

## **Agnes Scott College**

Catalog

2009-2010

Agnes Scott College does not discriminate on the basis of race, color, national origin, religion, sexual orientation, age or disability in the recruitment and admission of any student and, in addition, does not discriminate on the basis of gender in the recruitment and admission of students to its graduate and post-baccalaureate programs. This nondiscrimination policy also applies to all the rights, privileges, programs and activities generally accorded or made available to students at the college, and to the administration of educational policies, scholarship and loan programs and all other programs administered by the college.

Agnes Scott College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Arts degree and the Master of Arts in Teaching degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404 679-4500 for questions about the accreditation of Agnes Scott College.

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### **Agnes Scott at a Glance**

- Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta.
- Enrollment: approximately 900 students
- Students representing more than 25 countries and 40 states
- 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree.
- Student-faculty ratio: 9 to 1
- Average class size: 13
- One third of the student body from underrepresented groups
- 29 buildings on a 100-acre campus in a national historic district
- Cross registration at 19 other colleges and universities in metropolitan Atlanta
- Dual-degree program in engineering with Georgia Institute of Technology
- Dual-degree program in nursing with Emory University
- Dual-degree program in art and architecture with Washington University in St. Louis
- Exchange program with Mills College in Oakland, Calif.
- Three coeducational graduate and post-baccalaureate programs: the Master of Arts in Teaching secondary English, the Master of Arts in Teaching secondary biology, chemistry, math or physics and the Post-Baccalaureate Pre-Medical Program
- A coeducational summer school open to Agnes Scott students, college students in good standing with their home institutions, high school students who have completed their junior year, and college graduates
- Study-abroad programs, including The Coca-Cola Global Awareness Program, Global Connections and International Student Exchange Program, provide opportunities to study at more than 147 universities in more than 50 countries.

## **Mission of Agnes Scott College**

AGNES SCOTT COLLEGE educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

- Agnes Scott College provides a dynamic liberal arts and sciences curriculum of the highest standards so that students and faculty can realize their full creative and intellectual potential.
- Agnes Scott College fosters an environment in which women can develop high expectations for themselves as individuals, scholars, professionals and citizens of the world.
- Agnes Scott College strives to be a just and inclusive community that expects honorable behavior, encourages spiritual inquiry and promotes respectful dialogue across differences.

*Adopted by the Board of Trustees, August 2002*

## **FOUNDATIONS**

Agnes Scott College honors in its name the integrity and intellectual curiosity of Agnes Irvine Scott, a Scots-Irish immigrant to the United States. Her son, Col. George Washington Scott, was the college's primary benefactor, and the Rev. Frank Henry Gaines, minister of Decatur Presbyterian Church, was the founding president. While their leadership extended into the South the Presbyterian educational movement that began with Princeton University, Agnes Scott was established with a distinctive mission: to educate women for the betterment of their families and the elevation of their region. Initially named the Decatur Female Seminary in 1889 and renamed the Agnes Scott Institute in 1890, the college was chartered as Agnes Scott College in 1906.

In 1907 Agnes Scott was the first institution of higher education in Georgia to receive regional accreditation, and dedicated itself from the beginning to the highest level of "moral and intellectual training and education."<sup>1</sup> Its emphasis on academic excellence and a rigorous liberal arts curriculum "fully abreast of the best institutions of this country"<sup>2</sup> has always encouraged independent thinking in an atmosphere for learning. The college's residential campus, now prized for both its aesthetic distinction and state-of-the-art facilities, has given all student generations a sense of place, purpose and responsibility. Student self-government under an honor code has

been a hallmark since 1906. A founding member of many national and regional educational associations, Agnes Scott has been a member of Phi Beta Kappa since 1926. This tradition of educational leadership continues in the 21st century as the college models new forms of undergraduate education for women, including innovative science and international programs; language, technology and speaking throughout the curriculum; and linkages to Atlanta's university, business and cultural communities.

The Reformed tradition in which the college was created helped shape the intellectual, spiritual and ethical values affirmed to this day: individual inquiry, commitment to the common good, the importance of character formation and engagement with the world. These are reflected in its motto from II Peter 1:5, "Now add to your faith virtue; and to virtue knowledge." The college's charter commitment to provide "auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion" has broadened into a commitment to ensure that students, faculty and staff of many faiths and secular persuasions are full participants in the life of the college. While Agnes Scott continues to be related to the Presbyterian Church (U.S.A.), its Board of Trustees is an independent, self-perpetuating governing body.

Widening the vision of its founders while remaining grounded in its original mission, Agnes Scott College continues to provide women with an edge for achievement. Alumnae distinguish themselves in medicine, science, education, ministry, the arts, law, politics, business and community service. Since the early 1920s, the college has ranked in the top 10 percent of American colleges whose graduates complete Ph.D. degrees. The Agnes Scott student body has expanded to include women who represent the diversity that is the United States and the world, women who are returning to college to complete their degrees, and women and men who seek the Master of Arts in Teaching. The engagement of the Agnes Scott community in the intellectual, cultural and social issues of its times represents both the proud history and the bright future of the college.

1 Charter, Decatur Female Seminary, Aug. 27, 1889

2 Agnes Scott Ideal, Frank H. Gaines, 1889

*Adopted by the Board of Trustees, August 2002*

## AGNES SCOTT COLLEGE VALUES

### **A Commitment to Women**

- To a holistic approach to education for women, acknowledging the primacy of intellectual development, with opportunities for physical, social, cultural and spiritual development.
- To perspectives within the liberal arts tradition that are particularly significant for women.

### **A Commitment to Teaching and Learning**

- To academic excellence, rigor and creativity that engender the joy of learning.
- To personal interaction between students and faculty with an emphasis on independent study and mentoring.
- To the utilization of wide-ranging pedagogical techniques and technologies.
- To an emphasis on collaborative learning.

### **A Commitment to the Liberal Arts**

- To the experience of a broad range of liberal studies disciplines, including the humanities, fine arts, natural and social sciences with significant depth in a disciplinary or interdisciplinary major.
- To the liberal arts as the indispensable foundation for professional life.

### **A Commitment to an Appreciation of Diverse Cultures**

- To curricula reflecting a wide range of original sources and scholarly critiques.
- To a student body and a faculty who bring to Agnes Scott the diverse perspectives of their circumstances, cultures and backgrounds.
- To respectful engagement with divergent ideas, philosophies and perspectives from all members of the college community.
- To applied learning opportunities in local and international communities.

### **A Commitment to a Community that Values Justice, Courage and Integrity**

- To encourage the development of a spiritual commitment and a set of values that can serve as sources of vitality, meaning and guidance in the lives of students.
- To support the development of leadership skills and community service experience needed to become effective contributors to one's family, profession and to society and world citizenship.

*Endorsed by the faculty, April 1995*

*Affirmed by the Board of Trustees, August 2002*

# About Agnes Scott College

AGNES SCOTT COLLEGE is committed to educating women who achieve in their professions, contribute to their communities, engage the social, technological and global issues of their times and live personally and spiritually purposeful lives. Students thrive in an atmosphere of academic and intellectual challenge that includes independent studies and student-designed majors.

The liberal arts curriculum emphasizes academic excellence, interdisciplinary learning initiatives and experiential learning through local internships, collaborative research and study abroad. The campus is located in metropolitan Atlanta in the city of Decatur. Nationally known as a center for research and higher education, Atlanta provides resources and learning opportunities central to the Agnes Scott experience. As a student immerses herself in the world, its cultures, history and ideas, she obtains the tools needed to explore her world passionately and ethically. She gains the confidence to handle difficult questions and offer responsible, rational and creative answers. As a women's college, Agnes Scott provides diverse role models who offer rich and multilayered examples of what leadership can be. Students become leaders in social, athletic, academic and political arenas. The young woman who runs for office, competes for a scholarship or speaks up in class knows her gender is not an issue. As a result, she forms a clear view of her strengths and weaknesses, finds her voice and is encouraged to speak out about the issues of the day.

Agnes Scott's alumnae and student body include Rhodes, Fulbright, Truman, Gates Millennium and Goldwater scholars; the first female chief justice of the South Carolina Supreme Court; the CEO of Ann Taylor Stores; Grammy, Oscar, Tony and Pulitzer-Prize winners; internationally acclaimed scientists and women who work in the CIA, CDC, EPA, CNN, Federal Reserve and the Peace Corps. Agnes Scott students have also received prestigious awards including the Benjamin A. Gilman International Scholarship, Rotary Ambassadorial Scholarship and Thomas R. Pickering Foreign Affairs Fellowship. Distinguished high school graduates come to Agnes Scott with a strong academic record and a desire to achieve higher goals. They leave with the knowledge and insight to achieve those goals and make a lasting contribution to their community, generation and world.

# The Campus

JUST SIX MILES from Atlanta's city center, Agnes Scott is located on a beautiful 100-acre campus in a national historic district and a residential neighborhood of Decatur, Ga.

Emory University, Georgia Institute of Technology and Georgia State University are a short drive away, and The University of Georgia is nearby in Athens. The college has 29 buildings and an adjacent apartment complex for upperclasswomen. With its Collegiate Gothic and Victorian architecture, brick walks and century-old trees, the campus is a pleasant place to stroll, meet friends, meditate or study.

## AGNES SCOTT "MAIN" HALL

The first building constructed on campus, Agnes Scott Hall was built in 1891 and originally housed the entire school. The money to construct Agnes Scott Hall was donated by Col. George Washington Scott, one of the college's founders, who envisioned a structure with the modern conveniences necessary to serve the college for many years.

More than 100 years later, Agnes Scott Hall continues to serve the campus as a residence hall and office/meeting space. The upper floors provide residence hall space, while the lower floors house the offices of the president and dean of students. The building's bell tower provides a focal point for the campus. In addition to ringing the bell for special occasions, seniors accepted to graduate school or hired for their first jobs are invited to ring the bell on Fridays during spring semester. The "tower room," made famous in the opening scenes of the movie *Scream 2*, is also in Main.

## RESIDENTIAL OPTIONS

In addition to Agnes Scott Hall, students may live in Hopkins, Inman, Rebekah, Walters and Winship residence halls, three theme houses and Avery Glen Apartments. Each residence-hall room contains an information outlet per bed, providing network, telephone and cable-TV services. Access to the Internet is provided at Avery Glen Apartments through cable-modem services.

## MCCAIN LIBRARY

The James Ross McCain Library combines strong collections, individual attention, excellent study spaces and advanced technology to support students in research and

course assignments. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 following total renovation and major expansion. Features include group study and media rooms, comfortable study nooks, an outdoor reading terrace and wireless network connectivity throughout the facility.

The library collection, selected to support the undergraduate curriculum, includes more than 228,000 volumes, 47,302 digital books, access to 24,017 periodical titles and approximately 21,700 sound and video recordings, as well as microforms and archives. Many resources are electronic and available remotely from other campus facilities, residence halls and off-campus locations. Nearly 150 databases offer full-text articles from several thousand journals, periodical indexes in most major academic areas and reference tools serving all disciplines. These electronic resources include, but also go beyond, the holdings of GALILEO, Georgia's statewide virtual library. McCain Library also circulates equipment, e.g., wireless laptops (for in-library use), flash drives, digital cameras, audio recorders and Purple Bikes. Through Agnes Scott's membership in ARCHE (Atlanta Regional Council for Higher Education), students enjoy access to library holdings of 18 other local colleges and universities. Interlibrary loan provides additional access to specialized research materials for students and faculty.

## COMPUTER FACILITIES

The college provides technology resources that enhance the teaching and learning environment. All campus facilities and classrooms allow access to the college's computer network. The network provides access to the Internet, e-mail, network file and print services and online Web-based services (McCain Library, Moodle, AscAgnes, Online Phone Directory and the campus intranet).

McCain Library houses the bibliographic-instruction classroom and the Educational Technology Center, a 24-hour accessible area containing the Center for Writing and Speaking, Technology Production Studio, multimedia laptop classroom and the computerized language lab/classroom. There are also desktop computers available for academic applications near McCain's first-floor entrance. McCain's second floor classroom/lab is used for library research classes and to meet extra computer demand at exam time.

Alston Campus Center provides a number of computing facilities including Butler Business Center and the SunTrust Cyber Café. Buttrick Hall houses the Educational Curriculum Library, Hayes M.A.T. computer lab, Math/Economics computer lab and

media-enriched classrooms. Mac computers are available in the Dana Fine Arts Building graphics lab. A small computer lab is available in each residence hall for student computing use and printing.

Computer technology is available throughout Bullock Science Center in teaching and research labs, computer labs, computerized classrooms and student-project labs.

Special-purpose computer labs include Presser Hall's music lab, Bradley Observatory's research lab and Bullock Science Center's Linux lab.

Through the Office of Information Technology, students can check out a laptop for course-related special projects. A wide selection of software is available on all campus-computer systems, and a variety of special-use computer hardware can be found in computer labs.

## BULLOCK SCIENCE CENTER

Opened in January 2003, the 115,000-square-foot Mary Brown Bullock Science Center houses media-rich classrooms, laboratories, faculty offices and equipment for the four disciplines that use investigative laboratories—biology, physics, chemistry and psychology. The center features multimillion-dollar instrumentation and dedicated faculty-student research laboratories. The center links the college's north and south sections and forms the Science Quadrangle, also bounded by McCain Library, Alston Campus Center and the Julia Thompson Smith Chapel.

## BRADLEY OBSERVATORY AND DELAFIELD PLANETARIUM

The 70-seat Delafield Planetarium boasts a 10-meter AstroTek dome and a Zeiss Instruments computer-controlled projector. When installed, only 10 other sites in the country and 23 other sites in the world had such projectors. Bradley Observatory is equipped with a lecture hall, a library, offices, a darkroom and extensive computer facilities. It provides a wide variety of telescopes in addition to the Beck Telescope. The Celestial Observation Plaza at the west entrance.

The observatory holds frequent open houses and public events, including the William A. Calder Equinox Concert Series, which features musical performances on the autumnal and vernal equinoxes. The observatory provides students with the means to make telescopes, duplicate historical experiments and observe and process data from astronomical phenomena. One of only two astronomical teaching and research facilities in Atlanta, Bradley Observatory was named in 1950 in honor of William C. and Sarah Hall Bradley. The Delafield Planetarium was added in 2000 and is named

for alumna Joann "Joie" Sawyer Delafield '58 and her husband, Dennis.

## BUTTRICK HALL

Built in 1930, Buttrick Hall is the hub of academic activity on campus, housing the Office of the Dean of the College and many academic departments and programs. The building was named for Wallace Buttrick, former president of the General Education Board of New York and a friend of the college.

## DANA FINE ARTS BUILDING

Dana Fine Arts Building is the artistic center of campus. The building features modern design by Atlanta architect John Portman, interwoven with Gothic architectural elements, creating a structure that is both functional and in keeping with the rest of the campus. The building houses an art gallery, classrooms, art studios and a theatre for the dramatic arts. The Dalton Gallery was named in honor of Harry L. Dalton and his wife, Mary Keesler Dalton '25, of North Carolina. Winter Theatre, which seats more than 300 and features a modified-thrust stage, was named in honor of Professor Roberta Powers Winter '27, who taught speech and dramatic arts at the college from 1939 to 1974.

## PRESSER HALL

Envisioned to house both a music center and chapel, Presser Hall opened in 1940. The building was named in honor of Theodore Presser, who established the Presser Foundation, which donated funds for the building. Dedicated in 1941, Gaines Chapel, named in honor of President Frank Henry Gaines (1889-1923), features seating for 800 and houses a 3,000-pipe, four-manual Austin organ. Presser Hall is also home to Maclean Auditorium, a smaller 300-seat auditorium named for Professor Joseph Maclean, who headed the Department of Music from 1893 to 1918.

## ALSTON CAMPUS CENTER

Wallace M. Alston Campus Center, opened in spring 2001, is the central point connecting the residential and academic areas of campus. The center contains meeting rooms for student functions and office space for administrative staff. The facility also is home to the college bookstore, post office, copy center and snack bar along with the offices of career planning, student activities, intercultural affairs, residence life and the chaplain.

## EVANS HALL

Letitia Pate Evans Hall, opened in 1950, was named in honor of Letitia Pate Evans of Hot Springs, Va., who served as an Agnes Scott trustee from 1949 until her death in 1953. Renovated in 1999, the building features seated dining space for 400 and conference facilities on the terrace level. It also features a marché servery and terraces for outdoor dining.

## ATHLETIC FACILITIES

Robert W. Woodruff Physical Activities Building provides facilities for recreational and NCAA Division III intercollegiate athletic pursuits. Facilities include a basketball court; volleyball courts; an eight-lane, 25-meter competition swimming pool; cardio-training and select rise-weight equipment and a sports-medicine training room. The offices for the Department of Physical Education and Athletics are housed here. Located just beyond Woodruff are the Gellerstedt Track and Field and Byers Tennis Courts.

## JULIA THOMPSON SMITH CHAPEL

Dedicated in 2008, the Julia Thompson Smith Chapel is a Christian chapel welcoming people of all faiths for worship services, meditation and prayer, small Bible study groups and other religious study, occasional lectures and intimate concerts. The chapel, named for Julia Thompson Smith '31, is home to a rare Brombaugh Opus 31 d organ.

## CAMPUS SAFETY

Agnes Scott has an excellent safety record. The campus and surrounding neighborhoods are considered comfortable places to live. Agnes Scott enjoys the protection of a fully staffed, highly trained campus police department. However, all campus community members are encouraged to be alert and aware and join a campus-wide effort to maintain safety.

Students are offered a number of opportunities to learn more about personal safety and safety issues through lectures and self-defense classes. Because safety is a high priority, all residential spaces are secured and accessible only to those who have been assigned keys. Campus policy requires guests to be escorted by building residents. Call boxes for emergency assistance are located throughout the campus.

## LIFE ON CAMPUS

### ORIENTATION

At Agnes Scott the entire community works together to help incoming students successfully begin their college careers. Orientation begins during the summer before a new student arrives with contact from Orientation Council, upperclass students who plan and coordinate orientation activities and events. An integral part of orientation at Agnes Scott is the ASC 101 program. All incoming students are assigned to an ASC 101 group. Each ASC 101 group includes approximately 15 new students, a staff coordinator and two returning students. ASC 101 groups meet weekly through the fall and provide valuable information on a variety of topics, from the practical to the theoretical and philosophical. Transcripts will reflect completion of ASC 101.

Orientation includes meeting with a faculty adviser, help with course selection and placement tests and formal introductions to campus organizations. Students also get to know Agnes Scott through less formal programs. Social involvement is encouraged through activities such as weekend events in the Atlanta area, on-campus parties and events.

International students, members of underrepresented populations, transfer students and Woodruff Scholars (nontraditional students) are assigned to ASC 101 groups, and are offered additional programs tailored to their needs.

### HONOR AND JUDICIAL SYSTEM

Ethics and values are central to the purpose, curriculum and social life of Agnes Scott. The Honor System, one of the oldest in the country, is governed by students. Each student is expected to uphold the system's high standards and take personal responsibility for her integrity and behavior. In choosing Agnes Scott, a student accepts the Honor System as her way of life and formally adopts it by the following pledge:

*As a member of the Student Body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life.*

## STUDENT GOVERNMENT

Agnes Scott is a community that values open communication among faculty, students and administrators. The Student Government Association acts as a formal liaison between students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. More information about student government can be found in the *Student Handbook* and listings of student organizations may be found on the student life section of the Agnes Scott College Web site.

## RESIDENCE LIFE

Agnes Scott's residence halls are comfortable and inviting. Agnes Scott, Rebekah Scott and Inman halls have been restored to their Victorian elegance while meeting today's needs for efficiency and comfort. Their former grace is recaptured with period design and furnishings (some donated by alumnae) and chandeliers in the lobbies and parlors. All three are listed in the National Register of Historic Places. Three other comfortable residence halls are Hopkins, Walters and Winship. All residence-hall rooms have Internet, telephone and cable-TV connections. Winship and Walters feature living and learning communities for new students enrolled in First Year Seminars.

Residence halls are almost entirely self-governed within the policies of the college and the Office of Residence Life. Student staff in each hall includes a resident director and resident assistants, supervised by the director of residence life. The *Student Handbook* explains all campus regulations.

Apartment living is available at the college's Avery Glen Apartments located on the east side of campus. An option for juniors and seniors, Avery Glen affords a greater sense of independent living.

Upperclasswomen have another housing option in the three restored Queen Anne-style homes on the west side of the campus. These houses operate with a goal of creating a living/learning community based on a learning theme. Students apply to live in these houses according to their interest in and commitment to assigned themes.

The main purpose of the theme houses is to facilitate learning. By choosing to reside in the house, residents commit to the plan for using the living arrangement to advance learning. Collaboration between faculty and students is an important focus of this arrangement, and each house has a faculty or staff adviser. Academic

departments and programs submit theme proposals each year.

All students, except Woodruff Scholars, are required to live in campus housing. Any exception must be approved by the dean of students. Students in the Atlanta area who live with their parent(s) may apply for approval from the dean of students to commute.

If a student's conduct indicates she is not in sympathy with the ideals and standards of the college's residence life policies or is not mature enough to reside on campus, the dean of students may terminate her resident status.

#### STUDENT ACTIVITIES, VOLUNTEER OPPORTUNITIES & INTERCULTURAL AFFAIRS

Outside the classroom, student activities add to life at Agnes Scott. Volunteer opportunities, excursions, formal dances, band parties, concerts, films, workshops, dialogues, and lectures on classical and contemporary issues are presented through the offices of student activities (including volunteer service) and intercultural affairs. Alston Campus Center houses many of these activities as well as a snack bar, workout room, student organization offices and meeting spaces, the bookstore and post office.

#### INTERCOLLEGIATE ATHLETICS AND OTHER SPORTS

Students enjoy sports on campus, including weight training, club swimming and cross country, tennis, cheerleading and swimming. They can participate in intercollegiate basketball, softball, soccer, tennis, volleyball and lacrosse through Agnes Scott's Division III membership in the National Collegiate Athletic Association. The college is a member of the Great South Athletic Conference.

#### WELLNESS CENTER

Undergraduate students are eligible for health services provided at the Wellness Center. The health services director is a nationally certified nurse-practitioner who works with physician consultants in internal medicine, gynecology, dermatology and psychiatry. Services include evaluation and treatment of health problems, counseling, special health education and screening programs.

The college reserves the right, if parents or guardians cannot be reached, to make decisions concerning emergency health problems for any student who is a minor. Students with specific health problems, serious illnesses or injuries will be referred to the appropriate specialist or medical facility.

Confidential counseling services are offered for all enrolled Agnes Scott undergraduate students by personal counseling staff members who are licensed psychologists, or by doctoral-level graduate students under staff supervision. Services include individual, couples and group counseling; consultation and referral services; and outreach programming.

Students seek counseling for a variety of concerns including managing relationships, handling family problems, coping with stress, homesickness, decreasing depressive feelings, dealing with fears, handling a crisis, eating and/or body image concerns, improving communication, learning to be assertive, study skills, time management, increasing self-esteem, understanding one's sexuality, decision-making and dealing with alcohol and/or drug concerns.

Individual counseling involves one-on-one meetings with a counselor for about 45 to 50 minutes. Couples counseling is available for dealing with relationship or roommate concerns. Group counseling involves three or more students meeting with one or more counselors to deal with shared concerns.

Consultation is available for staff, faculty, students or family members with a concern about a student or a specific mental health-related issue. Referrals are available for off-campus mental health services (e.g., longer-term psychotherapy, testing for learning disabilities, psychiatric care, intensive-treatment programs). In addition, workshops and presentations can be arranged for groups or classes interested in counseling-related topics.

The center's wellness education programs stress prevention of illness, promotion of self-care and encouragement of positive health practices. Reference materials on wellness issues are available.

## RELIGIOUS AND SPIRITUAL LIFE

The Julia Thompson Smith Chaplain serves as pastor to all members of the Agnes Scott community and coordinates religious activities, offering opportunities for worship, reflection, service and community-building. As a liaison between the college and the broader religious community, the chaplain encourages students to become actively involved with a local church, mosque, synagogue or other faith community. On-campus worship includes weekly ecumenical worship services, special observances and events in celebration of notable campus occasions. The chaplain also maintains information about student-led religious and spiritual organizations

that operate on campus, and serves as the adviser for the Religious Life Council, an interfaith committee of leaders from each student-led religious/spiritual group.

Contexts for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, support groups and spiritual counseling. Through the annual James Ross McCain Faith and Learning Lecture, students have a chance to hear from and interact with internationally recognized scholars and theologians.

Along with the volunteer coordinator, the chaplain's office coordinates opportunities for volunteer service in the larger community focusing on such issues as homelessness and housing, literacy, the environment, health, poverty, and domestic violence. Students may choose to participate in volunteer opportunities of varying duration—from a few hours, to a weeklong alternative spring break service trip, to a commitment that may last a semester or longer.

A Christian chapel welcoming all faiths, the Julia Thompson Smith Chapel is the spiritual center of campus and affirms the importance of faith in the community of higher learning. It is a place of worship and provides space for prayer, contemplation and worship. The chapel seats approximately 100 and includes a meditation room. Surrounding the chapel are beautifully landscaped gardens that provide vistas and spaces for gathering and meditation.

## CAREER PLANNING

The office of career planning supports students in entering and sustaining satisfying careers. From the orientation tour of the office for first-years to the celebrated days of job offers and graduate school acceptances for seniors, the office's goal is to provide individual and small group counseling and resources for students at all stages of career exploration.

To this end a student may choose to take career and/or personality assessment instruments which help her focus on her interests, values and personal preferences and their implications for career decision-making. Programs to enhance the exploration process include career observation days, externships, internships, workshops and seminars. Students are encouraged to participate in summer and/or semester long internships to gain experience in a specific career field. Internships may be paid or unpaid, credit-bearing or not-for-credit. In order to offer richness and diversity of opportunities, the office maintains relationships with employers, graduate and professional schools, friends of the college, alumnae and other colleges and

universities. Agnes Scott is a member of a consortium of small colleges and universities which holds an annual career fair as well as a participant in a Georgia statewide College-to-Career fair. Emory University Career and Graduate School fairs are open to Agnes Scott students as is the annual Emory Research Job Fair.

Through the office, students acquire career search skills and the proficiency to use them throughout their careers. Resources in the career planning library, career fairs, programs such as an annual resume exhibit and senior transitions programming are all designed to encourage a student's awareness and initiative in activities related to career and life planning. Juniors considering graduate school and seniors about to embark on job searches are all invited for individual appointments to discuss goals (or uncertainties), timelines and next steps. Career-planning library and staff resources include directories of graduate/professional school programs, test preparation materials for relevant entrance exams, assistance with decision-making, application procedures and mock interviews. For seniors seeking jobs after graduation, a wide range of programming is available, and employers are actively encouraged to recruit students. Students accepted to graduate school join successful job seekers in the spring tradition of ringing the bell in Agnes Scott Hall on Fridays.

#### STUDENT LEADERSHIP

Multiple opportunities for leadership development are available on campus through regular student-leadership retreats, workshops and programs facilitated by the office of student leadership. Each spring, a select group of first-year students participates in the Emerging Leaders program, which includes a retreat and weekly meetings focused on self-exploration, the development of communication skills and exploration of the qualities and values associated with successful leaders. The annual Fall Leadership Retreat is a time for elected student leaders to plan and prepare for the upcoming academic year. The Dana Scholars leadership program is a monthly leadership program for students from each class.

# Admission

AGNES SCOTT COLLEGE seeks to enroll students of diverse backgrounds, interests and talents whose academic and personal qualities promise success. Qualified women of any race, age, creed, national or ethnic origin are encouraged to apply. The college admits qualified students with disabilities and makes every effort to meet their needs.

The Office of Admission, under policies and standards established by the faculty, considers each application and examines evidence of sound academic preparation, ability, motivation, maturity and integrity. Every completed application is thoroughly reviewed.

Most students are admitted on the basis of their academic and personal records without regard to financial need. The college does consider an applicant's financial situation in the review of applications from international students and may consider it for students on the margin of admissibility.

## GENERAL INFORMATION

### **The Application**

Undergraduate admission applications are distributed by the Office of Admission and are available on the Agnes Scott Web site:

[www.agnesscott.edu/admission/undergraduate/apply](http://www.agnesscott.edu/admission/undergraduate/apply)

An application must be accompanied by a nonrefundable \$35 application fee, which can be charged to a major credit card or submitted by a check or money order to Agnes Scott College. The application fee is waived for applications submitted online.

The application can be submitted electronically at [www.agnesscott.edu](http://www.agnesscott.edu) or [www.commonapp.org](http://www.commonapp.org) or mailed to:

Office of Admission  
Agnes Scott College  
141 E. College Ave.  
Decatur, GA 30030-3770

The Office of Admission considers application-fee waiver requests on an individual basis. The college does accept the College Board's application-fee waiver form, which should be signed by the secondary school counselor.

### **Entrance Requirements**

A student's record of achievement in secondary school is the most reliable indicator of success in college. Successful candidates most often graduate in the top 20 percent of their high school class and present a minimum of four academic units each year. The recommended high school academic program is four years of English, two years of a foreign language, three years of mathematics (algebra I, II and geometry), two years of laboratory science (biology, chemistry and physics) and two years of social science. Students may be accepted without the recommended number of courses in a particular field. Credits and diplomas must be earned at accredited institutions.

### **Entrance Examinations**

The submission of SAT and ACT scores is optional for applicants. However, applications must include at least one of the following:

- SAT/ACT scores
- An interview with an Agnes Scott representative
- An analytical or critical graded writing sample (including a description of the assignment, teacher comments and the grade).

All home-school applicants are required to submit test scores.

If a student chooses to submit SAT/ACT scores, these examinations should be taken in the spring of the junior year or by December of the senior year in high school. The highest scores presented by an applicant are considered.

For information on SAT I, write, call or visit online:

The College Board SAT Program

P.O. Box 025505

Miami, FL 33102

Phone: 866 756-7346

[www.collegeboard.com](http://www.collegeboard.com)

Agnes Scott's CEEB number is 5002.

For information on ACT, write, call or visit online:

ACT

500 ACT Drive

P.O. Box 168

Iowa City, IA 52243-0168

Phone: 319 337-1270

[www.act.org](http://www.act.org)

Agnes Scott's ACT code number is 0780.

Further information about SAT I and ACT also may be obtained in high school guidance offices.

### **Interviews and Overnight Visits**

An on-campus interview is strongly recommended but not required for candidates.

Students become better acquainted with the college, and a visit is useful in making the final college decision. An interview is also helpful to the Office of Admission in evaluating an application because it allows admission officers to better understand an applicant's academic and extracurricular interests. Student-led tours, class visits and overnight stays in residence halls may be scheduled. Please note, overnight stays are available to high school seniors only. To schedule an interview, visit [www.agnesscott.edu/admission/undergraduate/visit](http://www.agnesscott.edu/admission/undergraduate/visit), call or e-mail the Office of Admission at least one week in advance.

Office of Admission

Agnes Scott College

141 E. College Ave.

Decatur, GA 30030-3770

Phone: 404 471-6285

Toll-free: 800 868-8602

Fax: 404 471-6414

E-mail: [admission@agnesscott.edu](mailto:admission@agnesscott.edu)

### **Health Record**

All students who are enrolling must submit a complete medical history, including a certificate of examination by their physician, as well as results of immunizations and chest X-rays. Entrance health-record forms are found on the accepted student Web site and are due to the director of student health services by Aug. 1 for the fall semester and Jan. 7 for the spring semester.

### **Students with Disabilities**

Agnes Scott College welcomes students with disabilities and accommodates special needs, which are determined on an individual basis. The college provides reasonable

accommodations and support services for students with all types of disabilities including learning, physical and mental disabilities.

The Office of Academic Advising is the designated office on campus for students with disabilities. The office (aims to provide services for students to ensure accessibility in the classroom and to programs, activities and campus buildings.

Visit [www.agnesscott.edu/disabilityservices](http://www.agnesscott.edu/disabilityservices) to learn more, or contact:

Agnes Scott College

Office of Academic Advising

Buttrick Hall, 104B

404 471-6200 and TDD 404 471-5186

Agnes Scott complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

## SECONDARY SCHOOL STUDENTS

### **Applying as a Senior**

Seniors should apply for admission before the March 1 regular decision priority deadline. They should submit a completed application, a high school transcript, essay, a guidance counselor's recommendation and a teacher's recommendation. The submission of SAT/ACT scores is optional. However, applications must include SAT/ACT scores, an interview with an Agnes Scott representative or an analytical or critical graded writing sample (including a description of the assignment, teacher comments and the grade). Agnes Scott admits students according to these application plans:

### **Early Action/Non-Binding**

- APPLICATION DEADLINE: Nov. 15
- NOTIFICATION DATE: Dec. 15

### **Scholarship Decision**

- APPLICATION DEADLINE: Jan. 15
- NOTIFICATION DATE: Beginning late January

### **Regular Decision**

- APPLICATION PRIORITY DEADLINE: March 1
- NOTIFICATION DATE: Within three weeks of completion of file

### **Joint Enrollment**

Some high school seniors are ready to take college courses before graduation. Under the joint-enrollment program, seniors (male or female) may take courses at Agnes Scott. These students must be approved for admission by the dean of admission. A candidate must submit a high school transcript, SAT I or ACT scores if available, a letter from the high school counselor providing a general recommendation and specific course approval and the joint-enrollment application found at <http://www.agnesscott.edu/admission/undergraduate/apply>. Highly qualified high school juniors may also be considered.

### **Early Admission**

A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott under early admission. The student must be mature, academically prepared and strongly recommended by her school. Most high schools grant a diploma after a student completes first-year courses at Agnes Scott. A student considering this should consult her high school guidance office. Successful applicants are classified as first-year students and use the normal application procedures and dates. An admission interview is required.

### **Home-schooled Students**

The college welcomes admission applications from candidates who have been schooled at home. The Office of Admission advises such students to contact the college to facilitate the application process. Home-schooled students are encouraged to provide as much information about their curriculum as possible. Interviews are strongly recommended, and SAT/ACT scores are required. Results from three SAT II subject tests in areas such as English and math may be requested. While students are evaluated individually, standardized test scores and writing samples are important factors in admission decisions.

### **International Students**

International students are encouraged to apply online or to send their completed forms early to avoid postal delays.

Students whose native language is not English and who have studied in a language other than English at the secondary level must submit official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The Agnes Scott TOEFL code is 5002.

Information may be obtained by writing to:

TOEFL Program  
Educational Testing Services  
P.O. Box 6151  
Princeton, N.J. 08541-6151  
U.S.A.  
[www.ets.org](http://www.ets.org)

IELTS Program  
[www.ielts.org](http://www.ielts.org)

Any student unable to take the TOEFL or IELTS because of cost or access should submit a statement of the circumstances that prohibit it and, as an alternative, submit:

- Results of the SAT I with writing
- Either a recommendation from a teacher of English or an additional writing sample in English

All application materials (including academic transcripts, grade reports and examination results) must be submitted in English and mailed by a school official.

### **Advanced Placement Credit**

Credit toward an Agnes Scott degree may be given for scores of four or five on Advanced Placement Examinations of the College Entrance Examination Board taken in secondary school. For a full listing of examinations and the corresponding placement and credit information, see

<http://www.agnesscott.edu/academics/academicadvising/apcredit.aspx>

### **International Baccalaureate Credit**

Credit toward the Agnes Scott degree may be given for scores of five, six or seven on many of the higher-level examinations of the International Baccalaureate taken in secondary school. For a full listing of examinations and the corresponding placement and credit information, see

<http://www.agnesscott.edu/academics/academicadvising/ibcredit.aspx>. Credit is not awarded for examinations taken at the subsidiary/standard level.

## **Cambridge Examinations**

Contact the Office of Academic Advising for information about evaluations of A-Level and AS-Level examinations administered by the Cambridge International Examinations Board.

## **Restrictions on Credit**

Students may receive either Advanced Placement credit or International Baccalaureate credit for the same course, but not both. A maximum of 32 credits may be earned through a combination of Advanced Placement and International Baccalaureate exams. Joint-enrollment credit must be earned through courses taken on an accredited college campus. All inquiries and materials for Advanced Placement, International Baccalaureate and joint enrollment should be directed to the Office of Registrar.

## **COLLEGE STUDENTS**

### **Transfer Students**

Agnes Scott welcomes applications from transfer students, including graduates of two-year colleges. Transfer applicants are admitted on the basis of academic and personal achievement and motivation. In addition to a completed application, each applicant must submit:

- An official transcript of all high school and college work
- An evaluation from a professor or instructor
- An official statement of good standing from the college

The submission of SAT/ACT scores is optional. However, applications must include SAT/ACT scores, an interview with an Agnes Scott representative or an analytical or critical graded writing sample (including a description of the assignment, teacher comments and the grade).

Students who are on probation or who have been dismissed will not be admitted.

Transfer students are urged to visit Agnes Scott for an interview in the Office of Admission. Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 64 semester hours in academic subjects at the college.

Transfer applications are accepted for the fall and spring semesters. Admission decisions are made and announced as applications are completed and openings remain available. Priority application deadlines are:

- SPRING ADMISSION, Nov. 1
- FALL ADMISSION, March 1

Transfer credit may be given for courses taken at accredited institutions, provided the student has earned a C- or better and the courses fall within the scope of Agnes Scott's curriculum. Students may be required to provide course descriptions or course syllabi from previous colleges. Students wishing to apply a substantial body of work earned elsewhere toward their major should check with the Office of the Registrar.

### **International Transfer Students**

Students wishing to transfer from another college or university outside of the United States should supply a certified translation from their home country of their record of courses taken and an evaluation of these courses by a foreign credential evaluation service. Any national exam results, such as the British GCE O- or A-Levels, must be submitted. Photocopies of these certificates should be certified by the student's high school and bear the student's secondary school's official seal or stamp.

### **Transient Students**

Students in good standing at other colleges may apply as transient students at Agnes Scott for one or more semesters and take one or more courses. An admission request for a transient student should be filed with the Office of the Registrar and supported by these items sent at the student's initiative: a transcript of record, a statement of good standing and a letter of approval from the student's college dean indicating approval of the plan and specific courses to be taken for transfer credit.

### **Summer School**

Summer school is open to male and female college students in good standing with their home institutions; high school students who have completed their junior year and those with a bachelor's degree who want to take a course as well as Agnes Scott students. Summer school consists of two five-week sessions running from late May through early August. Classes meet Monday through Thursday for 125-minute periods unless otherwise specified. Additional information, including application materials, is available on our Web site:

<http://www.agnesscott.edu/admission/summerschool>.

### **Readmission**

A student who has withdrawn from the college and wishes to return should complete an application for readmission. In addition to the completed application and a

nonrefundable application fee, applicants must submit transcripts from any college/university attended since the original application was filed, one letter of recommendation from a college professor who taught the applicant and a letter stating what the applicant has been doing since her withdrawal and why she wishes to return to Agnes Scott. Please note the applicant may be asked to provide additional information depending on individual circumstances. Students returning after an absence of more than two years will be subject to the requirements of the catalog in effect at the time of readmission. Deadlines for readmission applications are July 15 for enrollment in the fall semester and Nov. 15 for enrollment in the spring semester.

## EMPLOYEES

The Office of Admission welcomes applications from college employees. In addition to the employee-admission application, the applicant must submit transcripts from any college/university attended and a personal statement including the applicant's educational goals. A personal interview with an admission officer is required for degree-seeking applicants. There is no application fee for employees. Please note the applicant may be asked to provide additional information depending on individual circumstances. See the Agnes Scott College *Employee Handbook* for additional information on tuition-remission policies for employees, spouses and dependents. All employees who wish to take advantage of tuition-remission benefits for themselves or their spouse or dependents must file a tuition-remission request form with the Office of Human Resources by March 1 for the upcoming academic year.

# Irene K. Woodruff Scholars

AGNES SCOTT COLLEGE welcomes women beyond traditional college age who wish to pursue educational objectives in a program suited to their individual needs. Students in the Irene K. Woodruff Scholars program enroll in regular courses and meet the same degree requirements as other undergraduates.

Most women who enroll through Woodruff Scholars plan to earn a bachelor's degree. Others pursue programs of study for personal enrichment, to learn more in a particular field or to prepare for graduate study in fields such as medicine, law or theology. Each student's program of study is carefully and individually planned and reviewed.

Woodruff Scholars vary in age, background, marital circumstances, socioeconomic status and degree of participation in campus life. However, all enter with a strong desire to succeed, in spite of the demands of complex personal lives, and they enrich the college community with their energy, enthusiasm and personal views.

## ADMISSION

The college accepts applications for fall or spring semester and for summer school. Applicants should submit:

- The Woodruff Scholar application, including a personal essay and the \$35 application fee
- Two letters of recommendation
- Official transcripts of previous high school and college work, sent directly from institutions attended

As soon as all application materials are received, applicants should contact the Office of Admission to arrange an on-campus interview.

The submission of SAT and ACT scores is optional for applicants. However, applications must include at least one of the following:

- SAT/ACT scores
- An interview with an Agnes Scott representative
- An analytical or critical graded writing sample (including a description of the assignment, teacher comments and the grade).

Since students in the program typically have been out of school for several years, the college considers a woman's personal history as well as her academic record to determine her potential for success. Factors such as employment outside the home, community service, self-study and personal motivation are carefully reviewed. Students who are on probation or have been dismissed from another college or university will not be considered.

Applications should be filed with the Office of Admission as early as possible, but no later than one month before the beginning of a semester.

Applicants seeking financial aid must apply at least two months in advance of the semester in which they plan to enroll.

## FINANCIAL AID FOR WOODRUFF SCHOLARS

Assistance is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. Applicants must demonstrate financial need or eligibility for scholarships for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarship. For most forms of financial aid, students must enroll each semester for a minimum of six semester hours of credit. For more details, see the Financial Aid section.

## HEALTH RECORD

The college and Georgia state law require a completed entrance health record to be on file with Student Health Services before a student attends classes. Health-record forms are available on the accepted-students Web site.

## EVALUATION OF TRANSFER CREDIT

Academic credit earned at other regionally accredited institutions and meeting the college's standards is applied toward the Agnes Scott degree upon classification. Students may be required to provide course descriptions or course syllabi from previous colleges. No more than 64 semester hours of transfer credit will be counted toward the 128 semester hours required for the Agnes Scott degree. A student must earn a minimum of 64 hours in Agnes Scott academic courses.

## COURSE LOADS

At the time of enrollment, Woodruff Scholars may elect to study full or part time. The normal load for full-time standing is eight full-credit courses per year, four per semester. The minimum load for full-time standing is three full-credit courses in a semester and seven in a year. If a Woodruff Scholar chooses to change her standing after enrollment, she must do so in writing to the registrar prior to the start of classes for the semester in which she is requesting a change.

## TIME LIMITS FOR COMPLETING A DEGREE

Woodruff Scholars must complete their degrees:

- Within eight years of enrollment if initially classified as a first-year student
- Within six years of enrollment if classified as a sophomore
- Within four years of enrollment if classified as a junior or a senior.

The dean of the college may make exceptions to any of the above.

## INTERVIEWS AND VISITS

Women considering the Woodruff Scholars program are encouraged to visit the campus. Arrangements to attend classes may be made through the Office of Admission. An interview is required of all applicants.

Admission officers welcome the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

## NONDEGREE CANDIDATES

Nondegree candidates will not be classified. For application information, contact the Office of the Registrar.

# Tuition and Fees

UNDERGRADUATE STUDENT TUITION AND FEES at Agnes Scott meet less than half of the college's annual operating costs. The difference between student payments and college operating expenses comes from general endowment income and gifts and grants. Fees for full-time students for the 2009-2010 academic year are:

Tuition	\$29,890
Room and board	\$9,850
Student activity fee	\$ 215
Total	<u>\$39,955</u>

A student's financial aid package will be considered when determining amounts due each semester. Due dates for tuition and fees are Aug. 15 for fall semester and Jan. 1 for spring semester. Beginning August 2010, the due dates will be Aug. 1 and Jan. 1 (or the first business day thereafter). Payments made after the stated due dates will be assessed a \$250 late payment fee.

All new students pay a nonrefundable \$35 application fee and a \$350 enrollment deposit on or before May 1. The enrollment deposit is nonrefundable after May 1. Returning full-time students pay a nonrefundable \$150 deposit by March 15. This deposit entitles students to reregister and to select a residence-hall room for the next year. A nonrefundable \$150 continuation fee is also required of students who are on approved leaves of absence.

Students who take less than a full academic load (12 semester hours) pay tuition on a semester basis at a rate of \$1,245 for each credit. Physical education classes count as one credit for billing purposes. Any additional monies due to the college as a result of course changes during the 10-day drop/add period are due at the time of the change. No billing adjustment will be made after the 10-day drop/add period.

The \$215 student activity fee is due at the beginning of the first semester of an academic session in which the student is enrolled for six or more semester hours.

Summer-school tuition is set each year; summer 2009 tuition is \$425 per hour. Most courses are four credit hours. For lab courses, the laboratory fee is \$25. There is a \$75 facilities fee for non-Agnes Scott students, which includes parking, ID, Internet access and use of the library, Woodruff Physical Activities Building and track.

Summer housing is available for Agnes Scott students only and is provided in the

theme houses and Avery Glen Apartments. Details about housing are available in the Office of Residence Life, 404 471-6408.

## GRADUATION FEE

A nonrefundable graduation fee of \$150 to cover rental of cap, gown, hood and purchase of the diploma is required of all students who expect to graduate. This payment is due when tuition, fees and room and board charges for the spring semester are paid.

## PAYMENT POLICY

A student may not register or attend classes until accounts have been paid satisfactorily in the accounting office. All financial obligations to the college must be met before a student can receive a diploma, a transcript of record or official grades.

## REFUND POLICY

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the \$350 enrollment/\$150 re-registration deposit.

Agnes Scott's institutional refund policy for tuition is:

- 90 percent tuition refund when withdrawal is within the first week of the semester;
- 50 percent tuition refund when withdrawal is before the end of the third week of the semester; and
- 25 percent tuition refund when withdrawal is before the end of the sixth week of the semester.
- No refunds after the end of the sixth week of the semester.

