Invention; (b) prepare any College Copyrightable Work; or (c) contribute substantially to

the existence of any Tangible Result of Research.

Disclosure of Intellectual Property

Every Staff member shall, in writing and in reasonable detail, give the Dean of the Faculty prompt notice of any: (a) Invention; (b) College Copyrightable Work; or (c) Tangible Result of Research which he or she shall desire to have patented, copyrighted or made available to the investigators or the public by commercial or other means, or shall believe or have reason to believe is patentable, copyrightable, or of value to other investigators or the public, or otherwise of commercial value.

Ownership

Inventions. The rights of ownership to all Inventions which result from College Activities shall be the property of the College; provided, however, that:

- Within the ninety (90) days next following disclosure of an Invention to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Inventor and the Dean of the Faculty), the Dean of the Faculty shall determine, and advise the Inventor in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the inventor; and
- The rights of ownership to every Invention conceived by any Staff member while engaged in other than College Activities shall be the property of that person.

Copyrightable Works. The rights of ownership to all copyrightable works prepared while the Staff member is engaged in College Activities shall be the property of the College; provided however that:

- Within the ninety (90) days following disclosure of College copyrightable Work to the College under the preceding Section on Disclosure of Intellectual Property (or such further period of time as may be agreed upon by the Author and the Dean of the Faculty, the Dean of the Faculty shall determine, and advise the Author, in writing, whether such rights shall be retained by the College, conditionally retained by the College or shall be released to the Author; and
- Copyrightable works prepared by a Staff member while engaged in activities other than College activities shall be the property of the Author.

Tangible Results of Research. All Tangible Results of Research shall be the property of the College.

Sponsorship of Intellectual Property

The rights of ownership to each item of Intellectual Property produced during activities conducted pursuant to any agreement between the College and any Sponsor shall be determined in accordance with such agreement; however, it shall be the policy of the College to retain title to Intellectual Property whenever possible under state or federal law. Any agreement with a Sponsor pertaining to the ownership of Intellectual Property and assignment thereof shall be made between the College and the Sponsor in advance of the research or other activity that produces the Intellectual Property.

Disagreements

The President shall appoint a Committee on Intellectual Property composed of both faculty members and administrative officers (the Dean of the Faculty shall serve ex officio). The creator of any Intellectual Property that is or might be covered under this Policy (see above for Patents) cannot be a voting member of this Committee. This Committee shall be the body to whom appeals may be made. Whenever legal protection for Intellectual Property is anticipated all persons engaged in such creative activity are encouraged to keep regular notebooks and records, preferably in the form of bound notebooks that are regularly signed and dated by the Inventor(s) as well as periodically signed by one or more witnesses.

Seeking a Patent or Copyright

Whenever the Provost shall determine to seek the patenting or copyrighting of any Invention or College Copyrightable Work, the College shall, without expense to the Inventor or Author provide such professional services as it shall deem to be necessary or desirable for such purpose, and which may include the services of an independent patent organization. The Inventor or Author is obligated to cooperate fully in such effort, including his or her execution of all necessary or desirable agreements, applications, and other forms and instruments. If, at any time subsequently, the College shall terminate its effort to seek such patent or copyright, it shall promptly give written notice thereof to the Inventor or Author who thereupon to the extent allowed by law or any sponsorship agreement shall be free at his or her expense to develop, license, and otherwise use the Invention, patent application, patent or copyright. In this event the Inventor or Author shall receive all benefits of any development, licensing or other use of the Invention, patent application, patent or copyright except that the College shall be entitled to recovery of associated costs.

Transfer or Sale of Tangible Results of Research

Tangible Results of Research may not be transferred or sold to any party outside the College before: (a) a disclosure of the Tangible Results of Research has been submitted to the Provost and (b) the Contributor(s) has been notified by the Office of the Dean of the Faculty of any required conditions of such transfer or sale. Such notification shall be made within thirty (30) days following the disclosure of Tangible Results of Research.

Promotion and Licensing

In interpreting and applying these policies, the College shall, by such means as it shall deem to be most effective and appropriate in each case, act to bring to the public all Intellectual Property to which the College has rights of ownership in whole or part. Such means may include, but shall not be limited to, agreements for the development, patenting, copyrighting, promotion, licensing, printing, distributing or manufacturing of any Intellectual Property; and in every case the College shall advise the Inventor, Author, or contributor of the terms of any such proposed agreement. No agreements will be entered into by the College without the review of all Inventors, Authors or contributors. Any disagreement between the College and the Inventor(s), Author(s) or contributor(s) concerning a proposed agreement will be resolved in a timely fashion by the Committee on Intellectual Property.

Proceeds from Distribution of Intellectual Property

Invention Proceeds. Subsequent to the College's recovery of funds that were invested in patenting, marketing or developing Intellectual Property, the Contributor(s) and the College will share in the net revenue received from the Contributor's Intellectual Property(ies) owned by and licensed from the College. The Contributor(s) will receive 50% of the net revenues, and the College will receive 50%. It is understood that one-half of the College's portion will be for the primary purpose of advancing and encouraging further research and intellectual property development within Rhodes College. In the case of multiple Inventors, the Inventors' share will be distributed among the Inventors in accordance with a written agreement signed by all Inventors; or, if there is no such agreement, all Inventors will receive an equal share.

If inventorship is shared among College Inventors and inventors at one or more other institutions, the College will negotiate with the one or more other institutions concerning exclusive licenses and distribution of revenues. College net revenues from such agreements will be distributed to inventors at the College using the distribution formulae discussed above.

Copyright Proceeds. These will follow the same distribution and stipulations as Inventions listed above.

Tangible Results of Research Proceeds. To the extent allowed by law, where any Tangible Result of Research is not within the scope of the claims of a patent, patent application, or copyright, each Contributor shall share in any net revenue or annual net revenue to the same extent a Contributor shares in proceeds listed above for Inventions and Copyrights.

Sponsors: Other Organizations

If and when any conflict shall arise between these Policies and any condition or conditions of (a) any proposed grant from or contract with any organization offering to act as a Sponsor or (b) the patent, copyright or intellectual property policies and procedures of any other organization to which any joint appointment or any affiliation or consulting agreement is made, such conflict shall be referred to the Committee on Intellectual Property. Following consideration of the conflict the Committee shall recommend a course of action to the College administration. It is incumbent on the College to take all reasonable steps, including but not limited to appropriate legal action, to protect and advocate issues on its behalf and those of the Inventor, Author or Contributor in the event of a conflict with a Sponsor.

Release of Rights Ownership

The Office of the Dean of the Faculty may, for reasons and upon terms deemed to be satisfactory by its office, release on behalf of the College at any time any Invention, patent, patent application, College Copyrightable Work, copyright or right of ownership to Tangible Results of Research to its Inventor, Author or Contributor.

Copyright

Within higher education, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Examples include, but are not limited to, class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, pictorial, graphic, and sculptural works, computer programs, computer-generated works, and educational software (commonly known as "courseware"). This practice has been followed for the most part, regardless of the physical medium in which these "traditional academic works" appear, that is, whether on paper or in audiovisual or electronic form. This practice should also ordinarily apply to the development of courseware for use in programs of distance education. Situations do arise, however, in which the College may fairly claim ownership of, or an interest in, copyright in works created by faculty members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as "made for hire," negotiated contractual transfers, and joint works"

as described in the Copyright Act.

Works Made for Hire. Although traditional academic work that is copyrightable—such as lecture notes and courseware, books, and articles—cannot normally be treated as works made for hire, some works created by College faculty members do properly fall within that category, allowing the institution to claim copyright ownership. Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest with the college or university in those cases in which it provides the specific authorization or supervision for the preparation of the work. Examples are reports prepared by a dean or by the chair or members of a faculty committee, or college promotional brochures prepared by a director of admissions. The Copyright Act also defines as a “work made for hire” certain works that are commissioned from one who is not an employee but an “independent contractor.” The institution will own the copyright in such a commissioned work when the author is not a College employee, or when the author is such a faculty member but the work to be created falls outside the normal scope of that person’s employment duties (such as a professor of art history commissioned by the institution under special contract to write a catalog for a campus art gallery). In such situations, for the work-made-for-hire doctrine to apply there must be a written agreement so stating and signed by both parties; the work must also fall within a limited number of statutory categories, which include instructional texts, examinations, and contributions to a collective work.

Contractual Transfers. In situations in which the copyright ownership is held by the faculty member, it is possible for the individual to transfer the entire copyright, or a more limited license, to the College or to a third party. As already noted, under the Copyright Act, a transfer of all of the copyright or of an exclusive right must be reflected in a signed document in order to be valid. When, for example, a work is prepared pursuant to a program of “sponsored research” accompanied by a monetary grant from a third party, a contract signed by the faculty member providing that copyright will be owned by the College will be enforceable. Similarly, the College may reasonably request that the faculty member—when entering into an agreement granting the copyright or publishing rights to a third party—make efforts to reserve to the institution the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.

Joint Works. Under certain circumstances, two or more persons may share copyright ownership of a work, notably when it is a “joint work.” The most familiar example of a joint work is a book or article written, fully collaboratively, by two academic colleagues. Each is said to be a “co-owner” of the copyright, with each having all the usual rights of the

copyright owner provided that any income from such uses is shared with the other. In rare situations it may be proper to treat a work as a product of the joint authorship of the faculty member and the College, so that both have a shared interest in the copyright. Whoever owns the copyright, the College may reasonably require reimbursement for any unusual financial or technical support. ("Unusual financial or technical support" is defined as follows: Extensive un-reimbursed use of major College laboratory, studio, or computational facilities, or human resources. The use of these facilities must be important to the creation of the intellectual property; merely incidental use of a facility does not constitute substantial use, or does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks. Use will be considered "unusual" and facilities will be considered "major" if similar use facilities would cost the creator more than \$5,000 (five thousand dollars) in constant 1984 dollars if purchased or leased in the public marketplace. Creators wishing to reimburse the College for the use of its facilities must make arrangements to do so before the level of facilities usage for a particular intellectual property becomes substantial as defined.) That reimbursement might take the form of future royalties or a nonexclusive, royalty-free license to use the work for internal educational and administrative purposes. This means that the course developer and the College must reach an understanding about the conditions of portability and commercialization of faculty work developed using substantial College resources. Ordinarily, such an understanding will be recorded in a written agreement between the course developer and the College on a course-by-course basis.

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Rhodes Presbyterian History and Liberal Arts Heritage

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

Rhodes is a liberal arts college associated with the Presbyterian Church (U.S.A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky).

Rhodes, as a church-related college whose primary mission is to educate, guarantees freedom of inquiry for faculty and students. The College, without pressing for acceptance, maintains a climate in which the Christian faith is nurtured. The curriculum includes a variety of courses in Bible and religion that explore the Judeo-Christian heritage and its implications for the whole of life. Students are required to study the Bible and its

relationship with history and culture as a part of their college work. As an academic community founded on Christian ideals, Rhodes expresses personal concern for students, provides opportunities for corporate worship, and maintains a commitment to social justice and human mercy.

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

This commitment is made clear in a resolution adopted by the Board of Trustees of the College: It is the intention of the Board that the College substantially complies with requiring twelve credits of sound and comprehensive study of the Bible for the granting of a degree. In keeping with this resolution and with the mission of the College, the foundations requirement is structured so that there are multiple ways available to students to complete this part of the degree program. Students may choose course sequences in the following areas: Pathways of Cultural Knowledge, Ancient Greek, Sacred History, Search for Values in the Light of Western History and Religion, or Life: Then and Now.

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The Campus

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historic Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

The Ashner Gateway* is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis.

Bailey Lane, the north campus drive between Snowden Street and Charles Place, was named in 1998 for Memphian Edgar H. Bailey, Rhodes life trustee, and his wife Ann Pridgen Bailey, Class of 1947, in grateful appreciation of their vision, generosity and devoted service to Rhodes.

Paul Barret, Jr. Library, 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.

Bellingrath Residence Hall* was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

Blount Hall, a residence hall completed in 1986, was dedicated on October 17, 1996 in recognition of Carolyn and Wynton Malcolm Blount as distinguished leaders, benefactors and friends of Rhodes.

Boyle Court, provided by the employees of Boyle Investment Company in memory of Chairman Emeritus J. Bayard Boyle, Sr., was dedicated January 23, 1997. In 1998, as part of the 150th Anniversary celebration of Rhodes, a time capsule was buried in Boyle Court, to be opened in 2048.

Thomas W. Briggs Hall, previously the Thomas W. Briggs Student Center, was provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, and dedicated May 2, 1966. It houses the Computer Science department and campus-wide meeting spaces.

The Bryan Campus Life Center, dedicated January 23, 1997, was given in honor of Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr. '58, Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court multiuse gymnasium, racquetball and squash courts, a state of the art fitness room, an indoor jogging track and accommodations for student social events, lectures and other campus occasions. Other activity areas include:

- The L. Palmer Brown Lynx Lair, a student recreation area housing the snack bar, billiards and other game rooms, TV viewing and lounge areas.
- The Brenda and Lester Crain Reception Hall provides elegant accommodations for campus social events and other special occasions.
- The Dunavant Tennis Complex, the gift of Dr. Tommie S. and William B. Dunavant, Jr., includes ten lighted courts and stadium seating built to NCAA National tournament standards.
- The William Neely Mallory Memorial Gymnasium is the site of Rhodes' intercollegiate athletic events. It was dedicated December 10, 1954, in memory of Major William Neely Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of

Rhodes in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.

- The McCallum Ballroom is named in honor of Virginia J. and Robert D. McCallum, Chair of Rhodes Board of Trustees from 1969 to 1981.
- The Ruth Sherman Hyde Gymnasium, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971. It now houses three racquetball courts and an aerobics/dance studio.
- Crain Field, home of the Rhodes football and lacrosse teams, was recently renovated with state-of-the-art FieldTurf provided by a gift from Brenda and J. Lester Crain, Jr. '51. The field was dedicated in 2012 in honor of his father, J. Lester Crain, Sr. '29.
- Fargason Field, the original athletic playing fields on campus, was the gift to the College of about 15 acres of land owned by Mr. John T. Fargason and his sister Mrs. Mary Fargason Falls. Their generosity and name are now reflected in the collection of fields for varsity sports located to the north of the William Neely Mallory Gymnasium.
- Jerden Field for intramurals and club sports is named In honor of Jane and J.L. Jerden '59.
- Mason Field for Field Hockey was dedicated in 2013 thanks to the generosity of the Mason family.
- Solomon Field which serves as a practice field, was dedicated in 1994 in memory of the winning college football player and all-round outstanding athlete Craig R. Solomon '79.
- Stauffer Field at Irwin Lainoff Stadium, home of the Rhodes varsity baseball team, was named in 1977 in honor of Frederic R. Stauffer, professor of physics for 26 years and college baseball coach for 10 years. Renovations completed by the 2009 season gave the College one of the finest baseball facilities in NCAA Division III, including the Irwin Lainoff Stadium, thanks to Riea and Steven Lainoff and other donors.
- The Winston Wolfe Track and Field Complex was dedicated in 2010 in honor of Winston Wolfe, an entrepreneur, athlete, philanthropist, and loyal friend of Rhodes College.

Buckman Hall was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, Political Science, Language Laboratory, and the Wynton M. Blount Lecture Hall. The building features Daughdrill Tower, which honors President and Mrs. James H. Daughdrill, Jr. and was provided anonymously by an alumna-trustee of the College. The building was dedicated October 24, 1991.

Adrienne McMillan Burns Memorial Labyrinth, given in 2005 in memory of the Class of

1988 alumna.

Burrow Hall,* formerly the College library, was given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, and dedicated October 8, 1953. It was renovated in 1988 and again in 2008 when it reopened as the Burrow Center for Student Opportunity. Burrow Hall contains the Alburty Room, named in honor of Rhodes Trustee the late E. A. Alburty, and the Pearce Conference Room for Career Services, International Education and Fellowships, provided by Elizabeth Roe Pearce '91.

The Catherine Burrow Refectory named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- The Davis Room, named in honor of the late Thomas B. Davis of Memphis.
- The Hugh M. Neely Hall,* the original dining hall on campus, dedicated on November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen.
- The Margaret Ruffin Hyde Hall,* built in 1958 and dedicated in 1993 in honor of the late Dr. Margaret R. Hyde, Class of 1934, benefactor and Trustee of the College.
- Rollow Hall, built in 1987, and dedicated on Oct 26, 2002, by Ann Rollow Ross '52 in memory of her parents, John '26 and Louise Mayo Rollow '30, and her sister Lisa Rollow Justis '55.

Renovations to Burrow Refectory, completed in 2012 provided 19,000 square feet of additional space. The expanded facility includes a spacious exhibition-style server, three new private dining rooms, including The President's Dining Room, given by Dr. Randall R. Rhea '77, in honor of President and Mrs. William Troutt and:

- The Lillian Goldman Hall provided by the Lillian Goldman Charitable Trust, Amy Goldman Fowler and Cary Fowler '71.
- The Wilson Fireside Lounge, provided through the generosity of Becky and Spence Wilson.

The S. DeWitt Clough Hall, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology/Sociology and Psychology. The Clough-Hanson Gallery and the Department of Art are located in the Hugo H. Dixon Wing. Clough Hall was dedicated October 14, 1970. A major renovation was completed in August 2013 to provide additional classrooms and office space.

Claire Markham Collins Meditation Garden, given 2005 by the family of Garnet J. Caldwell '05 in memory of the Class of 1981 alumna.

Craddock Quad, a gift of the Craddock family, was named in 2014. The quad is bounded by West Village, Glassell Hall, Catherine Burrow Refectory and Moore Moore Infirmary.

Dan Davis Court was named in 2004 in memory of Rhodes benefactor and friend Dan W. Davis, 1923-2002. The court is bounded by Robb Hall, Catherine Burrow Refectory and Berthold S. Kennedy Hall.

James H. Daughdrill, Jr. Meditation Garden, dedicated April 28, 1999. Located to the south of Fisher Garden, the Daughdrill Meditation Garden is a gift of the students of Rhodes.

Diehl Court, dedicated on October 8, 1983, was provided by the Class of 1933 in gratitude to Charles E. Diehl, President 1917-1949, and to his devoted administrative assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

East Village, consisting of Buildings A and B, was opened in August 2001, and provides apartment-styled living areas for juniors and seniors. East Village includes a Lodge that provides space for recreation and meetings.

Ellett Residence Hall* was dedicated December 18, 1956, in memory of Dr. E. C. Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Department of Biology, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York. The plaza atop the Frazier Jelke Science Center was re-landscaped in 2015.

The Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other college functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

Gooch Hall,* was erected in 1962 and dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Southwestern Hall and the Richard Halliburton Memorial Tower and houses the Office of Finance and Business Affairs, the Offices of the Academic Deans, and Ancient Mediterranean Studies.

The Richard Halliburton Memorial Tower,* provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962. The first floor reception area formerly contained cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife,

Rachel Clough, of Chicago. On October 11, 2011, the renovated reception area was dedicated as The Nancy Hill Fulmer President's Office, named in honor of the 1951 alumna and former Trustee.

The Frank M. Harris Memorial Building,* provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938. The building currently houses The Mike Curb Institute for Music, founded in 2006 through a generous gift from the Mike Curb Family Foundation.

Hassell Hall, housing the Music Department, was a gift of the Hassell Family of Clifton, Tennessee, and other friends and alumni of Rhodes. It contains the Tuthill Performance Hall, dedicated in 2003 and named in memory of Burnet C. Tuthill, the College's first Director of Music. The building was dedicated on April 27, 1984.

The Hunt Gateway* is a memorial to Captain William Ireys Hunt, M.D., Class of 1934. The gift of the First Presbyterian Church, Greenville, Mississippi, this memorial was dedicated on May 31, 1948.

Berthold S. Kennedy Hall,* erected in 1925, was remodeled in 1968 to house the Department of Chemistry. It was dedicated on October 19, 1968 in honor of Rhodes alumnus Dr. Berthold S. Kennedy, of Anna Maria, Florida.

Dorothy C. King Hall, formerly the national headquarters for Pi Kappa Alpha Fraternity, is named in honor of Rhodes' long-time friend and benefactor and houses the Meeman Center for Lifelong Learning and the Offices of Development and Alumni. In 2014, the Southwest Room was renamed the Edmund Orgill Room, in honor of the former Memphis Mayor and College Trustee.

The Edward B. LeMaster Memorial Gateway, a symbol of the close ties between the College and the city of Memphis, was dedicated in 1983 to the memory of the prominent Memphian who was instrumental in the College's move to Memphis.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982. Renovations which began in 2005 doubled the McCoy Theatre in size, adding the McCoy Studio which is a second black-box theatre, and provided set construction, wardrobe design and storage space, as well as classrooms and theatre faculty offices. The new construction officially opened on September 7, 2006. Originally converted from a Zeta Tau Alpha sorority house, the intimate McCoy Theatre was named in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The Harry B. McCoy Foundation funded the original renovations as well as the new addition.

McNeill Concert Hall was dedicated on February 19, 2017 in honor of Mary and Phillip H. McNeill in appreciation of the generosity of Mabel and Phil McNeill. Located on the West Campus, McNeill Concert Hall hosts many of the college's premier concerts, lectures and special events.

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.

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 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.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981. A complete renovation was begun in 2014 and the building was reopened in May, 2015. The renovations include The Brenda and J. Lester Crain, Jr. '51 Astronomy and Astrophysics Laboratory. In addition, The Gladney Lounge and The Taylor-Hopper Seminar Room, were given through the generosity of Dr. John Gladney '74.

Robb Residence Hall* was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855. In 1859, he donated the land on which the first residence for male students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robertson Hall, completed in 2017, was dedicated in honor of Lola '33 and Charles Robertson, Sr. '29 in appreciation of the generosity of Patricia and Charles Robertson, Jr. '65. It houses the Biology and Chemistry departments.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Southwestern Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Southwestern Hall was named April 12, 2019. Southwestern Hall was formerly called Palmer Hall,* named in honor of the contributions of Dr. Benjamin Morgan Palmer, who for many years was the pastor of the First Presbyterian Church, New Orleans. The building was originally dedicated November 27, 1925. Southwestern Hall is home to classrooms, administrative offices and the Hardie Auditorium. In 2010, after extensive renovation, Southwestern Hall became the home of faculty who teach courses in languages and literature.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises five townhouses for innovative student housing.

Stewart Residence Hall, formerly a faculty residence, is a student residence hall which was most recently renovated in 2001. The building is named for William N. Stewart, a former president and important leader in the early history of Rhodes College.

Thomas Lane, between Ashner Gateway and Kennedy Hall, was named in 1997 to honor Nancy and James A. Thomas III, class of 1962, in recognition of their generosity and service to Rhodes.

Margaret Townsend Residence Hall was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, a member of the Rhodes faculty from 1918 to 1954, and who was Rhodes' first Dean of Women, serving in that capacity from 1925 to 1952. A Conservatory for meetings and recreation was added in 2002 and is located in a courtyard formed by Townsend, Trezevant and Voorhies Halls.

Suzanne Trezevant Residence Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

The Bill and Carole Troutt Quad, honoring the College's 19th President and First Lady, was dedicated in 2017. The quad is bounded by the Paul Barret, Jr. Library, Robertson Hall, Briggs Hall, and Hassell Hall.

Voorhies Residence Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Lee B. Wailes Court, bounded by Halliburton Tower, Robb Hall, White Hall and Ashner Gateway, is named in grateful recognition of the generosity of Lee B. Wailes, class of 1929, and was dedicated September 23, 1988.

West Village Rhodes newest residence hall, was opened in August, 2012. West Village houses 141 upper-class students in twenty-two deluxe suites.

Gordon White Residence Hall,* a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

* Listed on The National Register of Historic Places, the official Federal list of districts, sites, buildings, structures, and objects significant in American history, architecture, archeology, engineering, and culture.

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Programs of Study

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

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

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

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

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

will identify such courses. Credit is given for half of a hyphenated course should the student not enroll the following semester.

Course Numbering

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

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

From time to time, special topics courses are offered by faculty members. These courses are not listed in the catalogue by title or description. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules and examination policies; however, they may not be used to satisfy degree requirements unless so specified at the time the course was approved. Special topics courses are also used for transfer credit in some cases where no exact equivalent course is offered in the Rhodes curriculum.

Foundation Courses

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

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

Class Schedules

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

The Academic Calendar

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

Printed from: <https://catalog.rhodes.edu/programs-study>

Africana Studies

The mission of the Africana Studies Program is to understand and appreciate the integral yet distinct experiences of people of African heritage throughout the world. The program's curriculum aims to emphasize diasporic connections between Africa, the Caribbean, Europe and the Americas in an effort to enrich our understanding and appreciation of our complex and diverse world. Deeply interdisciplinary, the Program engages a wide swath of faculty from various departments/programs as course instructors and program interlocutors. Given this approach, the program encourages students to seek appropriate ways to integrate content and analysis in this broad subject matter with their work in other disciplines and programs. Graduates of the Program will be critical, thoughtful global citizens, well-prepared to succeed professionally, academically, and personally in our pluralistic world.

Africana Studies: Program Committee

McKinley E. Melton, Associate Professor and Chair

Charles W. McKinney, Jr., Associate Professor of History

Charles Hughes, Associate Professor of History and Urban Studies

Samson Ndanyi, Assistant Professor, History and Africana Studies

Earl Wright II, Professor, Anthropology and Sociology

Shatavia Wynn, Assistant Professor, Africana Studies and Religious Studies

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Requirements for a Major in Africana Studies

Requirements for a Major in Africana Studies

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

1. AFS 105: Introduction to Africana Studies
2. AFS 305: Africana Theory
3. AFS 485: Senior Seminar in Africana Studies
4. At least four (4) AFS-Approved Electives in the Humanities and Fine Arts Divisions
5. At least four (4) AFS-Approved Electives in the Social Sciences and Natural Sciences Divisions

At least three electives must be courses based outside of the United States. Students may not take more than three electives from any one department. At least two electives must be at the 300/400 level.

Selected topics courses in any department related to Africana subject content may also count toward the major with approval of the Program Director.

Printed from: <https://catalog.rhodes.edu/programs-study/africana-studies/requirements-major-africana-studies>

Requirements for a Minor in Africana Studies

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

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

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Ancient Mediterranean Studies

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

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

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

pertains to languages that are taught at Rhodes. Students for whom English is a second language may have this requirement waived.

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

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Ancient Mediterranean Studies: Faculty and Staff

Professors

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

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

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

Associate Professors

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

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

Assistant Professors

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

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

Staff

Christy Waldkirch 2005. Departmental Assistant.

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Honors in Ancient Mediterranean Studies

Detailed information about graduating with honors in Ancient Mediterranean Studies is available from the department. Only students with a minimum overall GPA of 3.5 and a GPA within AMS 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. AMS 495-496: Honors Tutorial. (AMS 496 will count as AMS 475 for students attempting to graduate with honors.)
2. An honors thesis or project that demonstrates an exceptional understanding of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

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Programs Abroad

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

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Requirements for a Major in Ancient Mediterranean Studies

Concentration in Languages:

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

1. Six courses (24 credits) of ancient Greek, Latin, or Hebrew. Four of these courses must be above the 201 level, and the student must take courses in at least two of these languages.
2. Ancient Mediterranean Studies 275, 474, 475 or 495/496, and 476.
3. Three courses (12 credits) on the cultures and civilizations of the ancient Mediterranean. The courses below count toward this requirement:
Ancient Mediterranean Studies: 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 310, 315, 361

Art 209, 218, 219, 220, 353, 365 (when appropriate), 375

History 105 (when appropriate), 211, 221, 222, 223

Humanities (Search) 101, 102, 201 (Classical Track)

Philosophy 201

Religious Studies 101: The Bible and the Ancient World, 214, 280, 281, 282, 283, 285, 286

One of the following: English 315, 316, 319, or 335

Concentration in Cultures:

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

1. One course (4 credits) of ancient Greek and/or Latin beyond 201.
2. Ancient Mediterranean Studies 275, 474, 475 or 495/496, and 476.
3. Eight courses (32 credits) on the cultures and civilizations of the ancient Mediterranean. The courses below count toward this requirement:
Ancient Mediterranean Studies: 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 310, 315, 361

Art 209, 218, 219, 220, 353, 365 (when appropriate), 375

Additional courses in ancient Greek and/or Latin beyond 201

Hebrew 101, 102, 201, 202

History 105 (when appropriate), 211, 221, 222, 223

Humanities (Search) 101, 102, 201 (Classical Track)

Philosophy 201

Religious Studies 101: The Bible and the Ancient World, 214, 280, 281, 282, 283, 285, 286

One of the following: English 315, 316, 319, or 335

Concentration in Archaeology:

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

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Ancient Mediterranean Studies 275, 474, 475 or 495/496, and 476.
3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. Three courses (12 credits) from the following courses:
Art 209, 218, 219, 220, 353, 365 (when appropriate), 375
5. Four courses (16 credits) from the following courses:
Anthropology 290/Archaeology 210

Chemistry 107

Ancient Mediterranean Studies 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 315, 361

Humanities (Search) 101, 102, 201 (Classical Track)

History 105 (when appropriate), 211, 221, 222, 223

Religious Studies 260

Printed from: <https://catalog.rhodes.edu/programs-study/ancient-mediterranean-studies/requirements-major-ancient-mediterranean-studies>

Requirements for a Minor in Ancient Mediterranean Studies

Concentration in Languages

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

1. Four courses (16 credits) of ancient Greek, Latin, or Hebrew. Two of these courses must be above the 201 level, and the student must take courses in at least two of these ancient languages.
2. Ancient Mediterranean Studies 275.
3. Two courses (8 credits) on the cultures and civilizations of the ancient Mediterranean. The courses below count toward this requirement:

Ancient Mediterranean Studies: 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 315, 361

Art 209, 218, 219, 220, 353, 365 (when appropriate), 375

History 105 (when appropriate), 211, 221, 222, 223

Humanities (Search) 101, 102, 201 (Classical Track)

Philosophy 201

Religious Studies 101: The Bible and the Ancient World, 214, 280, 281, 282, 283, 285, 286

One of the following: English 315, 316, 319, or 335

Concentration in Cultures

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

1. One course (4 credits) of ancient Greek and/or Latin beyond 201.
2. Ancient Mediterranean Studies 275.
3. Five courses (20 credits) of courses on the cultures and civilizations of the ancient Mediterranean. The courses below count toward this requirement:

Ancient Mediterranean Studies: 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 315, 361

Art 209, 218, 219, 220, 353, 365 (when appropriate), 375

Additional courses in ancient Greek and/or Latin beyond 201

Hebrew 101, 102, 201, 202

History 105 (when appropriate), 211, 221, 222, 223

Humanities (Search) 101, 102, 201 (Classical Track)

Philosophy 201

Religious Studies 101: The Bible and the Ancient World, 214, 280, 281, 282, 283, 285, 286

One of the following: English 315, 316, 319, or 335

Concentration in Archaeology

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

1. One course (4 credits) of ancient Greek or Latin beyond 201.
2. Ancient Mediterranean Studies 275
3. Archaeology 220 or Anthropology 254: Archaeological Methods.
4. Two courses (8 credits) from the following courses:
Art 209, 210, 218, 219, 220, 353, 365 (when appropriate), 375
5. Two courses (8 credits) from the following courses:
Anthropology 290/Archaeology 210

Chemistry 107

Ancient Mediterranean Studies 110, 111, 150, 210, 225, 235, 240, 245, 250, 255, 260, 265, 270, 280, 283, 285, 290, 295, 305, 315, 361

Humanities (Search) 101, 102, 201 (Classical Track)

History 105 (when appropriate), 211, 221, 222, 223

Religious Studies 260

Printed from: <https://catalog.rhodes.edu/programs-study/ancient-mediterranean-studies/requirements-minor-ancient-mediterranean-studies>

Anthropology and Sociology

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

Printed from: <https://catalog.rhodes.edu/programs-study/anthropology-and-sociology>

Anthropology/Sociology: Faculty and Staff

Professor

Earl Wright II. Chair. 1994. B.A., University of Memphis; 1997. M.A., University of Memphis; 2000 Ph.D., University of Nebraska. (Historical sociology, qualitative research methods, race and ethnicity, and urban sociology.)

Associate Professor

Hadi Khoshnevis. 2020. B.A., School of Journalism, Tehran, Iran; M.A. University of Tehran, Iran; M.A. University College London; London, England; Ph.D. University of South Florida, Tampa, Florida. (Race and ethnicity, immigration, movement and mobility, nationalism, social theory, decolonial theory.)

Jeanne Lopiparo. 2009. B.A., Harvard University; M.A. and Ph.D., University of California, Berkeley. (Mesoamerican archaeology, material culture, social identity, complex societies.)

Evelyn Perry. 2010. B.A., Colorado College; M.A. and Ph.D., Indiana University. (Urban and community sociology, culture, inequality, race, class, gender ethnography.)

Assistant Professors

Laura Leisinger. 2011. B.A. CUNY Hunter College; 2016. M.A. University of South Florida; 2025. Ph.D. University of South Florida. (Migration and the state, emotion and mental health, and Haitian and Caribbean Studies.)

Jennifer Lupu. 2012. B.A., Barnard College; 2015 M.A. University of Chicago; 2023 Ph.D. Northwestern University. (Historical archeology, medical anthropology, and collections-based research.)

Staff

Printed from: <https://catalog.rhodes.edu/programs-study/anthropology-and-sociology/anthropologysociology-faculty-and-staff>

Requirements for a Minor in Anthropology/Sociology

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

1. Anthropology/Sociology 103 and 105.
2. One of the following courses: Anthropology/Sociology 380 or another theoretically intensive course. Each semester, we offer at least one elective that counts as a theoretically intensive course for minors. Consult with the chair.
3. Three additional courses (12 credits) in Anthropology/Sociology.

Printed from: <https://catalog.rhodes.edu/programs-study/anthropology-and-sociology/requirements-minor-anthropologysociology>

Requirements for a Major in Anthropology/Sociology

A total of 48 credits as follows:

1. Anthropology/Sociology 103 and 105
2. Anthropology/Sociology 351 (to be taken fall of junior year)
3. One of the following methods courses: Anthropology/Sociology 352, Anthropology/Sociology 254, Archaeology 120, Archaeology 450, Environmental Studies and Sciences 225, Urban Studies 225, Urban Studies 220, or other methodologically intensive course by petition (ideally taken junior year)
4. Anthropology/Sociology 380 (to be taken fall of junior year)
5. Anthropology/Sociology 485 (to be taken fall of senior year)
6. Anthropology/Sociology 486 (to be taken spring of senior year)
7. Five additional courses (20 credits) in Anthropology/Sociology

The five elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. In addition to Anthropology and Sociology courses, students may count the following courses as electives towards the major: Field Research in Environmental Archaeology (ARCE 120), Learning From Things: Material Culture Studies (ARCE 210), Archaeological Methods (ARCE 220), Archaeological Field School (ARCE 450), Geographic Information System - GIS (ENVS/URBN 225).

Honors in Anthropology/Sociology

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

Archaeology

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

Archaeology: Program Committee

Miriam Clinton, Department of Art and Art History

Sarah Ifft Decker, Department of History

Ariel Lopez, Department of Ancient Mediterranean Studies

Jeanne Lopiparo, Department of Anthropology and Sociology

Jennifer Lupu, Department of Anthropology and Sociology

Kenny Morrell, Department of Ancient Mediterranean Studies

Printed from: <https://catalog.rhodes.edu/programs-study/archaeology/archaeology-program-committee>

Requirements for a Minor in Archaeology

A total of twenty (20) credits as follows:

1. One of the following courses:
 1. Archaeology 210 or Anthropology 290: Learning from Things: Material Culture Studies
 2. Archaeology 220 or Anthropology 254: Archaeological Methods
 3. Art 220: Classical Archaeology.

The other courses on the list above may be taken to satisfy the requirement of three courses that deal with archaeological issues (Section 2.1).

2. Three elective courses that deal with archaeological issues or that offer skills relevant to archaeology, offered in various departments. At least two departments must be represented to satisfy this requirement. Students may satisfy this requirement with three courses that deal substantially with archaeological issues or material (Section 2a), or two courses may be taken from Section 2.1 and one course from Section 2.2 (courses that offer skills relevant to archaeology). A list of Archaeology-approved courses is updated and circulated every semester. Students with questions are encouraged to contact the program chair.
 1. At least two courses that deal substantially with archaeological issues or material. The following courses are representative offerings that satisfy this requirement.
 - Anthropology/Sociology 202: Understanding the Past: Archaeological Perspectives on Culture
 - Anthropology/Sociology 207: Archaeology of Sex and Gender
 - Anthropology/Sociology 221: North of the Rio Grande: Indigenous People of North America

- Anthropology/Sociology 265: Selected Introductory Topics in Anthropology and Sociology (when subject matter pertains to Archaeology)
- Anthropology/Sociology 275: Food and Culture
- Anthropology/Sociology 325: The Maya and Their World
- Anthropology/Sociology 327: Gender and Power in Latin America
- Art 209: Art and Architecture of the Ancient Near East and Egypt
- Art 218: Greek Art and Architecture
- Art 219: Roman Art and Architecture
- Art 265: Topics in Art (when subject matter pertains to Archaeology)
- Art 353: Art and Life in Pompeii
- Ancient Mediterranean Studies 361: GIS and Mediterranean Archaeology
- Religious Studies 260: Archaeology and the Biblical World
- Religious Studies 276-277: Selected Topics in Hebrew/Bible/Old Testament (when subject matter pertains to Archaeology)
- Religious Studies 285-286: Selected Topics in New Testament (when subject matter pertains to Archaeology)

2. Some courses will be useful for archaeology students, even though they do not specifically include an archaeological component. One of these courses may be used to satisfy part of the requirement of three elective courses. The following courses are representative offerings that satisfy this requirement:

- Chemistry 120 and 121L: Foundations of Chemistry with Lab
- Environmental Studies 111: Physical Geology
- Environmental Studies 225: Geographic Information Systems

3. Fieldwork. Each student in the minor will be required to complete an archaeological fieldwork experience in which they will have a substantial engagement with archaeological methods in the field outside the Rhodes campus. There are several

ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The fieldwork component may be fulfilled by a course that counts as one of the electives for the major. Students may enroll in one of the courses listed below (Section 3.1), or receive approval from the Chair of the Program for an alternative experience (Section 3.2).

1. Students may enroll in one of the following:
 - Ancient Mediterranean Studies 315: Fieldwork in Material Culture
 - Archaeology 120: Field Research in Environmental Archaeology
 - Archaeology 450: Archaeological Field School
 - Archaeology 460: Internship
 - Art 375: Archaeological Fieldwork in Greece
2. Experiences other than those listed above must be approved by the chair of the Archaeology program in advance and will require a substantial essay, evaluated by the chair of the program, which links the student's experience with what they learned in the classroom. Experiences may include organized fieldwork projects with Rhodes faculty or staff oversight, or off-campus experiences with significant archaeological content as determined by the chair of the Archaeology program. Students who elect Section 3b are still required to meet the minimum of 20 credit hours and therefore must take an additional Archaeology elective (Section 2.1).

Printed from: <https://catalog.rhodes.edu/programs-study/archaeology/requirements-minor-archaeology>

Art and Art History

The Department of Art and Art History offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art.

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history>

Art and Art History: Faculty and Staff

Professors

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

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

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

Associate Professors

Miriam G. Clinton. 2015. B.A., Yale University; M.A., Ph.D., University of Pennsylvania (Ancient Art.)

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

Karl Erickson. 2018. B.F.A., Wayne State University; M.F.A., California Institute of the Arts. (Digital Arts and New Media.)

Director, Clough-Hanson Gallery

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

Curator, Visual Resources Center

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

Staff

Meaghan Wolfe, Departmental Assistant.

Somerset Alley, Studio Technician.

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

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

sequence.

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/art-and-art-history-faculty-and-staff>

Requirements for a Major in Art

For the student interested in art as a vocation, for teaching, or for further study in graduate school, this program of study is suggested. A total of forty (40) credits as follows:

Studio Art: two of the following 100-level courses: 101: Drawing, 102: Digital, 105: Painting, 107: Sculpture, 116: Animation (not to be paired with 102).

Art 386: Experiments in Media & Methods, 485: Senior Seminar in Art, 486: Senior Thesis.

Art History: 152: Survey of Contemporary Art.

Four additional courses in the Department of Art and Art History including at least two 200 level and above studio classes and at least one 300 level studio course.

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-major-art>

Requirements for a Major in Art History

For those students interested in the study of art history with graduate school as a possible goal, this program of study is suggested. A total of forty (40) credits as follows:

Studio Art: any studio course

Art 151: Survey of Western Art

Art 152: Survey of Contemporary Art

Art 218: Greek Art and Architecture

Art 223: Italian Renaissance Art

Art 242: Modern Art II

Three additional courses in art history at the 200 level or above

Art 475: Senior Seminar in Art History

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-major-art-history>

Requirements for a Major in Art and Art History

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

Studio Art: Two of the following: 101: Drawing, 102: Digital, 105: Painting, 107: Sculpture, 116: Animation (may not to be paired with 102)

Art 386: Experiments in Media & Methods, Art 485: Senior Seminar, Art 486: Senior Thesis; and Art History 475: Senior Seminar in Art History

Art History: 151: Survey of Western Art, 152: Survey of Contemporary Art, 218: Greek Art, 223: Italian Renaissance Art, 242: Modern Art II

An additional course in studio at the 200 level or above

Two additional courses in the department of Art and Art History at the 200 level or above

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-major-art-and-art-history>

Requirements for a Minor in Art

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

Studio Art: two of the following: 101: Drawing, 102: Digital, 105: Painting, 107: Sculpture, 116: Animation (may not be paired with 102)

Art 386: Experiments in Media & Methods, 485: Senior Seminar in Art. Art History: 152: Survey of Contemporary Art

Two studio art courses at 200-level or above

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-minor-art>

Requirements for a Minor in Art History

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

Studio Art: any studio course

Art 151: Survey of Western Art, 152: Survey of Contemporary Art

Three courses in art history at the 200 or 300 level, with one from each of the three areas of concentration (Ancient, Medieval through Baroque, Modern)

Art 475: Senior Seminar in Art History

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-minor-art-history>

Honors in Art and Art History

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work to be carried out 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.

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/honors-art-and-art-history>

Requirements for a Major in Art History with Concentration in Museum Studies

For those students interested in the study of Art History with graduate school in Museum Studies or a career working with Galleries as a possible goal, this program of study is suggested. A total of forty (40) credits as follows:

Studio Art: any studio course.

Art 151: Survey of Western Art.

Art 152: Survey of Contemporary Art.

Art 218: Greek Art and Architecture.

Art 223: Italian Renaissance Art.

Art 242: Modern Art II.

Art 260: Curation in Context.

Art 461: Museum/Gallery Internship. Four credit hours.

One additional course in art history.

Art 475: Senior Seminar in Art History.

Printed from: <https://catalog.rhodes.edu/programs-study/art-and-art-history/requirements-major-art-history-concentration-museum-studies>

Asian and Asian American Studies

Asian and Asian American Studies Program at Rhodes College seeks to promote the understanding of histories and cultures in Asia, its complex relations with the world, as well as the diasporic and racial/ethnic/cultural experiences of AAPI communities in the U.S. and in the Mid-South region.

Printed from: <https://catalog.rhodes.edu/programs-study/asian-and-asian-american-studies>

Asian and Asian American Studies: Program Committee

Chien-Kai Chen, Department of International Studies

Li Han, Department of Modern Languages and Literature

Seok-Won Lee, Department of History

David Mason, Media Studies Program

Brooke Schedneck, Department of Religious Studies

Casey Shin, Department of Politics and Law

Yinyin Xue, Department of Modern Languages and Literature

Shaolu Yu, Department of Urban Studies, Chair

Requirements for a Minor in Asian and Asian American Studies

A total of 20 credits Asian and Asian American Studies courses, approved by the program committee, and provided by three or more different departments and programs.

The following are regular Asian and Asian American Studies electives:

ASIA205/CHIN205: Modern Chinese Literature in Translation
ASIA206/CHIN206: Introduction to East Asian Cultures
ASIA207/PLAW207: Race and Ethnic Politics
ASIA214/CHIN214: Introduction to Chinese Culture
ASIA215/CHIN215: Gender in Chinese literature
ASIA217/CHIN217: Orientalism and Global Asia on Screen
ASIA218/CHIN218: Taste and Power: Asia and Global Foodways
ASIA220/CHIN220: Contemporary Chinese Cinema
ASIA254/RELS255: Buddhism in Thai Society
ASIA255/RELS255: Religion, Women, and Social Change in Asia
ASIA256/RELS255: Religion and the Asian City
ASIA257/RELS255: Religions of Southeast Asia
ASIA258/RELS258: Religion and Theatre in India
ASIA259/RELS255: Buddhism
ASIA261/INTS261: Government and Politics of China
ASIS262/INTS262: China's Foreign policy
ASIA263/INTS263: Comparative Political Economy of East Asia
ASIA264/INTS264: China-Taiwan-US Relations
ASIA269/INTS269: Maymester in Taiwan
ASIA275/URBN275/CHIN275: Asian Urbanization through Cinema
ASIA276/URBN276/CHIN276: Asian and Asian American experiences through literature and film
ASIA282/HIST282: Traditional China
ASIA283/HIST283: Modern China
ASIA287/HIST287: Traditional Japan
ASIA288/HIST288: Japan Since 1800
ASIA301/RELS301: Socially Engaged Buddhism

ASIA302/RELS301: Buddhist Meditation
ASIA381/HIST481: Cold War in East Asia

Additional Asian and Asian American electives are:

RELS101: Sacred Journeys
RELS102: Spiritual Experiences
HIST105: World War II in Asia
HIST105: The Two Koreas, Past and Present
HIST105: The British Empire through Film
HIST201: The Bible and Empire
HIST293: Ancient and Medieval India
HIST294: Modern India
HIST391: Gandhi
URBN365/MSTD365: Urban Queer Cinema-A Global Approach
URBN225/ENVS225: Introduction to Geographical Information Science

*Additional eligible Asian and Asian American Studies courses shall be approved by the program committee.

Please contact the chair of Asian and Asian American Studies for more information.

Printed from: <https://catalog.rhodes.edu/programs-study/asian-and-asian-american-studies/requirements-minor-asian-and-asian-american-studies>

Biochemistry and Molecular Biology

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

Printed from: <https://catalog.rhodes.edu/programs-study/biochemistry-and-molecular-biology>

Biochemistry and Molecular Biology: Program Committee

Terry Hill, Department of Biology
Larryn Peterson, Department of Chemistry, Chair

Shana Stoddard, Department of Chemistry
Qian Shen, Department of Biology (Fall 2024)
Bayly Wheeler, Department of Biology (Spring 2025)

Printed from: <https://catalog.rhodes.edu/programs-study/biochemistry-and-molecular-biology/biochemistry-and-molecular-biology-program>

Honors in Biochemistry and Molecular Biology

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

Printed from: <https://catalog.rhodes.edu/programs-study/biochemistry-and-molecular-biology/honors-biochemistry-and-molecular-biology>

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

Courses required for the BMB major that are appropriate for the fall semester of the first year include Chemistry 120-125L and Biology 130-131L. Students considering taking both Chemistry 120-125L and Biology 130-131L in the fall semester of the first year should consult a BMB advisor.

A total of sixty-one to sixty-two (61-62) credits as follows:

1. Chemistry 120-125L (Foundations in Chemistry), 211 (Organic Chemistry I), 212-212L (Organic Chemistry II with lab), and 240-240L (Analytical Chemistry with lab)

2. Biology 130-131L (Biology I with lab) and Biology 140-141L (Biology II with lab)
3. Biology 307 (Cell Biology)
4. Biology 325-325L (Molecular Biology with lab)
5. Chemistry 315 (Biochemistry)
6. BMB 310 (Methods in Biochemistry and Cell Biology)
7. BMB 485 or 486 (Senior Seminar)
8. Any one of the following: Computer Science 141 (Programming Fundamentals) OR Math 122 (Integral Calculus) OR Math 214 (Math Modeling) OR one course in probability and statistics. Courses that would be appropriate in the area of probability and statistics include Math 111, Math 211, Psychology 211, Economics 290.
9. Two of the following courses; at least one must have a laboratory:

a. Elective Courses with Laboratory

BIOL 301-301L (Microbiology with lab)
BIOL 304-304L (Genetics with lab) or BIOL 305-305L (Population Genomics with lab)
BIOL 355-355L (Animal Development with lab)
BIOL 376-376L (Molecular and Cellular Neuroscience with lab)
CHEM 325 (Computational Protein Design and Engineering)
CHEM 406 (Advanced Analytical Chemistry)
CHEM 411-411L (Medicinal & Computational Chemistry with lab)
BMB 451 or 452 (4 credits only may satisfy one elective; Research with an affiliated faculty member or must be approved by the BMB program committee)

b. Elective Courses without a Laboratory

BIOL 330 (Virology/Immunology)
BIOL 380 (Topics in Biomedical Science)
CHEM 311 (Physical Chemistry)
CHEM 416 (Mechanisms of Drug Action)

No more than one of the three courses listed in items #3-5 above may be transferred into

Rhodes from another institution to satisfy the requirements for the BMB major.