Agnes Scott's institutional refund policy for room and board and mandatory fees is:

- No refund for room charges after the start of the semester;
- No refund on mandatory fees;

- Pro-rated refund on meal plans (board) on a weekly basis.

The date of withdrawal is the last date of class attendance. This is defined as the date when the student initiates the withdrawal process by requesting a withdrawal form from the Office of Academic Advising. The student must then complete the form, including all required signatures, within three business days after receiving the form. Withdrawal is complete when the completed form is submitted to the Office of Academic Advising.

The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

### **Return of Title IV Funds**

If a student completely withdraws from Agnes Scott College during the first 60 percent of the semester and has received federal student financial assistance, the college must calculate the amount of federal funds that were “not earned.” This process is required to determine if the college and/or the student must return funds to the federal programs.

The percentage “not earned” is the complement of the percentage of federal funds “earned.” If a student withdraws from all classes before completing 60 percent of the semester, the percentage “earned” is equal to the percentage of the semester that was completed. (Basically, this percentage is calculated by dividing the total number of days enrolled by the total number of days in the semester.) If the student has received more financial assistance than the calculated amount “earned,” the college, the student or both must return the unearned funds to the appropriate federal programs. If the student withdraws after completing 60 percent of the semester, she is considered to have earned 100 percent of the federal funds received.

The college must return the lesser of the amount of federal funds that the student does not earn or the amount of institutional costs that the student incurred for the semester multiplied by the percentage of funds “not earned.” The student must return or repay, as appropriate, the remaining unearned federal funds. An exception is that students are not required to return 50 percent of the grant assistance received that is their responsibility to repay.

**It should be noted that the Institutional Refund Policy and the federal Return of Title IV Funds Policy (R2T4) are separate and distinct.**

Students who completely withdraw after the college's refund period has passed and before the 60 percent point of the semester **may** owe a balance to the college that was previously covered by federal aid. *Students receiving federal assistance are advised to consult the Office of Financial Aid before initiating the withdrawal process to see how these regulations will affect their eligibility.*

Student financial aid refunds must be distributed in the following order by federal regulation:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS loans
4. Federal Pell Grant Program
5. Academic Competitiveness Grant program
6. National SMART Grant program
7. Federal SEOG Program

Any additional refund of charges, after federal funds have been returned, will be returned in the following order:

- State aid
- Institutional aid
- Third-party scholarships
- Student

## MONTHLY STATEMENTS OF ACCOUNT

Each student will receive a monthly account statement from the college if a balance is due. Statements include, but are not limited to, tuition, room and board charges, Wellness Center charges, parking fines and library fines. Statements are due and payable upon receipt, unless otherwise stated for tuition and room and board fees.

## DELINQUENT ACCOUNTS

It is the college's stated policy to turn over past-due accounts to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

## HEALTH INSURANCE

The college requires all students to have health insurance. There will be no additional charges for our mandatory student health insurance for domestic students except Year Five students.

International students are required to enroll in the International Students Health Insurance Plan provided by the college.

There is no charge to resident students for routine treatment in the Wellness Center.

## TELEPHONE SERVICE

The college provides each room with a telephone connection. Local phone service is provided at no cost to each student. Each student is responsible for providing her telephone and making arrangements for long-distance service.

## VEHICLE REGISTRATION

Vehicle registration is \$100 for the academic year or \$60 for one semester.

# Financial Aid

THE PURPOSE OF FINANCIAL AID at Agnes Scott is to provide access to a high-quality educational experience for students who could not otherwise afford to pay the full cost of attending the college. Because Agnes Scott is a highly selective institution, all of our students bring special talents and abilities that enhance the quality of our community, and it is for these reasons they are admitted. Agnes Scott is committed to determining a student's eligibility for financial aid based on a detailed assessment of the income, assets and special circumstances presented by her family. Although the college offers a generous merit-based scholarship program rewarding academic and leadership accomplishments, it is our desire to open the doors of the college to highly qualified students from all economic backgrounds.

## NEED-BASED ASSISTANCE

Financial need is evaluated by the financial aid office after a student has been admitted. Based on this evaluation, a student may be offered a financial aid package consisting of one or more grants, a federal Stafford Student Loan and the offer of campus employment.

The primary factors used to determine eligibility for need-based financial aid are:

- Parent and student income
- Parent and student current assets
- Federal, state and FICA taxes paid
- Number of people dependent on the family income
- Number of family members in college
- Age of parent(s) or guardian(s)
- Extraordinary expenses, such as high medical bills

Once a student's eligibility for financial assistance is determined, assistance from all sources, including merit-based scholarships, is applied toward the eligibility.

## AWARDS BASED ON OTHER FACTORS

Agnes Scott students also receive financial assistance based on factors that include:

- Academic achievement
- Community service
- Leadership

- Extracurricular involvement
- State residence

Scholarships are available for students with varying backgrounds and levels of achievement. Scholarships are based on a variety of criteria and are renewable for a maximum of three additional years. Contact the Office of Admission for information on merit-based scholarships for entering first-year and transfer students.

## PRESBYTERIAN SCHOLARSHIPS

National Presbyterian College scholarships of up to \$1,400 are awarded to entering first-year students who are members of the Presbyterian Church (U.S.A.). Selection is based on scholastic ability and family financial circumstances. Prospective students may obtain more information and can apply online at <http://www.pcusa.org/financialaid/programs/natpresbycollege.htm>.

## TRANSFER AND WOODRUFF SCHOLAR SCHOLARSHIP PROGRAMS

Scholarships are available to graduates of Georgia Perimeter College. Applicants must have graduated from Georgia Perimeter College within 12 months prior to beginning at Agnes Scott. Two scholarships are awarded annually.

Phi Theta Kappa scholarships are available to members of this two-year honor organization. Two scholarships are awarded annually.

Transfer scholarships are available to students who apply by the March 1 transfer priority deadline.

Contact the Office of Admission for additional information.

## GOVERNMENT SOURCES OF FINANCIAL ASSISTANCE

### **State of Georgia Grants**

Qualified Georgia residents are eligible for the Georgia Tuition Equalization Grant (in the amount of \$950 for 2009-2010). To qualify, a student must have been a legal resident of Georgia for the 12 months immediately preceding enrollment at Agnes Scott and must be registered for at least 12 semester hours through the 14th day after the end of the drop period.

The Georgia Tuition Equalization Grant is not based on the financial situation of the student's family. It recognizes the important role independent colleges play in

reducing the cost to taxpayers for the education of Georgia citizens. Students must complete the GSFAPPS form online at [www.GAcollge411.com](http://www.GAcollge411.com) to be considered. HOPE scholars are eligible to receive a HOPE scholarship of \$3,500 from the state of Georgia.

### **Federal Programs**

Four programs provide federal grant funds. The Federal Pell Grant program makes need-based awards based on information provided on the Free Application for Federal Student Aid. The grants are for a maximum of \$5,350 for 2009-2010. Federal Supplemental Educational Opportunity Grants range from \$100 to \$4,000. Completing a FAFSA is all that is necessary to apply for the federal grant programs. Federal Pell Grant recipients in their first or second year may also be eligible for the Academic Competitiveness Grant (ACG). The Academic Competitiveness Grant provides up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study. The National SMART Grant provides up to \$4,000 per year and is available to juniors and seniors who are eligible for the Federal Pell Grant and who are majoring in specific science or mathematics programs. More information on all four programs is available at <http://studentaid.ed.gov>.

Federal work-study program funds provide part of the wages paid to students who are awarded campus jobs in their financial aid package.

The federal Stafford Student Loan program enables students to borrow directly from banks, credit unions, savings and loan associations and other participating lenders. Students must complete the Free Application for Federal Student Aid to be eligible for a Federal Stafford Loan. The low-interest loans are repayable beginning six months after ceasing at least half-time enrollment.

The Federal Stafford Loan program limits the base amount students may borrow annually to \$3,500 for first-year students, \$4,500 for sophomores, \$5,500 for juniors and seniors and \$8,500 for graduate students. If the results of the aid application indicate a student is eligible for a **subsidized** loan, the federal government will pay the interest while the student is attending an eligible institution on a half-time or greater basis. Students who are not eligible for the need-based subsidized loan may borrow under the federal **unsubsidized** Stafford Loan program. However, the student is responsible for accrued interest, which may be paid on a periodic basis or added to the loan principal. Any student who has difficulty locating a Stafford Loan lender should contact the Agnes Scott financial aid office.

### **Application Procedures**

Agnes Scott requires all U.S. citizens and permanent residents applying for need-based aid to complete the Free Application for Federal Student Aid.

Students seeking aid for the next session should complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### **Determination of College Awards**

The financial aid office uses information from the Free Application for Federal Student Aid (FAFSA) applications to determine the amount of family resources that should be available to the student for college expenses. Among the factors used in the analysis are family and student income and assets, taxes, the number of people in the household, the age of the older parent and the number of children in college.

For returning students, the FAFSA financial aid application must be processed and received in the financial aid office at Agnes Scott by May 1 to receive a priority package. Students should submit their application for processing two weeks prior to the Agnes Scott deadline.

### **Notification of Awards**

Students are notified of their financial aid award for the coming session as soon as possible after the financial aid office receives processed financial aid applications.

### **Confidentiality of Awards**

Since an award amount reflects a family's financial circumstances, the college considers the award a private matter between the student, her parents and the financial aid office. In accordance with The Family Educational Rights and Privacy Act of 1974, Agnes Scott will not release this information to others without the student's written consent.

### **Student Responsibilities**

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants that may be available to them. Students are encouraged to investigate the possibility of aid through community agencies, local foundations, corporations, unions and religious and civic groups.

Students are responsible for knowing and complying with all instructions and regulations of various student assistance programs.

Financial aid awards are made for one year and are renewable on evidence of continued eligibility as indicated by the results of completed financial aid applications

each year. All financial aid programs must be applied for annually. Students must make satisfactory progress toward completion of their degrees to continue receiving financial assistance.

Students receiving financial assistance who withdraw from the college during the refund period may not receive refunds personally. Instead, the refund will go to the various accounts of the programs from which funds were issued. In cases where students withdraw from the college and have received cash for non-direct educational expenses, repayment of unused funds may be necessary.

## DURATION OF AID ELIGIBILITY

Funded assistance normally is available only for the equivalent of eight semesters of full-time study. Students who attend part time or who transfer in credits from an institution in which they previously were matriculated or degree seeking will have their aid eligibility prorated accordingly.

Students are eligible to receive Title IV federal financial aid for no more than 12 full-time equivalent semesters of study. Eligibility will be prorated for transfer and part-time students. For example, a Woodruff Scholar who enrolls as a first-semester junior and attends half time each semester will be eligible to receive federal financial aid for no more than eight semesters.

Students who drop or add courses during the drop/add period of the semester will have their financial aid awards revised to reflect any change in enrollment status (full time, three-quarter time or half time). A student's enrollment status on the last date to drop a course without a "W" grade will be used in the computation of the student's duration of financial aid eligibility.

## SATISFACTORY ACADEMIC PROGRESS

Students must maintain satisfactory academic progress to receive financial assistance through programs authorized by Title IV of the Higher Education Act as amended through state-administered programs and through college-funded programs.

The criteria for standards of progress and academic probation also determine financial aid probation. When a student is placed on academic probation, she also is placed on financial aid probation and is sent written notification. If a student continues on academic probation for a third consecutive semester, her financial aid is terminated.

All Agnes Scott scholarships based on merit require specific academic achievement

for renewal. The requirements vary and are included in the scholarship notification.

## APPEALS AND REINSTATEMENT OF AID

A student may appeal her financial aid award if the FAFSA results do not reflect substantial changes in the financial situation of the family. A written appeal form must be submitted to the Office of Financial Aid within two weeks of receipt of her financial aid award. Students will receive written notification of the appeal decision. A student also may appeal the termination of her financial aid. If circumstances warrant, her financial aid may be reinstated. A written appeal must be submitted to the director of financial aid by the date specified on the notification of termination of aid. The student will receive written notification of the decision to grant or not grant the appeal.

If the appeal for continuation of financial aid is denied, the student can regain eligibility for financial aid by attending at her own expense and accumulating the hours and/or raising her cumulative grade point average to the level required to regain good standing.

If a student is dismissed or withdraws from the college while ineligible for financial aid because of failure to make satisfactory academic progress, she can request reinstatement of aid eligibility upon readmission to the college by sending a written request to the director of financial aid. If circumstances warrant, the financial aid eligibility may be reinstated. The student will receive written notification of this decision.

Students who wish to appeal the termination of their merit-based scholarship must appeal in writing to the director of financial aid. Students will receive a written response regarding the appeal decision.

## OTHER FINANCING OPTIONS

The college offers several other options for financing an Agnes Scott education. These programs are designed to help a student's family manage resources in ways that will enable them to make their expected contribution toward college costs. Detailed information on these programs is available in the Office of Financial Aid.

- Federal Parent Loan for Undergraduate Students. This federal loan program enables parents of enrolled students to obtain federally insured loans at a low interest rate through banks, credit unions and savings and loans. Parents may borrow a maximum of the cost of education less other financial assistance.

- Private Alternative Student Loans. Alternative loans enable students to borrow additional educational funds through various lenders. The loans do require credit approval. Students may borrow a maximum of the cost of education less other financial assistance.
- Agnes Scott College 10-Month Payment Plan. The payment plan divides college costs into 10 interest-free monthly payments. An application with fee must be filed annually.

## INTERNATIONAL STUDENTS

International student applicants must complete the International Student Certificate of Finances and the College Board's International Student Financial Aid Application, available on the college Web site at [www.agnesscott.edu](http://www.agnesscott.edu). A limited amount of financial assistance based on merit or need is available for international students. International students must be able to provide for their own transportation, vacation and summer expenses and health insurance. Jan. 1 is the priority deadline for receipt of all admission and financial aid documents from international students interested in aid.

International students planning to stay in the United States during the summer vacation must bring with them approximately \$3,000 for summer-living expenses because on-campus and off-campus employment during the summer cannot be guaranteed. Only those who meet special eligibility criteria and who can submit pertinent documentation may obtain authorization for off-campus employment during the academic year and summer.

International students are required to be continuously enrolled in a comprehensive health-insurance plan subscribed by Agnes Scott College. Fees for the plan are included in the statement of charges each year.

## WOODRUFF SCHOLARS

Financial assistance is available for full- or part-time study to women pursuing their first bachelor's degree. Applicants must demonstrate financial need or eligibility for the Agnes Scott College Scholarship for Georgia Perimeter College graduates or the Agnes Scott College Phi Theta Kappa Scholarship. For most financial aid programs, recipients must enroll each semester for a minimum of six semester hours of credit. State aid programs typically require full-time (12 credits or more) enrollment.

Woodruff Scholar applicants who wish to apply for financial assistance should file

their aid applications at least two months prior to the beginning of the semester for which they plan to enroll.

## POST-BACCALAUREATE STUDENTS

Loan assistance is available to certificate-seeking post-baccalaureate students. Students must complete the Free Application for Federal Student Aid to qualify for federal loans.

## GRADUATE STUDENTS

Loan assistance is available to students enrolled in the Master of Arts in Teaching program. Students must complete the Free Application for Federal Student Aid to qualify for federal loans. The Hope Teacher Scholarship loan program provides forgivable loans for individuals pursuing M.A.T. degrees in critical shortage fields of study.

# Academic Program

THE ACADEMIC PROGRAM emphasizes intellectual independence, academic excellence and informed choice. Each student is responsible for her course of study within the parameters of academic excellence set by the college's specific, distributional and depth standards.

The normal course load for students is four four-credit courses per semester. Faculty members teach three courses one semester and two courses the other. This plan allows students more time to explore topics in greater depth and with more intensity. Faculty members have more time to engage in collaborative research/projects with students and research for their own scholarship.

## OFFICIAL COLLEGE COMMUNICATION

Students are required to regularly check their mail boxes in the post office in Alston Campus Center and their Agnes Scott e-mail accounts. Any communication from the president, dean of the college, dean of students, academic advising, registrar or student judicial bodies is considered "Official College Communication" and will be marked accordingly. Students are held accountable for reading and responding to these letters and e-mails within a reasonable time or by the specified date in the e-mail or communication.

## DEGREE REQUIREMENTS

Agnes Scott confers the Bachelor of Arts. To qualify for a degree, each student must successfully complete 128 hours of credit, including no more than 10 semester hours of internship credit, with a cumulative grade point average of 2.0 (C average); complete two physical education courses; satisfy the specific, distributional, social and cultural analysis and depth standards; and satisfy the residency requirement. Students must have a cumulative GPA of 2.0 in the major to receive the degree. A student must also complete and submit an application by the first day of course selection in the semester prior to the one in which she intends to graduate. (Forms are available in the registrar's office.)

The academic program encourages informed choice within the parameters of academic excellence. These include four standards: specific, distributional, social and cultural analysis and depth. A student satisfies these standards by completing designated courses in the respective areas or in some cases by exemption.

## SPECIFIC STANDARDS

Specific standards ensure a student's competence in writing, foreign language and physical fitness. These courses (or their equivalents) satisfy specific standards. Exceptions are considered individually.

### 1. English composition and reading

English 110 provides reading and writing skills necessary for success in college coursework. Through literary study, students increase sophistication in the areas of research, analysis and communication.

- **Requirement:** One semester course taken while classified a first-year student

### 2. First-Year Seminar

The goals of First-Year Seminars are multiple and varied. The seminars provide an intellectual orientation to college learning, including appreciation of liberal education and academic engagement; emphasize certain fundamental intellectual skills including writing, speaking and critical thought; and embody a structural experience often associated with the upper division, yet exclusively tailored for first-year students.

- **Requirement:** One semester course from a list of approved courses taken while classified a first-year student

### 3. Foreign language

The knowledge of other languages encourages an understanding both of other cultures and of one's own. To this end, students are expected to attain intermediate proficiency in a given language by means of completion of a sequence of courses or through exemption based on academic preparation or examination.

- **Requirement:** Intermediate level of a foreign language: Chinese 202; French 202; German 202; Japanese 202; Latin 202; Spanish 202; Greek, two semesters at the 200-level; or other approved languages taken elsewhere. Students whose native language is not English should see the Office of Academic Advising.

### 4. Physical education

Physical education develops the mind-body relationship, exposes students to a variety of activities that are suitable for lifetime participation and develops in them an awareness of their personal health and an appreciation of physical fitness and

wellness.

- **Requirement:** Two courses in physical education. Any two different physical education or dance-technique courses will fulfill this requirement.

## DISTRIBUTIONAL STANDARDS

Distributional standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. These courses (or their equivalents) satisfy distributional standards. Exceptions are considered individually.

Cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.

### 1. Humanities and Fine Arts

#### a. Literature

The study of literature allows a student to gain perspective on the human experience, to develop written and oral skills of analysis and argumentation and to develop an appreciation of verbal art and craft.

- **Requirement:** One semester course

**Classics:** Any course under the "Classical Literature in English" heading of the Department of Classics

**English:** Any course under the "English Literature" heading of the Department of English except 280

**French:** 241, 242, 243 or any more advanced literature course

**German:** 222 or any more advanced literature course

**Greek:** any 200- or 300-level course

**Latin:** 202 or any course above this level

**Spanish:** 223 or any more advanced literature course

#### b. Religious and Philosophical Thought

Courses in religious and philosophical thought emphasize the study of primary texts and expose students to their historical and cultural contexts. Both disciplines address fundamental and enduring questions about the human condition, the nature of ultimate reality and the challenges of living responsibly. These courses develop the skills of critical analysis appropriate to these questions.

- **Requirement:** One semester course

**Religious Studies:** Any course

**Philosophy:** Any course except 220

c. Historical Studies and Classical Civilization

The study of history and classical civilizations allows the student to appreciate the cultural foundations of the world in which she lives. Through the development of critical-thinking skills and engagement with the geographic and chronological range of human experience, the student will better recognize patterns of cultural inheritance and be prepared for informed, thoughtful global citizenship.

• **Requirement:** One semester course

**History:** Any course except 290

**Classics:** Any course under the “Classical History and Culture in English” heading of the classics department

d. Fine Arts

Studying the fine arts—art, creative writing, dance, music and theatre—provides imaginative insight into the human condition and reveals how artists and communities express their shared humanity across cultures and throughout history. Students experience the value and power of the arts through a course that addresses historical and theoretical aspects of a discipline, development of personal abilities or general appreciation for a fine art.

• **Requirement:** One semester course

**Art:** Any course under the “Art History and Theory” heading of Department of Art and Art History; 160 or 170

**Creative writing:** English 200, 201, 202, 203, 205, 206, 300, 301, 302 or 303

**Dance:** Dance 308, 315, 317 or 340

**Music:** Any course except applied music and ensemble

**Theatre:** Any course except 108 and 117

2. Natural Science and Mathematics

a. Mathematics

The study of mathematics develops quantitative and analytical skills. Mathematics enhances a student’s approach to problem solving and critical thinking, increases her ability to handle the abstraction of concepts, teaches her to think logically and

to analyze problems quantitatively. In addition, some literacy and proficiency in the language of mathematics is necessary to understand the scientific world and succeed in an increasingly technological society.

- **Requirement:** One semester course

**Mathematics:** Any course

**Philosophy:** 220

b. Natural Science

The study of science promotes critical analysis and introduces students to powerful methods of inquiry about the natural and physical world. These skills and approaches prepare them to compete effectively in a world where scientific discovery profoundly affects their daily lives. The requirement allows students to experience a specific scientific discipline as well as to make connections between the sciences and the arts, humanities and social sciences.

- **Requirement:** One semester course that includes a laboratory science and one additional semester course—either a second science course or a course that relates science to another discipline or disciplines

**Astronomy:** 120 or any course (with a laboratory section) for which the student qualifies

**Biology:** 100, 108, 191 or any course (with a laboratory section) for which the student qualifies

**Chemistry:** 101 and 101L or any course (with a laboratory section) for which the student qualifies

**Physics:** 102, 110 or any course (with a laboratory section) for which the student qualifies

**Additional science:** One semester course

Any science course for which the student has completed prerequisites or any course from an approved list of science-related courses. Nonlab options available for fulfilling the second science requirement are:

**Astronomy:** 121 (may be taken without lab) or 150

**Biology:** 150, 210 or 230

**Chemistry:** 100, 102 (may be taken without lab), 111 or 210

**Environmental and Sustainability Studies:** 101

**Physics:** 160 (may be taken without lab)

**Psychology:** 201 or 220

**Public Health:** 101 or 102

**Religious Studies:** 210

**Theatre:** 313

**Women's Studies:** 225

### 3. Social Sciences

Social science courses make systems of knowledge available to students that allow them to explain, interpret and critically analyze human behavior and social structures. The courses provide students an introduction to the role the social sciences play in understanding the human condition.

- **Requirement:** One semester course

**Anthropology:** 101 or any course for which the student qualifies

**Economics:** 101 or any course for which the student qualifies except 202, 210, 211, 212, 240 or 327

**Political Science:** any course

**Psychology:** 100 or any course for which the student qualifies

**Sociology:** 101 or any course for which the student qualifies

## SOCIAL AND CULTURAL ANALYSIS STANDARD

The social and cultural analysis standard ensures that all students include in their academic program a course that reflects, in an appropriate academic context, the college's appreciation of diverse cultures and commitment to justice. A student satisfies this standard by completing a course chosen from those that have as their central focus the critical examination of relationships, interactions and outcomes among dominant and marginalized cultures, subcultures and groups in the United States and abroad.

- **Requirement:** One semester course

**Africana Studies:** 170

**Anthropology:** 101, 219, 221, 230, 245, 270, 304, 330, 340, 345 or 380

**Atlanta Semester:** 301

**Classics:** 341

**Economics:** 330

**Education:** 220, 440

**English:** 216, 218, 325, 340 or 352; other topics courses will include this information in their specific descriptions published in the Catalog Supplement

**Environmental and Sustainability Studies:** 101

**French:** 355 or 365

**German:** 340

**History:** 220, 261, 318, 320, 330, 335, 345, 336 or 358

**Music:** 204, 205, 219, 220 or 308

**Philosophy:** 245

**Political Science:** 125, 211, 311, 313, 325, 355 360, 455 or 427

**Psychology:** 130 or 240

**Religious Studies:** 207, 214, 224, 235, 275, 331 or 334

**Sociology:** 217, 221, 230, 325 or 370

**Spanish:** 354, 364, 370 or 480

**Women's Studies:** 100, 235, 263, 310 or 340

## DEPTH STANDARD (MAJOR)

The depth standard requires a student's command of a particular subject matter by her completion of a major. In addition to existing disciplinary and interdisciplinary majors, Agnes Scott allows interdisciplinary student-designed majors. A major is:

- A minimum of 32 semester hours within one discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified by the program. A course may be counted toward the minimum hours required for a major in only one major except as permitted by the affected department(s) or program(s).
- A maximum of 56 semester hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. This maximum does not include credits awarded for Advanced Placement or International Baccalaureate. In interdisciplinary programs, the maximum hours are specified by the program. Any hours exceeding the maximum must represent work beyond the 128 semester hours required for the degree. For example, a student who

takes 60 semester hours in her major must complete at least 132 total semester hours to graduate.

- Students must have a cumulative GPA of 2.0 in the major to receive a degree.

Credit received in satisfying specific and distributional standards may apply to depth standards. A student should consult her major adviser. A student must select a major by the end of her sophomore year. Transfer students who enter as juniors must select a major upon enrollment. Information on majors is provided under the departmental and program listings. First-year and sophomore students should review the requirements of majors they are considering to determine if any courses must be taken during the first and second years.

When considering a major, students should talk with the department chair or director of the program. They should also seek the advice of other discipline members and of their faculty advisers.

Selecting a major requires a student to request a major adviser from the Office of Academic Advising. The student then meets with the adviser to complete major cards.

## MINORS

A student may elect a minor field of study in addition to her major. Minors are available as specifically described under certain departments and programs in this catalog. These policies apply to minors:

- Courses taken to complete a major may not be used to complete a minor and conversely except as permitted by the affected department(s) or program(s).
- Credit received in satisfying specific and distributional standards may apply to a minor. A student should consult the chair of her minor program for assignment to an adviser.
- Students must have a minimum cumulative GPA of 2.0 in the minor to achieve the minor.
- No internship credits may be used to satisfy the minimum hours/courses for the minor, unless a credit internship is specifically permitted within the minor.

## RESTRICTIONS

Several restrictions apply to meeting graduation standards:

- The maximum number of majors and minors a student may complete for credit is

three; at least one but no more than two must be a major.

- The term one semester course means a course of at least four semester hours.
- Credit received in satisfying specific standards cannot apply to distributional standards.
- Credit received in satisfying distributional standards cannot apply to specific standards.
- Credit received in satisfying distributional standards may be applied to the social and cultural analysis standard.
- Courses taken to satisfy any standard cannot be taken on a pass/fail basis.
- No more than one specific or distributional standard may be satisfied by transfer credit or under the Atlanta Regional Council for Higher Education cross-registration program after a student has enrolled.
- No course may be used by a student to satisfy more than one distributional standard.
- No more than one distributional standard may be satisfied in one department (except for courses in creative writing, Philosophy 220, History 344, Philosophy 230 and Religious Studies 210).
- Cross-listed courses count in the distributional area of the department in which the faculty member teaching the course is appointed.

## SATISFYING THE SPECIFIC AND DISTRIBUTIONAL STANDARDS BY EXEMPTION

A student exempted from a standard does not always receive credit toward her degree. For example, a student may demonstrate she has achieved the intermediate level of a foreign language. In that case, the student would be exempted from the foreign-language specific standard but would not receive any credit hours. In other cases, a student may receive credit hours and exemption of a specific or distributional standard from her scores on the Advanced Placement Examination of the College Entrance Examination Board or the International Baccalaureate examinations. See Advanced Placement Credit and International Baccalaureate Credit in the Admission section. Inquiries about exemption should be made to the Office of Academic Advising.

## RESIDENCY REQUIREMENT

The junior and senior years, or three of the four years including the senior year, are to be completed at Agnes Scott. All students must earn a minimum of 64 semester hours in Agnes Scott academic courses toward the 128 hours required for the degree. Credits from approved study abroad are treated as Agnes Scott resident credit.

Under special circumstances, a student who has completed three years at Agnes Scott or two years including a year at the upper-division level may take her senior year at another institution. A request for exception to the residence requirement must be filed with the assistant dean of the college by the beginning of the spring semester of the preceding session. Permission may then be granted by the dean of the college on the recommendation of the chair of the major program and of the associate dean of the college.

## TRANSFER CREDIT

Courses taken at other regionally accredited colleges and universities in the United States will be accepted for transfer provided these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Agnes Scott or are applicable to a degree program at Agnes Scott. Transfer credit is given for grades of C- or better. Transfer credit is evaluated by the registrar's office. Courses taken outside of the United States in preapproved study-abroad programs will be evaluated by the assistant dean of the college for acceptance as transfer credit.

After enrollment at Agnes Scott, any course taken at a regionally accredited college or university that has been approved by the assistant dean of the college will be accepted for transfer credit if the student receives a C- or better.

Once enrolled, a student may satisfy only one specific or distributional standard at another institution. This applies to students on leave of absence, students who have withdrawn and been readmitted, cross-registration students and students attending summer school or doing transient work.

An enrolled student may transfer a maximum of 24 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, as a transient student, while on leave of absence or after the student has withdrawn and before readmission to the college. Only 12 of these 24 hours may be taken while on leave of absence. These hourly restrictions do not apply to students in approved

study abroad, Washington Semester, cross-registration or exchange programs. Grades for credit earned at another institution are not factored into a student's grade point average.

A student must earn a minimum of 64 hours in Agnes Scott academic courses toward the 128 academic hours required for the Agnes Scott degree. A maximum of 32 credits may be earned through a combination of Advanced Placement exams, International Baccalaureate exams and joint-enrollment credit. A minimum of 16 hours toward a major must be completed in Agnes Scott upper-level academic courses. A minimum of 12 hours toward a minor must be completed in Agnes Scott academic courses. The dean of the college may make exceptions to these policies.

## EVALUATION OF TRANSFER CREDIT

The registrar's office may require course descriptions from catalogs and/or syllabi from all colleges previously attended. Contact the registrar of previous colleges or universities to obtain catalog course descriptions and/or syllabi.

When evaluating transfer credit for satisfying specific, distributional or depth standards, a course approved as an appropriate equivalent will satisfy the standard regardless of the credit value it carries at another institution. When evaluating transfer credit for purposes of progress toward degree completion, an approved course will carry the specific number of credits or hours assigned by its originating institution and will be applied toward the student's credit total.

## SUMMER SCHOOL/TRANSIENT CREDIT

Credit for approved summer/transient courses at regionally accredited colleges and universities may be applied to Agnes Scott degree requirements. Students cannot earn transient credit at other colleges during the fall and spring semesters for courses that are being offered at Agnes Scott that same semester. After enrolling at Agnes Scott, no credit is given for a summer school/transient course if the grade is below a C-. Grades for summer school/transient courses are not factored into a student's grade point average.

Students planning to take summer school/transient courses should consult the Office of Academic Advising before enrolling in another institution. All courses require approval by academic advising in consultation with the appropriate academic program chair or director. A student's academic adviser must also approve these courses to ensure that they are compatible with the student's overall academic

program. Only one specific or distributional standard may be satisfied by work in summer school/transient credit. Courses to satisfy depth standards must also be approved by the chair of the student's major program. Usually no more than two semester courses of summer school/transient work may apply to the requirements for a major.

Usually no more than one semester course of summer school/transient work may apply to minor requirements. Such courses must be approved by the chair of the minor program.

A maximum of three courses (normally the equivalent of 12 semester hours) may be taken each summer. No more than two courses (normally the equivalent of eight semester hours) can be taken at one time. These totals include all courses being attended at any given time no matter what school(s).

A maximum of 24 semester hours of summer school/transient work will be credited toward the 128 semester hours required for the Agnes Scott degree. The dean of the college may make exceptions. Hours in Agnes Scott summer programs are not included in these limits.

## LEAVE OF ABSENCE

The purpose of a leave of absence is to allow a student a break in her studies without having to withdraw from the college and apply for readmission. A leave of absence form should be submitted to the Office of Academic Advising for approval before the start of the semester or semesters requested. Except under the most unusual circumstances, no requests for a leave of absence during a semester will be considered after classes have begun. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's college career.

A student may request the assistant dean of the college extend her leave of absence from one semester to two semesters.

A student whose leave of absence is approved must pay a nonrefundable \$150 continuation fee. When she returns to the college, the fee will be applied toward her charges.

Students participating in approved study-abroad programs are considered to be making progress toward their Agnes Scott degree and are not considered on leave.

A student granted a leave of absence does not need to apply for readmission. Within a reasonable time, she should notify academic advising of her intent to return. A student who does not return within the time specified for her leave will be

considered withdrawn and must apply for readmission.

A leave of absence may not be used to attend classes full time at another institution. If, for good reason, a student on leave wishes to take courses at another college or university, she should first consult with the assistant dean of the college, who will serve as her academic adviser during the leave. Except under special circumstances, strict limitations apply to the amount of academic credit that may be earned during a leave of absence: eight hours during a one-semester leave and 12 hours during a two-semester leave. If academic credit is attempted, a student must submit an official transcript to the college prior to returning. If a student is not in good standing at another institution, she must apply for readmission to Agnes Scott.

The dean of the college may make exceptions to the above policies.

## WITHDRAWING FROM THE COLLEGE

A student who wishes to withdraw must obtain a withdrawal form from the assistant dean of the college, dean of students or associate dean of students. Withdrawal is not official until the form has been signed by one of the deans. Withdrawal forms will not be signed while academic or disciplinary actions involving the student are in process. A student may not withdraw after the last day of classes.

Grades for students who have signed withdrawal forms will be determined on the basis described in the Academic Program section, under Grades and Completion of Semester Courses.

For the financial aspects of withdrawal from the college, see the Tuition and Fees section on page 23.

## COURSES

The college operates on a semester calendar. The unit of credit is the semester hour. Typically, each semester course receives four credits regardless of primary contact hours. There are some exceptions. Laboratories are usually three contact hours and carry one credit hour. Semester courses in physical education (and dance courses applied toward the physical education requirement) carry no credit.

All courses are semester courses; i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course.

## COURSE NUMBERING

Courses are numbered as follows:

**100s**—introductory courses (introduction to an academic discipline)

**200s**—intermediate courses (often an introduction to a subcategory of an academic discipline)

**300s**—advanced courses (often of a thematic or chronological focus)

**400s**—advanced courses and special courses (independent study, capstone, etc.)

**500s and 600s**—graduate courses

Students should consult instructors or faculty advisers to determine the appropriate course levels.

## COURSE LOADS

The normal load is eight full-credit courses per year, four per semester. The minimum load for full-time standing is three full-credit courses or 12 credits in a semester, and seven full-credit courses or 28 credits in a year. Normally in each year, a student may take a maximum of nine full-credit courses or the equivalent. The associate dean of the college must approve exceptions to this policy.

## REGISTERING FOR COURSES

Students select courses in consultation with their advisers according to a schedule published by the registrar (typically in April for fall semester classes and in November for spring semester classes). All students must register at the start of each semester on dates announced in the college calendar. No student is allowed to register after the 10th calendar day of the semester.

## ADDING COURSES

A student may add a class during the first four business days of the semester without the instructor's permission (unless adding that course requires prior instructor's permission). After four business days a student needs the permission of the instructor to add a course, even if the student has been on the waiting list. No student is allowed to add a class after the 10th calendar day of the semester.

If a student misses two or more consecutive class meetings during the first 10 calendar days of the semester, she must justify those absences to the satisfaction of

the faculty member prior to the second absence; otherwise, the faculty member may drop her from the course. It is not, however, faculty members' responsibility to drop nonattending students from their courses. The responsibility to drop a course belongs to the student.

## THE PASS/FAIL OPTION

This option is included in the academic program to encourage students to elect courses they otherwise might not. Juniors and seniors may choose a total of two courses on a pass/fail basis.

Request forms are available in the registrar's office. They must be completed no later than 10 calendar days after the mid-semester break.

Once a student has elected a course on a pass/fail basis, she may not change it to regular credit.

The pass/fail option is not available for courses taken to satisfy specific, distributional or social and cultural analysis standards; all courses taken in the department(s) of the major, including required courses outside the discipline; all courses taken for a minor; and certain courses in the teacher-education program.

Instructors submit regular letter grades for all students. If a student receives an A or F in a pass/fail course, the grade will be recorded on her transcript and averaged into her GPA. However, the credits will be counted toward the total allowed for pass/fail hours. All other grades will be converted to P.

Internship grades are recorded on a pass/fail basis. These hours are in addition to the two courses allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy depth standards from being pass/fail.

All physical education courses are graded on a pass/fail basis. For P.E. courses, the P or F is not calculated in GPAs.

## AUDITING COURSES

A student may audit courses with written approval of the instructor and the student's adviser. Request forms are available in the registrar's office. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses appear on a student's transcript with a grade of AU.

The student's academic record and course load are factors considered in granting permission to audit. No student will be given permission to audit after the 10th calendar day of the semester. A student may not take for credit a course she has

audited.

## WITHDRAWING FROM COURSES

The last day to drop a course without a W is five weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W is 10 calendar days after the mid-semester break. No one may withdraw from a course after this date.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her transcript. Medical withdrawals are authorized by the assistant dean of the college only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. The student is responsible for ensuring written documentation is provided no later than the last day of classes. Students are allowed one opportunity for medical withdrawals.

Students in independent study (490 courses) are covered by the independent-study program withdrawal procedures, outlined in the guidelines on the independent study/490 course application.

Hours dropped after the 10th calendar day of the semester will be included in the computation of the student's duration of financial aid eligibility. See the Financial Aid section for detailed information.

## REPEATING COURSES WITH A GRADE OF D

A student may not repeat Agnes Scott courses for which she received an A, B, C or P. Under unusual circumstances and the following conditions, a student may repeat a course for which she received a D:

- She must obtain the written approval of the program chair and the approval of the assistant dean of the college for permission to repeat the course. If a student withdraws from a repeated course, the original grade will stand in her GPA and on her transcript, and she cannot exercise this option again.
- The final grade for a course repeated with this special permission will be substituted in the calculation of the GPA, even if it is an F, but both grades will appear on the transcript. Repeated courses may not be taken pass/fail.
- A repeated course will only count in the cumulative academic credit once.

## REPEATING COURSES WITH A GRADE OF F

Students may repeat Agnes Scott courses for which an F was received. Both the F and the grade for the repeated course will be used in the calculation of GPAs.

## CLASS ATTENDANCE

Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall responsibility and performance in a given course. Excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade.

Individual faculty shall set attendance policies. Faculty shall provide students with a written statement of policies regarding absences at the beginning of the semester. Policies must not penalize students for absences from class prior to their registration for the course.

Policies should make reasonable accommodations for students who miss classes due to serious illness, death of an immediate family member, observance of religious holidays or participation in events or activities sponsored by the college. Faculty should indicate in their syllabi if they require advance notification of anticipated absences.

Instructors must delineate on the syllabus, which is made available at the beginning of the semester, any required course activities or events that take place outside of scheduled class time. Any course activities or events added to the syllabus after classes begin may be optional or recommended, but may not be required.

Extracurricular or extra-classroom activities that conflict with regularly scheduled classes may be optional or recommended, but may not be required.

It is the student's responsibility to assess obligations for the semester as indicated on her course syllabi and determine her ability to meet course attendance requirements.

If a student becomes seriously ill, injured, hospitalized, or experiences an emergency that will require her to miss academic work, she should notify the Office of Academic Advising (404 471-6200) as soon as possible to inform the college of her situation. Students who are hospitalized should also contact the Office of the Dean of Students and schedule an appointment to meet with one of the associate deans of students before returning to class. The student should provide a copy of her discharge summary at the meeting.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance or any other reason deemed excusable by the instructor.

## TESTS

Tests are announced at least a week in advance. Attendance is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor when a third test is announced. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor.

## COMPLETION OF SEMESTER COURSES

All work for a semester course, except final examinations and papers in lieu of final examinations, must be completed by 9 a.m. of the second reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

## FINAL EXAMINATIONS

Final examinations are given at the end of each semester. Except for a few exams scheduled in advance (because of the nature of the course or the size of the class), students self-schedule exams during the college's final examination period.

If a student is unable to complete final exams during the examination period because of illness or other excused cause, she may take those examinations at a time specified by the assistant dean of the college. A notation of I will appear on the student's record until a permanent grade has been recorded.

## INCOMPLETE POLICY

A student seeking an incomplete (I) must see the associate or assistant dean of the college or the dean of students, who may authorize an I in consultation with the instructor. An I will be given only if the student has received a passing grade for completed course work. Incomplete work must be completed for the course no later than 10 calendar days after the beginning of the subsequent semester. If work is not completed by the deadline, the I automatically becomes an F. Only the associate or assistant dean of the college or dean of students may grant incompletes.

## GRADES

Grades are assigned the following quality points:

A = 4 quality points per semester hour, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2, C- = 1.67, D+ = 1.33, D = 1, D- = .67, and F = 0. Grades of I, P, W and MED (medical withdrawal) are excluded from GPA calculation. Grades for courses taken on a pass/fail basis are recorded as A, P, or F (see explanation under the Pass/Fail Option section). An F in a pass/fail academic course is included in GPA calculation. Grades in P.E. courses are excluded from GPAs. Only grades for courses taken at Agnes Scott are factored into a student's GPA.

## POLICY FOR DISPUTED FINAL GRADES

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, she must initiate the procedure by voicing her complaint to the instructor no later than 30 days after the beginning of the next semester. If the matter is not resolved, the student may take the dispute to the department chair for mediation.

If the matter is still not resolved, she may refer the dispute to the dean of the college for further mediation. If the dean is unable to resolve the dispute, the student must refer the matter in writing to the Committee on Academic Standards and Admission. The committee's decision is final.

The voting student member of the academic standards and admission committee shall participate fully in the final decision provided the student involved in the dispute waives her right to confidentiality. Should the involved student be the student member of the committee, the vice president of the Student Government Association shall serve in her place in this specific case.

Should a committee member be the faculty member involved in the dispute, the faculty member shall not be involved in the committee's deliberations and shall not vote. The chair of the Faculty Executive Committee shall serve in his/her place.

## CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Agnes Scott receives a request for access.

Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The Agnes Scott official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Agnes Scott official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

A student does not have the right to inspect and review these education records:

- Financial records, including any information those records contain, of his or her parents
- Confidential letters and confidential statements of recommendation placed in the education records of the student before Jan 1, 1975, as long as the statements are used only for the purposes they were specifically intended
- Confidential letters and confidential statements of recommendation placed in the student's education records after Jan. 1, 1975, if:
  - The student voluntarily signed a waiver of right to inspect and review those letters and statements
  - Those letters and statements are related to the student's:
    - Admission to an educational institution
    - Application for employment
    - Receipt of an honor or honorary recognition

**2.** The right to request amendment of the student's education records the student believes are inaccurate or misleading.

To amend a record they believe is inaccurate or misleading, the student should write the Agnes Scott official responsible for the record, clearly identify the part of the record she wants changed and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested, the college will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

**3.** The right to consent to disclosures of personally identifiable information

contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic or research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Agnes Scott to comply with the requirements of FERPA.

**The office that administers FERPA is:**

Family Policy Compliance Office  
Department of Education  
600 Independence Ave. S.W.  
Washington, D.C. 20202-4605

Certain information is considered public and is released by Agnes Scott at its discretion. In accordance with FERPA, Agnes Scott has designated the following as "directory information" that may be released without the student's consent:

- Name
- Local address
- Home address
- Local telephone number
- Home telephone number
- Cell-phone number
- Campus e-mail address
- Identification photograph

- Date and place of birth
- Major field of study
- Enrollment status
- Dates of attendance
- Degrees and awards received (including honor rolls)
- Participation in officially recognized activities and sports
- Most recent previous educational agency or institution attended

Students may withhold disclosure of directory information. Written notification must be filed with the registrar within 10 days after the first day of classes for each semester. Request for nondisclosure will be honored by the college for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Failure by a student to specifically request withholding of information indicates approval for disclosure.

## STUDENT RIGHT-TO-KNOW ACT

In compliance with the Student Right-to-Know Act, graduation rates for Agnes Scott College are available on the Web at [www.agnesscott.edu/~righttoknow](http://www.agnesscott.edu/~righttoknow).

A copy may be obtained upon written request to:

Office of the Registrar

Agnes Scott College

141 E. College Ave.

Decatur, GA 30030

# Academic Policies

AGNES SCOTT MAINTAINS HIGH STANDARDS of excellence with an established set of policies governing students' academic status, performance and personal conduct.

## **GRADUATION**

Degrees are conferred once a year at commencement in May. A student must fulfill all graduation requirements to participate in commencement.

## **STANDARDS OF PROGRESS**

To assist degree-seeking students in achieving timely completion of their degrees, the college has established the following standards of progress guidelines. These guidelines encourage students to explore a wide range of liberal arts subjects and approaches during their first two years before moving on to more in-depth work in their major(s) and minor(s).

Full-time, degree-seeking students are advised to complete 25 percent of the semester hours required in academic courses for a degree each academic year. One hundred twenty-eight semester hours of credit are required for graduation. The specific requirements for progress toward the degree are as follows:

For entrance to the sophomore class or the third semester:

- Completion of a minimum of seven full-credit courses or 28 semester hours (Eight full-credit courses or 32 semester hours are normal progress.)
- Completion of the First-Year Seminar and English 110 is required.

*NOTE: The First-Year Seminar and English 110 are topic-based, writing-intensive seminars that provide an intellectual orientation to college learning. They emphasize writing, speaking, creativity, collaboration and critical thought and provide a solid foundation for subsequent coursework.*

For entrance to the junior class or the fifth semester:

- Completion of a minimum of 15 full-credit courses or 60 semester hours (Sixteen full-credit courses or 64 semester hours are normal progress.)

- A student must declare a major.

*NOTE: Generally students should complete at least six of the eight distributional standards and two semester courses in physical education by the end of their sophomore year or fourth semester, though individual academic plans will vary and should be made in consultation with an academic adviser. Completing most of the distributional standards during the first two years of study allows students to focus on in-depth work in their major(s) and minor(s) during their junior and senior years.*

For entrance to the senior class or seventh semester:

- Completion of a minimum of 23 full-credit courses or 92 semester hours ( 24 full-credit courses or 96 semester hours are normal progress)

Part-time, degree-seeking students must meet the same credit-hour minimum for entrance to these classes, though their time requirements for degree completion will vary.