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

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

Printed from: <https://catalog.rhodes.edu/programs-study/biochemistry-and-molecular-biology/requirements-major-biochemistry-and-molecular>

Biology

As one of the most popular majors on campus, the Biology Department offers students opportunities to learn about all levels of biology, as well as modern methods of research and investigation. The study of biology prepares students for a wide range of career options as students can choose to concentrate their studies in General Biology (GB), Integrative Biology (IB), Environment, Ecology, and Behavior (EEB), and Biomedical Sciences (BMS).

Printed from: <https://catalog.rhodes.edu/programs-study/biology>

Biology: Faculty and Staff

Professors

Michael D. Collins. 2010. B.S., University of Arizona; M.S., Florida State University; Ph.D., University of Tennessee. (Ecology, Ornithology, Wildlife Biology)

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

Mary E. Miller. 2001. B.A., University of Tennessee at Knoxville; Ph.D., University of Virginia. (Genetics, Cell Biology, Cancer Biology, Cell Size Regulation)

Associate Professors

Kelly A. Dougherty. 2014. B.S., West Chester University; Ph.D., Thomas Jefferson

University. (Neuroscience, Biophysics, Neurophysiology.)

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

Elaine R. Frawley. 2016. B.A., Ph.D., Washington University in St. Louis. (Microbiology, Metabolism, Bacterial Physiology.)

Qian Shen. 2020. B.E, China Agricultural University; M.S., Mississippi State University; Ph.D. Ohio State University (Microbiology, Fungal Pathogenesis.)

Bayly S. Wheeler. 2015. B.S.E., University of Michigan; Ph.D., Duke University. (Molecular biology, Genetics, Genomics, Microbiology.)

Assistant Professors

Kelly Diamond. 2022. B.S., University of Central Florida; M.S., Ph.D. Clemson University. (Morphology, Machine Learning, Biomechanics)

Liam Hunt. 2022. B.S., Ph.D. The University of Melbourne, Australia. (Molecular Biology, Skeletal Muscle Disease)

Evan Kingsley. 2024. B.S., University of Rochester; PhD., Harvard University (Evolution, Avian Syrinx)

Kathryn A. LeCroy. 2023. B.S., Birmingham-Southern College; M.S. University of Pittsburgh; Ph.D. University of Virginia. (Conservation Biology, Wild Bee Diversity, Disease Ecology, Community Science)

M. Cameron Ogg. 2025. B.A., Bard College; PhD University of Tennessee Health Sciences Center. (Behavioral and Systems Neuroscience)

Tanushree Pandit. 2019. B.S., M.S., RTM Nagpur University; Ph.D., Umea University. (Developmental Neuroscience.)

James Tumulty. 2024. B.S., Siena College; M.S., East Carolina University; PhD., University of Minnesota (Animal Behavior, Behavioral Ecology)

Staff

Tangela Allgood. 2022. Biology Department Administrative Assistant.

Jordy Gentry. 2021. Biology Department Lab Manager for The Frazier Jelke Science Center. B.S., University of Memphis.

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

Emeriti Professors

Bobby R. Jones. Professor Emeritus of Biology since 2001. B.S., University of Arkansas;

Ph.D., University of Missouri.

John S. Olsen. Professor Emeritus of Biology since 2014. B.S. and M.S. University of Illinois; Ph.D. University of Texas.

Carolyn R. Jaslow. Professor Emerita of Biology since 2021. B.S. Mount Holyoke College; M.S. Ohio University; Ph.D. The University of Chicago.

Gary Lindquister. Professor Emeritus of Biology since 2022. B.S. Furman University; M.S. and Ph.D. Emory University.

Printed from: <https://catalog.rhodes.edu/programs-study/biology/biology-faculty-and-staff>

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

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

A total of fifty-four to sixty (54-60) credits as follows:

1. BIOL 130-131L (Biology I with laboratory) and BIOL 140-141L (Biology II with laboratory).
2. CHEM 120-125L (Foundations of Chemistry with laboratory) and CHEM 211 (Organic Chemistry I).
3. One statistics course from the following list:
ECON 290 (Statistical Analysis for Economics and Business)
MATH 111 (Applied Statistics for Liberal Arts)
MATH 211 (Applied Statistics for the Formal and Natural Sciences)
PSYC 211 (Statistical Methods).
4. One computational course from the following list:
COMP 141 (Computer Science I: Programming Fundamentals) or above
ENVS 225 (Geographic Information Systems [GIS])
MATH 115 (Applied Calculus)
MATH 122 (Integral Calculus)
MATH 214 (Discrete Mathematical Modeling with Biological Applications).
5. BIOL 485 or 486 (Senior Seminar).

6. Six upper-level courses defined by concentration areas. At least four of the six upper level courses required must have an associated lab experience. Of the four required lab experiences, three of them must be chosen from the appropriate designated concentration courses. Four credits of BIOL 451 or 452 (Research in Biology) combined can satisfy one upper-level course with lab requirement. The ability of BIOL 451 or 452 (Research in Biology) to fulfill concentration requirements will vary dependent on the instructor of record and should be discussed with faculty prior to registration.

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

Students seeking a double major must have at least four upper-level courses for the Biology major that are not used to satisfy requirements for the other major. Regulations restricting course overlap for minors is described elsewhere in the college catalog.

Normally, at least four of the six upper level courses used to satisfy these requirements must be taken within the Biology Department at Rhodes. Courses taught outside the department that can satisfy upper level course requirements for the Biology major, subject to the limit indicated above, include certain courses approved by the Department Chair for transfer credit and the following: CHEM 315 (Biochemistry); CHEM 416 (Mechanisms of Drug Action), and NEUR 270 (Neuroscience).

The following biology courses can be coupled to satisfy an upper level with lab major requirement. BIOL 307 (Cell Biology) with BMB 310 (Methods in Biochemistry and Cell Biology); CHEM 315 (Biochemistry) with BMB 310 (Methods in Biochemistry and Cell Biology); BIOL 312 (Environmental Issues in South Africa) with BIOL 213 (Maymester: Environmental Field Study in Namibia); and the institutional partnership experiences BIOL 380 (Topics in Biomedical Science) with BIOL 254 (Maymester: Kenya, The Frontier and Future of Farming). BIOL 213, BIOL 254, and BMB 310 taken alone do not satisfy any requirements for the Biology major. BMB 310 can be coupled with both BIOL 307 and CHEM 315 to satisfy two upper level with lab major requirements if all three courses are completed.

Courses taught outside the Department may also be available through the Woods Hole Semester in Environmental Sciences Program: ENVS 260 (Aquatic Ecosystem Analysis), ENVS 270 (Terrestrial Ecosystem Analysis), and BIOL 280 (Microbial Methods in Ecology). Courses may also be available through the MBL/Woods Hole Semester in

Biological Sciences Program (SBS) where two of the following courses can count toward the upper level with lab requirement (Introduction to Parasitology, Fundamentals of Synapse, Stem Cells and Regeneration, Biodiversity, or Dynamic Camouflage). One of the following SBS courses can count toward the computational course of the biology major (Imaging for Biological Sciences or Waves, Optics, and Modern Physics). Offerings may change each year and new offerings must be approved by the department prior to the experience to earn major credit.

Additional courses can be taken through our partnership with the Gulf Coast Research Laboratory including Marine Biology, Barrier Island Ecology, Marine Ichthyology, Marine Mammalogy, Marine Invertebrate Zoology, Coastal Herpetology, and Parasites of Marine Animals. Offerings change each year. In addition to month-long summer courses, some are available as mini-courses during January and May. Students interested in either program should contact the Biology Department for details.

7. Each student will choose only one of the following four concentrations in the Biology major: 'General Biology', 'Integrative Biology', 'Ecology, Evolution, Behavior' or 'Biomedical Sciences'.

The Biology concentrations and associated class options:

General Biology (BIOL:GB)

Upper level Biology course requirements: Six upper level Biology courses; at least four must have an associated lab. See list of [upper level Biology course offerings](#) (courses numbered 300 and BIOL 451/452 as described above).

Integrative Biology (BIOL:IB)

Upper level Biology course requirements: Six of the following upper level Biology courses including four courses with lab; at least one course must be taken from each of the following three categories; at least one lab requirement must come from each category. See list of [upper level Biology course offerings](#) (courses numbered 300 and BIOL 451/452 as described above).

1. Genetics, Cells, and Molecules

BIOL 304: Genetics with Lab

BIOL 301: Microbiology with Lab

BIOL 305: Population Genomics with Lab

BIOL 307: Cell Biology

BIOL 325: Molecular Biology with Lab

BIOL 330: Virology/Immunology

BIOL 365: Advanced Topics in Biology (depends on topic)

BIOL 376: Molecular and Cellular Neuroscience with Lab

BIOL 380: Topics in Biomedical Science

CHEM 315: Biochemistry

CHEM 416: Mechanisms of Drug Action

2. Development, Physiology, Anatomy

BIOL 302: Parasitology

BIOL 308: Mycology with Lab

BIOL 350: Comparative Vertebrate Morphology with Lab

BIOL 340: Animal Physiology with Lab

BIOL 355: Animal Development with Lab

BIOL 365: Advanced Topics in Biology (depends on topic)

BIOL 377: Developmental Neuroscience with Lab

NEUR 270: Neuroscience

3. Ecology and Evolution

BIOL 300: Evolution with Lab

BIOL 312: Environmental Issues in Southern Africa

BIOL 315: Ecology with Lab

BIOL 320: Conservation Biology with Lab

BIOL 321: Animal Behavior with Lab

BIOL 345: Ornithology with Lab

BIOL 348: Wildlife Biology with Lab

BIOL 365: Advanced Topics in Biology (depends on topic)

ENVS 260: Aquatic Ecosystem (Woods Hole)

ENVS 270: Terrestrial Ecosystem (Woods Hole)

Ecology, Evolution, Behavior (BIOL:EEB)

Upper level Biology course requirements: Six upper level Biology courses; at least four must come from the following list. At least three of the four lab requirements must come from this category. Up to two courses may be taken from additional upper level Biology course offerings (courses numbered 300 and BIOL 451/452 as described above).

BIOL 300: Evolution with Lab

BIOL 302: Parasitology

BIOL 304: Genetics with Lab

BIOL 308: Mycology with Lab

BIOL 312: Environmental Issues in Southern Africa

BIOL 315: Ecology with Lab

BIOL 320: Conservation Biology with Lab

BIOL 321: Animal Behavior with Lab

BIOL 345: Ornithology with Lab

BIOL 348: Wildlife Biology with Lab

BIOL 350: Comparative Vertebrate Morphology with Lab

BIOL 365: Advanced Topics in Biology (depends on topic)

ENVS 260: Aquatic Ecosystem (Woods Hole)

ENVS 270: Terrestrial Ecosystem (Woods Hole)

Biomedical Science (BIOL:BMS)

Upper level Biology course requirements: Six upper level Biology courses; at least four must come from the following list. At least three of the four lab requirements must come from this category. Up to two courses may be taken from additional upper level Biology course offerings (courses numbered 300 and BIOL 451/452 as described above).

BIOL 300: Evolution with Lab

BIOL 301: Microbiology with Lab

BIOL 302: Parasitology

BIOL 304: Genetics with Lab

BIOL 305: Population Genomics with Lab

BIOL 307: Cell Biology

BIOL 308: Mycology with Lab

BIOL 325: Molecular Biology with Lab

BIOL 330: Virology/Immunology

BIOL 340: Animal Physiology with Lab

BIOL 350: Comparative Vertebrate Morphology with Lab

BIOL 355: Animal Development with Lab

BIOL 365: Advanced Topics in Biology (depends on topic)

BIOL 376: Molecular and Cellular Neuroscience with Lab

BIOL 377: Developmental Neuroscience with Lab

BIOL 380: Topics in Biomedical Science

NEUR 270: Neuroscience

CHEM 315: Biochemistry

CHEM 416: Mechanisms of Drug Action

Printed from: <https://catalog.rhodes.edu/programs-study/biology/requirements-major-biology-leading-bs-degree>

Major Essay

When declaring a major in Biology, students must submit an essay electronically for approval by their major advisor. This essay should be 300 words or less and should include:

1. a statement of your goals in pursuing a biology major
2. a statement of your goals in pursuing a specific concentration in biology
3. what areas of biology represent your greatest interests
4. possible links between biology coursework and other courses taken or to be taken
5. what other areas of biology will help you to become more well-rounded in the field of biology.

Printed from: <https://catalog.rhodes.edu/programs-study/biology/major-essay>

Honors in Biology

1. Courses required: those listed for the B. S. degree with a major in Biology as well as the Biology Honors Tutorial (BIOL 495 and 496).
2. Students seeking to do Honors research must have a minimum GPA of 3.5 (cumulative and in the major) at the time of application and be on track to graduate

at the end of the academic year in which the Honors research is carried out.

3. An original investigation of some problem in the area of biology, usually related to research being carried out by a member of the Biology Department, is required. The Honors research may be conducted outside of the department, with department approval and the careful guidance of a Biology faculty member liaison for the project.
4. A creditable thesis must be presented at the end of the project. The honors project and thesis must be approved by the student's Honors committee and the project must follow the department and college guidelines and schedule for Honors work. In addition, the Honors candidate should present the work publically at a scientific meeting on- or off-campus.

Students interested in Honors research should consult with their faculty research supervisor at Rhodes.

Printed from: <https://catalog.rhodes.edu/programs-study/biology/honors-biology>

Business

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

Printed from: <https://catalog.rhodes.edu/programs-study/business>

Business: Faculty and Staff

Business: Faculty and Staff

ASSOCIATE PROFESSORS

Wendy Bailey. 2021. Director, M.S. in Accounting Program. B.A., Washington University St Louis; M.B.A., University of Colorado Boulder; and Ph.D., University of Pittsburgh (Accounting)

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)

Kayla D. Booker. 2015. Co-Director, M.S. in Accounting Program. B.B.A., M.P.A., and Ph.D., Jackson State University. CPA. (Accountancy)

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

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

Jade O. Planchon. 2012. B.A., Rhodes College; M.B.A., Columbia University; 2018. Ph.D., University of Memphis. (Finance)

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

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

ASSISTANT PROFESSORS

Eric Horne. 2023. B.A., Washington State University; M.S.B.A., University of Washington; and Ph.D., University of Washington (Accounting)

INSTRUCTORS

Sarah A. Cate. B.A., Hendrix College; M.S. University of Memphis. (Accountancy).

PART-TIME INSTRUCTORS

David Hopkins. 2022. B.P.A., Mississippi State University. (Accounting).

Steve Zatechka. 2018. B.S. and M.S., University of Nebraska-Lincoln; M.B.A., University of Memphis; Ph.D., University of Nebraska Medical Center; Chief Science Officer, US Biologic. (Entrepreneurship).

ENTREPRENEUR IN RESIDENCE

Eric Mathews. 2023. B.S., Rhodes College, M.S., University of Memphis. (Entrepreneurship).

STAFF

Hannah Guess. 2020. Departmental Assistant. B.A. and M.A., University of Memphis.

CURRICULUM

The Department of Business offers both a major and minor in Business. Within the major, students can elect to take courses in Accounting, Finance, Marketing, Management, and Business Analytics.

Master of Science in Accounting. A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of Business. Students who have completed an undergraduate degree in the Department of Business and/or have taken the appropriate accounting courses can finish the requirements of the M.S. in Accounting degree in two additional semesters of study.

Printed from: <https://catalog.rhodes.edu/programs-study/business/business-faculty-and-staff>

Honors in Business

Honors in Business

1. Meet requirements for a major in Business.
2. Business 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

Printed from: <https://catalog.rhodes.edu/programs-study/business/honors-business>

Requirements for a Major in Business

Requirements for a Major in Business

A total of forty-six (46) credits as follows:

1. Business 241 Financial Accounting, 340 Managerial and Cost Accounting, 351 Corporate Financial Management, 361 Management of Organizations, 371 Marketing

Management, 486 Senior Seminar in Business.

2. Economics 100 Introduction to Economics.

3. Economics 290 Statistical Analysis for Economics OR Mathematics 211 Applied Statistics for the Formal & Natural Sciences.

4. Math 115 Applied Calculus, 116 Calculus with Business Applications or 122 Integral Calculus.

5. Two courses from one of the following areas and one course from one of the remaining areas:

a. Accounting: Business 341 Intermediate Accounting I, 342 Intermediate Accounting II.

b. Finance: Business 452 Cases in Managerial Finance, 454 Investments/Financial Analytics.

c. Management: Business 463 International Management, 466 Personnel and Human Resource Management, 467 Diversity and Inclusion in the Workplace.

d. Marketing: Business 472 Marketing Analytics and Metrics , 473 International Marketing, 474 Services Marketing.

e. Business Analytics: Business 450 Data Analytics and Information Systems, 454 Investments/Financial Analytics, 467 Diversity, Equity, and Inclusion (DEI) in the Workplace through HR Analytics, and 472 Marketing Analytics.

f. Business 481 Business Ethics and Social Responsibility.

g. Business 483 Advanced International Business Cases.

h. Business 484 Social Impact of Business in South Africa.

6. Recommended: Business 460 Internship; Philosophy 210 Logic; Computer Science 141 Computer Science I, 142 Computer Science II; Media Studies 240 Public Speaking.

Requirements for a Minor in Business

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

1. Business 241 Financial Accounting, 340 Managerial and Cost Accounting, 351 Corporate Financial Management, 361 Management of Organizations, 371 Marketing Management.

2. Economics 100 Introduction to Economics.

3. Economics 290 Statistical Analysis for Economics and Business OR Mathematics 211 Applied Statistics for the Formal & Natural Sciences.

Printed from: <https://catalog.rhodes.edu/programs-study/business/requirements-minor-business>

Chemistry

The Chemistry Department prepares students for careers in the chemical sciences, forensics, health professions, industry, research, and STEM education. Students will receive training in modern, interdisciplinary chemistry and instrumentation, as well as develop essential skills for further education in chemical, medical, engineering, law, and other health-related fields.

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

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry>

Chemistry: Faculty and Staff

Professors

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

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

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

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

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

Associate Professors

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

William Eckenhoff. 2015. James H. Daughdrill Professor in the Natural Sciences. B.S., Allegheny College; Ph.D. Duquesne University (Inorganic Chemistry.)

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

Shana Stoddard. 2015. B.S., Prairie View A&M University; M.Ed., Freed-Hardeman University; Ph.D., University of Mississippi. (Biochemistry.)

Assistant Professors

Ramesh Sapkota. 2023. B.S. and M.S. Tribhuvan University, Nepal; Ph.D. University of North Texas (Physical Chemistry.)

Chemistry Instrument Technician and Chemical Safety Officer

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

Professor Emeritus

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

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/chemistry-faculty-and-staff>

Honors in Chemistry

1. Courses listed for the B.S. degree.
2. Chemistry 495 and 496 (eight credits minimum).

3. 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 thesis must be presented at the end of the project. The honors project and its outcome must be approved by the student's Honors Committee.
4. A public presentation on the honors work is required by the department.

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/honors-chemistry>

Requirements for a Major in Chemistry Certified by the American Chemical Society

1. Chemistry Courses:

Foundations of Chemistry + lab: Chem 120/125L

Organic Chemistry I: Chem 211

Organic Chemistry II + lab: Chem 212/212L

Analytical Chemistry + lab: Chem 240/240L

Physical Chemistry + lab: Chem 311/312L

Biochemistry: Chem 315

Inorganic Chemistry + lab: Chem 408/408L

Research: Chem 451/452 (at least 4 credits)

Senior Seminar: Chem 485 or 486 or Advanced Biochemistry: Chem 415

Advanced Analytical Chemistry (Chem 406) OR Computational Protein Design and Engineering (Chem 325) and Medicinal Chemistry (Chem 411/411L)

2. Physics I & II: 109 -110 or 111-112; or 113L-114L.

3. Mathematics 122. Students can start in 112 and then take 122.

A total of 57-62 credits.

This major track may be of interest to students interested in attending graduate school or employment in chemistry related fields. The track is designed by the American Chemical Society (ACS) to provide students with lecture and laboratory experiences in the five foundational areas of chemistry (analytical, biochemistry, inorganic, organic and physical) in both breadth and depth.

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/requirements-major-chemistry-certified-american-chemical-society>

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

1. Chemistry Courses:

Foundations of Chemistry + lab: Chem 120/125L

Organic Chemistry I: Chem 211

Organic Chemistry II + lab: Chem 212/212L

Analytical Chemistry + lab: Chem 240/240L

Physical Chemistry + lab: Chem 311/312L

Senior Seminar: Chem 485 or 486

2. At least 3 additional chemistry courses from the following list:

Environmental Chemistry: Chem 206

Biochemistry: Chem 315

Computational Protein Design and Engineering: Chem 325

Advanced Analytical Chemistry: Chem 406

Inorganic Chemistry + lab: Chem 408/408L

Medicinal Chemistry + lab: Chem 411/411L

Mechanisms of Drug Action: Chem 416

Advanced Topics in Organic: Chem 422

Introduction to Research: Chem 451-452 (total of four credits)

3. Physics I & II: 109-110 or 111-112; 113L-114L.

4. Mathematics 122. Students can start in 112 and then take 122.

A total of 52 - 54 credits.

Students interested in graduate school should consider taking the following courses: Chemistry 315, 406, 408/408L, and 451-452.

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/requirements-major-chemistry-leading-bs-degree>

Requirements for a Major in Chemistry, Drug Design track

1. Chemistry Courses:

Foundations of Chemistry + lab: Chem 120/125L

Organic Chemistry I: Chem 211

Organic Chemistry II + lab: Chem 212/212L

Analytical Chemistry + lab: Chem 240/240L

Physical Chemistry + lab: Chem 311/312L

Biochemistry: Chem 315

Medicinal and Computational Chemistry + lab: Chem 411/411L

Advanced Biochemistry: Chem 415

Mechanisms of Drug Action: Chem 416

2. Physics I & II: 109-110 or 111-112; 113L-114L.

3. Mathematics 122. Students can start in 112 and then take 122.

A total of 53 credits.

This major track may be of interest to students pursuing careers in pharmaceutical or medicinal chemistry, medicine, pharmacy, or other health professions. Research opportunities in related areas may be available to students in the Chemistry Department who want to pursue this major track.

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/requirements-major-chemistry-drug-design-track>

Requirements for a Minor in Chemistry

Six courses as follows:

1. 120/125L, 211, 212/212L, 240/240L.
2. Two additional Chemistry courses of which one must be at the 200-level or above and the other must be 300-level or above. Both courses must be at least 4-credits.

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

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/requirements-minor-chemistry>

Requirements for a Pre-Engineering Certificate

Chemistry majors planning for graduate work and/or careers in chemical engineering can earn the Pre-Engineering Certificate from Rhodes by completing the following courses.

1. Physics 111-112* and 220.
2. Physics 304 or 307.

3. Mathematics 223 and 251.
4. Computer Science 141.
5. One approved experiential component, such as: 4 credits of research*, summer research or an engineering-related internship.

*also fulfills major requirements

Note: students interested in pursuing entry level chemical or biomedical engineering work immediately after college may wish to consider the dual degree options through the academic partnerships for engineering at Rhodes. <https://catalog.rhodes.edu/educational-program/academic-partnerships>

Printed from: <https://catalog.rhodes.edu/programs-study/chemistry/requirements-pre-engineering-certificate>

Computer Science

The Department of Computer Science offers students numerous opportunities to develop quantitative reasoning, critical-thinking, problem-solving, and communication skills through its curriculum and extracurricular activities.

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science>

Computer Science: Faculty and Staff

Professors

Betsy Williams Sanders. 2007. B.S., Millsaps College; M.S. and Ph.D., Vanderbilt University. (Computer graphics and animation.)

Associate Professors

Phillip B. Kirlin. 2012. B.S., University of Maryland; M.S. and Ph.D., University of Massachusetts Amherst. (Artificial intelligence, machine learning, music informatics.)

D. Brian Larkins. 2015. B.S., M.S., Ph.D., The Ohio State University. (Parallel programming, programming languages, network security.)

Catherine E. Welsh. 2013. B.S., Ursinus College; M.S., Lehigh University; Ph.D., University of North Carolina-Chapel Hill. (Bioinformatics, computational genetics.)

Assistant Professors

Sean Kugele. 2023. B.A., University of Montana; B.S., Christian Brothers University; Ph.D., University of Memphis. (Artificial intelligence, neuro-symbolic systems, cognitive modeling, bio-inspired computing.)

Matthew Superdock. 2021. B.S., Princeton University; Ph.D., Carnegie Mellon University. (Type theory, formal verification, and automated reasoning.)

Nate Phillips. 2023. B.S., Christian Brothers University; M.S. and Ph.D., Mississippi State University. (Augmented and virtual reality, perception, information visualization.)

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science/computer-science-faculty-and-staff>

Honors in Computer Science

Requirements:

1. Fulfillment of the requirements for the major.
2. Honors Tutorial: 495 and 496.
3. Approval by the department is required.

Students should consult with a faculty member about their intentions to pursue an honors project before the end of their Junior year.

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science/honors-computer-science>

Planning a Major

Students considering a major in 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:

<https://cs.rhodes.edu/>

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. Ideally, students should take Computer Science 142 and Computer Science 172 in the same semester. In the second year, a student should complete Computer Science 251 and Computer Science 231. The Mathematics requirements should be completed by the end of the third year.

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science/planning-major>

Requirements for a Major in Computer Science

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

1. Computer Science 141, 142, 172, 231, 241, 251, 485, and 486.
2. One of Mathematics 112, 115, 116, 122, 211, 214, 223
3. At least one course from each of the three following groups:
 1. Theory: Computer Science 350, 355
 2. Systems: Computer Science 315, 330, 340, 360, 380, 385
 3. Applications: Computer Science 320, 325, 342, 345, 360, 370, 372, 375
4. Two additional four-credit computer science courses numbered above 300, excluding 460, 495, and 496.

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science/requirements-major-computer-science>

Requirements for a Minor in Computer Science

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

1. Computer Science 141, 142, 172, 241, and 251.
2. One additional four-credit computer science course numbered above 300.

Printed from: <https://catalog.rhodes.edu/programs-study/computer-science/requirements-minor-computer-science>

Data Analytics

The Data Analytics major gives students a strong foundation in both computer science and statistics with a focus on applications to big data and an examination of the human decisions and ethical considerations made in collecting and analyzing data. In addition to courses specific to data analytics, computer science, statistics, and ethics, data analytics majors will take a set of elective courses that encourage specialization and concentration in a specific application domain.

Printed from: <https://catalog.rhodes.edu/programs-study/data-analytics>

Planning a Major

First Courses in Data Analytics. Students interested in pursuing the Data Analytics major are encouraged to take COMP 141 (Programming Fundamentals) and an introductory statistics course (MATH 211 or ECON 290 or PSYC 211) during their first year. If a student has a score of 4 or 5 on the AP Computer Science A exam, they should start with DATA 242 (Program Design and Data Structures for Data Analytics). If a student has a score of 4 or 5 on the AP Statistics exam, they should start with MATH 212 (Applied Regression). If a student has credit for both COMP 141 and MATH 211, the student is encouraged to take DATA 244 (Introduction to Data Analytics) in their first year. Each concentration within Data Analytics also has courses appropriate for first-year students:

- Students interested in the Anthropology and Sociology concentration are encouraged to take ANSO 103 (Introductory Anthropology) or ANSO 105 (Introductory Sociology) in their first year.
- Students interested in concentrations in Accounting, Finance, Managements, Marketing, or Economics are encouraged to take ECON 100 (Introduction to Economics) in their first year.
- Students interested in the Environmental Studies and Sciences concentration are encouraged to take ENVS 150 (Environment and Society) in their first year.
- Students interested in the Empirical Musicology concentration are encouraged to

take MUSC 204 (Understanding Musicianship) in their first or second year. MUSC 204 is Fall only. MUSC 267 is required and is Spring only.

- Students interested in the Health Equity concentration are encouraged to take HLEQ 210 (Introduction to Health Equity) in their first year.
- Students interested in the International Studies concentration are encouraged to take INTS 110 (Introduction to International Relations) or INTS 120 (Introduction to Comparative Politics) in their first year.
- Students interested in the Political Science concentration are encouraged to take PLAW 151 (United States Politics) in their first year.
- Students interested in the Psychology concentration are encouraged to take PSYC 150 (Introduction to Psychological Science) in their first year.
- Students interested in the Urban Studies concentration are encouraged to take URBN 201 (Introduction to Urban Studies) in their first year.

Printed from: <https://catalog.rhodes.edu/programs-study/data-analytics/planning-major>

Requirements for a Major in Data Analytics

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

Required courses (28 credits):

- COMP 141: Programming Fundamentals
- DATA 242: Program Design and Data Structures for Data Analytics or COMP 241: Data Structures and Algorithms
- DATA 244/MATH 244: Introduction to Data Analytics and Visualization
- DATA 344/COMP 344/MATH 344: Advanced Methods in Data Analytics
- MATH 211 or ECON 290 or PSYC 211 (an introductory statistics course)
- MATH 212: Regression or ECON 420: Econometrics
- DATA 486 (Data Analytics Senior Seminar)*

*If pursuing an Economics concentration then take ECON 486 (Economics Senior Seminar) instead of DATA 486

One course in ethics from the following list (4 credits):

- PHIL 224: Digital Technology and Big Data Ethics
- PHIL 320: The Ethics of Artificial Intelligence

Elective courses, two of the following numbered 300 or up (8 credits):

- COMP 345: Data Mining

- COMP 340: Databases
- COMP 375: Machine Learning
- ECON 412: Data Analysis and Management
- ECON 440: Advanced Econometrics
- MATH 307: Bayesian Statistical Analysis
- MATH 333: Time Series and Forecasting
- MATH 335: Stochastic Processes

Concentration, one of the following (16 credits):

- **Anthropology and Sociology:** ANSO 103 or 105, ANSO 351, one additional research methods course (ANSO 352, 254, or ARCE 120), and one 300-level ANSO elective (must be approved by the ANSO chair).
- **Accounting:** ECON 100, BUS 241, 340, and BUS 450.
- **Finance:** ECON 100, BUS 241*, BUS 351, and BUS 454 (*BUS 340 is also recommended).
- **Management:** ECON 100, BUS 340*, BUS 361, and BUS 466 or BUS 467 (*BUS 241 is also recommended).
- **Marketing:** ECON 100, BUS 340*, BUS 371, and BUS 472 (*BUS 241 is also recommended).
- **Economics:** MATH 115, 116 or 122, ECON 100, 201, and 412 or 440 (and students must take ECON 290, 420, and 486 as required courses).
- **Empirical Musicology:** MUSC 204, MUSC 267, and two more 4-credit MUSC courses at the 200-400 level. Recommended: applied music lessons & ensemble participation. (Once declared, see Department of Music for information on applied fee waiver.)
- **Environmental Studies and Sciences:** ENVS 150, ENVS/URBN 225, and two additional courses, one of which must include a science lab (BIOL 120, ENVS 325, four credits of research ENVS 451/452, or additional environmental science elective approved by the ENVS chair).
- **Health Equity:** ENVS/URBN 225, HLEQ 440 or PLAW 320, one of HLEQ 210, URBN 235, or AFS 350, and one of the following: HLEQ 420, HLEQ 415, HLEQ 430, MATH 314, MATH 315, ENVS 150, PSYC 220, PSYC 330, RELS 231, URBN 340, or other elective approved by the chair of Health Equity.
- **International Studies:** INTS 301 and three courses from INTS global leadership and/or regional leadership courses.
- **Political Science:** PLAW 151, 270, and two additional courses, at least one at the 300-level or higher, chosen from 205, 206, 207, 208, 209, 245, 264, 280, 283, 301, 305, 308, 320, 330, 340, 360, 386, or 440).
- **Psychology:** PSYC 150, 200, and two more advanced research courses. These

two advanced courses can either be (a) two courses selected from 350, 351, 352, 353, 306, 338 or (b) one class from 350-353, 306, or 338, and four credits of research practicum (451/452).

- **Urban Studies:** URBN 201, ENVS/URBN 225, PLAW 206, and one of the following: URBN 310, URBN 320, URBN 323 URBN 340, URBN 345, URBN 350, URBN 362, URBN 365, or other elective approved by the chair of Urban Studies.

Printed from: <https://catalog.rhodes.edu/programs-study/data-analytics/requirements-major-data-analytics>

Economics

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

Printed from: <https://catalog.rhodes.edu/programs-study/economics>

Economics: Faculty and Staff

PROFESSORS

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

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

ASSOCIATE PROFESSOR

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

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

ASSISTANT PROFESSORS

Shameel Ahmad. 2019. B.A., Stanford University; M.Sc. London School of Economics; M.A., M.Phil., Ph.D., Yale University. (Economic History)

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

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

STAFF

Hannah Guess. 2020. Departmental Assistant. B.A. and M.A., University of Memphis.

Printed from: <https://catalog.rhodes.edu/programs-study/economics/economics-faculty-and-staff>

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.

Printed from: <https://catalog.rhodes.edu/programs-study/economics/honors-economics>

Requirements for a Major in Economics

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

1. Economics 100, 201, 202, 290, 420, 486.
2. Twenty additional credits in Economics not including Internship (Econ 460, 461).
3. Mathematics 115, 116 or 122.

4. Students planning on attending graduate school should consider the Mathematics and Economics interdisciplinary major.

In addition, interdisciplinary majors are offered in:

Economics and Business.

Economics and International Studies.

Mathematics and Economics.

Philosophy, Politics and Economics (an interdisciplinary program.)

Printed from: <https://catalog.rhodes.edu/programs-study/economics/requirements-major-economics>

Requirements for a Minor in Economics

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

1. Economics 100, 201, 202.
2. Eight additional credits in Economics not including Internship (Econ 460, 461).

Printed from: <https://catalog.rhodes.edu/programs-study/economics/requirements-minor-economics>

Educational Studies

Program Vision

Educational Studies at Rhodes College strives to advance justice, democracy, and equity in underserved public schools, particularly in Memphis, through our interdisciplinary programs, partnerships, scholarship, and advocacy.

Program Mission

Educational Studies and the educators and advocates we prepare engage theory and research while embedded in our schools and communities in order to promote understandings of problems and strategies for change that transform schools in the service of justice.

Background Checks (Clinical Field Experiences)

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

Printed from: <https://catalog.rhodes.edu/programs-study/educational-studies/background-checks-clinical-field-experiences>

Educational Studies: Faculty and Staff

Professors

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

Associate Professors

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

Cara Djonko-Moore. 2018. Chair. B.A. Northwestern University, M.A. University of Pennsylvania, Ph.D. Temple University (Culturally Responsive Pedagogy; Urban Education)

Laura Kelly. 2018. B.S. Freed-Hardeman University; M.Ed. Western Governors University; Ph.D. Arizona State University. (Elementary Literacy, Bilingual Education)

Laura Taylor. 2017. B.S. Cornell University; M.Ed. University of Saint Thomas; Ph.D. University of Texas at Austin. (Literacy Teaching and Learning; Critical Literacies; Educational Policy)

Affiliate Faculty

Nina Morais. 2023. Modern Languages and Literature. B.A. Federal University of Minas Gerais; M.A. Indiana University. (Transcultural, Transnational and Migration Studies; Germany-Africa and Germany-South America Relations; Contemporary German Theater and Film)

Erika Parr. 2023. Mathematics and Statistics. B.A., University of Dallas; M.A., Arizona State University; Ph.D., Arizona State University (Mathematics Education, Conceptual Learning)

Instructors

Erin Hillis. B.A. University of Memphis; M.A. University of Memphis; Ph.D. University of Memphis. (ESL, Linguistics, TEFL, International Education)

Staff

Joseph Kelly. 2018. Teacher Licensure Coordinator. B.A. Freed-Hardeman University; M.Div. Harding School of Theology; Ph.D. Southern Seminary.

Amber Lewis. Administrative Assistant.

Printed from: <https://catalog.rhodes.edu/programs-study/educational-studies/educational-studies-faculty-and-staff>

How to Declare a Major

To declare a major in Educational Studies major, students should choose a professor in Educational Studies to be their major advisor. The advisor will approve the major essay, help students complete the Degree Requirements Worksheet, and sign the Declaration of Major form.

Once students have met with their major advisor, they are required to submit:

1. Two copies of the Declaration of Major form, filing one copy with the program chair and one copy with the Registrar. (Available from the Registrar's office or on Rhodes Express online.)
2. The Degree Requirements Worksheet, filing one copy with the program chair and one copy with the Registrar. (Available from the Registrar's office or on Rhodes Express online.)
3. The final, advisor approved, major essay. Email the essay as a Word document

to Major_E.ymfk84k3izod0r19@u.box.com so that it can be archived. The file name for the essay should be as follows: student's last name, student's first name, and graduation year.

NOTE: Secondary licensure students will double major and will have two major advisors, one in Educational Studies and the other in their content area major.

Printed from: <https://catalog.rhodes.edu/programs-study/educational-studies/how-declare-major>

Licensure to Teach

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

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

For information about teacher licensure, please contact Joseph Kelly at kellyj@rhodes.edu.

Major Essay

When declaring a major in Educational Studies, students must complete an essay in which they address each of the questions in their respective track. The essay should be at least two paragraphs, with one paragraph dedicated to each question.

Teaching and Learning Track

- What are the most important things for teachers and school personnel to be knowledgeable about in order to ensure the success of all of their students?
- How will your work in this major equip you with this knowledge and experience?

Policy and Social Change Track

[select one of the following questions]

- **Option 1:** What roles can programs and activities for youth, outside of schools, play in creating a more democratic, participatory, humanizing society? How will your work in this major equip you with this knowledge and experience?
- **Option 2:** How can educational policy create more opportunities for more students to be successful learners within and beyond their experience(s) in schools? How will your work in this major equip you with this knowledge and experience?

Students will electronically submit the final, advisor approved, version of the essay as a *Word* document by emailing it to Major_E.ymfk84k3izod0rl9@u.box.com so that it can be archived. The file name for the essay should be as follows: student's last name, student's first name, and graduation year.

NOTE: Application to the Rhodes Teacher Licensure Program is a separate application process. For information regarding admission in the licensure program, see <https://sites.rhodes.edu/educationalstudies/teacher-licensure>.

Requirements for a Major in Educational Studies

Students select one of two tracks: Teaching & Learning or Policy & Social Change. All

students complete 5 Core Requirement courses and all requirements for their selected track. A total of forty-four (44) credits is required a major with the Teaching & Learning track and a total of forty-five (45) credits is required for a major with the Policy & Social Change track.

Core Requirements (5 courses, 20 credits)

1. Foundations of Education - EDUC 201
2. Educational Psychology - EDUC 222
3. Philosophy, Policy, & Equity (*eight credits*):
 1. Urban Education - EDUC 220
 2. African American Experiences in U.S. Schools - EDUC 225
 3. History of Education - EDUC 230
 4. Latinx Children's Literature - EDUC 235
 5. Urban Education Policy - EDUC 240 [only for Teaching & Learning track]
 6. Philosophy of Education - EDUC 270
 7. Race, Class, Gender, & Sexuality in Education - EDUC 320
 8. Education & Immigration - EDUC 330
 9. Social & Community Contexts of Education - EDUC 335
 10. Some sections of EDUC 265 (when topic is appropriate)
 11. Directed Research (up to 4 credits) - EDUC 451
4. Education Senior Seminar EDUC 485

Track Requirements

Track 1: Teaching and Learning (24 credits)

1. Principles of Curriculum and Instruction - EDUC 355*
2. Educational Technologies - EDUC 300*

3. Reading, Writing, and Urban Schools - EDUC 310
4. Content Area Teaching Methods Course (*one of the following, according to the student's curricular focus*):
 1. Elementary Literacies - EDUC 370*
 2. Methods of Teaching Secondary STEM - EDUC 380*
 3. Methods of Teaching Secondary Humanities - EDUC 390*
 4. Language Acquisition and Pedagogy- LANG 240*
5. Inclusive Education - EDUC 410*
6. Clinical Field Experiences - EDUC 360 (4 credits)
 1. One credit must be taken co-requisite with each of the courses above marked with * .

Track 2: Policy and Social Change (25 credits)

1. Urban Education Policy - EDUC 240
2. Qualitative Methods in the Social Sciences - EDUC 395*
3. Clinical Field Experience - EDUC 360 (1 credit; *co-requisite with EDUC 395)
4. Interdisciplinary Course Requirement (1 course):
 1. The City - ANSO 241
 2. Social Movements - ANSO 243
 3. Public Memory, Race and Place in Memphis MST 360
 4. Introduction to Public Policy - PLAW 205
 5. Urban Policy and Politics - PLAW 206
 6. Race and Ethnic Politics - PLAW 207
 7. Black Political Thought - PLAW 230
 8. Health Care Policy - PLAW 320

9. Collective Urban Policy Change - URBN 323
10. Nonprofits in the City - URBN 340
11. Urban Political Economy - URBN 350
5. One additional 4-credit EDUC course
6. Two additional 4-credit Educational Studies Electives - see list below

Teacher Licensure

Students completing an Educational Studies major on the Teaching and Learning track can also pursue elementary or secondary teacher licensure. Teacher licensure requires completion of additional requirements, including:

1. edTPA Preparation - EDUC 450 (1 credit, taken co-requisite with 1 credit of EDUC 360; typically taken semester prior to EDUC 499)
2. Clinical Practice (Student Teaching) - EDUC 499 (16 credits; typically completed either in the 8th semester or in a post-baccalaureate 9th semester)

Students pursuing secondary teacher licensure must double-major in the subject area plan to teach (e.g., English; Biology). More information about teacher licensure can be found on the [Educational Studies micro-site](#) or by contacting Dr. Joseph Kelly, Teacher Licensure Coordinator (kellyj@rhodes.edu).

Educational Studies Elective Courses (Policy & Social Change Track)

- any EDUC course except core requirements, EDUC 240, EDUC 385
- Selected Topics in Africana Studies (when topics are relevant) AFS 205
- Contemporary African American Literature AFS 238
- LGBTQ African American Literature AFS 340
- Race Thinking and Health Disparities AFS 350
- Gender and Society ANSO 231
- The City ANSO 241
- Social Movements ANSO 343
- Race and Ethnicity in American Society ANSO 331
- Social Class in the United States ANSO 335
- Topics in ANSO 365 (when topics are relevant)
- Anthropology of Social Change ANSO 379

- Racism ANSO 391
- Academic Writing - ENGL 290 (4 credits)
- Advanced Grammar ENGL 316
- Studies in African American Literature ENGL 264
- Advanced African American Literature ENGL 364
- Advanced Topics in Film (when topics are relevant) ENGL 381
- Junior Seminar Critical Theory ENGL 385
- Introduction to Health Equity HLEQ 210
- Introductory Seminars in History (when topics are relevant) HIST 105
- Selected Topics in History (when topics are relevant) HIST 205
- The United States in the Twentieth Century HIST 233
- African American History HIST 242
- Civil Rights Movement HIST 243
- History of Memphis HIST 248
- Slavery in the United States HIST 342
- Civil Rights in Memphis HIST 345
- African American Activism HIST 447
- Government and Politics of Africa INTS 251
- Politics of Social Movements and Grassroots Organizing INTS 332
- International Human Rights INTS 336
- Politics of Migration INTS 340
- Language Acquisition and Pedagogy LANG 240
- Justice, Equality, and Liberty PHIL 225
- Philosophy of Race and Racism PHIL 220
- Topics in Philosophy (when topics are relevant) PHIL 250
- Introduction to Public Policy PLAW 205
- Urban Politics and Policy PLAW 206
- Race and Ethnic Politics PLAW 207
- Black Political Thought PLAW 230
- Healthcare Policy PLAW 320
- Infant and Child Development PSYC 229
- Psycholinguistics PSYC 306
- Community Psychology PSYC 330
- Psychology of Gender and Sexuality PSYC 280
- Social Issues in Ethical & Religious Perspective RELS 232
- Intro to Urban Studies URBN 201
- Special Topics in Urban Studies (when topics are relevant) URBN 265
- Nonprofits in the City URBN 340
- Urban Field Research URBN 362
- Senior Research Design 385

Requirements for a Minor in Educational Studies

The Minor in Educational Studies requires 24 credits:

1. EDUC 201.
2. Twenty credits selected from the following courses: any EDUC course; ECON 295 (2 credits); LANG 240, PSYC 229, 230, 306, 330; URBN 250.

Printed from: <https://catalog.rhodes.edu/programs-study/educational-studies/requirements-minor-educational-studies>

English

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

Printed from: <https://catalog.rhodes.edu/programs-study/english>

English: Faculty and Staff

Professors

Katherine Clay Bassard. 2021. B.A., Wake Forest University; M.A., Virginia Commonwealth University; Ph.D., Rutgers University. (Africana Studies, African American Literature and Culture.)

Gordon Bigelow. 1998. A.B., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century British and Irish Literature, Literary Theory.)

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

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

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

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

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

Associate Professors

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

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

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

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

Gretchen Ernster Henderson. 2025. Spence L. Wilson Distinguished Chair in the Humanities. B.A., Princeton University; M.F.A., Columbia University; Ph.D., University of Missouri. (Creative Writing, Environmental Arts and Humanities.)

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

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

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

Staff

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

Printed from: <https://catalog.rhodes.edu/programs-study/english/english-faculty-and-staff>

Honors in English

Honors in English is a process that allows students the freedom to develop an independent course of research and writing, culminating in the presentation of a major

thesis in the spring of the Senior year. Honors projects require intensive work in both semesters of the Senior year, during which Honors students register for 4-8 credits in the Honors Tutorial (ENGL 495-496) each semester. Students reading for Honors must hold a GPA of 3.5 or above (major and cumulative).

Planning for Honors typically begins in the fall semester of the Junior year, when interested students consult with potential faculty about their ideas for an Honors project. Students then enroll in a 1-credit Tutorial for Honors Candidates (ENGL 399) to begin preliminary research. In August of the Senior year, students submit a formal proposal for the Honors project. Once the proposal is approved by the Department and the College, the student is considered an Honors Candidate and may proceed with research in ENGL 495. Honors Candidates are exempt from the senior seminar requirement and do not enroll in ENGL 485.

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

Printed from: <https://catalog.rhodes.edu/programs-study/english/honors-english>

Requirements for a Major in English

A total of eleven (11) courses (44 credits) as follows:
Track I: Concentration in Literature:

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

II. One (1) course in four (4) of the following five (5) categories:

- A. Medieval (192, 218, 219, 260, 315, 319, 320, 321, 325)
- B. Renaissance/Early Modern (230, 322, 323, 324, 332, 335, 340)
- C. 18th Century (240, 260, 336, 343, 345, 350)
- D. 19th Century (261, 262, 350, 351, 355, 360, 361)
- E. 20th-21st Century (202, 241, 242, 245, 250, 251, 262, 316, 362, 363, 365, 366, 370, 382)

III. One (1) course in each of the following three (3) categories:

- A. Diversity and Difference (219, 220, 224, 225, 242, 264, 275, 361, 364, 375)
- B. In Focus (191, 218, 220, 221, 225, 230, 235, 245, 250, 251, 264, 290, 315, 316, 321, 322, 323, 324, 325, 332, 335, 336, 343, 345, 359, 360, 363, 366, 375)
- C. Topics in Literary Theory (382, 385)

IV. Distribution attributes for special topics courses (190, 265, 380, 381) will vary depending on topic/section.

V. English 485, normally taken in the senior year.

VI. Up to two (2) special courses may count (e.g. creative writing courses, literature courses outside the department, etc.).

VII. Of the eleven required courses, a minimum of seven (7) must be numbered 300 or above. (English 460 does not fulfill this requirement.)

VIII. A course may carry up to two separate designations (for example, II.A and IV or III.B and IV).

IX. FYWS 151 and HUM 201 courses taught by English faculty may count towards the eleven (11) required courses.

Track II: Concentration in Literature and Creative Writing:

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

II. One (1) course in Category A, B, or C and one (1) course in category D or E:

- A. Medieval (192, 218, 219, 260, 315, 319, 320, 321, 325)
- B. Renaissance/Early Modern (230, 322, 323, 324, 332, 335, 340)
- C. 18th Century (240, 260, 336, 343, 345, 350)
- D. 19th Century (261, 262, 350, 351, 355, 360, 361)
- E. 20th-21st Century (202, 241, 242, 245, 250, 251, 262, 316, 362, 363, 365, 366, 370, 382)

III. One (1) course in each of the following three (3) categories:

- A. Diversity and Difference (219, 220, 224, 225, 242, 264, 275, 361, 364, 375)
- B. In Focus (191, 218, 220, 221, 225, 230, 235, 245, 250, 251, 264, 290, 315, 316, 321, 322, 323, 324, 325, 332, 335, 336, 343, 345, 359, 360, 363, 366, 375)
- C. Topics in Literary Theory (382, 385)

IV. Distribution attributes for special topics courses (190, 265, 380, 381) will vary depending on topic/section.

V. English 485, normally taken in the senior year.

VI. One (1) workshop course in each of the following four (4) categories:

- A. English 210: Introduction to Creative Writing
- B. Intermediate Workshop I (300, 301, 305)
- C. Intermediate Workshop II, in a second genre (300, 301, 305)
- D. Advanced Workshop (400, 401, 405)

VII. Of the eleven required courses, a minimum of seven (7) must be numbered 300 or above. (English 460 does not fulfill this requirement.)

VIII. A course may carry up to two separate designations (for example, II.A and IV or III.B and IV).

IX. FYWS 151 and HUM 201 courses taught by English faculty may count towards the eleven (11) required courses.

Note: Those considering the concentration in literature and creative writing should contact one of the creative writing professors for early advising, preferably by the end of the first year.

Printed from: <https://catalog.rhodes.edu/programs-study/english/requirements-major-english>

Requirements for a Minor in Creative Writing

A total of five (5) courses and twenty (20) credits as follows:

1. English 210: Introduction to Creative Writing
2. Intermediate Workshop I (300, 301, 305)
3. Intermediate Workshop II, in a second genre (300, 301, 305)
4. Advanced Workshop (400, 401, 405)
5. One additional English course at the 200 level or above

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Requirements for a Minor in English

A total of 5 courses (20 credits) as follows:

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

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Requirements for the Journalism Certificate

(16 credits)

I. English 255: Introduction to Journalism (F2i)

II. Two (2) courses from the following electives:

First Year Writing Seminar 155: *The New Yorker* (F2s)

English 206-207: Creative Publishing: *The Southwestern Review*

English 305: Intermediate Workshop in Non Fiction

English 316: Advanced Grammar

English 405: Advanced Workshop in Non Fiction

III. English 460: Internship (4 credits in relevant area) (F11)

Printed from: <https://catalog.rhodes.edu/programs-study/english/requirements-journalism-certificate>

The Writing Center

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

Printed from: <https://catalog.rhodes.edu/programs-study/english/writing-center>

Environmental Studies and Sciences

The Environmental Studies and Sciences (ENVS) program at Rhodes College is a dynamic and interdisciplinary field that equips students with the knowledge and skills needed to address complex environmental challenges. Rooted in a liberal arts tradition, the program offers a holistic approach to understanding the environment, integrating perspectives from social sciences, humanities, natural sciences, and fine arts. Students engage in hands-on learning experiences, from fieldwork to research projects to local internships, fostering a deep understanding of environmental issues and solutions. With dedicated faculty guidance and a commitment to sustainability, Rhodes College prepares students to become thoughtful leaders and stewards of our planet, shaping a brighter future for generations to come.

We offer a major and minor in both Environmental Studies and Environmental Sciences. Environmental Studies classes focus on social factors relating to the environment, including elective classes in economics, history, religious studies, art and more.

Environmental Science classes focus more on the natural science relating to the environment with elective classes in biology, chemistry, geology, math, and geography. While students in both majors/minors take classes in both environmental studies and environmental sciences, the chosen area of study focuses on the respective area. Classes required for both majors include ENVS-150: Environment and society, ENVS-225: Geographic Information Systems (GIS), and ENVS-486: Senior Seminar. This way, periodically throughout the curriculum, students are able to share their different backgrounds of study in the class setting.

Student with ENVS majors go on to a range of different careers, with some examples including graduate and professional schools in biology, business, city and regional planning, earth systems science, ecology and evolution, environmental education, environmental science, geography, law, and public health. Alumni are currently teaching (locally and internationally), working for non-profit organizations, working as GIS analysts, working for businesses, and much more!

Printed from: <https://catalog.rhodes.edu/programs-study/environmental-studies-and-sciences>

Environmental Studies and Sciences: Program Committee

Program Committee Faculty

Erin Bodine, Department of Mathematics

Michael Collins, Department of Biology

Kelly Diamond, Department of Biology

William Eckenhoff, Department of Chemistry (Chair)

Elaine Frawley, Department of Biology

Jeffrey Jackson, Department of History

Tait Keller, Department of History

Kate LeCroy, Department of Biology

Elizabeth Pettinaroli, Department of Modern Languages

Dave Rupke, Department of Physics

Kate Shields, Environmental Studies & Sciences Program

James Tumulty, Department of Biology

Affiliated Faculty

Erin Dolgoy, Department of Politics & Law; Department of Philosophy

Judith Haas, Department of English

Laura Loth, Department of Modern Languages, French

Rebecca Tuvel, Department of Philosophy

Shaolu Yu, Urban Studies Program

Teaching Faculty

Amy Benson, Department of English

Gretchen Henderson, Department of English

Julie Johnson, Adjunct Faculty, Geology

Brooke Schedneck, Department of Religious Studies

Roy Van Arsdale, Adjunct Faculty, Geology

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Honors in Environmental Sciences and Environmental Studies

Honors in Environmental Sciences

1. Students must have a minimum GPA of 3.5 (cumulative and in the major) at the time of application and upon graduation. Students typically enroll in ENVS Research (ENVS 452) during the spring semester of their junior year, in preparation for submitting their Honors proposal.
2. Students must complete all courses needed for a B. S. degree with a major in Environmental Sciences.
3. Students must complete the Honors Tutorial (ENVS 495 and 496), taken during the fall and spring semesters of senior year.
4. Students must conduct an original investigation of an environmentally-focused topic, under the direct supervision of an ENVS faculty member. Honors research may be conducted off campus, with ENVS Program approval, but there must be supervision by an ENVS faculty member.
5. Students must complete a formal research proposal by the start of the fall semester in the students' senior year. The research project must be completed and approved

by the supervising Honors committee. This committee will consist of two ENVS faculty members and one faculty member not affiliated with the ENVS Program. Students must complete a scientific paper that adheres to the Rhodes College guidelines for Honors, and students must give an oral presentation of their research findings.

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Honors in Environmental Studies

1. Students must have a minimum GPA of 3.5 (cumulative and in the major) at the time of application and upon graduation. Students typically enroll in ENVS Research (ENVS 452) during the spring semester of their junior year, in preparation for submitting their Honors proposal.
2. Students must complete all courses needed for a B. A. degree with a major in Environmental Studies.
3. Students must complete the Honors Tutorial (ENVS 495 and 496), taken during the fall and spring semesters of senior year.
4. Students must conduct an original investigation of an environmentally-focused topic, under the direct supervision of an ENVS faculty member. Honors research may be conducted off campus, with ENVS Program approval, but there must be supervision by an ENVS faculty member.
5. Students must complete a formal research proposal by the start of the fall semester in the students' senior year. The research project must be completed and approved by the supervising Honors committee. This committee will consist of two ENVS faculty members and one faculty member not affiliated with the ENVS Program. Students must complete a research paper that adheres to the Rhodes College guidelines for Honors, and students must give an oral presentation of their research findings.

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Policy on Advanced Placement Credit

Students who have received a 4 or 5 on the Advanced Placement Environmental Science examination can elect to receive credit for BIOL-120(L): Introduction of Environmental Science.

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Requirements for a Major in Environmental Sciences

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

1. Four Introductory Courses:
 1. ENVS 150: Environment and Society.
 2. Three introductory courses from the following list:
 1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 1410/141L: Biology II.
 2. CHEM 120/125L: Foundations of Chemistry.
 3. ENVS 106(L): Introductory Topics in Environmental Science.
 4. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)
 5. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
 6. ENVS 111(L): Physical Geology.
 7. MATH 214: Discrete Mathematical Modeling with Biological Applications.
2. One statistics course from the following list:
 1. ECON 290: Statistical Analysis for Economics and Business.
 2. MATH 111: Applied Statistics for Liberal Arts.
 3. MATH 211: Applied Statistics for the Formal & Natural Sciences
 4. PSYC 211: Statistical Methods.

3. Four upper-level Environmental Sciences electives. Three courses must contain a lab component. Courses must come from at least two departments. Additional courses may be designated by the Environmental Studies and Sciences program.
1. BIOL 280: Microbial Methods in Ecology. (Semester in Environmental Science Program, Woods Hole)*
 2. BIOL 300(L): Evolution.*
 3. BIOL 301(L): Microbiology.*
 4. BIOL 302: Parasitology.*
 5. BIOL 308(L): Mycology.*
 6. BIOL 309: Science of Climate Change.*
 7. BIOL 311(L): Invertebrate Biology.*
 8. BIOL 312: Environmental Issues in Southern Africa.*
 9. BIOL 315(L): Ecology.*
 10. BIOL 316(L): Freshwater Ecology.*
 11. BIOL 318(L): Entomology.*
 12. BIOL 320(L): Conservation Biology.*
 13. BIOL 321(L): Animal Behavior.*
 14. BIOL 322(L): Plant Diversity and Evolution.*
 15. BIOL 345(L): Ornithology.*
 16. BIOL 348(L): Wildlife Biology.*
 17. BIOL 350(L): Comparative Vertebrate Morphology.*
 18. BIOL 365: Advanced Topics in Biology. (Environmentally related topic approved by the chair of the Environmental Studies and Sciences program)*
 19. CHEM 206: Environmental Chemistry.*

20. CHEM 211: Organic Chemistry I.*
21. CHEM 240(L): Analytical Chemistry.*
22. CHEM 406: Advanced Analytical Chemistry.*
23. ENVS 206(L): Topics in Environmental Science.
24. ENVS 211(L): Geomorphology.*
25. ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
26. ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
27. ENVS 325: Advanced GIS and Remote Sensing.*
28. ENVS 450: Independent Research Project. (Semester in Environmental Science Program, Woods Hole)*
29. ENVS 451-452: Research.
30. ENVS 495-496: Honors Tutorial.
31. MATH 244: Intro to Data Analytics & Visualization.*
32. MATH 314: Agent-Based Modeling.*
33. PHYS 260: Science of Climate Change.*
4. Two Environmental Studies electives from the following list:
 1. ANSO 201: Human Evolution.
 2. ANSO 221: North of the Rio Grande: Indigenous People of North America.
 3. ANSO 251: Nature and Society.
 4. ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the chair of the Environmental Studies and Sciences program)

5. ANSO 271: Ecological Anthropology.
6. ANSO 273: Gender and the Environment.
7. ANSO 345: Just Food.
8. ART 166: Art and Science.
9. CHIN 216: Asian Urbanization through Cinema.
10. CHIN 218: Taste and Power: Asian Foodways
11. ECON 100: Introduction to Economics
12. ECON 349: Environmental and Natural Resource Economics.*
13. ENGL 265: Environmental Humanities Seeding your Readings. (Henderson)
14. ENVS 205: Topics in Environmental Studies. (When approved by the chair of the Environmental Studies and Sciences program)
15. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
16. ENVS 250: Beyond Catastrophe: Feminist Approaches to Environmental Transformation.
17. ENVS-275: Environmental Justice.
18. FREN 442: Francophone Ecocriticism.
19. FYWS 151: Energy & Waste.
20. FYWS 151: Consuming Cultures & the Problem of Waste.
21. HIST 105: Disease & Epidemics.
22. HIST 201: History of Environmental Thought.
23. HIST 207: Global Environmental History.
24. HIST 208: Agriculture, Society, and the Environment: Toward a Vision for

People, Place, and Planet.

25. HIST 209: Natural Disasters.
26. HIST 307: Nature and War.*
27. HUM 201: Search for Values. (Bakewell's, Colley's, Jackson's, Loth's, or Rogers' section only)*
28. INTS 220: Global Ecopolitics.
29. INTS 221: Population and National Security.
30. INTS 222: Global Health Politics.
31. INTS 340: The Politics of Migration.
32. INTS 341: Comparative Ecopolitics.
33. MST 202: Apocalypse and Dystopia in Video Games.
34. PHIL 230: Environmental Ethics.
35. PHIL 315: Philosophy of Science & Nature.
36. PHIL 332: Animal Ethics.
37. PHIL 401: Ethics of Captivity.
38. PLAW 206: Urban Politics and Policy.*
39. PLAW 380: Infrastructure Policy.*
40. PLAW 380 Environmental Law and Policy.
41. RELS 101/102: The Bible and the Environment.
42. RELS 101: The Bible and the City.
43. RELS 101/102: The Bible and Food.
44. RELS 102: The Bible, Climate & End of World.*

45. RELS 220: Landscape and Ecological Spirituality.*
46. RELS 258: Religion, Nature, and Environmental Crisis.*
47. RELS 300: Religion, Nature, and the Anthropocene.
48. RELS 301: Socially Engaged Buddhism.
49. SPAN 318: Ecocritical Perspectives in Latin America.*
50. SPAN 321: Toxic Matters in Latin America and the Latinx World.*
51. URBN 310: Intro to Urban Planning & Design
52. URBN 201: Introduction to Urban Studies.
53. URBN 235: Principles of Public Health.
54. URBN 265: Asian Urbanization through Cinema.
55. URBN 310: Intro to Urban Planning & Design.*
56. URBN 320: Globalization and Cities.
57. URBN 345: Urban Political Economy.
58. URBN 365: Urban Planning and Design.
5. ENVS 225: Geographic Information Systems.
6. ENVS 486: Senior Seminar.*
7. Experiential Learning. Each student in the major will be required to complete an environmentally oriented experience in which they will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major. Students may enroll in one of the courses listed below (Section A) or receive approval from the Chair of the Program for an alternative experience (Section B).
 1. Students may enroll in one of the following:

1. ARCE 120: Field Research in Environmental Archaeology.
 2. ARCE 450: Archaeological Field School.
 3. BIOL 213: Environmental Field Study in Namibia.
 4. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
 5. ENVS 450: Independent Research Project. (Semester in Environmental Science Program, Woods Hole)
 6. ENVS 451-452: Research.
 7. ENVS 460: Internship in Environmental Studies and Sciences.
 8. ENVS 495-496: Honors Tutorial.
2. Experiences other than those listed above must be approved by the chair of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the chair of the program, which links the student's experience with what they learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships) or study abroad experiences approved by Rhodes with significant environmental content as determined by the chair of the Environmental Studies and Sciences program.

*Course has class-status requirement or pre-requisites that must be met to enroll

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Requirements for a Major in Environmental Studies

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

1. Two Introductory Courses:
 1. ENVS 150: Environment and Society.
2. One introductory Environmental Sciences course from the following list (this course may not also be used to fulfill Environmental Sciences elective):

1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 140/141L: Biology II.*
 2. CHEM 120/125L: Foundations of Chemistry.
 3. ENVS 106: Introductory Topics in Environmental Science.
 4. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)
 5. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
 6. ENVS 111(L): Physical Geology.
2. ECON 100: Introduction to Economics.
3. Six Environmental Studies electives from the following list; courses must come from at least two departments or programs; additional courses may be designated by the Environmental Studies and Sciences program:
1. ANSO 201: Human Evolution.
 2. ANSO 221: North of the Rio Grande: Indigenous People of North America.
 3. ANSO 251: Nature and Society.
 4. ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the chair of the Environmental Studies and Sciences program)
 5. ANSO 271: Ecological Anthropology.
 6. ANSO 273: Gender and the Environment.
 7. ANSO 345: Just Food.
 8. ART 166: Art and Science.
 9. CHIN 216: Asian Urbanization through Cinema.
 10. CHIN 218: Taste and Power: Asian Foodways

11. ECON 100: Introduction to Economics
12. ECON 349: Environmental and Natural Resource Economics.*
13. ENGL 265: Environmental Humanities Seeding your Readings. (Henderson)
14. ENVS 205: Topics in Environmental Studies. (When approved by the chair of the Environmental Studies and Sciences program)
15. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
16. ENVS 250: Beyond Catastrophe: Feminist Approaches to Environmental Transformation.
17. ENVS-275: Environmental Justice.
18. FREN 442: Francophone Ecocriticism.
19. FYWS 151: Energy & Waste.
20. FYWS 151: Consuming Cultures & the Problem of Waste.
21. HIST 105: Disease & Epidemics.
22. HIST 201: History of Environmental Thought.
23. HIST 207: Global Environmental History.
24. HIST 208: Agriculture, Society, and the Environment: Toward a Vision for People, Place, and Planet.
25. HIST 209: Natural Disasters.
26. HIST 307: Nature and War.*
27. HUM 201: Search for Values. (Bakewell's, Colley's, Jackson's, Loth's, or Rogers' section only)*
28. INTS 220: Global Ecopolitics.
29. INTS 221: Population and National Security.

30. INTS 222: Global Health Politics.
31. INTS 340: The Politics of Migration.
32. INTS 341: Comparative Ecopolitics.
33. MST 202: Apocalypse and Dystopia in Video Games.
34. PHIL 230: Environmental Ethics.
35. PHIL 315: Philosophy of Science & Nature.
36. PHIL 332: Animal Ethics.
37. PHIL 401: Ethics of Captivity.
38. PLAW 206: Urban Politics and Policy.*
39. PLAW 380: Infrastructure Policy.*
40. PLAW 380 Environmental Law and Policy.
41. RELS 101/102: The Bible and the Environment.
42. RELS 101: The Bible and the City.
43. RELS 101/102: The Bible and Food.
44. RELS 102: The Bible, Climate & End of World.*
45. RELS 220: Landscape and Ecological Spirituality.*
46. RELS 258. Religion, Nature, and Environmental Crisis.*
47. RELS 300: Religion, Nature, and the Anthropocene.
48. RELS 301: Socially Engaged Buddhism.
49. SPAN 318: Ecocritical Perspectives in Latin America.*
50. SPAN 321: Toxic Matters in Latin America and the Latinx World.*
51. URBN 310: Intro to Urban Planning & Design

52. URBN 201: Introduction to Urban Studies.
 53. URBN 235: Principles of Public Health.
 54. URBN 265: Asian Urbanization through Cinema.
 55. URBN 310: Intro to Urban Planning & Design.*
 56. URBN 320: Globalization and Cities.
 57. URBN 345: Urban Political Economy.
 58. URBN 365: Urban Planning and Design.
4. Two additional Environmental Sciences courses from the following list; additional courses may be designated by the Environmental Studies and Sciences program:
1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 140/141L: Biology II.*
 2. BIOL 280: Microbial Methods in Ecology. (Semester in Environmental Science Program, Woods Hole)*
 3. BIOL 300(L): Evolution.*
 4. BIOL 301(L): Microbiology.*
 5. BIOL 302: Parasitology.*
 6. BIOL 308(L): Mycology.*
 7. BIOL 309: Science of Climate Change.*
 8. BIOL 311(L): Invertebrate Biology.*
 9. BIOL 312: Environmental Issues in Southern Africa.*
 10. BIOL 315(L): Ecology.*
 11. BIOL 316(L): Freshwater Ecology.*
 12. BIOL 318(L): Entomology.*

13. BIOL 320(L): Conservation Biology.*
14. BIOL 321(L): Animal Behavior.*
15. BIOL 322(L): Plant Diversity and Evolution.*
16. BIOL 345(L): Ornithology.*
17. BIOL 348(L): Wildlife Biology.*
18. BIOL 350(L): Comparative Vertebrate Morphology.*
19. BIOL 365: Advanced Topics in Biology. (Environmentally related topic approved by the chair of the Environmental Studies and Sciences program)*
20. CHEM 120/125L: Foundations of Chemistry.
21. CHEM 206: Environmental Chemistry.*
22. CHEM 211: Organic Chemistry I.*
23. CHEM 240(L): Analytical Chemistry.*
24. CHEM 406: Advanced Analytical Chemistry.*
25. ENVS 106: Introductory Topics in Environmental Science.
26. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)
27. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
28. ENVS 111(L): Physical Geology.
29. ENVS 206(L): Topics in Environmental Science.
30. ENVS 211(L): Geomorphology.*
31. ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*

32. ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
33. ENVS 325: Advanced GIS and Remote Sensing.*
34. ENVS 450: Independent Research Project. (Semester in Environmental Science Program, Woods Hole)*
35. ENVS 451-452: Research.
36. ENVS 495-496: Honors Tutorial.
37. MATH 211: Statistical Methods and Their Applications, OR PSYC 211: Statistical Methods, OR ECON 290: Statistical Analysis for Economics.
38. MATH 214: Discrete Mathematical Modeling with Biological Applications.
39. MATH 244: Intro to Data Analytics & Visualization.*
40. MATH 314: Agent-Based Modeling.*
41. PHYS 260: Science of Climate Change.*
5. ENVS 225: Geographic Information Systems (GIS).
6. ENVS 486: Senior Seminar.*
7. Experiential Learning. Each student in the major will be required to complete an environmentally oriented experience in which they will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the major. Students may enroll in one of the courses listed below (Section A) or receive approval from the Chair of the Program for an alternative experience (Section B).
 1. Students may enroll in one of the following:
 1. ARCE 120: Field Research in Environmental Archaeology.
 2. ARCE 450: Archaeological Field School.
 3. BIOL 314: Environmental Field Study in Namibia.

4. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
 5. ENVS 451-452: Research.
 6. ENVS 460: Internship in Environmental Studies and Sciences.
 7. ENVS 495-496: Honor's Tutorial.
2. Experiences other than those listed above must be approved by the chair of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the chair of the program, which links the student's experience with what they have learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships) or study abroad experiences approved by Rhodes with significant environmental content as determined by the chair of the Environmental Studies and Sciences program.

*Course has class-status requirement or pre-requisites that must be met to enroll

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Requirements for a Minor in Environmental Sciences

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

1. ENVS 150: Environment and Society.
2. One of the following introductory courses in Environmental Sciences:
 1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 140/141L: Biology II.*
 2. CHEM 120/125L: Foundations of Chemistry.
 3. ENVS 106 or 106(L): Introductory Topics in Environmental Science.
 4. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)

5. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
6. ENVS 111(L): Physical Geology.
7. MATH 214: Discrete Mathematical Modeling with Biological Applications.
3. Three of the following Environmental Sciences courses from the following list. At least one must be taken from outside student's major department or program. Additional courses may be designated by the Environmental Studies and Sciences program.
 1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 140/141L: Biology II.*
 2. BIOL 280: Microbial Methods in Ecology. (Semester in Environmental Science Program, Woods Hole)*
 3. BIOL 300(L): Evolution.*
 4. BIOL 301(L): Microbiology.*
 5. BIOL 302: Parasitology.*
 6. BIOL 308(L): Mycology.*
 7. BIOL 309: Science of Climate Change.*
 8. BIOL 311(L): Invertebrate Biology.*
 9. BIOL 312: Environmental Issues in Southern Africa.*
 10. BIOL 315(L): Ecology.*
 11. BIOL 316(L): Freshwater Ecology.*
 12. BIOL 318(L): Entomology.*
 13. BIOL 320(L): Conservation Biology.*
 14. BIOL 321(L): Animal Behavior.*
 15. BIOL 322(L): Plant Diversity and Evolution.*

16. BIOL 345(L): Ornithology.*
17. BIOL 348(L): Wildlife Biology.*
18. BIOL 350(L): Comparative Vertebrate Morphology.*
19. BIOL 365: Advanced Topics in Biology. (Environmentally related topic approved by the chair of the Environmental Studies and Sciences program)*
20. CHEM 120/125L: Foundations of Chemistry.
21. CHEM 206: Environmental Chemistry.*
22. CHEM 211: Organic Chemistry I.*
23. CHEM 240(L): Analytical Chemistry.*
24. CHEM 406: Advanced Analytical Chemistry.*
25. ENVS 106 or 106(L): Introductory Topics in Environmental Science.
26. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)
27. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
28. ENVS 111(L): Physical Geology.
29. ENVS 206(L): Topics in Environmental Science.
30. ENVS 211(L): Geomorphology.*
31. ENVS 225: Geographic Information Systems (GIS).
32. ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
33. ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
34. ENVS 325: Advanced GIS and Remote Sensing.*

35. ENVS 450: Independent Research Project. (Semester in Environmental Science Program, Woods Hole)*
36. ENVS 451-452: Research.
37. ENVS 495-496: Honors Tutorial.
38. MATH 211: Statistical Methods and Their Applications, OR PSYC 211: Statistical Methods, OR ECON 290: Statistical Analysis for Economics.
39. MATH 214: Discrete Mathematical Modeling with Biological Applications.
40. MATH 244: Intro to Data Analytics & Visualization.*
41. MATH 314: Agent-Based Modeling.*
42. PHYS 260: Science of Climate Change.*
4. One additional Environmental Studies elective from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.
 1. ANSO 201: Human Evolution.
 2. ANSO 221: North of the Rio Grande: Indigenous People of North America.
 3. ANSO 251: Nature and Society.
 4. ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the chair of the Environmental Studies and Sciences program)
 5. ANSO 271: Ecological Anthropology.
 6. ANSO 273: Gender and the Environment.
 7. ANSO 345: Just Food.
 8. ART 166: Art and Science.
 9. CHIN 216: Asian Urbanization through Cinema.
 10. CHIN 218: Taste and Power: Asian Foodways

11. ECON 100: Introduction to Economics
12. ECON 349: Environmental and Natural Resource Economics.*
13. ENGL 265: Environmental Humanities Seeding your Readings. (Henderson)
14. ENVS 205: Topics in Environmental Studies. (When approved by the chair of the Environmental Studies and Sciences program)
15. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
16. ENVS 250: Beyond Catastrophe: Feminist Approaches to Environmental Transformation.
17. ENVS-275: Environmental Justice.
18. FREN 442: Francophone Ecocriticism.
19. FYWS 151: Energy & Waste.
20. FYWS 151: Consuming Cultures & the Problem of Waste.
21. HIST 105: Disease & Epidemics.
22. HIST 201: History of Environmental Thought.
23. HIST 207: Global Environmental History.
24. HIST 208: Agriculture, Society, and the Environment: Toward a Vision for People, Place, and Planet.
25. HIST 209: Natural Disasters.
26. HIST 307: Nature and War.*
27. HUM 201: Search for Values. (Bakewell's, Colley's, Jackson's, Loth's, or Rogers' section only)*
28. INTS 220: Global Ecopolitics.
29. INTS 221: Population and National Security.

30. INTS 222: Global Health Politics.
31. INTS 340: The Politics of Migration.
32. INTS 341: Comparative Ecopolitics.
33. MST 202: Apocalypse and Dystopia in Video Games.
34. PHIL 230: Environmental Ethics.
35. PHIL 315: Philosophy of Science & Nature.
36. PHIL 332: Animal Ethics.
37. PHIL 401: Ethics of Captivity.
38. PLAW 206: Urban Politics and Policy.*
39. PLAW 380: Infrastructure Policy.*
40. PLAW 380 Environmental Law and Policy.
41. RELS 101/102: The Bible and the Environment.
42. RELS 101: The Bible and the City.
43. RELS 101/102: The Bible and Food.
44. RELS 102: The Bible, Climate & End of World.*
45. RELS 220: Landscape and Ecological Spirituality.*
46. RELS 258. Religion, Nature, and Environmental Crisis.*
47. RELS 300: Religion, Nature, and the Anthropocene.
48. RELS 301: Socially Engaged Buddhism.
49. SPAN 318: Ecocritical Perspectives in Latin America.*
50. SPAN 321: Toxic Matters in Latin America and the Latinx World.*
51. URBN 310: Intro to Urban Planning & Design

52. URBN 201: Introduction to Urban Studies.
 53. URBN 235: Principles of Public Health.
 54. URBN 265: Asian Urbanization through Cinema.
 55. URBN 310: Intro to Urban Planning & Design.*
 56. URBN 320: Globalization and Cities.
 57. URBN 345: Urban Political Economy.
 58. URBN 365: Urban Planning and Design.
5. Experiential Learning. Each student in the minor will be required to complete an environmentally oriented experience in which they will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the minor. Students may enroll in one of the courses listed below (Section A) or receive approval from the Chair of the Program for an alternative experience (Section B).
6. Students may enroll in one of the following:
1. ARCE 120: Field Research in Environmental Archaeology.
 2. ARCE 450: Archaeological Field School.
 3. BIOL 213: Environmental Field Study in Namibia.
 4. BIOL 451-452: Research.
 5. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
 6. ENVS 451-452: Research.
 7. ENVS 460: Internship in Environmental Studies and Sciences.
 8. ENVS 495-496: Honor's Tutorial.

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

*Course has class-status requirement or pre-requisites that must be met to enroll

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Requirements for a Minor in Environmental Studies

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

1. ENVS 150: Environment and Society.
2. Four of the following Environmental Studies courses from at least two departments or programs. Additional courses may be designated by the Environmental Studies and Sciences program.
 1. ANSO 201: Human Evolution.
 2. ANSO 221: North of the Rio Grande: Indigenous People of North America.
 3. ANSO 251: Nature and Society.
 4. ANSO 265: Selected Introductory Topics in Anthropology and Sociology. (i.e. Southern Foodscapes, or other environmentally-related topic approved by the chair of the Environmental Studies and Sciences program)
 5. ANSO 271: Ecological Anthropology.
 6. ANSO 273: Gender and the Environment.
 7. ANSO 345: Just Food.
 8. ART 166: Art and Science.

9. CHIN 216: Asian Urbanization through Cinema.
10. CHIN 218: Taste and Power: Asian Foodways
11. ECON 100: Introduction to Economics
12. ECON 349: Environmental and Natural Resource Economics.*
13. ENGL 265: Environmental Humanities Seeding your Readings. (Henderson)
14. ENVS 205: Topics in Environmental Studies. (When approved by the chair of the Environmental Studies and Sciences program)
15. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
16. ENVS 250: Beyond Catastrophe: Feminist Approaches to Environmental Transformation.
17. ENVS-275: Environmental Justice.
18. FREN 442: Francophone Ecocriticism.
19. FYWS 151: Energy & Waste.
20. FYWS 151: Consuming Cultures & the Problem of Waste.
21. HIST 105: Disease & Epidemics.
22. HIST 201: History of Environmental Thought.
23. HIST 207: Global Environmental History.
24. HIST 208: Agriculture, Society, and the Environment: Toward a Vision for People, Place, and Planet.
25. HIST 209: Natural Disasters.
26. HIST 307: Nature and War.*
27. HUM 201: Search for Values. (Bakewell's, Colley's, Jackson's, Loth's, or Rogers' section only)*

28. INTS 220: Global Ecopolitics.
29. INTS 221: Population and National Security.
30. INTS 222: Global Health Politics.
31. INTS 340: The Politics of Migration.
32. INTS 341: Comparative Ecopolitics.
33. MST 202: Apocalypse and Dystopia in Video Games.
34. PHIL 230: Environmental Ethics.
35. PHIL 315: Philosophy of Science & Nature.
36. PHIL 332: Animal Ethics.
37. PHIL 401: Ethics of Captivity.
38. PLAW 206: Urban Politics and Policy.*
39. PLAW 380: Infrastructure Policy.*
40. PLAW 380 Environmental Law and Policy.
41. RELS 101/102: The Bible and the Environment.
42. RELS 101: The Bible and the City.
43. RELS 101/102: The Bible and Food.
44. RELS 102: The Bible, Climate & End of World.*
45. RELS 220: Landscape and Ecological Spirituality.*
46. RELS 258. Religion, Nature, and Environmental Crisis.*
47. RELS 300: Religion, Nature, and the Anthropocene.
48. RELS 301: Socially Engaged Buddhism.
49. SPAN 318: Ecocritical Perspectives in Latin America.*

50. SPAN 321: Toxic Matters in Latin America and the Latinx World.*
 51. URBN 310: Intro to Urban Planning & Design
 52. URBN 201: Introduction to Urban Studies.
 53. URBN 235: Principles of Public Health.
 54. URBN 265: Asian Urbanization through Cinema.
 55. URBN 310: Intro to Urban Planning & Design.*
 56. URBN 320: Globalization and Cities.
 57. URBN 345: Urban Political Economy.
 58. URBN 365: Urban Planning and Design.
3. One Environmental Sciences course from the following list. Additional courses may be designated by the Environmental Studies and Sciences program.
1. BIOL 120(L): Introduction to Environmental Sciences OR BIOL 1410/141L: Biology II.*
 2. BIOL 280: Microbial Methods in Ecology. (Semester in Environmental Science Program, Woods Hole)*
 3. BIOL 300(L): Evolution.*
 4. BIOL 301(L): Microbiology.*
 5. BIOL 302: Parasitology.*
 6. BIOL 308(L): Mycology.*
 7. BIOL 309: Science of Climate Change.*
 8. BIOL 311(L): Invertebrate Biology.*
 9. BIOL 312: Environmental Issues in Southern Africa.*
 10. BIOL 315(L): Ecology.*

11. BIOL 316(L): Freshwater Ecology.*
12. BIOL 318(L): Entomology.*
13. BIOL 320(L): Conservation Biology.*
14. BIOL 321(L): Animal Behavior.*
15. BIOL 322(L): Plant Diversity and Evolution.*
16. BIOL 345(L): Ornithology.*
17. BIOL 348(L): Wildlife Biology.*
18. BIOL 350(L): Comparative Vertebrate Morphology.*
19. BIOL 365: Advanced Topics in Biology. (Environmentally related topic approved by the chair of the Environmental Studies and Sciences program)*
20. CHEM 120/125L: Foundations of Chemistry.
21. CHEM 206: Environmental Chemistry.*
22. CHEM 211: Organic Chemistry I.*
23. CHEM 240(L): Analytical Chemistry.*
24. CHEM 406: Advanced Analytical Chemistry.*
25. ENVS 106(L): Introductory Topics in Environmental Science.
26. ENVS 107: Environment, Conservation & Policy Issues. (Global Environmental Challenges Semester in Ecuador)
27. ENVS 108: Tropical Biology. (Global Environmental Challenges Semester in Ecuador)
28. ENVS 111(L): Physical Geology.
29. ENVS 206(L): Topics in Environmental Science.
30. ENVS 211(L): Geomorphology.*

31. ENVS 225: Geographic Information Systems (GIS).
 32. ENVS 260: Aquatic Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
 33. ENVS 270: Terrestrial Ecosystem Analysis. (Semester in Environmental Science Program, Woods Hole)*
 34. ENVS 325: Advanced GIS and Remote Sensing.*
 35. ENVS 450: Independent Research Project. (Semester in Environmental Science Program, Woods Hole)*
 36. ENVS 451-452: Research.
 37. ENVS 495-496: Honors Tutorial.
 38. MATH 214: Discrete Mathematical Modeling with Biological Applications.
 39. MATH 244: Intro to Data Analytics & Visualization.*
 40. MATH 314: Agent-Based Modeling.*
 41. PHYS 260: Science of Climate Change.*
4. Experiential Learning. Each student in the minor will be required to complete an environmentally oriented experience in which they will have a substantial engagement with environmental issues outside the Rhodes campus. There are several ways to complete this requirement, some of which are credit-bearing, but others are not. As with the College's F11 requirement, students are not required to receive academic credit. The experiential learning component may be fulfilled by a course that counts as one of the electives for the minor. Students may enroll in one of the courses listed below (Section A) or receive approval from the Chair of the Program for an alternative experience (Section B).
1. Students may enroll in one of the following:
 1. ARCE 120: Field Research in Environmental Archaeology.
 2. ARCE 450: Archaeological Field School.
 3. BIOL 213: Environmental Field Study in Namibia.
 4. BIOL 451-452: Research (when environmentally focused)

5. ENVS 207: Linking the Local to the Global. (Global Environmental Challenges Semester in Ecuador)
 6. ENVS 451-452: Research.
 7. ENVS 460: Internship in Environmental Studies and Sciences.
2. Experiences other than those listed above must be approved by the chair of the Environmental Studies and Sciences Program and will require a substantial essay, evaluated by the chair of the program, which links the student's experience with what they have learned in the classroom. Experiences may include organized service projects at Rhodes with faculty or staff oversight (such as the Summer Service Fellowships), or study abroad experiences approved by Rhodes with significant environmental content as determined by the chair of the Environmental Studies and Sciences program.

*Course has class-status requirement or pre-requisites that must be met to enroll

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Gender and Sexuality Studies

Gender and Sexuality Studies is an interdisciplinary program that centers the social, political, and cultural construction of gender and sexuality. Courses in Gender and Sexuality Studies range widely in focus and content. However, what these courses share is a recognition, shaped by feminist and queer perspectives, of the ways in which gender and sexuality function as part of a dynamic system, one that shapes identity, structures knowledge, and determines the distribution of social and political power.

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Gender and Sexuality Studies: Affiliated Faculty

Program Committee

Sarah Ifft Decker, Department of History

Judith Haas, Department of English, chair of Gender and Sexuality Studies

Joel Parsons, Director, Clough Hanson Gallery
Leslie Petty, Department of English
Rebecca Tuvel, Department of Philosophy
Shatavia Wynn, Department of Religious Studies

Affiliated Faculty

Zachary Casey, Department of Education
Kathleen Doyle, Department of Modern Languages and Literatures
Stephanie Elsky, Department of English
Joy Brooke Fairfield, Media Studies Program
Han Li, Department of Modern Languages and Literatures
Hadi Khoshnevis, Department of Anthropology and Sociology
Laura Leisinger, Department of Anthropology and Sociology
Jenn Lupu, Department of Anthropology and Sociology
Jeanne Lopiparo, Department of Anthropology and Sociology
David McCarthy, Department of Art
Nina Mornais, Department of Modern Languages and Literatures
Evelyn Perry, Department of Anthropology and Sociology
Amy Risley, Department of International Studies
Vanessa Rogers, Department of Music
Brooke Schedneck, Department of Religious Studies
Kate Shields, Environmental Studies Program
Be Stone, Department of Politics and Law
Jacob Sunshine, Department of Music

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Requirements for a Minor in Gender and Sexuality Studies

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

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

Two of these courses must come from fields outside of one's major. A list of GSS

electives is updated and circulated every semester. Students with questions are encouraged to contact the program chair.

For one of these four courses, students may elect to pursue an Internship through Gender and Sexuality Studies. All internship applications go through Career Services. In order to receive academic credit for the Internship, students must consult with the chair of Gender and Sexuality Studies to devise a set of readings and reflection papers to accompany the internship.

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History

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

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

History Course Numbering

History 100-level courses. History 101 and History 102 are the Department's two-semester sequence, "Sacred Histories," which fulfills the first-year requirement to "critically examine personal, social, and cultural values" (F1). This sequence also fulfills one of the "written communication" (F2i) requirements and the "historical forces" (F3) requirement. History 105 courses are writing intensive seminars focused on specific

topics and fulfill one of the “written communication” (F2i) requirements and the “historical forces” (F3) requirement.

History 200-level courses. These courses cover a broad chronological span or large geographical area and are introductory in nature. The 200-level courses are open to all students and fulfill the "historical forces" (F3) requirement. Several of these courses also fulfill other Foundation requirements, including "critically examine personal, social, and cultural values" (F1), "read and interpret literary texts" (F4), "institution and society" (F8), and "cultural perspectives" (F9).

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

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

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History: Faculty and Staff

Professors

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, natural disasters)

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

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

Associate Professors

Sarah Ifft Decker. 2020. B.A., Swarthmore College; M.A., The Jewish Theological Seminary; Ph.D., Yale University. (Medieval Mediterranean, Spain, economic, Jewish, women/gender)

Charles Hughes. 2012. The J.J. McComb Chair in History. B.A., M.A., and Ph.D., University of Wisconsin. (African-American history, popular music and culture, twentieth-century United States)

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

Michael J. LaRosa. 1995. The Irma O. Sternberg Professor of History. B.A., George Washington University; M.A. and Ph.D., University of Miami. (Contemporary Latin America, Colombia, church history)

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

Samson Ndanyi. 2018. B.S. and M.S., Towson University; M.A., Morgan State University; Ph.D., Indiana University, Bloomington. (African history, African American studies, African diaspora studies, world history)

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

Assistant Professors

Charity Clay. 2024. B.A., DePaul University; M.S. and Ph.D., Texas A&M University. (African-American history, oral history)

Jasper St. Bernard. 2024. B.A., University of Wisconsin Stevens-Point; Ph.D., University of Memphis. (African-American philosophy, ethics, philosophy of race)

Staff

Laura M. Jacobsen. Departmental Assistant. 2023. B.A., Calvin University.

Honors in History

Honors in History is a senior level experience which culminates in a major scholarly project. It is a means by which a student may do more independent, intensive, and individual work than can be done in the regular degree program.

Requirements for Honors in History

1. Completion of all requirements for a Bachelor of Arts degree in History, as well as a minimum overall grade point average of 3.50 and a minimum History grade point average of 3.50.
2. Completion of History 495-496.
3. Completion of a major research project, culminating in a research paper and an oral presentation.

Students considering Honors normally take a Directed Inquiry in the second semester of the junior year with the faculty sponsor. Emphasis in the Directed Inquiry will be topic/project selection, preliminary research, and thesis, research question(s), or project definition development. Students are also expected to begin the Honors proposal and application in the Directed Inquiry, both of which are due early in the first semester of senior year. Otherwise, such preparatory work will have to be done during the summer before the senior year.

The Honors proposal is submitted to the faculty sponsor and the Department in the first week of classes senior year. The proposal should outline the project, its significance, and the methodology chosen for the study or creative activity. The Honors proposal must be accepted by the Department before the student can submit an Honors Registration form to the Registrar's Office in order to be officially registered for Honors.

The final Honors project must be completed and approved by the supervising committee by April. Honors cannot be awarded until the Registrar has been notified by the Department that all Honors work has been completed satisfactorily and that an overall average of at least A- has been earned for the Honors credit attempted.

Requirements for a Major in History

Requirements for a major in History

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

1. History 485 (Senior Seminar)
2. Ten (10) additional courses at the 100, 200, 300, and 400 levels, selected according to the following principles:
 - a. Of the ten courses, no more than two sections of History 105 may count as major electives. Students in the two-semester F1 sequence, History 101 and History 102, may count no more more than one section of History 105 as a major elective.
 - b. Of the ten courses, at least two must be seminar courses at the 300 level.
 - c. Of the ten courses, at least two must be seminar courses at the 400 level. (History 460 does not fulfill this requirement.)
 - d. Of the ten courses taken at all levels, at least one must be taken in five of the six areas listed below:
 - i. History of Asia
 - ii. History of Europe
 - iii. Global/Comparative History
 - iv. History of Latin America
 - v. History of North Africa/Middle East
 - vi. History of the United States
 - e. Of the ten courses taken at all levels, at least one must concentrate in the period prior to 1500 CE. The following courses meet that requirement: History 101, 102, 211, 212, 213, 222, 223, 271, 282, 293, 311, 312, 313, 375, 385, and 412. (There may be special topics as well.)
 - f. History 460 may count as a 200-level history course, although it does not fulfill one of the area requirements list above.

Credit earned through AP or IB may count as History 205 elective courses with the appropriate geographic area under subsection d above. Students may apply up to two AP/IB history courses to the History major.

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Requirements for a Minor in History

A total of 5 courses (20 credits) as follows:

1. No more than two sections of History 105 may count as minor electives. Students in the two-semester F1 sequence, History 101 and History 102, may count no more than one section of History 105 as a minor elective.
2. At least two courses at the 300 or 400 level. (History 460 does not fulfill this requirement.)
3. Of the five courses taken at all levels, at least one must be taken in three of the six areas listed below:
 - a. History of Asia
 - b. History of Europe
 - c. Global/Comparative History
 - d. History of Latin America
 - e. History of North Africa/Middle East
 - f. History of the United States
4. History 460 may count as a 200-level history course, although it does not fulfill one of the area requirements listed above.

Credit earned through AP or IB may count as History 205 elective courses with the appropriate geographic area under Requirement 3 above. Students may apply one AP/IB history course to the History minor.

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Interdisciplinary Study

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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.

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Biomathematics

A total of sixty-two (62) credits as follows:

1. Required Mathematics and Computer Science courses (22 credits):
 - MATH 122 (Integral Calculus)
 - MATH 123 (Sequences & Series)
Note that MATH 123 is a 2 credit course that can be taken concurrently with MATH 122.
 - MATH 251 (Differential Equations)
 - MATH 211 (Intro Statistical Methods & Applications)
 - MATH 214 (Discrete Math Modeling with Biological Applications)
 - MATH 315 (Continuous Math Modeling with Biological Applications)
2. Required Biology courses (14 credits):
 - BIOL 130, 131L, 140, 141L (Intro Bio Sequence)

- One of the following courses:
 - BIOL 300 + 300L (Evolution)
 - BIOL 304 + 304L (Genetics)
 - BIOL 305 + 305L (Population Genomics)
 - BIOL 315 + 315L (Ecology)
 - BIOL 348 + 348L (Wildlife Biology)
 - BIOL 358 + 358L (Plant Genetics & Sustainable Agriculture)
3. Math Electives (8 credits): Select 2 additional courses from all MATH courses at the 200-level or higher in consultation with the advisor (1 of the courses must be at the 300- or 400- level; MATH 211, 214, 251, and 315 cannot count towards this requirement).
- COMP 142 (Computer Science II: Object-Oriented Programming) can count as a 200-level course
 - Four credits of MATH 451/452 (Math Research) can count as a 400-level course
4. Biology Electives (14 credits): Select 3 courses from all Biology courses at the 300-level in consultation with the advisor (2 of those courses must have an associated lab). The following combinations of courses can count as an elective with a lab:
- BIOL 307 (Cell Biology) + BMB 310 (Methods in Cell Biology and Biochemistry)
 - BIOL 312 (Environmental Issues: South Africa) + BIOL 314 (Environmental Field Study: Namibia)
 - CHEM 315 (Biochemistry) + BMB 310 (Methods in Cell Biology and Biochemistry)
 - Four credits of BIOL 451/452 (Biology Research)
5. Senior Research (4 credits): Students will complete a capstone research project in which they use mathematical, computational, and statistical methods to model biological phenomenon. Each student will take four credits of seminar, one credit in the spring of their junior year, and three credits in their senior year (all in one semester or divided between fall and spring semesters).
- One credit of MATH 386 (Junior Sem)

Students may petition to substitute one credit of MATH 451/452 or participation in Research Fellowships/St. Jude Summer Plus program for this requirement if they have engaged in the corresponding research for at least two terms before their junior spring semester. Additionally, students studying abroad during the spring semester of their junior year may petition to substitute one study abroad course for this requirement.

- Three credits of MATH 485, 486 (Senior Seminar)

Recommended Courses:

- If considering grad school in Ecology it is strongly recommended that students take BIOL 315, COMP 142, and MATH 305.
- If considering grad school in Mathematics, Biomathematics, or Mathematical Ecology it is strongly recommended that students take MATH 201, 261, and 321.
- PHYSC 111 + 113L (Fundamentals in Physics I) as appropriate to career goals
- Some classes that may be of interest:
 - ECON 407 (Game Theory)
 - HIST 105 (Special Topics: Disease & Epidemics) F2i, F3
 - HIST 270 (Global Environmental History) F3, F11
 - HIST 307 (Nature & War) F3
 - INTS 340, 341 (Global Ecopolitics, Comparative Ecopolitics) F8
 - PHIL 230 (Environmental Ethics)
 - PHIL 303 (Medical Ethics) F1

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Economics and Business

A total of sixty-two (62) credits as follows:

1. Economics 100 Introduction to Economics, 201 Intermediate Microeconomics, 202 Intermediate Macroeconomics, 290 Statistical Analysis for Economics and Business, 420 Econometrics, 486 Senior Seminar in Economics.
2. Business 241 Financial Accounting, 340 Managerial and Cost Accounting, 351 Corporate Financial Management, 361 Management of Organizations, 371 Marketing Management, 486 Senior Seminar in Business.