Nondegree-seeking students, who may be transient students earning a degree at another institution or secondary school students in a joint enrollment program, may earn a maximum of 24 semester hours credit at Agnes Scott. Exception requests should be directed to the assistant dean of the college.

## ACADEMIC PROBATION

Academic probation notifies a student that unless her academic performance improves, she may be dismissed. During the time of academic probation, a student will not be considered in good standing. Any transcript issued during the period of a student's academic probation will carry the notation of academic probation.

National Collegiate Athletic Association regulations require a student be in good standing at the college to participate in intercollegiate athletics. As a result, a student on academic probation may not participate in NCAA-sanctioned competitions.

A student on academic probation needs to understand the importance of focusing on academics. She is therefore placed on activity restriction and may not hold any elective or appointive office and may not participate with any noncredit performing group or in any organized college activities except those activities that are associated with her academic program. A student on academic probation is permitted only one unexcused absence in each academic course even if she is in a course with no

attendance requirement. Further absences may result in academic dismissal during the semester. Additional restrictions may also be imposed.

A full-time, degree-seeking student usually is placed on academic probation at the end of a semester if she has an F in two academic courses; or has achieved fewer than 12 semester-hours credit in academic courses; or has a semester GPA less than the minimum for her class standing, as follows: first-year student 1.60; sophomore 1.80; junior 1.95; and senior 2.0.

A full-time, degree-seeking student usually is placed on academic probation at the end of an academic year if her cumulative GPA is less than the minimum required for her class standing in that spring semester. These minimums are: first-year student 1.60; sophomore 1.80; junior 1.95. The minimum cumulative GPA required for the degree is a 2.0.

A part-time, degree-seeking student usually is placed on academic probation at the end of a semester if she has an F in two academic courses; or passes less than two-thirds of the academic work for which she registered; or has a semester GPA less than the minimum for her class standing, as follows: first-year student 1.60; sophomore 1.80; junior 1.95; and senior 2.0.

A degree-seeking student who withdraws while on academic probation will remain on probation when she is readmitted, until her academic performance at Agnes Scott returns her to good standing.

Nondegree-seeking students will not be permitted to continue taking courses at Agnes Scott if they receive an F in two academic courses.

## ACADEMIC DISMISSAL

Full-time, degree-seeking students are subject to academic dismissal for any of these reasons:

- Failure to earn 24 semester hours of credit in academic courses in any academic year
- Failure to achieve appropriate class standing for two consecutive years
- Two consecutive semesters of academic probation

The Judicial Review Committee imposes academic dismissal and may specify a length of time a student must wait before she may apply for readmission. A student may be dismissed at any time if the Judicial Review Committee judges her academic performance to be unsatisfactory or if she has violated the specific conditions of her

academic probation. A student readmitted after academic dismissal will be placed on academic probation for her first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

The committee may waive the academic dismissal guidelines if a degree-seeking student has been forced to reduce her load because of extenuating circumstances.

A part-time, degree-seeking student may be dismissed if she is placed on academic probation for two consecutive semesters.

A nondegree-seeking student is not subject to the dismissal procedures described above, but if the student receives an F in two academic courses or his/her academic performance is considered unsatisfactory in other ways, the student may only continue work at the college at the discretion of the assistant dean of the college.

## DISCIPLINARY PROBATION, SUSPENSION AND DISMISSAL

For violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary probation, suspended or dismissed.

Suspension is made with a stipulated time of return when the student is automatically reinstated if she so desires. A dismissed student must apply for readmission. The Judicial Review Committee may specify a length of time a student must wait before she may apply for readmission.

During the time a student is on probation, she is not considered a student in good standing. Any transcript issued during the period of the student's probation will carry the notation of a disciplinary probation.

## INVOLUNTARY WITHDRAWAL

The college strives to promote the health and safety of all community members by providing student health care, counseling services, public safety and by enforcing student-conduct regulations and protection services.

To ensure the institution and its members are allowed to carry out their activities without substantial threat of interference or danger of harm, the college has adopted a policy and the following procedures for the involuntary withdrawal of a student when deemed necessary to promote the health and safety of either the student or college community.

### Criteria and Procedures for Involuntary Withdrawal

A student will be subject to immediate involuntary withdrawal from the college

and/or college housing if the dean of students determines the student:

- Engages or threatens to engage in behavior posing a significant risk to the health or safety of self or others;
- Engages or threatens to engage in behavior that would cause significant property damage or directly and significantly impede the lawful activities of others;
- Significantly disrupts the living and learning community.

Once it is determined the student's conduct falls within these criteria, the college may take interim action to protect the well-being of the student and/or other members of the community. By interim involuntary withdrawal, the college may remove a student from any or all college premises when the dean of students, in consultation with representatives from the offices of student health services, personal counseling, residence life, the dean of the college, and the dean of students and the Department of Public Safety and after considering reasonably available information, determines that a threat of significant risk to self or others exists. Interim involuntary withdrawal is a preliminary action taken to protect the health and safety of the student withdrawn, or of others, and is not a penalty.

The student will be notified in writing and temporarily withdrawn from the college and asked to leave campus immediately. The withdrawal will be continued until the Judicial Review Committee reaches a final decision regarding the student's future status. During this withdrawal period and until the committee makes a determination, the student may not return to campus nor participate in campus activities without the prior approval of the dean of students. The student shall be provided with a copy of this Involuntary Withdrawal Policy. At any time, the student may terminate the process by voluntarily withdrawing from the college.

The dean of students will make the initial determination whether the matter will be sent directly to the Judicial Review Committee (Section III, *Student Handbook*) or whether the student will be referred to a licensed psychiatrist or psychologist for evaluation (Section II, *Student Handbook*). The student will be notified of this decision in writing, either by personal delivery or certified mail. If the matter is sent directly to the Judicial Review Committee, the committee shall convene and consider the case (Section III, *Student Handbook*) within seven days of the notice to the student.

### Referral for Evaluation

The student may be referred by the dean of students, at the college's expense, to a licensed psychiatrist or psychologist for evaluation. The psychiatrist's or psychologist's participation is intended to assist the college in assessing the situation and to provide guidance to the Judicial Review Committee regarding the student's future status. The student may select the psychiatrist or psychologist from a list of three provided by the college. If the student declines to select a psychiatrist or psychologist, the college will make the selection.

The dean of students shall also provide the psychiatrist or psychologist a written description of the student's behaviors that led to the referral, with a copy to the student, along with a copy of the Involuntary Withdrawal Policy.

The psychiatric or psychological evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the dean of students. Within 48 hours after the evaluation is completed, the dean of students, psychiatrist or psychologist and student will meet to discuss their assessment of the situation. The student may also choose to provide the dean of students and the Judicial Review Committee with an evaluation by an independent licensed psychiatrist or psychologist of the student's own choosing and at the student's expense. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the dean of students. During the involuntary withdrawal process, a representative of the college may contact the student's parents or legal guardians, if deemed appropriate.

### Presentation to Judicial Review Committee

The final step in this process, whether the matter is referred directly or following evaluation, will be the presentation of the case to the Judicial Review Committee. The student and dean of students will present all pertinent and relevant information at the Judicial Review Committee meeting.

The usual procedures of the Judicial Review Committee will be followed except the dean of students will not participate as a member and will not vote in the final decision.

As with other college procedures, neither the college nor the student shall have attorneys or legal representation at this proceeding.

The student who has been referred for psychiatric or psychological evaluation and participates in this Judicial Review Committee proceeding acknowledges and agrees this process may involve a discussion of the student's relevant medical/psychiatric

records and communications and will result in some loss of confidentiality and privacy.

The Judicial Review Committee decision will be final. This decision may include reinstatement in good standing; probation or withdrawal; or suspension or dismissal of the student. The committee's written decision will be delivered to the student and dean of students within 48 hours of the conclusion of the committee's formal proceedings and shall contain a statement of the reasons for any decision of withdrawal, suspension or dismissal. In addition, the student may be encouraged to seek professional care.

#### Readmission from Withdrawal

A student may be considered for readmission after the expiration of a minimum of one full semester. To be considered for readmission, in addition to completing the readmission application, the student must submit a personal statement that demonstrates an insight into the issues that contributed to the student leaving the college; a description of the actions taken to address these issues; and if readmitted, a plan to prevent the recurrence of the issues. Supporting documentation from a healthcare provider is also required. This documentation must address the following: (1) the specific diagnosis that precipitated the need for care, (2) the duration and frequency of the care, (3) gains that were made as a result of the treatment, (4) the student's readiness to return to Agnes Scott and the potential impact of the intellectual, physical and personal demands of being a full-time residential student, (5) any special conditions under which the student should be readmitted, and (6) a recommended treatment plan to support the student's transition back to campus. The student must secure a "release of information" form from the healthcare provider(s) to allow consultation by an appropriate Agnes Scott representative with the provider(s). Reference letters from any employers as well as a transcript of any courses taken during the withdrawal period should also be included in the request for readmission packet. These steps must be completed by December 1 for consideration to be readmitted for the spring semester and by August 1 for consideration to be readmitted for the fall semester.

The information gathered is reviewed by a committee comprising of the dean of the college, the dean of students and staff members from their two offices. Re-enrollment is contingent upon their judgment that the student has resolved the issues that led to the withdrawal and/or that a viable plan is in place to manage them should the student return. If re-enrolled, special prescribed conditions or requirements may be outlined as a requisite to the student's continued enrollment.

## Deviations from Established Procedures

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

## JUDICIAL REVIEW COMMITTEE

The college's Judicial Review Committee is given these responsibilities:

- Reviewing and acting on recommendations of the Student Senate that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare
- Recommending to the dean of the college that a student who has not met the academic standards of the college be dismissed
- Acting on the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations
- Acting on the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations
- Acting as the court of final appeal for Honor Court decisions and/or penalties; or, when a student appeals an Honor Court decision and/or penalty to the student body (as is her right), acting as the court of final review in the case, its appeal and the student body's judgment
- Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community; or imposing the penalty of administrative probation, suspension or dismissal in situations involving a student's failure to meet the standards or expectations of the college community
- Assuming original jurisdiction in a disciplinary action upon the recommendation of the dean of students
- Assuming original jurisdiction in a disciplinary action at a time when no quorum of Honor Court nor the president of SGA nor the president of Honor Court is readily available
- Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided for in the Student Complaint Policy

Judicial Review Committee members are:

- President of the college, chair
- Dean of the college
- Dean of students
- Registrar
- Four faculty members
- Student Government Association president
- Student Senate president
- Honor Court president
- Judicial Board president
- Ex officio members: director of human resources when a staff or faculty member is the subject of a formal written student complaint referred to Judicial Review Committee in accordance with the Student Complaint Policy and also the chair of the Faculty Executive Committee if a faculty member is the subject of the complaint

# Academic Support Services

## ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations are provided for students with disabilities, which will be identified individually based on documentation and academic history. Academic accommodations may include adjusting examination times or the use of adaptive technology. Students seeking accommodations must register with the Office of Academic Advising and provide appropriate documentation of their disability. Accommodations are tailored to the individual to provide support and reduce the impact the disability has on academic performance.

Agnes Scott complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

For more information, and to apply for accommodations, visit

[www.agnesscott.edu/academics/academicadvising/disabilityservices.aspx](http://www.agnesscott.edu/academics/academicadvising/disabilityservices.aspx)

## ACADEMIC ADVISING

A key resource for students is an academic adviser. Each incoming student is assigned a faculty adviser to introduce her to the academic program and general degree requirements.

First-year adviser assignments remain until a student selects a major during her sophomore year at which time a major adviser is assigned.

The adviser assists students in making informed academic choices regarding courses, majors and career or graduate school options. The academic adviser provides consultation about decisions related to a student's academic progression, including registration and schedule changes. The adviser provides ongoing guidance on campus resources to assist the student's academic and personal growth.

### **Office of Academic Advising**

The Office of Academic Advising provides services that keep students and faculty informed of academic policies, procedures and curricular opportunities. The office supports the process of advising by coordinating the assignment of all students to faculty advisers and is a resource for students and advisers regarding academic

standards and policies. The office assists students in developing learning strategies, provides accommodations to students with disabilities and offers individualized assistance for students on academic probation. In addition, the office administers a number of special curricular opportunities such as student-designed majors, special studies, independent studies, the Year-Five Post-Baccalaureate Studies program, the dual-degree programs with Emory University, Georgia Institute of Technology and Washington University. The Office of Academic Advising is also responsible for the administration of all self-scheduled final examinations.

### **Study Skills and Test-Taking Strategies**

The Office of Academic Advising contracts with Baldrige Reading and Study Skills to facilitate a comprehensive program to improve students' reading and learning skills. Offered each fall, the program is unique in that it allows students to use their textbooks and other reading material during instruction. By centering instruction on students' courses, students experience immediate results in their studies. The program includes techniques designed to:

- Increase reading speed
- Improve comprehension
- Deepen concentration
- Strengthen recall

The program also includes techniques for completing research papers and for developing critical analysis. Additionally, many students benefit from practical strategies for overcoming procrastination, taking better organized lecture notes, budgeting time more wisely and preparing more thoroughly for tests and examinations.

Throughout the year, academic advising offers supplemental workshops to enhance students' overall academic success at Agnes Scott.

## **MCCAIN LIBRARY**

McCain Library is open 96.5 hours each week during the academic year. Afterhours and during semester breaks, several Educational Technology Center spaces on the ground floor (such as the Writing Center) are accessible from the Alston side of the building with a valid ASC ID card. The library's third floor is a designated quiet area.

Library staff can help locate items, check out media equipment, renew items, handle fines, or answer questions about hours and basic library services. The Scottie Research & Rescue Desk on the main level provides drop-in research assistance; individual consultation appointments and workshops are also available. LibGuides is a resource to build information fluency. Guidance is also available via IM (use the Meebo chat service on our Web site) and Facebook, via telephone at 404-471-6096, or by e-mailing [library@agnesscott.edu](mailto:library@agnesscott.edu).

Course reserves are books, articles, CDs, DVDs and other items required or recommended to supplement a class. Instructors request these library items be accessible for all their students and they are held at the main circulation desk. Most are intended to be used in the library, although some may be checked out overnight. Generally, the library does not purchase course textbooks.

Through borrowing agreements and interlibrary loaning, the library also expedites access to resources not accessible in the local collection. More information is available under the Services section of the library Web site, or by speaking with a reference librarian at the Scottie Research & Rescue Desk.

Forty-one individual study carrels are scattered around the library and may be reserved by eligible students for use during an entire semester. A disability services study room (McCain 114) is provided on the first floor; students registered with Academic Advising have priority use of this room. Six other group study rooms are available on a first-come, first-served basis for groups of two or more students.

On the first floor, 20 desktop computers are available for research, typing papers, email and other network applications. Ten wireless laptops for in-library use may be checked out at the main circulation desk. McCain 211 has 12 computers and is unlocked at times of high demand. Two networked printers on the first floor print

double-sided pages. However, students are encouraged to conserve and to not print unnecessarily; saving to personal network space, or using e-mail or a flash drive is encouraged. The ASC wireless network is available to students throughout the library, including the Elizabeth Henderson Cameron Reading Terrace. The library also circulates cameras, audio recorders, flip video recorders, bicycles and flash drives.

Best sellers and new items are in the first floor Main Reading Room. The SOPHIA library catalog indexes our collection of books, e-books, bound journals, movies, CDs and more. SOPHIA also allows library users to review their account or renew items.

McCain Library provides numerous research databases. The library's Web site has an alphabetical list and a subject grouping. Many databases will format citations for you. See the "Help with Citations" LibGuide for more details.

## THE CENTER FOR WRITING AND SPEAKING

The Center for Writing and Speaking is a peer-tutoring organization providing assistance to students for writing or oral communication projects. It has two specialized centers, the Writing Center and the Speaking Center, both located on the ground floor of McCain Library.

Students may visit the Writing Center or Speaking Center at any stage of their projects. Tutors can help them get started on an assignment, develop a draft or polish the final version. Tutoring is free to Agnes Scott students and is available Sunday through Friday during posted hours.

In writing tutorial sessions, students are encouraged to develop ideas and to evaluate how well their writing communicates those ideas. In speaking tutorial sessions, students are encouraged to clarify and develop ideas for effective oral communication and to work on presentation style and method.

Computers, audio and video equipment and other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Students interested in being tutors should contact the director of the center to which they want to apply.

## INFORMATION TECHNOLOGY

Information Technology provides the campus with technology services to support academic activities. A combination of wireless and wired-network technologies are

employed throughout campus including:

- 544 networked computers and a variety of network laser printers in various public labs, research labs and classrooms
- Access to online services and resources are available through the course management system, Moodle; the academic information system, AscAgnès; electronic library resources; and the campus intranet and local-area network

## EDUCATIONAL TECHNOLOGY CENTER

The Educational Technology Center offers a technology-friendly learning environment, so students and faculty may acquire the skills they need to use the latest multimedia, computer, video and audio resources. The center regularly offers workshops on a wide variety of topics and staff frequently work with students and instructors in the technology production studio. The studio is fully equipped with video and audio editing equipment, software and other digital tools to assist with Web page development, DVD and CD burning, as well as digital image and text scanning.

## THE MATHEMATICS LEARNING CENTER

The Mathematics Learning Support Center offers a supportive environment for students seeking assistance. Located in Buttrick Hall, it is open Monday through Thursday in the late afternoon and evening and on Sunday evenings. Learning assistants (advanced students in mathematics), the center coordinator and/or faculty members are available during posted times. Students are encouraged to drop in, to work among themselves or to work with a learning assistant. Individual appointments may be made.

The center endeavors to facilitate a student's understanding of mathematics by focusing on the process rather than merely getting an answer. Its approach is collaborative, and its objective is for the student to be able to learn mathematics by herself. Workshops on algebra review, using the graphing calculator, math for the GRE and other topics are offered. Computers with various math programs (Maple, SPSS, Winplot, etc.) are available. The services are available free to all Agnes Scott students.

## THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning offers programming, services and resources that promote dialogue and disseminate information about teaching and learning. Faculty, student and staff perspectives are all valued in the development of conversations that will help the college community better appreciate a full range of teaching and learning issues and styles. Located in Buttrick Hall, the center is open Monday through Friday during the academic year. The center houses a collection of materials related to postsecondary teaching and learning which may be used in the center, photocopied or checked out. All campus community members are welcome to drop by and browse.

The center views teaching and learning as joint enterprises of faculty, students and staff. It respects differences among faculty, staff and students and among disciplines, and it values a wide range of teaching and learning styles. The center encourages faculty, staff and students to be especially reflective about the teaching and learning of women and of diverse populations. Ongoing services of the center include assistance with orientation of new faculty and the arrangement of microteaching sessions with follow-up discussions. For more information, go to the center's Web site at <http://ctl.agnesscott.edu/>.

## TUTORING SERVICES

Several academic departments, in particular biology, chemistry and mathematics, have standing programs offering student-to-student tutoring. Students may contact the department chair for scheduling.

# Academic Honors

## GRADUATION HONORS

Requirements for graduation honors are:

### **Cum Laude**

1. Attains a cumulative grade point average of at least 3.5 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.5 for the semesters that include her last 64 academic hours completed in residence at Agnes Scott. GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, unless she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

### **Magna Cum Laude**

1. Attains a cumulative GPA of at least 3.7 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.7 for the semesters that include her last 64 academic hours completed in residence at Agnes Scott (including courses taken through cross registration and study abroad). GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).

4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, unless she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

### **Summa Cum Laude**

1. Attains a cumulative GPA of at least 3.9 for all work completed at Agnes Scott.
2. Attains a cumulative GPA of at least 3.9 for the semesters that include her last 64 academic hours (including courses taken through cross registration and study abroad) completed in residence at Agnes Scott. GPAs are based on all academic work of a semester.
3. Has not received a final grade below a C in an academic course during the period defined in (2) as her last 64 hours (including courses taken through cross registration and study abroad).
4. Receives the recommendation of her major program. When the student has more than one major, she shall receive the recommendation of either one of her major programs, except if she has done independent study, in which case she must receive the recommendation of the program in which she has done the independent study. In the case of an interdisciplinary major, this shall be interpreted to mean the recommendation of all programs concerned in the major. In the case of a student-designed major, the assistant dean of the college will determine the programs concerned in the major from which the student must receive recommendations.

### **HONORS LIST AND DEAN'S HONOR LIST**

Students are eligible for the Honor List at the end of a semester if they have completed 16 semester hours in academic courses with a semester GPA of at least 3.3 and no grade below a C in an academic course, including courses taken under cross registration. Cross-registration courses are not calculated in the GPA.

Students are eligible for the Dean's Honor List at the end of a semester if they have

completed 16 semester hours in academic courses with a semester GPA of at least 3.7 and no grade below a C in an academic course, including courses taken under cross registration. Cross-registration courses are not calculated in the GPA.

## OTHER ACADEMIC HONORS

The college recognizes superior academic work in several ways:

- Stukes Scholars are three students who rank first academically in the sophomore, junior and senior classes. Announced at Opening Convocation and Honors Day, Stukes Scholars are selected on the basis of their work the previous session and their overall academic achievement.
- The Dana Scholarship program began in 1970 with a grant from the Charles A. Dana Foundation. Academic promise and leadership are criteria for this honor.
- The *Beta* of Georgia Chapter of *Phi Beta Kappa* was established at Agnes Scott in 1926. The chapter holds annual elections according to criteria and procedures prescribed by the United Chapters.
- Mortar Board is a National Senior Honor Society. Its purposes are “to provide for cooperation among (Mortar Board) societies, to support the ideals of the university, to advance the spirit of scholarship, to recognize and encourage leadership and to provide the opportunity for a meaningful exchange of ideas as individuals and as a group.” Members are elected from the junior class on the basis of three ideals: service, scholarship and leadership.
- The National Society of Collegiate Scholars was established on the principle that with scholarship comes a responsibility to develop leadership and a duty to perform service. To this end, the society recognizes and celebrates high achievement among first- and second-year students, encourages high standards throughout the college experience, provides opportunities for personal growth and leadership development and encourages learning through community service. Membership is based on grade point average. Eligible first- and second-year students receive invitations during the spring semester.
- *Beta Beta Beta* (TriBeta), the National Biological Honor Society, seeks to promote scholarly activity in biology among students, particularly undergraduates. Its three-fold purpose is to stimulate scholarship, disseminate scientific knowledge and promote biological research. The organization has two levels of undergraduate

membership. Associate membership is open to all. Regular membership is open to students majoring in biology who have completed at least one term of their second year; have taken at least three biology courses, of which one is above the introductory level; have an average grade of B in their biology courses; and are in good academic standing. The *Sigma Upsilon* chapter was established at Agnes Scott in 1997.

- The National German Honorary Society, *Delta Phi Alpha, Kappa Kappa* chapter, seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The society aims to promote study of the German language, literature and civilization and endeavors to emphasize those aspects of German life and culture that are of universal value and contribute to man's eternal search for peace and truth. Qualifications: minimum of two years and registration in an advanced course; minimum average standing of B+ in all German courses taken; minimum of B- in all other courses; and indication of continued interest in the study of German language and literature.
- *Omicron Delta Epsilon* is the International Economics Honor Society. The *Mu* chapter was established at Agnes Scott in 1994. *Omicron Delta Epsilon* encourages excellence in economics and devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all. All students in their junior or senior years who have taken at least 12 hours in economics with an average of B or better are eligible.
- The *Kappa Kappa* chapter of *Pi Delta Phi*, the National French Honor Society, was established at Agnes Scott in 1990. The purpose is to recognize outstanding scholarship in the French language and literature. Membership is open to students who have taken at least five courses in French and have been nominated for academic achievement.
- *Phi Alpha Theta*, the National Honor Society in History, was founded in 1921 to foster the research, publication and teaching of history. The Agnes Scott chapter was formed in 1998. Students who have completed at least 12 semester hours in history with a 3.1 average or better and rank in the top 35 percent of their class are eligible.
- The Agnes Scott chapter of *Phi Sigma Tau* was organized in 1979. The society links philosophy departments in accredited institutions and students interested in

philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.

- *Psi Chi* is the National Honor Society in Psychology and was founded for the purpose of “encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology.” An Agnes Scott chapter was established in 1990. Membership is open to students who have a B average in psychology and rank in the top 35 percent of their class.
- *Sigma Alpha Iota International* music service fraternity is an organization that promotes interaction between students who share a commitment to music. The Agnes Scott chapter, *Gamma Eta*, sponsors informal and formal recitals featuring chapter members and other Agnes Scott students in the music department as well as serving where they are needed as stage managers, ushers and door monitors. In addition to personal encouragement and support, members may receive scholarships and awards in many areas and at all levels of music-related study. *Sigma Alpha Iota* has long been recognized as a leader in the field of music and provides a lifetime of fraternity contact. To be a member, students must be enrolled in or have taken at least one music class and have a cumulative grade point average of 2.5.
- *Sigma Delta Pi*, the National Spanish Honorary Society, recognizes scholarship in and commitment to the language, literatures and cultures of the Hispanic world. Students must have completed three years of college-level Spanish, including at least three semester hours of a course in Hispanic literature or culture. A candidate must have a minimum GPA of 3.0 on a 4.0 scale in all Spanish courses taken, rank in the upper 35 percent of her class and have completed three semesters of college work. The *Sigma Chi* chapter was established at Agnes Scott in 1992.

# International Education

The acquisition of international perspectives and intercultural-communications skills is a fundamental component of a liberal arts education. Agnes Scott offers students a variety of opportunities on and off campus to develop global competence. Through the curriculum, study abroad and contact with international students and scholars on campus, Agnes Scott students gain fluency in languages other than English, cross-cultural sensitivity and knowledge about world cultures and societies.

The Office of International Education coordinates linkages with educational institutions and organizations worldwide, provides and administers experiences abroad; supports the college in its efforts to integrate global perspectives into the curriculum; and assists international students, faculty and visitors on academic, cross-cultural communication and immigration regulatory matters.

Two broadly defined groups are served by the international education office: outbound students, staff, faculty and alumnae who will be studying, interning, volunteering, researching or traveling abroad; and inbound individuals who will be coming to the campus from abroad.

Agnes Scott is committed to providing a wide variety of opportunities for study abroad and has dedicated substantial resources—both financial and human—toward assisting students in fulfilling their objectives for study abroad. Agnes Scott's goal is for each student who desires an international experience to be able to participate.

Agnes Scott offers study abroad through Agnes Scott faculty-led programs (The Coca-Cola Global Awareness Program, Global Connections, Summer in Spain and other departmentally based seminars), exchange programs and independent-study programs. Programs vary in length, content, format and cost. Some require an appropriate degree of fluency in the language of the host country while others use English as the language of instruction.

Students planning to join faculty-led international programs, exchange or study-abroad programs must meet the following basic requirements for participation:

- Be in good standing
- Have completed one year or 24 credit hours at Agnes Scott prior to the experience abroad
- Have a minimum 2.0 cumulative grade point average at the end of the semester prior to submitting an application to participate in an ASC faculty-led

program

- Have a minimum of a 2.75 grade point average for participation through an exchange partner or external study-abroad program provider if studying abroad either semester during the academic year.
- Have the minimum grade point average required by the program provider for study abroad.

Other program-specific requirements must be met before a student is eligible for participation.

Year Five, nondegree-seeking (special, exchange) and graduate students may participate in study-abroad programs if space is available and if they pay the full cost of the program. These students are not eligible for subsidies, grants or financial aid.

## CURRICULAR INITIATIVES

At the heart of international education at Agnes Scott is the curriculum, which includes many courses with international content and special programs. Faculty from across the disciplines draw from their international experiences and perspectives in these courses.

The college offers majors and minors in French, German studies and Spanish and a minor in Asian studies. In addition, the college also offers a major in classical languages and literatures. Courses are also offered in Japanese and Chinese.

The nationally recognized Language Across the Curriculum program connects language study in French, German and Spanish to other disciplines such as art history, anthropology, political science, history and music. Africana studies, which offers a major and a minor, combines African and African-American courses offered in the departments of history, political science and sociology and anthropology.

## FACULTY-LED INTERNATIONAL EXPERIENCES

The two most common faculty-led short-term programs abroad, which are connected to and follow an on-campus course or courses, are The Coca-Cola Global Awareness Program and Global Connections. The college will contribute a partial, one-time subsidy for each degree-seeking student toward the cost of the international-travel part of one faculty-led short-term program.

### **ASC Summer in Spain**

ASC Summer in Spain is a five-week program offered at least every other summer, that focuses on language learning and culture. Participating students live with host families in Oviedo, Spain, and receive academic credit. For more information, contact Michael Schlig, associate professor of Spanish, or the Office of International Education.

### **The Coca-Cola Global Awareness Program**

Through The Coca-Cola Global Awareness Program, students develop a better understanding of their cultural values as well as an appreciation for the physical and cultural diversity of the world. This introductory-level international program offers students the opportunity to study and experience a culture different from their own. Students have an extended academic study and travel experience under the guidance of Agnes Scott faculty. Recent Global Awareness seminars include faculty-led study in China, Ghana, India, Japan and Turkey.

Students must apply, be selected and then preregister for two courses: GA 200 and GA 201. GA 200 is taught on campus in the semester preceding the international experience and includes the study of the history, culture, arts, geography, economics and politics of the target country. All students will choose a research project and develop survival language skills when possible. The semester-long course is followed by a two- to three-week study seminar in the country, in which students conduct research on their selected topics, keep journals and stay with local families when possible. Upon return to campus, students reflect on the international experience, complete research projects and often share the experience with the campus and local community.

Global Awareness is open to all enrolled students who meet the basic participation requirements. Students must have satisfactorily completed the assignments given in the GA 200 course that serves as the basis for the international experience, and attendance at predeparture and post-seminar sessions is mandatory. Grades for GA 200 will be assigned prior to the international travel and an incomplete will be assigned for GA 201 until after the international component and requirements are met.

### **Global Connections**

Global Connections allows students to enrich their on-campus learning by connecting what they learn in a specific course to a faculty-led international study and travel

experience. Faculty members across the disciplines may propose a Global Connections component to an existing, on-campus course. The course listing for all Global Connections courses is GA 203. The study-travel component consists of two to three weeks of international travel connected to the course. Examples of on-campus courses followed by two to three weeks of faculty-led Global Connections include: Transnational and Global Contexts of Gender, Economy and Society in Post-Colonial Africa: The Case of Gambia; The Copernican Revolution: Astronomy Meets Art History in the Czech Republic, Poland and Italy; Literary Ireland; and Human Rights in Chile.

A Global Connections component may include research, journal writing, creative projects and group sessions. Students are required to attend predeparture orientation sessions held during the semester before the experience abroad. Grades of incomplete will be assigned until requirements of the Global Connections component have been completed. Global Connections is open to all enrolled students who meet the basic requirements for participation. They must be concurrently enrolled in the base course or have satisfactorily completed the base course or other designated courses previously.

### **Eligibility for Faculty-Led Programs**

To be eligible, students must apply and be admitted to the program and meet all basic requirements, be full-time, degree-seeking students in good standing at Agnes Scott and have a minimum cumulative grade point average of 2.0 at the end of the semester before submitting the application. Eligible students can receive a partial subsidy for the cost of travel for one faculty-led program, either The Coca-Cola Global Awareness Program or Global Connections.

## **STUDY-ABROAD APPROVAL**

All students planning to receive credit for international experience, whether study-abroad, international service-learning, or an international-internship program must seek preapproval from the college. A student should contact the Office of International Education as early as possible in her college career. She must complete the Application for Study Abroad Approval form due annually on March 1 for credit-bearing international experience for programs beginning with the upcoming summer, fall, spring, or academic year.

The application process must start early so all Agnes Scott deadlines and the deadlines of the selected study-abroad program are met. While March 1 is the

internal ASC deadline for study-abroad approval for the following academic year, the deadlines of the study-abroad providers of the specific program selected vary and may occur before or after the Agnes Scott March 1 deadline. Therefore, it is important that students begin the process of selecting a study-abroad program a year or more in advance.

### **Credit for Study Abroad**

Without Agnes Scott College's preapproval for study abroad, students will not receive ASC credit. Preapproval of the study-abroad proposal is to ensure in advance that the study-abroad program proposed and the courses desired are eligible for ASC credit. With preapproval, academic credit can be granted for courses taken abroad. Transcripts, actual course descriptions and other documentation must be submitted to the Office of Academic Advising upon completion of the program for final evaluation of credit.

While abroad, students must report any changes in their course schedule to the study abroad adviser, the director of academic advising and their faculty adviser(s). Grading systems around the world vary widely; therefore credit for study abroad will be granted with a passing grade for courses completed. A grade of C- or better is considered passing. Grades for courses taken abroad are not factored into the Agnes Scott grade point average, although the grades are recorded on the ASC transcript. Credits for study abroad are considered Agnes Scott credit and may count toward the student's major, minor, standards or electives.

### **Mandatory Predeparture Study-Abroad Orientation**

Students participating in study abroad are required to attend a mandatory predeparture orientation session offered each semester. Prior to departure, they are also required to complete and sign an agreement and general release, a health-disclosure form and a signed medical-approval form for independent study abroad and for faculty-led programs. All forms are available in the Office of International Education.

Upon their return, students are required to complete an evaluation and are encouraged to participate in a re-entry session especially designed for reflection on their study-abroad experience.

## **INDEPENDENT STUDY ABROAD**

Students may choose to participate for credit in summer, semester or yearlong

study-abroad and exchange programs at more than 147 colleges in more than 50 countries.

### **Study Abroad through Exchange Programs**

Through institutional exchanges and the International Student Exchange Program (ISEP), ASC students matriculate at universities around the world, benefiting from and contributing to the campus life in the country where they have chosen to study, while the Agnes Scott campus is enriched with an influx of short-term (semester and yearlong) exchange students from abroad. In most instances, exchange students pay their tuition to the home institution, i.e. the one granting them their degree. Agnes Scott students going on ISEP programs or other exchanges pay ASC tuition. Their international-student counterpart comes to Agnes Scott for a semester or year and she too pays her tuition to her home institution. Payment of room and board varies by exchange contract.

Through the International Student Exchange Program, Agnes Scott students may choose from more than 147 partner universities in 50 countries including: Argentina, Australia, Austria, Brazil, Bulgaria, Canada, Chile, China, Costa Rica, Denmark, Estonia, Finland, France, Germany, Ghana, Hungary, Iceland, India, Italy, Japan, Republic of Korea, Latvia, Malta, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Poland, Portugal, South Africa, Spain, Sweden, Switzerland, Thailand, United Kingdom (England, Scotland, Northern Ireland) and Uruguay.

Additionally, there are several institutional exchanges, such as the college's exchange with Kinjo Gakuin in Nagoya, Japan, and Hong Kong Baptist University in Hong Kong, People's Republic of China.

### **Other Study-Abroad Opportunities**

The second broad category of independent study abroad is accomplished through study-abroad program providers. Study-abroad providers vary widely in quality, services, length of program and opportunities provided, therefore, ASC periodically reviews and selects preferred program providers. Study-abroad providers offer traditional university study abroad, independent research, international-service learning, field-based study abroad, language learning, internships and combinations of these. Recipients of the Hubert Scholarship may also complete their public service project abroad. Current information about independent study-abroad programs and providers is available in the Office of International Education.

Students planning to participate in independent study-abroad programs must seek

ASC approval for their selected study-abroad program and the specific course work they propose taking while abroad. They must submit the ASC study abroad approval form to the Office of International Education on or before the annual March 1 deadline. The majority of study-abroad courses approved for credit do not have equivalents in the ASC curriculum. ASC department chairs routinely review and approve nonequivalent study-abroad courses for major, minor, specific and distributional credit within the academic discipline. The student completes the study-abroad program provider's application forms and submits a copy of the completed application to the international education office.

### **Eligibility for Exchange and Study-Abroad Programs**

To be eligible, students must meet all basic requirements; be full-time, in good standing, degree-seeking students at Agnes Scott; and in most instances have a minimum cumulative grade point average of 2.75 at the end of the semester before submitting the application. The minimum GPA required for eligibility to engage in independent study abroad during fall or spring semester is 2.75 yet varies greatly across the exchange partners and study-abroad program providers and is most often higher than a 2.75. International students studying at Agnes Scott are eligible to participate in ISEP-Exchange programs, summer study abroad and ASC faculty-led programs.

### **STUDY ABROAD-RELATED FEES**

Airfare to the study abroad destination is usually the largest expense beyond, tuition, room, and board. Almost all study-abroad programs have an application fee which varies widely. Some programs require a housing deposit. Many countries require a visa and visa application fee. Some countries requiring a visa also require the applicant to appear in person, which might involve travel in the U.S. to the consulate with jurisdiction for their state of residence.

Depending on the study-abroad program, some students will pay a nonrefundable ASC study-abroad administrative fee, which is separate from the ASC reregistration deposit that all ASC students must pay each spring, whether they study abroad or not.

### **FUNDING ASSISTANCE FOR STUDY ABROAD**

Agnes Scott students eligible to receive Agnes Scott College institutional aid, federal financial aid (grants and loans), state grants and/or privately funded scholarships

may or may not continue to receive those funds while participating in exchange and preapproved study-abroad programs during the fall or spring semesters. Agnes Scott work-study is not applicable to study-abroad experiences. The director of financial aid determines student financial aid eligibility.

Additionally, there are several ASC scholarships and awards for study abroad. Each spring a call for applications is announced campus wide.

## INTERNATIONAL SCHOLARSHIPS AND FELLOWSHIPS

Among the prestigious scholarships and fellowships available to Agnes Scott students are eight that are international in scope: Benjamin A. Gilman Scholarships, Boren Awards for International Study, British Marshall Scholarships, Critical Language scholarships, Fulbright Grants, Rhodes Scholarships, Rotary Fellowships and NSEP scholarships. Agnes Scott students have been recipients of the Thomas R. Pickering Foreign Affairs Fellowship, the Fulbright, the Rhodes and the Rotary Ambassadorial Scholarship. For more information, visit the Office of International Education in Buttrick Hall or its Web site at [www.agnesscott.edu/academics/studyabroad](http://www.agnesscott.edu/academics/studyabroad).

### **The Benjamin A. Gilman International Scholarship Program**

The Benjamin A. Gilman International Scholarship Program reduces barriers to study abroad by providing assistance to those undergraduate students who have demonstrated financial need. This program offers a competition for awards for study abroad for U.S. citizens who are receiving federal Pell Grant funding. Pell recipients planning to study abroad should also apply for a Gilman Scholarship.

This congressionally funded program is offered through the Bureau of Educational and Cultural Affairs of the U.S. Department of State and is administered by the Institute of International Education. Selected by competition, recipients are awarded up to \$5,000 to defray costs associated with studying abroad.

Information on other study-abroad scholarships may be obtained in the Office of International Education.

### **British Marshall Scholarships**

Established by an act of Parliament in 1953 to commemorate the ideals of the European Recovery Programme (the Marshall Plan), British Marshall scholarships are intended to enable "intellectually distinguished young Americans to study in the United Kingdom and thereby to gain an understanding and appreciation of the British way of life."

Applications must be submitted on prescribed forms available by mid-May from the

Office of International Education or the Marshall campus adviser. The campus application deadline is Oct. 1.

### **Critical Language Scholarship**

Sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs and administered by the Council of American Overseas Research Centers (CAORC), the Critical Language Scholarship (CLS) Program will offer intensive summer language institutes overseas in eleven critical need foreign languages: Arabic, Azerbaijani, Bangla/Bengali, Chinese, Hindi, Korean, Persian Punjabi, Russian Turkish and Urdu. The scholarship covers all costs of the seven- to 10-week summer intensive language program. U.S. citizen undergraduate, master's and Ph.D. students are eligible. The online application deadline is in November.

### **Fulbright Grants**

Congress created the Fulbright program in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Each year, the Fulbright program enables U.S. students, artists and other professionals to study or conduct research in more than 100 nations. The program offers Fulbright full grants, Fulbright travel grants, foreign and private grants and teaching opportunities. Brochures, application forms and information are available from the Office of International Education or the Fulbright campus adviser. The campus application deadline is Oct. 1.

### **Boren Awards for International Study**

Boren Scholarships are funded by the National Security Education Program (NSEP), which focuses on geographic areas, languages and fields of study deemed critical to U.S. national security. NSEP scholarships can be applied for study in all countries except Western Europe, Canada, Australia and New Zealand.

Applications can be obtained from the Office of International Education or the NSEP campus adviser. The campus application deadline is Nov. 1.

### **Rhodes Scholarship**

The Rhodes Scholarship provides for study at the University of Oxford and is one of the most competitive awards available. Applicants must demonstrate outstanding intellectual and academic achievement, but they must also be able to show integrity of character, interest in and respect for their fellow beings, the ability to lead and the energy to use their talents to the fullest.

Forms and information are available from the Office of International Education or the Rhodes campus adviser. The campus application deadline is Oct. 1.

### **Rotary Ambassadorial Scholarships**

The primary purpose of this program is to further international understanding and friendly relations among people of different countries. Scholarship applications need to be made more than a year in advance of the planned study-abroad program experience. Rotary awards provide for all expenses of most semester and yearlong study-abroad programs.

### **Thomas R. Pickering Foreign Affairs Fellowship**

Outstanding students who are interested in pursuing a Foreign Service career with the U.S. Department of State may apply for a Pickering Fellowship during their sophomore year. The fellowship award includes tuition, room, board and mandatory fees during the junior and senior years of college and during the first year of graduate study with reimbursement for books and one round-trip travel.

The fellow must commit to pursuing a graduate degree in international studies at one of the graduate schools identified by the Woodrow Wilson National Fellowship Foundation. Fellows meet annually in Washington, D.C., for a program orientation. Only U.S. citizens will be considered for Pickering Fellowships. Women, members of minority groups historically underrepresented in the Foreign Service and students with financial need are encouraged to apply.

## **INTERNATIONAL STUDENTS**

### **International Student Orientation**

Working with the Orientation Council's international-student liaison, the Office of International Education coordinates a three-day orientation preceding the new student orientation. It is meant to give new international students the opportunity to learn about cross-cultural adjustment issues, housing, banking, safety, transportation, Social Security, immigration regulations, writing and speaking support, insurance, health services and other information specific to them.

International students gain the opportunity to meet one another in a small-group setting and to become familiar with the campus before joining all other new students for the general orientation.

## **International Student Support**

Working with the Office of Admission, the Office of International Education provides immigration advice and strategies for obtaining a student visa before the international student leaves her home country. From predeparture orientation materials to arrival at the Atlanta airport, the Office of International Education coordinates special services and programs for international students and exchange students. Support services continue with ongoing assistance in cross-cultural adjustment, immigration regulations, nonresident-tax compliance, emergency response and other services needed specifically by international students.

# Special Curricular Opportunities

AGNES SCOTT OFFERS a rich assortment of learning opportunities on and off campus to accelerate students' progress and extend their learning experiences beyond the classroom.

## THE ATLANTA SEMESTER

This distinctive program combines experiential learning through internships with courses designed to bring the college and community together to study and promote social change.

The emphasis on women and leadership in academic and public settings distinguishes The Atlanta Semester from other programs. Students are challenged to examine contributions to social change made by women leaders, and they experience personally the challenges and rewards of leadership in internships with Atlanta-based organizations.

An interdisciplinary seminar and a speakers' forum constitute the common academic core of the program. Each student selects an internship suited to her needs and interests and carries out an independent research project bridging the experiential and academic components of the program.

Each student is assigned an adviser and has many opportunities to discuss her individual program and goals.

Students enrolled in The Atlanta Semester program may count the 12 semester-credit hours they earn as fulfillment of electives or, with the approval of their major or minor department, apply to receive credit for their major or minor.

Women's studies majors and religious studies majors concentrating in religion and social justice may count credit hours earned for their major. Students are eligible to enroll in The Atlanta Semester as early as their sophomore year.

## CROSS REGISTRATION

Cross registration at Atlanta Regional Council for Higher Education member institutions allows students to take courses not available at Agnes Scott. In addition, students from other member institutions may enroll in courses at Agnes Scott.

Students may cross register for a maximum of two courses per term and a total of

18 semester hours.

Grades for courses taken through cross registration are not factored into a student's GPA, but grades of A, B, C or D are accepted for credit hours. Only one specific or distributional or social and cultural analysis standard may be fulfilled by courses taken under cross-registration. (See the Transfer Credit section, page 36.)

Courses taken to satisfy the depth standard must be approved by the student's adviser. Cross-registration courses may satisfy requirements for a minor if approved by the chair of the minor program.

Students enrolled in cross-registration courses are subject to the regulations of the institution where the course is taken, including deadlines for application, registration and withdrawing from a course. Students should apply for approval to the registrar's office before the end of course selection for the semester in which they plan to enroll in cross registration.

ARCHE member institutions are:

- Agnes Scott College
- Brenau University
- Clark Atlanta University
- Clayton College and State University
- Columbia Theological Seminary
- Emory University
- Georgia Gwinnett College
- Georgia Institute of Technology
- Georgia State University
- Interdenominational Theological Center
- Kennesaw State University
- Mercer University Atlanta
- Morehouse College
- Morehouse School of Medicine
- Oglethorpe University
- Savannah College of Art and Design-Atlanta
- Southern Polytechnic State University
- State University of West Georgia
- Spelman College
- The University of Georgia

## INDEPENDENT STUDY (490)

Independent study gives superior students the opportunity to explore a particular field of intellectual or artistic interest and to produce a related piece of work.

Every student with junior standing and a cumulative 3.0 GPA (B) or better is eligible to apply. The independent study is to be taken in the student's major. If there is substantial preparation in another department or program, exceptions to this policy may be approved by the assistant dean of the college. Applications must be approved by the appropriate department chair or program director. The project may begin as early as the spring semester of the student's junior year.

Interested students should obtain the guidelines (available in the Office of Academic Advising) and apply in writing to the appropriate program chair. The completed application for an independent study must be submitted to the assistant dean of the college for approval.

Students wishing to begin independent study during the fall semester of their senior year must apply by the end of the spring semester of their junior year.

Those wishing to begin their study in the spring semester of their junior year, or who wish to undertake a one semester study in the spring semester of their senior year, must apply by the end of spring course registration period in November.

## INTERNSHIP (450)

The college recognizes that learning through internships can be a valuable adjunct to classroom learning and endeavors to make possible worthwhile experiences for students whose academic programs benefit from such opportunities.

Internships worthy of academic credit bear a close relationship to the student's principal academic interests. Internships for which academic credit is inappropriate are those with little relationship to the college curriculum. These may provide secondary benefits, such as personal development, professional experience, service to the community or acquisition of purely practical information. The Office of Career Planning facilitates participation in both kinds of internships.

A student interested in an internship for credit should obtain guidelines and an application from the Coordinator of Internships in the Office of Career Planning. She should then consult her adviser. The completed application should be submitted for approval to Coordinator of Internships. The deadline is registration day of the semester during which the internship is to be taken. Internships are offered on a pass/fail basis.

An approved internship is entered on a student's course schedule, and tuition is charged based on the student's course load for that semester. A student may complete the practical component of an internship while the college is not in session and complete the academic component of the internship and receive credit for the internship during the next semester. The internship must be approved before work is begun.

## HUBERT SCHOLARS PROGRAM

The Hubert Scholars Program is a model program, one that combines experiential learning and exploration of vocation with service to humanity. The college selects Hubert Scholars each year with the hope that many of them, whether as career professionals or willing volunteers, will help meet the world's need for food, medical attention and faith.

Agnes Scott students compete for awards from the Hubert Scholars Program. Applicants must have a 3.0 overall grade point average and be a rising sophomore, junior or senior. An essay, budget and faculty recommendation are required. Hubert Scholars receive a \$3,000 stipend to pursue their academic internship. For more information, contact the Office of Experiential Learning.

## THE KEMPER SCHOLAR PROGRAM

The Kemper Scholar Program encourages students to major in the liberal arts, while providing experiences, contacts and training that may lead to careers in administration or business. The foundation commits financial support through scholarships and summer stipends. Personal assistance is provided to each Kemper Scholar, including placement in a nonprofit organization in Chicago during the sophomore summer. Scholars commit themselves to regular contact with the foundation, service in their community and the sophomore summer in Chicago. Successful candidates will be interested in the liberal arts and will maintain at least a 3.0 grade point average. The Kemper Foundation hopes to foster future leaders who pursue a vigorous, broad undergraduate education while participating in community service, engaging in campus activities and exploring their career aspirations outside the classroom. First-year students with a minimum 3.0 grade point average are eligible to apply at the end of the fall semester. For more information, contact the Office of Experiential Learning.

## SPECIAL STUDY (410)

Special-study courses are offered by all academic programs and are open to senior majors (and qualified juniors) to pursue work outside a program's listed courses. Nonmajors who demonstrate sufficient preparation in the discipline may also take 410 courses. Applications to take special study are available in the Office of Academic Advising and must be returned to the assistant dean of the college for approval. A 410 course carries two to four semester-hours credit. Ordinarily, a student will take no more than two semester courses of special study.

The application should include the name of the instructor who will offer the 410, the course title, a description of the topic to be studied, a statement of the student's preparation for such study and the basis for the grade. The instructor must endorse the application, as well as the chair of the department or director of the program offering the 410. If a student requests a 410 in her junior year, the application should also state the appropriateness of the 410 to the student's major program. If a student wishes to take a 410 outside her major program, her application also must describe her preparation in the program offering the 410.

## STUDENT-DESIGNED MAJORS

Students may design interdisciplinary majors if such a major is not offered. A student-designed major must be comparable in academic rigor and integrity to a conventional major and must offer sufficient depth in a subject area. It must also be cohesive and integrated.

Students need to identify two faculty members in important areas of the planned major who approve the program and are willing to serve as the student's academic advisers.

The Office of Academic Advising has information available on recent interdisciplinary majors, such as art history-religious studies, history-English literature, East-Asian studies and Latin-American studies. Students may study the examples in preparing their proposals but are not limited to those interdisciplinary majors.

Proposals for student-designed majors must be submitted to the associate dean of the college no later than the second semester of a student's sophomore year. The Curriculum Committee must approve all proposals.

## RESEARCH SCHOLARS PROGRAM

The Research Scholars Program provides a collaborative research experience between students and faculty. Students are directly involved in research, and their work is geared to produce publishable results. In this program, students receive invaluable experience while faculty members receive research assistance in their research areas. Students are expected to make a research presentation to other students and faculty. Program guidelines are available from the Office of the Dean of the College.

## JULIA T. GARY SUMMER RESEARCH SCHOLARS IN SCIENCE

The Julia T. Gary Summer Research Scholars in Science program supports collaborative summer research projects for students and faculty in astronomy, biology, chemistry, mathematics and physics. Students considering applying should contact a professor in an area of interest. Faculty members and students submit a joint application to the Office of the Dean of the College by March 15.

## GOLDWATER SCHOLARS

The prestigious Barry M. Goldwater Scholarships for sophomores and juniors are based on academic merit in science, math and engineering and cover the cost of tuition, fees, books and room and board up to a maximum of \$7,500 per year for their junior and senior years. The Goldwater Foundation is a federally endowed agency. The scholarship program honoring U.S. Sen. Barry M. Goldwater was designed to foster and encourage students to pursue careers in the fields of mathematics, the natural sciences and engineering. Students interested in applying can obtain the name of the faculty adviser from the Office of the Dean of the College. In 2009, two Agnes Scott College students were named Goldwater Scholars and another received an honorable mention, making the college the only institution in Georgia to have two Goldwater scholars that year.

## TRUMAN SCHOLARS

The Truman Scholarship, from the Harry S. Truman Foundation, is a prestigious, merit-based grant to undergraduate students who wish financial support to attend graduate or professional school in preparation for careers in government, the nonprofit or advocacy sectors, education or elsewhere in public service. In 2009, an Agnes Scott student was named a Truman Scholar. Students interested in applying

can obtain the name of the current faculty adviser from the Office of the Dean of the College. Final submission date for Agnes Scott is December 1. Interested students are encouraged to visit the Truman Web site for additional information:  
[www.truman.gov](http://www.truman.gov).

# Off-Campus Opportunities

## DUAL-DEGREE PROGRAM WITH GEORGIA INSTITUTE OF TECHNOLOGY

A student may combine three years of liberal arts studies at Agnes Scott with two years of engineering course work at Georgia Institute of Technology. Upon completing the program, the student will receive a Bachelor of Arts from Agnes Scott and a Bachelor of Science from Georgia Tech.

For information about specific programs, students should consult the dual-degree faculty coordinator as early as possible, preferably during their first year. The student must select a major and plan a program that satisfies all specific and distributional standards for the Agnes Scott degree by the end of the junior year, in addition to the mathematics and science courses required for engineering programs at Georgia Tech.

Admission to the Georgia Tech program is based on completion of the requirements listed above, a minimum GPA of 3.0 and the recommendation of the dual-degree faculty coordinator.

## DUAL-DEGREE PROGRAM IN ART AND ARCHITECTURE WITH WASHINGTON UNIVERSITY

A student may combine three years of liberal arts studies at Agnes Scott with four years of specialized work in architecture at Washington University in St. Louis for a combined undergraduate/graduate program. Upon completing three years at Agnes Scott and the first year of architecture, the student receives a Bachelor of Arts from Agnes Scott. She may then apply to continue in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture. By taking advantage of this cooperative program, a student may complete both degrees in seven years. Interested students should consult the faculty coordinator as early as possible, preferably in the first year. Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the program faculty coordinator.

## DUAL-DEGREE PROGRAM IN NURSING WITH EMORY UNIVERSITY

Students enrolled at Agnes Scott who wish to prepare for a career in nursing may pursue a three-year liberal arts curriculum at Agnes Scott and, upon transfer to Emory University's Nell Hodgson Woodruff School of Nursing, may in two years complete requirements for a Bachelor of Science in Nursing.

The three-year pre-nursing program, developed by faculty from Agnes Scott and the Nell Hodgson Woodruff School of Nursing, consists of a minimum of 92 semester hours (including AP and IB credits) of coursework accepted at Agnes Scott, and will include the general-education courses required for the nursing curriculum at Emory and for the Bachelor of Arts at Agnes Scott.

Upon successful completion of the dual-degree requirements at Agnes Scott and of requirements for a Bachelor of Science in Nursing at Emory, the student will be awarded a Bachelor of Arts from Agnes Scott and a Bachelor of Science in Nursing from Emory.

## ROTC

Agnes Scott students may participate in the Air Force or Army Reserve Officers Training Corps through the ARCHE cross-registration program. Both programs involve an elective curriculum taken alongside required college classes. Students earn a college degree and an officer's commission in the U.S. Air Force, U.S. Army, U.S. Army Reserve, or U.S. Army National Guard at the same time. A student who completes one of these programs qualifies as a commissioned officer and will be allowed to enter active duty in the U.S. Air Force or the Army.

Students interested in any of the above programs should contact the Office of Academic Advising for more information.

## WASHINGTON SEMESTER

In the Washington Semester, students spend either the fall or spring semester at American University in Washington, D.C. The program has 12 offerings, including American politics, foreign policy, economic policy, justice, international business and trade and journalism. Each program consists of a seminar, an internship and either a research project or a course taken at American University. Students may attend during either their junior or senior year.

A student interested in participating in the Washington Semester fall or spring of the following year must submit an application to the Office of Experiential Learning by no later than March 1. A student participating in the Washington Semester program at American University pays Agnes Scott tuition to Agnes Scott during her semester in the program. She is responsible for her room and board while in Washington, D.C. Agnes Scott does not provide institutional financial aid. Limited scholarship money is available from American University.

Interested students should contact the Office of Experiential Learning for more information.

# Preparation for Graduate and Professional Schools

The Office of Career Planning assists students pursuing graduate and professional education in a number of ways. The office houses directories of numerous graduate programs in the United States for reference. Study guides for entrance exams and registration materials and instructions are available. Test preparation sessions and application procedure workshops are offered four to five Saturdays each semester. The career center staff can provide resources and individual guidance to assist with personal statements and other graduate/professional school essays.

## PREPARATION FOR ARTS AND SCIENCES

A student interested in graduate study in arts or sciences should consult first with her faculty adviser. Information on the Graduate Record Examination may be obtained from the Office of Career Planning. Graduate catalogs are available on microfiche in McCain Library.

## PREPARATION FOR HEALTH PROFESSIONS

The college encourages students interested in a career in medicine, dentistry, veterinary medicine or allied-health professions to pursue the major of their choice. Medical schools are interested in liberal arts graduates. Agnes Scott students have gone to medical school having majored in classics, art, French and other subjects.

The health professions advising committee, in collaboration with the Office of Academic Advising and the Office of Career Planning, counsels students on academic programs, preparation for professional school and ways to improve their applications to health programs. The committee writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with medical college representatives as well as medical students, including Agnes Scott alumnae.

A critical factor in admission, other than grades (cumulative GPA and grades in required science and math courses), is your admission test score. Medical schools require the Medical College Admission Test. Dental schools use the Dental Admission

Test (DAT). Veterinary schools require different admissions tests; some use the MCAT, some use the Veterinary College Admissions Test (VCAT), and others use the GRE (general and/or subject tests). The MCAT should be taken during the spring of the junior year and may be repeated during the late summer before the senior year to improve performance. Consult the dental or veterinary school(s) of your choice for recommended testing schedules, as requirements vary from school to school.

Most medical, dental and veterinary colleges require a full-year course with laboratory in biology, physics, inorganic (general) chemistry and organic chemistry. Some schools require calculus. These courses should be in progress or completed by the spring of the junior year to do well on the MCAT.

A student can make many course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until her junior year. A student who majors in chemistry or biology should take introductory courses in that discipline during the first year. These programs apply to any major.

A sample program:

- First year: Biology 191 and 192
- Sophomore year: Chemistry 101 and 101L, 102 and 102L
- Junior year: Chemistry 201 and 201L, 202 and 202L; Physics 110 and 111 or 102 and 103

Another sample program:

- First-year: Chemistry 101 and 101L, 102 and 102L
- Sophomore year: Chemistry 201 and 201L, 202 and 202L; Biology 191 and 192
- Junior year: Physics 110 and 111 or 102 and 103

Agnes Scott also offers both chemistry sequences with labs during the summer. If your course schedule is very full or you prefer not to take two lab science courses during the year, summer school is an option.

Students are responsible for knowing admission requirements of the professional schools to which they wish to apply. This information is in medical school admission requirements on reserve in the Office of Career Planning. A student who plans to attend a state-supported medical college should apply to one in her home state. Out-of-state applicants usually are not accepted. Privately supported institutions typically accept out-of-state students. International students are usually limited to private

medical schools that receive no state support. States with no dental or veterinary colleges have agreements with other states with such facilities.

## PREPARATION FOR LAW

American law schools require no specific courses or major, but interested students must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts curriculum.

Courses that might be of particular interest to students include Philosophy 103, Introduction to Logic, which is useful preparation for the analytic reasoning tested on the Law School Admissions Test, used in law school and the practice of law. Political Science 203, Constitutional Law; Political Science 360, Rights at Work; Women's Studies 235, Women and the Law, are also excellent choices.

The pre-law club, Publius, is active in sponsoring campus events and programs helpful for students applying to law school. Those interested in law school should consult with pre-law advisers. Current advisers' names are available through the Office of Academic Advising.

## PREPARATION FOR BUSINESS

Business graduate schools require no specific courses or major. However, the combination of the liberal arts education and the many opportunities for experiential learning prepares Agnes Scott graduates for M.B.A. programs. The business curriculum exposes potential candidates to many courses offered in M.B.A. programs. Interested students should consult with the Office of Career Planning about when to take and how to prepare for the Graduate Management Admissions Test. Additional resources are in the Office of Career Planning.

# Post-Baccalaureate Programs

Agnes Scott offers three coeducational post-baccalaureate programs: The Master of Arts in Teaching secondary English, the Master of Arts in Teaching secondary biology, chemistry, mathematics or physics, and the Post-Baccalaureate Pre-Medical Program. Each program has its own admission standards, admission process, degree requirements, curriculum and timeline for completion of degree or certificate. Students apply to each program by a separate application process, not through the undergraduate admission process.

## MASTER OF ARTS IN TEACHING SECONDARY ENGLISH

### **Program Overview**

The Master of Arts in Teaching (M.A.T.) secondary English is a coeducational program of professional study comprising 48 semester hours of coursework. It is designed for students who have completed a bachelor's degree in English or a related field and are interested in pursuing graduate study and credentials to teach English in secondary schools. This degree program is particularly appropriate for the college graduate who is seeking a career in teaching, but who did not include the courses for certification in her or his undergraduate work. Graduates receive certification in grades six through 12 from the Georgia Professional Standards Commission, reciprocal with many other states.

The M.A.T. program reflects the liberal arts tradition of Agnes Scott in its recognition of the importance of a broad and sound academic background in the preparation of a teacher. It is further guided by the conceptual framework that informs all the educational programs of the college. Each candidate is expected to develop and demonstrate strong reading and writing skills, solid knowledge of literatures in English and a growing competence in educational theory and practice.

The typical program for the prospective secondary-school teacher will include:

- Academic courses in English (the candidate's teaching field).
- Professional education courses, including special internships and supervised student teaching.

## **Admission Requirements and Procedures**

Given the focused curriculum and sequenced internships of the M.A.T. program, candidates ideally launch their studies with the summer session that begins after Memorial Day. Students who would like to proceed part time—or who have transferable credits in education—may begin any semester. Those students who require prerequisite work in English are advised to undertake this work during the fall and/or spring terms preceding their first summer session.

Admission decisions are made by an M.A.T. admission committee, composed of the director of teacher education programs, one faculty member each from the departments of English and education and the director of graduate studies.

### **Eligibility requirements:**

1. A bachelor's degree in English or closely related field from an accredited college or university, with a GPA of 3.0 in the major, and an overall undergraduate GPA of 3.0. The degree must be complete at the time of admission.
2. A passing score on the GACE Basic Skills Test, or a state-approved exemption.  
Note that a passing score on PRAXIS I: Academic Skills Assessment, is acceptable only if the test was taken prior to Sept. 1, 2006.
3. Graduate Record Exam (GRE) scores above the 50th percentile in one of the three areas.

### **Application Procedures**

The application for admission to the Master of Arts in Teaching secondary English program is available on the college's Web site (<http://www.agnesscott.edu/academics/graduate>). An application packet may also be requested from the graduate studies program coordinator by calling 404 471-5168 or sending an e-mail message to [graduatestudies@agnesscott.edu](mailto:graduatestudies@agnesscott.edu).

All application materials, fees and supporting documents should be sent to:

Office of Graduate Studies  
Agnes Scott College  
141 E. College Ave.  
Decatur, GA 30030-3770

A complete application includes:

- 1. \$35 application fee**
- 2. A statement of purpose for graduate study:** A two-to-three page (about 750 words) essay explaining the applicant's background in the study of literature and interest in teaching English at the secondary level. Submit on a separate paper attached to the application for admission.
- 3. A portfolio of applicant's writing samples.** This portfolio (minimum of two works) may contain academic, professional and creative work—or other pieces that provide a sample of the applicant's writing style and ability. Preferably this should include at least one paper from a prior upper-level English literature course.
- 4. Three letters of recommendation** from former teachers, advisers and/or employers attesting to qualifications for graduate study. These should be sent directly to the Office of Graduate Studies at Agnes Scott College.
- 5. Signature attesting commitment to the ASC Honor System.** Applicants sign the Agnes Scott Honor Pledge attesting their willingness to commit to the Honor System.

In addition, the Georgia Professional Standards Commission (GPSC) requires applicants for teacher certification to pass the Georgia Crime Information Center (GCIC) criminal background check. Once admitted into the M.A.T. program at Agnes Scott, a student will be required to undergo this check, which Agnes Scott College's Department of Public Safety will conduct at no charge.

### **Tuition and Fees**

Tuition rates for the following academic year (including summer) are set during spring semester. Tuition for 2009-2010 is \$475 per credit hour.

The student activity fee for 2009-2010 is \$215 for the fall and spring semesters, due at the beginning of the first semester in which the student is enrolled for at least six semester hours. Also in 2009-2010 a technology fee of \$230 is due at the beginning of the first semester in which a student is enrolled for six or more semester hours.

The college provides a health insurance program (\$575 for 2009-2010). Graduate

students with health insurance may continue with their own policy, but will be asked to provide evidence of adequate alternative health insurance arrangements.

#### REFUND POLICY

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the \$350 enrollment/\$150 re-registration deposit.

Agnes Scott's institutional refund policy for tuition, room and board is:

- 90 percent tuition refund when the withdrawal process is completed within the first week of the semester;
- 50 percent tuition refund when the withdrawal process is completed within the second or third week of the semester; and
- 25 percent tuition refund when the withdrawal process is completed within the fourth through the sixth week of the semester.

There are no refunds for student fees.

The date of withdrawal is the date the official withdrawal form is received by a dean for signature. The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

#### **Program of Study**

An adviser from the Department of English, usually the coordinator of the M.A.T. in secondary English program, will be assigned to each candidate to approve the program of study and advise the student during progress toward the degree.

So that students will be educated in areas where they would most benefit, the undergraduate experience in English will affect the choice of courses taken in English at Agnes Scott. Credit earned in English as an undergraduate will not count toward completion of the M.A.T.

It is usual for full-time students to proceed consecutively through the course offerings of the program, completing all course work described.

For more information about the Master of Arts in Teaching secondary English, visit <http://www.agnesscott.edu/academics/graduate/english>.

## CURRICULUM FOR THE M.A.T. IN TEACHING SECONDARY ENGLISH

### Summer Semester

#### Session I

English 600: Critical Approaches to Teaching Literature 4

Using critical and cultural theory to teach literary texts. Critical methods that enrich understanding of classic and modern literature and help provide instructional units for effective classroom presentation. Special attention to reader-response, historical and cultural (feminist/gender, multicultural, and/or post-colonial) theoretical approaches.

EDU 610: Understanding Learners 4

Theories of cognitive development (Piaget, Vygotsky, information processing); Learning theory (research in cognition and memory, behaviorism, constructivism, schema theory, conceptual change); Motivation theory (attributions, intrinsic vs. extrinsic, affect).

#### Session II

English 650: Topics in Literature 4

Topic for Summer 2009: American Dreams

This course explores the pervasive national myth of the American Dream, focusing on works central to the secondary school American literature canon and treating them in the context of historical documents, documentary films, and other works outside this central canon.

EDU 611: Social and Philosophical Foundations of Education 4

Using concepts and forms of analysis from the social sciences and philosophy, the course examines the challenges and possibilities of transformative education. Emphasis is placed on the purposes of education, the nature of knowledge as understood and practiced in schools and the tensions between the role of schools in

the transmission and transformation of values. Field experience required.

Prerequisite: EDU 610

EDU 611L: The Opening of School Experience 0

Students attend a middle or high school for one week during the opening of the school year. They will observe, assist the cooperating teacher in various ways and complete any tasks assigned in advance by the instructor of Education 611. Note: Separate credit for this experience is not awarded though it is noted on the student's transcript. A student's performance is evaluated as a concomitant of Education 611.

Fall Semester

EDU 612: Curriculum Development in Secondary Schools 4

Higher level thinking (problem solving, metacognition, critical thinking, questioning); classroom environment (community, physical arrangement, behavior and discipline); classroom assessment. Includes field experience.

EDU 680: Teaching Exceptional Children 4

Introduction to special needs, including child development and intelligence, major areas of exceptionality, identification of learners with special needs. Introduction to other learner differences including race, class, gender, ethnicity and first language. Adapting curriculum and instruction for diverse needs. Includes field experience.

English 610: Writing Teachers' Workshop 4

An intensive workshop for advanced writers in the theories and practice of teaching writing at the secondary level. Emphasis on writing as process, teaching grammar in context, evaluating student writing and designing scholarly and creative writing assignments for both individuals and groups. Special sessions on the uses of technology in the English classroom.

English 608: The Study and Teaching of Language 4

The contemporary structure and historical origins of American English, its standard and popular varieties and its social and historical contexts, with a direct focus on the needs of classroom teachers.

Spring Semester

EDU 630: Student Teaching 10

(taken over a three-month period, starting in early January) Full-time supervised experience in a public school.

Prerequisite: EDU 610, 612, 680.

EDU 631:

Seminar in Teaching 2

Provides individual and group problem-solving sessions to focus on issues and situations related to the student teaching experience.

Corequisite: Education 630.

English 680: Current Issues: Study and Teaching of English 4

Focus on issues of current controversy in the profession: cultural literacy, ideology and teaching, race and gender in literature, cultural criticism, and technology and learning. Emphasis on the philosophical dimensions of educational practice and the political realities of public education. (4 weeks)

**To graduate, candidates must:**

- Achieve an overall GPA of 3.0 on all courses taken in the program at Agnes Scott (both graduate and undergraduate), and a grade of no less than a B- in all education courses.
- Submit a passing score on the relevant GACE Content Assessments Test. Note: a passing score on the PRAXIS II: Subject Assessments Test is acceptable only if the test was taken prior to Sept. 1, 2006.
- Complete a total of 48 credit hours, 40 of which must be earned at Agnes Scott.
- Complete Education 680 or an equivalent course taken within 10 years prior to enrollment.
- Complete an exit portfolio.

# MASTER OF ARTS IN TEACHING SECONDARY BIOLOGY, CHEMISTRY, MATHEMATICS OR PHYSICS

## **Program Overview**

The Master of Arts (M.A.T.) in Teaching secondary biology, chemistry, mathematics or physics is a coeducational program of professional study comprising 48 semester hours of coursework. It is designed for students who have completed a bachelor's degree with an undergraduate major or concentrated study in one of the teaching disciplines (biology, chemistry, mathematics or physics) or a related field but who have not completed teacher certification, and are interested in pursuing graduate study and credentials to teach in secondary schools. This degree program is particularly appropriate for the college graduate who is seeking a career in teaching, but who did not include the courses for certification in her or his undergraduate work. Graduates receive certification in grades six through 12 from the Georgia Professional Standards Commission, reciprocal with many other states.

The M.A.T. program reflects the liberal arts tradition of Agnes Scott in its recognition of the importance of a broad and sound academic background in the preparation of a teacher. It is further guided by the conceptual framework that informs all the educational programs of the college.

In addition to understanding and effectively applying educational theory, candidates in the M.A.T. in mathematics are expected to develop a deep understanding of the mathematics they will teach, the skills to solve mathematical problems with confidence and an understanding and appreciation of the role mathematics plays in the sciences, engineering and other professions.

Candidates in the M.A.T. programs in biology, chemistry and physics are expected to develop an understanding of educational theory and practice and to enhance their understanding of and curiosity for the sciences and the importance of science in the education of every student.

The typical program for the prospective secondary-school teacher will include:

- A three-course sequence (SCE 600-602 or MAT 600-602), which links pedagogy with the content of the candidate's teaching discipline
- Two elective courses chosen from the candidate's teaching field and related disciplines. These courses will be selected in consultation with the candidate's disciplinary adviser (for more details, see the individual program descriptions at the

Web site:

<http://www.agnesscott.edu/academics/graduate>). An exceptionally well-prepared student may request that one of these courses be waived.

- Professional education courses, including special internships and supervised student teaching

### **Admission Requirements and Procedures**

Given the focused curriculum and sequenced internships of the M.A.T. program, candidates ideally launch their studies with the summer session that begins after Memorial Day. Students who would like to proceed part time may begin any semester under careful advisement from the candidate's disciplinary adviser. Those students who require prerequisite work are advised to undertake this work during the fall and/or spring terms preceding their first summer session.

Admission decisions are made by an M.A.T. admission committee, composed of the director of teacher education programs, one faculty member from each of the candidate's disciplinary department and the department of education and the director of graduate studies.

### **Eligibility requirements:**

- A bachelor's degree from an accredited college or university with a major or significant preparation in biology, chemistry, mathematics or physics, with a GPA of 3.0 in the major, and an overall undergraduate GPA of 3.0. The degree must be complete at the time of admission.
- A passing score on the GACE Basic Skills Test, or a state-approved exemption. Note that a passing score on PRAXIS I: Academic Skills Assessment, is acceptable only if the test was taken prior to Sept. 1, 2006.
- Graduate Record Exam (GRE) scores above the 50th percentile in one of the three areas

## **Application Procedures**

The application for admission to the Master of Arts in Teaching secondary biology, chemistry, mathematics or physics program is available on the college's Web site, <http://www.agnesscott.edu/academics/graduate>. An application packet may also be requested from the graduate studies program coordinator by calling 404 471-5168 or by sending an e-mail message to [graduatestudies@agnesscott.edu](mailto:graduatestudies@agnesscott.edu).

All application materials, fees, and supporting documents should be sent to:

Office of Graduate Studies  
Agnes Scott College  
141 E. College Ave.  
Decatur, GA 30030-3770

A complete application includes:

1. **\$35 application fee**
2. **A statement of purpose for graduate study:** A two-to-three-page (about 750 words) essay explaining the applicant's academic background and work experiences, their relevance for teaching in the chosen discipline, and the candidate's interest in teaching at the secondary level. Submit on a separate paper attached to the application for admission.
3. **Three letters of recommendation** from former teachers, advisers and/or employers attesting to qualifications for graduate study. These should be sent directly to the Office of Graduate Studies at Agnes Scott College.
4. **Signature attesting commitment to the ASC Honor System.** Applicants sign the Agnes Scott Honor Pledge attesting their willingness to commit to the Honor System.

In addition, the Georgia Professional Standards Commission (GPSC) requires applicants for teacher certification to pass the Georgia Crime Information Center (GCIC) criminal background check. Once admitted into the M.A.T. program at Agnes Scott, a student will be required to undergo this check, which Agnes Scott College's Department of Public Safety will conduct at no charge.

## **Tuition and Fees**

Tuition rates for the following academic year (including summer) are set during spring semester. Tuition for 2009-2010 is \$475 per credit hour.

The student activity fee for 2009-2010 is \$215 for the fall and spring semesters, due at the beginning of the first semester in which the student is enrolled for at least six semester hours. Also in 2009-2010 a technology fee of \$230 is due at the beginning of the first semester in which a student is enrolled for six or more semester hours.

The college provides a health insurance program (\$575 for 2009-2010). Graduate students with health insurance may continue with their own policy, but will be asked to provide evidence of adequate alternative health insurance arrangements.

### **REFUND POLICY**

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the \$350 enrollment/\$150 re-registration deposit.

Agnes Scott's institutional refund policy for tuition is:

- 90 percent tuition refund when the withdrawal process is completed within the first week of the semester;
- 50 percent tuition refund when the withdrawal process is completed within the second or third week of the semester; and
- 25 percent tuition refund when the withdrawal process is completed within the fourth through the sixth week of the semester.

There are no refunds for student fees.

The date of withdrawal is the date the official withdrawal form is received by a dean for signature. The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

## **Program of Study**

The programs of study for students in the M.A.T. programs in biology, chemistry, mathematics and physics have a common core. In addition, certain coursework to strengthen the candidate's disciplinary background is chosen to ensure that the candidate has content knowledge that meets specific requirements. For more information about the specific requirements of each of these programs, go to <http://www.agnesscott.edu/academics/graduate>. In order to guide the candidate in choosing disciplinary electives, which are courses in Agnes Scott's undergraduate curriculum, an adviser from the candidate's disciplinary department will be assigned to each candidate to approve the program of study and advise the student during progress toward the degree. Credit earned as an undergraduate will not count toward completion of electives for the M.A.T.

It is usual for full-time students to proceed consecutively through the course offerings of the program, completing all course work described.

# CURRICULUM FOR THE M.A.T. IN TEACHING SECONDARY BIOLOGY, CHEMISTRY, MATHEMATICS AND PHYSICS

## Summer session I

EDU 610: Understanding Learners 4

Theories of cognitive development (Piaget, Vygotsky, information processing); Learning theory (research in cognition and memory, behaviorism, constructivism, schema theory, conceptual change); Motivation theory (attributions, intrinsic vs. extrinsic, affect).

SCE or MAT 600: Secondary Science or Mathematics from an Advanced Perspective 4

Examination of topics in secondary science from advanced and interdisciplinary perspectives. History of development of scientific thought and its importance in shaping major historical events. Focus on investigative nature of science. Reading from science and science education research literature, both within disciplines and in interdisciplinary contexts.

Prerequisite: Admission to the program; Corequisite: EDU 610

## Summer session II

EDU 611: Social and Philosophical Foundations of Education 4

Using concepts and forms of analysis from the social sciences and philosophy, the course examines the challenges and possibilities of transformative education. Emphasis is placed on the purposes of education, the nature of knowledge as understood and practiced in schools, and the tensions between the role of schools in the transmission and transformation of values. Field experience required.

Prerequisite: 610

EDU 611L: The Opening of School Experience 0

Students attend a middle or high school for one week during the opening of the school year. They will observe, assist the cooperating teacher in various ways and complete any tasks assigned in advance by the instructor of Education 611. Note: Separate credit for this experience is not awarded though it is noted on the student's transcript. A student's performance is evaluated as a concomitant of Education 611.

Elective (summer or fall) (4)

**Summer session total: 12 or 16**

**Fall semester**

EDU 612: Curriculum Development in Secondary Schools 4  
Higher level thinking (problem solving, metacognition, critical thinking, questioning);  
classroom environment (community, physical arrangement, behavior and discipline);  
classroom assessment. Includes field experience.

EDU 680: Teaching Exceptional Children 4  
Introduction to special needs, including child development and intelligence, major  
areas of exceptionality, identification of learners with special needs. Introduction to  
other learner differences including race, class, gender, ethnicity and first language.  
Adapting curriculum and instruction for diverse needs. Includes field experience.

SCE or MAT 601: Teaching and Learning the Sciences or Mathematics 4  
Field experience in secondary school or introductory college science course or lab.  
Students apprentice with master teachers, observe student learners, assist as  
learning or lab assistants. Experience preparing labs, preparing and grading  
assignments, using technology. Weekly seminar on issues of student learning and  
assessment.

Prerequisite: SCE or MAT 600, EDU 610; Corequisite EDU 612

Electives (4 or 8) (usually undergraduate courses taken to fill disciplinary gaps)

**Fall semester total: 16 or 20**

**Spring semester**

EDU 630: Student Teaching 10  
(taken over a three-month period, starting in early January)  
Full-time supervised experience in a public school.

Prerequisite: EDU 610, 612, 680.

EDU 631: Seminar in Teaching 2

Provides individual and group problem-solving sessions to focus on issues and situations related to the student-teaching experience.

Corequisite: Education 630.

SCE or MAT 602: Current Issues in the Study and Teaching of Science or Mathematics 4

Reflection on both human interactions and science encountered during student teaching, filling disciplinary gaps, deepening understanding of the nature and history of science and its importance to individuals as citizens. Focus on issues of current controversy in science education.

Prerequisite: SCE 601; Corequisites: EDU 630, EDU 631

**Spring semester total: 16**

**To graduate, candidates must:**

- Achieve an overall GPA of 3.0 on all courses taken in the program at Agnes Scott (both graduate and undergraduate), and a grade of no less than a B- in all education courses.
- Submit a passing score on the relevant GACE Content Assessments Test. Note that a passing score on the PRAXIS II: Subject Assessments Test is acceptable only if the test was taken prior to Sept. 1, 2006.
- Complete a total of 48 credit hours, 40 of which must be earned at Agnes Scott.
- For candidates in the M.A.T. in biology, chemistry and physics: Complete coursework including SCE 600, 601 and 602 and EDU 610, 611, 612/612L, 630 and 631.
- For candidates in the M.A.T. in mathematics: Complete coursework including MAT 600, 601 and 602 and EDU 610, 611, 612/612L, 630 and 631.
- Complete Education 680 or an equivalent course taken within 10 years prior to enrollment. Complete two undergraduate elective courses. An exceptionally well-prepared student may request that one of the two electives be waived, but at least one elective must be taken at Agnes Scott after admission to the program.
- Complete an exit portfolio.

## THE POST-BACCALAUREATE PRE-MEDICAL PROGRAM

### **Program Overview**

The Post-Baccalaureate Pre-Medical Program is a coeducational one-year program designed for students who have completed their baccalaureate degree in a non-science field and who now wish to pursue a medical career. The curriculum includes 32 credit hours of undergraduate laboratory science courses needed for admission to medical school.

Applicants should demonstrate a high degree of motivation and commitment to the study of medicine. It is desirable for applicants to have some experience in a medical setting, either as volunteers or professionals.

### **Admission Requirements and Procedures**

The Post-Baccalaureate Pre-Medical Program is open to women and men who have completed a baccalaureate degree in a non-science field at a regionally accredited college or university. This program is not designed for students who are seeking to enhance their undergraduate science grade point average and/or improve their Medical College Admissions Test scores to be successful in gaining admission to medical school. Applicants who have completed a significant number of the courses required for admission to medical school will not be considered for this program. The college normally does not allow post-baccalaureate students to retake courses they took as undergraduates. The exceptions to this policy are the general chemistry courses offered during summer school. It is recommended that students who took general chemistry more than three years ago retake the courses to build a solid foundation for organic chemistry.

Successful candidates have an academic record that is likely to be viewed favorably by medical school admissions committees. Applicants should have a cumulative GPA of 3.5 or higher for all undergraduate work. Transfer credits that are not calculated in the GPA of an applicant's degree-granting institution will be considered when determining the cumulative GPA for admission to this program.

Official score reports from college or graduate school admissions tests must be requested from the testing company and sent directly to the college. A student whose undergraduate admissions test scores (SAT or ACT) are more than 10 years old must take the GRE and submit the scores to Agnes Scott College. Recommended minimum scores are as follows:

**SAT:** Mathematics 560 Verbal 540

**GRE:** Quantitative and Verbal: scores above the 50<sup>th</sup> percentile

**ACT:** Mathematics 24 Reading + English 48 Composite 24

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## **Application Procedures**

The application for admission to the Post-Baccalaureate Pre-Medical Program is available on the college's Web site

(<http://www.agnesscott.edu/admission/graduate/applynow.aspx>). An application may also be requested from the program assistant by calling 404 471-5395 or sending an e-mail message to [post-bacc@agnesscott.edu](mailto:post-bacc@agnesscott.edu).

All application materials, fees and supporting documents should be sent to:  
Post-Baccalaureate Pre-Medical Program  
Science Center for Women  
Agnes Scott College  
141 E. College Ave.  
Decatur, GA 30030-3770

The following items must be received before an application file will be reviewed:

- Completed application
- \$35 application fee
- Official transcript from each college/university attended. Transcripts must be sent from the college to the Post-Baccalaureate Pre-Medical Program office. Transcripts issued to the student and/or submitted by the student will not be accepted unless received in a sealed envelope with an official college signature or insignia across the seal. One transcript must show the awarding of the bachelor's degree. Applicants who are admitted prior to completing the bachelor's degree will be required to submit a final transcript that shows the degree before they will be permitted to enroll.
- Admissions test scores, as described above
- Two confidential letters of recommendation from former and/or current professors, advisers and/or employers attesting to the applicant's qualifications for and interest in pursuing a medical career. References should be mailed directly to the Post-Baccalaureate Pre-Medical Program office. If letters are included with an application

packet, they must be sealed and have the author's signature across the seal. Faxed letters will not be accepted without prior approval of the program director and must be followed by delivery of a hard copy in U.S. mail.

- A one-page statement of goals for entering the program, including a description of the applicant's educational background and interest in pursuing a medical/health career
- Signature attesting commitment to the Agnes Scott College Honor System

### **Application Deadlines and Notification Dates**

The deadlines are March 1 for summer admission and June 1 for fall admission. Admission decisions are made on a rolling basis, so early application is encouraged. Students interested in beginning in summer but who did not apply by March 1 may want to consider enrolling in general chemistry as an Agnes Scott summer school student while completing the Post-Baccalaureate Pre-Medical application process.

Review of an application will occur only after the file contains all of the required components. Incomplete files will not be reviewed.

Applicants are normally notified within two weeks after the file is complete. Admitted students have a minimum of 30 days in which to accept the offer of admission and submit a \$150 nonrefundable enrollment deposit.

### **Tuition and Fees**

Tuition rates for the following academic year (including summer) are set during spring semester. Tuition for 2009-2010 is \$475 per credit hour.

The student activity fee for 2009-2010 is \$215 for the fall and spring semesters, due at the beginning of the first semester in which the student is enrolled for at least six semester hours. Also in 2009-2010 a technology fee of \$230 is due at the beginning of the first semester in which a student is enrolled for six or more semester hours.

The college requires all students be covered by health insurance and provides a health insurance program (\$575 for 2009-2010). The health insurance program may be waived upon evidence that the student is covered by adequate alternative health insurance arrangements.

## REFUND POLICY

A refund refers to college charges that are refunded to the student and/or to the financial aid sources that covered those charges. Refunds are made within 30 days of the student's withdrawal. Students who withdraw from Agnes Scott on or before the first class day of a semester will receive a full refund of any payment made toward tuition, room and board. No refund will be made of the \$350 enrollment/\$150 re-registration deposit.

Agnes Scott's institutional refund policy for tuition is:

- 90 percent tuition refund when the withdrawal process is completed within the first week of the semester;
- 50 percent tuition refund when the withdrawal process is completed within the second or third week of the semester; and
- 25 percent tuition refund when the withdrawal process is completed within the fourth through the sixth week of the semester.

There are no refunds for student fees.

The date of withdrawal is the date the official withdrawal form is received by a dean for signature. The semester begins with the first day of class. The first week of the semester is the seven-day period beginning on the first day of class. The point of withdrawal is measured in weeks, and the student is considered to have withdrawn within a given week, as defined above, if the withdrawal date is prior to the end of that week.

### **Program of Study**

A unique feature of the Post-Baccalaureate Pre-Medical Program is that students may begin the sequence of courses in the summer or fall semester. Beginning in the summer is highly recommended, however, because it is more compatible with the medical school admissions cycle. Course descriptions appear in the departmental sections of this catalog.

Full-time students who enroll in the summer will follow this course sequence:

Summer I

CHE 101	Fundamental Concepts of Matter and Reactions	3
CHE 101L	Basic Laboratory Methods	1
CHE 102	Periodicity and Chemical Reactions	3
CHE 102L	Basic Laboratory Methods II	1

Fall

BIO 191	Cell and Animal Biology	4
CHE 201	Organic Chemistry I	4
CHE 201L	Organic Chemistry Lab I	1

**One of the following courses, depending on student's math background:**

PHY 102	Elements of Physics	4
PHY 110	Introduction to Mechanics and Electricity	4

**Optional, but highly recommended:**

MAT 118	Calculus I	4
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Spring

BIO 192	Molecular Biology and Genetics	4
CHE 202	Organic Chemistry II	4
CHE 202L	Organic Chemistry Lab II	1

**One of the following courses, depending on student's math background:**

PHY 103	Elements of Physics II	4
PHY 111	Introduction to Magnetism, Heat, Sound and Light	4

**Optional, but highly recommended:**

MAT 119	Calculus II	4
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Summer II

Begin medical school application process

Take the MCAT

Full-time students who enroll in the fall will follow this course sequence:

Fall I

BIO 191 Cell and Animal Biology	4
CHE 101 Fundamental Concepts of Matter and Reactions	3
CHE 101L Basic Laboratory Methods	1

**One of the following courses, depending on student's math background:**

PHY 102 Elements of Physics	4
PHY 110 Introduction to Mechanics and Electricity	4

**Optional, but highly recommended:**

MAT 118 Calculus I	4
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Spring

BIO 192 Molecular Biology and Genetics	4
CHE 102 Periodicity and Chemical Reactions	3
CHE 101L Basic Laboratory Methods	1

**One of the following courses, depending on student's math background:**

PHY 102 Elements of Physics	4
PHY 110 Introduction to Magnetism, Heat, Sound and Light	4

**Optional, but highly recommended:**

MAT 119 Calculus II	4
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Summer

CHE 201 Organic Chemistry I	4
CHE 201L Organic Chemistry Lab I	1
CHE 202 Organic Chemistry II	4
CHE 202L Organic Chemistry Lab II	1

Late Summer/Early Fall

Take the MCAT

Begin the medical school application process

### **Part-Time Enrollment**

The program also welcomes students interested in part-time enrollment. The program director will work with applicants and admitted students to design a program. Enrollment in summer or fall is recommended as most two-semester course sequences only begin in the summer or fall.

### **Glide Year**

During the period between the end of the program and the beginning of medical school, students may elect to take additional courses or work in a hospital, clinic or laboratory setting. Course options include:

CHE 300 Biochemistry I	3
CHE 300L Biochemistry Laboratory	1
BIO 305 Animal Physiology	3
BIO 305L Animal Physiology Laboratory	1
PHI 106 Medical Ethics	4
WS 270 Women, Health and Society	4

For more information about the Post-Baccalaureate Pre-Medical Program, please see the Web site: <http://www.agnesscott.edu/academics/graduate/premed>.

### **YEAR-FIVE POST-BACCALAUREATE STUDIES**

Year-Five Post-Baccalaureate Studies provides an opportunity for students to complement their undergraduate program by broadening studies in their major, exploring new academic areas or completing prerequisites related to graduate studies and career preparations. The 2009-2010 program is available on a tuition-free basis only to Agnes Scott students who received their Bachelor of Arts in May 2009.

### **Selection**

The director of academic advising serves as the academic adviser for all Year-Five students. Students wishing to participate in the Year-Five program must submit a detailed academic plan and rationale with their application by the stated deadline in the spring semester. Students must demonstrate how proposed courses are linked to their career and professional objectives. The Year-Five committee reviews all applications.

## **Eligibility**

The tuition-free Year-Five Program is subject to college enrollments and available resources, and participation may be limited. The college will determine by Jan. 1 of each year the availability of the program for the next academic year. Students will not be eligible to enroll in the M.A.T. program or the Post-Baccalaureate Pre-Medical program on a tuition-free basis through the Year-Five Program. The Year-Five Program is for the upcoming academic year (fall and spring semesters) only. The program is open at full tuition to non-ASC students, both men and women, and to those alumnae who do not meet the above criteria for the tuition-free Year Five. Year-Five students are eligible to take courses open to undergraduate students, with exceptions noted below, on a space-available basis. Tuition-paying students have preference in courses in which enrollments are limited. Space availability will not be determined until fall registration is completed.

## **International Students**

International students interested in Year-Five need to consult with the Office of International Education. Information will be made available regarding immigration regulations as they relate to eligibility and visa requirements.

### Regulations Specific for Year-Five Students

Courses taken by Year-Five students must be for credit and will appear on their permanent record. These post-baccalaureate courses will appear after those taken to complete the baccalaureate degree. Although the overall grade point average will change, the GPA at graduation will be evident on the transcript.

- Year-Five students must maintain a 2.0 GPA in the fall semester in order to be eligible to continue in the following spring semester.
- Year-Five students will receive a letter grade in all courses. No courses may be taken on a pass/fail or audit basis.
- Year-Five students may take a minimum course load of one course or a maximum course load. Year-Five students living in campus housing must maintain a full-time course load.
- The following courses are not open on a tuition-free basis to Year-Five students: applied music, internships (credit), independent study, special study or any departmental directed study courses, student teaching and the student teaching seminar. These courses may be taken only if Year-Five students pay regular tuition

for them. In the case of applied music, Year-Five students pay for both the tuition and the regular applied music fees.

- Year-Five students may not appeal for an overload and they may not appeal for permission to repeat a course with a D grade. However, students may appeal all other academic matters through channels open to undergraduates.
- Year-Five students are not eligible for cross-registration.
- Year-Five students may participate in The Coca-Cola Global Awareness or Global Connections programs on a space-available basis provided they meet the prerequisites. However, they must pay the full cost of the program—including the part of the trip normally subsidized by the college. Year-Five students should contact the Office of Financial Aid regarding loan eligibility.
- The Honor System applies to Year-Five students.

### **Campus Housing**

Campus housing may be available to Year-Five students for the 2009-2010 academic year based on the residential needs of undergraduate, degree-seeking students. Campus housing will be granted to Year-Five students on a space-available basis.