3. Four credits from:

- a. ECON 250: Readings in Economics
- b. ECON 265: Topics in Economics
- c. ECON 305: Public Economics
- d. ECON 308: Industrial Organization
- e. ECON 310: International Trade and Policy
- f. ECON 311: International Financial Economics
- g. ECON 312: Economic Development
- h. ECON 317: Money and Banking
- i. ECON 318: Economics of Crime and Corruption
- j. ECON 323: Classical and Marxian Political Economy
- k. ECON 331: Labor Economics
- l. ECON 338: European Economic History
- m. ECON 339: U.S. Economic History
- n. ECON 343: Family Economics
- o. ECON 345: Economics of Sports
- p. ECON 349: Environmental and Natural Resource Economics
- q. ECON 357: Economics of Risk, Uncertainty, and Information
- r. ECON 377: Economics of Education
- s. ECON 407: Game Theory
- t. ECON 412: Data Management and Analysis (*new course added last year*)
- u. ECON 440: Advanced Econometrics
- v. ECON 465: Advanced Topics in Economics

4. One course from each of two of the following areas:

a. Accounting: Business 341 Intermediate Accounting I

b. Finance: Business 452 Cases in Managerial Finance, 454 Investments/Financial Analytics.

c. Management: Business 463 International Management, 466 Personnel and Human Resource Management, 467 Diversity and Inclusion in the Workplace

d. Marketing: Business 472 Marketing Analytics and Metrics, 473 International Marketing, 474 Services Marketing.

e. Other: Business 481 Business Ethics and Social Responsibility, 483 Advanced International Business Cases, 484 Social Impact of Business in South Africa

5. Math 115 Applied Calculus, 116 Calculus with Business Applications or 122 Integral Calculus

6. Recommended: Mathematics 107 Linear Methods; Philosophy 225 Justice, Equality, and Liberty; Media Studies 240 Public Speaking, Computer Science 141 Programming Fundamentals, 142 Object-Oriented Programming, Business 460 Internship, Economics 460 Internship.

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Economics and International Studies

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

1. Economics 100, 201, 202, 290, 310, 312; either Economics 486 or International Studies 485.

2. Economics 407 or 420.

3. International Studies 110, 120, 201, and three additional courses at 200-level or above. At least one 4-credit course should be selected from Area A - Global Leadership, and at least one 4-credit course should be selected from Area B - Regional Leadership.

4. Mathematics 115, 116 or 122.

5. An appropriate foreign language through completion of the second year (202) or demonstrated proficiency through the 202 level as indicated by an appropriate proficiency test.

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History and International Studies

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

1. Three History courses at the 300 or 400 level. At least one course must be at the 400 level.
2. International Studies 110, 120, 201, 301.
3. Economics 100.
4. A total of three additional courses, including at least one from History and at least one from International Studies. Students must choose one of the following concentrations:
 - a. Africa/Middle East: HIST 105 (WHEN COURSE TOPIC IS FOCUSED ON THE GEOGRAPHICAL REGION), HIST 271, HIST 272, HIST 275, HIST 276, HIST 277, INTS 243, INTS 244, INTS 245, INTS 251, INTS 252, INTS 253, INTS 254.
 - b. Asia: HIST 105 (WHEN COURSE TOPIC IS FOCUSED ON THE GEOGRAPHICAL REGION), HIST 281, HIST 282, HIST 283, HIST 287, HIST 288, HIST 293, HIST 294, INTS 260, INTS 261, INTS 262, INTS 263, INTS 264, INTS 395.
 - c. Europe: HIST 105 (WHEN COURSE TOPIC IS FOCUSED ON THE GEOGRAPHICAL REGION), HIST 212, HIST 213, HIST 214, HIST 215, HIST 216, HIST 217, HIST 225, HIST 226, HIST 229, INTS 280, INTS 281, INTS 282, INTS 283, INTS 284, INTS 285.
 - d. Global/Comparative: HIST 105 (WHEN COURSE TOPIC IS FOCUSED ON THE GEOGRAPHICAL REGION), HIST 207, HIST 209, HIST 224, INTS 220, INTS 221, INTS 256, INTS 310, INTS 311, INTS 330, INTS 332, INTS 334, INTS 336, INTS 340, INTS 341, INTS 371, INTS 372, INTS 373, INTS 374, INTS 420, INTS 421, INTS 422, INTS 451, INTS 452.

e. Latin America: HIST 105 (WHEN COURSE TOPIC IS FOCUSED ON THE GEOGRAPHICAL REGION), HIST 261, HIST 262, HIST 267, INTS 273, INTS 274.

5. History 485 or International Studies 485

6. An appropriate foreign language through completion of the second year (202) or demonstrated proficiency through the 202 level as indicated by an appropriate proficiency test.

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

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Mathematics and Economics

A total of 15 courses (58 credits) as follows:

1. Economics 100, 201, 202, 290, 407, 420

2. One course from Economics 305, 308, 310, 331, 343, 357, 412, 440

3. Mathematics 122, 123, 201, 223, 251, 261

Note that MATH 123 is a 2 credit course that can be taken concurrently with MATH 122.

4. Mathematics 311 or 321

5. Economics 486 or Mathematics 485 and 486. Senior projects must have a faculty reader from both departments. The final presentation of the senior project must be made in the Senior Seminars of both departments. Students taking Math 485 and 486 are encouraged to take Math 386 (Junior Seminar) in the spring semester of their junior year.

Qualified students wishing to pursue Honors can do so by fulfilling the requirements of the

interdisciplinary major and of the Honors Tutorial in either department.

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

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Music and Psychology

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

Music Courses (6 courses, 8 performance credits)

a. Theory & Musicianship:

- MUSC 204: Understanding Musicianship [F5]* – offered in Fall semesters
- Two (2) 300-level music theory courses (306-313)
*If placement test determines this course is redundant, choose three 300-level music theory courses

b. History & Literature:

- One (1) 200-level Music History & Literature Course (4 credits)
Select from MUSC 227-229 [F3] or MUSC 267 [F9]

c. Performance:

- 4 semesters of applied music lessons (MUSC 160-180 = 1 credit each)
- 4 semesters of ensemble performance (1 credit each)
 - MUSC 181: Rhodes Orchestra
 - MUSC 184: Rhodes Jazz Ensemble
 - MUSC 185: Rhodes Pep Band
 - MUSC 187: Archipelago Ensemble
 - MUSC 190: Rhodes Singers
 - MUSC 390: Rhodes Choral Collaborative
 - Other ensembles may count with departmental approval.

d. Electives: Two (2) 4-credit courses

- One (1) music cognition/therapy topic course (MUSC 140-149 or MUSC 340-349)
- Other courses should be selected from the following recommended list:
MUSC 103, 117-119, 130, 222, 227-228, 306, 310, 414

Once declared, Music & Psychology majors will have the Applied Music fees waived for up to eight (8) credits of their principal applied instrument. Music majors taking more than eight (8) credits of Applied Music and lessons taken prior to declaration of the major will be charged the applied fee for those credits. Fine Arts Scholarship waivers for Applied Music fees are outlined in the award letter which supersedes music major and minor fee waivers outlined here.

Psychology Courses (7 courses)

a. Foundational Psychology Courses:

- PSYC 150: Foundational Issues in Psychology [F8]
- PSYC 200: Research Methods and Statistics (Sophomore year)
- PSYC 211: Statistical Methods [F6] (Sophomore year)

b. Perception: PSYC 216

c. Advanced Research Methods (Junior year):

One advanced methods and statistics course from among Psychology 350-353 or content courses that include substantial integration of statistical analysis and work with datasets (i.e., 306, 338). This course should be taken junior year. *Before taking a particular advanced methods course, students should complete PSYC 200 and 211, as well as the core course that relates to it.*

d. Two other courses chosen from one concentration:

Cognition:

PYSC 232: Psychology of Gender and Language
 PSYC 306: Psycholinguistics
 PSYC 327: Cognitive Processes
 PSYC 345: Cognitive Neuroscience
 PSYC 451-452: Research Practicum (4 credits)
 NEURO 270: Neuroscience
 NEURO 318: Neuroscience of Brain Disorders

Applied:

PSYC 218: Psychology of Addiction
PSYC 220: Psychology of Health
PSYC 222: Educational Psychology
PSYC 224: Psychological Disorders
PSYC 229: Developmental Psychology: Infant and Childhood [F11]
PSYC 230: Adolescent and Early Adult Development
PSYC 231: Psychology of Aging
PSYC 280: Psychology of Gender and Sexuality
PSYC 311: Counseling Psychology
PSYC 326: Learning and Motivation

Senior Experience (4 credits)

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

Printed from: <https://catalog.rhodes.edu/programs-study/interdisciplinary-study/interdisciplinary-majors/music-and-psychology>

Political Science and International Studies

A total of 14-15 courses (56-60 credits) as follows:

1. International Studies: 110, 120, 201, and three additional courses at 200-level or above. At least one 4-credit course should be selected from Area A - Global Leadership, and at least one 4-credit course should be selected from Area B - Regional Leadership.
2. Politics and Law: PLAW 151, three additional PLAW classes (12 credits) and a political theory course (4 credits) (one of PHIL 216 (Philosophy of Law), PHIL 225 (Justice Equality and Liberty), PHIL 301 (Philosophy, Politics, and Power), or PLAW 390 (Utopias/Dystopias in Theory and Practice, currently PLAW 386)). At least one of the four additional classes must be a 300-level or higher PLAW class. (PLAW 262 and 263 do count towards the requirements). Students may count up to 4-credits of experiential learning towards the 200-level PLAW requirement.

3. Economics 100 or International Studies 311.

4. International Studies 301 or PLAW 270.

5. International Studies 485 or PLAW 485.

6. An appropriate foreign language through completion of the second year (202) or demonstrated proficiency through the 202 level as indicated by an appropriate proficiency test.

Printed from: <https://catalog.rhodes.edu/programs-study/interdisciplinary-study/interdisciplinary-majors/political-science-and-international>

Russian Studies and International Studies

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

1. Russian 201, 202, 301, 302.

2. One of the following: Russian 205, Russian 285, Russian 410, History 229, or another elective course on Russia or USSR (subject to the approval of the Russian Studies Program Director).

3. International Studies 110, 120, 201, 301, and two additional courses at 200-level or above. At least one 4-credit course should be selected from Area A - Global Leadership, and at least one 4-credit course should be selected from Area B - Regional Leadership.

4. Economics 100 or International Studies 311.

5. International Studies 485.

Printed from: <https://catalog.rhodes.edu/programs-study/interdisciplinary-study/interdisciplinary-majors/russian-studies-and-international>

Self-Designed Interdisciplinary Majors

The option of a self-designed interdisciplinary major is available for those students whose academic goals may best be achieved by combining and integrating the work of two or more academic departments. Like the College's other interdisciplinary programs, the self-designed interdisciplinary major exists to provide an appropriate structure for programs of study that do not fit within the bounds of existing departments and require an interdisciplinary approach.

The majors currently offered by the College's academic departments and interdisciplinary programs are carefully designed and rigorously reviewed by the faculty for intellectual depth and coherence. Students who wish to propose a self-designed course of study should expect that their proposals will be held to the same standards. The self-designed interdisciplinary major petition process therefore requires a significant amount of time and reflection. Students wishing to pursue this option will work closely with their advising faculty in the relevant departments to construct their proposal and to see their study through to completion.

Students who wish to pursue a self-designed interdisciplinary major must complete the required "Declaration of Interdisciplinary Major" form. In completing that form, students should follow the steps below in order to meet the rigorous criteria for the proposed program of study.

1. Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major. Consultation with the Registrar is also recommended in order to secure an understanding of the approval procedure.
2. Prepare, in consultation with those faculty members and departments, a petition requesting the College Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition must contain the following items:
 - a. An essay that articulates the student's rationale for the interdisciplinary major. Simply explaining how courses in different departments are related is not a sufficient rationale. The rationale must specifically explain why the academic goals of the self-designed major cannot be achieved through a combination of majors and minor(s). The petitioner must demonstrate that only by integrating work in the departments can those academic goals be realized. The importance of this essay cannot be overemphasized. It is not only a statement of the student's reasons for choosing the proposed interdisciplinary major, but also a philosophical and practical statement of (i) how the new major meets the

same rigorous standards as the College's already-existing majors, (ii) how the proposed course-plan will include truly "interdisciplinary" study, (iii) how, if there are similar programs or majors at other comparable institutions, the proposed plan for interdisciplinary study compares to those.

- b. The Declaration of Interdisciplinary Major, including a complete listing of courses that comprise the interdisciplinary major, with numbers, titles, and dates when the courses are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that substantial advanced work is done in each department. The proposed program of study must include a complete description of how the "interdisciplinary" senior experience will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. Any self-designed capstone experience should be explained in detail and should be comparable in content, rigor, and methodology to the capstone experiences for existing majors.
3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the concerned departments. This endorsement must include a detailed assessment of the student's rationale and of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student. If the student's petition includes coursework or other projects outside of the participating departments' normal course offerings, the chairpersons should also note their awareness of those elements of the proposal and give assurances that those or comparable opportunities will be available for the student.
4. The entire Declaration of Interdisciplinary Major with the completed petition is submitted to the Registrar for review before it is sent to the Education Program Committee for a full review and final determination. Incomplete Declarations will be returned to the student without review.
5. Interdisciplinary majors must be declared and receive approval no later than midterm of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, and consultation with the Registrar should begin as early as possible, but will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the sophomore year. If the interdisciplinary major can be worked out in time for the sophomore year deadline

for declaring a major, it should be submitted earlier.

6. Any proposed deviation from an approved interdisciplinary major must have departmental approvals and the approval of the Education Program Committee before changes are made in the course of study.

Printed from: <https://catalog.rhodes.edu/programs-study/interdisciplinary-study/self-designed-interdisciplinary-majors>

International Studies

The Department of International Studies prepares students to understand international politics, foreign policy making, political development, international law, international organization, security and defense policy, and the politics and cultures of various countries and regions of the world.

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies>

Areas of Concentration

Area A: Global Leadership - includes courses numbered at the 300-level or 400-level (excluding IS 301, IS 485, and IS 495-6)

- also includes IS 220, IS 221, IS 222, and IS 256

Area B: Regional Leadership - includes region-specific courses numbered at the 200-level (excluding IS 201, IS 220, IS 221, IS 222, IS 235, and IS 256)

Other Courses (these can be either A or B area courses):

133: Model United Nations

265-266: Selected Topics in International Studies

460: Internship in International Studies

470: Summer Internship Abroad (Mertie W. Buckman International Internship Program)

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies/areas->

Honors in International Studies

Required: Completing Honors in the Department of International Studies is comprised of two semesters (Fall and Spring). Students must enroll in International Studies 485 in the Fall semester of the year in which the student intends to complete the Honors Project and gain departmental approval of a research proposal. Students will select an advisor who will serve as first reader. The instructor teaching Senior Seminar will also serve as a reader. A faculty member from a department or program outside of International Studies will serve as the third reader. Students should consult with International Studies faculty members and the Chair of the Department about their intentions to pursue an honors project during the spring semester prior to their senior year and obtain a copy of the "Honors in International Studies Guidelines." A minimum GPA of 3.70 in all course work and approval of the department are required.

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies/honors-international-studies>

International Studies: Faculty and Staff

Professors

Stephen J. Ceccoli. 1998. P.K. Seidman Professor of Political Economy. B.A., Heidelberg College; M.A., Ph.D., Washington University. (International relations, political economy, comparative public policy.)

Esen Kirdis. 2011. Chair. B.A., Koc University, Istanbul, Turkey; Ph.D., University of Minnesota, Twin Cities. (Middle East politics, Islamic politics, international relations, comparative politics.)

Shadrack W. Nasong'o. 2005. B.A., M.A., University of Nairobi, Kenya; Ph.D., Northeastern University, Boston. (African politics, comparative politics, international relations.)

Amy E. Risley. 2005. Stanley J. Buckman Professor of International Studies. 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.)

Nikolaos Zahariadis. 2016. Mertie Buckman Distinguished Professor of International

Studies. B.A., Slippery Rock University; M.A., Ph.D., University of Georgia. (European politics, international relations, comparative politics.)

Associate Professor

Chien-Kai Chen. 2013. B.A., National Taiwan University; M.A., The University of Alabama, Tuscaloosa; Ph.D., Boston University. (East Asian politics, comparative politics, international relations.)

Assistant Professor

Kevin Galambos. 2024. J.S. Seidman Research Fellow. B.A., Emory University; Ph.D., University of Texas at Austin. (Security studies, foreign policy, international relations.)

Staff

Elizabeth Houck. 2023. B.A., Rhodes College.

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies/international-studies-faculty-and-staff>

Requirements for a Major in International Studies

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

1. Required courses: International Studies 110, 120, 201, 301, 485.
2. Economics 100 or International Studies 311.
3. Twenty (20) additional credits in International Studies with at least 8 credits from each area (A - Global Leadership, and B - Regional Leadership).
4. Completion of courses in a foreign language through the second full year at the college level (through the 202-level). Any 4-credit foreign language course above the 202-level and taught in the foreign language could also be used to satisfy the language requirement.
5. Each student in the major will be required to complete an international experience. There are several ways to complete this requirement subject to the approval of the Department Chair. Students may take a study abroad course approved by the Rhodes College study abroad office; an internship in International Studies, INTS 460; or the

Model UN course, INTS 133, four times. Any such international experience with course credit would count toward No. 3 above.

The Department of International Studies offers a number of interdisciplinary majors in collaboration with other departments. These majors include International Studies/Economics; International Studies/History; International Studies/Political Science; and International Studies/Russian Studies.

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies/requirements-major-international-studies>

Requirements for a Minor in International Studies

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

1. International Studies 110, 120.
2. Four additional courses at the 200-level or above. At least one course should be selected from Area A - Global Leadership, and at least one course should be selected from Area B - Regional Leadership.

Printed from: <https://catalog.rhodes.edu/programs-study/international-studies/requirements-minor-international-studies>

Jewish, Islamic, and Middle Eastern Studies Program

Jewish, Islamic and Middle East Studies illuminates the general questions of our liberal arts and sciences curriculum from the purview of Jews, Muslims, and other Middle Easterners. The program allows students interested in Jewish and Islamic religion and Middle Eastern history, politics, and culture to focus on a deeper understanding of the contribution of Judaism and Islam to the development of world civilizations. Part of what distinguishes this program from others like it nationally is that it requires students to understand the entangled and interconnected histories, cultures, and politics of Jews, Muslims, and other religious groups over time and in different contexts, as well as the similarities

and conflicts between these groups. Furthermore, this program seeks to incorporate college-wide conversations about integration and diversity on campus with the rigors of academic investigation. This program houses three different minors in (1) Jewish Studies, (2) Islamic and Middle East Studies, and (3) Jewish, Islamic and Middle East Studies.

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Jewish, Islamic, and Middle East Studies Program Committee

Etty Terem, Department of History (Chair)

Esen Kirdis, Department of International Studies

Jonathan Judaken, Department of History

John Kaltner, Department of Religious Studies

Raissa A von Doetinchem de Rande, Department of Religious Studies

Sarah Ifft Decker, Department of History

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Requirements for a Minor in Islamic and Middle East Studies

A total of twenty (20) credits wherein:

1. Students will take at least one course in each field based on the following categories:

A. Historical

- ART 209: Art and Architecture of the Ancient Near East and Egypt
- HIST 105: Special Topics (when subject matter pertains to Islamic and Middle East Studies)
 - Examples: Pharaonic Egypt; Egypt after the Pharaohs; Egypt in Late Antiquity; Terrorism, Torture, and Anti-Colonialism: The Algerian War of Independence; Race and Racism
- HIST 223: The Fall of the Roman Empire, 300-700 CE
- HIST 275: The Making of the Modern Middle East
- HIST 276: Re-Making the Twentieth Century Middle East
- HIST 277: Modern Islamic Thought
- HIST 375: Islamic History and Civilization
- HIST 475: Colonial Encounters in North Africa and Beyond
- SPAN 365: Christians, Muslims, and Jews in Spain: Past and Present (taught in Spanish)

B. Cultural:

- RELS 101: The Bible: Texts and Contexts (when subject matter pertains to Islamic and Middle East Studies)
 - Examples: The Bible and the Qur'an; The Bible and Islam
- RELS 258: Topics in the History of Religions (when subject matter pertains to Islamic and Middle East Studies)
 - Examples: Introduction to Islam, Muslim-Christian Relations
- RELS 277: Selected Topics in Hebrew Bible/Old Testament
 - Example: Biblical Figures in the Qur'an

C. Political:

- INTS 243: Governments & Politics of the Middle East
- INTS 244: Issues in Middle East Politics
- INTS 245: US Foreign Policy in the Middle East
- INTS 334: Religion & Politics

2. Students will take at least one course in the following departments: History, International Studies, and Religious Studies

3. Students will take at least one upper 300-level course or 400-level course
4. Students will take one Jewish, Islamic and Middle East Studies (JIME) course OR one course in the Jewish Studies minor

Note: RELS 276 and 277 and HIST 105 may be repeated with permission of instructor and/or program committee.

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Requirements for a Minor in Jewish Studies

A total of twenty (20) credits drawn from the following courses in at least two different departments:

1. A maximum of three courses at the 100-level or 200-level:
 - RELS 101-102: The Bible: Texts and Contexts (when subject matter pertains to Jewish Studies)
 - example: The Hebrew Bible and its Reception
 - RELS 232: Holocaust
 - RELS 253: Judaism
 - RELS 260: Archeology & Hebrew Bible (Religious Studies 200)
 - RELS 276-277: Selected Topics in Hebrew/Bible/Old Testament (when subject matter pertains to Jewish Studies)
 - example: The Bible and Empire
 - HEBR 201: Hebrew
 - HIST 105: Special Topics (when subject matter pertains to Jewish Studies)
 - Example: Race and Racism
2. At least one course at the 300-level or 400-level:
 - RELS 300-301: Selected Topics in Religious Studies (when subject matter pertains to Jewish Studies)
 - example: Atypical Biblical Prophets
 - HIST 405: Anti-Semitism
 - HIST 320: Modern Jewish Thought and Culture
 - HIST 421/FREN 335: Representing Racism in French Literature and Culture: The Jewish Question

3. One Jewish, Islamic and Middle East Studies (JIME) course OR one course from the Islamic and Middle East Studies minor

Note: RELS 276 and 277 and HIST 105 may be repeated with permission of instructor and/or program committee.

Printed from: <https://catalog.rhodes.edu/programs-study/jewish-islamic-and-middle-eastern-studies-program/requirements-minor-jewish-studies>

Requirements for a Minor in Jewish, Islamic and Middle East Studies

A total of twenty (20) credits wherein:

1. Students will take two courses in Jewish Studies
2. Students will take two courses in Islamic & Middle East Studies
3. Students must take at least one 300-level or 400-level course from either the Jewish Studies or Islamic and Middle East Studies minor or a Jewish, Islamic and Middle East Studies (JIME) course
4. Students must take courses in at least two different departments

Note: RELS 276 and 277 and HIST 105 may be repeated with permission of instructor and/or program committee

Printed from: <https://catalog.rhodes.edu/programs-study/jewish-islamic-and-middle-eastern-studies-program/requirements-minor-jewish-islamic>

Latin American and Latinx Studies

Through interdisciplinary and transdisciplinary work, Latin American and Latinx Studies majors and minors critically examine the wealth of experiences, cultural productions and histories of Latin America and the Latinx worlds. After an integrated Introduction to Latin American and Latinx Studies, the curriculum brings together courses in the fields of

Anthropology, Sociology, Economics, Education, Health Equity, History, Modern Languages (Spanish and Portuguese), Music, International Studies, Urban Studies, and Psychology among others, and includes community-based learning opportunities in Memphis, in the U.S, and abroad.

Printed from: <https://catalog.rhodes.edu/programs-study/latin-american-and-latinx-studies>

Honors in Latin American Studies

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

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

Printed from: <https://catalog.rhodes.edu/programs-study/latin-american-and-latinx-studies/honors-latin-american-studies>

Latin American Studies: Program Committee

- Elizabeth Pettinaroli, Department of Modern Languages and Literatures (Chair)
- Bruno Badia, Department of Economics
- Amy Benson, English Department/Creative Writing
- Sarah Boyle, Department of Biology
- Joy Brooke Fairfield, Media Studies Program
- Eric Henager, Department of Modern Languages and Literatures
- Andrea Jacobo, Health Equity
- Laura Kelly, Educational Studies
- Francisco Lara, Department of Music
- Michael LaRosa, Department of History
- Jeanne Lopiparo, Department of Anthropology and Sociology
- Nina Morais, German Studies
- Jaqueline Oliveira, Department of Economics
- Amy Risley, Department of International Studies

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Requirements for a Major in Latin American and Latinx Studies

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

1. Latin American and Latinx Studies 200: Introduction to Latin American and Latinx Studies.
2. Latin American and Latinx Studies 485: Senior Seminar.
3. Nine of the following courses from at least four different departments, and at least 1 course at the 300-level or above. No more than three courses in any one department may count toward the major:

Category A (at least 30 credits)

Anthropology/Sociology 265: Topics in Anthropology and Sociology (LA/Latinx topics).

Anthropology/Sociology 325: The Maya and Their World.

Anthropology/Sociology 327: Gender and Power in Latin America.

Anthropology/Sociology 365: Cultural Motifs (LA/Latinx topics).

Anthropology/Sociology 379: Anthropology of Social Change (LA/Latinx topics).

Education 265: Topics in Education (LA/Latinx topics).

History 105: Special Topics (LA/Latinx topics).

History 205: Special Topics (LA/Latinx topics).

History 261: Colonial Latin America.

History 262: Modern Latin America.

History 267: Modern Mexico.

History 363: History of US-Latin American Relations.

History 364: History of Religion in Latin America.

History 365: Infinite Border: The United States and Mexico in Historic Perspective.

History 405: Advanced Seminar (LA/Latinx topics).

Humanities 201: Search in Latin America.

International Studies 265: Topics in International Studies (LA/Latinx topics).

International Studies 266: Topics in International Studies (LA/ (LA/Latinx topics.)

International Studies 273: Government and Politics of Latin America.

International Studies 274: Issues in US-Latin American Relations.

International Studies 332 (LA/Latinx topics.)

Latin American and Latinx Studies 099: Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 205: Latinx Studies.

Latin American and Latinx Studies 210: Latinx Studies and Praxis.

Latin American and Latinx Studies 265: Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 365: Advanced Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 460: Internship.

Music 105: Blackness and the Afro-Latinx Experience.

Music 119: Music of Latin America.

Politics and Law 207: Race and Ethnic Politics.

Spanish 302: Culture and Composition (LA/Latinx topics.)

Spanish 306: Introduction to Latin American Cultures and Literatures.

Spanish 309: Spanish in Latin America.

Spanish 310: US-Latino Literatures and Cultures.

Spanish 315: Theory and Latin American Literature.

Spanish 320: Spanish American Drama.

Spanish 323: Space and Place.

Spanish 325: Community Publishing/Carteras in LA and Memphis.

Spanish 330: Spanish American Poetry.

Spanish 340: Colonial and Global Visions in Spanish American Literatures.

Spanish 360: Gender in Spanish American Literature.

Spanish 365: Special Topics in Spanish (LA/Latinx topics.)

Spanish 370: Contemporary Southern Cone Literature.

Spanish 375: Contemporary Central American Literature.

Spanish 405: Literature of Mexico after 1911.

Spanish 406: Contemporary Novel of Spanish America.

Spanish 408: Spanish American Short Story.

Spanish 426: Imperial Discourses of the Hispanic World.

Category B

Business 481: Business Ethics and Social Responsibility

Economics 100: Introduction to Economics.

Economics 265: Economics of Education.

Economics 310: International Trade and Policy.

Economics 311: International Financial Economics.

Economics 312: Economic Development.

Education 160: Teaching English as a Foreign Language.

Education 201: Foundations of Education.

Education 220: Urban Education.

International Studies 120: Introduction to Comparative Politics.

International Studies 310: Comparative Political Economy.

International Studies 311: International Political Economy.

Urban Studies 201: Introduction to Urban Studies.

And other courses by approval of the Chair of the LALS Program

Questions: Contact Prof. Elizabeth Pettinaroli@pettinarolie@rhodes.edu

Printed from: <https://catalog.rhodes.edu/programs-study/latin-american-and-latinx-studies/requirements-major-latin-american-and-latinx>

Requirements for a Minor in Latin American and Latinx Studies

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

1. Latin American and Latinx Studies 200.
2. Five of the following courses from at least three different departments:

Category A (at least 12 credits)

Anthropology/Sociology 265: Topics in Anthropology and Sociology (LA/Latinx topics).

Anthropology/Sociology 325: The Maya and Their World.

Anthropology/Sociology 327: Gender and Power in Latin America.

Anthropology/Sociology 365: Cultural Motifs (LA/Latinx topics).

Anthropology/Sociology 379: Anthropology of Social Change (LA/Latinx topics).

Education 265: Topics in Education (LA/Latinx topics).

History 105: Special Topics (LA/Latinx topics).

History 205: Special Topics (LA/Latinx topics).

History 261: Colonial Latin America.

History 262: Modern Latin America.

History 267: Modern Mexico.

History 363: History of US-Latin American Relations.

History 364: History of Religion in Latin America.

History 365: Infinite Border: The United States and Mexico in Historic Perspective.

History 405: Advanced Seminar (LA/Latinx topics).

Humanities 201: Search in Latin America.

International Studies 265: Topics in International Studies (LA/Latinx topics).

International Studies 266: Topics in International Studies (LA/ (LA/Latinx topics.)

International Studies 273: Government and Politics of Latin America.

International Studies 274: Issues in US-Latin American Relations.

International Studies 332 (LA/Latinx topics.)

Latin American and Latinx Studies 099: Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 205: Latinx Studies.

Latin American and Latinx Studies 210: Latinx Studies and Praxis.

Latin American and Latinx Studies 265: Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 306: Practicum.

Latin American and Latinx Studies 365: Advanced Special Topics in Latin American and Latinx Studies.

Latin American and Latinx Studies 460: Internship.

Music 105: Blackness and the Afro-Latinx Experience.

Music 119: Music of Latin America.

Politics and Law 207: Race and Ethnic Politics.

Spanish 302: Culture and Composition (LA/Latinx topics.)

Spanish 306: Introduction to Latin American Cultures and Literatures.

Spanish 309: Spanish in Latin America.

Spanish 310: US-Latino Literatures and Cultures.

Spanish 315: Theory and Latin American Literature.

Spanish 320: Spanish American Drama.

Spanish 323: Space and Place.

Spanish 325: Community Publishing/Cartoneras in LA and Memphis.

Spanish 330: Spanish American Poetry.

Spanish 340: Colonial and Global Visions in Spanish American Literatures.

Spanish 360: Gender in Spanish American Literature.

Spanish 365: Special Topics in Spanish (LA/Latinx topics.)

Spanish 370: Contemporary Southern Cone Literature.

Spanish 375: Contemporary Central American Literature.

Spanish 405: Literature of Mexico after 1911.

Spanish 406: Contemporary Novel of Spanish America.

Spanish 408: Spanish American Short Story.

Spanish 426: Imperial Discourses of the Hispanic World.

Category B

Business 481: Business Ethics and Social Responsibility

Economics 100: Introduction to Economics.

Economics 265: Economics of Education.

Economics 310: International Trade and Policy.

Economics 311: International Financial Economics.

Economics 312: Economic Development.

Education 160: Teaching English as a Foreign Language.

Education 201: Foundations of Education.

Education 220: Urban Education.

International Studies 120: Introduction to Comparative Politics.

International Studies 310: Comparative Political Economy.

International Studies 311: International Political Economy.

Urban Studies 201: Introduction to Urban Studies.

And other courses by approval of the Chair of the LALS Program

Questions: Contact Prof. Pettinaroli@pettinarolie@rhodes.edu

Law & Society

Law & Society is an interdisciplinary minor that provides students the opportunity to study law and its relationship to society in a manner emblematic of a liberal arts education. The minor offers the flexibility that enables students to devise a program of study suited to their particular educational and professional interests. Approved courses in Law & Society examine an array of topics, including legal principles and process, legal reasoning skills, the philosophical foundations of individual rights and responsibilities, the rule of law, constitutional government, the distinctive character of criminal justice, the tension between law and morality, international law, human rights, law and justice, anti-discrimination, policing and mass incarceration, the judicial process, and the history, sociology, and philosophy of crime and punishment.

Printed from: <https://catalog.rhodes.edu/programs-study/law-society>

Law & Society Minor Program Committee

Erin Dolgoy, Departments of Politics & Law and Philosophy (Chair of Law & Society Minor)

Stephen Ceccoli, Department of International Studies

Daniel Cullen, Department of Philosophy

Sarah Ifft Decker, Department of History

Anna Eldridge, Department of Politics & Law, Director of Mock Trial, Law School Admissions Advisor

Stephanie Elsky, Department of English

Steve Haynes, Department of Religious Studies

Connor Kianpour, Department of Philosophy

McKinley Melton, Africana Studies

Jared Millson, Department of Philosophy

Earl Wright II, Department of Anthropology and Sociology

Printed from: <https://catalog.rhodes.edu/programs-study/law-society/law-society-minor->

Requirements for a Minor in Law & Society

A total of 20-credits of approved Law & Society courses as follows:

1. At least one 300-level or 400-level course from the approved course list.
2. At least one approved course from three different Departments or Programs.
3. Students may count up-to-four credits of approved Law & Society experiential learning towards their minor requirements (internship, F11).
4. Students may count up-to-four credits of relevant Directed Inquiry towards their minor requirements, approved by the minor chair.
5. Introductory courses cannot be counted towards the Law & Society minor.

Approved Classes from Educational Studies

EDUC 265/PLAW 285: Schools and the US Constitution

EDUC 410: Inclusive Education

Approved Classes from English

ENGL 324: Renaissance Law and Literature

Approved Classes from History

HIST 243: the Civil Rights Movement

HIST 258: Politics of Abortion in the U.S.

HIST 365: Infinite Border: US and Mexico in Historical Perspective

HIST 412: Law, Power, and Violence in the Middle Ages

Approved Classes from International Studies

INTS 310: Comparative Political Economy

INTS 336: International Human Rights

INTS 452: International Law

Approved Classes from Philosophy

PHIL 200: Critical Reasoning

PHIL 216: Philosophy of Law

PHIL 222: Ethics

PHIL 228: Ethics in Action (2-credits)

PHIL 322: Medical Ethics

PHIL 347: Children and the State

Approved Classes from Politics & Law

PLAW 206: Urban Politics and Policy

PLAW 264: Rights of the Accused

PLAW 265: Justice in the Courts (2-credits)

PLAW 283: Topics in Public Law

PLAW 284 (previously listed as PLAW 283): Supreme Court Seminar

EDUC 265/PLAW 285: Schools and the US Constitution

PLAW 301: Civil Liberties

PLAW 387 (previously listed as PLAW 380): Environmental Law and Policy in the United States

PLAW 388 (previously listed as PLAW 380): Voting Law and Policy in the United States

Approved Classes from Religious Studies

RELS 232: Mass Incarceration

Approved Experiential Learning Classes

BUS 200: Taxation/Working Poor

PHIL 229: Ethics Bowl Practicum (2-credits)

PLAW 262: Trial Procedure

PLAW 263: Mock Trial Participation

PLAW 266: Just City and the Memphis Court System (2-credits)

Printed from: <https://catalog.rhodes.edu/programs-study/law-society/law-society-minor-program-committee/requirements-minor-law-society>

Liberal Arts in Prison

The Undergraduate Certificate in Liberal Arts is available to students participating in the Liberal Arts in Prison Program. The Certificate is a 4-course, 12-credit undergraduate certificate. The overall goals of the Liberal Arts in Prison program are

- 1) to expose incarcerated students to quality postsecondary education, which research shows can lower inmate recidivism by as much as 40%
- 2) to enhance the lives of incarcerated men and women, the vast majority of whom will return to their home communities in Tennessee
- 3) to offer foundational courses that are transferrable to any higher education institution
- 4) to increase the aspiration for postsecondary educational achievement among children and other family members of incarcerated students.

Requirements for the Undergraduate Certificate in Liberal Arts:

A total of 12 credits and 4 Classes:

HUM 010 Culture and Values I

HUM 020 Culture and Values II

HUM 030 Culture and Values III

HUM 040 Culture and Values IV

Printed from: <https://catalog.rhodes.edu/programs-study/liberal-arts-prison>

Linguistics

The minor in Linguistics at Rhodes, as it trains students to examine language as a vehicle for cognition, expression, and transmission of knowledge, has two components. First, it offers students a grounding in contemporary linguistic theory and its constituent domains of phonology (sound structure), morphology (word structure), syntax (phrase and sentence structure), semantics (the structure of meaning), and pragmatics (meaning in context). Second, the interdisciplinary nature of linguistics, enables students to synthesize multiple disciplines in the study of language and bring that synthesis to bear on other disciplines, such as anthropology, cognitive science, computer science, neuroscience, education (including bilingual education and ESL), languages and literatures, philosophy, psychology, sociology, area studies and women/ethnic/gender studies.

The minor in linguistics will allow students to complement various related majors with interdisciplinary courses of study that explore important parts of human experience -- language and cognition -- in a fuller and more nuanced way.

Printed from: <https://catalog.rhodes.edu/programs-study/linguistics>

Affiliated Faculty

Alexandra (Sasha) Kostina, program coordinator, Modern Languages and Literatures

Lori Garner, English

Eric Henager, Modern Languages and Literatures

Erin Hillis, Education

Brian Larkins, Computer Science

Jared Millson, Philosophy

Printed from: <https://catalog.rhodes.edu/programs-study/linguistics/affiliated-faculty>

Requirements for a Minor in Linguistics

A total of twenty (20) credits as follows:

1. LANG 280: Introduction to General Linguistics **or** PHIL 210: Symbolic Logic and Formal Languages
2. Eight credits of Primary Linguistics Electives (Category A)
3. Eight credits of Supporting Linguistics Electives (Category B)
4. At least one of the courses should be at the 300+ level
5. The combination of courses to satisfy the minor should come from at least 2 different programs of study

Category A: Primary. Courses with majority linguistic content:

- COMP 350: Theory of Computation
- EDUC 160* and 161*: Teaching English as a Foreign Language
- EDUC 370: Elementary Literacy
- ENGL 315: History of the English Language**
- ENGL 316: Advanced Grammar**
- ENGL 385: Critical Theory and Methodology
- FREN 340: Introduction to Translation
- LANG 240: Language Acquisition and Pedagogy
- LANG 280: Introduction into General Linguistics
- MST 300: Rhetorical Criticism
- PHIL 210: Symbolic Logic and Formal Languages
- PHIL 311: Philosophy of Language
- PSYC 306: Psycholinguistics
- SPAN 310: Spanish in the U.S.
- SPAN 316: Variation and Contact in Literature and Media of the Americas

*The TEFL courses are 2 credits each.

**The English Department allows LANG 280 to count as a prerequisite in place of a 200-level literature class.

Category B: Supporting. Courses which support or have a direct bearing on language as an instrument of thought, or content featuring linguistics in applied settings:

- ANSO 365: Topics. Language, Culture, and Power
- ANSO 375: Anthropology and the Written Word
- COMP 172: Discrete Structure for Computer Science / MATH 201: Transition to Advanced Mathematics
- COMP 360: Programming Languages
- COMP 367/MATH 367: Programs and Proofs with Dependent Types
- EDUC 310: Reading and Writing in Urban Schools
- HLEQ 415: Intercultural Communication
- NEUR 270: Neuroscience
- PHIL 219: Foundations of Artificial Intelligence
- PHIL 312: Philosophy of the Cognitive Sciences
- PSYC 327: Cognitive Processes
- INTD 265: Special Topics

Printed from: <https://catalog.rhodes.edu/programs-study/linguistics/requirements-minor-linguistics>

Master of Science in Accounting

Rhodes College offers a 32-credit program of study in accounting and business leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide an advanced understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

Additional Information

The M.S. in Accounting program office hours are generally 8:30 a.m. - 4:00 p.m. Monday through Friday (CST). For additional information, contact:

Dr. Wendy Bailey
Director of M.S. in Accounting Program
901-843-3096
baileyw@rhodes.edu

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting>

Academic Regulations

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

Registration

Qualification as a full-time, degree student requires registration for a minimum of eight (8) credits in a semester. Degree-seeking students who register for seven (7) credits or less in any one semester are classified as part-time students.

Pass-Fail

A student may enroll in a class on a pass-fail basis. Permission of the instructor and the Director of the M.S. in Accounting is required and must be obtained during the first three weeks of the class in a semester. The Pass/Fail option may not be used to satisfy any of the graduate course requirements for the M.S. in Accounting degree.

Academic Probation and Suspension

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 3.000 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a grade point average below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the grade point average is not raised to a 3.000, he or she may be dropped from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/academic-regulations>

Admission

Admissions Procedure

A student who wishes to apply for admission to the M.S. program complete an application from the Rhodes College website. All applicants for admission to the M.S. in Accounting program are required to submit transcripts from all colleges attended and three letters of reference. All applicants to the graduate program must have an earned baccalaureate from an accredited institution before beginning the program.

Standardized Tests

Non-domestic applicants are required to take the Graduate Management Admissions Test (GMAT). Potential students may choose to submit a GMAT score as part of the application package. Any student planning to apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1. Test application forms may be obtained from some colleges and universities or from the GMAT website at www.mba.com. Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.

Provisional Admission

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for example, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first twelve hours of the program completed in order to remain in the program.

Admission of Special Students (Non-degree Candidates)

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than eight credits, the student must make formal application to the M.S. in Accounting program and be accepted into it before taking any additional graduate courses. An undergraduate student in his or her senior year may petition the graduate committee to enroll in a graduate course as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements. A student may apply no more than a total of four graduate credits earned as a special student and/or for transfer credit toward the requirements for the M.S. in Accounting at Rhodes.

Readmission of Students

The M.S. in Accounting degree must be completed within three academic years from the date of initial enrollment as a degree candidate. Failure to complete the degree requirements within this time will result in being dropped from the program. Any student who wants to continue the program after being dropped must petition the Director for reinstatement.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/admission>

Expenses and Financial Aid

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the undergraduate program at Rhodes. These charges and policies are outlined in the “Expenses” portion of the catalogue. Room charges and policies are also the same as those for the undergraduate programs; however, on-campus rooms will be made available to graduate students only after all undergraduate demand has been satisfied.

Financial Aid

Financial assistance for students in the M.S. in Accounting program will primarily be in the form of loans and scholarships. Other grants or assistance may be available on a need basis.

Loans

Graduate students are currently eligible for Federal Stafford Loans. Federal Stafford Loans are made on an unsubsidized basis, and the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time.

Anyone interested in the student loan program should contact:

Office of Financial Aid
Rhodes College
2000 N. Parkway
Memphis, TN 38112-1690
Telephone 901-843-3810

Scholarships

All applicants are automatically considered for a departmental scholarship with no additional forms required to be filed. Departmental scholarships for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a scholarship is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/expenses-and-financial-aid>

Master in Accounting: Faculty and Staff

ASSOCIATE PROFESSORS

Wendy Bailey. 2021. Director, M.S. in Accounting Program. B.S., Washington University St. Louis; M.S., University of Colorado-Boulder; Ph.D., University of Pittsburgh (Accounting)

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

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

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

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

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

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

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

ASSISTANT PROFESSORS

Eric Horne. 2023, B.A., Washington State University; M.S.B.A., University of Washington; and Ph.D., University of Washington (Accounting)

PART-TIME ASSOCIATE PROFESSOR

Milton L. Lovell. 2003. B.S., J.D., University of Mississippi. LL.M., New York University School of Law. Chief Financial Officer and General Counsel, nexAir, LLC (Accountancy; taxation.)

PART-TIME INSTRUCTOR

STAFF

Hannah Guess. 2020. Departmental Assistant. B.A. and M.A., University of Memphis.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/master-accounting-faculty-and-staff>

Requirements for the M.S. Degree

The M.S. in Accounting requires a total of thirty-two (32) credits as follows:

Required courses or the equivalent substitute. (28 credits):

1. Business 643: Cost and Risk Management.
2. Business 645: Business Entity Taxation.
3. Business 646: Advanced Accounting Topics.
4. Business 648: Advanced Auditing.
5. Business 649: Law and Ethics in Accounting
6. Business 650: Accounting Analytics and Systems
7. Business 651: Advanced Accounting Analytics and Systems

Elective course. (4 credits). Choose one of the following:

1. One 500- or 600-level course in the Department of Business, Economics, or other applicable department(s)
2. Business 675: Professional Development and Exam Preparation

Changes in Degree Requirements

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment in the M.S. program. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Graduate Committee. For students electing to graduate under earlier degree requirements, there is no guarantee that the courses specified in those requirements will be offered.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/requirements-ms-degree>

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 core courses marked with an asterisk (*) concurrently with graduate coursework:

1. Financial Accounting.

2. Managerial Accounting.
3. Intermediate Accounting I and II.
4. Federal Income Tax .*
5. Auditing.*
6. Introduction to Economics.

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas:

1. Finance.
2. Management or Marketing.

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Transfer Credit

No more than a total of four 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 (except as approved by the director), area courses, or degree requirements.
3. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments.

4. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
5. A maximum of 4 credits (1 credit = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter hour equals two-thirds credit. Fractional transfer credits will be credited.
6. Transfer credits are not accepted if the grade is C+ or below. Transfer credits are credited to the Rhodes transcript as credits only; they are not used to determine the grade point average.
7. Transfer credit may be used to satisfy M.S. degree requirements.

Printed from: <https://catalog.rhodes.edu/programs-study/master-science-accounting/transfer-credit>

Mathematics and Statistics

The Department of Mathematics & Statistics offers students numerous opportunities to develop quantitative reasoning, critical-thinking, problem-solving, and communication skills through its curriculum and extracurricular activities. The department offers a variety of math and stats courses so students can take the courses that meet their career objectives, their intellectual curiosity, and their major/minor or foundation requirements, no matter what major they pursue.

The Department of Mathematics & Statistics supports majors in Mathematics, Biomathematics, Mathematics & Economics, and Data Analytics, and minors in Mathematics and Statistics.

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics>

Honors in Mathematics

Honors in Mathematics involves undertaking a capstone research project that demonstrates a significant level of mathematical independence. Honors projects require intensive and independent work in both semesters of the Senior year, during which

Honors students register for 4-8 credits in the Math Honors Tutorial (MATH 495/496) each semester. To be eligible to pursue Honors in Mathematics, students must have a minimum 3.50 cumulative and major GPA at the time of application for honors.

Students intending to pursue Honors in Mathematics must declare their intention in their Thesis Proposal as a part of Junior Seminar (MATH 386) in which point they will also identify an Honors Thesis Committee of three faculty members (to be approved by the Department). In August of the Senior year, students submit a formal proposal for the Honors project. Once the proposal is approved by the Department and the College, the student is considered an Honors Candidate and may proceed with research in MATH 495. Honors Candidates are exempt from the senior seminar requirement and do not enroll in MATH 485.

Requirements:

1. Fulfillment of the requirements for the major.
2. Honors Tutorial: 495 and 496.
3. Approval by the Honors Thesis Committee.

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics/honors-mathematics>

Mathematics and Statistics: Faculty and Staff

Professors

Erin N. Bodine. 2010. B.S. and B.A., Harvey Mudd College; Ph.D., University of Tennessee, Knoxville. (Optimal control theory, mathematical ecology, differential equations, discrete difference equations, individual and agent based modeling)

Christopher Mouron. 2002. *Department Chair*. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems)

Associate Professors

Ibrahim Abdelrazeq. 2015. B.S., Yarmouk University; M.S., New Mexico State

University; Ph.D., University of Ottawa. (Time series analysis, financial and actuarial mathematics, parametric and nonparametric goodness of fit tests)

Eric Gottlieb. 1998. *E.C. Ellett Professorship of Mathematics and Computer Science*. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics)

Assistant Professors

Chathurika Abeykoon. 2023. B.S., University of Sri Jayewardenepura; Ph.D., University of Mississippi. (machine learning, deep learning, neural networks)

Kyle Dempsey. 2023. B.S., Lambuth University; M.S. and Ph.D., University of Memphis. (educational games, distance education, child sexual abuse prevention)

Erika Parr. 2021. B.A., University of Dallas; Ph.D., Arizona State University. (Mathematics education)

Administrative Assistant

Kate Collier-Cissoko. 2022. B.A., Concord University; M.P.A., University of Memphis; M.A., Christian Brothers University

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics/mathematics-and-statistics-faculty-and-staff>

Planning a Major

Students considering a major in Mathematics should contact the department chair or another member of the department as early as possible to ensure progress is being made toward the major.

For reasonable progress toward a major in Mathematics, a student should begin the Calculus sequence (MATH 112, 122, 123, and 223) at the appropriate level in the first year, and complete the sequence before the Spring of the second year; and complete MATH 201 in the first year or second year.

The major requires breadth within mathematics and requires each major to take at least one upper-level course in modeling, in proofs, and in statistics. Students are encouraged to consider which electives they will use to satisfy these breadth requirements and plan ahead accordingly. Please note, there is one modeling course which also satisfies the F2i foundation requirement.

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Requirements for a Major in Mathematics

A total of fifty-one (51) credits as follows:

1. MATH 122, 123, 201, 223, 261

Note that MATH 123 is a 2 credit course that can be taken concurrently with MATH 122.

2. Twenty-eight additional credits of elective courses from among COMP 141 and mathematics courses numbered above 200 including at least four courses numbered above 300 (excluding 460, 495, and 496) with at least one course from each of the following breadth categories (where one course may count for more than one category):

- *Statistics:* MATH 211, 212, 305, 311, 335
- *Modeling:* MATH 209, 212, 214, 305, 315, 330; COMP 350; ECON 407
- *Proof:* MATH 311, 321, 362, 370, 431, 482; COMP 350

3. Capstone Seminar Sequence: one credit of MATH 386, and four credits of 485 and/or 486

Students may petition to substitute one credit of MATH 451/452 or participation in Research Fellowships/St. Jude Summer Plus program for this requirement if they have engaged in the corresponding research for at least two terms before their junior spring semester. Additionally, students studying abroad during the spring semester of their junior year may petition to substitute one study abroad course for this requirement.

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics/requirements-major-mathematics>

Requirements for a Minor in Mathematics

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

1. MATH 122
2. Five additional four-credit mathematics courses numbered above 200 including at least one course numbered above 300. COMP 350 can be used as a mathematics course numbered above 300.

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics/requirements-minor-mathematics>

Requirements for a Minor in Statistics

A total of twenty (20) credits as follows:

1. One course from: MATH 211, PSYC 211, or ECON 290
2. MATH 212
3. Three additional courses from: MATH 244, 305, 307, 311, 312, 330, 331, 333, 335, 344; BUS 472; ECON 420; ENVS 225/URBN 225

Students planning to pursue graduate study in statistics are strongly encouraged to select MATH 311 + 312 from the courses listed above and to additionally take:

- MATH 112, 122, 223, or equivalent three course calculus sequence.
- MATH 201 Transitions to Advanced Mathematics.
- MATH 261 Linear Algebra.
- MATH 321 Real Analysis.

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Selecting a First Course in Math or Stats

The choice of a first math or statistics course will depend on several factors. We offer a variety of math and stats courses so you can take the courses that meet your career objectives, your intellectual curiosity, and your major/minor or foundation

requirements, no matter what major you pursue. Please use the following guidelines, in conversation with your advisor and/or a faculty member from the Math & Stats Department, to help guide your selection.

Selecting an appropriate first calculus course: Students who have *any* prior experience with calculus should begin with MATH 122+123 or MATH 211 or MATH 214. Students should NOT take MATH 112 if they plan to take only one semester of calculus or if they have already seen derivatives in a previous class (they should consider MATH 115 instead). Students who have taken one year of calculus in high school may not earn credit for MATH 112 without permission from the instructor.

- Students who have received a 4 or 5 on the ***AP Calculus AB exam*** will earn credit for MATH 112 + 122. Students who have credit for MATH 122 should begin with MATH 123 and either MATH 223, 201, 209, 211, or 214.
- Students who have received a 4 or 5 on the ***AP Calculus BC exam*** will earn credit for MATH 112 + 122 + 123. Students who have credit for MATH 122 + 123 should begin with either MATH 223, 201, 209, 211, 214, or 251.
- Note that MATH 123 is a 2 credit course that can be taken concurrently with MATH 122, and should be taken prior to taking MATH 251 and a selection of 300-level math courses.

Selecting an appropriate first statistics course: Students should be aware that introductory statistics courses are offered in multiple departments, and students can start with MATH 211, PSYC 211, or ECON 290. The selection of the appropriate introductory statistics course may depend on the major you will pursue. There are 10 majors and minors that allow MATH 211 to satisfy a major requirement. However, students should be aware that Economics majors and Math-Econ majors must take ECON 290, and Psychology majors must take PSYC 211.

- Students who have received a 4 or 5 on the ***AP Statistics exam*** will earn credit for MATH 211. Students who have credit for MATH 211 should begin with MATH 212, especially if they are interested in pursuing the Statistics minor or Data Analytics major.
- Students who have taken a year of statistics courses in high school, should contact the chair of the Department of Mathematics & Statistics

Students who have received credit for one or both of the AP calculus or statistics exams and are unsure of which math course to take next should contact the chair of the Department of Mathematics & Statistics.

Other options for first math courses: Students may wish to start with a non-calculus course as their first college math course. The Department of Mathematics & Statistics offers some great options with no prerequisites:

- MATH 209 (Voting, Fairness, and Power)
- MATH 214 (Discrete Math Modeling with Biological Applications)

Students interested in a Biomathematics major, an Environmental Sciences major, or an Environmental Studies major are strongly encouraged to consider taking MATH 214 as their first math course.

Printed from: <https://catalog.rhodes.edu/programs-study/mathematics-and-statistics/selecting-first-course-math-or-stats>

Media Studies

The mission of the Media Studies Program is to enable students to become astute scholars, producers, and consumers of visual media. From film to TV to digital and social media, our worlds are saturated with and mediated by visual communications. Media Studies courses equip students with: 1) critical tools for critiquing visual media, 2) creative capabilities for producing digital art, and 3) practical communication skills for participating in globalized media networks. Interdisciplinary by design, the Media Studies Program is supported by faculty from three divisions—Fine Arts, Humanities, and Social Sciences—in order to cover media theories and practices in the broadest sense and stress digital literacy and fluency across multiple media. Its forward-thinking approach emphasizes interdisciplinarity, a globalized curriculum, and career readiness.

Printed from: <https://catalog.rhodes.edu/programs-study/media-studies>

Media Studies: Program Committee and Affiliated Faculty

Joy Fairfield, Media Studies program, Chair

Program Committee:

David Mason, Media Studies program

David Maxson, Media Studies program

Karl Erickson, Art and Art History department

Sasha Kostina, Modern Languages department

Ricardo Martins, Modern Languages Department

Affiliated Faculty:

John Bass, Department of Music

Han Li, Department of Modern Languages and Literatures

Shaolu Yu, Urban Studies program

Charles Hughes, Urban Studies Program

Teaching Faculty:

Bradley Harris, Media Studies Program

Marshall Boswell, Department of English

Sarah Ifft Decker, Department of History

Thomas Goodman, Department of Politics and Law

Courtenay Harter, Department of Music

Michael LaRosa, Department of History

Laura Loth, Department of Modern Languages and Literatures

David McCarthy, Department of Art

Samson Ndanyi, Department of History

Scott Newstok, Department of English

Evelyn Perry, Department of Anthropology and Sociology

Rashna Richards, Associate Provost, Media Studies Program

Rebecca Tuvel, Department of Philosophy

Earl Wright II, Department of Anthropology and Sociology

Yinyin Xue, Department of Modern Languages and Literatures

Lynn Zastoupil, Department of History

Nikolaos Zahariadis, Department of International Studies

Printed from: <https://catalog.rhodes.edu/programs-study/media-studies/media-studies-program-committee-and-affiliated-faculty>

Requirements for a Major in Media Studies

A total of 40 credits as follows:

1. MST 202: Topics in Media Studies OR Art 102: Intro to Digital Art (4 credits)
2. MST 385: Media Theory (4 credits)
3. MST 485: Senior Seminar in Media Studies (4 credits)
4. 28 additional credits in Media Studies
 - 16 out of 40 credits should be at the 300 or 400 level (inclusive of MST 385 and 485).
 - 8 out of 40 credits must be in courses that focus on media outside the US.

Sample Classes:

- MST 202: Apocalypse and Dystopia in Video Games
- MST 245: Screenwriting
- MST 260: Athletes, Activism and Media
- ART 116: Digital Animation
- INTS/RUSS 285: Putin's Russia and Media
- HIST 105: History of Latin America through Film
- CHIN 216/URB265: Asian Urbanization through Cinema
- MST 365/URB 365: Urban Queer Cinema: A Global Approach

Printed from: <https://catalog.rhodes.edu/programs-study/media-studies/requirements-major-media-studies>

Requirements for a Minor in Media Studies

A total of twenty (20) credits as follows:

1. MST 202: Topics in Media Studies or Art 102: Intro to Digital Art
2. MST 385: Media Theory
3. Three courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Media Studies Committee). Courses regularly offered include:
 - Art 116: Animation
 - Art 202: Intermediate Digital Art
 - Art 302: Advanced Digital Art
 - Chinese 216/Urban Studies 265: Asian Urbanization through Cinema
 - Chinese 220/320: Contemporary Chinese Cinema
 - English 190: Shakespeare on Screen
 - History 105: British Empire through Film
 - History 105: History of Latin America through Film
 - History 105: Medieval at the Movies
 - International Studies 256: Weapons of Mass Deception
 - Media Studies 120: Acting for New Media
 - Media Studies 240: Public Speaking
 - Media Studies 245: Screenwriting
 - Media Studies 265: LGBTQ+ Culture in Media
 - Philosophy 105: Black Mirror and Philosophy

- Politics and Law 208: Media and Politics
- Politics and Law 308: Political Advertising
- Russian 285: Putin's Russia and Media
- Russian 400: Russian Film
- Urban Studies 262: Music and Community in Memphis
- Urban Studies 365: Urban Queer Cinema

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Modern Languages and Literatures

The Department of Modern Languages and Literatures regularly offers instruction in Chinese, French, German, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the modern languages, the department also offers some courses in literature and culture in English translation. Classes in Portuguese, Italian, Japanese, and Arabic are available through consortial agreement with the University of Memphis.

The F10 Degree Requirement. The degree requirement in languages may be met by the successful completion of any appropriate four-credit course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency (see above) in the specific language before the degree requirement is satisfied. This pertains to languages that are taught at Rhodes. Multilingual students may petition to fulfill the requirement with a language not taught at Rhodes via alternative testing. Students must submit their petition for alternative fulfillment of the F10 before the end of their second year.

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. 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. Any student who scores at the 202 level or higher on the placement test will need to consult with the department to see if he or she fulfills Rhodes' foreign language requirement. Students wishing to fulfill the F10 requirement in a language not previously studied should sign up for a course numbered 101 in that language.

In the modern languages, placement tests typically cover reading comprehension and grammar. Literature or culture courses taken in translation do not satisfy the foreign language degree requirement.

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Chinese

The mission of the current Chinese Studies Program is to educate students in Chinese language, literature, culture, history, politics and religion, and to provide students with academic knowledge and experiences to understand China as both an ancient civilization and an emerging global power. In this spirit, Chinese Studies majors will also learn to appreciate their own positions vis-à-vis the challenges inherent in China's rise to global prominence, confronting difficult questions of nationalism and ethnocentrism. As an interdisciplinary program, Chinese Studies draws on faculty expertise from various departments and prepares students for post-graduate studies, China related employment opportunities and future engagement of China.

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Requirements for a Major in Chinese Studies

A total of thirty-six (36) credits as follows:

1. Chinese 301 and 302 (Advanced Chinese)

2.Chinese 485: Senior Seminar

3. Students choose from one of the two concentrations:

A: Chinese Language, Literature, and Culture

1) Complete six elective courses from the list: CHIN 101, 102, 201, 202, 305, 306, 314, 315, 316, 317, 318, 320, 409.

2) At least two elective courses must be at the 300-level or above.

3) Chinese in Study Abroad credits such as CHIN 100, 200, 300 and 400 may be included in the major with approval of major advisor.

B: Chinese Studies

1) Complete four elective courses from the list with at least two of them at the 300-level or above: CHIN 101, 102, 201, 202, 305, 307, 314, 315, 316, 317, 318, 320, 409.

2) Complete two elective courses from the list:

- History 282: Traditional China
- History 283: Modern China
- History 481: Cold War in East Asia
- Religious Studies 258 Topics: History of Religions (Buddhism)
- INTS 261: Government and Politics of China
- INTS 262: China's Foreign Policy
- INTS 263: Comparative Political Economy of East Asia
- INTS 264: China-Taiwan-US Relation

3) Chinese in Study Abroad credits such as CHIN 100, 200, 300 and 400 may be included in the major with approval of major advisor.

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Requirements for a Minor in Chinese Studies

A total of **twenty (20)** credits in Chinese language, literature and culture. The credits are spread across the following courses:

1. Chinese 301 and 302 (Advanced Chinese)

2. Three elective courses from the following list:

- Chinese 101: Elementary Chinese
- Chinese 102: Elementary Chinese
- Chinese 201: Intermediate Chinese
- Chinese 202: Intermediate Chinese
- Chinese 205: Modern Chinese Literature in Translation
- Chinese 206: Introduction to East Asian Cultures
- Chinese 214: Introduction to Chinese Culture
- Chinese 215: Gender in Chinese Literature
- Chinese 216: Asian Urbanization through Cinema
- Chinese 217: Orientalism and Global China on Screen
- Chinese 218: Taste and Power: Asia and Global Foodways
- Chinese 220: Contemporary Chinese Cinema
- Chinese 409: Special Topics

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French and Francophone Studies

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Honors in French and Francophone Studies

A minimum of 40 hours above 201 in French; a research paper on a specific cultural or literary topic; demonstrated proficiency in spoken and written French. A study abroad experience in a French-speaking country is recommended but not required. Approval by the Department of Modern Languages and Literatures is required.

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Requirements for a Major in French and Francophone Studies

A total of forty (40) credits as follows:

1. French 201 and 202*.
2. French 301, 486.
3. French 320, 321 or 322.
4. French 323, 324 or 335.
5. Sixteen (16) additional credits in French (4 four-credit courses) four of which must be at the 300-400 level, depending on initial language placement.

Students who choose to take appropriate 300-400 level courses offered by the French section in English may count up to two such courses toward the major, as long as they have a French language component.

Majors are strongly encouraged to spend a semester or a year in a French or Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

*French 201 may count towards the major. Students whose placement is above the 201 level are neither required nor allowed to take courses numbering below their placement level for credit towards the major. Students placing above 201 are still required to take a total of 40 credits for the major.

Printed from: <https://catalog.rhodes.edu/programs-study/modern-languages-and-literatures/french-and-francophone-studies/requirements-major>

Requirements for a Minor in French and Francophone Studies

A total of twenty (20) credits as follows:

1. French 201 and 202*.
2. French 301.
3. French 320, 321, 322, 323, 324, or 335.
4. Additional elective four-credit courses at the 300-400 level.

Minors are strongly encouraged to study in a French or Francophone university. Courses

taken abroad should be pre-approved by the section head to count towards the minor.

Students who choose to take appropriate 300-400 level courses offered by the French section in English may count only one such course toward the minor, as long as the course has a French component.

*French 201 may count towards the minor. Students whose placement is above the 201 level are neither required nor allowed to take courses numbering below their placement level for credit toward the minor. Students placing above 201 are still required to take 20 credits for the minor.

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German Studies

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Honors in German

A minimum of 40 credits above German 201; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German.

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Requirements for a Major in German Studies

Requirements for a Major in German Studies

A total of nine courses (36 credits) as follows:

1. The German Studies major begins from the point of student's German language course placement. No course below a student's language course placement can be counted towards the German Studies major.
2. Students must complete German 301, 302, and 486 (Capstone Project).

3. German 305 taken abroad may be substituted for either 301 or 302, but not both.

4. Students choose from one of the following concentrations (below):

A: German Language, Literature, and Culture

Students may include *one* German Studies course taught in English or any relevant course with approval of major advisor.

Students must complete German 320 or 321.

The focus of the “German Language, Literature, and Culture” concentration is the development of advanced language and cultural proficiency and an in-depth critical understanding of the German-speaking world.

B: Interdisciplinary German

Students may include *two* German Studies courses taught in English or any relevant course with approval of major advisor.

The focus of the “Interdisciplinary German” concentration is for students to develop upper-intermediate German language proficiency and a critical understanding of the German-speaking world from interdisciplinary perspectives.

Majors are strongly encouraged to participate in the exchange program with the University of Tübingen, the University of Landau, or with a departmentally approved ISEP program during their junior years; equivalent courses from there will be accepted as substitutes.

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Requirements for a Minor in German Studies

A total of six courses (24 credits) as follows:

1. The German Studies minor begins from the point of student’s German language course placement. No course below a student’s language course placement can be counted towards the German Studies minor.

2. Student must complete German 301 and 302.
3. Students initially placing into 102 or higher must complete German 320 or 321.
4. German 301 or 302 must be taken before any other 300-level course is attempted but may be taken concurrently with other 300-level courses.
5. German 305 taken abroad may be substituted for either 301 or 302, but not both.
6. Students may include *one* German Studies course taught in English or any relevant course with approval of minor advisor.

Minors are strongly encouraged to participate in an approved summer German immersion or study abroad program. See minor adviser for details.

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Modern Languages and Literatures: Faculty and Staff

Professors

Han Li. 2008. Chair. B.A. Nanjing University; Ph.D. University of California, Irvine (Culture in Later Imperial China, Contemporary Chinese Cinema and Media.)

Associate Professors

Kathleen Anne Doyle. 1999. B.A., Saint Xavier College, Chicago; M.A. and Ph.D., University of Chicago (Spanish language, Modernism in Spain, Contemporary Peninsular Spanish literature, Gender and Sexuality Studies)

Eric Henager. 1995. B.A., Rhodes College; M.A. and Ph.D., University of Illinois (Spanish language, Contemporary Latin American literatures and cultures, popular culture and literature, Latin American Studies)

Alexandra Kostina. 1996. M.A. Novgorod State University; Ph.D. Gornyi University/Russian State Pedagogical University (Russian language, linguistics, and

culture)

Laura Loth. 2009. B.A. College of William and Mary; M.A. and Ph.D., University of Minnesota (French and Francophone literature and film, Environmental Studies, Film Studies)

Elizabeth Marcela Pettinaroli. 2007. B.A. Franklin and Marshall College; M.A. and Ph.D., University of Virginia (Latin American literature, Ecocritical Studies, Urban and Environmental Studies, Biodiversity, Spanish language in socio-cultural contexts)

Abou-Bakar Mamah. 2018. B.A. and M.A. University of Lomé, Togo; Ph.D. University of Minnesota (French critical theory, Structuralism, French and Francophone Studies.)

Alberto del Pozo Martínez. 2008. Licenciado en Filología, Universidad de Zaragoza. M.A. and Ph.D. Vanderbilt University (Modern Spanish American literature and Literary Theory.)

Assistant Professors

Rachel Noël Bauer. 2008. B.A. Duquesne University; M.A. Purdue University; Ph.D. Vanderbilt University (Early Modern Spanish literature, Golden Age narrative, Don Quixote de la Mancha.)

Bruce M. Jackson, Jr. 2021. B.A. and M.A. Middle Tennessee State University; Ph.D. University of Tennessee, Knoxville (Mid-19th to Mid-20th century Spanish Peninsular literature and culture, minority cultures in contemporary Spain)

Ricardo Martins. 2023. B.A. Universidade Federal de Minas Gerais; M.A. and Ph.D. Indiana University (Mid-20th century - contemporary Transnational and Latin American literature and cinema, Brazilian Favelas, Videogames, Media Studies)

Nina Morais. 2023. B.A. Federal University of Minas Gerais; M.A. Indiana University. (Transcultural, Transnational and Migration Studies; Germany-Africa and Germany-South America Relations; Contemporary German Theater and Film)

Catherine Sundt. 2012. B.A. Grand Valley State University; M.A. and Ph.D. The Ohio State University (Modern Spanish literature and Urban literature.)

Yinyin Xue. 2020. B.A. Sichuan International Studies University; M.A. Peking University; M.A. and Ph.D. University of Wisconsin-Madison (Twentieth-century Chinese literature and culture)

Staff

Christy Waldkirch. 2005. Departmental Assistant.

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Modern Languages and Literatures: General Courses

Modern Languages 150. Selected Foreign Languages.

Credits: Variable.

Certain foreign languages not listed above as regular course offerings are taught on occasion. Information concerning languages not regularly taught may be obtained from the Registrar or the department chair.

Modern Languages 240. Language Acquisition and Pedagogy.

Spring. Credits: 4

This course is a survey of a range of issues related to language acquisition and teaching. Among the areas covered are instructional methodologies and approaches, second language acquisition theories, language skill development, language teaching and learning technology, communicative and cultural competency, and assessment.

Rhodes offers a secondary licensure program within the Teaching and Learning track of the Educational Studies major. This program prepares students to teach middle and/or high school in one of eleven endorsement areas, including the following languages: Chinese, English, French, German, Latin, Russian, and Spanish. The course of study for secondary licensure students is designed with guidance from faculty members in the discipline in which the student is being certified as well as members of the Educational Studies Program. All secondary licensure candidates are required to double major in Educational Studies and their endorsement discipline.

Modern Languages 260. International Science Fiction and Utopia: Shaping of Ideological Landscapes

Summer. Credits: 4

Degree requirements: F4 and F9

We are living through a time of great socio-political transformations, and history shows us that many cultural products labeled “science fiction” have become perfect metaphors of our fears and hopes (eg: *Brave New World* and 1984). Up to a point, science fiction allows us to objectively see the aspirations and taboos of our intellectual and ideological landscape. But what is then the relation between science fiction and utopia? In this course, we will widely question the limits of these two concepts by bringing together novels and films belonging to different cultural traditions. We will go far beyond the limits of Anglo-Saxon cultural production (More, Huxley, Orwell, or Kubrick, among others) and engage a body of international cultural texts and films (Zamyatin, Borges, Lem, Godard) which could help us understand the limits and points of contact of each tradition/culture; that is to say, the narrative nature of our “worlds.”

Modern Languages 280. Introduction to General Linguistics.

Fall or Spring. Credits: 4

Degree Requirements: F9

The Introduction to General Linguistics course presents language as a specific object of knowledge, thought, science, and philosophy. Students will be introduced to the major linguistic theories and examine language as a system and structure at its various levels, as well as a tool to guide, plan, and monitor human activity. Offered in alternate years.

Modern Languages 460. Internship.

Fall, Spring. Credits: 1-4

Degree Requirements: F11

Internships in the departmental languages are occasionally available for language majors and permit a qualified student to receive academic credit for an internship experience on or off campus, for example by working with a business, a non-profit organization, or within the department itself. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language. Working with a faculty mentor, students must submit a project proposal for the

internship prior to the beginning of the internship itself. The completed project will be graded by the faculty mentor. Intradepartmental internships will be reserved for students planning to continue their studies in a foreign language and culture beyond the undergraduate level. Such internal internships will involve working with a faculty mentor on projects of a diverse nature that seek to enhance the program offerings of the language section. Placements must be approved by the faculty mentor who teaches the language in question and the chair of the department. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major or minor.

Pass/Fail only.

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Russian

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Programs Abroad

Students can spend a summer, semester, or academic year in Russia through such nationally-recognized programs as the Council for International and Educational Exchange (CIEE), the American Council on the Teaching of Russian (ACTR), School of Russian and Asian Studies (SRAS), and American Institute for Foreign Study (AIFS). Summer Internships in Russia are available through Crossroads Eurasia.

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Requirements for a Major in Russian Studies

A total of **thirty-six (36)** credits above Russian 201 as follows:

1. Russian 202. Intermediate Russian
2. Russian 205: The Russian Religious Mind; and either Russian 212: Prophets,

Princesses, and Revolutionaries or Russian 300: Dostoevsky

3. Two courses from Russian 301, 302, 309 (All advanced Russian)
4. Russian 410: Analytical Reading, Russian 486: Senior seminar
5. Russian 285: Putin's Russia and the Media and ML280: Introduction into General Linguistics

Majors are encouraged to spend at least one semester studying in Russia.

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Requirements for a Minor in Russian Studies

A total of **twenty (20)** credits as follows:

1. Russian 101 and 102 (Elementary Russian)
2. Russian 201 and 202 (Intermediate Russian)
3. One of the following: Russian 301 (Advanced Russian, Russian 309 (Advanced Russian (from study abroad), Russian 365 (Topics in Russian), Russian 302 (Advanced Russian), Russian 300 (Dostoevsky), or Russian 410 (Analytical Reading).

Substitutions are possible (for example, you took a relevant course in IS or History, they can be applied toward your major or minor through a course substitution request), which may make it easier to major or minor in Russian Studies.

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Russian: Offerings

101-102. Elementary Russian.

Fall, Spring. Credits: 4-4.

Elementary grammar, reading, and conversation, supplemented by materials on Russian culture.

201-202. Intermediate Russian.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Intermediate grammar and continued training in conversation and composition, supplemented by materials on contemporary developments in Russian society. Reading of Russian texts of graded difficulty, intermediate writing.

Prerequisites: Russian 101-102 or equivalent.

205. The Russian Religious Mind.

Fall. Credits: 4.

Degree Requirements: F1, F4

The course examines the distinct world-consciousness of Russian religious tradition and thought, with emphasis on the themes of God, good and evil, love, the search for divine justice on Earth, the material world as sanctified, and the moral content of spiritualized beauty. Reading materials are on wisdom of Orthodox monastics, from Russian religious philosophers, as well as contemporary writers.

209. Russian in Russia.

Summer. Credits: 4.

Degree Requirements: F10 for 209, F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

212. Prophets, Princesses, and Revolutionaries: 19th-century Russian Voices.

Fall or Spring. Credits: 4.

Degree Requirements: F2i, F4. Elective for GSS minor.

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Pavlova, Gogol, Goncharov, Soboleva, Turgenev, Tolstoy, and Dostoevsky). The literary works include Eugene Onegin, supernatural tales by Gogol, short stories by women writers, and novels by Turgenev and Dostoevsky. These works will be studied for their individual merit, what they illuminate about nineteenth-century Russian society, and their contribution to the rise of the Russian novel. All works are read in translation.

215. Giants of Russia's Silver Age: Soloviev, Blok, and Rachmaninoff.

Spring. Credits: 4.

Degree Requirements: F5, F9.

Study of the aesthetic, thematic, and personal connections among three of Russia's towering figures: Vladimir Soloviev, Alexander Blok, and Sergei Rachmaninoff. The course will examine in depth the creative works of the philosopher-poet Soloviev, the poet-dramatist Blok, and the composer-pianist Rachmaninoff (for whom poetry was second only to music). Master themes and global concepts linking the three creative artists include the yearning for harmony; exploration of Russian Orthodox religiosity; elevation of the –eternal feminine of Sophia (the body of God); and connection between beauty and goodness. Representative philosophical, poetic, and musical works, respectively, of the three artists will be examined. Offered in alternate years.

Prerequisite: At least one course from the following departments or programs: Music, Philosophy, Religious Studies, or Russian Studies.

285. Putin's Russia and the Media

Spring. Credits: 4.

Degree Requirements: F9. Elective for Media Studies major/minor.

This course explores a wide array of important media, print, and filmic sources that are underrepresented in Western narratives about contemporary Russia. Students utilize the study of these materials in order to better understand Russia today, and especially to gain awareness of how the media can shape public opinion. While calling attention to media bias, the course serves as an entry to contemporary Russian society, providing observers

of Russia with a fuller understanding of her geopolitical perspectives and vision for the twenty first century. (Cross-listed with I.S. 285).

300. Dostoevsky.

Fall or Spring. Credits: 4.

Degree Requirements: F4, F9.

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. The course will examine in depth several short works by the writer, as well as the novels *The Idiot* and *The Brothers Karamazov*. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose, as well as how these issues better enable us to understand the Russian mind. All works are read in translation.

301-302. Advanced Russian.

Fall, Spring. Credits: 4-4.

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

Prerequisites: Russian 201-202 or equivalent.

309. Russian in Russia.

Summer. Credits: 4.

Degree Requirements: F11.

A 3-4 week guided encounter with the language and culture aimed at solidifying vocabulary and grammar previously acquired. A significant cultural component is part of the course. Takes place in May-June.

400. Russian Film: Film Theory.

Spring. Credits: 4.

Degree Requirements: F5.

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of major

directors, such as Eisenstein, Pudovkin, Tarkovsky, Kulidzhanov, and Sokurov will be studied. All films are subtitled; course is taught in English. Offered in alternate years.

410. Analytical Reading.

Fall. Credits: 4.

This course aims to teach students the strategies of understanding texts of high literary quality by analyzing elements of given texts in their complexity. While focusing mainly on psycho-poetic aspects of reading activity, the course also introduces formal approaches to text analysis, such as identifying the stylistic devices and expressive means employed by the authors.

486. Senior Seminar.

Spring. Credits: 4.

Students will be assigned individual research topics associated with the essential concept of the Russian Idea, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Russian press and from Russian literature.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8, 4-8.

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Spanish

Printed from: <https://catalog.rhodes.edu/programs-study/modern-languages-and-literatures/spanish>

Honors in Spanish

A minimum of 40 credits above Spanish 202, reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar and Spanish civilization, and the

field of specialization. Approval by the Department of Modern Languages and Literatures is required.

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Requirements for a Major in Spanish

A total of thirty-six (36) credits above Spanish 202. At least five courses must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303, 306, and 486.
3. Four elective Spanish courses numbered 310 or above.
4. Any remaining credits required to reach 36 total above Spanish 202 can be achieved by one of the following or a combination of more than one of the following: An additional elective Spanish course numbered above 202, INTD 294 - Encountering Other Cultures: Pre-Departure, and/or INTD 295 - Encountering Other Cultures: The Return.

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Requirements for a Minor in Spanish

A total of twenty (20) credits above Spanish 202. At least one course must be completed at or above the 310 level. Required courses are the following:

1. Spanish 301 or 302. (the other may be taken as an elective)
2. Spanish 303 or 306. (the other may be taken as an elective)
3. Three elective courses, at least one of which must be numbered 310 or above.

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The Language Learning and Resource Center

The Language Learning and Resource Center is a dynamic resource space for all language students and faculty. The Center offers a variety of technology, digital media, and non-digital resources, as well as free language tutoring. It offers professional development opportunities and curricular support for Rhodes language faculty and functions as space for student-centered language and culture club events, departmental events, and academic symposia. The Language Learning and Resource Center is supervised by the Language Center director and a student RSA and has numerous employment opportunities for interested language students.

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Music

Music

The mission of the Rhodes College Music Department is to create a dynamic, welcoming, and collaborative community that helps students write their own unique music stories. Every semester, over one quarter of the Rhodes student body joins with us to perform, compose, take classes, and gain real-world experiences that connect them directly with professionals in the field. Every story is different, and the Department of Music is committed to supporting each student's journey through a flexible and student-centered curriculum, access to top-tier faculty, international learning opportunities, and a deep connection to the vibrant and culturally rich city of Memphis. Rhodes College is an accredited institutional member of the National Association of Schools of Music [NASM].

Becoming a Music Major

Music majors are required to undergo a sophomore-year review in February. This review helps assess academic and artistic progress and helps focus direction for the remainder of their undergraduate studies in music. Students must complete a Declaration of Major form which includes: an outline of their proposed course of study, an essay which details why they wish to major in music, and consultation with their academic advisor. The review includes assessment of all previous juries, review of the student's Declaration of Major form, and an interview with full-time music faculty.

Music and Other Academic Disciplines

There are many ways to pursue music and other academic disciplines. There is the interdisciplinary major, Music & Psychology, as well as the Data Analytics Major with a concentration in Empirical Musicology.

A Music Minor, Dance Minor, or Music Industry Studies Certificate pairs nicely with any major across campus.

Performance Opportunities

All Rhodes students have the opportunity to participate in private lessons and musical ensembles, regardless of their major. Our well-rounded Liberal Arts framework prepares students to become accomplished performers, composers, music scholars, and entrepreneurs.

All students are invited to enroll in performance ensembles. See course offerings: MUSC 181 through 199.

All students are invited to enroll in private (applied) lessons in voice/instrument. See course offerings: MUSC 160 through 180.

Applied Lesson Fee

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

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

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

*All students enrolled in 20 or more credits in a semester are assessed the extra fee for each credit beginning with the 20th credit. When one of those credits is an applied music course which carries its own fee, the following happens:

Students who are neither music majors nor music minors are assessed the applied music fee, but have the extra hour fee removed from their account.

Students who are either music majors or music minors have the applied music fee removed from their account, but are assessed the extra credit fee at a rate that is equal to the current applied music fee.

Printed from: <https://catalog.rhodes.edu/programs-study/music>

Music: Faculty and Staff

Professors

Carole Choate Blankenship. 1990. B.A., Rhodes College; M.M., D.M.A., University of Memphis. (Voice, Senior Seminar, Opera Scenes.)

Courtenay L. Harter. 2000. Chair. B.F.A., Carnegie Mellon University; M.M., Northwestern University; Ph.D., University of Connecticut. (Music Theory, Music & Psychology, Oboe/English Horn, Chamber Music.)

Associate Professors

John B. Bass, III. 2010. B.M., University of Southern Mississippi; M.M., Ph.D., University of Memphis. (Director of the Mike Curb Institute for Music, African-American Music, Jazz Studies, Improvisation, Guitar.)

Thomas E. Bryant. 1987. B.M., M.M., University of Georgia; D.M., Northwestern University. (Piano, Collaborative Piano, Music Literature.)

Charles Hughes. 2012. B.A., M.A., and Ph.D., University of Wisconsin. (African-American History, Popular Music and Culture, Twentieth-Century United States History.)

Vanessa L. Rogers. 2010. B.M.E., Illinois Wesleyan University; M.A., Ph.D., University of Southern California. (Music History, Music Literature, Search.)

Assistant Professors

D. Jason Bishop. 2024. B.A., Rhodes College; M.M. Boston University; D.M.A. University of Oklahoma. (Choral Conducting, Music Theory, Music History.)

Jacob Sunshine. 2023. B.A., Columbia University; M.A., Ph.D., Harvard University. (Ethnomusicology, African/African-American Studies, Jazz Studies, Guitar.)

Adjunct Instructors

Brianna Allen, B.A., Arkansas State University; M.M., Ph.D. Candidate, University of Memphis. (Bassoon.)

Mike Assad. B.M., University of Kentucky; M.M., University of Memphis. (Percussion,

World Drum Ensemble.)

Alex Benford. B.M., Marshall University; M.M., University of Tennessee; D.M.A., University of Alabama. (Collaborative Piano, Organ.)

Whitney Branan. B.A., Wagner College; SAG-AFTRA. (Dance, Choreography.)

Elizabeth Cawein. B.A., Murray State University; M.A., Brunel University. (Music Urbanism, Mike Curb Institute for Music.)

Brittany Cooper-D'Orsay. B.A., Vanderbilt University; M.M., University of Michigan. (Horn.)

Jawaun Crawford. B.P.S., University of Memphis. (Trumpet.)

Jenny Davis. B.M., Middle Tennessee State University; M.M., Boston University. D.M.A. Candidate, University of South Carolina. (Flute, Flute Ensemble.)

Rena Feller. B.M., Oberlin College Conservatory of Music; M.M., The Juilliard School. Memphis Symphony Orchestra. (Clarinet.)

Daniel Gilbert. B.M., Indiana University; B.M., Roosevelt University; M.M., University of Memphis. (Violin.)

Alaina Graiser. B.M., University of Texas; M.M., University of Toronto; D.M.A., Cincinnati College Conservatory of Music. (Harp.)

Desiree Howe. B.M., M.M., Texas Tech University; D.M.A. Candidate, University of Memphis. (Voice, Opera Scenes, Musical Theatre.)

Kevin Houston. B.M., University of Memphis. (Music Technology.)

Marcus King. B.M.E., University of Memphis; M.M., University of Memphis. (Voice.)

Francisco Lara. B.M., Northwestern University, M.M., Ph.D., Florida State University. (Musicology, Ethnomusicology.)

David T. Lay. B.M., Lambuth University. (Guitar.)

Sean O'Hara. B.M., The Juilliard School; M.M., Carnegie Mellon University. (Classical Bass.)

Žak Ozmo. B.M., Wilfrid Laurier University; M.M., D.M.A., University of Southern California. (Music History, Music and Healing.)

John Ross. B.M., Northern Illinois University; M.M., Illinois State University. (Guitar, Guitar Ensemble.)

Jane Gerard-Schranze. B.M., Eastman School of Music; M.M., New England Conservatory. (Viola, Violin, Chamber Music.)

Sylvester Sample. B.S., University of Memphis; M.B.A., Illinois Institute of Technology. (Jazz Bass.)

Victor Sawyer. B.M., University of Memphis; M.M., Manhattan School of Music. (Trombone, Low Brass.)

Jonathan H. Schallert. B.M.E., Harding University; M.M., Ph.D., University of Memphis. (Orchestra, Conducting, Music Theory.)

David L. Shotsberger. B.M., M.M., Pennsylvania State University; D.M.A., University of Memphis. (Music Technology, Composition, Jazz Band.)

Gerald Stephens. B.F.A., University of Memphis. (Jazz Piano.)

Kate Stimson. B.A., Hollins College; M.M., University of Memphis. (Piano.)

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.)

Staff

Erika Pope. 2016. Musical Arts Coordinator. B.A., Henderson State University.

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Requirements for Music Industry Studies Certificates

Requirements for the Certificate in Content Production

Students must complete a total of 14 credits as follows:

1. MUSC/URBN 262: Music & Community in Memphis (2 credits)
2. Twelve (12) credits from the following electives:
 - MUSC 222: Music Tech I
 - MUSC 322: Music Tech II
 - MUSC 323: Audio Engineering: History, Theory, & Practice
 - MUSC/URBN 382: Music & Community in Memphis II
 - ART 102: Intro to Digital Art I
 - ART 110: Film & Experimental Video Production
 - ART 115: Creative Publishing: Zines, Comics, Manifestos, and Artist's Books
 - ART 202: Intermediate Digital Art
 - MST 120: Acting for New Media
 - MST 245: Screenwriting
 - ENGL 206+207: Creative Publishing I & II
 - Relevant Department or Program Topics Courses approved by Curb Institute Director and Department/Program Chair
3. Mike Curb Institute Fellowship (one semester minimum)

Requirements for the Certificate in Arts Entrepreneurship

Students must complete a total of 14 credits as follows:

1. MUSC/URBN 262: Music & Community in Memphis (2 credits)
2. Twelve (12) credits from the following electives:
 - MUSC 250: Music Urbansim
 - MUSC/URBN: Survey of Music Industry Studies
 - MUSC/URBN 382: Music & Community in Memphis II
 - MUSC 140: Music & Healing
 - BUS 125: Intro to Entrepreneurship
 - MST 265: LGBTQ++ Culture in Media
 - PLAW 208: Media & Politics
 - PLAW: Urban Politics and Policy
 - URBN 340: Non-Profits in the City
 - Relevant Department or Program Topics Courses approved by Curb Institute Director and Department/Program Chair
3. Mike Curb Institute Fellowship (one semester minimum)

Printed from: <https://catalog.rhodes.edu/programs-study/music/requirements-music-industry-studies-certificates>

Requirements for a Minor in Dance

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

1. Dance Performance (14 credits)
 - Select from MUSC 150-155 and MUSC 251-255, such as:
 - MUSC 150 (Dance for Musical Theatre) [F5]
 - MUSC 155 (Topics in Dance) [F5 pending]
 - MUSC 251 (Adv Jazz/Contemporary Dance) [F5]
 - MUSC 255 (Advanced Topics in Dance)

2. Musical Structure (4 credits/1 course, dependent on placement)

- MUSC 103 (Elements of Music) [F5] **OR**
- MUSC 204 (Understanding Musicianship) [F5] **OR**
- one from MUSC 306-313 [F6 & F2i available]

3. Dance in Culture (4 credits/1 course)

- ANSO 333 (Sociology and Hip Hop) [F9]
- MUSC 265 (History of Musical Theatre) [F3 & F5]
- MUSC 231/HIST 226 (Musical Paris 1870-1940) [F3 & F5]
- Other courses/topics as approved by department.

Printed from: <https://catalog.rhodes.edu/programs-study/music/requirements-minor-dance>

Requirements for a Major in Music

A total of fifty (50) credits as follows:

1. Performance Courses (14 credits)

- a. 6 semesters of applied music lessons (MUSC 160-180 = 1 credit each)
- b. 6 semesters of ensemble performance (1 credit each)
 - MUSC 181: Rhodes Orchestra
 - MUSC 184: Rhodes Jazz Ensemble
 - MUSC 185: Rhodes Pep Band
 - MUSC 187: Archipelago Ensemble
 - MUSC 190: Rhodes Singers
 - MUSC 390: Rhodes Choral Collaborative
 - Other ensembles may count with departmental approval.
- c. MUSC 414: Conducting I (2 credits)

2. Music Electives (8 credits)

MUSC 101 does not fulfill this requirement.

3. Music Theory Courses (12 credits) -- See [Music Theory Placement Information](#)

- _____ a. MUSC 204: Understanding Musicianship [F5]* – offered in Fall semesters
- _____ b. Two 300-level music theory courses (306-313)

_____ *If [placement test](#) determines this course is redundant,

choose three (3) 300-level music theory courses.

4. Music History & Literature Courses (12 credits)

- a. MUSC 267: The Cultural Study of Music [F9] – offered in Spring semesters
- b. Two 200-level music history courses selected from MUSC 227-229 [F3]

5. Senior Experience (4 credits)

- a. MUSC 485-486: Senior Seminar & Presentation (4 credits)**

Co-requisite of applied music lessons (if choosing a performance project) **OR

Co-requisite of applied composition lessons MUSC 320 (if choosing a composition project).

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

NOTE: Fine Arts Scholarship waivers for Applied Music fees are outlined in the award letter which supersedes music major and minor fee waivers outlined here.

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Requirements for a Minor in Music

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

1. Performance Courses (8 credits)

- a. 4 semesters of applied music lessons (MUSC 160-180 = 1 credit each)
- b. 4 semesters of ensemble performance (1 credit each)
 - MUSC 181: Rhodes Orchestra
 - MUSC 184: Rhodes Jazz Ensemble
 - MUSC 185: Rhodes Pep Band
 - MUSC 187: Archipelago Ensemble
 - MUSC 190: Rhodes Singers
 - MUSC 390: Rhodes Choral Collaborative
 - Other ensembles may count with departmental approval.

2. Music Electives (8 credits)
3. One Music Theory Courses (4 credits) -- See Music Theory Placement Information
 - ____ a. MUSC 204: Understanding Musicianship [F5]* – offered in Fall semesters
 - OR**
 - ____ b. One (1) 300-level music theory course (306-313) depending on placement test.
4. One 200-level Music History & Literature Course (4 credits)
 - a. Select from MUSC 227-229 [F3] or MUSC 267 [F9]

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

NOTE: Fine Arts Scholarship waivers for Applied Music fees are outlined in the award letter which supersedes music major and minor fee waivers outlined here.

Printed from: <https://catalog.rhodes.edu/programs-study/music/requirements-minor-music>

Music Theory Placement

A music theory placement test is given by the department to determine a student's skill level. Any student demonstrating the appropriate level of proficiency may place into either MUSC 204 or a 300-level music theory elective.

Students may alternatively fulfill this prerequisite by taking MUSC 103.

Students may self-enroll to take placement tests with their Rhodes credentials:
<https://rhodes.instructure.com/enroll/TADXTL>

Contact Dr. Courtenay Harter for more information or an in-person evaluation of your skills.

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Honors in Music

All Honors in Music candidates must meet the College's eligibility criteria established for the Honors Program. Only students with a minimum overall GPA of 3.5 and a GPA within the major of 3.5 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major, students seeking honors will be expected to complete the following additional work:

1. The one-credit Honors Tutorial, Music 399, in spring of the junior year: in consultation with an appropriate member of the Music faculty, the Honors candidate must write a proposal for Honors work, positing a substantial Honors thesis or creative project that demonstrates an exceptional understanding of the area(s) studied, to be implemented in the senior year. The department must approve the proposal.
2. The Senior Honors Tutorials, Music 495-496, in fall and spring of the senior year. An overall grade of A- on the thesis or project itself is required for Honors credit.

Printed from: <https://catalog.rhodes.edu/programs-study/music-and-theatre/honors-music>

Neuroscience

The Interdisciplinary Major in Neuroscience at Rhodes bridges the fields of Biology, Psychology, Chemistry and Philosophy. The major provides students with an understanding of the methodological challenges and conceptual issues that lie at the heart of efforts to understand the function of the nervous system and its role in behavior.

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Honors in Neuroscience

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

the research manuscript.

Printed from: <https://catalog.rhodes.edu/programs-study/neuroscience/honors-neuroscience>

Neuroscience: Program Committee

Professors

Rebecca Klatzkin. 2011. B.S., University of Richmond; Ph.D., University of North Carolina, Chapel Hill. (Behavioral neuroscience: stress; eating behavior; stress mindset)

Associate Professors

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

Jason Haberman. 2014. B.A., University of Miami; M.A. and Ph.D., University of California - Davis. (Neuroscience: visual psychophysics; object recognition, ensemble perception.)

Jared Millson. 2021. B.A., Boston University; Ph.D., Emory University. (Philosophy of cognitive sciences.)

Assistant Professors

Tanushree Pandit. 2019. B.S., M.S., RTM Nagpur University; Ph.D., Umea University. (Developmental neuroscience.)

Laura Shannahan. 2022. B.S., University of Wisconsin at Madison; Ph.D., Northwestern University. (Cognitive neuroscience, sleep, sensory systems.)

Cameron Ogg. 2025. B.S. Bard College; Ph.D. University of Tennessee Health Science Center. (Neuroscience; Neuromodulation of behavioral flexibility)

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

A total of fifty-four to fifty-eight (54-58) credits as follows:

1. Seven (7) core requirements (28 credits total):
 1. Chem 120&125L (Foundations of Chemistry & Lab)
 2. Biol 130&131L (Biology I & Lab)
 3. Biol 140&141L (Biology II & Lab)
 4. Psyc 150 (Introduction to Psychological Science)
 5. Psyc 211 or Math 211 (Statistical Methods in Psychology or Applied Statistics for the Natural Sciences)
 6. Neur 270 (Neuroscience)
 7. Neur 485 or 486 (Senior Seminar)
2. Two (2) depth requirements from different categories (10 credits total):
 1. **Cellular:** Biol 376&376L (Molecular and Cellular Neuroscience & Lab) or Biol 377&377L (Developmental Neuroscience & Lab)
 2. **Cognitive:** Neur/Psyc 344&344L (Neuroscience of Sleep & Lab) or Neur/Psyc 345&345L (Cognitive Neuroscience & Lab)
 3. **Systems:** Neur/Bio319&Neur/Bio319L (Sensory Neurobiology & Lab) or Neur 300&300L (Topics in Neuroscience & Lab)
3. Two (2) breadth courses from the following (8-10 credits total) or (1) plus third Depth:
 1. Chem 411+Lab: Medicinal/Computational Chemistry (must choose Neuroscience-related independent project)
 2. Phil 219: Foundations of Artificial Intelligence

3. Phil 312: Philosophy of the Cognitive Sciences
 4. Neur 299: Topics in Neuroscience
 5. Neur 451/452: Independent Research in Neuroscience (w/ Rhodes profs or externally only via Rhodes Fellowship; 4 credits)
 6. Neur 318: Clinical Neuroscience (prerequisite: Neur 270; cannot also take Psyc 317)
 7. Psyc 317: Psychopathology & the Brain (prerequisite: Psyc 200; cannot also take Neur318)
 8. Psyc 216: Perception
 9. Psyc 306: Psycholinguistics (prerequisite: Psyc 150 and Psyc 211)
 10. Psyc 327: Cognitive Processes (prerequisite: Psyc 150 and Psyc 211)
 11. Psyc2xx: Memory and Memory Disorders
4. Two (2) electives from the following list (8-10 credits total):
1. Biol 204&204L (Animal Development & Lab)
 2. Biol 207&207L (Animal Behavior & Lab)
 3. Biol 303 or 304&304L (Genetics or Genetics & Lab)
 4. Biol 307 (Cell Biology)
 5. Biol 325&325L (Molecular Biology & Lab)
 6. Biol 340&340L (Animal Physiology & Lab)
 7. Chem 315 (Biochemistry)
 8. Chem 416 (Pharmacology)
 9. Comp 141 or 142 (Computer Science I or II)
 10. Independent Research 451-452 in another department or program (with Rhodes professors or via Rhodes Fellowship; 4 credits) and approved by

Neuro program

11. Psyc 218 (Psychology of Addiction)
12. Psyc 220 (Psychology of Health)
13. Psyc 224 (Psychological Disorders)
14. Psyc 231 (Psychology of Aging)

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Philosophy

Philosophy explores life's most fundamental questions: How should we live? What can we know? What are our rights and our legal and moral responsibilities? What does a just society require?