### **Fees**

Year-Five students attending on a tuition-free basis must pay the student activity and technology fees. The activity fee entitles them to participate in Student Government Association activities and the technology fee supplements the cost of maintaining and expanding the technology environment and supports new instructional technology initiatives. In addition, the college requires that all students be covered by the student health insurance program. These fees must be paid by the first day of classes in the fall semester. Fees are not refundable and will not be prorated for one semester participation.

# COURSES OF STUDY

## **AFRICANA STUDIES**

Faculty

Violet M. Johnson, *professor of history*

Yvonne Newsome, *associate professor of sociology*

Willie Tolliver, *associate professor of English and director*

History, culture and contemporary issues pertaining to people of African descent are the focus of Africana Studies. The core courses, offered in the departments of history, English, politics, philosophy, sociology and anthropology, and religious studies, deal variously with Africa, African Americans and the African Diaspora. Related courses are offered in psychology, music and modern foreign languages and literatures.

Students may choose the established major or minor or select courses to complement their majors and minors in other disciplines and areas. Students majoring in Africana Studies are strongly encouraged to participate in relevant faculty-led Coca-Cola Global Awareness or Global Connections programs or any other study-abroad program approved by Agnes Scott.

### **Requirements for the Major:**

Africana Studies 170; and 250, 251 or 350

Two courses from each category, groups I-III. A minimum of 32 credits, at least 16 of which must be above the 200-level

### **Requirements for the Minor:**

Africana Studies 170; and 250, 251 or 350

One course from each category, groups I-III. A minimum of 20 credits, at least eight of which must be above the 200-level.

Group I (historical and cultural perspectives):

Africana Studies 140, 216, 219, 243, 253, 254, 325, 352, 355

Group II (critical perspectives):

Africana Studies 230, 245, 335, 356, 370

Group III (related perspectives):

Africana Studies 229

English 317 (when the topic relates to Africana Studies)

Music 204

Political Science 355

Sociology 301, 325

Spanish 208

140s	(Religious Studies 140) RELIGIONS OF AFRICA	4
	See Religious Studies 140 for description.	
170f	AFRICAN-AMERICAN CULTURE AND SOCIAL INSTITUTIONS	4
	Overall framework for the study of African Americans from slavery to the present. Aspects of the African-American experience are examined from a multidisciplinary perspective.	
216s	(English 216)	
	TOPICS IN BLACK WRITING	4
	See English 216 for description.	
219s	(Anthropology 219) (Religious Studies 219)	
	TRANSATLANTIC VOODOO	4
	See Anthropology 219 for description.	
229	(Music 229)	
	AFRICAN MUSIC: TRADITIONAL AND CONTEMPORARY	4
	See Music 229 for description.	
230s	(Sociology 230) (Women's Studies 231)	
	RACE, CLASS AND GENDER	4
	See Sociology 230 for description.	
245f	(Philosophy 245)	
	PHILOSOPHY OF RACE	4
	See Philosophy 245 for description.	
253f	(History 253)	
	AFRICAN-AMERICAN HISTORY TO EMANCIPATION	4
	See History 253 for description.	
254s	(History 254)	
	AFRICAN-AMERICAN HISTORY SINCE EMANCIPATION	4

	See History 254 for description.	
257f	(History 257) KINGDOMS, COLONIES AND NATIONS: AN INTRODUCTION TO AFRICAN HISTORY	4
	See History 257 for description. Replaces History 250 and 251	
313	(English 313) SHAKESPEARE AND RACE	4
	See English 313 for description.	
320s	(History 320) HISTORY OF SLAVERY IN U.S.	4
	See History 320 for description	
325f	(English 325) STUDIES IN AFRICAN-AMERICAN LITERATURE	4
	See English 325 for description.	
335f	(History 335) (Religious Studies 340) BLACK PROTEST THOUGHT IN AMERICA FROM SLAVERY TO THE PRESENT	4
	See History 335 for description.	
350f	(History 350) The African Diaspora	4
	See History 350 for description.	
356s	(Sociology 356) (Women's Studies 356) COMPARATIVE BLACK FEMINISMS	4
	See Sociology 356 for description.	
352f	(English 352) STUDIES IN POSTCOLONIAL LITERATURE	4
	See English 352 for description.	
355s	(French 355) TOPICS IN FRANCOPHONE LITERATURE AND CULTURE	4
	See French 355 for description.	
358s	(History 358) WOMEN AND WAR IN POSTCOLONIAL AFRICA	4
	See History 358 for description	
370s	(Sociology 370)	

AFRICAN AMERICAN IMAGES IN POPULAR CULTURE 4  
See Sociology 370 for description.

380s (Anthropology 380)

CULTURE AND ETHNOGRAPHY OF AFRICA 4  
See Anthropology 380 for description

## **ART AND ART HISTORY**

### Faculty

Anne E. Beidler, *professor*

Nell Ruby, *associate professor and chair*

Donna L. Sadler, *professor*

Katherine A. Smith, *assistant professor*

Lisa Alembik, *director, The Dalton Gallery*

Our world increasingly relies on visual communication. Recognition of the inherent value of art and appreciation for the manner in which it enriches the human experience lie at the core of the art program. Faculty members are practicing artists and art historians who believe the visual arts are essential to a liberal arts education. The art department offers an integrated program of studio and history courses, while allowing the student to tailor the major to fit her particular interests in either area. The art-history focus is grounded in a choice of courses from different chronological periods of art and courses that treat thematic issues. The emphasis in the studio-art focus is on a strong foundation in drawing and design. This allows the student to take a range of courses in painting, printmaking, digital imaging, sculpture (or three dimensional studio) and mixed media. Both courses of study prepare majors for productive professional or academic careers.

Dana Fine Arts Building, designed by the architect John Portman, incorporates studio spaces, lecture halls, seminar rooms and an auditorium. It also contains The Dalton Gallery, a large multiroom exhibition space. The gallery hosts exhibitions of historical and contemporary art works and the spring student exhibition. The gallery program encourages student participation through class projects and internships. Indeed, senior students work closely with the gallery director to understand and publicly communicate the relationship between artistic intensions and visual expression in the mounted exhibitions.

Students also have access to Atlanta's rich cultural offerings. Visits to the many galleries, museums and artist studios in the metropolitan area complement the art major's course of study.

Art majors are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections program or any other college-approved study-abroad program.

### **Requirements for the Majors:**

Art History (10 courses minimum):

Required courses: 150, 160 and 420

Seven additional art history courses at the 200 level or above

Studio Art (10 courses minimum):

Required courses: 150, 160, 240 and 421

One additional art-history course 200 level or above

Five additional studio-art courses at the 200 level or above

**Requirements for the Minors:**

Art History (five courses minimum):

Required courses: 150

Four additional art history courses at the 200 level or above

Studio Art (five courses minimum):

Required courses: 150 and 160

Three additional studio classes at the 200 level or above

Art History and Theory

(Any course in art history and theory will satisfy the distributional standard in fine arts.)

150f,s	ART HISTORY	4
	Introduction to the major paintings, sculptures and architectural monuments from the pyramids to postmodernism. Discussion of stylistic movements, the importance of viewing works in context and the broadening of the canon in the dialogue of non-Western and Western art. This one-semester course is a prerequisite for all upper-level courses in art history.	
201f	(Classics 242) ART OF ANCIENT GREECE AND ROME	4
	Examination of the art and architecture of the classical world from the Bronze Age to the Fall of Rome. Focus on the evolution of Greek temples, the quest for naturalism in sculpture and the refinement of Black and Red figure pottery. In Rome, we will consider the changes in scale, function and use of building materials, the political landscape and the emphasis on portraiture and illusionistic wall painting.	
	Prerequisite: 150 or permission of the instructor	

- Offered 2009 and alternate years
- 202f (Religious Studies 202)
- THE MIDDLE AGES: IMAGES AND IDEAS 4
- Key monuments from the Early Christian through the Gothic periods will be examined. Issues of patronage, the impact of the changing liturgy on art, the interaction of economic, social and political factors on the production of cathedrals and monasteries, sculpture, stained glass and the luxury arts will be addressed in this course.
- Prerequisite: 150 or permission of the instructor
- Offered 2010 and alternate years
- 203 THE ART OF THE RENAISSANCE 4
- Concentration on the apogee of painting, sculpture and architecture in Italy. Between circa 1300-1550, artists trace a visual arc between the rediscovery of nature by Giotto to the creation of works synonymous with "high culture"—such as the Mona Lisa and the Sistine Ceiling. Addresses issues of style and iconography and the effect of patronage and gender on the visual arts.
- Prerequisite: 150 or permission of the instructor
- Offered 2009 and alternate years
- 208 19TH-CENTURY ART 4
- Exploration of architecture, sculpture and painting from the beginning of the 19th century through post-modernism. Primary emphasis on social history that helped shape the various artistic movements from realism to pop art to minimalism to performance art of the 1980s.
- Prerequisite: 150 or permission of the instructor
- Offered 2009 and alternate years
- 209 20TH-CENTURY ART 4
- Exploration of the major artistic movements in painting and sculpture during the 20th century
- Prerequisite: 150 or permission of instructor
- Offered 2010 and alternate years
- 215s MODERN ARCHITECTURE 4
- Consideration of the key developments in architecture and urban design from the mid-19th century through post-modernism

Prerequisite: 150 or permission of instructor

Offered 2009 and alternate years

220 MONUMENTS: MAKING MEANING AND MEMORY IN VISUAL CULTURE 4

Explores the variety of public art projects through a close examination of monuments and memorials from Western and non-Western art. This course ranges widely among time periods and geographies to determine the ways that different cultures and artists have given visual form to the rituals of and opportunities for memory and mourning.

Prerequisite: 150 or permission of instructor

Offered 2010 and alternate years

260s Image and Word: Methods in Art and Art History 4

This course examines methods and methodologies in studio art and art history. Students practice skills such as analyzing works of art for their visual, iconographic and socio-historical components, summarizing and critiquing scholarly texts and considering their methodological approaches, and giving public presentations. Students will have the opportunity to interact with all members of the department of Art and Art History and the Director of the Dalton Gallery, thus gaining a breadth and depth in their understanding of intersecting and complementary practices in areas of art and art history.

Prerequisite: 150 or 160.

304s (Women's Studies 304)

WOMEN AS ARTISTS AND PATRONS FROM THE 12TH TO THE 17TH CENTURIES 4

Introduction to the role of women as both creators and sponsors of works of art. Not only were women the ambivalent object of portrayal from Eve to the Virgin, but also a force behind the pen and parchment. In monastic settings, women copied and illuminated manuscripts and when promoted to abbess, could become as powerful as Hildegard of Bingen. Queens and aristocratic women were avid patrons in the later Medieval period. By the Renaissance and Baroque periods, we encounter a host of painters and sculptors whose names have finally joined the ranks of the "old masters."

Prerequisite: 150 and a 200-level course or permission of instructor

312f (Religious Studies 312)

THE AGE OF THE CATHEDRALS 4

Study of the period of cathedral building from circa 1140 to circa 1350 in France, England, Italy and Spain. Theory and construction practices, the iconography of sculpture, painting and architecture, and the vicissitudes of stylistic change will be explored. Is the cathedral the embodiment of the Heavenly Jerusalem on earth?

Prerequisite: 150 and a 200-level course or permission of the instructor

Offered 2010 and alternate years

315f,s SPECIAL TOPICS IN ART HISTORY 4

This course will focus on a theme or artistic movement that may range from Paleolithic painting to the semiotic value of architectural motifs used in college architecture.

Prerequisite: 150 and a 200-level course or permission of the instructor

325s HISTORY OF PHOTOGRAPHY 4

Focuses on the documentary and artistic uses of photography from its invention in the mid-19th century to the present. Also investigates photography's relationships to work in other media.

Prerequisite: 150, or permission of instructor

Offered 2008 and alternate years

330s FACE-OFF: THE ART OF SELF-PORTRAITURE 4

Survey of the variety of approaches to self-portraiture from the Renaissance to the present; examines and interrogates the motivations behind particular approaches and styles while also contextualizing artists within the art of their eras.

Prerequisite: 150 and a 200-level course or permission of instructor

Offered 2009 and alternate years

380 CONTEMPORARY ART AND THEORY 4

Examination of key artists and theories in the art of the last three decades. Issues include: postmodernism, feminism and multiculturalism. Visits to museums and/or area galleries will be integrated into the course.

Prerequisite: 150 and a 200-level course or permission of the instructor

410s SPECIAL STUDY IN ART HISTORY 2-4

Individual research project supervised by instructor. Open to majors, or by permission of instructor

420f ART HISTORY SENIOR SEMINAR 4  
Research-intensive seminar discusses topics relevant to the study of art in all periods. The focus will be determined by the individual instructor. Open to senior majors and minors or by permission of instructor

490 INDEPENDENT STUDY IN ART HISTORY 4-8  
Advanced individual research project supervised by instructor. Open to senior majors or by permission of instructor

#### Studio Art

Any course in studio art will satisfy the distributional standard in fine arts (note prerequisites) Students are expected to provide most of their supplies.

160f,s VISUAL THINKING I 4  
Introduction to drawing and design. Students will explore issues of composition, color theory and creative development. Experiments with a variety of drawing and design media will develop students' visual skills and individual style.

240s DRAWING I 4  
Problems in representation with a focus on life drawing and the human body. Experimentation with drawing media and various styles of drawing. Emphasis on personal expression and thematic discovery.  
Prerequisite: 160

241f PAINTING I 4  
Introductory course in painting. Basic painting techniques and experiments in color theory combined with an exploration of conceptual approaches to painting. Emphasis on personal expression and thematic discovery.  
Prerequisite: 160

242s PRINTMAKING I 4  
Introduction to printmaking processes with a focus on image content and creative development. Printing processes may include monoprint, relief, intaglio, silkscreen, book arts and photographic processes in printmaking.  
Prerequisite: 160

243s SCULPTURE I 4  
Introduction to three-dimensional art making with a focus on mass, space and light. Emphasis on exploration of materials and conceptual development.

Projects may include sculptural, environmental, time-based, sound-based, performative and kinetic works.

Prerequisite: 160

250f,s SPECIAL TOPICS STUDIO I 4

This introductory course may vary in area of concentration. Topics may include designing with type and image, digital photography, projects in time-based digital media or an announced topic in the instructor's area of expertise. May be repeated if subject matter varies.

Prerequisite: 160

340s DRAWING II 4

Advanced studies in drawing

Prerequisite: 240

341f PAINTING II 4

Advanced studies in painting

Prerequisite: 241

342s PRINTMAKING II 4

Advanced studies in printmaking

Prerequisite: 242

343s SCULPTURE II 4

Advanced studies in sculpture

Prerequisite: 243

350f SPECIAL TOPICS STUDIO II 4

Advanced studies in a topic to be announced. May be repeated if subject matter varies.

Prerequisite: 250

421f ADVANCED STUDIO I 4

Capstone course in studio art with a focus on developing a body of work reflecting contemporary approaches to art making. Students will broaden the range and knowledge of expression through focused creativity, in depth research, and oral and digital presentation of ideas. Political, social and aesthetic perspectives related to the visual arts will be explored through readings, lectures and visits to galleries, museums and artists' studios.

Prerequisite: junior or senior standing; 160, 240; plus one other course at the

200 level or above

460 SPECIAL PROJECTS 4

May be repeated if subject matter varies. Must be taken with a 300-level course taught by the mentoring instructor.

May be repeated if subject matter varies.

481 ADVANCED STUDIO II 4

Further development of contemporary approaches to art making.

Corequisite: 421, permission of the instructor.

## **ASIAN STUDIES**

### Faculty

Anne Beidler, *professor of art*

Shu-chin Wu, *assistant professor of history and co-director*

Abraham Zablocki, *assistant professor of religious studies and co-director*

The Asian Studies program introduces students to the rich and diverse languages, cultures and societies of Asia through interdisciplinary study. Courses in this program are designed to give students the opportunity to comprehend the essence of different cultures in Asia. The program provides a solid foundation for students to understand Asia as a whole as well as to appreciate the unique traditions and patterns of developments of individual Asian countries. Students pursuing a minor in Asian Studies are allowed and encouraged to choose from a wide range of courses

Students minoring in Asian Studies are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections program or any other college-approved program abroad or in the United States.

### **Requirements for the Minor:**

Required Introductory Courses (One course from the following list):

History 113, 114, 115

Religious Studies 115 (Asian Religions topic only)

Required Language Courses (Two sequential courses from the following list):

Chinese 101, 102, 201, 202

Japanese, 101, 102, 201, 202, 301

Three additional courses, from at least two departments, from the courses listed below. At least two of these additional courses must be at or above the 300 level.

History 230, 352, 354, 362

Religious Studies 242, 243 232, 233, 234, 334

Music 219, 308

### **Chinese**

- |      |   |   |
|------|---|---|
| 101f | ELEMENTARY CHINESE I  | 4 |
|      | Designed to make spoken and written Mandarin Chinese a functional language for students. Emphasis on pronunciation, basic vocabulary, foundational grammar for simple sentences and short paragraphs, and the Chinese writing system for rudimentary reading and writing. |   |
| 102s | ELEMENTARY CHINESE II   | 4 |

Continuation of 101.

Prerequisite: 101 or the equivalent

201f INTERMEDIATE CHINESE I 4  
Designed to advance skills in spoken and written Mandarin Chinese. Grammatical structures, vocabulary and pronunciation will build on elementary foundation. Cultural material will be included in course content.

Prerequisite: 102

202s INTERMEDIATE CHINESE II 4  
Designed to advance skills in spoken and written Mandarin Chinese. Grammatical structures, vocabulary and pronunciation will build on Chinese 201. Cultural material will be included in course content.

Prerequisite: 201

#### Japanese

101f ELEMENTARY JAPANESE I 4  
Fundamentals of spoken and written Japanese. Development of reading, writing, speaking and listening skills with emphasis on the development of conversational fluency in sociocultural contexts.

102s ELEMENTARY JAPANESE II 4  
Continuation of Japanese 101  
Prerequisite: 101 or equivalent

201f INTERMEDIATE JAPANESE I 4  
A continuation of elementary Japanese, focusing on the further development of oral proficiency, reading and writing skills.  
Prerequisite: 102 or equivalent

202s INTERMEDIATE JAPANESE II 4  
A continuation of Japanese 201  
Prerequisite: 201 or equivalent

205f KOTOBA TO BUNKA: LANGUAGE IN JAPANESE CULTURE AND SOCIETY 4  
By analyzing sociocultural factors evident in the language, the course aims to gain insight into social hierarchy, interpersonal relationships and Japanese way of thinking in this country that possesses one of the greatest influential forces on American youth culture today.

301s THIRD YEAR JAPANESE I 4  
A continuation of Intermediate Japanese that helps students improve oral proficiency and reading and writing skills. The course will make use of short newspaper/magazine articles, TV commercials, and online materials to stress the sociocultural contexts of the language.  
Prerequisite: 202

## **ATLANTA SEMESTER: WOMEN, LEADERSHIP AND SOCIAL CHANGE**

*Isa Williams, director and associate professor of women's studies*

The Atlanta Semester challenges students, through an interdisciplinary course of study, to examine the role of women as leaders and participants in social change. Students interact with community organizers, advocates, policy makers and other leaders in the city of Atlanta to examine the relationships between theory and practice. Internships are designed to place students with women in leadership positions while increasing their knowledge of the organization's role in social change. The program exposes students to professions in numerous types of organizations, including nonprofits, government and grass-roots advocacy groups. It enables students to recognize the challenges facing society and to make informed decisions about their future role in society. Students are eligible to earn 12 credits upon completing the program.

Agnes Scott students enrolled in the Atlanta Semester may count the credits toward fulfillment of electives or, with approval of their major or minor department, apply to receive credit toward fulfillment of their major or minor. Women's Studies and religion/social justice majors may count the credits toward fulfillment of their majors. Visiting students should consult with their institution to determine how the credits will be applied. Students are required to enroll in the Atlanta Semester seminar, choose an experiential-internship opportunity and elect the option to complete a research project on their studies.

### **301s THE ATLANTA SEMESTER SEMINAR**

4

The Atlanta Semester seminar provides an interdisciplinary exploration of women's contributions to leadership and social change by combining theoretical presentations of faculty members with practical presentations by community leaders. Students are encouraged to engage in a critical examination of the relationship between theory and practice through discussions of women, leadership and social change in both the historic and contemporary context. Selected seminar meetings are held at community sites in Atlanta to further student understanding of the relationship between assigned readings and on-site practices applicable to political, social and economic issues. Offered in Spring 2011 and alternate years. Open only to students enrolled in the Atlanta Semester.

Corequisite (optional): 380

350s THE ATLANTA SEMESTER INTERNSHIP 4  
Experiential learning through a supervised internship in an organization.  
Offered in Spring 2011 and alternate years.  
Open only to students enrolled in the Atlanta Semester.

380s THE ATLANTA SEMESTER RESEARCH PROJECT 4  
Independent research drawing on the Atlanta Semester internship and seminar  
and resulting in a paper that combines theory and experience. The topic will be  
selected by the student with approval from the instructor. Students will meet  
with a faculty member to discuss topic selection, design, development and  
research methodology. Offered in Spring 2011 and alternate years.  
Open only to students enrolled in the Atlanta Semester.

## **BIOCHEMISTRY AND MOLECULAR BIOLOGY**

Douglas A. Fantz, *co-director and assistant professor of chemistry*

Timothy S. Finco, *co-director and associate professor of biology*

Through the academic program in biochemistry and molecular biology, students gain a thorough grounding in biological and chemical principles, especially as applied to this interdisciplinary field.

The major provides background for a variety of career goals, including advanced study in biochemistry, molecular biochemistry, pharmacology, medicine, dentistry and veterinary medicine; technical and nontechnical areas of biochemical, medical and pharmaceutical industries; and scientific writing or editing.

The required courses provide fundamental knowledge of:

- Structure and function relationships of biological molecules and systems
- Chemical and biological reactions and their significance in biological systems
- Modern methods for acquiring, analyzing and retrieving data

Collaborative research is an integral part of this rapidly changing area and all biochemistry and molecular biology majors are required to have a research experience as part of their undergraduate requirements. This research experience may be a credit or noncredit program either on or off campus.

Students considering a major in biochemistry and molecular biology should consult a biochemistry adviser as soon as possible, as sequencing of courses and prerequisites requires careful planning.

### **Requirements for the Major:**

Courses required in the discipline:

Biology 191, 192, 300 (or Chemistry 300), 316, and one additional course chosen from 260, 301, 309, 315, 317 and 318

Biology credits: 16-20

Note: Biochemistry and molecular biology majors do not have to take Bio 210 in order to enroll in upper level biology courses

Chemistry 101, 101L, 102, 102L, 201, 202, 300 (or Biology 300), 301, 342L, 400 and one additional course chosen from 210, 211 302 and 484 (when the topic is appropriate)

Chemistry credits: 28-32

Note: Biology 300 and Chemistry 300 are cross listed. Either, but not both, may be taken to satisfy the major.

Total credits in biology and chemistry courses: 48

Courses required outside the discipline:

Mathematics 118, 119

Physics 110, 111

Additional requirements:

All students must partake in a supervised research experience approved by the directors of the biochemistry and molecular biology program. Students may fulfill this requirement by taking appropriate Agnes Scott research courses or by taking part in biochemical research or internship experiences either on or off campus, including possible summer opportunities. Students must also give a formal presentation of their research accomplishment, either at the Spring Annual Research Conference or other approved venue. For more information, contact the directors of the biochemistry and molecular biology program.

## **BIOLOGY**

### Faculty

Timothy S. Finco, *associate professor*

John F. Pilger, *William R. Kenan Jr. Professor of Biology*

Srebrenka Robic, *assistant professor*

Lock Rogers, *assistant professor*

Karen Thompson, *associate professor*

Harry Wistrand, *professor and chair*

The biology program offers an integrated approach to the study of living systems from molecules to ecosystems. Unifying themes are evolution, relationships between form and function, unity and diversity of life, the cycling of matter and the flow of energy. Supporting pedagogy promotes critical thinking, encourages scientific inquiry, fosters quantitative reasoning and cultivates clear and persuasive oral and written communication. Students are encouraged to achieve an integrated and comparative understanding of common themes and connections among the natural and physical sciences.

Major requirements establish a foundation of core principles in the biology of molecules, cells and tissues, organisms and environments. Flexibility in requirements allows a student to design a program of study that fits her goals and provides a broad range of experiences. Credit and noncredit research opportunities are available with biology faculty members and off campus.

Students who plan to major or minor in biology should consult a department member early in their college careers to ensure normal progression and discover opportunities for interdisciplinary majors, internships, summer study and research. Entrance requirements for postgraduate study in advanced-degree programs may require mathematics, physics and chemistry beyond the undergraduate major requirements. Courses in the biology curriculum are also components of the biochemistry and molecular biology major, the neuroscience major, the environmental and sustainability studies minor, the public health minor and dual-degree program requirements.

### **Requirements for the Major:**

38 credits minimum excluding 100, 108, 150, 201 and 380 as defined below:

Biology 191, 192, 210; seminar and research (491, 492, 493, 494, 495 or 496) or approved research internship (450)

Six additional biology courses, including at least one representing diversity (240, 270, 301) and at least one representing ecology or evolution (215, 230, 280, 308)

Chemistry 201

Mathematics 115; and 117, 118 or 119

**Requirements for the Minor:**

Biology 191, 192, 210 and two additional courses at the 200-level or above.

100f,s TOPICS IN INTRODUCTORY BIOLOGY

4

An introduction to the science of biology intended for those who do not plan to elect upper-division courses or postgraduate work in biology. Topics may include genetics, evolution, environmental biology, disease, diversity, behavior, health, biotechnology, microbiology, reproduction and development. Human applications will be included where appropriate.

3 LEC, 1 LAB

Not open to students who have taken 191 or 192

May not be used to fulfill the minimum requirements for the biology major.

108f ENVIRONMENTAL BIOLOGY

4

An introduction to human effects on interactions among organisms and the environment. May not be used to fulfill the minimum requirements for the biology major.

Prerequisite: Environmental and Sustainability Studies 101.

3 LEC, 1 LAB

Offered 2010-2011 and alternate years

150f,s CONCEPTS IN BIOLOGY

4

Introduction to concepts and principles of biology and biological thought. Topics alternate depending on instructor's area of specialization. May not be used to fulfill minimum requirements for the major.

191f CELL AND ANIMAL BIOLOGY

4

Structure and function of cells and animals. Biological molecules. Functional organization of prokaryotic and eukaryotic cells. Cellular energetics and metabolism. Organization of animal bodies. Homeostatic mechanisms and integrative processes regulating major organ systems and producing animal action

3 LEC, 1 LAB

- 192s MOLECULAR BIOLOGY AND GENETICS 4  
 Cellular communication and signal transduction. Replication and expression of genetic information. Genetic engineering and biotechnology. Patterns of inheritance. Chromosomes and their variation. Introns and transposable elements. Regulation of gene expression. Epigenetics. Genomics.  
 3 LEC, 1 LAB  
 Prerequisite: 191
- 195f,s TUTORIAL IN BIOLOGY 2  
 Partial course to accommodate transfer, advanced-placement or joint-enrollment students. Appropriate placement based on a student's background and needs. May be repeated for credit to fulfill prerequisites for advanced courses in the department.  
 Prerequisite: Permission of the chair
- 201 (Psychology 201)  
 TOPICS IN NEUROSCIENCE 4  
 New technologies emerging from neuroscience, such as designer drugs, MRI use as lie-detector, and gene therapy for neural disorders. Examination of the basic science behind these and other technologies as well as important social, political and ethical implications. May not be used to fulfill the minimum requirements for the biology major. May be used as elective credit in the psychology major.  
 Prerequisite: 191 or Psychology
- 210f,s INQUIRY AND COMMUNICATION IN BIOLOGY 4  
 Methods of scientific inquiry and communication in the biological sciences. Scientific thinking, methods of investigation and data analysis. Written, oral and visual communication of science. Literature skills. Ethics in science and the scientific collective.  
 Prerequisite: 191 and sophomore standing
- 215su MARINE BIOLOGY 4  
 Ecological approach to the study of marine organisms as exemplified in temperate, semitropical and tropical environments. A three-week field course; dates to be determined. Limited to 14 students.  
 Prerequisite: One biology course and the instructor's permission  
 Offered summer 2010 and alternate years.
- 230f EVOLUTIONARY BIOLOGY 4

Processes and patterns of adaptation and speciation. Population genetics and population biology as they relate to evolutionary biology.

Prerequisite: 192, 210

Offered 2009-2010 and alternate years

240s VERTEBRATE BIOLOGY 4

Morphology of the vertebrate body and evolution of vertebrate groups.

Comparative anatomy and histology. Includes dissection of selected animals.

3 LEC, 1 LAB

Prerequisite: 210

Offered 2010-11 and alternate years.

250s (Psychology 250)

FOUNDATIONS OF NEUROSCIENCE I:

EXCITABLE CELLS AND SYNAPSES 4

Structure and function of neurons. Electrical properties of membranes.

Synaptic transmission and modulation. Sensory transduction, muscular and endocrine function.

3 LEC, 1 LAB

Prerequisite: 191, Psychology 100 recommended

251s (Psychology 251)

FOUNDATIONS OF NEUROSCIENCE II 4

(See Psychology 251 for description)

Prerequisite: Psychology 100, Biology 191

260s BIOINFORMATICS 4

An introduction to the theory and practice of bioinformatics and computational biology. Topics include: the analysis of genome sequences, comparative genomics, gene expression arrays, and proteomics.

Prerequisite: Bio 192, 210, and one from Math 115 or Math 117

Offered 2010-2011 and alternate years

270s INVERTEBRATE BIOLOGY 4

Comparative anatomy, functional morphology, systematics and evolution of major and minor invertebrate phyla to achieve an understanding of unity, diversity and evolution in these animals. Laboratory includes some fieldwork.

3 LEC, 1 LAB

Prerequisite: 210

Offered 2011-2012 and alternate years

- 280s ANIMAL BEHAVIOR 4  
 Development, ecology and causation of animal behavior. Emphasis on comparative analysis of mechanisms underlying the production of species-specific behavior.  
 3 LEC, 1 LAB  
 Prerequisite: 210  
 Offered 2009-2010 and alternate years
- 300f (Chemistry 300) BIOCHEMISTRY I 3  
 Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, signal transduction and regulation of biochemical processes.  
 Prerequisite: Chemistry 202; For biology majors only: Biology 192, 210;  
 Corequisite: 300L
- 300Lf (Chemistry 300L) BIOCHEMISTRY I LABORATORY 1  
 Fundamental biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations, and electrophoresis.  
 Corequisite: 300.
- 301s MICROBIOLOGY 4  
 Cell biology, metabolism, genetics and phylogeny of bacteria and archaea. Introduction to eukaryotic microbes and viruses. Principles of pathogenesis, immunology and environmental microbiology. Applications in biotechnology, medicine and industry. Individual laboratory project and use of representative literature in the discipline.  
 3 LEC, 1 LAB  
 Prerequisite: 192, 210; Chemistry 201  
 (Not offered 2009-2010)
- 305s ANIMAL PHYSIOLOGY 4  
 Comparative study of respiration, circulation, sensory and neural integration, locomotion, metabolism and temperature and water regulation in animals. Balanced emphasis on lower vertebrates, invertebrates and human systems. Selected topics studied in depth in the laboratory.  
 3 LEC, 1 LAB  
 Prerequisite: 210; Chemistry 201

- Offered 2009-2010 and alternate years
- 308f ECOLOGY 4  
 Interactions of organisms with their abiotic and biotic environments. Study of species, populations, communities and ecosystems from ecological and evolutionary perspectives. Laboratory and field studies, environmental analysis.  
 3 LEC, 1 LAB  
 Prerequisite: 210 (for biology majors) or 108 (for environmental and sustainability studies)  
 Offered 2009-2010 and alternate years
- 309f CELLS AND TISSUES 4  
 Structure and function of eukaryotic cells as entities and as components of tissues. Laboratory to include the study of cell and tissue types using standard and advanced microscopic methods and microtechnique.  
 3 LEC, 1 LAB  
 Prerequisite: 192, 210; Chemistry 102  
 Offered 2009-2010 and alternate years
- 315f GENETICS 4  
 Structure, function, regulation and transmission of hereditary materials in viruses, prokaryotes and eukaryotes.  
 3 LEC, 1 LAB  
 Prerequisite: 192, 210; Chemistry 201
- 316f MOLECULAR BIOLOGY 4  
 Genes and their activities at the molecular level in viruses, prokaryotes and eukaryotes. Mechanisms of gene expression and regulation in health and disease. Advanced topics in genetic engineering and biotechnology. Emphasis on experimental strategies and data analysis.  
 3 LEC, 1 LAB  
 Prerequisite: 192, 210; Prerequisite or corequisite: Chemistry 201
- 317f IMMUNOLOGY 4  
 Study of mammalian immune system at cellular and molecular level. Topics include: recognition of antigen, development of lymphocyte repertoire, innate and adaptive immune responses and immune disorders such as autoimmunity and immunodeficiency.  
 3 LEC, 1 LAB  
 Prerequisites: 192, 210; Chemistry 102

Offered 2010-2011 and alternate years

- 318f DEVELOPMENTAL BIOLOGY 4  
Morphological patterns and developmental mechanisms in the ontogeny of animals. The role of development in the evolution of animal forms. Emphasis on classical vertebrate and invertebrate models.  
3 LEC, 1 LAB  
Prerequisite: 192, 210; Chemistry 102  
Offered 2010-2011 and alternate years
- 380f,s RESEARCH IN BIOLOGY 2  
Lab or field research conducted with a biology faculty member. Student collaboration is encouraged. Recommendation of faculty member and approval by department are necessary. Approval may be contingent on the number of projects supervised by a faculty member each semester. The project may be in conjunction with an ongoing research project or with a biology course (see below). Advanced planning is essential and application must be approved prior to the beginning of course selection week. Research opportunities may be available with the following courses: 215, 260, 270, 280, 301, 305, 308, 309, 315, 316, 317, 318. Open to biology and biochemistry and molecular biology majors only. May be repeated as appropriate with approval of department. Continuation of multise­mester research to the next semester is contingent on a minimum grade of C in Biology 380.  
Prerequisite: appropriate advanced courses as required by the department.  
One credit is equivalent to a minimum of three hours of work per week.
- 490f,s INDEPENDENT OR COLLABORATIVE STUDY 4-8  
Independent or collaborative laboratory and/or field research under the supervision of biology faculty members. An individual thesis and a seminar presentation are required. Recommendation by the department is based on the student's choice of a suitable research project, her potential for biological research, course work and background and evidence of motivation for undertaking the research.
- 491 - 496f,s SEMINAR AND RESEARCH 2  
Integrative experience for junior or senior biology or biochemistry and molecular biology majors. Connects knowledge and skills with current topics in biology. May involve literature study and analysis, a research internship and/or laboratory research. Conducted under the guidance of a biology faculty

member.

- |      |   |   |
|------|---|---|
| 491s | SEMINAR IN ECOLOGY  | 2 |
|      | Prerequisite: 308, junior or senior standing, and permission of the instructor        |   |
|      | Offered 2009-2010 and alternate years   |   |
| 492s | SEMINAR IN NEUROBIOLOGY   | 2 |
|      | Prerequisite: 250 or 305, junior or Senior standing, and permission of the instructor |   |
|      | Offered 2010-2011 and alternate years   |   |
| 493s | SEMINAR IN MOLECULAR BIOLOGY  | 2 |
|      | Prerequisite: 316, junior or senior standing, and permission of the instructor        |   |
|      | Offered 2009-2010 and alternate years   |   |
| 494s | SEMINAR IN MICROBIOLOGY   | 2 |
|      | Prerequisite: 301, junior or Senior standing, and permission of the instructor        |   |
| 495f | SEMINAR IN EVOLUTIONARY GENETICS  | 2 |
|      | Corerequisite: 230, junior or senior standing, and permission of the instructor       |   |
|      | Offered 2009-2010 and alternate years   |   |
| 496s | SEMINAR IN DEVELOPMENTAL BIOLOGY  | 2 |
|      | Prerequisite: 318, junior or senior standing, and permission of the instructor        |   |
|      | Offered 2010-2011 and alternate years   |   |

## **CHEMISTRY**

### Faculty

Nancy Devino, *assistant professor and director of the Science Center for Women*

Douglas A. Fantz, *assistant professor*

Lilia C. Harvey, *associate professor*

Ruth E. Riter, *associate professor*

T. Leon Venable, *associate professor and chair*

Sarah Winget, *assistant professor*

The academic program in chemistry, approved by the American Chemical Society, introduces students to the principles and applications of modern chemistry and provides extensive practical experience with research-quality instruments and experimental design.

The curriculum is structured to serve chemistry majors, biochemistry and molecular biology majors, chemistry-related disciplines majors and nonscience majors. Two major options are available: an ACS-approved chemistry major and a non-ACS major.

After completing a chemistry major, a student should have the basic background required to be part of an industrial or academic scientific team devoted to pure or applied chemistry. The required courses provide fundamental knowledge of:

- Theories that describe matter and chemical reactions ranging from elemental to biological systems
- Techniques and instruments ordinarily used to investigate atoms, molecules and chemical reactions
- Modern methods for acquiring, analyzing and retrieving data

Students considering a major in chemistry should consult a department member as soon as possible. The sequence of courses and prerequisites for the major requires careful planning of both lower-level and upper-level courses.

### **Requirements for the Major:**

Courses required in the discipline:

101, 101L, 102, 102L or equivalent, preferably in first year; 201, 201L, 202, 202L, 211, 301, 302, 312, 342L and 343L.

The non-ACS approved major requires an additional eight credits beyond the core listed above. The eight credits must include chemistry 431 and chemistry 431L. The remaining four credits must be fulfilled by an advanced chemistry course.

The major approved by the ACS requires an additional 12 credits beyond the core, and must include 300, 300L, 431 and 431L. The remaining four credits requirement must be fulfilled by an advanced chemistry course.

Courses required outside of the discipline:

Mathematics 118, 119 (to be completed in the first year).

Physics 110 and 111, to be completed prior to Chemistry 301;

Physics 242, 243

Courses recommended for the Major:

Additional mathematics, advanced biology or advanced physics reflecting students' particular interests.

#### **Requirements for the Minor:**

Minimum of eight credits beyond 202, with at least four credits at the 300 level.

Students majoring in biochemistry and molecular biology cannot minor in chemistry.

- |       |   |   |
|-------|---|---|
| 100f  | CONTEMPORARY ISSUES IN CHEMISTRY  | 4 |
|       | Designed for students not planning to major in the sciences, this course will explore social needs and research in chemistry. These may include pharmaceuticals, renewable energy and environmental cleanup. Case studies will illustrate the economic, ethical, technical and fundamental science issues. No previous course work in chemistry is assumed. |   |
| 101f  | FUNDAMENTAL CONCEPTS OF MATTER AND REACTIONS  | 3 |
|       | Introduction to structure of matter, ranging from atoms to biochemical macromolecules; and the basis of chemical reactions, including types of reactions common to inorganic, organic and biochemical systems. Corequisite: 101L  |   |
| 101Lf | BASIC LABORATORY METHODS I  | 1 |
|       | Experimental methods in basic scientific measurement, elementary synthesis and analysis. Corequisite: 101   |   |

102s	PERIODICITY AND CHEMICAL REACTIONS	3
	Chemistry of the elements and their compounds with emphasis on periodic relationships. A more detailed examination of the quantitative aspects of chemical reactions than seen in Chemistry 101.	
	Prerequisite: 101	
	Corequisite: 102L	
102Ls	BASIC LABORATORY METHODS II	1
	Experimental methods to analyze elementary inorganic reactions both quantitatively and qualitatively.	
	Corequisite: 102	
111s	ENVIRONMENTAL CHEMISTRY	4
	Central aspects of the chemistry underlying environmental problems in air, water and soil. Major topics include air pollution, the greenhouse effect, global warming, water pollution, wastewater treatment, organic and heavy metal contamination of soils. Fulfills the second science requirement.	
201f	ORGANIC CHEMISTRY I	3
	Systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives, such as alkyl halides, and alcohols. Stereochemistry, electronic effects, resonance theory, acid-base properties and reaction mechanisms emphasized.	
	Prerequisite: 101, 102 or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference.	
	Corequisite: 201L	
201Lf	ORGANIC CHEMISTRY LABORATORY I	1
	Introduction to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy explored.	
	Corequisite: 201.	
202s	ORGANIC CHEMISTRY II	3
	Continuation of Organic Chemistry I. The chemistry of carbonyl compounds and amines is examined in detail. The mechanisms of important organic reactions and the applications of these reactions to synthesis are studied.	
	Prerequisite: 201	
	Corequisite: 202L	
202Ls	ORGANIC CHEMISTRY LABORATORY II	1

- Qualitative organic analysis and multistep organic synthesis.  
Corequisite: 202.
- 210f BIOINORGANIC CHEMISTRY 4  
Drug design/therapy and toxicity described through molecular structure and chemical activity; essential and toxic elements viewed in terms of overall chemical reactivity; nerve impulses regulated by alkali metals; transition metals as catalysts.  
Prerequisite: Chemistry 102, 102L
- 211f QUANTITATIVE CHEMICAL ANALYSIS 4  
Integrated lecture-laboratory course in quantitative chemical analysis including gravimetric, titrimetric and electrochemical methods, chemical equilibrium and statistical analysis of data.  
Prerequisite: 102
- 300f (Biology 300) BIOCHEMISTRY I 3  
Fundamentals of biochemistry, including structure and function of biomolecules, enzyme kinetics, bioenergetics, catabolic and anabolic pathways, signal transduction, and regulation of biochemical processes.  
Prerequisite: Chemistry 202; For biology majors only: Biology 191, 192;  
Corequisite: 300L
- 300L (Biology 300L) BIOCHEMISTRY I LABORATORY 1  
Fundamental biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations and electrophoresis.  
Corequisite: 300.
- 301f PHYSICAL CHEMISTRY I 3  
General principles of thermodynamics and equilibria. Gas phase and solution kinetics, solution dynamics and catalysis.  
Prerequisites: 202; Mathematics 118, 119; Physics 110, 111; Mathematics 220 recommended
- 302s PHYSICAL CHEMISTRY II 4  
Quantum theory, as applied in chemistry and biochemistry, including structural and spectral relationships. General principles of statistical mechanics.  
Prerequisite: 301; 301L recommended
- 312s INSTRUMENTAL ANALYSIS 3  
Advanced study of instrumental and theoretical approaches for chemical analysis.

	Prerequisite: 301; Physics 242	
	Corequisite: 302 and Physics 243	
342Lf	PHYSICAL AND INSTRUMENTAL METHODS OF EXPERIMENTATION I	1
	Survey of techniques used by physical and analytical chemists. Includes electrochemistry, thermochemistry, reaction kinetics, physical properties of materials and chromatography.	
	Prerequisite or Corequisite: 301. Chemistry 211 is strongly recommended.	
343Ls	PHYSICAL AND INSTRUMENTAL METHODS OF EXPERIMENTATION II	1
	Survey of techniques used by physical and analytical chemists. Emphasis is on spectrometric methods including absorption, fluorescence, IR and NMR.	
	Prerequisite: 301, 211, Physics 242; Pre- or corequisite: 302, 312, Physics 243	
400s	BIOCHEMISTRY II	4
	Fundamentals of biophysical and bio-analytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods and enzyme kinetics. Significant laboratory work will be required as part of this course.	
	Prerequisite: 300 or Biology 300; 301	
410f,s	SPECIAL STUDY	2-4
	Tutorial in an advanced topic of special interest to a chemistry major. The nature of the topic determines inclusion of a laboratory component.	
	Prerequisite: varies according to topic	
431f	MODERN INORGANIC CHEMISTRY	3
	Current theories of bonding and structure, stereochemistry and reaction mechanisms involving both main group elements and transition metals. Selected topics in organometallic and bioinorganic chemistry.	
	Prerequisite: 302	
431Lf	MODERN TECHNIQUES IN INORGANIC SYNTHESIS	1
	Synthesis and characterization of inorganic and organometallic compounds. Inert atmosphere techniques. Nonaqueous chemistry. Spectroscopic characterization.	
	Prerequisite: 431	
481	TOPICS IN INORGANIC CHEMISTRY	4
482	TOPICS IN ANALYTICAL CHEMISTRY	4

483	TOPICS IN PHYSICAL CHEMISTRY	4
484	TOPICS IN ORGANIC CHEMISTRY	4
485	TOPICS IN BIOCHEMISTRY	4
490f,s	INDEPENDENT STUDY	4-8

Independent research conducted under the supervision of a department member. Thesis and seminar presentation of results are required.

Departmental recommendation for admission to the program is necessary and depends on choice of a suitable research problem, demonstrated potential for chemical research and student motivation for pursuing the laboratory and nonlaboratory aspects of the project.

Prerequisite: 302, 311, 312; Corequisite: appropriate advanced courses, as approved by the department

## CLASSICS

### Faculty

Megan O. Drinkwater, *assistant professor*

Sally A. MacEwen, *professor and chair*

The classics student learns how to use a wide range of compelling textual and material remains, anthropology, history, sociological methods, political theory, literary criticism and art history to examine the ancient culture of Greece and Rome. With rigorous application of these methods, she begins to grasp the essence of another culture that sometimes seems remote from our own. Of primary importance to this study is careful engagement with languages of these periods, their historical context and individual writers. This sort of learning about what words mean in their fullest sense trains the mind to understand the nuances of language and thought in other disciplines as well. Finally, as she understands the original meanings and historical development of ideas like freedom and equality, the student can practice the best analysis of modern society and institutions.

The department offers two majors. The Classical Civilization major is designed for the study of culture through the history, literature, material remains, art and philosophical thought of the period while enabling facility in one or both languages. It serves as an excellent background for students interested in areas such as law, medicine school, archaeology, library work, creative writing and further study in history, art or philosophy. The Classical Languages major concentrates on language proficiency in Greek and Latin supplemented by the study of the history and culture of ancient Greece and Rome. Students in this major have pursued careers in such areas as teaching either at secondary or college level, editorial work, comparative literature studies and cultural linguistics.