Philosophers explore answers to such questions while putting them to a stress test. We help students develop the capacity to reason logically, evaluate arguments carefully, examine their own beliefs, engage thoughtfully with opposing views, and speak and write persuasively—skills every profession values.

We offer courses in logic, metaphysics, epistemology, ethics, social and political philosophy, and the history of philosophy. Our curriculum includes classes such as *Black Mirror* and Philosophy (PHIL 105), Critical Reasoning (PHIL 200), Logic (PHIL 210), Philosophy of Law (PHIL 216), Markets and Morals (PHIL 221), Justice, Equality, and Liberty (PHIL 225), Philosophy of Race and Racism (PHIL 220), Philosophy, Power, and Politics (PHIL 301), Philosophy of the Cognitive Sciences (PHIL 312), Metaphysics (PHIL 318), and Ethics (PHIL 222). We also offer a wide range of applied ethics courses, including Medical Ethics (PHIL 322), Sexual Ethics (PHIL 326), Animal Ethics (PHIL 332), the Ethics of Artificial Intelligence (PHIL 320), and Issues in Clinical Bioethics (PHIL 303).

The Philosophy Department also coaches the Rhodes College Ethics Bowl. Ethics Bowl is a national intercollegiate debate-style competition where students present well-reasoned arguments on real-world ethical issues. Teams are judged on their teamwork, reasoning skills, and the cogency of their positions.

Philosophy: Faculty and Staff

Professors

Daniel Cullen (1988)

M.A., Dalhousie University; Ph.D., Boston College

Areas: Political and moral philosophy, philosophy of law, Philosophy, Politics & Economics (PPE), contemporary political theory

Email: cullen@rhodes.edu

Stephen Wirls (1994)

B.A., Kenyon College; Ph.D., Cornell University

Areas: Modern political thought, philosophy and religion, existentialism, Philosophy, Politics & Economics (PPE), markets and morals

Email: wirls@rhodes.edu

Associate Professors

Erin Dolgoy (2013)

H.B.A., University of Toronto; M.A., University of Alberta; M.A., Ph.D., Michigan State University

Areas: History of political thought, science and technology policy, U.S. politics

Email: dolgoye@rhodes.edu

Jared Millson (2021)

B.A., Boston University; Ph.D., Emory University

Areas: Epistemology, logic, philosophy of language, philosophy of science, philosophy of mind

Email: millsonj@rhodes.edu Website: jamillson.com

Rebecca Tuvel (Chair) (2014)

B.A., McGill University; Ph.D., Vanderbilt University

Areas: Philosophy of race, sex, and gender, feminist philosophy, applied ethics (especially animal ethics and ethics of identity)

Email: tuvelr@rhodes.edu Website: rebeccatuvel.com

Visiting Assistant Professors

Connor K. Kianpour (2024)

B.A., UC Davis; M.A., Georgia State University; Ph.D., University of Colorado Boulder
Areas: Ethics, applied ethics (especially bioethics and sexual ethics), social-political philosophy, aesthetics

Email: kianpourc@rhodes.edu Website: connorkianpour.com

Staff

Lorie Yearwood, Departmental Assistant

Email: yearwoodl@rhodes.edu

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Requirements for a Major in Philosophy

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

I. Core Requirements (3 courses, 12 credits):

- PHIL 200: Critical Reasoning (F6)
- PHIL 222: Ethics (F1)
- PHIL 486: Senior Seminar
 - *Note: PHIL 200 and PHIL 222 must be completed at least one semester before PHIL 486 and should ideally be taken by the end of the sophomore year.*

II. Distribution Requirements (3 courses, 12 credits):

At least one course from each of the following categories:

- Knowledge and Reasoning:
 - PHIL 210: Logic (F6)
 - PHIL 319: Epistemology
- Social and Political Philosophy:
 - PHIL 220: Philosophy of Race and Racism (F8, F9)
 - PHIL 225: Justice, Equality, and Liberty
 - PHIL 355: Feminist Philosophy
- History of Philosophy:

- PHIL 201: Ancient Philosophy (F1)
- PHIL 345: Modern Political Philosophy

III. Electives (5 courses, 20 credits):

Five additional Philosophy courses, with the following constraints:

- No more than two may be at the 100-level
- At least two must be at the 300–400 level
- Humanities 201 (Philosophy track) may count as one elective
- *Note: While not required, Introduction to Philosophy (PHIL 105) is recommended for first-year students.*

Sample Philosophy Electives Include:

- PHIL 105: *Black Mirror* and Philosophy (F2i) or The Big Questions (F2i)
- PHIL 110: Philosophy, Politics, and Economics (F2i, F8)
- PHIL 201: Ancient Philosophy (F1)
- PHIL 203: Modern Philosophy
- PHIL 210: Logic (F6)
- PHIL 216: Philosophy of Law
- PHIL 219: Foundations of Artificial Intelligence
- PHIL 220: Philosophy of Race and Racism (F8, F9)
- PHIL 221: Markets and Morals
- PHIL 222: Ethics (F1)
- PHIL 225: Justice, Equality, and Liberty
- PHIL 228: Ethics in Action (2 credits, F11 eligible with one semester of PHIL229)
- PHIL 229: Ethics Bowl Practicum (2 credits, F11 eligible with two semesters)
- PHIL 230: Environmental Ethics
- PHIL 250: Topics in Philosophy
- PHIL 301: Philosophy, Power, and Politics
- PHIL 303: Issues in Clinical Bioethics
- PHIL 311: Philosophy of Language
- PHIL 312: Philosophy of the Cognitive Sciences
- PHIL 315: Philosophy of Science
- PHIL 318: Metaphysics
- PHIL 319: Epistemology
- PHIL 320: The Ethics of Artificial Intelligence (F8)
- PHIL 321: Philosophy and Religion
- PHIL 322: Medical Ethics (F1)
- PHIL 326: Sexual Ethics
- PHIL 328: Philosophy of Mind and Consciousness

- PHIL 332: Animal Ethics (F8)
- PHIL 333: God, Death, and Meaning (F1)
- PHIL 345: Modern Political Philosophy
- PHIL 347: Children and the State (F8)
- PHIL 355: Feminist Philosophy

See "*Courses of Instruction*" for a complete list of Philosophy courses and descriptions.

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Requirements for a Minor in Philosophy

A total of twenty (20) credits as follows:

I. Core Requirement (1 course, 4 credits)

- PHIL 200: Critical Reasoning (F6)

II. Upper-Level Requirement (1 course, 4 credits)

- One Philosophy course at the 300-level or above

III. Electives (3 courses. 12 credits)

- Three additional Philosophy courses, with no more than one at the 100-level
- *Note: While not required, Introduction to Philosophy (PHIL 105) is recommended for first-year students.*

Sample Philosophy Electives Include:

- PHIL 105: *Black Mirror* and Philosophy (F2i) or The Big Questions (F2i)
- PHIL 110: Philosophy, Politics, and Economics (F2i, F8)
- PHIL 201: Ancient Philosophy (F1)
- PHIL 203: Modern Philosophy
- PHIL 210: Logic (F6)

- PHIL 216: Philosophy of Law
- PHIL 219: Foundations of Artificial Intelligence
- PHIL 220: Philosophy of Race and Racism (F8, F9)
- PHIL 221: Markets and Morals
- PHIL 222: Ethics (F1)
- PHIL 225: Justice, Equality, and Liberty
- PHIL 228: Ethics in Action (2 credits, F11 eligible with one semester of PHIL 229)
- PHIL 229: Ethics Bowl Practicum (2 credits, F11 eligible with two semesters)
- PHIL 230: Environmental Ethics
- PHIL 250: Topics in Philosophy
- PHIL 301: Philosophy, Power, and Politics
- PHIL 303: Issues in Clinical Bioethics
- PHIL 311: Philosophy of Language
- PHIL 312: Philosophy of the Cognitive Sciences
- PHIL 315: Philosophy of Science
- PHIL 318: Metaphysics
- PHIL 319: Epistemology
- PHIL 320: The Ethics of Artificial Intelligence (F8)
- PHIL 321: Philosophy and Religion
- PHIL 322: Medical Ethics (F1)
- PHIL 326: Sexual Ethics
- PHIL 328: Philosophy of Mind and Consciousness

- PHIL 332: Animal Ethics (F8)
- PHIL 333: God, Death, and Meaning (F1)
- PHIL 345: Modern Political Philosophy
- PHIL 347: Children and the State (F8)
- PHIL 355: Feminist Philosophy

See "Courses of Instruction" for a complete list of Philosophy courses and descriptions.

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Honors in Philosophy

The Honors Program in Philosophy offers the opportunity to pursue a sustained, independent research project on a topic of philosophical significance during their senior year. It is intended for majors who wish to engage in more intensive and individualized work than the regular degree program allows, and who demonstrate the academic ability, motivation, and independence required for original philosophical scholarship.

Eligibility and Requirements:

- Philosophy major with a minimum 3.5 GPA (cumulative and in-major)
- Enrollment in PHIL 399: Honors Tutorial (1 credit), or an approved Directed Inquiry, in the spring of the junior year.
- Submission of a written proposal to the Honors Committee at the start of the senior year.
- Enrollment in PHIL 495 & PHIL 496: Honors Research (up to 8 credits) during the senior year.
- Completion of a written thesis and an oral defense.

Please contact the Philosophy department Chair for more information.

Philosophy, Politics and Economics

The Philosophy, Politics & Economics (PPE) program is designed to integrate three academic disciplines that were once considered interrelated elements of a comprehensive study of society and politics. Their essential contributions to understanding the principles and practice of a just and thriving political and social order were recognized by Plato and explored by, among many others, St. Thomas Aquinas, Adam Smith, Karl Marx, and more recently by John Rawls and Milton Friedman.

The intersections are evident in most political issues and problems. The organization of economic life raises philosophical questions about justice, liberty, and equality that the discipline of economics cannot, by itself, answer. Similarly, political life confronts the same moral questions as well as practical issues such as efficiency and the preconditions of sustainability and prosperity that political science cannot, by itself, answer. A comprehensive understanding can come only from studying all three disciplines.

The PPE program's interdisciplinary curriculum offers various courses that cover: ground-breaking works that laid the foundations for political and economic systems throughout the world; major moral issues and theoretical arguments related to various types of political and economic organization; a solid foundation in contemporary economics; political economy from international and comparative perspectives; historical developments in economic and political organization; complex issues in particular public policy problems; and an introduction to methods of scholarly research. The central objective of the program is to engage majors--through lectures, seminars, and symposia—in rigorous and intellectually invigorating examinations of the competing practical and theoretical arguments and visions.

The required and elective courses train students in various modes of analytical thinking and writing, which are keystones of success in law school, graduate school, and the wide variety of careers PPE majors have pursued.

Between the required courses and electives, a major can satisfy six Foundation requirements (F2i, F3, F6, F8, F9, F11) and complete the three course F1 requirement.

Philosophy, Politics and Economics: Program Committee

Shameel Ahmad, Department of Economics

Stephen Ceccoli, Department of International Studies

Courtney Collins, Department of Economics, Chair

Daniel Cullen, Department of Philosophy, Director of the Program for the Study of Liberal Democracy

Erin Dolgoy, Department of Politics and Law, Chair

Rebecca Tuvel, Department of Philosophy, Chair

Stephen Wirls, Department of Philosophy, Chair of the PPE program

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Requirements for a Major in Philosophy, Politics and Economics

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

Required courses (36 credits)

1. Philosophy, Politics and Economics: PPE/PHIL 110 (Foundation credit: F2i, F8)
2. Economics
 - a. Introduction to Economics: ECON 100 (Foundation credit: F8)
 - b. Intermediate Microeconomics Economics: ECON 201 **or** Intermediate Macroeconomics: ECON 202
 - c. Classical and Marxian Economics: ECON 323 (Foundation credit: F2i, F3)
3. International Studies
 - Comparative Political Economy: INTS 310 **or** International Political Economy: INTS 311
4. Philosophy
 - a. Justice, Equality, and Liberty: PHIL 225 **or** Markets and Morals: PHIL 221
 - b. Modern Political Philosophy: PHIL 345
5. One research methods course: ECON 290 (Foundation credit: F6) **or** INTS 270 **or** PLAW 270
6. Senior Seminar: PPE 486

Elective Courses (12 credits), choosing from:

Economics:

201 or 202 (in addition to course taken in #2 above)
308: Industrial Organization
310: International Trade and Policy
312: Economic Development (Foundation credit: F9)
333: Health Economics
338: U.S. Economic History (Foundation credit: F3, F2i)
339: European Economic History (Foundation credit: F3, F2i)
343: Family Economics
407: Game Theory
Two-credit courses:
 311: International Financial Economics
 318: Economics of Crime and Corruption
 319: Economics of Income Inequality

International Studies:

310 or 311 (in addition to the course taken in #3 above)
263: Comparative Political Economy of East Asia
452: International Law

Philosophy:

216: Philosophy of Law
220: Philosophy of Race and Racism (Foundation credit: F8, F9)
221: Markets and Morals **or** 225: Justice, Equality, and Liberty (whichever was not chosen in #4a above)
222: Ethics (Foundation credit: F1)
228: Ethics in Action (two credits, F11 eligible with one semester of PHIL229)
229: Ethics Bowl Practicum (two credits, F11 eligible with two semesters)
230: Environmental Ethics
301: Philosophy, Power and Politics
322: Medical Ethics (Foundation credit: F1)
332: Animal Ethics (Foundation credit: F8)
347: Children and the State (Foundation credit: F8)
355: Feminist Philosophy

Politics and Law

205: Introduction to Public Policy Analysis
305: Public Policy Analysis
361: State and Local Government
380: Topics in American Politics and Policy (requires PPE approval)
390: Utopias/Dystopias in Theory and Practice

Research methods:

One course in addition to the course taken in #5 above:

ECON 290, INTS 270, PLAW 270

Philosophy, Politics, and Economics:

250: Topics in Philosophy, Politics, and Economics

350: Advanced Topics in Philosophy, Politics, and Economics

460: Internship

Printed from: <https://catalog.rhodes.edu/programs-study/philosophy-politics-and-economics/requirements-major-philosophy-politics-and>

Physics

All prospective physics majors should consult with a faculty member in the department as early as possible. Prospective physics majors should try to take Physics 111-112 and its associated laboratory in their first year, along with Mathematics 112 (if needed) and Mathematics 122 (Integral Calculus). Physics 101/102, 105, and 107 may not be used for credit towards a major or minor in physics, but they may be used for general degree credits.

Students planning to pursue graduate study in engineering are strongly encouraged to learn about the Pre-Engineering Certificate and Rhodes' Dual Degree Engineering Programs; please view the [Pre-Engineering advising site](#). Students planning to pursue either option for engineering should consult with the pre-engineering advisor (Dr. Ann Viano, Department of Physics) as early as possible after beginning coursework at Rhodes.

Printed from: <https://catalog.rhodes.edu/programs-study/physics>

Honors in Physics

1. Courses required: those listed for the B.S. degree with a major in Physics, plus Physics 495-496, Honors Tutorial. 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.

2. To be eligible for the Honors program a student must have a minimum cumulative grade point average and a major grade point average of 3.50 at the time of application for honors. The student must graduate with a cumulative grade point average and a major grade point average of 3.50 in order to receive the honors designation at commencement.
3. An original investigation in some area of physics is required, usually mentored by a physics faculty member. Honors research may be conducted outside of the department with department approval and the careful guidance of a Physics faculty member at Rhodes.
4. A thesis must be presented at the end of the project. An oral presentation of the final project is also expected. The Honors project and thesis must be approved by the student's Honors committee and the project must follow the department and college guidelines and schedule for Honors work.

Printed from: <https://catalog.rhodes.edu/programs-study/physics/honors-physics>

Physics: Faculty and Staff

Professors

Brent K. Hoffmeister. 1996. B.A., Wabash College; Ph.D., Washington University. (Ultrasonics, medical physics.)

Ann M. Viano. 1999. Chair. B.S., Santa Clara University; Ph.D., Washington University. (Materials science, solid-state physics, medical imaging, biophysics.)

Shubho Banerjee. 2002. M.S., Indian Institute of Technology, Kanpur; Ph.D., Carnegie Mellon University. (Electrostatics, thermodynamics, theoretical physics.)

David S. N. Rupke. 2010. B.S., Calvin College; Ph.D., University of Maryland. (Observational and extragalactic astronomy.)

Associate Professors

Gregory B. Vieira. 2019. B.S., University of Maryland; Ph.D., The Ohio State University. (Magnetic materials and devices.)

Instructional Support Specialist

Victor O. Obadina (Lanre). 2013. B.S., Fisk University; M.S., Alabama A&M University.

Engineering Technologist

Stewart White. 2022. B.S., California State University; A.A.S., Southwest Tennessee Community College; M.S., Christian Brothers University.

Administrative Assistant

Kate Collier. 2022. B.A., Concord University; M.P.A., University of Memphis; M.A., Christian Brothers University.

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

A total of fifty-one (51) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval), 113-114.
2. Physics 211, 213, and 250.
3. Physics 301, 305, 401, and 406.
4. Physics 486.
5. At least 4 additional Physics credits at the 200-level or above.
6. At least 4 additional Physics credits at the 300-level or above.
7. Mathematics 122 and 223.

Mathematics 112 (Differential Calculus) should be taken by those who have not had a differential calculus course in high school or elsewhere before taking Mathematics 122 (Integral Calculus). Mathematics 122 (Integral Calculus) is a prerequisite for Physics 211. Mathematics 223 (Multivariable Calculus) is a prerequisite for Physics 250. All math requirements for the major should be completed by the middle of the second year.

Students planning to pursue graduate study in physics are strongly encouraged to take as many upper-level elective physics courses as possible. Other recommended courses

include Mathematics 251 (Differential Equations), 261 (Linear Algebra), 311 (Probability Theory), 312 (Mathematical Statistics), 324 (Vector and Advanced Calculus), 370 (Complex Variables). Computer Science 141 (Programming Fundamentals) and 142 (Object-Oriented Programming) also are recommended.

Students planning to pursue graduate study in engineering are strongly encouraged to earn the Pre-Engineering Certificate. Students planning to pursue a dual degree program in engineering should consult with the faculty member who serves as the pre-engineering advisor as early as possible after beginning coursework at Rhodes. Visit the Pre-Engineering advising site for more information.

Physics majors are encouraged to consider study abroad opportunities, and should consult with their academic advisor about suitable options.

Printed from: <https://catalog.rhodes.edu/programs-study/physics/requirements-major-physics-leading-bs-degree>

Major Essay

When declaring a major in Physics, students must submit an essay to their academic advisor for approval. This essay should be 250 - 500 words and should include:

1. A statement of your goals in pursuing a physics major;
2. Areas of physics that represent your greatest interests (e.g., astrophysics);
3. A brief description of other academic concentrations you are planning (e.g., a minor in mathematics) and how those areas complement your interests in physics;
4. A description of your plans after graduation.

Printed from: <https://catalog.rhodes.edu/programs-study/physics/requirements-major-physics-leading-bs-degree/major-essay>

Requirements for a Minor in Physics

A total of twenty (20) credits as follows:

1. Physics 111-112 (or 109-110 with departmental approval) and Physics 113-114.

2. Physics 211.
3. At least one additional 4-credit Physics course at the 200-level or above.
4. Mathematics 122.

Mathematics 112 (Differential Calculus) should be taken by any student who has not had a course in differential calculus in high school or elsewhere. Mathematics 223 (Multivariable Calculus) is recommended, but not required, and is a prerequisite for many upper-level physics courses.

Note: The College requires that at least four of the courses in the minor be outside the requirements of the student's major or majors and any other minors. Students majoring in Chemistry or Mathematics who intend to minor in Physics should be especially mindful of this requirement.

Printed from: <https://catalog.rhodes.edu/programs-study/physics/requirements-minor-physics>

Requirements for a Pre-Engineering Certificate

Physics or Chemistry majors planning for graduate work and/or careers in engineering can earn a Pre-Engineering Certificate from Rhodes by completing the following listed courses.

For Physics majors interested in mechanical or electrical engineering:

1. Physics 111-112*
2. Mathematics 251, Computer Science 141, Chemistry 120/125L
3. Physics 220*
4. Physics 304 or 307*
5. One approved experiential component, such as: 4 credits of research*, summer research or engineering-related internship

For Physics majors interested in biomedical engineering:

1. Physics 111-112*

2. Mathematics 251, Computer Science 141, Chemistry 120/125L
3. Chemistry 211 or 240 (with instructor permission) or 2nd semester of general chemistry taken elsewhere
4. Biology 130/131L and 140,141L
5. One approved experiential component, such as: 4 credits of research*, summer research or engineering-related internship
6. Physics 220 is recommended but not required*

For Chemistry majors interested in chemical engineering:

1. Physics 111-112* and 220.
2. Physics 304 or 307.
3. Mathematics 223 and 251.
4. Computer Science 141.
5. One approved experiential component, such as: 4 credits of research*, summer research or an engineering-related internship.

*also fulfills major requirements

Printed from: <https://catalog.rhodes.edu/programs-study/physics/requirements-pre-engineering-certificate>

Politics and Law

Students in the Department of Politics and Law earn a Bachelor of Arts degree in Political Science. We prepare students to address fundamental questions regarding the constitutional, legal, institutional, demographic, and political structures in the United States. Our curriculum emphasizes skills in research design, research methods, public policy analysis, and legal analysis. We prioritize the use of primary source materials such

as government bills and proposals, public policy white papers, court opinions and briefs, popular news sources, polling and survey data, and academic literature. Our coursework focuses on building communication skills by emphasizing the importance of careful reading, precise research, clear writing, thoughtful discussions, and polished presentations.

We encourage our students to pursue opportunities to learn outside of the classroom by interning in offices and organizations related to public affairs, political advocacy, public policy, and law, at the local, state, and national levels.

Printed from: <https://catalog.rhodes.edu/programs-study/politics-and-law>

Requirements for a Political Science Major

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

1. PLAW 151: U.S. Politics.
2. PLAW 270: Research Methods.
3. PLAW 485: Senior Seminar.
4. One of the following courses: PHIL 216: Philosophy of Law, PHIL 225: Justice, Equality, and Liberty, PHIL 301: Philosophy, Politics, and Power, or PLAW 390: Utopias/Dystopias in Theory and Practice.
5. INTS 110: Introduction to International Relations or INTS 120: Introduction to Comparative Politics.
6. Twenty-four additional credits in Politics and Law, 8-credits of which must be at the 300- or 400-level.
7. Students may count up to 8-credits of experiential learning as a 200-level elective (including PLAW 262: Trial Procedures, PLAW 263: Mock Trial, PLAW 460/1: Public Affairs Internship, PLAW 265: Justice in the Courts (2-credits), PLAW 266: Just City and the Memphis Court System, Practicum (2-credits).
8. PLAW 151, 270, and 485 must be completed on campus.

The Department of Politics and Law also offers an interdisciplinary major in collaboration with the International Studies Department. Requirements for the International Studies/Political Science Major are listed under Interdisciplinary Study in the Course

Printed from: <https://catalog.rhodes.edu/programs-study/politics-and-law/requirements-political-science-major>

Requirements for a Political Science Minor

A total of five courses or twenty (20) credits as follows:

1. PLAW 151: U.S. Politics.
2. Two courses at the 200-level. Humanities 201 (Politics Track) may count for a 200 level course.
3. Two courses at the 300-level or above.

PLAW 262, 263, 265, 266, 460, and 461 do not count toward a Political Science minor.

Printed from: <https://catalog.rhodes.edu/programs-study/politics-and-law/requirements-political-science-minor>

Requirements for a Major in Political Science with Concentration in Politics and Law

The Department of Politics and Law offers students an opportunity to undertake an intensive study of the Constitution, law, and judicial branch of government, in the Politics and Law concentration. All students who decide to concentrate in Politics and Law must do a public affairs internship focused on jurisprudence.

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

1. PLAW 151: U. S. Politics.
2. PLAW 270: Research Methods.

3. PLAW 485: Senior Seminar.
4. One course in political thought and philosophy.
5. International Studies 110 or International Studies 120.
6. PLAW 460: Public Affairs Internship with a law concentration.
7. Five additional courses (20 credits) in Political and Law, two of which must be at the 300 level. Students may count up to two International Studies courses towards their major.

In satisfying the requirements above, the Politics and Law concentration requires students to take any two of the following courses: PLAW 216: Philosophy of Law; PLAW 262: Trial Procedure; PLAW 264: Rights of the Accused; PLAW 280: Judicial Politics; PLAW 283: Topics in Public Law; and PLAW 301: Civil Liberties. Students may petition the chair to count one non-Politics and Law course that focuses on the study of jurisprudence as a substitute for one of the aforementioned courses.

PLAW 263 does not count toward a Political Science major.

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Honors in Politics and Law

Honors work in the Politics and Law Department affords an opportunity for Political Science majors to investigate topics of their own choosing. Students who complete Honors expand and hone their research and writing skills, as well as their presentation and communication skills. Honors research is excellent preparation for students who intend to pursue graduate and professional school or begin their careers. Majors who pursue honors will devote a substantial portion of their last two semesters at Rhodes to their projects (honors work earns anywhere from eight to 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 Politics and Law courses. Honors guidelines are available from the chairperson of the department.

Printed from: <https://catalog.rhodes.edu/programs-study/politics-and-law/honors-politics-and-law>

Politics and Law: Faculty and Staff

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. Emeritus 1986. B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University (American Politics, Legal Studies, Education Policy, Black Political Thought)

Associate Professors

Erin A. Dolgoy. 2013. H.B.A., University of Toronto; M.A. and Ph.D., Michigan State University (Political Theory, American Political Thought, Science and Technology Studies, American Politics)

Assistant Professors

Anna S. Eldridge. 2012. Director of Mock Trial. B.A., Rhodes College; J.D., Duke University (Law, Internships, Pre-Law Advising)

Thomas Goodman. 2021. B.S., Northeastern University; M.A. and Ph.D., Boston College (American Politics, Congress, Campaigns and Elections)

Kyu Chul (Casey) Shin. 2021. B.A., Ursinus College; Ph.D., West Virginia University (American Politics, Race and Ethnic Studies, Public Policy)

Be Stone. 2023. B.A., Prescott College; M.A., and Ph.D., The City University of New York (American Politics, Public Policy, Qualitative-Interpretive Research Methods)

Staff

Hannah Guess. 2020. Departmental Assistant. B.A. and M.A., University of Memphis.

Printed from: <https://catalog.rhodes.edu/programs-study/politics-and-law/politics-and-law-faculty-and-staff>

Post-Baccalaureate Certificate in Health Equity

The certificate in Health Equity is designed to prepare students to become skilled and compassionate healthcare providers, public health professionals, and policy advocates who understand how social, clinical, and policy forces shape health status. Students work in community and clinical placements in order to connect academic concepts to lived experience and to gain practical skills in recognizing and mitigating the pathways that produce disparities.

Program participants will

- Understand how unjust social conditions cause illness and disease for stigmatized populations
- Be able to identify and intervene in their own practice and with colleagues when bias leads to unequal care
- Learn to practice equity-oriented, person-centered care that helps individuals seeking clinical services feel valued and welcomed
- Learn how policy affects health and how to be an effective advocate for better policies

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Requirements for the Post-Baccalaureate Certificate in Health Equity

A total of sixteen (16) credits as follows:

1. HLEQ 510 or HLEQ 410 Health Equity and Disparities
2. Two of the following: HLEQ 520 or HLEQ 420 Developing Cultural Humility, HLEQ 530 Health Humanities and Social Inequality, HLEQ 430 Narrative Medicine and Inequality, HLEQ 515 or HLEQ 415 Intercultural Communication for Health and Healthcare, HLEQ 525 Healthcare Ethics and Social Inequality
3. HLEQ 540 or HLEQ 440 Politics of Health and Healthcare Policy
4. The program chair may approve substitutions, including the following:
 1. HLEQ 445 Research Methods in Health Disparities
 2. HLEQ 435 Global Health Local Practice
 3. HLEQ 325 Healthcare Ethics and Social Inequality

4. HLEQ 210 Introduction to Health Equity
5. PHIL 322 Medical Ethics
6. PSYC 220 Psychology of Health
7. ANSO 347 Medical Sociology
8. AFS 350 Race Thinking and Health Disparities
9. URBN 340 Justice in the City
10. URBN 460 Internship
11. URBN 451 Research Practicum
12. URBN 452 Research Practicum

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Psychology

The Department of Psychology helps students develop an understanding of human behavior and experience a variety of theoretical perspectives. The faculty specialize in a wide variety of topics, including neuroscience, clinical/counseling, cognitive, social, developmental, and educational psychology.

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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 their faculty sponsor will be greater in Honors research than that in either a Tutorial or Directed Inquiry, the faculty of the Department of

Psychology have established rules for student admission into the Departmental Honors Program. Please contact the Department Chair for a copy of the Honors Research Guidelines. It is recommended that students interested in pursuing department honors enroll in Junior Seminar 399.

Printed from: <https://catalog.rhodes.edu/programs-study/psychology/honors-psychology>

Major Essay

When declaring a major in psychology, students must submit an essay in which they articulate their educational goals. The essay should be four paragraphs, with one paragraph dedicated to each of the questions below (question 3 has two parts.)

1. In your opinion, what are the defining characteristics of the discipline of Psychology?
2. How do the requirements for the Psychology major complement your program of liberal arts study and support your career or life goals?
3. As a Psychology major, how will you (a) build on your strengths and (b) address your weaknesses?

The entire essay should be between 250 and 1000 words and must accompany the Declaration of Major form when a student has the initial meeting with their major advisor. A student may choose to revise the essay after meeting with the advisor. Students will electronically submit the final, advisor approved, version of the essay as a Word document to the psychology departmental assistant so that it can be archived. The file name for the essay should be as follows: student's last name, student's first name, and graduation year.

Printed from: <https://catalog.rhodes.edu/programs-study/psychology/major-essay>

Psychology: Faculty and Staff

Professors

Natalie Person. 1994. B.A., University of Mississippi; Ph.D., University of Memphis. (Cognitive; learning technologies; educational psychology.)

Elizabeth Thomas. 2011. B.A., Georgetown University, Ph.D., University of Illinois at Urbana-Champaign. (Urban Studies; community psychology; psychology and the arts.)

Katherine White. 2009. B.A., Rhodes College; Ph.D., University of Florida. (Cognitive; language and memory; cognitive aging.)

Associate Professors

Jason Haberman. 2014. B.A., University of Miami; M.A. and Ph.D., University of California - Davis. (Neuroscience: visual psychophysics; object recognition, ensemble perception.)

Kiren Khan. 2017. A.B., University of Pennsylvania; Ph.D., The Pennsylvania State University. (Developmental Psychology; narrative development in young children.)

Rebecca Klatzkin. 2011. B.S., University of Richmond; Ph.D., University of North Carolina, Chapel Hill. (Behavioral neuroscience: stress; eating behavior; binge eating disorder.)

Geoffrey Maddox. 2013. B.A., University of Missouri; M.A., Ph.D., Washington University in St. Louis. (Cognitive: Aging and development.)

Matthew Weeks. 2001. B.A., Kentucky Wesleyan College; Ph.D., University of Memphis. (Social; social cognition; stereotyping.)

Assistant Professors

Amanda Hasselle. 2021. B.A., Trinity University; M.S., PhD., University of Memphis. (Clinical: Child and Family Studies)

Katherine (Kailey) Lawson. 2022. B.A., Pomona College; M.A., Ph.D., University of California - Davis (Social-Personality: nature, development, and assessment of personality traits)

Laura Shanahan. 2022. B.S., University of Wisconsin, Madison; Ph.D., Northwestern University. (Neuroscience: cognitive neuroscience, sleep, sensory systems).

Staff

Anjeanette Tiamiyu. Departmental Assistant.

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Requirements for a Major in Psychology

A total of 11 courses or forty-four (44) credits in the major as follows:

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Psychology 200 and 211 should be taken as early as possible. Ideally they should be completed by the spring semester of the sophomore year.
3. At least one course from each of the following five content domains (At least three of these courses must be core courses (bolded) from separate domains). * each course can only count in one content domain:
 1. Development Across the Lifespan: Psychology **229**, 230, 231.
 2. Cognition and Learning: Psychology 216*, 306, **327**, 345/345L.
 3. Biological Bases of Behavior: Psychology 216*, 317* or 318*, 344/344L; Neuroscience **270**.
 4. Sociocultural Bases of Behavior and Experience: Psychology 240, 280, **323**, **330**.
 5. Health and Well-Being: 218, **220**, **224**, 311, 317*, 318*, or 324.
4. One course should be a 300-level course from one of the content domains.
5. One advanced methods and statistics course from among Psychology 350 – 353 or content courses that include substantial integration of statistical analysis and work with datasets (i.e., 306, 338). This course should be taken junior year. **Before taking a particular advanced methods course, students should complete PSYC 200 and 211, as well as the core course that relates to it.**
6. One other elective course in psychology (only one 105 course may count) or one of the following: BUSN 467, EDUC 222, MUS 145, URBN 250.
7. Psychology 485 to be taken during the senior year.

Requirements for a Minor in Psychology

A total of 6 courses or twenty-four (24) credits as follows:

1. Psychology 150.
2. Psychology 200.
3. Four additional psychology courses (or Neuroscience 270) to be chosen in consultation with a departmental advisor and to be approved by the department chair. These will be selected to coordinate with the student's major and career aspirations, and will normally include at least one 300- or 400-level course. Only one 105 course may count.

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Religious Studies

The Department of Religious Studies promotes the academic study of religion by offering courses that explore the diverse aspects and experiences of global religious traditions. Particular emphasis is given to the origins and history of different religious traditions, as well as the continuing influence that different religions exert on contemporary cultures and societies. Religious Studies courses welcome students with any faith commitment (or none at all).

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Honors in Religious Studies

Honors research in Religious Studies is established by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the one-hour junior honors tutorial (Religious Studies 399), and the senior honors tutorials (Religious Studies 495-496), in which the student will be guided in the research and writing of an honors paper. Students are invited to contact the department chair for more details.

Printed from: <https://catalog.rhodes.edu/programs-study/religious-studies/honors->

Religious Studies: Faculty and Staff

Professors

Patrick Gray. 2002. The Albert Bruce Curry Professor of Religious Studies. B.A., Oglethorpe University; M.T.S., Ph.D., Emory University. (New Testament; history of biblical interpretation; Greco-Roman moral philosophy)

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 Spence L. Wilson Senior Research Fellow. B.A., M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament/Hebrew Bible; Hebrew language)

Associate Professors

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)

Sarah E. Rollens. 2015. Chair. The R. A. Webb Professor of Religious Studies. B.A., University of North Carolina at Wilmington; M.A., University of Alberta; Ph.D., University of Toronto (in collaboration with the Anne Tanenbaum Centre for Jewish Studies) (New Testament; Early Christianity; Method & Theory in Religious Studies; Historical Jesus)

Brooke Schedneck. 2017. The W. J. Millard Professor of Religious Studies. B.A., Boston University; M.T.S. Harvard University; Ph.D., Arizona State University. (Asian religions)

Assistant Professors

Shatavia L. Wynn. 2022. B.A., Claflin University; M.A., Yale University Divinity School; Ph.D., Vanderbilt University. (African American religion; Africana studies)

Part-Time Faculty

Herbert Berg. 2019. B.Math (Honors Computer Science), University of Waterloo; B.A., University of Waterloo; M.A., University of Toronto; Ph.D., University of Toronto. (Islamic Origins; Islam in America; Nation of Islam; International Studies)

Micah D. Greenstein. 2020. B.A., Cornell University; M.P.A., Harvard University; Rabbinic Ordination, M.A.H.L., D.D., Hebrew Union College-Jewish Institute of Religion. (Judaism)

Jonathan C. Lewis. 2021. B.A., University of Georgia; M.Div., Duke Divinity School; D.Min., Memphis Theological Seminary. (Religious studies; Speech communications; Pastoral care and counseling; Narrative medicine)

Staff

Meaghan Wolfe, Departmental Assistant.

Printed from: <https://catalog.rhodes.edu/programs-study/religious-studies/religious-studies-faculty-and-staff>

Requirements for a Major in Religious Studies

A total of thirty-six (36) credits as follows:

1. Religious Studies 255 and 256.
2. One of the following 200-level History of Religions courses: 251, 253 or 258.
3. One of the following 200-level Bible courses: 260, 270-277, 280-286.
4. One of the follow 200-level Theology and Ethics courses: 211, 220, 232, 233. (The Religion track of HUM 201 can count toward this requirement with approval from the department chair.)
5. Three 300-level courses. (Religious Studies 399, the Junior Honors Tutorial, does not count towards fulfilling this requirement.)

6. Religious Studies 485 (Religious Studies 256 and at least one 300-level course must be completed prior to taking Religious Studies 485.)

Note: some 200-level RELS courses can fall into more than one of the three categories (History of Religions; Bible; Theology and Ethics). Please contact the department chair if you have questions about whether a 200-level RELS course can count for a category other than what is designated in the catalog.

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the fourth requirement for the Religious Studies major. Students should meet with the department chair to discuss the details of the internship before enrolling in it.

Printed from: <https://catalog.rhodes.edu/programs-study/religious-studies/requirements-major-religious-studies>

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 (History of Religions; Bible; Theology and Ethics). Certain courses (e.g., Humanities 201 or AMS 250) can fulfill this requirement when cross-listed as Religious Studies courses.
3. One 300-level Religious Studies course in any area.

Note: some 200-level RELS courses can fall into more than one of the three categories (History of Religions; Bible; Theology and Ethics). Please contact the department chair if you have questions about whether a 200-level RELS course can count for a category other than what is designated in the catalog.

Note: The Health Equity Internships (Religious Studies 460) may count toward fulfilling the second requirement for the Religious Studies minor. Students should meet with the department chair to discuss the details of the internship before enrolling in it.

Printed from: <https://catalog.rhodes.edu/programs-study/religious-studies/requirements-minor-religious-studies>

Reserve Officer Training Programs

Rhodes, in cooperation with the University of Memphis and the Departments of the Army, Navy, and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Naval Science (Navy ROTC) at The University of Memphis. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credits are assigned. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

A Rhodes student may earn a maximum of sixteen credits in the ROTC programs and apply fourteen of these credits to the 128 credits needed for a Rhodes degree. 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. To be eligible to participate in the Consortium, students must enroll in at least twelve (12) hours per semester at Rhodes to be considered full time. Credits enrolled in during a given semester are included in the count of credits for a normal course load. (The credit shown below applies to the 16-credit provision.) Although a student takes the ROTC courses at The University of Memphis, that student is a full-time student at Rhodes, and any financial assistance provided by the military services is based on tuition and fees at Rhodes.

Aerospace Studies

The Aerospace Studies program is in two parts. The first-year/sophomore-level program, the General Military Course, is open to all students. The junior/senior level program, the Professional Officer Course, is available only to selected, eligible students who desire to earn commissions as officers in the United States Air Force while pursuing their academic studies at Rhodes. Participants in the POC program and those in the GMC on AFROTC scholarships receive a monthly subsistence allowance from the Air Force. Graduate students who qualify are also eligible for POC enrollment.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available on a competitive basis, to entering first-year students and to cadets participating in the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies at the University of Memphis. Students wishing to participate should contact the Unit Admissions Officer, AFROTC Detachment 785, Department of Aerospace Studies, University of Memphis, at 678-2681. Students may also access AFROTC Detachment

785's website at www.afrotc.memphis.edu and/or the AFROTC website at www.afrotc.com.

Military Science

The Military Science program provides a four year course of military instruction designed to provide qualified students with the attributes and competencies in the art of US Army leadership. The program is divided into two sections each consisting of a two year duration. The first, called the Basic Course, offers an introduction to the US Army, basic soldier skills, roles and responsibilities, officership, and military doctrine. The second, called the Advanced Course, expands upon the basic course and offers leadership experience, advanced military doctrine, and prepares the student for commissioning as a US Army Officer. Students may apply for the four year program, Basic Course, or Advanced Course.

Department faculty and staff are active duty Army personnel detailed by the Department of the Army and approved by the University of Memphis President. The Army officers are appointed by the University of Memphis as Professor or Assistant Professor of Military Science. Students interested in enrolling in any Military Science course should contact the Department of Military Science Recruiting Operations Officer at (901)678-2934.

Printed from: <https://catalog.rhodes.edu/programs-study/reserve-officer-training-programs>

Rhodes Study Abroad and Away Programs

About 65 percent of Rhodes students take advantage of learning opportunities off-campus and in other countries, most often during their sophomore and junior years. And while language and culture are common subjects of study, specialized programs abound and help students develop real-world skills in their discipline. In most cases, students pay tuition, room, and board as normal to Rhodes, including any federal and institutional aid they normally receive, which covers their tuition, room, and board while on the program.

How to Get Started

The [Buckman Center for Global Engagement](#) manages the off-campus and study abroad component for Rhodes College. To get started, explore the [Online Portal for Off-Campus Study](#), which houses all approved programs and where students apply to study off-campus.

Types of Programs

Rhodes Summer Programs - Every year, Rhodes faculty plan programs off-campus for Rhodes students. These are commonly referred to as Rhodes' "Maymasters." The Online Portal has a list of current programs. As these are Rhodes programs, credit earned is Rhodes credit. No institutional or federal aid is portable for summer programs. However, the Buckman Center has need-based scholarships available.

Rhodes Semester Programs - Rhodes, Sewanee, and Centre College jointly own/operate three semester-long off-campus study programs: the "New York City Internship Program" (NYC, USA), "Cape to Campus: South Africa" (Port Elizabeth, South Africa), and the "Global Environmental Challenges Program" (Cuenca, Ecuador). Rhodes' portable institutional and federal aid applies. On the NYC Internship and the Global Environmental Challenges programs, credit is awarded as Rhodes credit. On the Cape to Campus: South Africa program, the faculty leader's course is Rhodes credit, while the remaining credit is treated as transfer credit, as it comes from direct enrolling at the Nelson Mandela University in Port Elizabeth, the program's base of operations. Students from all three schools will enroll in these programs and the faculty leaders are drawn from each of the schools on a rotating basis.

ISEP and Bilateral Exchanges – Rhodes students have access to exchange programs worldwide. Our formal bilateral exchange agreements [can be found on this site](#). Students pay tuition (in some cases, room and board) to Rhodes and receive tuition (in some cases, room and board) on the program. Rhodes' portable institutional aid and federal/state aid applies. Exchanges can occur in any discipline and can range in length from one semester to one academic year. Exchange students are directly enrolled at the host institution and pursue courses with host country students. Credit earned on exchange programs is treated as transfer credit. The number of students who can participate on exchange programs 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 world. Students pay tuition, room, and board to Rhodes and receive tuition, room and board on the program. Rhodes' portable institutional aid and federal/state aid applies. Exchanges can occur in any discipline and can range in length from one semester to one academic year. Exchange students are directly enrolled at the host institution and pursue courses with host country students. Credit earned on exchange programs is treated as transfer credit. The number of students who can participate on exchange programs is limited.

Affiliated Programs - In addition to Rhodes Programs and Exchange Programs, Rhodes has semester- and year-long Affiliated Program partnerships with numerous other colleges, universities and international organizations. Students pay tuition (in some case, room and board) to Rhodes and receive tuition (in some cases, room and board) on the

program. Rhodes' portable institutional aid and federal/state aid applies. Credit earned on Affiliated Programs is treated as transfer credit.

In the case of an Affiliated Summer Program, students pay the program out of pocket; no institutional or federal aid is portable for summer programs. However, the Buckman Center has need-based scholarships available.

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs>

Cape to Campus: South Africa

Studying at the remarkable Nelson Mandela University in Gqeberha (Port Elizabeth) provides students with a life-changing opportunity to live and study in a vibrant, historic city where coursework, university life, excursions, and even internships or service learning immerse them in the culture of South Africa. This program takes up to 20 students from three partner schools (Rhodes, Centre, and Sewanee) on an unforgettable and transformative journey to the eastern coast of Africa's southern-most country, led by a member of the faculty from Rhodes, Centre, or Sewanee. Students will enroll in the Faculty Leader's course and up to four additional courses taught at Nelson Mandela University by NMU faculty. Programmatic excursions to Robben Island, Addo Game Reserve, and Cape Town are included. Students may also opt into voluntary service learning or internships.

Students live in contemporary residence halls within walking distance to NMU, giving them the opportunity to connect with university students from around the globe. Rooms include private bedrooms, private en-suite bathrooms, and shared common spaces, including a full kitchen. The city of Gqeberha (Port Elizabeth) is small enough to feel like home, but large enough to offer all the metropolitan life and experiences typically requested by study abroad students. This coastal city boasts amazing beaches, world-class museums and attractions, and unforgettable nature walks and wildlife destinations. The people of Gqeberha are warm and friendly, leading to the Gqeberha's nickname, "Friendly City."

Courses:

Students enroll in the Faculty Leader's course, which is Rhodes credit; grades earned are factored into the GPA. The rest of the courses are taught by NMU faculty by directly enrolling as visiting international students at NMU (a process organized and overseen by the staff at the Buckman Center at Rhodes College). These courses are transfer credit; grades earned are not factored into the GPA. NMU has a wide selection of courses and

disciplines to support students from any major area of study. Students wishing to earn F11 on this program may do so by successfully completing the program and two program assessments (one before and one after the semester abroad). Students may also opt into voluntary service learning or internships.

Student applications are on the [Buckman Center's website](#).

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/cape-campus-south-africa>

Global Environmental Challenges

Students spend their semester in the highlands of Ecuador, learning about local and global environmental challenges while immersing themselves in the Spanish language. The Global Environmental Challenges program explores various environmental issues of today and tomorrow through an integrated lens of science and humanities. The first 12 weeks of the program take place in the highlands of Cuenca, Ecuador, a UNESCO World Heritage site. Students live in a homestay with an Ecuadorian family, being fully immersed in a Spanish speaking community. No previous Spanish language experience is necessary - students will be placed in one Spanish class at the appropriate level. An additional three courses (taught in English) complete the semester, centering around the local and global environmental challenges facing this region and how local people are meeting them.

After the initial 12 weeks of the program, students synthesize what they've learned in a final three-week module at two remote, world-class ecological research stations: one week at the Tiputini Biodiversity Station in the Amazon River basin and two weeks at the Galapagos Science Center on San Cristóbal Island in the Galápagos Islands. During this intense module, students will gain hand-on experience in data collection and learn about the specific challenges facing this region of the world.

For the entirety of the program, students have the opportunity of a lifetime to engage in field trips to local communities and organizations to learn more about the environmental issues brought up in class. They will be able to engage with a plethora of environmental issues and reflect on the differences between their own linguistic and cultural backgrounds and those found in their host communities.

Students from three schools, Rhodes, Centre, and Sewanee, will take part in this unique liberal arts collaboration examining these timely and important questions. The Program Leader for each fall will be a faculty member from one of these schools.