The classics department offers courses at all levels of Greek and Latin as well as courses about ancient Greek and Roman society in English. The intermediate level (two courses at the 200-level of one language) satisfies the language specific standard, and one additional course at the advanced-intermediate or advanced level satisfies the literature distributional standard. All courses in English satisfy either the historical studies and classical civilization distributional standard or the literature distributional standard.

Students considering a major in classics are encouraged to take Greek or Latin in their first year. Classics majors are also strongly encouraged to participate in the Coca-Cola Global Awareness Program and other college-approved study-abroad programs. A special scholarship fund is available for classics-related travel.

**Requirements for the Majors:**

**Classical Languages:**

At least 10 courses plus Senior Seminar

At least four courses in Greek and/or Latin above the intermediate level

At least two courses in each language (101-102 are only counted in one language)

Classical History and Culture 121 or 122

Classical Literature 232 or 331

Classical History and Culture 242 or 341

One to six other courses selected from Classics, Latin and Greek

Senior Seminar (two credit research component with CLA 341 or CLL 331, which must be taken as the co-requisite)

Recommended courses outside the major that do not count toward the major are Art 201, Philosophy 206 and Philosophy 321

**Classical Civilization:**

At least nine courses plus Senior Seminar

At least one language course above Latin 202 or at the 300-level in Greek

Classical History and Culture 121 and 122

Classical Literature 232 or 331, which may be the corequisite course for the senior seminar

At least five other courses selected from Greek, Latin and Classics, including Art 201, Philosophy 206 and Philosophy 321

Senior Seminar (two credit research component with CLA 341 or CLL 331)

**Requirements for the Minor in Classical Civilization:**

Six courses in Greek, Latin or classics

At least two courses at the 300 level

## Greek

101f ELEMENTARY GREEK I 4

The fundamentals of ancient Greek grammar with selected reading.

102s ELEMENTARY GREEK II 4

Readings from Greek authors, especially New Testament writers.

Prerequisite: 101 or two entrance credits

Literature courses in Greek are offered at the 200 and 300 levels. Students in both levels meet at the same time but follow different syllabi. Prerequisites for 200-level courses, Greek 102; for 300-level, completion of two 200-level courses. Exceptions to these course prerequisites may be granted by the department chair. Any 300-level course may be repeated with permission of the instructor. The courses taught each year will be chosen from the following possibilities according to the needs and interests of students and professors.

221/321 GREEK TRAGEDY 4

Stories of Greek mythic figures like Oedipus and Clytemnestra in one or two plays of Aeschylus, Sophocles, or Euripides, with attention to theories of literature, historical context, myth, metrics and production.

222/322 PLATO 4

Short works in their entirety or selections from longer works like the *Symposium* or the *Republic* that exemplify the teachings of Socrates and philosophy of Plato.

223/323 GREEK LYRIC 4

Selections on themes from love, war, and personal reflection from poets of Archaic Greece like Sappho, Alcaeus and Archilochus.

224/324 GREEK ORATORY 4

Selections from speeches of the 4th C. BCE orators like Lysias and Demosthenes concerning adultery, politics, or Alexander the Great, with particular attention to historical and legal context.

225/325 GREEK HISTORIANS 4

Selections from Herodotus, Xenophon, or Thucydides about Sparta and Athens, ancient ethnicities, or the beginnings of political history, with special attention to their conception of historical writing.

226/326 GREEK COMEDY 4

Humor about the relations of the sexes, philosophy, politics and love in one or

two plays of Aristophanes or Menander, with attention to theories of comedy, historical context, myth, metrics, and production.

- 227/327 GREEK EPIC 4  
Selections from the *Iliad* or the *Odyssey*, and/or from the works of Hesiod, with particular attention to the conventions of epic.
- 228/328 LATER GREEK LITERATURE 4  
Post-Classical period of Greek literature, selected from Hellenistic poets like Callimachus, and Theocritus, works from Lucian's "Second Sophistic" Lucian, Plutarch, and others, and/or the Greek novel.
- 350f,s ADVANCED READING COURSE 2-4  
Selections from Greek prose and poetry not covered in other courses, chosen to meet the needs of individual students.  
Prerequisite: six credits of 200-level Greek and the department's permission
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under the supervision of a department member.

### Latin

- 101f ELEMENTARY LATIN I 4  
Fundamentals of Latin grammar with selected reading.
- 102s ELEMENTARY LATIN II 4  
Fundamentals of Latin grammar with selected reading.  
Prerequisite: 101 or two entrance credits
- 201f INTERMEDIATE LATIN I 4  
Review of Latin grammar with readings from Apuleius or other Latin prose authors.  
Prerequisite: 102 or three entrance credits
- 202s INTERMEDIATE LATIN II 4  
Readings of Latin poetry. Authors may include Catullus, Virgil, and/or Ovid, among others.  
Prerequisite: 201

Literature courses in Latin are offered at the 200 and 300 levels. Students in both levels meet at the same time but follow different syllabi. The prerequisite for all Latin 200-level courses beyond 202 is 202. The prerequisite for all 300-level courses is one 200-level course beyond 201. Exceptions to the prerequisites may be granted by the

department chair. Courses at the 300 level may be repeated with permission of the instructor. The courses taught each year will be chosen from the list below according to the needs and interests of students and professors.

- 212/312 ROMAN HISTORIANS 4  
Readings on civil uprisings and Rome's imperial ambitions from Caesar, Sallust, Livy, or Tacitus, with special attention to their conception of historical writing.  
Prerequisite: 202 or four entrance credits
- 213/313 LATER LATIN LITERATURE 4  
Latin literature's changing focus over time as seen in writers of the post-Augustan period, Late Antiquity, or the Middle Ages with focus depending on the selection of readings.
- 214/314 CICERO 4  
Selections from the letters, speeches, and treatises of Rome's great statesman and legal mind with particular attention to their historical context.
- 215/315 ROMAN EPIC 4  
Stories of myth, history, philosophy, or learning from texts such as Virgil's *Aeneid*, Ovid's *Metamorphoses*, or Lucretius' *De Rerum Natura*, among others.
- 216/316 ROMAN ELEGY 4  
the tormented and urbane love poetry of Catullus, Tibullus, Propertius, and Ovid, with particular attention to the conventions of the genre.
- 218/318 COMEDY 4  
The humorous ups and downs of love, families and urban life, as presented in one or two plays of Plautus and Terence, with particular attention to the influence of Greek New Comedy.
- 221/321 ROMAN SATIRE 4  
Social criticism at its most biting from Horace, Juvenal, Persius, Petronius and/or Martial, authors of a genre that the Roman literary critic Quintilian claimed was "entirely ours."
- 222/322 LATIN LYRIC 4  
Poetry of Horace or Catullus, among others, reflecting the influence of Greek lyric poetry in a unique Roman style.
- 350f,s ADVANCED READING COURSE 2-4  
Selections from Latin prose and poetry, not covered in other courses, chosen to

meet the needs of individual students.

Prerequisite: 202 and the department's permission

490f,s INDEPENDENT STUDY 4-8

Independent research arranged under the supervision of a department member.

### **Classical History and Culture In English**

The following courses are conducted in English and fulfill the Historical Studies and Classical Civilization Standard (except 242 and 321).

121f (History 121)

HISTORY OF GREEK CIVILIZATION 4

The literature, people and ideas of the ancient Greeks from Bronze Age to Hellenistic times, including the basic outline of events with methods for understanding history and culture.

122f (History 122)

HISTORY OF ROMAN CIVILIZATION 4

The development of Roman institutions from the Etruscan period through Constantine's adoption of Christianity as evidenced from literature, art and archaeology, including the basic outline of events with methods for understanding history and culture.in constructing Roman social history.

242f (Art 201)

ART OF ANCIENT GREECE AND ROME 4

See Art 201 for description.

243s TOPICS IN HISTORY AND CULTURE OF ANCIENT GREECE AND ROME

4

May include Gender In Antiquity, Alexander the Great, Roman Imperialism.

321s (Philosophy 321)

PLATO AND ARISTOTLE 4

See Philosophy 321 for description

341s (Sociology 341) (Women's Studies 341)

TOPICS IN CLASSICAL STUDIES: WIVES, WARRIORS,  
SLAVES AND CITIZENS 4

This course will examine the historical background of Rome's most famous statesmen, and in particular the political institutions and propaganda methods they used or abused in their rise to power. May be repeated if subject matter

varies and may be cross-listed when applicable.

Prerequisite: One course in Classical History or Literature.

410f,s SPECIAL STUDY 2-4

Directed study to meet the individual needs of students whose major is classical languages and literatures or classical civilization.

480 SENIOR SEMINAR 2

Study of the unique combination of skills and methods used by classicists to understand ancient Greece and Rome. Demonstration of skills through a formal research project.

Prerequisite: restricted to majors in the Classics department.

490f,s INDEPENDENT STUDY 4-8

Independent research arranged under the supervision of a department member.

### **Classical Literature in English**

The following courses are conducted in English and fulfill the Literature Standard.

212s HEROES IN ANCIENT GREEK AND ROMAN LITERATURE 4

Ancient heroes from Oedipus to Aeneas provide the paradigm of heroism for Western literature. This course examines models of heroism in ancient drama and epic. Theories of spectator and identity examine how heroes of different cultures work their magic.

232s MYTHOLOGY 4

The study of ancient literature, including epic, drama, poetry and prosopography, and its relations to classical myths such as those of Oedipus, Clytemnestra, Achilles and Penelope. Introduction to methods for understanding ancient society.

331s HEROES, MONSTERS, LOVERS AND TRICKSTERS 4

Topics in the literature of ancient Greece and Rome: a study of some of the many texts from ancient Greece and Rome, with emphasis on historical and cultural background, poetic genres and styles, ancient and modern literary criticism and/or the later influence of classical literature. May be repeated if the topic varies.

Prerequisite: Any 200-level literature class in any language and literature department.

## **ECONOMICS**

### Faculty

Rosemary T. Cunningham, Hal and Julia T. Smith Chair of Free Enterprise

Li Qi, assistant professor

Patricia Higinio Schneider, associate professor

Thomas E. Will, assistant professor

David Williams, visiting instructor

Madeline Zavodny, professor and chair

Economics is the study of ways in which individuals, groups and nations combine scarce resources to produce, exchange and consume goods and services. Within this context, unemployment, inflation and poverty are among the most important issues facing society. The economics curriculum helps students understand the basic theories that explain such problems and examines the various ways in which they might be alleviated.

The department offers courses in economic theory as well as a variety of electives, including international, monetary and financial economics. The department also offers business courses appropriate to the college's liberal arts curriculum that are open to all interested students.

In addition to a traditional economics major, students interested in a career in business may pursue a major in economics and organizational management. Students who plan graduate study in economics should double-major in mathematics and economics.

### **Requirements for Economics Major:**

Economics 101, 102, 306, 307, 338 and 400

Four courses at the 300 or 400 level

One course in statistics (Mathematics 115 or 328 or Psychology 206)

A major in economics requires a minimum of 40 credits in economics and one course in statistics.

### **Requirements for Economics Minor:**

Economics 101, 102 and either 306 or 307

Three courses at the 300-level

One course in statistics (Mathematics 115, 328 or Psychology 206)

**Major in Economics and Organizational Management:**

Required courses:

Economics 101, 102, 202, 211, 306 and 307

Economics 240 or 327

Economics 400 or 401

One course in statistics (Mathematics 115, 328 or Psychology 206)

An additional three elective courses in economics

Minimum number of credits: 48

**Requirements for Economics and Organizational Management Minor:**

Economics 101, 202, 211 and 401

One elective course from 205, 210, 212, 240, 327, or 370

- |     |  |   |
|-----|--|---|
| 101 | ECONOMIC ISSUES AND POLICY   | 4 |
|     | An introduction to macroeconomics and microeconomics with an emphasis on economic concepts and methods for analyzing issues and policies from an economic perspective. Students who have taken one course of a two-semester introductory sequence elsewhere should consult with a member of the department and would usually begin with 102. |   |
| 102 | PRINCIPLES OF ECONOMICS  | 4 |
|     | A continuation of 101, this course uses more sophisticated analytical techniques to explore concepts in macroeconomics and microeconomics.<br>Prerequisite: 101  |   |
| 202 | INTRODUCTION TO ORGANIZATIONAL MANAGEMENT  | 4 |
|     | Provides a foundation for critical thinking about organization and management, for competent action as practicing managers, and for learning from our own and others' experience. Involves an experiential exercise in organizing.   |   |
| 205 | (Psychology 205)<br>INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY   | 4 |
|     | (See Psychology 205 for description)   |   |

210	INVESTMENTS	4
	The importance of financial investments to the economy. The structure of different markets and the theories behind the pricing of certain assets explored. Students manage a hypothetical portfolio for the duration of the semester. Does not satisfy the distributional standard in the social sciences.	
211	FINANCIAL ACCOUNTING	4
	An introduction to the principles of accounting theory and the application of these principles in business and government to record business transactions and journal entries. Does not satisfy the distributional standard in the social sciences.	
212	MANAGERIAL ACCOUNTING	4
	Builds on concepts developed in 211. Concentration is on the development and use of accounting information within the organization to make managerial decisions. Does not satisfy the distributional standard in the social sciences. Prerequisite: 211	
240	BUSINESS AND SOCIETY	4
	Investigates business' social and ethical responsibilities to both external and internal stakeholder groups. Topics include personal and organizational ethics, business' relations with government, consumers, the environment and the community; and employee rights, employment discrimination and affirmative action.	
303	LABOR ECONOMICS	4
	Study of how wage and employment levels are determined. The course will stress the application of economic theory to important policy issues such as immigration, executive compensation, unions, minimum wage laws, welfare policies, occupational health and safety standards and antidiscrimination policies. Prerequisite: 101	
305	MATH FOR ECONOMISTS	4
	This course will provide economics students with a background in the mathematical tools necessary for economics, including matrix algebra, linear programming, and partial derivatives. Not open to students who have had Math 118 or higher. Prerequisite: 101 and 102.	
306	MICROECONOMICS	4

Advanced study of the operation of markets with emphasis on consumer-demand theory, theory of the firm, differing market structures and the pricing and employment of inputs. General equilibrium and the role of the government in markets are discussed.

Prerequisite: 102

- |     |   |   |
|-----|---|---|
| 307 | MACROECONOMICS  | 4 |
|     | General model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.   |   |
|     | Prerequisite: 102   |   |
| 309 | MONEY, BANKING AND FINANCIAL MARKETS  | 4 |
|     | Evolution of the banking system and financial markets and related issues of public policy. Analysis of monetary policy and its impact on economic activity.   |   |
|     | Prerequisite: 102   |   |
| 327 | ORGANIZATION THEORY   | 4 |
|     | Examines diverse perspectives on organizations and organizing. Topics include behavioral, institutional, population ecology, resource dependence, agency, transaction cost, structuration, complexity, critical and garbage can theories.   |   |
|     | Prerequisite: 202   |   |
| 330 | POVERTY AND DISCRIMINATION  | 4 |
|     | This seminar examines selected topics on poverty, discrimination and the distribution of income including the nature and extent of poverty in the United States, race and sex discrimination in the workplace and changes in the distribution of income. Special attention is focused on policy issues including affirmative action, the minimum wage and welfare reform. |   |
|     | Prerequisite: 101   |   |
| 334 | ECONOMIC DEVELOPMENT  | 4 |
|     | Historical patterns and contemporary theories of economic development are used to clarify major issues such as the distribution of income, stabilization policy and problems of trade and finance.  |   |
|     | Prerequisite: 101   |   |
| 338 | ECONOMETRICS  | 4 |
|     | Study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.  |   |
|     | Prerequisite: 101; a course in statistics   |   |
| 342 | LAW AND ECONOMICS   | 4 |

Study of U.S. legal institutions and regulations from an economic perspective. Uses microeconomic tools to examine and explain legal and political rules, social conventions and norms, firms and contracts, government organizations and other institutions.

Prerequisite: 101

344 COMPANIES AND COMPETITION 4

Study of how firms compete within industries. Topics include the theory of the firm, monopoly and price discrimination, oligopoly, mergers and antitrust, cartels and collusions, advertising and other aspects of the field of industrial organizations.

Prerequisite: 306

Offered 2010-2011 and alternate years

346 BEHAVIORAL ECONOMICS AND FINANCE 4

Study of how we enhance understanding of economic and finance theories and real economic phenomena with a behavioral approach. Students will participate in laboratory experiments to explore various topics (competitive markets, bargaining, risk and decision making, auctions, and asset markets).

Prerequisite: 102

351 INTERNATIONAL TRADE 4

This course will introduce the basics and theory of international trade. We will discuss various trade models, the welfare and distributional effects of free trade among countries, trade policy instruments, reasons for limiting trade, and economic integration.

Prerequisite: 101

352 INTERNATIONAL FINANCE 4

This course will introduce the basics and theory of international finance. We will discuss the balance of payments, functioning of foreign exchange markets, automatic and policy adjustments in the balance of payments, coordination of national economic policies, and international monetary system.

Prerequisite: 101

- 353 INTERNATIONAL ECONOMIC INSTITUTIONS 4  
 This course will discuss the role of international economic institutions in promoting trade, development and financial stability in the global economy. It will focus on three main institutions: the International Monetary Fund, the World Bank, and the World Trade Organization.  
 Prerequisite: 101
- 370 ECONOMIC INTERNSHIP 4  
 Supervised field experience in economics or business. In addition to placement activities, students attend a weekly seminar to discuss relevant readings and experiences.  
 Prerequisite: 101
- 400 SENIOR SEMINAR IN ECONOMICS 4  
 Overview of research methods and analysis of a set of current economic policy issues, with emphasis on the completion of a student-designed research project. Open only to senior majors and minors in economics and in economics and business  
 Prerequisite: 306, 307 and 338  
 Open only to senior majors and minors in economics and in economics and organizational management.
- 401 SENIOR SEMINAR IN STRATEGIC MANAGEMENT 4  
 An overview of the determinants of firm performance. Examines relationships between strategy, structure and environment from both positional advantage and distinctive competencies perspectives. Focal topics include differentiation, cost leadership, alliances, vertical integration, outsourcing, acquisitions, diversification, multimarket contact and corporate governance.  
 Prerequisite: 202
- 410 SPECIAL STUDY 2-4  
 Supervised intensive study in a special field of economics.
- 490 INDEPENDENT STUDY 4-8  
 Independent research arranged under the supervision of a member of the department.

## **EDUCATION**

### Faculty

Lesley Coia, associate professor and chair

Gordon Malcolm Emert Jr., associate professor and director of teacher education programs

Marquita Jackson-Minot, assistant professor

Jennifer A. Lund, director of international education and assistant professor

Education is central to questions of human flourishing and issues of social and economic justice: it is one of the primary social concerns of the 21st century. The education department offers a minor in Educational Studies along with M.A.T. programs at the graduate level.

The Educational Studies minor provides an opportunity to think critically about education and the role it plays in developing, maintaining and extending opportunities for personal, social and economic well-being. The study of education is premised on the idea that teaching is an art form and education is a social and political act that has the potential to transform individuals and society. This minor will be of interest to any student interested in learning, teaching and wider questions of educational policy and practice.

While the minor does not lead to certification, students who would like to teach at the secondary level (grades 6-12), are encouraged to apply for the M.A.T. program. We currently offer certification in English, mathematics, biology, chemistry and physics. Please refer to the Post-Baccalaureate Programs section of the catalog for detailed information on the admission requirements and the courses.

The Educational Studies minor has been designed to meet the needs of students are interested in exploring systems of education and individual educational experiences in the USA and other countries. It provides the foundation for seeking certification at the graduate level and the groundwork for future work in education in a variety of contexts.

Given our aim to provide courses that complement many student interests, we encourage students to select courses from the Educational Studies minor to widen their educational experience at Agnes Scott and provide a different perspective on their own education.

**Requirements for the Educational Studies Minor:**

210; 220 or 315

Once course each from the Policy Dimension and Aesthetic Dimension

Two additional courses from the list below.

Pedagogical Dimension: 210, 380 and 440

Socio-cultural Dimension: 220, 225 and 315

Policy Dimension: 217, 325, political science 125

Aesthetic Dimension: 212, 320 and 415

210f,s UNDERSTANDING LEARNERS: AN INTRODUCTION TO EDUCATIONAL STUDIES 4

Addresses issues in learning theory, teaching as an art form, global and multicultural models of education, the role of technology in education, and the philosophy of education. Includes field experience.

212s THE ARTS IN EDUCATION 4

Exploration of the role the fine arts play in educational settings, particularly elementary and secondary schools, with an emphasis on the cultural implications for current philosophies and practices that often marginalize the arts and arts-based instructional strategies.

217f (Sociology 217) SCHOOLS AND SOCIETY 4

See Sociology 217 for description.

220s DIVERSITY, DEMOCRACY AND EDUCATION 4

The study of models of education that respect human diversity especially as these relate to ethnic, cultural, gender, class and linguistic identity. Examination of how the conception of diversity adopted informs transformative educational policy and practice.

Fulfills Social and Cultural Analysis Standard

225s REINVENTING TECHNOLOGIES: TOPICAL STUDIES IN EDUCATION 4

Topics vary by semester, but will generally focus on the following themes: social justice issues in education, human rights and education, gender studies in education, educational reform movements, educating for change, and the socio-cultural dimensions of education. Course projects incorporate current technologies (filmmaking, digital recording, digital photography, and website development, for example) to explore education-related topics.

Prerequisite: 210

303s	LANGUAGE, LITERACY AND ASSESSMENT	4
Addresses language development and literacy acquisition, writing and comprehension strategies, the selection of quality children's literature for diverse learners and assessment strategies. The focus of the course is on the integrated development of communication skills with literature as a primary resource. Includes field experience.		
Prerequisite: 210 and admission to the teacher-education program		
306f	EXPLORING SOCIAL STUDIES WITH CHILDREN	4
Examination of social studies processes and content in an interdisciplinary context. Includes field experience.		
Prerequisite: 210 and admission to the teacher-education program		
307f	EXPLORING MATHEMATICAL IDEAS WITH CHILDREN	4
Using manipulatives to teach analytic and quantitative skills and develop abstract reasoning. Includes field experience.		
Prerequisite: Mathematics 101, 115, 117 or 118; Mathematics 117 or 118 recommended and admission to the teacher-education program		
308f	EXPLORING THE NATURAL WORLD WITH CHILDREN	4
Examination of science processes and content in an interdisciplinary context. A five-day, full-time internship in a public school classroom to occur prior to the start of the fall semester in conjunction with public school openings. Includes field experience.		
Prerequisite: 210, one lab science course and admission to the teacher-education program		
310f	METHODS FOR SECONDARY EDUCATION	4
Introductory methods course that connects the learning process with appropriate teaching strategies and approaches.		
Prerequisite: 210, corequisite 312 and admission to the teacher-education program		
312f	CURRICULUM FOR SECONDARY SCHOOLS	4
Curriculum development and lesson planning to accommodate all learners. Two hours in class, six hours field experience weekly, and a five-day, full-time internship in a public school classroom to occur prior to the start of the fall semester in conjunction with public school openings.		
Corequisite: 310, and admission to the teacher-education program		
315f	COMPARATIVE EDUCATION	4

The study of education systems in various countries. Particular attention will be paid to gender, race, class and schooling. The focus of the course will be on the role education can and does play in addressing issues of social justice.

320s LITERATURE FOR CHILDREN AND YOUNG ADULTS 4

In-depth examination of the themes that permeate current offerings from the world of publishing for children and young adults; emphasis on the following topics: literary theory, cultural representation, censorship issues, aesthetics, bibliotherapy, and pedagogical implications.

325s PRIMARY RESEARCH IN EDUCATIONAL SETTINGS 4

Introduction to qualitative methods of educational research. Students will develop a research proposal and carry out the initial phase of the project. Topics for research vary by semester.

380f TEACHING EXCEPTIONAL CHILDREN 4

Introduction to special needs, including child development and intelligence, major areas of exceptionality, identification of learners with special needs. Introduction to other learner differences including race, class, gender, ethnicity and first language. Adapting curriculum and instruction for diverse needs. Includes field experience.

Prerequisite: 210

410f,s SPECIAL STUDY 2-4

Supervised study in a selected field of education.

Prerequisite: Permission of the department

415f RADICAL PEDAGOGIES: EDUCATING FOR SOCIAL JUSTICE 4

Exploration of alternative pedagogies, representing various theoretical views about the aims and purposes of education. Emphasis on topics such as the critique of current educational systems and models, sociocultural beliefs about schools and schooling, critical pedagogy, and education as transformational practice, particularly with respect to issues of justice.

420s STUDENT TEACHING, EARLY CHILDHOOD 10

Full-time, professional experience in a public school.

Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on GACE I. GACE II recommended.

Corequisite: 421

421s PROBLEMS SEMINAR FOR EARLY CHILDHOOD CERTIFICATION 2

Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and learning portfolio.

Prerequisite: Successful completion of all other program requirements with a C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on GACE I. GACE II recommended.

Corequisite: 420

430s STUDENT TEACHING, SECONDARY 10

Full-time, professional experience in a public school.

Prerequisite: Successful completion of all other program requirements with a grade of C or better in all courses required for certification. A GPA of 2.5 or above and passing scores on GACE I. GACE II recommended.

Corequisite: 431

431s STUDENT-TEACHING SEMINAR, SECONDARY  
EDUCATION 2

Scholarly analysis of teaching experiences, including conducting research in the classroom. Creation of a cumulative teaching and learning portfolio.

Prerequisite: Successful completion of all other program requirements with a C or better in all courses required for certification, a GPA of 2.5 or above and passing scores on GACE I. GACE II recommended.

Corequisite: 430

440f NARRATIVES OF AMERICAN EDUCATION 4

The stories we tell about education help us make sense of where we are as well as imagine a different future. This course explores a wide range of historical and contemporary narratives of American education from multicultural perspectives.

Prerequisite: junior or senior standing

Fulfills the Social and Cultural Analysis Standard

## **ENGLISH**

### Faculty

Charlotte Artese, *assistant professor*

Christine S. Cozzens, *professor*

Amber Dermont, *assistant professor*

James K. Diedrick, *professor, associate dean of the college*

Steven R. Guthrie, *professor*

Waqas A. Khwaja, *associate professor*

Peggy Thompson, *Ellen Douglass Leyburn Professor of English and chair*

Willie Tolliver, *associate professor*

Rachel Trousdale, *associate professor*

The study of language and literature can elevate our minds, animate our imaginations and enlarge our capacity to understand one another. The English curriculum offers students broad knowledge and deep understanding of British, American and postcolonial literatures. Students learn to read perceptively, think critically, write intelligently and imaginatively, and develop their creative abilities. In English 110, first-year students sharpen their writing skills and improve as critical and analytical readers. The department also runs the Center for Writing and Speaking, where students at any level can go to trained tutors for help with papers, other written assignments and oral presentations. The department offers a variety of courses through which students can satisfy the distributional standards in literature and fine arts.

There are two concentrations within the department: the major in English literature, which focuses on the academic study of literature, and the major in English literature-creative writing, which allows the student to develop artistic craft while at the same time giving her a solid scholarly background.

A student takes courses emphasizing both breadth and depth of knowledge and addressing a variety of literary periods and genres. She may compose her program with a specific focus in mind, or she may aim at a broad and balanced course of literary study.

A student may plan a program of concentrated study in which she emphasizes her major interests in literature and chooses related courses from other disciplines (for

example, medieval studies or American studies).

English majors may participate in both credit and noncredit internships, in faculty-led Coca-Cola Global Awareness or Global Connections programs, or in any other college-approved study-abroad program.

### **Requirements for the Majors:**

English Literature:

The English literature-creative writing major requires a minimum of 10 and a maximum of 13 courses. (110 does not count towards the major.)

The program of study must include 280, 480, at least three 200-level literature courses and at least three 300-level courses. At least three literature courses must focus primarily on materials before 1800 and at least three on materials after 1800.

English Literature-Creative Writing:

The English literature-creative writing major requires a minimum of 10 and a maximum of 13 courses. (110 does not count toward the major.)

The program of study must include 280, 481, at least two 200-level literature courses, two 300-level literature courses and four creative-writing courses, including two at the 300 level. Two literature courses must focus primarily on materials before 1800 and two on materials after 1800.

### **Requirements for the English Minor:**

A minor in English requires at least six English courses (110 does not count toward the minor).

The student may design her program to reflect a particular interest or emphasis, such as a focus on a genre or literary period.

The program must be approved by the English department chair.

Expository Writing

Every student takes English 110 in the second semester of her first year, unless she is exempted from this requirement by her score on an AP English, International Baccalaureate or A-Level exam.

110f THE CRAFT OF WRITING

4

Literary texts and contexts; discussion-based class with emphasis on techniques of reading and on the craft of college writing, especially the thesis-

driven essay and the research paper.

- 210 ADVANCED COMPOSITION 4  
Expository writing for the student who wishes to develop and refine her use of language and her understanding of the writing process. Emphasis on forms of academic discourse, revision and research writing. Students will write several kinds of academic essays using topics of their devising. The mechanics of effective revision will be the focus of the course. Offered 2010-2011 and alternate years.  
Prerequisite: 110

### English Literature

#### Prerequisites:

For 200-level literature courses, the prerequisite is English 110 or the equivalent, including exemption.

For 300-level literature courses, the prerequisite is a 200-level literature course or permission of chair.

- 211f, s BRITISH AND AMERICAN LITERATURE TO 1700 4  
Literary texts in historical context. Poetry, prose and drama of the medieval and early modern periods, including Chaucer, Shakespeare, Milton and American writers of the early Colonial period.
- 212s BRITISH LITERATURE AFTER 1700 4  
Literary texts in historical context. Poetry, prose and drama of the modern age, including writers such as Swift, Wordsworth, Austen, Yeats and Woolf.
- 213f AMERICAN LITERATURE 1700 TO PRESENT 4  
Literary texts in historical context. American poetry, prose and drama, including the work of such authors as Douglass, Poe, Hawthorne, Whitman, Dickinson, James, Hurston, Faulkner, Baldwin and Morrison.
- 215f LITERATURE OF IRELAND 4  
Exploration of Irish literature from the myths, monastic and bardic poetry and ballads of pre-Norman Ireland to texts written in English from the 16th century to the present, including works by writers such as Swift, Edgeworth, Carleton, Wilde, Synge, Yeats, Kavanagh, Johnston, Heaney and Boland. Offered 2009-2010 and alternate years.
- 216s (Africana Studies 216) (Women's Studies 216, when the topic pertains to Women's Studies)

- TOPICS IN BLACK WRITING 4  
 Exploration of the varieties of American and international black writing across literary periods (for example, Black Women Writers or The Literature of the African Diaspora). Offered 2009-2010 and alternate years.
- 217s (Women's Studies 217, when the topic pertains to Women's Studies)  
 TOPICS IN LITERATURE AND EMPIRE 4  
 Exploration of themes of colonization and imperialism across periods and genres (for example, The Adventure Novel, Narratives of the Empire and Orientalist Texts and Contexts). Offered 2009-2010 and alternate years.
- 218s TOPICS IN ETHNIC AMERICAN LITERATURES 4  
 The study of works by members of ethnically defined groups (for example, Asian-American literature or Native-American literature). Offered 2010-2011 and alternate years.
- 219f,s TOPICS IN LITERARY HISTORY 4  
 Exploration of a literary issue, theme or form across literary periods (for example, Necessary Mythologies or The Gothic). Offered 2010-2011 and alternate years.
- 220f (Women's Studies 221)  
 TOPICS IN WOMEN AND LITERATURE 4  
 Women as authors and subjects in literature. Gender as a central factor of analysis. Offered 2009-2010 and alternate years.
- 221s DEVELOPMENTS IN THE NOVEL 4  
 Exploration of topics in the history of the novel across literary periods (for example, The Protest Novel or The Origins of the Novel). Offered 2010-2011 and alternate years.
- 222f DEVELOPMENTS IN POETRY 4  
 Exploration of topics in the history of poetry across literary periods (for example, Lyric Voices or The History of the Ballad). Offered 2009-2010 and alternate years.
- 223f DEVELOPMENTS IN DRAMA 4  
 Exploration of topics in the history of drama across literary periods (for example, Women Dramatists or Revenge Plays). Offered 2011-2012 and alternate years.
- 230f TOPICS IN FILM STUDY 4  
 Approaches to film from the viewpoints of history, genre and technique.

(Introduction to Film will alternate with Film History).

- 280s,f PERSPECTIVES ON LITERATURE 4  
Research methods, critical techniques, theoretical approaches. Required of English literature and English literature-creative writing majors; should be taken in the first or second year. Does not meet the distributional standard in literature.
- 306f (Women's Studies 306, when the topic pertains to Women's Studies)  
AUTHORIAL STUDIES 4  
Focuses on the work of one or two major figures in context (for example, Chaucer, Milton, Austen, Richardson and Fielding or Morrison). Offered 2010-2011 and alternate years.
- 308s HISTORY OF THE ENGLISH LANGUAGE 4  
Developments in the language from Anglo-Saxon to the present, including processes of language change, issues of language and society and stylistic analysis of literature. Offered 2009-2010 and alternate years.
- 310s STUDIES IN EARLY LITERATURE 4  
Thematic or generic studies in medieval and early modern literatures (for example, Love and Poetry in the Middle Ages or Medieval and Renaissance Drama).
- 313f,s STUDIES IN SHAKESPEARE 4  
Thematic, generic or period studies (for example, The Elizabethan Plays, The Tragedies or Shakespeare and Race).
- 317f,s STUDIES IN RESTORATION AND 18TH-CENTURY LITERATURE 4  
Thematic, generic or period studies (for example: The Colonial Imagination or Forms of Fiction).
- 321s STUDIES IN ROMANTICISM 4  
Thematic, generic or period studies (for example, British Romantic Writers, Transatlantic Romanticisms, Romanticism Through the Ages, or Romanticism, Orientalism and Imperialism). Offered 2010-2011 and alternate years.
- 322f,s (Women's Studies 322, when the topic pertains to Women's Studies)  
STUDIES IN 19TH-CENTURY LITERATURE 4  
Thematic, generic or period studies (for example, Victorian Historicism, The Realist Novel or 19th-Century Poetry), including courses that combine British and American literature. Offered 2009-2010 and alternate years.

- 325f (Africana Studies 325)  
 STUDIES IN AFRICAN-AMERICAN LITERATURE 4  
 Thematic, generic or period studies (for example, The African-American Novel or Major African-American Writers)
- 330f,s STUDIES IN LITERARY GENRE 4  
 Studies focusing on specific traditional, marginal or innovative literary genres (for example, Modern Drama, Autobiography or The Graphic Novel). Offered 2010-2011 and alternate years.
- 340s (Women's Studies 345)  
 STUDIES IN GENDER AND SEXUALITY 4  
 Exploration of constructions and representations of gender and sexual identities in literature (for example, Lesbian Novel, American Genders and Sexualities).
- 345f,s STUDIES IN AMERICAN LITERATURE 4  
 Thematic, generic or period studies (for example, The American Renaissance or American Realism and Naturalism).
- 350s (Women's Studies 350, when the topic pertains to Women's Studies)  
 STUDIES IN MODERNISM 4  
 Thematic or generic studies (for example, Modern Poetry, or Virginia Woolf and Modernism). Offered 2009-2010 and alternate years.
- 352f,s (Africana Studies 352)  
 STUDIES IN POSTCOLONIAL LITERATURE 4  
 Study of literature written in nations that were formerly European colonies (for example, the literature of South Asia, South-East Asia, the Middle East, Africa, the Caribbean, Australia, New Zealand and Canada).
- 355s (Women's Studies 355, when the topic pertains to Women's Studies)  
 STUDIES IN 20TH-CENTURY AND CONTEMPORARY LITERATURE 4  
 Studies of themes in recent literature (for example, Postmodernism, Transatlantic Literature or Postwar Literature). Offered 2010-2011 and alternate years.
- 370s (Spanish 370) (Women's Studies 370, when the topic pertains to Women's Studies)  
 TOPICS IN LATINO LITERATURE 4  
 See Spanish 370 for description.
- 410f,s SPECIAL STUDY 2-4  
 Selected texts to meet the interests of individual students, designed to allow

the student to explore an area of study outside the regular department offerings. Requires permission of instructor.

- 480f SENIOR RESEARCH SEMINAR IN LITERATURE 4  
Independent research in a seminar setting, with discussion of research methods and ongoing work by seminar members. By the beginning of the senior year, the student identifies a topic of particular interest to her. During the senior seminar, she explores the topic and develops the inquiry into a substantial scholarly essay. For the relationship of this seminar to senior independent study, see 490 (literature) below.  
Prerequisite: must be a senior English Literature major
- 490s INDEPENDENT STUDY IN LITERATURE 4  
Independent research carried out under the supervision of a department member, designed to allow the student to pursue in greater depth a study begun in English 480. On the basis of the work reflected in her senior-seminar essay, the English-literature major may apply to expand the inquiry through independent study in the spring semester. The English literature-creative-writing major may apply for independent study either in literature or in creative writing (see 490 under creative-writing courses).  
Prerequisite: senior standing, completion of 480, permission of instructor and department approval
- Creative and Expository Writing
- 200s INTRODUCTION TO NONFICTION WRITING 4  
An introduction to the craft of nonfiction writing focusing on the rhetorical skills underlying journalism (news, editorials, interviews and features) and other forms, such as the essay.
- 201f INTRODUCTION TO FICTION WRITING 4  
Principles and forms of narrative writing. Illustrative readings and frequent writing.
- 202f INTRODUCTION TO POETRY WRITING 4  
An introduction to the craft of poetry, through regular written assignments and readings in a variety of contemporary poets and poetic movements and traditions.
- 203s (Theatre 203) DRAMATIC WRITING I 4  
See Theatre 203 for description.

- 205f (Theatre 205, when the topic pertains to dramatic writing)  
 TOPICS IN CREATIVE WRITING 4  
 Topics in creative writing, including courses taught by visiting writers. Specific topics will be announced before spring course selection.
- 206s INTRODUCTION TO CREATIVE WRITING 4  
 A multigenre course that will introduce students to writing in the forms and modes of creative non-fiction (personal essay, new journalism, memoir, travel writing and the lyric essay), fiction, including microfiction and short story, and poetry (prose, narrative, and lyric), and dramatic writing.  
 Fulfills the Fine Arts Standard.
- 300f NONFICTION WORKSHOP 4  
 Intermediate nonfiction writing with emphasis on the feature article, the personal essay and experimental forms.  
 Prerequisite: 200, 205 (if in nonfiction), or 206
- 301s FICTION WORKSHOP 4  
 Intermediate fiction writing. Readings in theory and practice; the writing and rewriting of a group of stories. Individual conferences and group sessions.  
 Prerequisite: 201, 205 (if in fiction), or 206
- 302s POETRY WORKSHOP 4  
 Intermediate poetry writing. Presentation and discussion of student work and exploration of poetic craft and current issues in poetry and poetics.  
 Prerequisite: 202, 205 (if in poetry), or 206
- 303s (Theatre 303) DRAMATIC WRITING II 4  
 See Theatre 303 for description.
- 415f,s DIRECTED STUDY IN CREATIVE WRITING 4  
 Advanced study in literary craft under the supervision of a department member  
 Prerequisite: 300-level course in the chosen genre
- 481f SENIOR RESEARCH SEMINAR IN CREATIVE WRITING 4  
 Independent creative writing in a seminar workshop setting, with discussion of process, craft and revision. By the beginning of the senior year, the student identifies a project and genre of particular interest to her. During the senior seminar, she researches, drafts and develops a manuscript-length project with an accompanying critical craft essay. For the relationship of this seminar to senior independent study, see 490 (creative writing) below).

Prerequisite: must be a senior English Literature-Creative Writing major.

490s SENIOR INDEPENDENT STUDY IN CREATIVE WRITING 4

Independent creative work carried out under the supervision of a creative-writing faculty member; designed to allow the student to pursue in greater depth work begun in previous courses. Application is made on the basis of a portfolio of advanced work already completed. The student may also apply to do a combined creative-scholarly project.

Prerequisite: senior standing in English literature and creative writing, completion of 480, permission of instructor and departmental approval.

## **ENVIRONMENTAL AND SUSTAINABILITY STUDIES**

Martha Woodson Rees, *co-director and professor of anthropology*

Harry Wistrand, *co-director and professor of biology*

Human activities change our planetary environment and resources on a scale that was previously unimaginable. Local, regional, and global organizations and governing bodies are assessing the impact and establishing new practices to preserve resources for the current and future generations. Environmental and Sustainability Studies is a unique interdisciplinary program that combines environmental studies and sustainability, encouraging students to think deeply and act on the challenges and solutions to the problems of the environment and its limitations, especially relating to human impact. Experiential learning is emphasized, with opportunities for student involvement in the sustainability effort on the Agnes Scott campus and off-campus internships.

The core of the minor introduces students to the social and scientific aspects of these fields, and electives permit a student to design her approach to the challenges with input from other social, scientific, and humanistic disciplines. The minor includes an internship as an elective during or after the junior year; students are encouraged to synthesize at least two different areas of study in their projects.

Students wishing to minor in the program should consult early in their college careers with one of the co-directors to plan a course of study.

### **Requirements for the Environmental and Sustainability Studies Minor:**

Minimum of five courses; at least two of the courses in the minor must be at the 200-level or above.

ESS 101, INTRODUCTION TO ENVIRONMENTAL AND SUSTAINABILITY STUDIES

Natural Science (one course):

BIO 108 or BIO 308 (for Biology majors)

Social Science (one course):

ANT 230, ECO 101 or POL 103

Elective courses (two courses):

ANT 230, BIO 215, BIO 308, CHE 210, PHI 109 (when environmental ethics is the topic), AST 150 (when the environment or sustainability is the topic), Public Health 101, REL 271, ESS 450

101s INTRODUCTION TO ENVIRONMENTAL AND  
SUSTAINABILITY STUDIES

4

Causes and effects of human incursion into natural systems. Examination of social, political, ethical and economic issues and theory in light of ecological and evolutionary principles, with a goal of developing sustainable programs. Fulfills the second semester science requirement.

110su ISSUES IN ENVIRONMENT AND SUSTAINABILITY

4

This course will investigate individual, societal and economic perspectives of environmental and sustainability issues. This course will cover a broad range of topics and key issues in sustainability from local, regional, national and global perspectives.

## **FILM AND MEDIA STUDIES**

### Faculty

Willie Tolliver, Associate Professor of English and co-director

Juan Chattah, Assistant Professor of Music and co-director

The film and media studies program at Agnes Scott offers students the opportunity to concentrate on film as an art and as a means of expression. Within the minor the student will examine the narrative dimensions of film as well as the unique vocabulary and language of film technique. The program also focuses on film theory and film history as well as the ideological, social and cultural implications of film discourse. The program additionally offers courses focusing on the analysis of other media and popular culture. Drawing its courses from across the curriculum, the program emphasizes interdisciplinary learning, allowing students to synthesize their study of film and media through a number of perspectives: English, art, theatre, history, languages, political science, sociology, anthropology, religion, music, and philosophy. The mission of the program is to recognize the importance of visual literacy in our culture and of film and media in the liberal arts.

### **Requirements for the Minor:**

A minimum of 20 hours is required for the minor. Students must take English 230: Introduction to Film Studies and English 230: Film History. Students must choose three additional Film and Media Studies course electives.

At least one course must be taken above the 200-level.

#### Required Courses:

English 230	INTRODUCTION TO FILM STUDIES	4
English 230	FILM HISTORY	4

#### Three Electives;

(Music 206) MUSIC AND CINEMA: FILM MUSIC 4

(English 230) TOPICS IN FILM STUDIES (ALFRED HITCHCOCK, WOODY ALLEN, ROMANTIC COMEDY, WOMEN AND FILM) (offered in summer term) 4

#### (Religious Studies 233):

CONSTRUCTING TIBET THROUGH FILM AND LITERATURE 4

Theatre 303	DRAMATIC WRITING II	4
	(Religious Studies 316):	
	THE POLITICS OF THE APOCALYPSE	4
	(Political Science 317):	
	POLITICS OF THE MASS MEDIA	4
	(German Studies 330):	
	GERMAN FILM	4
	(History 354):	
	CHINESE WOMEN ON FILM: HISTORY AND THE CINEMATIC IMAGINATION	4
	(Religious Studies 335):	
	JESUS IN HISTORY AND CULTURE	4
	(Sociology 370):	
	AFRICAN-AMERICAN IMAGES IN POPULAR CULTURE	4
French 345	FRENCH LITERATURE AND GENRE	
	(when the topic relates to Film Studies)	4
French 375	FRENCH FILM	4

## **FIRST-YEAR SEMINARS**

Director

Tracey E.W. Laird, *Chair and Charles Loidans Associate Professor of Music*

First-Year Seminars introduce students to college-level thinking during their first semester. Students learn to write and speak more effectively, begin to think more critically, and to broaden research strategies all the while they are pursuing deeper knowledge of the seminar topic. Seminars are open only to entering students, are limited in size, and are led by a faculty member who designs the special topic for each course. Because of their interdisciplinary nature, these courses allow students to explore the topic from different perspectives.

190f,s FIRST-YEAR SEMINAR

4

Seminars offering first-year students an opportunity to study focused topics in small groups. Some sections may be connected and organized around a related theme. All courses include a significant writing component.

Open only to first-year students; class size limited to 16.

### **2009-2010 Topics**

**THE BIBLE AND HUMAN RIGHTS IN ATLANTA** (Tina Pippin)

This course investigates the historical, social, political, and economic context of the Atlanta area with special emphasis on religious communities (Judaism, Christianity, and Islam) and theological responses in community organizing, the history of the civil rights movement, human rights education and gender justice. We will read theoretical works in religious and biblical studies and human rights history with a focus on the city of Atlanta. This course is experience-based (theory-practice learning), and many class sessions will be on-site at various locations in Atlanta.

**A BRAVE NEW WORLD** (Tim Finco)

Rabbits are genetically modified to glow a bright fluorescent green, all for the sake of art. In Russia, stem cells are used to treat everything from wrinkles to Parkinson's disease. A for-profit company now offers complete genome sequencing services to private citizens. Tobacco plants are genetically modified to help detect land mines. A single mother with six young children gives birth to octuplets following in vitro

fertilization. Gene therapy successfully reverses blindness but in other applications causes cancer. Parents use genetic testing to predict in which sports their child is most likely to excel. These are but a few examples of how genetics, molecular biology, and biotechnology are being applied for the betterment (or to the detriment) of our lives and the world in which we live. In this course we will explore these and other applications, and will debate the moral, ethical, political, economic, legal, and environmental issues upon which these technologies impinge.