This is a Rhodes program and all courses are Rhodes courses. The grades will appear on the student's transcript as grades earned and will be factored into the Rhodes GPA. Students wishing to earn F11 on this program may do so by successfully completing the program and two program assessments (one before and one after the semester abroad). Student applications are on the [Buckman Center's website](#).

Courses:

Tropical Biology: ENVS 108, 4 credits. This course surveys the diversity of tropical ecosystems and examines the ecological and evolutionary processes that shape them. Through lectures, readings, discussions, and guest speakers, the course examines foundational theories and major themes in tropical biology, including species diversity, adaptations and coevolution, community structure, biogeography, and conservation challenges. The course uses Ecuador as a model to illustrate general principles and contemporary issues in tropical ecology and conservation. By the end of this course, you'll be able to A: Identify major tropical ecosystems, describe their climatic and biological characteristics, and explain the fundamental reasons tropical systems differ from temperate ones. B: Understand the ecological and evolutionary mechanisms that shape patterns of species diversity and explain why there are so many species in the tropics. C: Critically examine the assumptions and empirical evidence supporting or rejecting hypotheses that have guided our understanding of tropical ecosystems. D: Understand the major threats to tropical ecosystems and how ecological principles can inform conservation efforts.

Linking the Local to the Global: ENVS 207, 4 credits. This course examines local environmental challenges in Cuenca, Ecuador and nearby locations. Examples of potential topics include, but are not limited to: gold mining and its effects on water quality, eco-agricultural sustainable food production, corn sovereignty (small production vs. large agro-industrial production), and invasive species of flora and fauna (e.g. introduction of trout in Cajas). Experiential learning will be a significant element of the course and students will regularly visit local communities, NGOs, museums, governmental offices, etc. so that students can learn from those who are most affected by these issues. Additionally, students will observe local community members' engagement in political activism, artistic expression, and cultural practices that illustrate their experiences with the environment and their efforts to pursue alternative ways of interfacing with the natural world. While each of the environmental challenges mentioned above is present in and around Cuenca, the course explicitly explores links to the broader global context. For example, gold mining has a negative impact on the environment in this region; however, mining has similar effects on various communities around the world, from coal mining in the southeastern United States to cobalt mining in central Africa. The course includes discussions around questions such as: How does the practice affect the environment

(land, water, air)? What are the reasons for these environmentally damaging practices? How are these practices affecting local and global communities? How are the affected communities employing artistic expression to illustrate their experiences? What alternatives have been suggested or implemented? What are the obstacles to achieving solutions?

Environment, Conservation and Policy Issues: ENVS 107, 4 credits. In this course, students will be introduced to the most influential factors shaping the ecosystems and their conservation looking at the global, regional and local factors that determine the climates and the contrasting ecosystems that can be found in Ecuador. The course includes several field visits to the lowlands of the Ecuadorian Amazon (Tiputini Biodiversity Station) and the Galápagos Islands, allowing students to experience first-hand current topics of conservation and policy issues, while discussing the main environmental challenges associated with the conservation of natural ecosystems in tropical developing countries. Additionally, this course reviews the environmental issues facing contemporary Ecuador in the context of a transforming global reality. We look at specific environmental issues that are of concern for Ecuador and the region including: the oil industry and indigenous communities in the Amazon Basin, aquaculture and shrimp farming, introduced species, large scale ranching and deforestation, fisheries, and the management of fragile marine ecosystems such as the Galapagos. We investigate possible solutions that consider political and ecological pressures, perspectives of indigenous populations, environmentalists, the governments, NGOs, as well as international investors and multinational companies. It all revolves around this little but diverse country.

Spanish Language Course: (Spanish language, 4 credits). Students will take one Spanish language course at Cuenca's Sampere Institute, ranging from Introductory Spanish 101 through Advanced Spanish 425. Specialized courses at the intermediate and advanced levels include "Cultura y civilización latinoamericana," "Panorámica de la literatura latinoamericana," and "Español para los negocios." F10 is granted for successful completion of Español 201, B1:1. There are no Spanish prerequisites for this program. All students are placed into a Spanish language course at their level. "Prerequisite" is understood as the Rhodes course listed, the equivalent, or permission of the Rhodes Director of Spanish.

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/global-environmental-challenges>

London: A Discovery of Voices

In "London: A Discovery of Voices," students spend their semester in the heart of London, England, a cultural capital and a historic global city. Living and studying at the University of London Goldsmiths gives students an opportunity like no other to become citizens of our much broader world. This program is led by a Rhodes College professor who is on the program full-time with the students.

From Roman roots to modern innovation, London's vibrant tapestry offers an unparalleled setting for students of any major to explore the interconnectedness of history, politics, and culture. Through 16 credits of Rhodes College coursework, students gain firsthand insight into UK life, industry, and society. One of the four courses is taught by the Rhodes faculty leader, the rest being supplied by London-based professors, in a set curriculum that is customized each year to meet the academic needs of Rhodes students across the College's academic disciplines.

Taking their coursework into the living streets of London, students engage with their lessons through weekly guided excursions to cultural and historical sites. Combined, this carefully-built curriculum provides a conceptual lexicon for connections between the liberal arts classroom and the public, exposing Rhodes students to rich cultural heritage, diverse communities, and unique experiences. These classes and experiences have a common objective: exploring the ways in which history, politics, and culture – all of our different voices – have shaped London today, from its streets and bridges to its institutions and people. Taking part in London: A Discovery of Voices allows Rhodes students to add their own voices to their local community in South London.

Housing is conveniently located in a secure university residence hall in central London, equipped with kitchen facilities and round-the-clock security. Meal/grocery stipends are included. Students have access to on-the-ground support and adjustment from an experienced Rhodes faculty member, including transportation from Heathrow Airport to the residence halls on the first day in London and orientation activities during the first weekend.

Courses:

This is a Rhodes program and all courses are Rhodes credit. The grades will appear on the student's transcript as grades earned and will be factored into the Rhodes GPA. Students wishing to earn F11 on this program may do so by successfully completing the program and two program assessments (one before and one after the semester abroad). Student applications are on the [Buckman Center's website](https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/london-discovery-voices).

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/london-discovery-voices>

New York City Internship Program

The New York City Internship Program takes place in the fall semester in NYC and is composed of one 8-hour internship and two 4-credit classes, for a total of 16 academic credits.

Students will challenge themselves through an intensive internship and study experience in the vibrant and culturally and linguistically heterogeneous environment of New York City. They will gain meaningful, real-world work experience in New York City, learning experientially in several domains: career readiness and marketability, training in cross-cultural adaptation to one of the largest and busiest cities in the US, and academically through the two 4-credit courses offered on this program. One benefit from the urban setting of New York City is its proximity to museums, libraries, theatres, galleries, nongovernmental organizations, international organizations, and global industries, such as finance.

This pre-professional program leverages our strong alumni community and internship opportunities in NYC with two academic courses on the history of the people of New York and the theatre industry on and off Broadway. This is a collaborative program between Centre, Sewanee, and Rhodes: each school will send students to participate. Student applications are on the [Buckman Center's website](#).

Courses:

New York and Its Peoples, Past and Present: HIST 239, 4 credits, F3. This course explores New York City by studying the migrants and immigrants who have settled there since its founding. It explores how migrants and immigrants change New York, how the city changes them, and the significance of ethnic diversity in the city's politics and culture. We will read scholarly writings, examine films and music as primary sources, take field trips to immigrant neighborhoods, and visit museums devoted to migration and immigration. At every opportunity, we will venture outside our classroom to learn about the city through direct observation. New York City is a place of constant change, but its defining traits have been present since its earliest times: a dynamic economy that generates both wealth and poverty; ethnic diversity and ethnically defined neighborhoods; religious pluralism; turf-based politics that features ethnic mobilizations and coalitions; and a hybrid popular culture. All of these can be traced to the long history of migration and immigration in New York City. In this course, you will learn in and from New York City. You will explore the past and present of the city in light of its migrants (primarily African American and Puerto Rican U.S. citizens) and immigrants from Europe, Latin America, the Caribbean, and Asia. We'll study how migrants and immigrants change New York City, how New York City changes them, and the enduring significance of ethnic diversity

in the city's politics and culture.

New York Theater Experience: The Building of a Culture and a Career: INTD 265, 4 credits, F5. The class will highlight the personal, cultural, and professional value of theater through attending eight live performances at a variety of venues: including Broadway, the center of the global commercial theater world, New York's Public Theater, the non-profit home where many great artists and new plays have been developed and nurtured, as well as others. The class will also offer weekly discussions highlighting the history/mission of each institution and discussing different professional disciplines within the field. The lectures will be supported by reading of current articles written on key issues within the industry, and post show discussions with artist involved in the various productions.

Academic Internship: 8 credits. Based on students' academic disciplines and with approval from Rhodes' Career Services.

Students wishing to earn F11 on this program may do so by successfully completing the program and two program assessments (one before and one after the program).

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/new-york-city-internship-program>

Summer Programs "Maymesters"

Rhodes Summer Programs, commonly referred to as "Maymesters", take place over the summer in May, June, July, or August. Programs may begin as early as the day after Commencement and end before Opening Convocation. Most Maymesters are about four weeks long, though they may take place over as few as two weeks or as many as six weeks. Most Maymesters are international, though several are domestic.

In consultation with the Director of the Buckman Center for Global Engagement, faculty members propose, design, and lead their own Maymesters. It's normal for program development to take about 11 months.

Course Content: Generally, each Maymester's coursework takes place within the academic discipline of the faculty leader. For course titles, descriptions, credits, and Foundations credit, see the [Buckman Center's website](#) for current Maymester programs.

Rhodes typically offers 10-12 Maymesters each summer, based on faculty interest and availability. Some programs operate every year; others alternate years or are only offered every several years. New programs are always being developed, thanks to the Buckman

International Curricular Development Grants, which provide funds for faculty to travel/research for the development of new Maymesters.

The following is a list of Maymesters offered in the last several years, with an * next to ones operating Summer 2024:

- Ancient Greek Mythology
- Art and Art History: Archaeological Fieldwork in Greece
- Arts and Language Across Spain*
- Buddhism in Thai Society*
- Caesarea City and Port Exploration Project
- Chinese and Political Science
- Classical Music Appreciation in Vienna
- Environmental Archaeology at Ames* (domestic)
- Environmental Field Study in Namibia*
- French Immersion Maymester in Togo*
- Health and Mental Health Disparities in an International Context, The Case of Thailand*
- Healthy Cities: The Political Economy of Urban Policymaking
- Holocaust Travel Seminar
- Intensive Language - German
- Intensive Language - Russian
- International Business Cases and Religion in the Low Country*
- International Studies and Chinese in Taiwan*
- Rhodes in Rennes: French National and Regional Identity and Culture
- Search Abroad in Latin America
- South Africa Maymester: Business and Psychology
- Spanish Immersion in Ecuador*
- Summer School in London*
- Summer Study in Europe
- The Science of Climate Change in Belize*
- The Urban World of the First Christians
- Transformational Ideas in Computing in the UK*

Printed from: <https://catalog.rhodes.edu/programs-study/rhodes-study-abroad-and-away-programs/summer-programs-maymesters>

Urban Studies

The Urban Studies Program houses two majors — Urban Studies and Health Equity —

that enable students to explore and understand urban experiences in their richness and complexity and to appreciate how urban social contexts shape human health. The program provides an interdisciplinary learning experience grounded in the liberal arts and connected to concerns of the region and the world. Through integrative teaching and research, students develop and apply the skills needed to analyze the dynamic processes and structures of urban life and health as well as the ways that cities contribute to global change. Students engage fully with Memphis and the diversity of the mid-south region, as they learn to situate them within a global context. The major combines coursework with urban field experiences, including internships, fellowships, and research with community partners.

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies>

International Study

Many Urban Studies students spend a semester abroad. We see comparative perspectives as critical to examining cities and urban life. Speak with a faculty advisor to determine a program that fits your interests. Also, speak with the program chair before beginning the program to discuss courses and transfer credits. There are some programs that are designed specifically for Urban Studies students such as IHP "Cities in the 21st Century" and DIS "Urban Studies in Europe." Rhodes also offers Maymester courses appropriate for Urban Studies students, including the course in London and Glasgow, "Healthy Cities."

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies/international-study>

Requirements for a Major in Health Equity

Requirements for a Major in Health Equity

A total of forty four (44) credits as follows:

1. Urban Studies 201: Introduction to Urban Studies
2. A Policy course chosen from the following:
 1. Politics and Law 206: Urban Politics and Policy
 2. Politics and Law 320: Health Care Policy
 3. Health Equity 440: Politics of Health and Health Care Policy

3. Two Health Equity courses chosen from the following
 1. Religious Studies 231: Faith, Health, and Justice
 2. Health Equity 210: Introduction to Health Equity and Health Disparities or Health Equity 410: Health Equity and Health Disparities
 3. Africana Studies 350: Race Thinking and Health Disparities
 4. Anthropology/Sociology 347: Medical Sociology
 5. Anthropology/Sociology 265: Anthropology of Health
 6. Health Equity 420: Developing Cultural Humility
 7. Health Equity 435: Global Health, Local Practice
 8. Urban Studies 235: Principles of Public Health
4. A methods course chosen from the following
 1. Health Equity 445, Research Methods in Health Disparities
 2. ENVS/URBN 225, Geographic Information Systems
 3. Social Statistics (URBN 220)
 4. Statistical Methods (PSYC 211)
 5. Statistical Analysis for Economics and Business (ECON 290)
 6. Applied Statistics for the Liberal Arts (MATH 111)
 7. Qualitative Methods in the Social Sciences (EDUC 395)
5. A course designated as having a community engagement component. This course may not be fulfilled by the Introduction to Urban Studies (URBN 201) course. This course may also count as an elective or requirement for the major. Courses that fulfill this requirement include the following. Other courses may fulfill this requirement, and will require permission of the Chair of Urban Studies.
 1. Nonprofits in the City: Health, Community, and the Voluntary Spirit (URBN 340)
 2. Community Psychology (PSYC 330)
 3. Intro to Urban Planning and Design (URBN 310)
 4. Community Development & Action (URBN 350)
6. Urban Studies 385: Senior Research Design
7. Urban Studies 485: Senior Seminar
8. An Additional 16 credit hours selected from a list of approved electives or other courses

selected in consultation with a faculty advisor and approved by the program chair.

****Two** electives (8 credits) must be taken at the 300 or 400 level. Courses taken to complete required courses for the major (items 1-8 above) may not be used to fulfill this requirement.

****No** more than two 100-level courses may be used as major requirements or electives.

The Health Equity courses listed below are regularly offered. Other electives may be added during the academic year, including topics courses. During registration check Banner Web or the Urban Studies Program office for a complete list of approved electives. In consultation with a faculty advisor, students may select other courses as electives provided the courses (1) are relevant to the social construction of health and (2) are approved by the Chair of Urban Studies.

- Race Thinking and Health Disparities (Africana Studies 350)
- Anthropology of Health (Anthropology/Sociology 265)
- Race and Ethnicity in American Society (Anthropology/Sociology 331)
- Medical Sociology (Anthropology/Sociology 347)
- Environmental Science (Biology 120)
- Genetics (Biology 304 with lab OR Biology 303 without lab)
- Molecular Biology (Biology 325)
- Virology/Immunology (Biology 330)
- Foundations of Education (Education 201)
- Race, Class, Gender, and Sexuality in Education (Education 320)
- Introduction to Health Equity and Health Disparities (Health Equity 210)
- Health Equity and Disparities (Health Equity 410)
- Intercultural Communication for Healthcare (HLEQ 415)
- Developing Cultural Humility (Health Equity 420)
- Narrative Medicine and Inequality (Health Equity 430)
- Politics of Health and Health Care Policy (Health Equity 440)
- Global Health and Local Practice (Health Equity 435)
- Research Methods in Health Disparities (Health Equity 445)
- African American History (History 242)
- The Civil Rights Movement (History 243)
- History of Poverty in the United States (History 249)
- Urban History (History 205)
- Geographic Information Systems (Interdepartmental 225)
- Music and Healing (Music 105)
- Medical Ethics (Philosophy 303)
- Health Care Policy (Politics and Law 320)
- Psychology of Health (Psychology 220)

- Community Psychology (Psychology 330)
- Infant and Child Development (Psychology 229)
- Community and Program Evaluation (Psychology 350)
- Statistical Methods (Psychology 211)
- Faith, Health, and Justice (Religious Studies 231)
- Pain, Suffering, and Death (Religious Studies 233)
- Health Equity Internship (Religious Studies 460)
- Social Statistics (Urban Studies 220)
- Intercultural Knowledge and Competence (Urban Studies 250)
- Music and Community in Memphis (Urban Studies 262 or 382)
- Topics in Urban Studies (Urban Studies 265 or 365)
- Black Communities and Law Enforcement (Urban Studies 270)
- Intro to Urban Planning and Design (URBN 310)
- Globalization and Cities (URBN 320)
- Nonprofits in the City (Urban Studies 340)
- Urban Political Economy (Urban Studies 345)
- Community Development and Action (URBN 350)
- Internship (Urban Studies 460)

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies/requirements-major-health-equity>

Requirements for a Major in Urban Studies

Requirements for a Major in Urban Studies

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

1. Urban Studies 201: Introduction to Urban Studies
2. Politics and Law 206: Urban Politics and Policy
3. One 4 credit course that addresses Race and Ethnicity in the United States
 1. Malcolm/Martin/Baldwin/America (Africana Studies 220)
 2. Africana Theory (Africana Studies 305)
 3. Race Thinking and Health Disparities (Africana Studies 350)
 4. Indigenous People of North America (Anthropology/Sociology 221)

5. Race and Ethnicity in American Society (Anthropology/Sociology 331)
 6. Survey in African American Literature (English 224)
 7. Study in African American Literature (English 264)
 8. African American History (History 242)
 9. The Civil Rights Movement (History 243)
 10. African American Music (Music 118)
 11. Philosophy of Race and Racism (Philosophy 220)
 12. Faith, Health, and Justice (Religious Studies 231)
 13. Black Theology (Religious Studies topics course)
 14. Intercultural Knowledge and Competence (Urban Studies 250)
(other courses may fulfill this requirement, and will require permission of the Chair of Urban Studies)
4. One methods course from the following list by the end of the junior year:
1. GIS (ENVS/URBN 225)
 2. Social Statistics (URBN 220)
 3. Statistical Methods (PSYC 211)
 4. Statistical Analysis for Economics and Business (ECON 290)
 5. Applied Statistics for the Liberal Arts (MATH 111)
 6. Qualitative Methods in the Social Sciences (EDUC 395)
5. One 4 credit course that has a community-engagement component from the following list:
1. Nonprofits in the City: Health, Community, and the Voluntary Spirit (URBN 340)
 2. Community Psychology (PSYC 330)
 3. Intro to Urban Planning and Design (URBN 310)
 4. Community Development & Action (URBN 350)
 5. (other courses may fulfill this requirement, and will require permission of the Chair of Urban

Studies)

6. Urban Studies 385: Senior Research Design
7. Urban Studies 485: Senior Capstone Seminar
8. An additional 16 credit hours selected from a list of approved electives or other courses selected in consultation with a faculty advisor and approved by the program chair. These courses should support student interests and future goals.

* One elective must have a global or comparative perspective.

* Only one elective may be taken at the 100 level.

*Two electives (8 credits) must be taken at the 300 or 400 level. Courses taken to complete required courses for the major (items 1-7 above) may not be used to fulfill this requirement.

Urban Studies Electives that are regularly offered are listed below. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. In consultation with a faculty advisor, students may select other courses as electives provided the courses (1) are relevant to urban institutions or issues and (2) are approved by the Chair of Urban Studies.

Urban Studies Electives:

- Africana Theory (Africana Studies 305)
- Race Thinking and Health Disparities (Africana Studies 350)
- Art and Life in Pompeii (Art History 353)
- Race and Ethnicity in American Society (Anthropology/Sociology 331)
- Sociology of Education (Anthropology/Sociology 341)
- Environmental Science (Biology 120)
- Management of Organizations (Business 361)
- Foundations of Education (Education 201)
- Urban Education (Education 220)
- Race, Class, Gender, and Sexuality in Education (Education 320)
- Environment and Society (Environmental Studies and Sciences 150)
- African American History (History 242)
- The Civil Rights Movement (History 243)
- Politics of Migration (International Studies 340)
- Public Policy Analysis (Politics and Law Science 305)
- Community Psychology (Psychology 250)

- Urban Geography (Urban Studies 230)
- Intercultural Knowledge and Competence (Urban Studies 250)
- Music and Community in Memphis (Urban Studies 262)
- Topics in Urban Studies (Urban Studies 265)
- Black Communities and Law Enforcement (URBN 270)
- Intro to Urban Planning and Design (URBN 310)
- Globalization and Cities (Urban Studies 320)
- Asian Urbanization through Cinema (Urban Studies 330)
- Justice and the City: Nonprofits, Community and Social Change (Urban Studies 340)
- Urban Political Economy (Urban Studies 345)
- Community Development & Action (Urban Studies 350)
- Advanced Seminar in Urban Studies (Urban 365)
- Music and Community in Memphis (Urban Studies 382)
- Internship (Urban Studies 460)

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies/requirements-major-urban-studies>

Requirements for a Minor in Health Equity

A total of 24 credits as follows:

1. Introduction to Urban Studies (URBN 201)
2. Two courses from the list under requirement #3 for the Health Equity Major
3. Three electives chosen from the list of electives in the Health Equity Major. At least one course has to be designated as community engaged. At least one course must be at 300 or 400 level

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies/requirements-minor-health-equity>

Requirements for a Minor in Urban Studies

A total of 24 credits as follows:

1. Introduction to Urban Studies (Urban Studies 201)

2. One 4 credit course that has a community-engagement component from the following list:
 1. Justice in the City: Nonprofits, Community and Social Change (URBN 340)
 2. Community Psychology (PSYC 330)
 3. Community Development & Action (URBN 350)
 4. Into to Urban Planning and Design (URBN 310)
 5. (other courses may fulfill this requirement, and will require permission of the Chair of Urban Studies)
3. Four courses selected from the Urban Studies Curriculum (including Urban Studies major requirements and electives.) Courses in the Urban Studies Major and Urban Studies Electives that are regularly offered are listed under the major. Urban Studies elective courses may be added during the school year, including topics courses as appropriate. During registration, check Banner Web or the Urban Studies Program office for a complete list of Urban Studies electives. Other courses may be used to fulfill the minor requirement provided the courses: 1) contain an urban institutional or urban issues focus, and 2) are approved for minor credit by the Chair of Urban Studies.

** Four of the courses in the minor must come from fields outside of one's major.

** One course in the minor must be taken at the 300 or 400 level.

Printed from: <https://catalog.rhodes.edu/programs-study/urban-studies/requirements-minor-urban-studies>

Urban Studies Faculty

Faculty

- Austin Harrison
- Peter Hossler
- Kendra Hotz
- Charles Hughes
- Duane T. Loynes Sr.
- Elizabeth Thomas
- Shaolu Yu



The Educational Program

Printed from: <https://catalog.rhodes.edu/educational-program>

Academic Partnerships

There are some students who desire the benefit of an undergraduate education in the liberal arts and sciences prior to pursuing a more technical or specialized degree and career. Such students are able to take advantage of several dual degree or second degree programs arranged between Rhodes and other universities.

For those students who are interested in pursuing studies in engineering, Rhodes offers three Dual Degree Programs. Dual Bachelor's degree programs are offered in cooperation with Washington University in St. Louis and Christian Brothers University (Memphis). Masters programs in Electrical Engineering and Biomedical Engineering are offered in cooperation with the University of Memphis. There is also a BS/BS/MS program available through Washington University. Students outside the science disciplines are also encouraged to combine those studies with engineering. The coordinator of these programs at Rhodes is Dr. Ann Viano (Department of Physics), and students interested in pursuing a dual degree engineering program should meet with the coordinator as early as possible in their college careers.

In addition to dual degree programs, Rhodes also provides opportunities for students to plan for post baccalaureate study within the medical sciences. These opportunities, through The University of Tennessee Health Science Center and Vanderbilt University, are coordinated by Ms. Jessica Kelso.

Dual Degree Engineering Programs

Bachelor or Master of Science in Engineering at Washington University in St. Louis

Students can spend three or four years at Rhodes, and then, after acceptance to the McKelvey School of Engineering at Washington University, complete two or three years of engineering study. In the dual bachelor's degree program, the student receives two degrees, a BS (or BA) from Rhodes and a BS from Washington University after completing a 3-2 or 4-2 plan (three or four years at Rhodes followed by two years at Washington University). The student who pursues a Rhodes major in the Humanities, Social Sciences, or Fine Arts will generally complete the Rhodes portion in four years, applying elective hours to the Dual Degree core requirements. Students can also opt for a 3-3 plan that results in a BS from Rhodes and both a BS and MS from Washington University. Financial aid does not transfer from Rhodes to Washington University for any of the programs described above, but the student can apply for aid from Washington University. More information about the dual degree options with Washington University can be found here: <https://engineering.wustl.edu/academics/dual-degree-program/index.html>

To satisfy the Rhodes graduation requirements and the entrance requirements to Washington University, all students must do the following:

1. Satisfy all Rhodes Foundations requirements as described earlier in this section of the catalog.
2. Take the following core courses required for admission into the McKelvey School of Engineering at Washington University: Mathematics 112 (if necessary), 122, 223, 251; Chemistry 120, 125; Physics 111, 113, 112, 114; Computer Science 141.
 - For biomedical engineering add the following core courses: Biology 130, 131, 140, 141; a 2nd semester of general chemistry with lab.
 - For chemical engineering add the following core courses: Biology 130, 131; a 2nd semester of general chemistry with lab.
3. Complete the modified major requirements at Rhodes (if the chosen major is one listed below). If the Rhodes major is not one listed below, all major requirements listed in the Rhodes catalog for the chosen major must be fulfilled, including senior seminar.
 - Chemistry Major/Chemical Engineering: Chemistry 211, 212, 240, 311, 312.
 - Physics Major/Biomedical Engineering: Physics 211, 250, 305, 304 or 307; Biology 140, 141.
 - Physics Major/Electrical Engineering: Physics 211, 250, 301, 304; 4 additional credits of physics electives.

- Physics Major/Mechanical Engineering: Physics 211, 250, 304, 305; 4 additional credits of physics electives.
 - Computer Science Major/Computer Engineering: Computer Science 142, 241; Computer Science 172 or Math 201; Computer Science 350 or 355; one Computer Science Applications Elective (320, 325, 342, 345, 360, 370, 372, or 375).
 - Mathematics Major/System Science and Mathematics: Mathematics 201, 261, 311, 370, 465.
4. Maintain a GPA (math/science and overall) of 3.25 at Rhodes for acceptance into the BS/BS program or 3.50 for the BS/MS program at the Washington University.

Bachelor of Science in Engineering at Christian Brothers University

This dual degree program is a 3-2 year plan of study that results in a Bachelor of Science from Rhodes and Bachelor of Science in engineering from Christian Brothers University at the completion of five years of study. The student spends three years at Rhodes and completes all foundation requirements and the modified major requirements listed below for a major in physics, chemistry, or biochemistry/molecular biology, depending on the course of engineering to be pursued. The student may also take select courses at Christian Brothers University during this time. The student applies to the engineering program at Christian Brothers University during the third year and becomes a full-time CBU student for two additional years. Financial aid does not transfer from Rhodes to Christian Brothers University.

To satisfy the Rhodes graduation requirements and the entrance requirements to Christian Brothers University, all students must complete the following:

1. All Rhodes Foundation requirements with the following stipulations:
 - One of the F1 courses should be a philosophy course.
 - A minimum of 80 credits of the Rhodes BS portion must be fulfilled with Rhodes courses.
2. The following pre-engineering core courses:
 - Physics 111, 112, 113, 114
 - Math 112 (if necessary), 122, 223, 251

- Chemistry 120, 125
3. The following additional Rhodes courses depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University. Courses in parentheses are CBU courses that are suitable substitutes for the Rhodes courses and will satisfy the major requirements at Rhodes:
- Physics Major/Mechanical Engineering: Physics 211, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 306 (or CBU program option course); Computer Science 141 (or CBU ME 112)
 - Physics Major/Civil Engineering: Physics 211, 213, 250, 304 (or CBU ECE 221), 305 (or CBU ME 202), 406 (or CBU ME 305); Computer Science 141 (or CBU CE 112)
 - Physics Major/Electrical Engineering – electrical engineering curriculum: Physics 211, 213, 250, 406 (or CBU ME 305), one upper level physics elective at the 300 level or higher; Computer Science 141 (or CBU ECE 172)
 - Chemistry Major/Chemical Engineering- chemical engineering curriculum: Chemistry 211, 212, 240, 311, 312
 - Biochemistry Molecular Biology Major/Chemical Engineering- biochemical engineering curriculum: Biology 130, 131, 140, 141, 307, 325; Biochemistry and Molecular Biology 310; Chemistry 211, 212, 240, 414
4. The following CBU courses should be taken during the first three years of the program through the Rhodes-CBU exchange program (the Crosstown Agreement), depending on the Rhodes major and course of engineering study to be pursued at Christian Brothers University:
- Physics Major/Mechanical Engineering: ME 121, ME 305
 - Physics Major/Civil Engineering: CE 105, MATH 308
 - Physics Major/Electrical Engineering - electrical engineering curriculum: ECE 221, ECE 222
 - Chemistry Major or Biochemistry & Molecular Biology Major/Chemical Engineering – either curriculum: CHE 231, CHE 232
5. A minimum GPA of 2.5 at the time of application to Christian Brothers University is

required. Only grades of “C” or higher will transfer to Christian Brothers University (“C-” and lower do not transfer).

Master of Science in Biomedical Engineering at The University of Memphis / University of Tennessee

This accelerated program serves students who are interested in completing a Master of Science degree in biomedical engineering (BME) and ideally are advanced in math and science at the start of their Rhodes career. Students who participate in this program complete both BS and MS degrees in five years. The typical student in this program takes three years of coursework at Rhodes, and then completes two years of coursework and masters thesis research in the joint program in biomedical engineering at the University of Memphis / University of Tennessee. All students become eligible for graduate assistantships after the completion of their undergraduate coursework. The graduate assistantship includes a full tuition (for graduate courses only)-and-fees scholarship and may include a monthly salary.

Students can apply for this program once they have reached sophomore standing and have completed one semester of coursework. 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 Foundation requirements for the Rhodes degree.
2. Complete the following core courses: Mathematics 112 (if necessary), 122, 223, 251; Computer Science 141; Chemistry 120, 125; Physics 111, 112, 113, 114
3. Complete the following requirements for the specific major chosen at Rhodes
 - For the Chemistry major: Chemistry 211, 212, 240, 311, 312; Physics 304*, 305*.
 - For the Physics major: Physics 211, 213, two approved courses at the 300-level or higher*; a second semester of general chemistry from an institution offering a year-long introductory chemistry sequence
4. Complete the following additional undergraduate requirements at the University of Memphis:
 - Biomechanical Engineering 2810 (Introduction to Biomechanics/Mechanics of

Materials)

- Mechanics 3331 (Mechanics of Fluids)
 - *If Physics 304 has not been taken, add EECE 2201 (Circuit Analysis I). If Physics 305 has not been taken, 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:
- BIOM 7209 (Measurements and Instrumentation)
 - BIOM 7101 (Biomedical Engineering Analysis I)
 - BIOM 7004, 7005 (Life Science I, II)
 - BIOM 7996, minimum 6 credits (MS Thesis)
 - One additional graduate mathematics elective course and three additional graduate engineering elective courses. These 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.

Master of Science in Electrical Engineering at The University of Memphis

This program serves students who are interested in completing a Bachelor's degree with a major in physics from Rhodes and a Master of Science degree in electrical engineering from the University of Memphis. Students who participate in this program receive both degrees after five years. The typical student in this program takes three years of

coursework at Rhodes, followed by two years of coursework and research at the University of Memphis. All students become eligible for graduate assistantships after the completion of their undergraduate coursework. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work beyond the first year. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The following requirements must be met to earn the two degrees:

1. Complete all Rhodes Foundation requirements for the bachelor's degree.
2. Complete the following Rhodes courses: Mathematics 112 (if necessary), 122, 223, 251; Computer Science 141; Physics 111, 112, 113, 114, Physics 250, Physics 304 (or equivalent)
3. Complete the following additional Rhodes courses (or equivalents) to complete the physics major at Rhodes: Physics 211, 213, 301, 302
4. Complete 128 credits of undergraduate coursework from Rhodes, the University of Memphis, and any other institutions.
5. Complete the following graduate courses for the planned electrical engineering option:
 - Memphis Signals and Systems Option
 - An additional 18 graduate credits
 - 6 credits of EECE 7996 (Thesis)
 - EECE 7251 (Random Signals and Noise)
 - EECE 6235 (Probabilistic Systems Analysis)
 - EECE 3211 (Electronics I)
 - EECE 3204 (Signals and Systems II)
 - EECE 3203 (Signals and Systems I)
 - Memphis Power Option
 - EECE 3201 (Circuit Analysis II)

- EECE 3203 (Signals and Systems I)
- EECE 4201 (Energy Conversion)
- EECE 6235 (Probabilistic Systems Analysis)
- EECE 7251 (Random Signals and Noise)
- 6 credits of EECE 7996 (Thesis)
- An additional 15 graduate credits

6. The following courses or their equivalents are suggested as prerequisites to the University of Memphis portion of the program: EECE 2222 (Digital Circuits), EECE 2201 (Circuit Analysis I)

Second Degree Programs

University of Tennessee Health Science Center BSN and Doctor of Nursing Practice Admission Agreement

Rhodes Students are eligible for guaranteed admission to the University of Tennessee Health Science Center College of Nursing to pursue training as a Registered Nurse and a Nurse Practitioner. Students also have the option of completing a PhD in nursing. This guaranteed admission pathway includes an accelerated 12-month BSN followed by training for certification and licensure as a Family Nurse Practitioner. The contact person for this program is Ms. Melissa Campbell.

Vanderbilt University Master of Nursing Prerequisite Agreement

The Vanderbilt School of Nursing, in agreement with Rhodes College, allows for all but one of their program's prerequisite courses to be completed with Rhodes coursework. An additional online nutrition course is needed. The Vanderbilt School of Nursing offers an accelerated path to master's-level advanced practice nursing, i.e., to become a nurse practitioner or midwife. The contact person for this path is Ms. Melissa Campbell.

Georgetown University Master of Arts in Latin American Studies

Rhodes students are eligible to apply for a Five-Year Cooperative Degree Program offered by Georgetown University's Center for Latin American Studies (CLAS). The program allows undergraduates with a demonstrated commitment to Latin American

Studies the opportunity to earn a Bachelor's degree and a Master of Arts in Latin American Studies in five years. Dr. Elizabeth Pettinaroli is the contact person for information on this opportunity.

Printed from: <https://catalog.rhodes.edu/educational-program/academic-partnerships>

Academic Regulations

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

Three committees are chiefly responsible for regulating the academic program. The Educational Program Committee, which includes students in its membership, is responsible for the overall academic program, including requirements for the degree and departmental offerings. The Foundations Curriculum Committee, which also includes students in its membership, is responsible for the overseeing coursework that satisfies Foundations requirements. The Standards and Standing Committee has broad responsibility, subject to faculty review, to frame and implement procedures to insure that the instructional standards and aims of the College are met.

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

Registration and Course Load

All students are required to register for classes during the Pre-Registration/Registration processes held prior to the first day of classes each semester. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

Fall or Spring Semester Registration and Course Load

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credits in a semester. A normal course load for a full-time student is 16 credits. Registration for fewer than 12 or more than 19 credits by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to earn the total credits for a degree, sixteen credits in each of the

eight semesters is needed. Less than 16 credits in any one semester must be matched by more than 16 credits in another semester or by summer session credits.

Degree-seeking students who register for eleven (11) credits or less in any one semester are classified as part-time students. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credits taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Students, part-time students may be allowed residence in College residence halls. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Computation of the total credits permitted per semester includes directed inquiries and concurrent enrollment at other consortium institutions. Direct registration at another institution may not be counted toward the full-time enrollment status.

First-year students may take up to four 4-credit courses and up to three additional credits each semester of their first year. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses.

Degree students may obtain permission to audit no more than one course per semester, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of credits carried, nor are they recorded on the permanent record. Special, non-degree students (those students not seeking a degree) may enroll in more than eight (8) credits only with the permission of the Dean of Admission.

Summer Term Registration and Course Load

Students may register in 4 credits in each 5-week session of summer term. Registration in more than 4 credits in a 5-week session requires approval by the Registrar. Students may carry no more than 12 credits in a summer term.

Foundation Courses

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

Course Prerequisites and Co-requisites

Course prerequisites and co-requisites are requirements for entry into a course that state the background, experience, or related coursework that is needed for success in that course and to establish a relative order in which certain courses need to be taken.

These requirements are set by the department based on experience and judgment. Students are responsible for knowing the prerequisites or co-requisites of any courses for which they register. Students who register for courses for which they do not meet such prerequisites may be asked to drop those courses from their schedules.

A prerequisite is a requirement that must be met in advance of taking the course. If the prerequisite is stated as a course by number, then that course must have been completed satisfactorily at Rhodes or accepted by Rhodes as transfer credit from another institution before the student can enroll in the desired course.

A co-requisite is a requirement that must be met at the same time as the course is being taken if that requirement has not already been met. If the co-requisite is stated as a numbered course, then that co-requisite course must be taken at the same time or credit for the co-requisite course must have already been earned.

A linked co-requisite is a course requirement that must be taken at the same time as the course to which it is linked. In most cases, the linked co-requisite courses will be a three-credit lecture course and a one-credit laboratory. Enrollment in one linked co-requisite course is permitted if the course has been failed previously, or is eligible to be repeated due to a final grade. If enrollment in one linked co-requisite is discontinued either by dropping or withdrawing, a student may not continue enrollment in the other linked course. Successful completion of both linked courses is required in order for a foundation requirement to be met.

In some cases, a prerequisite may not be stated in terms of a numbered course. For example, a prerequisite may be “a designated course or permission of instructor” or “Permission of the department.” In some cases, a prerequisite may require a specific class standing, e.g. “Junior or Senior class standing” or “First-year students only.” These conditions express flexible arrangements that a department may use to manage course prerequisites. “Permission of the instructor” is the most flexible and requires that the student receive the approval of the instructor before enrolling in that course. A student who does not meet a specific course-numbered prerequisite for a desired course must get permission of the department prior to enrolling in that course. Students not meeting a specific class standing requirement may be asked to drop the courses from their schedules.

Class Standing

Under the foundations curriculum, a minimum of 30 credits are required for admission to the Sophomore class, 63 credits for admission to the Junior class, and 96 credits for admission to the Senior class. It should be noted that a minimum of 32 credits must be earned per year in order to accumulate the 128 credits needed for graduation in four years.

Class Attendance

Rhodes, as a residential college of the liberal arts and sciences, considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.

Any student who fails to attend the first day of a class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be asked to drop the course upon request of the instructor. The student is responsible for dropping the class officially upon notification that such action has been taken.

Specific attendance policies are set by individual instructors, who state them in the course syllabus and during the first class session. Faculty should be mindful in setting attendance policies that college-sanctioned activities may require participating students to be off campus and consequently miss class. Faculty are discouraged from penalizing students solely for such absence and should normally, at their discretion, accommodate such a student (e.g., an alternate date for a test.) However, it is the student's responsibility in undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with courses) to understand that their participation may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student's ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the Faculty that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

Mandatory attendance at events outside of the regularly scheduled class period (e.g., lectures, seminars, concerts) will normally be included in the syllabus at the start of the semester, and will usually include some scheduling flexibility so that students may make informed decisions regarding their co-curricular educational and employment commitments. If exams or additional class sessions are scheduled outside of the regular

class period, faculty members will give alternative times so that students may honor out-of-class educational and employment commitments if possible.

Class Preparation

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

Schedule Changes

During the first week of classes in each semester, or the first two days during a 5-week summer session, courses may be added (based on seat availability) and/or dropped from a student's schedule. Students may drop full semester classes until the end of the third week of a fall or spring semester, or the 5th day of class in a 5-week summer term session. The drop/add period for those courses that run during one of the 7-week sessions within the semester will be during the 1st week of that session only. No extended drop period exists for these partial semester courses. Approval of a course underload must be obtained if the resulting course load is less than 12 credits. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

Any student who fails to attend the first day of class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon notification of the instructor to the Registrar.

The student is then responsible for then dropping the course.

Withdrawal From Class

Students withdrawing from a course between the beginning of the fourth week and the end of the eleventh week of a semester will receive a grade of W (withdrew). Students withdrawing from a course between the 6th day and the 18th day of a 5-week summer session will receive a grade of W. The W grade is not computed in the student's grade point average.

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

be appealed to the Standards and Standing Committee.

The request to withdraw from a class after the stated deadline requires the approval of the Standards and Standing Committee in addition to the approvals of the instructor and the student's faculty adviser. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved. No request for withdrawal from a class will be considered after the last day of classes.

Unauthorized withdrawal from any class constitutes a failure in the course. A student who withdraws from all courses in a semester is considered to be withdrawn from the college and must follow the appropriate procedure described below.

No student will be permitted to withdraw from a course in which he or she is under investigation for violating the Honor Code until the alleged violation has been adjudicated. A student may not withdraw from a course in which he or she has been found "In Violation" of the Honor Code.

Interruption of Participation in the College

It is not uncommon for some students faced with family circumstances, health or other problems, or academic difficulty to consider interrupting participation in the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisers, the College Counseling Office, or Student Life to discuss the variety of options available and the implications, advantages, and disadvantages of these options (personal, academic, and financial.)

Leave of Absence

Application for and the granting of a Leave of Absence indicates a continuing relationship between the student and the College. Students may decide to apply for a Leave of Absence for a wide variety of reasons and the terms of the Leave of Absence granted are designed to reflect the individual's needs and circumstances. These terms range from the resumption of studies at the time specified without further approval by College authorities to the requirement that the student satisfy the College that conditions are now such that the individual is likely to succeed and prosper on return.

A Leave of Absence is granted only for one or two full semesters, and a student must make the request for a Leave of Absence in writing in advance to the Faculty Standards and Standing Committee. Students should obtain the necessary information and forms from the Dean of Student office. Students who are granted a Leave of Absence must contact the Dean of Student office 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 office in order to initiate the withdrawal process. A letter of withdrawal must be filed with Student Life and the entire withdrawal process completed before the student can be officially withdrawn from the College.

Students who decide to return to the College after having withdrawn must apply for readmission. If a student withdraws from the College during or at the end of a semester, it is expected that readmission, if approved, will not take place until one full academic semester has lapsed. Applications for readmission are available from Rhodes Express. (See also “Voluntary Withdrawal and Removal from Campus” in the Campus Regulations and “Readmission of Students” in the Admissions section of this catalogue.)

Examinations

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

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

Final examinations are given during the examination week according to the published schedule. A student with three examinations in a row (not to include reading days) may

petition the Dean of the Faculty to re-schedule no more than two examinations for later times in the examination period. Other changes because of extenuating circumstances (e.g. illness) must also be approved by the professor and the Dean. A professor may offer optional exam times for an entire class within the examination period, except for a Reading Day. Each member of the class must choose one of the optional times at least one week before the first day of examinations. The feasibility of implementing this option is left to the professor's discretion. If exams are scheduled outside of the regular class period, students should be given alternative times which accommodate their other commitments.

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

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

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

Conditional Grades: Reexaminations and Incompletes

A student with a grade of E (see Examinations) must notify the Registrar at least one week in advance of the scheduled time that the reexamination will be attempted. If the student passes the reexamination, a grade of D-, D, or D+ will be earned, unless the course was taken Pass/Fail, in which case the grade of P will be recorded. Seniors in the final semester of attendance may be eligible for reexamination without delay, at the

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

The grade of X (incomplete) may be requested by a student who is unable to complete coursework because of circumstances beyond their reasonable control (e.g., illness, injury, incapacitation, or other emergency). The conditions for requesting an incomplete are as follows:

- The student should have a passing grade either at midterm or at the time of the petition.
- The amount of unfinished coursework, including any final exam, should not exceed that assigned in a typical three-week period during a full semester (or an equivalent interval within a summer-session course).
- The petition must be agreed to by all parties involved (student/professor/adviser) by the course's assigned final exam day and no earlier than the final three weeks of the semester. (The completed form itself must be submitted either electronically or in hard copy no later than the final grade due date.)

All unfinished work must be completed and submitted to the course instructor before the first day of classes in the student's next term of enrollment (fall, spring, or summer). Students returning to Rhodes after an approved Leave of Absence or an off-campus study program must also have resolved all incompletes prior to this start date. Faculty must have a final grade turned in to the Registrar by the end of the last day of the term's drop/add period. If there are other circumstances that should be taken into account, they should be addressed prior to signing the form; and acceptable completion date must be agreed upon by all parties, but no later than the third week of the following semester.

If none of the student's incomplete work is submitted before the day classes begin in their next enrolled term, the conditional grade (X) will be converted automatically to the provisional grade submitted by faculty on the Conditional Grade Report Form. If illness or other extraordinary circumstances prevent a student from meeting this deadline for submission of unfinished work, then a petition requesting an extension must be submitted to and approved by the Standards and Standing Committee prior to the deadline for submission of the work.

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; W, withdrew; NG, grade not submitted by professor. E and X grades are conditional and may be removed. The grades of B, C, and D are employed with plus and minus notations. The grade of A is employed with the minus notation.

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

Grade	Grade Pts	Grade	Grade Pts
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 grade of W is not computed in the grade point average. Conditional grades earn no quality points and no credits until they are removed. Credit and grade points earned by students who return for additional course work after receiving a degree are not computed with the final degree grade point average. Instead, a new grade point average is computed for all work attempted after receiving a degree.

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

Pass-Fail

A student may enroll in a class on a pass-fail basis with the permission of the instructor. No more than one course per semester with a maximum of six courses total is permitted. Courses that are graded pass-fail only do not count against that limitation. The Pass/Fail option may not be used in courses taken to satisfy foundation requirements with the exception of F11 and may not be used for courses taken to satisfy major or minor requirements including cognate courses.

The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-

fail form with the instructor’s signature must be returned to Rhodes Express during the first eleven weeks of class in a semester.

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

Grade Reports

Reports of student’s grades are available online on the Rhodes website at mid-semester and at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

Honor Roll and Dean’s List

An Honor Roll and a Dean’s List are compiled at the end of each semester. To be considered for Honor Roll or Dean’s List, a student must be enrolled in at least 16 credits of academic work. To qualify for the Honor Roll, a student must achieve a semester grade point average of 3.85 or better. To qualify for the Dean’s List, a student must achieve a semester grade point average of 3.70 or better. Those students who choose to take a course under the Pass/Fail option must have a minimum of 12 (twelve) additional graded credits of work to be considered for either of these honors. Students who are enrolled in the Honors Program or independent Research and receive a grade of IP for that work will have their qualifying grade point average determined on all other graded work.

Academic Good Standing

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

Academic Probation and Suspension

To graduate, a student must have an overall grade point average of 2.00 (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 2.00. A student is subject to academic probation or suspension if the cumulative grade point at the end of any semester or summer term falls below a minimum standard, which is dictated by the number of cumulative credits the student has earned. The cumulative standards are as follows:

Number of Credits Earned	Minimum GPA to Avoid Suspension	Minimum GPA to Avoid Probation
0-30	1.50	1.60
31-63	1.70	1.80
64-96	1.90	2.00
97 or more	2.00	2.00

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 1.50. NOTE: Students placed on probation due to semester grade point average who also enroll in summer courses at Rhodes will have their records reviewed at the end of the summer term. If they earn a minimum of four (4) Rhodes College credits with a minimum summer term grade point average of 2.00, they may be returned to good standing. The summer term grade point average is defined as the aggregate grade point average of all Rhodes summer work. Eligibility standards for summer study abroad or away courses are described in the Opportunities for Study Abroad and Domestic Off-Campus Study section of the catalogue.

A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some activities, including intercollegiate athletics and study abroad/away. A student is removed from academic probation upon attainment of the minimum standard grade point average based on the number of credits earned.