#### MAD IN AMERICA: MENTAL ILLNESS IN THE MOVIES, THE MEDIA AND THE LABORATORY (Barbara Blatchley)

There are a number of popular notions about the causes of mental illness, from blaming Mom to blaming the sufferer's genes. This course will examine popular depictions of three mental illnesses (depression, anxiety disorders, and schizophrenia) in the movies and the media. We will also examine what modern neuroscience and experimental psychology have to say about the causes of mental illness, along with new and innovative suggestions for treatment. Special focus will be put on the biology of mental illness, basic brain function, and how treatments address the underlying biological foundation of these disorders.

#### GALILEO TONIGHT!—SCIENCE AS PERFORMANCE (David Thompson)

In conjunction with the International Year of Astronomy, the 400th anniversary of Galileo's first use of the telescope and Agnes Scott's Project Galileo, this seminar will focus upon the ways in which science works, and does not work, in a theatrical setting. The course will draw heavily upon the premiere production of the all-female version of Bertolt Brecht's *Life of Galileo* by the Blackfriars of Agnes Scott College and the Theatre Program. Topics for discussion will cover both a range of theatrical techniques and the scientific subjects that inspired them. The class will also study selected performances that present a fanciful image of scientists. Is it possible that Sir Isaac Newton was a murderer? Was Einstein actually a spy? Did Möbius really feign madness in fear of his own discoveries? Did the living room of Nils Bohr resemble a nuclear reactor? Was J. Robert Oppenheimer more concerned with quotations and oratory than physics? These questions and others will illuminate subjects both astronomic and atomic.

#### GALILEO, THE TELESCOPE, AND THE BIRTH OF MODERN SCIENCE (Chris De Pree)

What is Galileo's relevance to the modern world? In the 400th anniversary year of the first use of the telescope, students in this class will study the scientific and cultural legacy of the astronomer Galileo Galilei (1564-1642). Each student in the class will assemble and use a "Galileoscope," a small optical telescope produced in commemoration of the International Year of Astronomy. The telescopes will be provided to students in the class so that they will be able to reproduce Galileo's observations of the Moon, Jupiter, Saturn and Venus and write about their own observations. Students will read about Galileo's discoveries in his own words as well as from modern writers reflecting on his contributions to our understanding of the universe.

#### MINDFULNESS 101 (Elizabeth Hackett)

To be mindful is to be fully present - present to oneself, to one's surroundings, and to what one is doing. Contemporary scientific research is confirming what practitioners of mindfulness have claimed for millennia: cultivating the habits of mindfulness helps people to de-stress, to focus, to know themselves more fully and to be more empathetic. This class will be an interdisciplinary introduction to mindfulness theory and practice. We will study such things as: the historical roots of mindfulness in various religious traditions (e.g., meditation in Buddhism and centering prayer in Catholicism); contemporary secular manifestations of mindfulness practice (e.g., mindfulness-based stress reduction and yoga classes); the neurological effects of meditation; and the connections among mindfulness, social justice, and nonviolence. Along the way, we will engage in a variety of practices designed to cultivate mindfulness, such as focused breathing, walking meditation, and close listening.

#### THE IMMIGRANT EXPERIENCE IN AMERICA (Madeline Zavodny)

We often hear that the United States is a nation of immigrants. What does that mean? This course will examine the wide diversity of immigrant experiences in America, both contemporary and historical. We will discuss whether and how immigrants assimilate into the broader society and how immigrants change America as well. The course will incorporate readings from literature, sociology, and economics and a wide variety of disciplinary perspectives.

WRITING LIVES, CHANGING LIVES: REFUGEE AND IMMIGRANT AUTOBIOGRAPHIES  
(Leslie Coia)

We are storytelling animals. Personal stories, autobiographical narratives, help us make sense of our world. Centered around refugee and immigrant autobiographies, including such as classics as Hoffman's *Lost in Translation* and Rodriguez' *Hunger for Memory*, we shall explore how autobiographical reflection on cultural identity and education can transform our understanding of self. An important component of this course is working with young women refugees from countries such as Burma, Iraq and Eritrea. Through this work we shall enrich our understanding of the power and limits of autobiography to understand and change our lives.

MONSTERS, ROBOTS, VAMPIRES, AND CLONES: IMAGES OF THE NON-HUMAN FROM THE 19TH TO THE 21ST CENTURY (Gundolf Graml)

Undead, nonhuman, or artificial bodies confront us on an almost daily basis via contemporary TV and film. Vampires threaten to extinguish entire villages, robots run amok and turn against their human engineers, and clones infiltrate and destroy communities. While the more exaggerated versions of these stories remain confined to the realm of entertainment media, similar topics appear in more subtle ways in mainstream media, where issues like cloning and reproductive medicine are routinely connected to images of monstrosity and a declining humanity.

In this seminar we will read and discuss cultural texts that trace the fears and discourses surrounding non-human figures from 19-century stories and legends to 20th- and 21st-century novels and films. By analyzing and comparing texts from different genres and historical periods, as well as from different national and ethnic communities, we will try to understand how images of the nonhuman at times expressed fears about the unknown and, at other times, legitimized verbal and physical discrimination and violence against various "outsiders:" women, immigrants, racial others, mentally and physically impaired, AIDS patients, etc.

Literary works will include E.T.A. Hoffmann's novella *The Sandman*, Bram Stoker's *Dracula*, Mary Shelley's *Frankenstein*, and Franz Kafka's *Metamorphosis*. We will watch and interpret films such as Fritz Lang's *Metropolis*, Paul Wegener's *The Golem*, F.W. Murnau's *Nosferatu*, and Ridley Scott's *Bladerunner*.

### ETHICS AT WORK IN DRAMA AND FILM (Peggy Thompson)

Imagine being forced to choose between your ethical integrity and your livelihood. Or imagine being in a position of power at the workplace in which you could threaten the integrity or livelihood of another. This course will focus on plays and films that dramatize such dilemmas. Our discussions will consider not only the tension between ethics and economics, but also the additional factors of history, gender, race, and politics—all as they are embodied within the various artistic forms of film and drama. Possible texts include *All My Sons*, *Day of Absence*, *The Crucifixion*, *Mrs. Warren's Profession*, *Top Girls*, and *The Insider*. Wherever possible, we will relate these works to ethically significant situations, decisions, and actions in the contemporary world.

### SCANDAL AND THE LIMITS OF THE FREEDOM OF THE PRESS: BULLDOG COACH WALLY BUTTS V. *THE SATURDAY EVENING POST* (Gus Cochran)

How can the *Star* and the *National Enquirer* get away with printing outrageous falsehoods about star's alien babies, celebrities' supposed divorces, affairs, addictions, feuds and fights? Do public figures need more privacy and protection against false charges of scandal? Or, on the contrary, do the media need more protection from frivolous lawsuits to support their role as watchdogs for the public? A series of moot courts will allow us to explore these questions as we follow the twists and turns of evolving libel law over the last half century, set against major social changes in the US and institutional transformations in the mass media. Using as a lens the case in which Bulldog coach Wally Butts sued the venerable Saturday Evening Post for printing a story claiming that he and Bear Bryant "fixed" a Bama-UGA football game, we will examine constitutional freedom of the press and its limits in the common law of libel.

### CRYPTOLOGY: MAKING AND BREAKING SECRET CODES (Alan Koch)

How did Julius Caesar communicate with his generals? How did three British codebreakers draw the Americans into World War I? How did America, Britain, and Poland crack Nazi Germany's "unbreakable" Enigma code? How can today's financial institutions exchange information without working out a coding system ahead of time? How are online web transactions conducted in a secure manner? How can a code be designed so that anyone can encode a message but only the recipient can

decode it? How can a message carry a “digital signature” to authenticate its origin?  
What is the future of secret codes?

This course will address the mathematics behind both aspects of cryptology: making and breaking secret codes. We will include a historical perspective, starting with the Caesar cipher and progressing through Vigenère squares, the Enigma machine, and Rivest-Adelman-Shamir “public key” codes. We will explore vulnerabilities in these ciphers and show how they can be broken.

#### MUSIC OF LATIN AMERICA AND THE CARIBBEAN (Calvert Johnson)

Diverse influences shaped the development of Latin American and Caribbean music, including traditions of Native Americans, Europeans, Africans and North Americans, as well as the musical styles resulting from mixed race and mixed-culture groups (mestizo and criollo).

We will study pre-encounter cultures (Aztec and contemporary Venezuelan Warai); Spanish colonial music; African influences (vodou, rumba, plena, merengue, salsa, marimba musics, Brazilian candomblé, Afro-Peruvian musics); Mexican music (son, corrido, villancico, ranchera, mariachi); other mestizo musics (Paraguayan harp music, Brazilian caboclo and zabumba) Caribbean contemporary musics (zouk, calypso, steel band); Argentinian tango, Chilean protest music (tonada and nueva canción), and Peruvian and Bolivian indigenous Andean music.

We will examine their musical instruments, social structures and answer such questions as: Who performs? Who listens? What genres? When is music performed? Where is music performed? Why is music performed? In what ways has the music changed over time and why? What meaning does the music have for participants, whether performing or listening? What insights into the history and culture of the region does the music offer?

#### “WRITING HISTORY WITH LIGHTNING”: SOUTHERN HISTORY THROUGH FILM

(Tammy Ingram)

After a private White House screening of the nation’s first major feature-length film, *Birth of a Nation*, President (and former history professor) Woodrow Wilson exclaimed, “It’s like writing history with lightning!” In the century since, film has written and rewritten history time and again. Many people, for instance, learned all they know about the Civil War from the film *Glory*. Others may not have taken a single American History course, but they’ve seen *Forrest Gump* and can recognize

major figures and events in 20<sup>th</sup>-century American history. Still others feel they know a great deal about Scottish patriot William Wallace because they've seen Braveheart. Each of these films contains elements of both truth and fiction and, like it or not, they've had a tremendous impact on the way the public thinks about specific historical events. In this course, we will view a variety of films about the South—from documentaries to feature films to films based on real events—in order to explore the myriad ways different genres inform our understanding of the past. We will view the films in this course not in chronological order according to subject matter, but according to when they were made. This will help us both to understand how current events impact filmmaking and to interrogate the ways the South has been constructed (and reconstructed) time and again over the past century.

#### THE SCIENCE OF DRUG ACTION (Lilia Harvey)

In our society there seems to be a pill for every ailment, whether physical or emotional. In particular, the use of drugs to alter brain chemistry has become increasingly common and acceptable in people of all ages. In this course, we will explore the biological mechanisms and chemical nature of drugs that affect the brain. We will learn about the major classes of psychoactive drugs and study representative drugs in detail, with an emphasis on how each drug exerts its biological effects. The course will include an introduction to the major research tools and methods used to understand how drugs work. Discussions of drug use and abuse will be integrated into the course, including the social implications, public health consequences, and biological basis of drug addiction and treatment.

## **FRENCH AND GERMAN**

French Faculty

Julia House, visiting instructor

Julia C. Knowlton, associate professor and chair

Philip Adegboye Ojo, assistant professor

All courses offered by the French program are designed to develop students' proficiency in the understanding, speaking and writing of French and to foster a knowledge of French and Francophone cultures. Upper-intermediate and advanced courses are devoted to literature written in French and the social, political and historical contexts of its production.

With the office of international education, the French program offers students a wide range of opportunities for spending an academic year or a semester abroad studying French and the culture and literature of the Francophone world. Courses of foreign study recently selected by students include French literature and culture at the Sorbonne, French linguistics and literature at l'Université Catholique l'Ouest at Angers and African economics and the French language in Sénégal. With some restrictions, courses taken abroad count toward fulfilling requirements for the major or minor. Further possibilities for foreign study are available through the Coca-Cola Global Awareness and Global Connections programs.

Each year, the French program is joined by a teaching assistant from France, whose responsibilities include working alongside full-time faculty members in grammar classes, teaching intermediate conversation and supervising the French table.

Entering students who elect French must take a placement test. Those who place into 230 or above will have satisfied the specific standard for study of a foreign language. Otherwise, this standard is achieved through successful performance in 202. The distributional standard for study of literature in the language of its composition is fulfilled by successful performance in any one of the upper-intermediate courses (241, 242, 243) or in any 300-level course.

Students also have an opportunity to improve their language skills by completing a one credit French component in a Language Across the Curriculum interdisciplinary course.

### **Requirements for the Major:**

Prerequisite coursework for completion of the major: French 202

230 and 231

Two courses from the following: 241, 242 and 243

Four courses at the 300 level

FRE 480

207 and Global Connections courses do not count toward the minimum major.

Majors are strongly encouraged to study abroad and to participate in Language Across the Curriculum courses.

**Requirements for the Minor:**

230 and 231

Two courses from 241, 242 and 243

One course at the 300 level

207 and Global Connections courses do not count toward the minimum minor.

101f	ELEMENTARY FRENCH I	4
	For students who begin French in college. Introduction to the French language and culture. Three class periods followed by a session of oral practice.	
102f,s	ELEMENTARY FRENCH II	4
	Continuation of 101; 101 and 102 are the equivalent of two years of secondary school preparation.	
	Prerequisite: 101	
201f,s	INTERMEDIATE FRENCH I	4
	Grammar review, oral and written comprehension, reading and composition.	
	Prerequisite: 102	
202f,s	INTERMEDIATE FRENCH II	4
	Continuation of 201 with emphasis on selected readings.	
	Prerequisite: 201	
202Lf	(Art 202L) THE MIDDLE AGES: IMAGES AND IDEAS, FRENCH COMPONENT 1	
	See Art 202L for description.	
207f,s	INTERMEDIATE FRENCH CONVERSATION	2
	This course may be repeated once with permission from the department or faculty members designated by the department chair.	
	Prerequisite: 202 with a grade of B- or above	
230f,s	ADVANCED GRAMMAR AND COMPOSITION	4
	In-depth review of French syntax at an advanced level and development of linguistic skills necessary for fluent writing in French. Emphasis on	

- composition in various styles and registers. Some practice in translating English to French will be included.  
Prerequisite: 202
- 232 Introduction to French/Francophone Cultures 4  
Course content will focus on the relationships between sociopolitical change and artistic expression in France and in the Francophone world. Emphasis will be placed on historical development, post-colonial identities, and contemporary cultures. Taught in English.
- 241f SELECTED READINGS IN FRENCH LITERATURE FROM THE MIDDLE AGES THROUGH 1800 4  
Literary selections from the origins of the French tradition through the French Revolution will be studied in their cultural, historical and socio-political context. Various literary genres will be presented. Readings will emphasize diverse depictions of women's limitations, resistance and liberation.  
Prerequisite: 230 or equivalent  
Offered 2007-2008 and alternate years
- 242f SELECTED READINGS IN FRENCH LITERATURE, 1800 TO THE PRESENT 4  
Literary selections from Romanticism onward studied in their historical and cultural contexts. Discussion topics may include: Romanticism and the self; Realism and industrial culture; relations among the arts; Symbolist poetry and prose; avant-garde prose, poetry and theatre; colonialism and exoticism; political engagement and "disengagement;" feminism and the novel; literature in French produced outside France.  
Prerequisite: 230 or equivalent
- 243f,s INTRODUCTION TO FRANCOPHONE LITERATURES AND CULTURES 4  
An introduction to selected texts representing the diversities of Francophone identities will afford students the opportunity of refine their reading, writing, and speaking skills while learning he richness, variety and complexity of the Francophone world.  
Prerequisite: 230
- 309Lf (History 309L)  
THE ENLIGHTENMENT AND THE FRENCH REVOLUTION, FRENCH COMPONENT 1  
Reading and discussion of complementary and parallel texts to those used in History 309. Conducted in French.

- Prerequisite: 202; Corequisite: History 309
- 345f FRENCH LITERATURE AND GENRE 4  
 Prose, poetry and theatre will be considered either individually or in relation to one another.  
 Prerequisite: 230 and one 200-level literature course
- 355s (Africana Studies 355)  
 TOPICS IN FRANCOPHONE LITERATURE AND CULTURE 4  
 Francophone literary and other texts will be analyzed with particular emphasis on colonization, decolonization, neocolonialism and nationalism, slavery, marginalization, identity and otherness, language and orality. Specific regions of Francophone production may include Canada, Africa, Europe, the Caribbean and Asia.  
 This course may be repeated when specific content varies.  
 Prerequisite: 230, and one 200-level literature course
- 375s FRENCH FILM 4  
 Topics in French cinema from avant-garde to the present, with an introduction to film theory. Screenplays may also be studied.  
 Prerequisite: 230 and one 200-level literature course
- 390 SPECIAL TOPICS IN FRENCH LITERATURE AND CULTURE 4  
 Topic changes by semester, as determined in advance by the instructor and in consultation with the French faculty. This course may be repeated as specific content varies.  
 Prerequisite: 230 and any one of 241, 242, 243
- 410f,s SPECIAL STUDY 2-4  
 Supervised to meet the needs of individual students.
- 480 SENIOR SEMINAR IN FRENCH/FRANCOPHONE STUDIES 4  
 Independent research in a seminar setting. Before the start of her senior year, the student submits a research topic in literary analysis/theory, cultural studies, or film studies. Upon departmental approval, the student then develops her inquiry into a substantial scholarly essay.  
 Prerequisite: Must be a senior French major
- 490f,s INDEPENDENT STUDY 4-8  
 Independent research arranged under the supervision of a program member.

## **German Studies**

### Faculty

Gundolf Graml, Program director, assistant professor

All courses offered by the German Studies program focus on the development of students' proficiency in understanding, speaking, and writing of German. In addition, both the introductory and intermediate language courses as well as the upper-intermediate and advanced courses on German culture, history, and literature enable students to acquire critical literacies for studying, describing, and analyzing the discourses and productions of the German-speaking cultures in its varying social, political, and historical contexts. A strong emphasis on interdisciplinary approaches provides students with many opportunities to make connections between German and other disciplines and programs of study.

In collaboration with the office of international education, the German Studies program offers numerous opportunities to study abroad for a semester or a year in Germany, Austria, or Switzerland. Courses taken abroad are an important element in developing proficiency in German and, with some restrictions, also count toward fulfilling requirements for the major or minor.

Each year, a teaching assistant from Austria or Germany joins the program and works alongside full-time faculty in language classes, teaches intermediate conversation, and organizes cultural events such as cultural hour and the German coffee table.

Entering students who elect German must take a placement test. Students who place into German 210 or above will have satisfied the specific standard for study of a foreign language. Otherwise, this standard is achieved through successful performance in German 202. The distributional standard for literature is fulfilled by successful performance in German 222 or any other advanced literature course. Students majoring in German must complete a final project and present it at a special meeting of the German Studies faculty. The project is usually planned and prepared as part of German 480.

### **Requirements for the Major:**

Required courses:

200, 210, 222, 324, 480 and three additional 300-level courses

Majors must take a minimum of eight courses beyond German 202. German 211 does not count towards the major. Entering students who are placed in an advanced

level of German may be given permission to complete the major with fewer than eight courses. Permission is given by the program director and the assistant dean of the college.

Students in the German Studies Major are strongly encouraged to study abroad for at least one semester.

**Requirements for the Minor:**

210, 324, and three additional courses beyond German 202. German 211 does not count towards the minor.

Students in the German Studies Minor are strongly encouraged to study abroad for at least one semester.

101f	ELEMENTARY GERMAN I	4
	Emphasis on speaking and understanding spoken German, with a solid basis of grammar. Reading and discussion of simple texts. All students with one or more years of German in high school are required to take the placement test.	
102s	ELEMENTARY GERMAN II	4
	Continuation of 101. All students with one or more years of German in high school are required to take the placement test.	
	Prerequisite: 101 or equivalent	
201f	INTERMEDIATE GERMAN I	4
	Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts. All students with one or more years of German in high school are required to take the placement test.	
	Prerequisite: 102 or equivalent	
200f	Introduction to German Cultural Studies	4
	This course introduces students to theories and methods that facilitate an interdisciplinary approach to German cultural texts, ranging from literature to music and to visual arts. Taught in English.	
202s	INTERMEDIATE GERMAN II	4
	Continuation of 201. All students with one or more years of German in high school are required to take the placement test.	
	Prerequisite: 201 or equivalent	
210f	COMPOSITION AND CONVERSATION	4
	Practical course designed to develop fluency in writing German. Emphasis on composition in various styles and registers.	

	Prerequisite: 202	
211f	CONVERSATION	2
	Theoretical and practical aspects of German pronunciation with intensive drills. Does not fulfill the language requirement for the international relations major.	
	Prerequisite: 102	
222f	DEVELOPMENTS IN GERMAN LITERATURE	4
	Course introduces students to crucial periods, genres, and authors from ca. 1800 to the present.	
	Prerequisite to all 300-level literature courses. Fulfills the literature standard.	
	Prerequisite: 202	
324s	ADVANCED GERMAN LANGUAGE STUDY	4
	Emphasis on stylistics, composition styles and vocabulary building working with contemporary text materials.	
	Prerequisite: 210 or permission of program director	
330s	GERMAN FILM	4
	Survey of selected historical, formal, and aesthetic developments in German cinema from silent films to the present, including topics such as mountain films, propaganda and feature films of the National Socialist period, and auteur films. Taught in English.	
340f	THE HISTORY, LITERATURE, AND CULTURE OF AFRO-GERMANS	4
	This course focuses on the history, literature and culture of people of African descent living in German-speaking countries and on discourses of German identity.	
	Prerequisite: 202	
	Fulfills the Social and Cultural Analysis Standard	
350s	CONTEMPORARY GERMAN LIFE AND THOUGHT	4
	This course explores selected topics and debates in contemporary Germany, ranging from German re-unification to environmental politics, gender discourses, and immigration policies.	
	Prerequisite: German 202	
360f	ADVANCED GERMAN LITERATURE	4
	Students engage in-depth with a specific literary period, author, or genre in the literature of the German-speaking cultures.	
	Prerequisite: German 222	

	Fulfills the Literature Standard	
410f,s	SPECIAL STUDY	2-4
	Supervised to meet the needs of individual students.	
480s	ADVANCED TOPICS IN GERMAN CULTURAL STUDIES	4
	Senior course in the German Studies major. Course provides an in-depth focus on a particular topic and prepares students for the final project in the German Studies major.	
	Prerequisites: Completion of all 300-level courses required for the major	
490f,s	INDEPENDENT STUDY	4-8
	Independent research arranged under the supervision of a program member. Results are presented both orally and in writing. May be done in English with program approval.	

## GLOBAL AWARENESS

Director

Jennifer A. Lund, *director of international education*

The Coca-Cola Global Awareness Program combines two courses for a total of six credits. The on-campus semester long course is followed by a December-January or a May-June international experience. This introductory-level program offers students the opportunity to study and experience a culture different from their own. The purpose of this program is to provide background theory and make the theory of culture real through the experience in the selected country with a time to integrate the experience upon return. The purpose is also for students to see personal and global issues from a cross-cultural perspective. This course will include a survival-language component, when feasible. Students must apply and be accepted to the program before being registered in GA 200 and 201.

200f,s GLOBAL AWARENESS CONCEPTS 4

Concepts and theories of culture, cultural diversity and cross-cultural perspectives and communications will be explored. The student will examine her own culture as it relates to the cultures of the country being studied. The course may include study of the history, arts, geography, environment, economics and politics of the country.

Required corequisite course: Global Awareness 201

Prerequisite: 12 credits of Agnes Scott credit

201f,s GLOBAL AWARENESS EXPERIENCE 2

The Global Awareness faculty will lead students on a two- to four-week international experience to enhance their cultural learning by experiencing aspects of the host country and culture. A minimum of one class session will be devoted to the study of culture and language (when feasible) to complement the four-credit Global Awareness Concepts class (GA 200). These two courses will be taken simultaneously.

Required co-requisite course: Global Awareness 200

Special fees are required for the international travel component. Agnes Scott College provides a partial subsidy to defray some of the costs. See the Office of International Education.

203 GLOBAL CONNECTIONS EXPERIENCE2

The Global Connections Experience includes an on-campus course focused on a specific topic within the context of a particular country, which is followed by an in-country experience. This course provides a “connection” with and international extension of other ASC courses.

Prerequisites and co-requisites vary depending on the selected Global Connections topic and country.

## HISTORY

### Faculty

Tovah Bender, *visiting assistant professor*

Mary C. Cain, *associate professor*

Tammy L. Ingram, *James T. and Ella Rather Kirk Visiting Assistant Professor of U.S. History*

Violet M. Johnson, *professor*

Katharine D. Kennedy, *Charles A. Dana Professor of History and chair*

Shu-chin Wu, *assistant professor*

The central purpose of the history curriculum is to give students who come from a variety of cultural traditions an understanding of the development of values, institutions and social structures during short and long periods of time.

By offering courses on different regions of the world and on different eras in history, and by emphasizing diversity within cultures, history courses seek to deepen each student's understanding of human experience in its multiple facets. By challenging students to learn about people who are different, history teaches open-mindedness and respect for differences. The study of history provides a perspective from which to assess events of the present and prospects for the future.

History students are required to read widely, to think critically and to strengthen their skills in research, writing and speaking. They learn to organize and analyze textual, visual and oral sources while honing their ability both to tell a story and to develop an argument. History provides a framework and a context for insights from other disciplines and in this sense is one of the foundation disciplines of a liberal education, bringing coherence and continuity to information that might otherwise be fragmented and disjointed.

History courses contribute significantly to interdisciplinary programs at Agnes Scott, including Africana Studies, Asian Studies, International Relations and Women's Studies. History majors regularly participate in study abroad, independent research and experiential learning. Resources in Atlanta enable history majors to undertake research in archives and specialized collections and to participate in internships in historic preservation, museums, libraries, business, government agencies and nonprofit organizations.

History majors pursue careers in an almost infinite variety of fields. History is an especially desirable background for further study in law, journalism and public affairs. More directly associated with the discipline are careers in teaching, museum work, historic preservation and information technology, but many majors also pursue careers in business.

History majors are strongly encouraged to participate in a faculty-led Global Awareness or Global Connections programs or any other college-approved study-abroad program.

**Requirements for the Major:**

History 290, 420

One course with a number below 290

At least six additional courses, five of which must be above the 200 level

Courses chosen for the major must include at least one course from each of the following groups. At least two of these groups must be satisfied with a course at the 300 level.

European history: 101, 102, ,219, 220, 305, 308, 309, 311, 312, 313, 314, 318, 343, 345, 347

United States history: 108, 109, 253, 254, 260, 265, 320, 325, 326, 330, 331, 333, 334, 335, 336, 338

Non-Western history: 113, 114, 115, 230, ,257 350, 352, 354, 358, 362

A major in history requires the completion of at least 36 credits of work in history. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

**Requirements for the Minor:**

A minor in history must contain at least 24 credits of work in history, at least 12 of which must be above the 200 level. The program must reflect a degree of thoughtful planning and coherence and must have the approval of the department chair.

101f EUROPE FROM THE MIDDLE AGES TO  
THE FRENCH REVOLUTION

4

European society and culture from the High Middle Ages to the Age of Revolutions including: marriage and family, religion and religious reform, women and gender, popular and elite culture, science and medicine and interaction with world cultures and state building.

102s	EUROPE IN MODERN TIMES	4
	European culture, society and politics in the 19th and 20th centuries, with a focus on nations and nationalism, women and gender, romanticism and modernism, war and peace, communism and post-communism and Nazism and the Holocaust.	
108f	THE FOUNDATIONS OF UNITED STATES HISTORY	4
	A survey of early American history from European conquest to 1877. Main topics include Native-American life; the structure of Colonial society; the Revolution; industrialization; slavery; Westward expansion; the Civil War and Reconstruction.	
109s	THE UNITED STATES IN MODERN TIMES	4
	Survey of the history of the United States since Reconstruction.	
113f	INTRODUCTION TO JAPANESE HISTORY	4
	A survey of Japanese cultural, literary and institutional history from ancient times to the present.	
114f	INTRODUCTION TO ANCIENT AND MEDIEVAL CHINESE HISTORY	4
	This course is a general survey of ancient and medieval Chinese history, from antiquity to roughly 1700 A.D. Topics include the origins of Chinese civilization, the establishment of the empire, and the economic and social development through the middle empires.	
115s	INTRODUCTION TO MODERN CHINESE HISTORY	4
	This course surveys the major social, intellectual and political developments in China from the Opium War of 1839 to the present. Themes include the fall of imperial China, the Chinese revolutions, post-Mao reforms and contemporary Chinese social issues.	
121f	(Classics 121) HISTORY OF GREEK CIVILIZATION	4
	See Classics 121 for description.	
122f	(Classics 122) HISTORY OF ROMAN CIVILIZATION	4
	See Classics 122 for description.	
219s	THE BLACK DEATH	4
	How premodern people understood and responded to the plague medically, religiously, artistically, and culturally, and its impact on the economy, politics	

and society of Europe. The course also considers modern medical and environmental explanations for the Black Death

- 220s (Women's Studies 222) EUROPEAN WOMEN SINCE  
THE MIDDLE AGES 4  
Experiences of and ideas about European women in the public and private spheres from the late Middle Ages through the 20th century.
- 230f THE VIETNAM WARS 4  
An examination of the origins, expansion, and consequences of the Vietnam War from Vietnamese and American perspectives. Topics include French colonialism, the rise of nationalism in Vietnam, the responses to imperialism, American foreign policy and the "wars" at home.
- 253f (Africana Studies 253) AFRICAN-AMERICAN HISTORY TO  
EMANCIPATION 4  
Developments that shaped the history of the black population of the United States through the Civil War. Topics include African beginnings, the Atlantic slave trade, the institution of slavery and the slave community and black activism.  
Offered 2009-2010 and alternate years
- 254s (Africana Studies 254) AFRICAN-AMERICAN HISTORY SINCE  
EMANCIPATION 4  
Developments that have influenced the history of the black population of the United States since the Civil War. Topics include the Great Migration, the Harlem Renaissance and the Civil Rights Movement.  
Offered 2009-2010 and alternate years.
- 257f KINGDOMS, COLONIES AND NATIONS: AN INTRODUCTION  
TO AFRICAN HISTORY 4  
Survey of the main contours of African history from the Sudanic empires to postcolonial nations.
- 260f OLD SOUTH, NEW SOUTH, NO SOUTH 4  
Introduction to the study of the American South, from Jamestown to the present, with a focus on theme of Southern "distinctiveness." Topics include plantation slavery, Cherokee Removal, Civil War and Reconstruction, the New South, Jim Crow, the Civil Rights Movement and "Dirty South" hip-hop music.

- 265s AMERICAN POPULAR CULTURE IN THE 19TH CENTURY 4  
 The culture of everyday life in America in the 19th century. Topics include both "highbrow" and "lowbrow" cultural forms, with special emphasis on the impacts of industrialization; urbanization; class formation and conflict; gender roles; immigration; slavery; religion; and the tension between democratization and hierarchy
- 290s THE HISTORICAL IMAGINATION 4  
 An introduction to the study and practice of history. This course presents students with an overview of historical interpretations through discussions of relevant historiographies, theories and methods for analyzing primary and secondary source material. Designed for majors and minors. Does not meet the distributional standard in historical studies and classical civilizations.
- 305 MEDIEVAL CIVILIZATION 4  
 Emergence of European cultural traditions, political institutions and social organization between the decline of the Roman Empire and the end of the high Middle Ages.
- 308 (Religious Studies 309)  
 RENAISSANCE AND REFORMATION EUROPE 4  
 Culture, politics, religion and society in Europe from approximately 1350 to 1648. The rise of Italian city-states, humanism, northern Renaissance, Luther, Calvin and Wars of Religion.
- 309 THE ENLIGHTENMENT AND  
 REVOLUTIONARY EUROPE 4  
 European culture and society in the age of the Enlightenment; causes and events of the French Revolution and its impact upon Europe.
- 309Lf (French 309L)  
 THE ENLIGHTENMENT AND REVOLUTIONARY  
 EUROPE, FRENCH COMPONENT 1  
 See French 309L for description
- 311s EUROPE IN THE VICTORIAN ERA 4  
 Industrialization, nationalism, imperialism, international affairs, culture, gender and public and private life in 19th-century Europe.
- 312s RUSSIA AND THE SOVIET UNION IN THE 20TH CENTURY 4  
 Revolution, ethnicity, reform, stagnation and disintegration in Russian and Soviet politics, culture, economy and society from 1905 to the present.

- 313f EUROPE IN THE ERA OF THE WORLD WARS 4  
 World War I, Nazism, the interwar years, World War II and the Holocaust, with emphasis on ideology, culture and diplomacy. Offered 2009-2010 and alternate years
- 314s EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION 4  
 Society, economy, culture and foreign affairs in Western and Eastern Europe since the end of World War II, with emphasis on European division and unity, the welfare state, immigration and diversity as well as relations with the United States. Offered 2009-2010 and alternate years.
- 314Ls (German Studies 314L)  
 EUROPE FROM THE COLD WAR TO THE EUROPEAN UNION, GERMAN COMPONENT 1  
 See German 314L for description.
- 315Lf (German Studies 315L)  
 EUROPE IN THE ERA OF WORLD WARS, GERMAN COMPONENT 1  
 See German 315L for description.
- 318f THE HOLOCAUST 4  
 Victims and perpetrators of German genocide, with emphasis on anti-Semitism, origins of the Final Solution, Nazi ideology, survivors' memories and historiographical controversies.
- 318Ls (German Studies 318L)  
 THE HOLOCAUST, GERMAN COMPONENT 1  
 See German 318L for description.
- 320 HISTORY OF SLAVERY IN THE UNITED STATES 4  
 An examination of the institution of slavery in American history and memory. Themes include: definitions of freedom; the Atlantic slave trade; slaveholding ideologies; slave communities and culture; abolition; and the impact of slavery on free people throughout the nation.
- 325f THE AMERICAN REVOLUTION: CAUSES AND CONSEQUENCES 4  
 The political, social, economic and ideological roots of the American Revolution; the Constitution and early government; the creation of an American national culture; and the contested meanings of freedom in the early republic.

- 326s THE CIVIL WAR AND RECONSTRUCTION 4  
 Economic, political and social change in antebellum America; the sectional struggle over slavery; the war experience; emancipation and the limits of Reconstruction.
- 330f (Women's Studies 330)  
 HISTORY OF WOMEN IN AMERICA 4  
 Women's experiences and contributions from the Colonial period to the present, with special emphasis on the impact of industrialization; feminism and reform; and differences across race, class, ethnicity, sexual orientation and region.
- 331f SOUTHERN (AUTO)BIOGRAPHY 4  
 19th and 20th century biography and autobiography as Southern history and as social critique. Readings include works by Southerners, people writing about Southerners, and biographers or autobiographers whose stories have a tangential relation to the South.
- 333s RACE AND REBELLION IN THE NEW SOUTH 4  
 The history of insurgent social movements in the South, beginning with the agrarian movements of the late 19th century and ending with recent labor struggles among immigrant farm workers and factory workers. Focus on the centrality of race in these struggles and how they have distinguished the South from other regions of the country.
- 334f THE RISE OF MODERN AMERICA 4  
 The major themes and events in American social, cultural and political life between 1900 and 1945. Topics include Progressivism; technological innovation; the Great Depression and the New Deal; the World Wars; race relations and evolving gender roles.
- 335f (Africana Studies 335) (Religious Studies 340)  
 BLACK PROTEST THOUGHT IN AMERICA FROM  
 SLAVERY TO THE PRESENT 4  
 Political, social and ideological currents which influenced and shaped the black struggle for freedom, citizenship and equality. Offered 2009-2010 and alternate years
- 336f TOPICS IN THE HISTORY OF RACE, ETHNICITY AND IMMIGRATION IN THE  
 UNITED STATES 4  
 Racial and ethnic diversity in the United States from Colonial times to the

present, with particular focus on the various waves of immigration; acculturation of immigrants and their influence on the American society; and relationships between and within ethnic groups. Offered 2010-2011 and alternate years

- 338s UNITED STATES SINCE 1945 4  
The social, cultural, political and diplomatic history of the United States since World War II. Topics include the Cold War, the Civil Rights Movement, Vietnam, feminism, the modern media and current events.
- 340s (Political Science 328)  
UNITED STATES-LATIN AMERICAN RELATIONS 4  
See Political Science 328 for description.
- 343 (Women's Studies 343)  
FAMILY, LOVE AND MARRIAGE IN  
PREMODERN EUROPE 4  
The social and cultural history of families, love and marriage in Europe prior to 1800. Topics include: family and marriage structures; developing gender identities; sexuality; patriarchy; childhood, adolescence and old age; family planning; celibacy and virginity; family, sex and law.
- 345s CHRISTIANS, JEWS, AND MUSLIMS IN THE PREMODERN  
MEDITERRANEAN WORLD 4  
This course explores conflict and coexistence among Muslims, Christians and Jews in the premodern Mediterranean world. Topics include the exchange of ideas, luxury goods, food, and even slaves, as well as historians' debates over these complex relationships.
- 347f RENAISSANCE ITALY: IDEAS, CULTURE, AND  
LIVED EXPERIENCE 4  
This class explores the intellectual and artistic movements of the Renaissance and the society that gave rise to these movements by considering how changes in culture, politics, religion, and the economy influenced daily life while shaping art, literature, and science
- 350f (Africana Studies 350)  
THE AFRICAN DIASPORA 4  
History of the dispersal of Africans from the continent to various regions of the world; the catalysts of dispersal; the distribution of Africans, especially in the Americas; and the communities which evolved out of the Diaspora. Offered

	2010-20011 and alternate years	
352	THE CHINESE REVOLUTIONS	4
	A study of the complex sociopolitical crises of modern China, including an evaluation of the revolutions and their impacts on recent Chinese history; particular focus on the Republican Revolution of 1911, the Communist Revolution of 1949 and the Cultural Revolution.	
354	CHINESE WOMEN ON FILM: HISTORY AND THE CINEMATIC IMAGINATION	4
	This course examines the history of women and gender in China as depicted in film. Emphasis will be placed on the ways in which modernization, imperialism, and globalization have shaped women's roles and representations of women throughout the 20th century.	
358s	WOMEN AND WAR IN POSTCOLONIAL AFRICA	4
	Historical examination of the complex ways that liberation and civil wars affected women of sub-Saharan Africa in the first half century of independence. Offered 2010-2011 and alternate years.	
362f	LITERATURE AND FILM IN 20TH-CENTURY CHINA	4
	This course uses literature and film as primary sources to examine cultural and political changes in 20th century China. It is organized as a research seminar and will focus on research methods, primary sources and writing.	
410f,s	SPECIAL STUDY	2-4
	Supervised study in some field or period of history	
420f	SENIOR SEMINAR	4
	Preparation of a major research paper on a topic chosen by the student. Workshop sessions devoted to all phases of research and writing. Required of senior history majors.	
490f,s	INDEPENDENT STUDY	4-8
	Independent research under the supervision of a department member	

## **HUMAN RIGHTS**

### Faculty

Juan A. Allende, *associate professor of political science and director*

Tina Pippin, *professor of religious studies*

Harald Thorsrud, *assistant professor of philosophy*

Isa Williams, *associate professor of women's studies and program director of experiential learning/Atlanta semester*

Human rights have become a central and widely recognized standard for assessing a just and good society, judging good government, protecting vulnerable groups both at home and abroad and identifying standards for upholding human dignity. The human rights minor provides an academic space for addressing these concerns and for asking difficult moral and political questions. The courses listed in the minor provide a framework for analysis, and the internship—which requires students to complete a project reflecting on the theory and practice of human rights—links the classroom with practical experience. The minor incorporates a variety of disciplines, including literature, history, philosophy, political science, religion, sociology, anthropology and women's studies.

Students minoring in human rights are strongly encouraged to participate in a faculty-led Coca-Cola Global Awareness or Global Connections program or any relevant college-approved study-abroad program.

### **Requirements for the Minor:**

A minimum of six courses (or 24 hours, including the internship). Three of these courses must be taken at Agnes Scott; not more than three courses at or below the 200 level.

Core courses:

POL 125 (Introduction to Human Rights) and HRS 450 (Internship in Human Rights). Internship should be selected in consultation with the director, and may be chosen from an established list of Atlanta organizations; students may also propose other courses, projects or options—including approved international experiences.

**Related Courses:**

Group 1: One of the following: PHI 112 (Moral Problems); PHI 212 (Moral Philosophy); PHI 216 (Law, Morality, and the State); or REL 363 (Religious Social Ethics)

Group 2: Three additional courses chosen in consultation with the Human Rights director from the approved list of courses. These courses must come from at least two disciplines.

Approved courses:

Anthropology: 340, 485

English: 218 (when topic relates to Human Rights), 352

History: 230, 253, 318, 335

Philosophy: 112, 212, 216, 245

Political Science: 203, 355, 360, 380, 444

Religious Studies: 320, 331, 363

Sociology: 230, 301, 325

Women Studies: 235, 263 (when topic relates to Human Rights), 301 (Corequisite 450 Internship in WS, Human Rights or Religious Studies), 340, 363 (when topic relates to Human Rights), and 499.

## **INTERNATIONAL RELATIONS**

Eleanor G. Morris, *assistant professor of political science, director*

In this program, students explore the major issues of international politics today, as well as the evolution of the current international system. Coursework in international relations requires students to grapple with the politics of peace and war, the nature and exercise of power within an international system, and the changing character of the actors (both state and nonstate) who participate in the various dimensions of international decision making. As an interdisciplinary program, the international relations major relies upon the perspectives, theories, insights and methods of several liberal arts disciplines, including economics, history and political science. Students who wish to major in international relations should consult the director of the program to develop a course of study with an appropriate balance among the disciplines. They should acquire proficiency in a foreign language, especially if they plan to study abroad. Completing the intermediate level of a second foreign language is also recommended.

International relations majors are strongly encouraged to participate in a faculty-led Global Awareness/Global Connections program or any other college-approved study-abroad program.

### **Requirements for the Major:**

A minimum of 11 courses and a maximum of 15 courses

#### Required Introductory Courses:

Economics 101; Political Science 103

#### Required advanced courses:

International Relations 400; Political Science 326

#### Theory courses:

Three courses, only one of which may be at the 100- or 200-level, and at least one of which must be in economics:

Political Science 105, 125, 282, 322, 429, 444, 455

Economics 334, 351, 352, 353

### Geographic areas:

Those students who wish to include study abroad as a component of the major are encouraged to plan as soon as possible. All international relations majors should discuss their area of geographic concentration and corresponding foreign language with their adviser as early as possible.

Three courses from no more than two different areas. No more than one area course may be at the 100 level.

Europe: History 102, 220, 311, 312, 313, 314 and 318

Asia: History 113, 115, 230, 352, 354, 362

Africa: History 257, 350, and 358; Political Science 355

Latin America: Political Science 211, 311, 320, 325, 328 and 442

Students who are interested in pursuing coursework in a geographic area for which Agnes Scott does not offer regular courses are encouraged to work with their adviser to devise a plan of action to include cross-registering for courses at a local [ARCHE](#) institution.

Global Awareness 203 may be counted toward the appropriate geographic requirement. Students are encouraged to enroll in the foreign-language sections of area courses when possible. Credits from these courses will count toward the major.

### Language:

Four credits of coursework beyond the intermediate level in a modern foreign language. This course work should correspond to the student's geographic area of focus as much as possible. International relations majors who are native speakers of a language other than English may not use their language to fulfill the modern foreign language requirement unless the student can demonstrate academic proficiency in the language.

#### 400s SENIOR SEMINAR IN INTERNATIONAL RELATIONS

4

Required seminar for international relations seniors that allows for independent research on a topic of current interest and importance in international relations. It provides opportunities for majors to integrate the theoretical, historical and geographical components of the major through readings, discussion, research and writing on the topic of their choosing.

Prerequisite: Political Science 103 and 326. Open only to senior IR majors.

410f,s SPECIAL STUDY	2-4
Supervised study in a selected field of international relations.	
490f,s INDEPENDENT STUDY	4-8
Independent research arranged under the supervision of a department member.	

## **MATHEMATICS**

### Faculty

Alan Koch, *associate professor*

Myrtle H. Lewin, *professor*

Lawrence H. Riddle, *professor and chair*

James S. Wiseman, *associate professor*

The mathematics program is designed to help students think clearly and logically, learn to use the language of mathematics effectively, write and speak about mathematical ideas coherently and appreciate the broad power of mathematics to describe phenomena in the real world.

The courses develop the student's ability to analyze problems, understand and use the theory and techniques of mathematics and acquire the skills and mathematical tools needed in the application of mathematics.

Students learn how to use mathematical software and to appreciate its role as a tool in the study and application of mathematics. The courses are also designed to develop the student's ability to work with abstract ideas as she meets some of the major themes and profound ideas in modern mathematics.

The mathematics faculty provides placement advising for mathematics courses to incoming students. Students in 100-level courses are offered opportunities for interaction outside the classroom through the Mathematics Learning Center.

Advanced mathematics students are encouraged to consider internships in the Atlanta area and to apply for summer-research programs on other campuses. Study topics of particular interest beyond the courses listed are also available through cross registration or through directed or independent studies.

A major in mathematics is excellent preparation for professional employment in a variety of areas such as business, technology and actuarial science; for teaching at the secondary school level; and for entry into medical or law school. The program is also designed to give mathematics majors a solid background for graduate study, not only in mathematics but in related areas as well.

Students with an interest in science are encouraged to combine that study with mathematics, either through the interdisciplinary mathematics-physics major, through a student-designed major or through the mathematics minor.

**Requirements for Mathematics Major:**

Mathematics 118, 119, 204, 206, 220, 321 and 480.

At least three additional 300-level courses selected from at least two of the following groups: (331, 352), (314, 317), (309, 311, 325 and 328). The minimum number of credits required to fulfill a mathematics major is 38.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

**Requirements for Mathematics Minor:**

The mathematics minor is designed for those students who wish to study mathematics significantly beyond the introductory level and focus on an area of special interest without accomplishing a major.