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

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

The period of suspension is one semester. Summer term does not fulfill this suspension period. Following suspension, a student may apply for readmission. Any student placed on academic suspension by the College for a second time may not be readmitted.

No credit may be transferred for work done at another institution during the period of

academic suspension.

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

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

Academic Warning

Academic warning occurs when a student is not on academic probation or suspension, but their cumulative or major GPA is below 2.25. Students on academic warning are in good academic standing, and the academic warning is not recorded on the transcript. An academic warning notification cautions students whose cumulative or major GPAs are near the probation or suspension thresholds and encourages them to contact their academic advisors to develop a strategy for successful academic progress.

Repeating a Course Because of Grade

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

The credits attempted and the grade points earned for each attempt of the course are included in the calculation of the student's major grade point average and cumulative grade point average. However, only one failure of a course will be calculated in the grade point averages.

Grade Queries and Appeals

There is no more fundamental relationship in an academic program than that of the instructor and student. The Faculty and its academic officers work to support and to sustain a meaningful and productive instructor-student relationship to secure the educational aims of the College and of the members of its Faculty. Clearly the relationship is not one between equals, and this is most clearly evident when the instructor must

assign a grade for the work required of, or expected of, a student.

Grade Queries. On occasion a student may believe that a grade assigned is incorrect. The student has the right to initiate a discussion with the instructor to determine that the grade given is in fact correct. If a mistake has been made, the instructor changes the grade and requests that the Associate Dean of Academic Affairs direct the Registrar to change a grade that has been officially entered on the student's academic record.

Grade Appeals. In the event that, after consulting with the instructor, the student is not satisfied that a grade has been assigned fairly, the student may write an explanation of why he or she believes the grade assigned is not justified. The student gives this statement to the instructor, who may decide that the explanation warrants a reconsideration of the grade assigned. If the instructor decides not to change the assigned grade and discussion with the student does not result in the student's agreement with this decision, the instructor asks the department chair to review the procedures for determining grades in the course, the student's request, and the instructor's response to it. The faculty member provides a written statement to the department chair about why the original grade is valid. Should the chair of the department determine that no lapse in procedure has occurred and that full attention has been given to the explanation by the instructor, the matter is closed. The chair of the department communicates this decision to the student and the instructor. Should the chair of the department determine that the procedure was not properly followed or that additional attention to the explanation is warranted, the chair discusses the situation with the instructor or the chair may obtain additional evaluations of the student's work. These evaluations may be requested from colleagues within the Faculty whose knowledge and expertise are appropriate to a review of the student's work. Having completed this additional evaluation, the chair's determination about the grade closes the matter. The chair of the department communicates this final decision to the student, the instructor, and the Associate Dean of Academic Affairs.

Special Provisions. The period of time during which appeals of final grades can be made expires at the end of the fourth week of the semester following the posting of the grade.

In the event that appeals for reconsideration of grades involves grades assigned by a chair of a department, then the appeal procedure will be conducted by the senior member of the department, or the next senior member of the department in the event that the chair is the senior member. In instances where there are no other senior members in the department, the Associate Dean of Academic Affairs will oversee the inquiry.

The provisions outlined above are meant to apply to situations in which appeals for reconsideration of grades are made by students. If a student's complaint involves a belief

that he or she has been discriminated against because of the practices in managing a course, the Dean of the Faculty is the administrative officer to receive any such complaint. It may be that the Dean will ask that the general provisions above be followed in an investigation of possible discrimination.

Cheating and Plagiarism

The term “cheating” is defined as the attempt or act of giving or receiving unauthorized aid from any source on academic coursework. Cheating includes plagiarism. Plagiarism is an act of academic dishonesty. A student must not adopt or reproduce ideas, words, or statements that are not their own without appropriate acknowledgment. This prohibition extends to the output of generative Artificial Intelligence (AI) tools and editors, including, but not limited to, text, image, sound, video, coding content, and online translators. Use of AI generated content in the completion of coursework without proper acknowledgment is considered an act of plagiarism unless such use is expressly permitted by the course’s instructor. It is the student’s responsibility to consult with their professor for policies and procedures for properly acknowledging and citing sources.

Transcripts

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

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Rhodes College accords all the rights under the law to enrolled students. No one outside the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution as defined below, to officials of other institutions in which student seek to enroll, to persons or organizations providing students financial aid, to agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Only those members of the Rhodes College community, individually or collectively, acting in the students’

educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar including student workers in that office, and the professional staff of the Office of Student Affairs, Financial Aid, Institutional Research, and College officials with a legitimate educational interest as determined by the Registrar. A College official may be determined to have legitimate educational interest if the information requested or released is necessary for the official to (a) perform appropriate tasks that are specified in his or her position description or by a contractual agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of the student; or (d) provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act including student name, parents' names, campus and home addresses and telephone numbers, cellular phone number, email address, photograph, dates of attendance, year of graduation, degree and honors awarded or expected, academic major, and faculty adviser. Students may withhold Directory Information by notifying the Registrar in writing at least sixty days prior to the first day of class for the fall semester. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Registrar at Rhodes College has been designated by the institution to coordinate the inspection and review procedures for student educational records, which include admissions, personal, academic, and financial files, and academic and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Only records covered by the

Act will be made available within forty-five days of the request.

In addition, the law only affords students a right to copies of their education records if a denial of copies would effectively prevent the students from exercising the right to inspect and review the records. Therefore, students may have copies made of their records with certain exceptions. The College reserves the right to deny copies of records, including academic transcripts, not required to be made available by FERPA in any of the following situations:

1. The student lives within commuting distance of the school;

2. The student has an unpaid financial obligation to the school;
3. There is an unresolved disciplinary action against the student;
4. The education record requested is an exam, or set of standardized test questions;
5. The education record requested is a transcript of an original or source document which exists elsewhere.

Education records do not include records of instructional, supervisory, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Other records not included are those of the campus safety department, student health records, employment records (except those records of student workers), or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission to the College, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions of the Registrar are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed of their right to a formal hearing. Student requests for formal hearings must be made in writing to the Dean of the Faculty who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the Faculty Standards and Standing Committee.

Decisions of the hearing panel will be final, will be based solely on the evidence

presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C. 20201

Revisions and clarifications of this policy will be published as experience with the law and the institutional policy warrants. Annual notice of compliance with the Act is published in the Rhodes College Catalog.

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Foundations Curriculum

The Foundations Curriculum

The Foundations Curriculum was adopted by the Faculty in order to achieve several goals:

1. To assist students to understand the goals of a liberal arts education and to take greater responsibility for their education. The curriculum gives students greater freedom to follow their academic interests and aspirations within a framework of Foundation requirements that are fundamental to the study of the liberal arts;
2. To provide a more transparent and streamlined curriculum by framing the degree requirements in terms of skills and content areas;
3. To bring greater focus to the courses students take and to recognize that their activities inside and outside the classroom should be mutually informative and energizing;

4. To create the opportunity to offer more courses reflective of the scholarly interests of the faculty and to develop innovative courses that respond to the developing currents in contemporary thought; and,
5. To establish four courses as the standard load per semester in order to allow for a more focused educational experience for all of our students. The Foundations curriculum enhances the way in which the four components of the Rhodes education work together: the Foundation requirements (commonly referred to as “F1”, “F2”, etc.), the concentration in a Major, the choice of elective courses, and participation in co-curricular activities.

The Foundation of the Liberal Arts Requirements

The Foundation requirements establish a framework for liberal education and life-long learning. Unless mentioned otherwise in the description, Foundation requirements will be met by taking one course specified as meeting that requirement, and most requirements will have courses in several different departments that do so.

Upon completion of the requirements and the attainment of a Bachelor’s degree from Rhodes, each graduate of the College should be able to:

1. **Critically examine personal, social, and cultural values.** An education in the liberal arts must engage students in critical examination of the relationship between the values they hold as individuals and their social and historical location. The cultural context of a liberal arts institution in the United States is itself marked by values, a moral orientation, and operative assumptions that are in need of exploration and open to critical reflections. Thoughtful engagement with the complex legacies of texts and traditions that have been formative of this culture is an especially effective way to gain skills for critical thinking, self-awareness, and communication across differences of value. Courses that fulfill the F1 must satisfy the requirement of the Bellingrath Trust to offer academically 'sound and comprehensive' exploration of biblical texts and traditions. Courses that fulfill this requirement will engage students in a critical examination of personal, social, and cultural values through the academic study of biblical literature and of traditions that are productively compared with it. This requirement is satisfied by completing a set of two coordinated courses at the 100-level (e.g., 101, 102) and one course at the 200-level or higher. The first two courses must be completed during the first year and the second course must also fulfill the F2i. The third course at the 200-level or higher must be completed after the first year.
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. Students will receive significant training in writing during the first two years through one (1) course (F2s) focused on learning to write, including such skills as critical analysis, clear expression, and effective argumentation, and two (2) writing intensive courses (F2i) focused on using writing to learn discipline-specific content. These three required courses will provide the initial steps in the student's deliberate development as a writer. Given the developmental nature of this foundation requirement series, students are encouraged to take F2s prior to or concurrent with but not after F2i; writing in discipline-specific F2i courses relies on the skills learned in F2s.

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 the 2nd semester of the first year F1 sequence. Normally, all three courses are to be completed by the end of the second year. Writing intensive courses and writing seminars may explore material in any discipline or may be interdisciplinary. However, the writing seminars will have as their central focus writing skills.

3. **Engage in historical thinking about the human past.** Historical thinking requires a deliberative stance towards the human past as it is constructed and interpreted with primary sources, such as human artifacts, written evidence, oral traditions, and artistic expressions. It requires understanding of historical forces and actors and engagement with interpretive debate, through the skillful use of an evolving set of methodological practices and tools.
4. **Read and interpret literary texts.** Literary texts provide challenging and influential representations of human experience in its individual, social, and cultural dimensions. Critical and sensitive reading of significant works refines analytical skills and develops an awareness of the power of language.
5. **Create art and analyze artistic expression.** Humans express themselves creatively through art forms that are aural, visual, and performed. Creating and studying art are particularly effective ways of understanding art. This requirement may be satisfied with a designated course in which the primary and sustained focus is artistic creativity.
6. **Gain facility with mathematical reasoning and expression.** Some human experiences are most effectively expressed in mathematical language, and important areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information.
7. **Explore and understand scientific approaches to the natural world.** Our experience of the world is profoundly influenced by a scientific understanding of the

physical realm of our existence. To make informed decisions about the production and application of scientific knowledge, students need to understand the way science examines the natural world. Students acquire such knowledge by learning scientific facts and by understanding and engaging through laboratory work the powerful methods by which scientific information is obtained.

8. **Use theory and empirical research to explore aspects of human experience and interaction and apply these to contemporary issues.** Responsible citizenship entails critical evaluation and interpretation of theoretical and empirical approaches to understanding contemporary conditions that influence the well-being of individuals and their communities. A sound understanding of the institutions and practices that shape and are shaped by human behavior will allow students to become more informed participants in critical conversations that transform our world.
9. **View the world from more than one cultural perspective.** The individual of today's world must be able to understand issues and events through multiple cultural perspectives by developing abilities that facilitate intelligent and respectful interaction in various cultural contexts. These abilities include recognizing, understanding and articulating the similarities and differences of cultural perspectives, including one's own.
10. **Demonstrate intermediate second-language proficiency.** Proficiency in a second language allows a level of access to a culture that is not achievable through sources in translation. Intermediate proficiency includes the ability to understand and communicate with members of the target culture, negotiate differences between the second language and the first, and use the second language as a tool for human communication.
11. **Sustained Engagement: Connect academic study to community, global, or professional engagement.** Sustained engagement involves developing the knowledge, skills, competencies, and values that prepare students to be thriving professionals and engaged members of local and global communities. Rhodes students become engaged citizens through involvement in activities related to their academic interests and professional goals. Sustained engagement to fulfill the F11 requires a minimum of 138 hours (equivalent to three Rhodes credits) and includes credited and non-credited experiences with measurable student learning outcomes. Although professional, community, and global engagement are not mutually exclusive activities, *professional engagement* normally includes paid and unpaid academic internships, working in research labs, ROTC military training, and Curricular Practical Training (CPT); *community engagement* includes student fellowships, community-based research, and Rhodes courses and certificates with

community-based learning components; *global engagement* includes study abroad/away experiences.

12. **Develop skills to become an informed, active and engaged student-citizen.** The F12 provides opportunities to explore core aspects of one's community and one's self. Students will learn how to thrive within a learning environment, and how to develop the skills and discover resources necessary to flourish as an individual, as a scholar, and as an active citizen of the interconnected communities of Rhodes College, Memphis, and the wider world. This requirement is fulfilled through the successful completion of a first year seminar at Rhodes as approved by the Foundations Curriculum Committee.

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Foundations Programs in the Humanities

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of political and social history, economic theory, and the physical structure of the universe. Our F1 courses help students think about these issues and so provide the foundation for the entire curriculum.

F1 courses meet in small groups led by faculty members to analyze challenging and controversial texts that have shaped and reshaped thought. 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. F1 courses endeavor to make the familiar unfamiliar by examining critically the logical and historical foundations of received opinions and texts. They also make the unfamiliar familiar by studying traditions, artifacts, and issues that most students have not yet encountered. 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. All F1 courses 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 a first-year F1 sequence to complete over the Fall and Spring of that year; they complete a third-semester F1 course later in their Rhodes careers. The following descriptions clarify the differences between the F1 sequences.

F1 Courses

AMS 110 and 111: Pathways of Cultural Knowledge

As societies inherit and then redefine their own cultural realities, they also accumulate selective knowledge that is important in shaping their religious, political, and philosophical identities. But how is this cultural knowledge transmitted usefully and memorably to others? While reading an eclectic range of texts including biblical works, heroic epics, philosophical treatises, modern performance poetry, and more, we will explore varied communication strategies in oral storytelling, written manuscripts and papyri, printed texts, and even sign language and the internet. This multi-disciplinary approach opens a space for us to critically examine our own biases and to recognize the value and meaning in complex texts emerging from diverse cultures, religious perspectives, media, and time periods. Through this work, we will achieve the aims of the F1: 1) to engage students in a critical examination of the values they hold as individuals and their social and historical location, through exploration of the complex legacies of formative texts and traditions, and 2) to offer academically sound and comprehensive exploration of biblical texts and of traditions that are productively compared with them.

GREK 110 and 111: Introduction to Ancient Greek

This coordinated two-semester sequence of courses introduces students to the fundamentals of the ancient Greek language through a sustained and substantial direct engagement with the Bible, both the Septuagint (the Greek translation of the Hebrew Bible and Deuterocanonical books) and the Greek New Testament. In addition to preparing students for Greek 203, the aim of which is the development of intermediate proficiency in the reading, writing, and speaking of Koine Greek, this introductory sequence engages students in a critical examination of personal, social, and cultural values through the academic study of biblical literature. The three-course sequence (GREK 110, 111, and 203) fulfills not only the F1, through the comprehensive study of the Bible, but also the F10, through the study of the ancient Greek language.

HIST 101 and 102: Sacred Histories

The courses in the Sacred Histories curriculum, HIST 101 and HIST 102, are taught by faculty in the Department of History, whose expertise spans Africa, Asia, Europe, Latin America, the Mediterranean and the Middle East, and the United States. As such, the Department's F1 courses place biblical texts and their reception in a broader historical context beyond the confines of Western tradition. These courses engage not only with Jewish and Christian scriptures, but also with Buddhist, Hindu, and Islamic sacred texts. History's F1 curriculum takes innovative, intersectional approaches that explore how gender, ethnicity, religion, and socio-economic status shaped people's values. Often these courses examine marginalized populations and minority groups, those who existed

on the periphery and whose voices have often been silenced in the dominant historical record. The Department of History also offers several courses that fulfill the third-semester F1 requirement. Those courses have included “The History of Environmental Thought,” “The Bible and Empire,” “Food, Gender, and Culture,” “Women in Islam,” and “Modern Islamic Thought,” among others.

HUM 101, 102, and 201: Search

The Search curriculum is a three-semester sequence of humanities courses. In a small, seminar setting, students and faculty engage in a sustained examination of vital questions arising from an individual’s relationships to the natural world, human society, and the artifacts of human culture. This examination interrogates seminal texts in the intellectual traditions of societies from Mesopotamia, areas around the Mediterranean and Red Sea, in northern Africa, the Nile Valley and Europe. Throughout this experience students will develop skills that are vital for success in college and leading a life of intellectual engagement, such as the ability to read carefully, think critically, discuss topics with clarity and a command of relevant and factual information, and write clearly and persuasively.

The first semester of Search focuses on the ancient world and primarily follows the history and literature of the Israelites and the Greeks. Texts include the ancient Sumerian *Epic of Gilgamesh*, the Hebrew Bible, and the selected works of Greek epic, drama, history, and philosophy. The second semester of Search covers literature from the Hellenistic period to the end of the pre-modern era. Texts include Virgil’s *Aeneid*, the New Testament, the Qur’an, and Dante’s *Divine Comedy*. During the first year of the course, all Search colloquia follow a common syllabus; every 2-3 weeks, all Search students meet for a plenary lecture delivered by one of the Search faculty.

The third semester of Search pursues questions raised in the first year as they evolve from the beginning of the early modern era to the present. Students explore the reception and transformation of ideas from antiquity, especially their role in the processes of shaping contemporary cultures and determining how humankind understands itself and its place in the universe. Different sections follow different themes within disciplinary domains determined by the instructor.

RELS 101 and 102: Life Then and Now

The Life: Then and Now program is a three-course sequence. The first courses (RELS 101 & 102) are taken in the Fall and Spring of the first year. These courses introduce students to the academic study of the Bible and its cultural relevance throughout history. Students are able to choose from different topical courses that engage with the Bible. Examples of past courses include: “The Bible and Islam,” “The Bible and the Afterlife,” “The Bible and Gender and Sexuality,” and “The Bible and Black Women’s Experiences.”

Students do not need to have any prior familiarity with the Bible to take these courses.

The third course (any 200-level course in the catalogue with an F1) may be taken at any time in the remaining three years of the student's college career. These courses build on the skills and knowledge developed in the first year of the sequence, sometimes in conversation with non-biblical texts and traditions. Past course offerings have included "Mass Incarceration," "Jesus: Then and Now," "Pain, Suffering, and Death," "Religion and Science Fiction," "Holocaust," "Islam," "Religion in America," and "Buddhism." Students can select the third Life course that best suits their interests and overall academic plan.

Printed from: <https://catalog.rhodes.edu/educational-program/foundations-programs-humanities>

Meeman Center for Lifelong Learning

Lori Garner, Director.

Shantih Smythe. Director of College Events.

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 arts education to individuals and businesses. All programs, courses, and trips offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office or on the web.

Non-Credit Courses

Lifelong learning courses are offered in literature, art, languages, science, current events, history, religion, philosophy, and other areas of interest. Courses vary in length and run in the Fall (September through November) and Spring (January through May). The instructors are Rhodes faculty and invited experts, including Rhodes alumni. Online registration is available at meeman.rhodes.edu.

Continuing Education Units

Generally, Continuing Education Units (CEUs) are earned through any Meeman Center non-credit course. Continuing Legal Education (CLE) hours are earned through the Institute on the Profession of Law and certain other CLE Commission-certified continuing

education courses. Contact the Meeman Center office for more information.

Printed from: <https://catalog.rhodes.edu/educational-program/meeman-center-lifelong-learning>

Opportunities for Individualized Study

The Fellowships Program

Rhodes recognizes that a liberal education extends beyond the classroom and encourages our students to take part in outside study, research, creative activity, internships, and community service—locally, nationally, and internationally. A Fellowship is defined as an activity outside the conventional classroom that complements and broadens the student's program of liberal arts education. Fellowships support co-curricular experiences in which students take intellectual ownership in a faculty- or staff-mentored project or experience.

At its best, experiential learning allows a student to practice skills and explore more deeply principles acquired through coursework. Most often the opportunity to discover and create on one's own builds confidence and passion. Students return to the classroom with renewed interest and focus.

Rhodes has pioneered several programs such as Self-designed Student Fellowships, Rhodes St. Jude Summer Plus, the Rhodes Institute for Regional Studies, the Mike Curb Institute for Music, Urban Education Summer Institute, and the Rhodes Summer Service Fellowship Program that provide diverse opportunities for student engagement beyond the classroom. These programs have been so popular and transformative that the college is now engaged in an effort to offer even more opportunities for students to pursue their own personal interests, particularly through projects that involve sustained mentorship and a commitment to the three student learning outcomes associated with experiential education:

- Participate in an experience that complements and broadens the student's program of liberal arts education
- Develop critical reflection skills
- Create a final product related to the fellowship activity

The Fellowships Program can also provide funding for those projects that require it, with the regular application deadline occurring in February.

For more information, contact the Director of Fellowships and Undergraduate Research

(fellowships@rhodes.edu).

The Honors Program

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

All Honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. An oral presentation of the final project is also expected. A copy of the final report or production is placed in a permanent file or on display in the library.

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

Although each department and program sets its own departmental and program requirements for Honors, there are general College requirements for the Honors program. To be eligible for the Honors program a student must have a minimum cumulative grade point average and a major grade point average of 3.50 at the time of application for honors. The student must graduate with a cumulative grade point average and a major grade point average of 3.50 in order to receive the honors designation at commencement.

At least four credits per semester in the senior year must be earned in Honors Tutorial courses. Up to eight additional credits of tutorial or related course work may be counted, resulting in a maximum of sixteen credits of Honors in the senior year.

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

Descriptions of the requirements for Honors are listed in each departmental and program section of this catalogue. The Honors Registration form is available as a downloadable form on the Rhodes Express website.

Directed Inquiry

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

Credits for a directed inquiry range from one to four. Forty-six hours of work, including outside reading, experiments and conferences, are required for one credit. No more than twelve credits may be earned in any one department. The maximum number of credits for all directed inquiries allowed is twenty-four. Normally a first-year student may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

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

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

The Tutorial Plan

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

The content of a tutorial is usually that of a regular catalogue course that is not scheduled to be taught during a particular term. A student may request that the course be taught in the tutorial fashion if a member of the faculty is available and agrees to direct the course. Approval by the faculty member, the chairperson of the department involved, and the

Registrar is necessary for the tutorial to be scheduled. At a minimum, forty-six hours of study are required for each credit or a total of 184 hours of study for a four credit course.

Interdisciplinary Programs

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

Descriptions of Interdisciplinary Programs in the Courses of Instruction section of this catalogue.

Internships

Rhodes recognizes the need and the value of integrating traditional academic work and practical application. Internships are important ways in which students may have this experience. Internship credit is given for involvement in off-campus work related to a student's academic work and supervised by a faculty member of the corresponding department. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. Typically, only junior and senior students are eligible to earn credit for an internship. Internship experiences earning 3 (three) or more credits will satisfy the F11 requirement, require at least 10 hours of work per week, and the student is expected to integrate academic work with on-the-job activities. Internship experiences earning 1 (one) or 2 (two) credits normally require at least 6 hours of work per week, will include a reflective component such as a journal or final paper, and the student will meet with the faculty supervisor at least twice to discuss the internship and reflective component. Special internship opportunities can be proposed subject to approval by the department concerned. Interested students should contact the chairperson of the department and the Career Services Office.

Students pursuing an internship experience arranged through a department and/or the Career Services Office must register for the appropriate course in order to earn academic credit. This credit is considered part of the course load during a regular semester and during summer session. Forty-six hours of work, including on-site work as an intern, outside reading, and conferences, are required for one credit. Students with summer internships must register for the credit and pay the summer session tuition in order to receive the credit. Not all internships are paid, but those that are paid must meet the above requirements to qualify for academic credit.

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 arrangements between Rhodes and Christian Brothers University, or Rhodes and The University of Memphis, Rhodes students may take courses at those institutions during the fall and spring semesters. Only a certain set of courses is available at Christian Brothers and The University of Memphis; a student should contact the Registrar for further information. To participate, the student must register for the desired class at either college and include the class on the semester's course schedule at Rhodes. This registration process is completed using the Crosstown Registration form available on the Documents and Forms Page of the Express website.

To be eligible to participate in the Consortium, students must enroll in at least twelve (12) hours per semester at Rhodes to be considered full time. The course credit counts toward the semester's credits at Rhodes; and as long as the consortium course does not result in a course overload for the semester, there is no additional tuition charge. The final grade for the course is computed in the student's grade point average as if it were a Rhodes grade. Normally, only one course may be taken per semester through the Consortium arrangement.

Printed from: <https://catalog.rhodes.edu/educational-program/opportunities-individualized-study>

Opportunities for Study Abroad and Domestic Off-Campus Study

Rhodes encourages its students to study off-campus through the programs it administers or through programs administered by other institutions. Off-campus study, whether domestic or international, requires substantial prior planning. Students interested in pursuing such a course of study should formulate their plans well in advance.

Off-campus study opportunities are coordinated by the Buckman Center for Global Engagement. The staff in the Buckman Center can assist students in researching off-campus study programs and can facilitate completion of the program's application process. Students are responsible for meeting with their academic advisors to discuss program choices and for course selections.

While specific acceptance criteria vary across programs, minimum requirements for acceptance to study abroad and away are good social standing, good academic standing, and a minimum cumulative grade point average of 2.50. Once accepted, a student must maintain good social standing and good academic standing to participate in the program. If approval to participate is rescinded on these grounds, it will be considered a voluntary withdrawal, which means that the student is withdrawn from the program without refund even if the student is already en route or on site.

Students may study off-campus on a one-semester or year-long Rhodes Program, Exchange Program, or Affiliated Program. In general, students pay tuition, room, and board to Rhodes and receive tuition, room and board on the program (there are some differences, depending on the type of program; these are specifically noted in the sections below). Rhodes institutional aid and federal/state aid are portable for these programs. In any given year, Rhodes offers over 600 such options for off-campus study.

Off-Campus Study Application Process

Each student who intends to pursue off-campus study must complete the Off-Campus Study Application available [on the Buckman Center website](#). This Application, after being changed from "pending" to "accepted", 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. Normally a student cannot earn more credit while on a semester study abroad program than could have been earned in a regular semester at Rhodes. The Buckman Center website contains instructions, checklists, deadlines, application materials, and policies.

Types of Off-Campus Study Available

There are three broad categories for off-campus study, listed below.

- Rhodes Programs
 - [Summer Programs \("Maymesters"\)](#)
 - Semester Programs ([NYC Internship Program](#), [Cape to Campus: South Africa](#), [Global Environmental Challenges](#), and Rhodes in London)

- ISEP and Bilateral Semester Exchanges
- Affiliated Summer and Semester Programs

Petitioning to Study Abroad with Non-Affiliated Programs

A student may petition for variance from the policy regarding Affiliated Programs via a Buckman Center application reviewed by the Executive Director of the Buckman Center for Global Engagement. Petitioners may request approval to participate for a semester abroad with non-Affiliated Programs from a discrete list of exceptional programs maintained by the Buckman Center. Petitions may be granted or denied based on a number of factors, including but not limited to: the quality of the petition, the rationale on the inadequacy of an Affiliated Program for the student's academic purpose, and the number of petitions already granted for that term, among others.

If the petition is granted, the student will be able to participate on the program by paying tuition, room, and board (in some cases, partial or no board) to Rhodes and receive tuition, room and board (or partial or no board) on the program abroad, using portable institutional and federal/state aid on the petitioned program. Credit earned on these programs is treated as transfer credit. Petitioners are encouraged to secure placement on an Affiliated Program prior to the relevant deadlines for in the event their petition is denied.

Course Credit from Study Abroad & Away

Students, department chairs, the Registrar's Office, and Buckman Center staff all play a part in how a student earns course credit from Study Abroad & Away. The process for enrolling in or transferring credit from Study Abroad & Away programs varies by program. The policies for transfer credit [can be found here](#).

Printed from: <https://catalog.rhodes.edu/educational-program/opportunities-study-abroad-and-domestic-campus-study>

Requirements for a Degree

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

The Bachelor's Degree

The Bachelor's degree is granted to students who have completed the required 128 credits and the appropriate degree requirements. The degree requirements under the Foundations Curriculum include at least thirteen courses (52 credits) and as many as sixteen courses (64 credits) as described below. Although 52 total credits are required, several of these credits will be satisfied by courses taken in a particular major. Moreover, the total number of credits required to satisfy the writing and language requirements may vary because the foreign language requirement may be satisfied by successful completion of a proficiency exam. In addition, some courses satisfy more than one foundation requirement, effectively decreasing the number of required courses. Thus, the number of credits available for electives is dependent upon several factors: the major, whether the degree is the Bachelor of Arts or the Bachelor of Science, how many courses a student must take to satisfy the writing and language requirements, and how many courses outside the major a student must take to satisfy the foundation requirements.

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

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

Bachelor of Science. The Bachelor of Science degree may be earned by students who complete the appropriate requirements for a degree with a major in Biology, Biochemistry and Molecular Biology, Biomathematics, Chemistry, Computer Science, Environmental Science, Mathematics, Neuroscience, or Physics. Self-designed interdisciplinary majors may earn a Bachelor of Science degree if all of the departments involved offer a BS degree or if at least one of the departments involved offers a BS degree, the major requires at least 28 credits of natural sciences and math, and the student completes a total of at least 36 credits of the natural sciences and math. Please see the Interdisciplinary Studies section of the catalogue for a fuller description of self-designed interdisciplinary majors.

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

Total Credits for the Degree

A total of 128 credits are required for the Bachelor's degree. A student must earn at least 50 percent of these credits at Rhodes. The senior year, defined as 32 credits or the last 25 percent of the total credits required, must be spent in residence. No more than eight (8) of these credits may be transfer credits.

A student must earn a cumulative grade point average of no less than 2.00 (C) to qualify for the degree. A student may apply toward a degree a maximum of eight (8) credits in internships.

A maximum combined total of credits equaling 25 percent of the degree requirement may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations. A student earning both transfer credits and Advanced Placement, Cambridge Pre-U, International Baccalaureate and/or Option International Baccalaureate credits may apply those credits to a Rhodes degree up to a maximum combined total of fifty percent of the total credits required for a degree.

Concentration of Study in a Major Discipline

Students' majors may be directly related to an anticipated vocation, but that is not their primary purpose in a liberal arts curriculum. The qualities of mind and abilities that will serve students best in their careers are developed within the curriculum as a whole. The major is a refinement of intellectual discipline and a deepening of understanding of an area of study. The academic enrichment gained through a major affords access to other disciplines as well as an appreciation of the complexity of other fields of study. Students should consider carefully how all of the courses they select can enrich and complement work done in the major.

The Choice of Elective Courses

The Rhodes curriculum is designed specifically to offer students opportunities to combine a carefully structured and intense study of at least one subject with the broad and diverse understanding that is characteristic of an education in the liberal arts and sciences.

Although required to meet certain objectives, the Foundation courses may be selected from a wide range of course offerings. These are only the beginning of a student's exploration of the fields of human knowledge and creativity. In selecting courses beyond these requirements and outside the major discipline, students should consider the ways in which their education can be broadened, complemented, and enriched.

Participation in Co-Curricular Activities

A comprehensive liberal arts education includes regular engagement with cultural activities and diverse perspectives not only in the classroom, but also in the college community and in communities beyond the college. Students become full participants in the campus community as they join others in a variety of extra-curricular and co-curricular activities. These include student government, music ensembles, athletics, campus publications, theatre productions, and many others. Service-learning opportunities, international education opportunities, and undergraduate research provide students and faculty with ways to integrate classroom and laboratory work with out-of-class experiences, and a student's experience in a course can be enriched in significant ways by the selection of complementary co-curricular activities.

The Major

A student must complete any one of the department-based majors, one of the interdisciplinary majors listed elsewhere in this catalogue or an approved interdisciplinary major formulated in consultation with faculty members.

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

No major may require more than fifty percent of the total credits required for the degree. At least fifty percent of the course requirements for a major or minor must be Rhodes credit. All majors require a capstone experience that gives the students an opportunity to demonstrate their progress towards the educational goals established for their majors. This capstone experience usually includes demonstrations of proficiency in writing and speaking and a familiarity with the foundations and contemporary concerns of the major discipline.

A 2.00 (C) grade point average in the major is required for graduation. The major grade point average is determined by computing the grade point average of all courses required for the major as described in this catalog and any other courses taken in the declared major. The computation of a major grade point average for an interdisciplinary major shall include all courses described as required and as elective courses.

A student pursuing a double major or a second Bachelor's degree may use no more than four (4) of the same courses to satisfy requirements in both majors unless specified as required by one or both of the majors.

In the case of changes in the requirement for a major, students may follow the requirements stated in the catalogue that defines their general degree requirements or in any later catalogue except in cases where changes in departmental course offerings

makes the original major requirements impossible to meet.

Declaration of a Major. Students must declare an intended major or majors no later than mid-term of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department's chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student's remaining semesters. A faculty 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 online [here](#). 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, available online, is used to record the approvals and to advise the Registrar of the College.

Intent to Graduate Form

All candidates for degrees must submit to the Registrar an "Intent to Graduate" form at least two semesters prior to the intended date of graduation.

The College expects all students to conduct themselves as responsible citizens of our academic community. Persistent or extreme departures from this standard may be sufficient cause for suspension or expulsion at any time prior to graduation. Students under academic or disciplinary suspension are not permitted to graduate from Rhodes until eligible for readmission. Students under academic or disciplinary expulsion are permanently separated from the College and not permitted to graduate from Rhodes. Expulsion may occur at any time before a diploma is awarded.

If a student is the subject of a pending College investigation at the time of graduation, the student may not be eligible to graduate. Rhodes also reserves the right to exclude from graduation persons who are the subject of an ongoing state or federal criminal process at the time of graduation. 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.

Commencement

Rhodes requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in December and candidates whose work will be completed in August. Students who complete degree work in December are included in the graduating class in May of the next calendar year. Rhodes will recognize students who complete degree work in August as members of the preceding May's graduating class. In order to participate in commencement exercises, August candidates must be within near-expectation of completing the requirements for a degree and have the approval of the Faculty Standards and Standings Committee or the Dean of the Faculty, if the Standards and Standings Committee cannot be convened in a timely manner. The College confers degrees (signified by the date of the degree of the diploma and in official records) at the end of each regular semester (December and May) and in August, but diplomas are awarded only at the May commencement.

Academic Minors

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

Normally, a student is required to complete at least five specified courses to earn a minor. At least four of the courses in the minor must be outside the requirements of the student's major or majors and any other minors. Forms for declaring a minor are available online and should be completed no later than the beginning of the fall semester of the senior

year.

A student must earn a grade point average of 2.00 in the courses required for an academic minor in order for the minor to be posted to the final academic record.

Undergraduate Certificates

Undergraduate certificate programs at Rhodes College provide additional, often interdisciplinary undergraduate coursework beyond the major/minor. Each certificate program offers a carefully designed sequence of courses focusing on an area supplemental to the student's discipline, which may encompass multiple disciplines and help build knowledge and skills in a specific area. Certificates can enhance student credentials and offer additional career opportunities.

An undergraduate certificate program offers a focused form of study. These programs are appropriate for graduate study preparation or professional development. Certificate offerings can respond with agility to the evolving needs of the professions, student preferences, and funding opportunities.

Requirements for enrollment in an undergraduate certificate program:

1. Students must be currently enrolled Rhodes degree-seeking undergraduate students.
2. Additional criteria for admission, such as GPA and prerequisite course work, may be established within individual program guidelines.

Second Degree

A student may earn a second Bachelor's degree upon earning at least 32 credits beyond the total credits required for the first degree and completion of all requirements for a second major. A student may not earn two Bachelor of Arts degrees or two Bachelor of Science degrees. A student planning to earn a second degree must declare that intention no later than the beginning of the last semester of enrollment. All academic work for both degrees is included in the cumulative grade point average of the double degree recipient.

A Rhodes graduate who wishes to return to the College to earn a second undergraduate degree must earn an additional 32 credits beyond the number of hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

Changes in Degree Requirements

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current catalog, including the number of credits required for graduation, and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College's curriculum, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

Academic Achievement

The candidate for the degree who attains a cumulative grade point average of 3.95 in all Rhodes work will be recommended for the degree summa cum laude.

The candidate for the degree who attains a cumulative grade point average of 3.85 in all Rhodes work will be recommended for the degree magna cum laude.

The candidate for the degree who attains a cumulative grade point average of 3.50 in all Rhodes work will be recommended for the degree cum laude.

The major with honors requires special independent study work in the major field during the senior year. The Honors Program is described under Opportunities for Individualized Study. Rhodes does not rank its graduates.

Awarding of Posthumous Degrees

A posthumous degree may be awarded to a deceased undergraduate student who was within 16 credits of the completion of the requirements for graduation or to a deceased graduate student who was within 6 credits of the completion of the requirements for graduation. The student must have been enrolled during the past two regular semesters. The remaining credits would have completed all degree requirements, and the cumulative and major GPA requirements must be met. The appropriate degree may be awarded posthumously on the recommendation of the Dean of the Faculty with the approval of the Faculty Standards and Standing Committee and the President. The student's transcript will show a notation that the degree was awarded posthumously.

Posthumous Memorial Certificate Policy Language

If a deceased student did not meet the criteria for a posthumous degree, a Posthumous Memorial Certificate may be awarded to honor the student's memory as a part of the Rhodes community. The decision to award a Posthumous Memorial Certificate will be made on a case-by-case basis on the recommendation of the Vice President for Academic Affairs with the approval of the Faculty Standards and Standing Committee and the President.

The Master's Degree

A master's degree at Rhodes requires at least 32 graduate credits in a coherent field of study. Rhodes courses numbered 500 or higher are graduate-level courses.

Post-Baccalaureate Certificate

Post-baccalaureate certificate programs at Rhodes College provide additional, undergraduate or graduate coursework beyond the baccalaureate degree and major/minor. A post-baccalaureate certificate at Rhodes requires 12 to 24 undergraduate or graduate credits taken after an undergraduate degree has been earned.

Undergraduate courses counting towards a baccalaureate degree cannot be used as coursework towards completing the post-baccalaureate certificate. Each certificate program offers a carefully designed sequence of courses focusing on an area supplemental to the student's discipline, which may encompass multiple disciplines and help build knowledge and skills in a specific area.

Unlike masters programs, post-baccalaureate certificates are not degree programs. Certificate curriculum may be composed of undergraduate or graduate courses. Post-baccalaureate certificates also differ from majors and minors in that they are undertaken after the awarding of the baccalaureate degree. Moreover, certificate programs may include a significant experiential component directed toward professional development. Certificate offerings can respond with agility to the evolving needs of the professors, student preferences, and funding opportunities.

Requirements for Enrollment in a Post-Baccalaureate Certificate Program

- Student must have earned a baccalaureate degree from an accredited institution.
- Students applying for a Rhodes post-baccalaureate program must have a 2.5 minimum undergraduate GPA in order to be accepted. Additional criteria for admission, such as a higher GPA, standardized test scores, and prerequisite coursework may be established within individual program guidelines.
- Undergraduate courses counting towards a baccalaureate degree cannot also be

used as coursework towards completing the post-baccalaureate certificate.

- To remain enrolled, students must maintain a 2.5 GPA in all coursework and be satisfactorily attentive to their responsibilities in experiential components of the program.

AP/Cambridge Pre-U/IB/OIB Credit Evaluation

A maximum of 32 credits may be earned through Advanced Placement, Cambridge Pre-U, International Baccalaureate, and Option International Baccalaureate examinations. It is the responsibility of the student to have official reports of examination scores in Advanced Placement, Cambridge Pre-U, International Baccalaureate, and/or Option International Baccalaureate sent to Rhodes College. Student copies of score reports are not acceptable for formal evaluation. Receipt of official score reports and formal evaluation of AP/Cambridge Pre-U/IB/OIB score reports must be completed by the first day of a student's first semester of enrollment as a degree-seeking student at Rhodes.

Transfer Students

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

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the total credits required for a Rhodes degree, a minimum fifty percent must be earned at Rhodes and a maximum of fifty percent may be accepted as transfer and Advanced Placement credit.

Transfer credit for students who transfer to Rhodes will be evaluated following these guidelines according to the Foundation requirements:

1. 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.
2. Credit from several courses may be combined to total four or more credits and therefore satisfy a foundation requirement.
3. A three-credit course may be used to satisfy a Foundation requirement if the corresponding course in the Program of Study meets that same requirement.

4. A three-credit course may be used to satisfy a major requirement if the corresponding course in the Program of Study meets that same requirement unless specifically disallowed by the Program of Study chair where the course is offered.

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 a course transferred from another institution must have the course approved in advance of course enrollment. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the Program of Study chair and the Registrar. Transfer courses require the following approvals:

- A transfer course that has a Rhodes equivalent (including Foundations courses) must be approved by the appropriate chair.
- A transfer course that does not have a Rhodes equivalent and does not satisfy Foundation requirements must be approved by the appropriate chair.
- A transfer course that does not have a Rhodes equivalent and can potentially satisfy Foundations requirements must be endorsed by the appropriate chair first and then approved by the Foundation Curriculum Committee.

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 programs of study, a proficiency examination must be passed in order for the transfer credit to be accepted.

Credit from Study Abroad/Away. Rhodes students who study abroad/away in an approved program or Maymester will normally satisfy the F11 requirement, unless the program has been noted by the Buckman Center for International Education's Director as particularly unsuitable for this purpose.

In addition, students may, satisfy up to one additional Foundation requirement in a summer program, up to two additional Foundation requirements in a semester program,

and up to three for a year-long-program. The Director of the Buckman Center in consultation with the Registrar and the Foundations Curriculum Committee as necessary will determine the appropriateness of the course(s) taken abroad/away for Foundations credit.

Credit Conversion. Credits awarded for courses vary by institution and by international program. Rhodes adheres to the credit conversion guidelines specified below.

Type of Domestic/Global Credit System:	Course Credits at Host University:	How These Credits Transfer to Rhodes:
United Kingdom	15 credits	4 credits
United Kingdom	20 credits	5 credits
United Kingdom	30 credits	8 credits
ECTS (European Credit Transfer System)	2 credits	1 credit
ECTS (European Credit Transfer System)	4 credits	2 credits
ECTS (European Credit Transfer System)	6 credits	3 credits
ECTS (European Credit Transfer System)	8 credits	4 credits
United States/Affiliated Programs	1 credit	1 credit
United States/Affiliated Programs	2 credits	2 credits
United States/Affiliated Programs	3 credits	3 credits
United States/Affiliated Programs	4 credits	4 credits

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

All credit earned on study abroad programs, exchange programs, and cooperative programs such as Washington Semester is evaluated as transfer credit.

The 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 be consistent with the liberal arts and science curriculum and of comparable quality to that expected of courses at Rhodes. Chairs make these judgments prior to the student enrolling in the course; in many cases the Registrar can act with the authority of chairs. In some Programs of Study, a proficiency examination must be passed in order for the transfer credit to be accepted. The chairs 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 a regionally accredited college or university or while on a study abroad program approved through the Buckman Center for International Education.
- For courses taken online prior to matriculation, up to 8 credits may count towards the 128 credits required for a bachelor's degree. After matriculation, up to 8 online transfer credits may be used for degree requirements with the preapproval of the chair in the relevant program of study. If the discipline is not represented at Rhodes, the student can request that the Registrar, in consultation with the Associate Provost review the course for credit. The student will provide requested documentation.
- Rhodes students who study abroad/away in an accredited long-term program that has been pre-approved through the Buckman Center for International Education will normally satisfy the F11 requirement. Students may satisfy up to one additional Foundation requirements while abroad/away in summer, up to two additional Foundation requirements in semester-long programs, and up to three additional Foundation requirements for a year-long program. The Director of the Buckman Center will recommend to the Foundations Curriculum Committee, in consultation with the Registrar, and chairs as necessary, the appropriateness of the course(s) taken abroad for Foundations credit. This recommendation will be done in accordance with guidelines as provided by the Foundations Curriculum Committee.
- No more than eight 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.
- When a program of study course transfers as three (3) credits, the Registrar and Department/Program Chair may adjust the program of study requirement by no more than one (1) credit, though the student must still complete 128 credits to graduate with a bachelor's degree.
- A maximum of 64 credits or fifty percent of the total credit required for a degree may be accepted towards a Rhodes degree. No student may earn additional transfer credit once that credit limit has been reached.

- Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter-hour equals two-thirds credit. Fractional transfer credits will be credited.
- Students earning both transfer credits and Advanced Placement, Cambridge Pre-U, International Baccalaureate, and/or Option International Baccalaureate credits may apply a maximum combined total of fifty percent of the total credit required for a degree to the Rhodes degree. A student with such credit must earn at least fifty percent of the total credit required for a degree in residence at Rhodes.
- Of the 32 credits earned to qualify for the senior year in residence, a maximum of eight credits may be transfer credit.
- Transfer credits are accepted if the grade is C- or higher. However, all grades earned by Rhodes students participating in study abroad/away programs with affiliated partners will be recorded on the transcript regardless of whether credit is earned. If the term grade point average at the end of any semester abroad or away falls below a minimum standard articulated in the Academic Probation and Suspension section of the catalogue, it is subject to review by the Standards and Standing Committee upon receipt of the official transcript.
- 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. With the exception of F11, courses taken Pass/Fail cannot be used to fulfill Foundations requirements.
- 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 chair at Rhodes, only if such coursework does not satisfy high school graduation requirements or requirements for admission to Rhodes. Such courses must be taken on a college campus, not in a high school even if taught by collegiate faculty. Credit for such courses must be requested during the summer prior to enrollment at Rhodes. Students who have not graduated from high school who present such courses for transfer credit are not considered transfer students.

Printed from: <https://catalog.rhodes.edu/educational-program/requirements-degree>

The Paul Barret, Jr. Library, Information Services

Barret Library, 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 is home to Information Services (under Academic Affairs), a union of Library Services, Information Technology Services, and Academic Technology Services. Together, the division is committed to providing acquisition, organization, and circulation of resources with a wide range of technology resources to support the diverse work of faculty, staff, and students; as well as instruction to classes and individuals in effective information and technology literacy.

Services offered in Barret Library include a 24-hour study space (Middle Ground), group study rooms, and assistance with technology and academic research. Also included in the Barret Library are areas for peer-tutoring, writing assistance, computer labs, poster-sized printer, Podcast/Recording room, the distraction reduced testing room, the Entrepreneurship Hub, and the Teaching and Learning Center for those students registered with the Office of Student Accessibility Services, and many other services. Information Services staff support over 150 technology-equipped classrooms and event spaces across campus.

The Library collection includes materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. This collection has been carefully built over a period of years by the teaching faculty with input from students and the library staff. The research catalog is part of WorldCat, which connects and shares thousands of library catalogs across the country. The interface allows you to see holdings within other libraries as well. The collection includes access to a large amount of online content including electronic journals, e-books, databases, and film streaming services that support the college's curriculum.

In addition to the reference and circulating collections there are four special collections: the Rhodes Archives, the Richard Halliburton Collection, the Walter P. Armstrong, Jr. Book Collection and the Shelby Foote Collection (made possible through the generosity of Riea and Steve Lainoff). The Walter P. Armstrong, Jr. Book Collection includes special items of value added to the library through the years and the collection of first editions of English and American authors, many of them autographed. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

The Rhodes Archives consists of publications about Rhodes of an historical nature as well as student honors papers and books written by faculty and alumni. The Archives also retains all available copies of college publications including yearbooks, catalogues, the student newspaper and handbooks. There is an extensive collection of still images which

document life at the College.

DLynx, the Archives digital repository, provides access to digital items of historical value and materials created by faculty, staff, and students. These materials include digital copies of the Sou'wester (the student newspaper), student honor papers, and hundreds of images of student life from past decades. The Sou'wester, the student newspaper, has been digitized from November 1919 to the present date. The Ranking Web of World Repositories" lists DLynx as 113 out of 1646 digital collections in North America which places it in the top 10%. Using resources from DLynx and the Archives, "Lynx to the Past" is the podcast produced by library and information services staff to tell stories about campus history, mysteries, and legends.

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: Christian Brothers University Library, Hollis F. Price Library of LeMoyne-Owen College, Ned W. McWherter Library of the University of Memphis, and the Memphis Theological Seminary Library. Students are also entitled to library cards in the Memphis Public Library, which is an especially valuable community resource. The Barret Library operates an active and invaluable interlibrary loan service for its faculty and students with libraries outside the Memphis area.

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