A student planning a minor in mathematics is required to consult with the department to ensure the coherence and relevance of the program of study planned.

Mathematics 118, 119.

At least one course from 204, 206 or 220.

At least three additional courses at the 200 or 300 level, one of which must be at the 300 level.

100su CREATIVE PROBLEM SOLVING IN MATHEMATICS 2

A structured framework in which students develop problem-solving, quantitative reasoning and critical thinking skills. Development of conceptual thinking through collaborative activity and clear writing. Focus on extracting mathematics embedded in scientific narrative. Problems may come from biology, chemistry, physics, mathematics and social sciences. Does not meet mathematics distributional standard.

101f,s FINITE MATHEMATICS 4

Exposure to some basic concepts and techniques of mathematics in concrete and relevant ways. Possible topics include: the mathematics of voting, scheduling problems, counting problems, networks, symmetry (architectural designs and naturally occurring geometrical patterns), censuses and surveys, graphing and summarizing data, financial mathematics and rudimentary probability.

- 104s INTRODUCTION TO MATHEMATICAL THOUGHT 4  
 Introduction to some of the major themes and ideas in mathematics and their historical and cultural contexts. Focus on logical thinking and coherent writing. Topics may include ancient number systems, patterns in numbers and geometry, dimension and the mathematical infinite.
- 115f,s ELEMENTARY STATISTICS 4  
 Statistical measures and distributions, probability and its application to statistical inference, linear correlation, hypothesis testing, confidence intervals and applications in the natural and social sciences.
- 117f FUNCTIONS AND MODELING 4  
 A study of polynomial, rational, exponential, logarithmic and trigonometric functions, and their applications and use in modeling real-world situations in the natural and social sciences. Functions are studied from numerical, graphical and algebraic viewpoints. Emphasis on conceptual understanding and problem solving.
- 118f,s CALCULUS I 4  
 Introduction to the basic concepts of differential and integral calculus, emphasizing conceptual understanding and applications. Topics are covered from a graphical, algebraic and numerical perspective. Mathematical writing is emphasized.
- 119f,s CALCULUS II 4  
 Continuation of 118. Topics include the integral and its applications, techniques of integration, improper integrals and an introduction to series and differential equations.  
 Prerequisite: 118 with a grade of C- or better
- 201f TOPICS IN MATHEMATICS 4  
 A semester study centered around a mathematical or interdisciplinary topic. Recent topics have included fractals and dynamical systems, game theory, mathematics in medicine and public health, and the history of mathematics. May be repeated for credit when topics change.  
 Prerequisite: 118
- 204f THE ART OF MATHEMATICAL THINKING 4  
 An introduction to the study of the role of proof in mathematics, mathematical writing and grammar and abstraction and critical thinking, using topics from areas such as set theory, logic, discrete mathematics and number theory.

- Prerequisite: 119 with a grade of C- or better
- 206s LINEAR ALGEBRA 4  
 Real and abstract vector spaces, linear transformations, matrices and determinants, with applications to systems of linear equations, geometry and other selected topics.  
 Prerequisite: 119 with a grade of C- or better
- 220s MULTIVARIABLE CALCULUS 4  
 The geometry of curves and surfaces and the calculus of functions of two or more variables, including partial differentiation, multiple integrals and vector analysis.  
 Prerequisite: 119 with a grade of C- or better
- 309f DIFFERENTIAL EQUATIONS 4  
 First- and second-order differential equations, higher order, linear ordinary differential equations, existence and uniqueness theorems and applications.  
 Prerequisite: 206 or 220 with a grade of C- or better
- 311s CHAOTIC DYNAMICAL SYSTEMS 4  
 Chaos theory and dynamical systems. Topics include fractals, bifurcations, measurement of chaos, and behavior of orbits. Possible applications to physics, biology, astronomy and the social sciences.  
 Prerequisite: 206 or 220 with a grade of C- or better  
 Offered 2009-2010 and alternate years
- 314f MODERN GEOMETRIES 4  
 A study of axiomatic systems in geometry, including affine, projective, Euclidean and non-Euclidean geometries and the historical background of their development.  
 Prerequisite: 204 and 220 with a grade of C- or better.  
 Offered 2009-2010 and alternate years
- 317f NUMBER THEORY 4  
 Divisibility, prime numbers, Diophantine equations, congruence of numbers, methods of solving congruencies, quadratic reciprocity and applications to cryptology.  
 Prerequisite: 204 with a grade of C- or better  
 Offered 2010-2011 and alternate years
- 321f ABSTRACT ALGEBRA 4  
 Important algebraic structures, including groups, rings, integral domains and

fields.

Prerequisite: 204 and 206 with a grade of C- or better

- 325s MATHEMATICAL MODELS AND APPLICATIONS 4  
Development of techniques of model building. Applications to illustrate the techniques drawn principally from the natural and social sciences.  
Prerequisite: 206 or 220 with a grade of C- or better  
Offered 2009-2010 and alternate years
- 328s MATHEMATICAL STATISTICS AND PROBABILITY 4  
Basic probabilistic methods in the classical theory of probability, estimations, hypothesis testing and applications.  
Prerequisite: 206 or 220 with a grade of C- or better  
Offered 2010-2011 and alternate years
- 331s REAL ANALYSIS 4  
The topology of the real number system and the axiom of completeness. Rigorous development of some central ideas in analysis including limits, continuity of functions and convergence of sequences and series.  
Prerequisite: 204 with a grade of C- or better  
Offered 2009-2010 and alternate years
- 352s COMPLEX VARIABLES 4  
The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series and residue calculus.  
Prerequisite: 220 with a grade of C- or better  
Offered 2010-2011 and alternate years
- 410f,s SPECIAL STUDY 2-4  
Open to majors only.
- 480f MATHEMATICS SEMINAR 2  
Integrates topics in a variety of areas of undergraduate mathematics and emphasizes problem-solving, writing and speaking skills. Open to seniors majors in mathematics, mathematics-economics or mathematics-physics and to minors in mathematics.
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under the supervision of a department member.

## **MATHEMATICS-ECONOMICS**

The interdisciplinary mathematics-economics major allows the student to combine her interests in economics and mathematics. Students elect at least 20 credits in mathematics and 20 credits in economics. Other courses may be elected in either mathematics or economics, not to exceed a combined total of 64 credits.

### **Requirements for the Major:**

The minimum number of credits required to complete the major in mathematics-economics is 50.

Economics 101, 102, 306 307

Mathematics 118, 119, 206, 220 309

Either Economics 338 or Mathematics 328

Either Economics 400 or Mathematics 480

An additional two elective courses in mathematics or economics are required, with at least one in economics. At most one accounting course (Economics 211 or 212) may be counted towards the major.

These courses must be at the 200 level or above and must be approved by advisers to the major in the respective departments.

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

## **MATHEMATICS-PHYSICS**

This major provides an integrated study of mathematics and its application in theoretical physics. Students elect at least 24 credits in mathematics and 24 credits in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 64 credits.

### **Requirements for the Major:**

The minimum number of credits required to complete the major in mathematics-physics is 48.

Mathematics 118, 119, 206, 220, 309 and at least four additional credits in mathematics. The additional course must be at the 200-level or above and must be approved by the adviser to the major in mathematics.

Physics 110, 111, 210 and 12 additional credits, 8 of which must be at the 300-level or above.

Mathematics-Physics majors are encouraged to enroll in the Senior Seminar in Mathematics (MAT 480) or the Advanced Seminar in Physics (PHY 400).

All mathematics, mathematics-economics and mathematics-physics majors are required to take an exit exam: the Mathematics Major Field Test from the Educational Testing Service.

## **MUSIC**

### Faculty

Juan Roque Chattah, *assistant professor*

David D'Ambrosio, *director of piano instruction/accompanying*

Elise Eskew-Sparks, *director of choral activities*

Calvert Johnson, *Charles A. Dana professor of music*

Tracey E.W. Laird, *Charles Lorigans Associate Professor of Music and chair*

Qiao Solomon, *visiting assistant professor, director of orchestral activities/strings chamber ensemble*

The music department offers women an integrated curriculum that nurtures their understanding and involvement in the musical arts. Instruction in the areas of music theory, music history and ethnomusicology, and solo-ensemble performance prepare music majors for graduate study and careers in music, while providing minors and other students with a fundamental exposure to the musical field. As part of a humanistic discipline, the department teaches students to engage music through critical thinking, writing and speaking; in the area of artistry, it develops a competence in musical activity through listening, analysis, composition and performance; and pursuant to the goals of the college, the department provides musical opportunities for experiential learning and service.

The program offers its majors a balanced approach to the study of the history, theory and performance of music; and it ends with a capstone senior seminar. Music majors and minors pursue a course of study that emphasizes one of the primary areas within the discipline, i.e. music theory, musicology/ethnomusicology, as well as performance. Students also have the opportunity to pursue interests in composition or world music, as well as individual or ensemble performance.

Instruction is available on all modern orchestral instruments, keyboard and voice, as well as some Renaissance and Baroque instruments, jazz, improvisation and accompanying.

Presser Hall houses the department of music's classrooms, studios and offices, rehearsal and performance halls, a music technology lab, practice rooms and storage rooms for instruments owned by the college or by students. The Julia Thompson Smith Chapel provides another attractive performance space on campus.

The department makes available to students musical instruments, including Steinway

grand pianos, a German double harpsichord (Wolf Instruments), organs (Austin, Brombaugh, Schlicker, and an early 19<sup>th</sup>-century American chamber organ), a complete set of drums from Ghana and some orchestral and percussion instruments.

### **Requirements for the Major:**

The minimum number of credits required of a music major is 44.

Students emphasize theory or musicology/ethnomusicology by selecting a minimum of one academic elective at the 300-level or above.

The required courses for all students include the following:

Theory: 111, 211, 212 (Music 108 may not count toward the credits earned for the major.)

History: 106, one 200-level course in appreciation or history (204, 205, 206, 208, 219, 220, 229), 301 and 302

Elective: one additional course in theory or musicology/ethnomusicology at the 300-level or above.

Performance: A minimum of six credits in one instrument or voice and a maximum of 18 credits in applied music.

Ensemble Experience: A minimum of three years in approved college ensembles. Students normally satisfy this requirement in the major ensemble related to the student's applied-music area.

Senior Seminar: 480

Students may add a performance emphasis by electing 399 and/or 499..

Students with an emphasis in vocal performance must satisfy piano-proficiency requirements prior to graduation (requirements are listed in the music student handbook.)

### Requirements for the Minor:

A minimum of 20 credits in the department including Music 106 and 111, four credits in one applied area, and four semesters of an ensemble.

A minor program must be created with the guidance and approval of a full-time department member.

Minors may apply a maximum of 14 credits in applied music toward graduation.

Musicology/Ethnomusicology

- 106f,s INTRODUCTION TO THE ART OF MUSIC 4  
Basic concepts and terminology appropriate to various kinds of music. The relationship of music to society and the other arts.
- 204s HISTORY OF JAZZ 4  
A study of the personalities and styles that define American jazz and an examination of the socioeconomic conditions that fostered and nurtured it. Offered alternate years
- 205f AMERICAN POPULAR MUSIC 4  
A chronological study of American popular music in the 18th, 19th and 20th centuries. Works examined in terms of musical and textual content and in the light of their sociological contexts. Offered alternate years
- 206s MUSIC AND CINEMA: FILM MUSIC 4  
An exploration of the interaction of music and cinema from both historical and aesthetic perspectives. Central to this course is the critical listening of original scores and pre-existent music, developing awareness and understanding of the music's potential to enhance and mold the viewer's perception. The films covered include Hollywood cinema, documentaries, foreign films, experimental films, musicals and cartoons. Offered alternate years
- 208s (Religious Studies 208) HISTORY OF SACRED MUSIC 4  
Development of liturgy and worship practices and especially of the role of music in Jewish and Christian worship. It is highly recommended that students take 106 prior to enrolling in this course. Offered alternate years
- 219f (Women's Studies 219) WOMEN IN WORLD MUSIC 4  
An historical and sociological overview of the various roles women have played in music in cultures around the world as composers, performers, teachers, entertainers and patrons, etc., from antiquity to the present day, with emphasis on non-Western traditions. It is highly recommended that students take 106 prior to enrolling in this course. Offered alternate years
- 220f (Women's Studies 220)  
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS 4  
A historical survey of women composers, performers, teachers and support personnel from Hildegard von Bingen to such contemporaries as Laurie Anderson, Sofia Gubaidulina, Betsy Jolas, Joan La Barbara, Tania León, Thea Musgrave, Pauline Oliveros, Joan Tower and Ellen Zwilich, including a study of

the forces that shaped their lives and styles of composition.

Offered alternate years. It is highly recommended that students take 106 prior to enrolling in this course.

229 (Africana Studies 229)

AFRICAN MUSIC: TRADITIONAL AND CONTEMPORARY 4

As a fundamental course in sub-Saharan African music, this course will introduce students to the role of traditional music in African societies, gender issues, musical instruments and their symbolism, performance practices and various rhythmic patterns. The influence of Western music on African music through commercialization, commodification and communications media will also be addressed.

301f MUSIC BEFORE 1750 4

A chronological study of Western art music from the Greek civilization through Baroque era. Offered alternate years

Prerequisite: 106 and 111

302s MUSIC SINCE 1750 4

A chronological study of Western music since the mid-18th century. Offered alternate years

Prerequisites: 106 and 111

306s MUSIC IN THE UNITED STATES 4

Explores traditions borne of unique circumstances and interactions of diverse groups in the United States from the pre-Colonial era to the present. Topics include "Yankee tunesmiths," broadsides, shape-notes, with emphasis on concert music from the late 19th century onward.

Prerequisite: 106

308s (Religious Studies 308) SACRED MUSIC OF WORLD RELIGIONS 4

A study of sacred music, the genres, the participants and the doctrinal and cultural contexts of religions outside the Judeo-Christian traditions, including Islam (including Sufism), Hinduism, Buddhism, Shintoism and the traditional religions of Native Americans, Africans (including American descendants), Australian Aborigines and other animist and ancestor-related religious groups. It is highly recommended that students take Music 106 before enrolling in this course. Offered alternate years

- 350f,s TOPICS IN MUSIC HISTORY 4  
 Special interest topics, such as genres, repertoires and national music, offered on an occasional basis according to student interest and as the need arises.  
 Prerequisites: 106 and 111
- 360f,s TOPICS IN ETHNOMUSICOLOGY 4  
 Special interest topics, such as methods in ethnomusicology, area studies and history of the discipline, offered on an occasional basis according to student interest and as the need arises.  
 Prerequisites: 106 and 111
- Music Theory
- 108f FOUNDATIONS OF MUSIC THEORY 4  
 Designed for students with little or no knowledge of music theory, the course teaches the elements of music in sufficient depth to enable the student to read music and understand chord relationships and simple forms. Not open to students who have had 111.
- 111s MUSIC THEORY I 4  
 The study of music's structure and notation, including composition and development of aural skills via computer-assisted instruction. Using repertoire from classical, popular, and non-western musics, course topics include diatonic harmony, voice leading, cadences, inversion of triads, non-chord tones and others.  
 Prerequisite: 108 or permission as determined by examination
- 200s COMPOSITION FOR MEDIA 4  
 Exploration of aesthetic and functional facets of music within media, with particular emphasis on Web pages, advertising, film, podcasts, and video games. Composition, recording, sequencing, editing, mixing and podcasting, integrating current software and hardware configurations.  
 Prerequisite: 108.
- 211f MUSIC THEORY II 4  
 Students will gradually develop an understanding of music's structure and notation, improving their aural skills and technical vocabulary, and increase their musical creativity through composition. A continuation of 111, covering topics such as dominant seventh chords and modulation to closely related keys. Auralia, Musition and Compass software will be taught for computer-

based ear training, theory and composition. The primary repertoire for analysis is classical music with excursions into popular and non-western traditions.

3 LEC, 1 LAB

Prerequisite: 111

212s MUSIC THEORY III 4

The study of music's structure and notation, including composition and development of aural skills via computer-assisted instruction. Using repertoire from classical, popular, and non-western musics, course topics include advanced functional harmony, chromaticism, modulation, set theory and nonfunctional pitch centricity.

3 LEC, 1 LAB

Prerequisite: 211

311f ARRANGING AND ORCHESTRATION 4

This course equips students with the fundamental techniques and aesthetics of scoring for diverse ensemble types including jazz (small and big band), Orchestra, and Electroacoustic media. Emphasis is placed on score examination, familiarization with current software applications, and creative instrumentation.

Prerequisite: 111

Offered alternate years

312f FORM AND ANALYSIS 4

An examination of musical form drawing parallels between traditional and nontraditional musical practices. Through discussion and study of the classical repertoire, and comparative analysis with jazz, popular, and non-Western music, students will develop versatile tools for the analysis and comprehension of structures and organizing principles in a wide variety of musical styles.

Prerequisite: 212

Offered alternate years.

370f,s TOPICS IN MUSIC THEORY 4

Special interest topics in music theory, offered on an occasional basis according to student interest and as the need arises.

Prerequisite: 212

### Advanced Study

410f,s SENIOR STUDY IN MUSIC THEORY OR HISTORY 2-4

Specialized study for majors to meet the needs of individual students.

480s SENIOR SEMINAR 4

Specialized areas of music designed to meet the needs of students in the seminar.

Open to senior music majors only

490f,s INDEPENDENT STUDY 4-8

Independent research arranged under the supervision of a department member.

### Applied Music

The applied-music fee equates to under \$40 per hour for 14 hour-long individual lessons, or \$20 per hour for 14 hour-long group lessons. The fee applies to all full-time and part-time students as follows:

Individual lessons for non-major or minor: \$580 per semester.

Group lessons for non-major or minor (150, 170, 180, 190): \$290 per semester.

Individual lessons on primary instrument/voice for officially declared major or minor also concurrently participating actively in an approved music ensemble: \$130 per semester; this subsidized rate covers music minors for the first four semesters of enrollment in one applied-music area.

Group lessons for minors (or for music majors who are vocalists enrolling in up to 4 semesters of class piano in preparation for the piano-proficiency examination): \$65.

Applied-music fees are charged after the add period ends. To qualify for subsidized applied-music lessons, a student must officially declare her music major or music minor at the registrar's office by the end of the withdrawal period; otherwise the full applied-music fee will be charged.

The college offers one credit for each hour of instruction in applied music; or two credits for an optional junior recital (399) or senior recital (499).

Student may register for half-hour lessons for one-half of the credit and one-half the fee; however, this option is not available for group instruction or for 399 or 499.

Students may apply a maximum of 14 credits toward graduation.

Applied-music lessons do not satisfy the distributional standard in fine arts. The prerequisite for applied music is permission of the department chair.

**Class instruction** (includes courses for absolute beginners):

- 150Af,s CLASS PIANO I 1  
Class instruction on piano for beginning students. Students are taught in a piano laboratory, and those who complete 150A will normally proceed into 150B unless the instructor believes the student's skills are developed sufficiently to warrant her being placed in 151 for individual lessons. Fee: see above.
- 150Bf,s CLASS PIANO II 1  
Class instruction for students who may have had some training on the instrument but whose skills are undeveloped and in need of review. Laboratory instruction for them begins at this level. Students from 150A also elect 150B unless exempted by the instructor. Students with adequate training begin individual lessons in 151. Fee: see above.
- 150Cf,s CLASS PIANO III 1  
Development of skills necessary to demonstrate piano-proficiency competencies required of singers. Fee: see above.
- 150Df,s CLASS PIANO IV 1  
Continuation of 150C. Completion of all piano-proficiency requirements of singers, including repertoire requirements. Fee: see above.
- 170A-Af,s CLASS GUITAR I 1  
Beginning instruction for students with no previous experience with playing the guitar. Introduction to guitar tablature and exposure to easier repertoire including classical, folk and popular material. Fee: see above.
- 170B-Af,s CLASS GUITAR II 1  
Continuation of 170A for advanced beginners. Fee: see above.
- 170A-B CLASS STRINGS I  
Beginning instruction for students on the cello in a group setting. Fee: see above.
- 170B-B CLASS STRINGS II  
Continuation of Class Strings II. Fee: see above.

- 180Af,s CLASS VOICE I 1  
 Development of elementary singing skills, including fundamentals of vocal technique, diction and pedagogy. Develops self-confidence for small ensemble and solo singing. Repertoire includes popular, musical theatre, classical and traditional musics. This course is a prerequisite for further applied-voice study.  
 Fee: see above.
- 180Bf,s CLASS VOICE II 1  
 Continuation of 180A for advanced beginners. Fee: see above.
- 190Af,s CLASS WINDS I 1  
 Beginning instruction for students with no previous experience playing a wind instrument. Fee: see above
- 190Bf,s CLASS WINDS II 1  
 Continuation of 190B. Fee: see above.
- Non-majors may apply a maximum of 14 credits for applied music toward graduation.

**Individual instruction in applied music (fees: see above):**

- Accompanying: 153, 353
- Bass: 174, 374
- Bassoon: 194, 394
- Cello: 173, 373
- Clarinet: 193, 393
- Composition: 143, 343
- Flute: 191, 391
- Guitar: 175, 375
- Harp: 176, 376
- Harpsichord: 141, 341
- Horn: 197, 397
- Improvisation: 156, 356
- Lute: 178, 378
- Oboe: 192, 392
- Organ: 161, 361
- Percussion: 292, 492
- Piano: 151, 351
- Recorder: 291, 491
- Saxophone: 195, 395

Trombone: 198, 398  
 Trumpet: 196, 396  
 Tuba: 293, 493  
 Viola: 172, 372  
 Viola da Gamba: 177, 377  
 Violin: 171, 371  
 Voice: 181, 381  
 Junior Recital: 399 (2 credits)  
 Senior Recital: 499 (2 credits)

### Music Ensembles

Many opportunities exist for participation in musical ensembles for students, staff and faculty. There are no fees for participating in a music ensemble at Agnes Scott. Some ensembles are open to all without audition, while others require an informal audition and permission of the director, prior to registration for the first time.

Students may receive a maximum of eight credits for participation in ensembles. The ensembles offer one credit per semester and are numbered as follows:

131f,s Collegiate Chorale*	1
132f,s <i>Sotto Voce</i> *	1
133f,s Joyful Noise	1
134f,s Orchestra*	1
135f,s Chamber Music Winds (Flute Ensemble [Sp 10 only]; Woodwind Ensemble)*	1
136f,s Chamber Music Strings (String Quartet)*	1
137f,s Chamber Music Keyboard (Piano Duets)*	1
138f Musical Theatre Workshop*	1
139f,s Jazz Ensemble*	1
215s World Percussion Ensemble (Fall 09 only)	1

\*Prerequisite: Written permission of the ensemble director required for first enrollment.

NOTE: Ensemble courses do not satisfy the distributional standard in fine arts.

## NEUROSCIENCE

### Faculty

William D. Hopkins, *associate professor of psychology*

Barbara J. Blatchley, *associate professor of psychology*

Karen Thompson, *associate professor of biology*

The neuroscience program offers an interdisciplinary approach to the study of the nervous system with the goal of understanding the biological basis of behavior. Neuroscience includes a wide range of approaches from the molecular biology of nerve cells to neural circuit analysis to the biological basis of complex phenomena such as disordered behavior and cognition. The academic program in neuroscience provides a foundation for understanding the biological, chemical and psychological principles underlying this field. Specific courses in the major provide knowledge of the methods and practice of science and fundamental concepts in neuroscience. Flexibility in choice of upper-level electives allows a student to design her major depending upon her goals and interests. A final capstone experience in neuroscience provides an opportunity to engage in research projects on contemporary problems within the field.

A student considering a major in neuroscience should consult with a neuroscience adviser early in her college career to ensure normal progression in the major. Students are encouraged to participate in summer research programs in neuroscience or research experiences with biology and psychology faculty members. Entrance requirements for postgraduate study in advanced-degree programs may require mathematics, physics and chemistry beyond the undergraduate major requirements.

Neuroscience, in its broadest definition, is the study of the structure and function of the brain. Specific areas of study within neuroscience include physiology, behavior, biochemistry, development, pharmacology and pathology. Because of the way the brain organizes and processes information and coordinates and controls behavior, any full understanding of how the brain functions must include a variety of approaches and perspectives. Historically, neuroscience developed out of the shared interests of biologists and psychologists, and more recently mathematicians and chemists, to understand how brain, mind, and behavior are related. Not surprisingly,

investigators from these disciplines use different approaches in their research on how the brain functions. This synthesis of approaches has created a truly interdisciplinary field of study and has significantly advanced our knowledge of how the brain works.

**Requirements for the Major:**

Required courses:

Biology 191, 192, 210

Psychology 100, 206

Chemistry 101, 101L, 102, 102L

Biology or Psychology 250, 251 (cross-listed)

Biology 492 or Psychology 400

Elective courses (choose any three):

Biology 280, 305

Chemistry 484

Psychology 210, 311, 315, 323

Biology or Psychology 201

Recommended courses:

Physics 102, 103

Chemistry 201, 201L

## **PHILOSOPHY**

### Faculty

David P. Behan, *professor*

Lara Denis, *professor and chair*

Elizabeth Hackett, *associate professor*

Elizabeth Kiss, *president of the college; professor*

Harald Thorsrud, *assistant professor*

The program offers two different but complementary approaches to philosophy: the systematic approach, through courses that deal with specific problems (e.g., 115 and 304) and the historical approach, through courses in history of philosophy (e.g., 206 and 209). Students interested in philosophy should seek the advice of members of the department concerning particular courses.

The requirements for the major in philosophy embody two goals. The first is that the student learn, through close work with primary sources, the ideas of the major philosophers. The second is that the student develop and practice techniques of critical analysis and constructive skills.

In fulfilling the requirements, the philosophy major gains a thorough grounding in the key areas of the discipline and also develops critical and creative philosophical skills.

### **Requirements for the Major:**

Logic: 103 or 220

History of Philosophy: any two of 206, 208, 209 and 210

Value Theory: 212 or 216

Advanced Courses: three 300- or 400-level courses

Religious Studies 345 counts toward the major.

Students considering a major in philosophy should try to complete 103, 206 and 209 before the end of the sophomore year.

The minimum number of courses required for the Major in Philosophy is 10.

Those students who are planning to attend graduate school in philosophy should take a more intensive program of study. The following list of courses is strongly recommended, although substitutions can be made after consulting with an adviser:

Logic: 220

History of Philosophy: any three of 206, 208, 209, 210

Value Theory: 212 or 216; and 304 or 318

Metaphysics and Epistemology: three of the following: 230, 310, 325, 326

A minimum of 11 courses in the major is recommended for this intensive version of the major.

**Requirements for the Minor:**

Logic: 103 or 220

History of Philosophy: any two of 206, 208, 209 and 210

Value Theory: 106, 109, 112, 212 or 216

Advanced courses: two 300- or 400-level courses.

Religious Studies 345 counts toward the minor.

The minimum number of courses for a philosophy minor is seven.

103s	INTRODUCTION TO LOGIC	4
	An introduction both to the rudiments of critical thinking, with emphasis on analysis of ordinary discourse into formal symbolism, and to the properties of formal systems.	
106s	MEDICAL ETHICS	4
	Recent moral issues in medicine, such as euthanasia, abortion, experimentation on human and other animal subjects, justice in providing health care and in the allocation of scarce resources.	
109s	TOPICS IN APPLIED ETHICS	4
	This entry-level course will introduce students to one area of applied ethics. The area of focus may be environmental ethics, sexual ethics, bioethics or something else. Students will also learn how to read, analyze and write philosophy.	
111f	PROBLEMS OF PHILOSOPHY	4
	An examination of a selection of central philosophical problems, such as the existence of God, free will, personal identity, morality, mind and body and the possibility of knowledge.	

112f	CONTEMPORARY MORAL PROBLEMS	4
	An introduction to applied ethics through a variety of issues. Topics may include ethical treatment of animals, abortion, poverty, euthanasia or the death penalty. Ethical theories will also be introduced.	
206f	HISTORY OF ANCIENT PHILOSOPHY	4
	The thought of major figures in Western philosophy from the pre-Socratic era to the Hellenistic age.	
208s	A SURVEY OF MEDIAEVAL PHILOSOPHY	4
	The major philosophical issues and figures of the medieval period. Particular attention to St. Augustine, St. Anselm, St. Thomas Aquinas and William of Occam.	
209s	EARLY MODERN PHILOSOPHY	4
	This course will focus on the metaphysics and epistemology of several significant "rationalist" figures in early modern philosophy, including Descartes, Spinoza, and Leibniz. Topics may include God, substance, causation, knowledge and freedom of the will.	
210s	LATE MODERN PHILOSOPHY	4
	Metaphysics and epistemology in Locke's Essay, Berkeley's Principles, Hume's Treatise, and Kant's Critique of Pure Reason. Topics may include God, substance, causation, knowledge, and freedom of the will.	
212f	MORAL PHILOSOPHY	4
	An introduction to some of the West's most significant and influential ethical theories through original texts. Works of Aristotle, Hobbes, Kant, and Mill are among those to be discussed.	
216f	LAW, MORALITY AND THE STATE	4
	The major figures in political and legal philosophy from Plato to Marx.	
217s	MIND, SELF AND PERSONAL IDENTITY	4
	The mind-body problem and basic metaphysical issues related to whether human persons can survive bodily death.	
220f	SYMBOLIC LOGIC	4
	The language and rules of derivation for sentential and predicate logic Prerequisite: permission of the instructor Offered 2009-2010 and alternate years	

- 230f PHILOSOPHY OF SCIENCE 4  
 An introduction to basic issues in the philosophy of science: induction, lawlikeness, realism and instrumentalism, confirmation and explanation. Offered 2007-2008 and alternate years
- 245f (Africana Studies 245) PHILOSOPHY OF RACE 4  
 What is race? An examination of the evolution of the concept of race in the United States (focusing particularly on science and law) and contemporary philosophical treatments of race as a social construction with moral and political implications. Topics include: ethnicity vs. race; the intersection of race with gender, class, sexuality, disability and nationality; white privilege; and a current policy issue, such as affirmative action.
- 304s TOPICS IN ETHICS 4  
 A semester-long exploration of the work of a particular philosopher (such as Kant) a particular approach to ethics (such as contemporary virtue theory), or a theoretical problem or debate (such as criticism of morality or moral theory).
- 310s EPISTEMOLOGY 4  
 A critical study of major issues in contemporary epistemology  
 Prerequisite: 209
- 315f (Women's Studies 340) CONTEMPORARY FEMINIST THEORY 4  
 See Women's Studies 340 for description.
- 318s ADVANCED ETHICS 4  
 Advanced critical study of moral philosophy, both normative and metaethical.  
 Prerequisite: one course in value theory and any 200-level course in philosophy
- 321s (Classics 321) PLATO AND ARISTOTLE 4  
 Advanced study of selected topics in Plato and Aristotle  
 Prerequisite: 206
- 325s METAPHYSICS 4  
 A critical survey of philosophical theories about the fundamental nature of reality.  
 Prerequisite: 206 and 209
- 326s DESCARTES 4  
 Descartes' major philosophic works in the context of his natural science.  
 Prerequisite: permission of instructor

410f,s SPECIAL STUDY	2-4
Supervised intensive study in fields or periods of philosophy.	
490f,s INDEPENDENT STUDY	4-8
Independent research arranged under the supervision of a department member.	

## **PHYSICS AND ASTRONOMY**

### Faculty

Arthur L. Bowling Jr., *associate professor*

Christopher G. De Pree, *professor*

Amy J. Lovell '90, *associate professor and chair*

Amy C. Sullivan, Clare Boothe Luce Assistant Professor of Physics

Physics and astronomy have given us the tools to stretch human understanding of the cosmos, from the building blocks of matter to the structure and evolution of the most distant galaxies. Courses at Agnes Scott cover subjects as common as gravity and electricity, as sophisticated as quantum mechanics and introduce students to the modern physical understanding of relativity and dark matter.

Physics theory courses are complemented by courses teaching students about modern techniques of experimentation. Students are also encouraged to pursue independent study and summer research opportunities on and off campus to enhance their classroom learning and allow them to explore an area of modern physics or astronomy in more depth. Astronomy courses emphasize observation, including the use of the Delafield Planetarium, individual telescopes and other modern observing and image-processing equipment in Bradley Observatory. In addition, students can make observations using national astronomy facilities as well as northern and southern hemisphere 1-meter class telescopes through the college's membership in the Southeastern Association for Research in Astronomy (SARA). Through the study of these disciplines, students acquire a general, flexible foundation for graduate study or for professional work in physics, astronomy and other quantitative fields.

For students majoring in other disciplines, the problem-solving and critical-thinking skills developed in physics and astronomy courses are valuable in a wide range of fields.

### **Requirements for the major in Physics:**

Discipline courses:

Physics 110, 111, 210, 211, 242, 243, 311, 361, 400

Three additional 300-level courses

Courses required outside the discipline:

Mathematics 220

**Requirements for the major in Astrophysics:**

Discipline courses:

Astronomy 120, 121, 121L, 300, 301, 400

Physics 110, 111, 210, 211

Three additional 300-level physics courses

Courses required outside the discipline:

Mathematics 220

**Requirements for the minor in Physics:**

Physics 110, 111, 210, 211 and eight additional credits as approved by the department

**Requirements for the minor in Astrophysics:**

Astronomy 120, 121 and 121L and one additional astronomy or physics course as approved by the department

Physics 110, 111, 210

Physics

102f	ELEMENTS OF PHYSICS I	4
	Quantitative discussion of motion and gravitation, illustrated by laboratory experiments. Knowledge of algebra and trigonometry is essential. Students planning to major or minor in physics or astrophysics should take Physics 110-111. Physics 102 will fulfill the laboratory science distributional standard. 3 LEC, 1 LAB	
103s	ELEMENTS OF PHYSICS II	4
	Continuation of Physics 102. Quantitative discussion of electricity, magnetism, thermodynamics and optics. 3 LEC, 1 LAB Prerequisite: 102	
110f	INTRODUCTION TO MECHANICS AND ELECTRICITY	4
	Motion, gravitation and electrical phenomena. Calculus-based course.	

3 LEC, 1 LAB

Prerequisite: High School Calculus or Permission of Instructor. Prerequisite or

Corequisite: MAT 119

111s INTRODUCTION TO MAGNETISM, HEAT, SOUND AND LIGHT 4

Elements of electricity magnetism, thermodynamics and the physics of wave phenomena. Calculus-based course.

3 LEC, 1 LAB

Prerequisite: 110

160s GEOLOGY OF THE EARTH AND TERRESTRIAL PLANETS 3

An introduction to geology, including the study of common minerals, rocks and fossils. Discussion of the modification of the Earth's surface by geological processes such as volcanism, tectonism, gradation (gravity, wind, water and ice) and impact catering. Consideration of geology of other terrestrial planets and moons. Includes an optional laboratory component. Taken without the lab 160L, this course fulfills the second science requirement.

160Ls INTRODUCTORY GEOLOGY LAB 1

Geology laboratory designed to introduce students to mineral, rock, fossil and meteorite identification. Participants will have direct "hands-on" access to geological specimens. Lab exercises include the geological mapping of the Earth and other terrestrial planets and visits to Georgia geological sites. Physics 160 taken with 160L fulfills the lab science requirement.

Corequisite: PHY 160

210f MODERN PHYSICS 4

One-semester introduction to the fundamentals of optics and modern physics with integrated modern physics laboratory. Many examples and applications drawn from astronomy. Topics include: relativity, wave phenomena, quantum mechanics, nuclear and particle physics. Course provides a broad base of understanding of modern physics for use in upper-level astronomy and physics courses.

Prerequisite: 111

211s SCIENTIFIC COMPUTING 4

Lab-based course introducing computation and numerical analysis as used in the sciences. Introduction to the fundamentals of the Unix operating system and applications. Computer resources for scientists on the Internet. Students will use and modify existing programs as well as write their own. Semester

projects will be built around areas of interest of enrolled students.

- 242f ANALOG ELECTRONICS 2  
Lab-based overview of analog electronics, including DC and AC circuits, semiconductor devices, operational amplifiers and power supplies.  
1 LEC, 1 LAB  
Prerequisite: 111
- 243s DIGITAL ELECTRONICS 2  
Continuation of Physics 242. Operational amplifiers and linear circuits followed by digital electronics, including, number systems, Logic gates and theorems, memories, introduction to microprocessors.  
1 LEC, 1 LAB  
Prerequisite: 242
- 311s LABORATORY PHYSICS 4  
Students perform experiments important to the development of modern physics. They are introduced to modern experimental techniques, including keeping a formal lab notebook, computer-aided data acquisition, electronic instruments, and data and error analysis.  
Prerequisite: 210
- 321s CLASSICAL MECHANICS 4  
Newton's system for describing and predicting motion, the formulations of Lagrange and Hamilton, central forces, oscillations, chaos, rigid bodies, accelerated reference frames, relativity, continua and waves.  
Prerequisite: 111  
Offered 2009-2010 and alternate years
- 331s THERMAL PHYSICS 4  
Equilibrium thermodynamics, statistical methods, quantum methods in thermal physics, discussion of thermal phenomena such as phase transitions, superconductivity, superfluidity, magnetism and applications in chemistry, engineering and astrophysics.  
Offered 2010-2011 and alternate years  
Prerequisite: 111
- 341s ELECTROMAGNETISM 4  
Maxwell's equations applied to static and to dynamic situations, production and propagation of electromagnetic radiation; optics and lasers.  
Prerequisite: 111

Offered 2010-2011 and alternate years

352f OPTICS 4  
An introduction to classical and modern optics, including geometrical optics, diffraction, interference and polarization. Modern optics topics, adapted according to student interests, may include topics such as lasers, nonlinear optics, or lidar. Laboratory experiments will enhance the theoretical discussions.

Prerequisite: 111

Offered 2009-2010 and alternate years

361s QUANTUM PHYSICS 4  
Spin and matrix mechanics. Dirac notation. Schroedinger's equation applied to one-dimensional situations and then to atomic, nuclear and molecular phenomena. Systems of identical particles.

Prerequisite: 210

400f,s (Astronomy 400)

ADVANCED SEMINAR 4

See Astronomy 400 for description.

410f,s SPECIAL STUDY 2-4

Supervised study in specific areas of physics.

490f,s INDEPENDENT STUDY 4-8

Independent research arranged under the supervision of a department member.

#### Astronomy

120f THE SOLAR SYSTEM 4

A survey of the solar system, including the planets, minor bodies and the sun. An overview of orbital motion, the properties of light and fundamentals of astronomical instrumentation. Includes a laboratory component in which students learn introductory observational methods, including telescope alignment and calibration and visual, photographic and CCD observations of the sun, the moon, planets and stars.

3 LEC, 1 LAB

121s GALAXIES AND COSMOLOGY 3

A survey of the universe beyond our solar system. Fundamental techniques and discoveries in galactic and extragalactic astronomy. Topics include stellar evolution, structure of the Milky Way, large-scale structure and cosmology. Includes an optional (required for minors and majors) laboratory component in which students learn intermediate observational methods of astronomy. Taken without the lab 121L, this course fulfills the second science requirement.

Prerequisite: 120

121Ls OBSERVATIONAL TECHNIQUES 1

The observational/laboratory component in which students learn intermediate observational methods of astronomy. Use of computer-controlled telescopes, photographic and electronic (CCD) imaging and photometry. Astronomy 121 taken with 121L fulfills the lab science requirement.

Prerequisite: 120L Corequisite: 121

150s TOPICS IN PHYSICS AND ASTRONOMY 4

A semester study of a topic chosen from such areas as planetary astronomy, the search for life in the universe, astrobiology, elementary particles, cosmology, energy and the environment. Possibility for interdisciplinary topics and informal astronomical observations. Satisfies second science requirement, may be repeated for credit when topics change.

300f ASTROPHYSICS I: RADIATION 4

The application of physics to the study of astronomical radiation. Topics include multiwavelength astronomical telescopes and instruments, stellar and planetary radiation transfer, stellar evolution, the interstellar medium the intergalactic medium, magnetic fields and cosmology.

Prerequisite or Corequisite: Physics 111

Offered 2009-2010 and alternate years

301f ASTROPHYSICS II: DYNAMICS 4

The application of physics to the study of astronomical structures and motions. Topics include dynamics from planetary to galactic scales, distance determination, galaxy evolution, mass distributions, large-scale structure and cosmology.

Prerequisite or corequisite: Physics 111

Offered 2010-2011 and alternate years

400f,s (Physics 400) ADVANCED SEMINAR 4

A capstone experience for astrophysics and physics majors. Topics will include use of online and other research resources, research methods and the ethics of scientific research. Students in the class will report regularly on their research experiences, or—if they are not actively engaged in a research project with a faculty member—on recent advances as reported in the scientific literature.

Prerequisite: Enrollment limited to juniors and seniors

410f,s SPECIAL STUDY 2-4

Supervised study in various specific areas of astronomy.

490f,s INDEPENDENT STUDY 4-8

Independent research is arranged under the supervision of a department member.

## **POLITICAL SCIENCE**

### Faculty

Juan A. Allende, *associate professor*

Augustus B. Cochran III, *Adeline A. Loridans Professor of Political Science and chair*

Eleanor G. Morris, *assistant professor*

Catherine V. Scott, *professor*

Political science is a discipline that encourages students to think systematically about and evaluate critically our political life. From abortion to living wage, from political violence to globalization, there are few contemporary issues that do not involve a significant political dimension. The program's goal is to prepare majors for a life of informed and critical citizenship and to encourage them to creatively and independently engage politics.

The department offers courses on a variety of topics that range in format from introductory lecture-discussion classes to participatory seminars. Courses at the 100 and 200 levels introduce students to the subfields of political science and to selected topics of interest to non-majors as well as majors. Approaches to Politics (POL 201) prepares majors for further upper-division work. At the 300 level, courses offer depth as well as breadth. The 400-level seminars address specific topics of special interest to instructors and students.

Political science majors often take part in internships, participate in off-campus study such as the Washington Semester program and study abroad in programs such as Global Awareness and Global Connections.

### **Requirements for the political science major:**

A minimum of eight four-credit courses and a maximum of 14

One 100-level course

201

Three 300-level courses; one must be chosen from the writing-intensive group (317, 320, 322, 328, 337, 355, 380) and one from the speaking-intensive group (311, 313, 325, 326, 351, 360)

Two 400-level courses

**Requirements for the political science minor:**

A minimum of five four-credit courses, three of which must be chosen from the 300 or 400 level. Three of these courses must be taken at Agnes Scott.

- 102f AMERICAN POLITICS IN GLOBAL PERSPECTIVE 4  
American political institutions and issues, including the Supreme Court, Congress, the presidency, parties, elections, interest groups and contemporary political ideologies viewed from comparative and global perspectives.
- 103f,s INTRODUCTION TO WORLD POLITICS 4  
Examines the evolution of the international state system, as well as the current challenges to it. Course also explores some of the major issues in international politics today, including economic development, human rights, globalization, and environmental and gender issues. We also explore some of the major theories that help explain and predict international political events.
- 105s COMPARATIVE POLITICS 4  
Comparative study of contemporary politics and political systems. Country studies are used to examine broader issues such as the changing welfare state, democratization and development and specific topics such as elections, party dynamics and policy-making. Stresses the interactive nature of global and domestic processes.
- 107s MODERN POLITICAL THOUGHT 4  
An examination of major thinkers, such as Hobbes, Locke, Rousseau, Wollstonecraft, Burke, Mill and Marx, whose ideas have shaped the politics and ideologies of the modern world. We will also consider several contemporary political issues and commentators to illustrate the continuing influences of these modern theorists.
- 125f (Religious Studies 125) INTRODUCTION TO HUMAN RIGHTS 4  
An exploration of the theoretical and historical foundations of human rights from a multidisciplinary perspective. Presents human rights as a framework of analysis and as a moral discourse. Examines group rights—for example women, indigenous peoples, or inmates—and analyzes particularly challenging human rights problems such as genocide, torture and immigrants' rights.
- 201s APPROACHES TO POLITICS 4  
An introduction to political science through discussions and debates about

knowledge, research, theory, and writing in the discipline. Prepares students for more advanced work in the discipline. Recommended for the sophomore year.

- 203s CONSTITUTIONAL LAW 4  
 Examination of the rights of individuals in the American constitutional framework. Includes issues of civil liberties and civil rights for women and minorities such as due process and equal protection. Emphasis on legal reasoning and the development of law.
- 211s (Sociology 214) (Women's Studies 211)  
 WOMEN IN LATIN AMERICA 4  
 Women in Latin American history, especially in the 20th century. Focuses on women's social, political, economic and cultural struggles and contributions. Includes discussions of Latin American feminism, indigenous women, women in revolutions, regime transitions and social movements.
- 211Ls (Sociology 214L) (Spanish 301L) (Women's Studies 211L)  
 WOMEN IN LATIN AMERICA, SPANISH COMPONENT 1  
 See Spanish 301L for description
- 282f U.S. FOREIGN POLICY SINCE 1945 4  
 Analysis of the Cold War, the Vietnam War and especially the post-Cold era. Examines the historical and global context of U.S. foreign policy making and the governmental and societal factors that influence key foreign policy areas including the economy, environment and national security.
- 311f (Women's Studies 311)  
 BORDERS, RIGHTS, AND IDENTITIES: LATINA/O POLITICAL STRUGGLES IN THE U.S. 4  
 Overview of the experience of Latinas/os in the United States. Examines the cultural background, demographics, economic struggles and political strategies of this fast-growing minority group. Discusses issues important for Latinas/os, such as immigration, education, economic opportunities and bilingualism and looks at public policies affecting them.  
 Prerequisite: one 100-level course. 201 strongly recommended.  
 Offered 2009-2010 and alternate years
- 313f (Women's Studies 313) GENDER POLITICS 4  
 Engagement with the theoretical and empirical literature on women, gender and politics. Topics include representation, sexuality and reproductive politics

and gender politics at the local and global levels. Uses feminist theory to understand politics.

Prerequisite: one 100-level course. 201 strongly recommended.

Offered 2009-2010 and alternate years

- 317f POLITICS OF THE MASS MEDIA 4
- The role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media with government and other institutions, the impact of mass media in elections and public policies affecting the media. Offered 2009-2010 and alternate years
- Prerequisite: one 100-level course. 201 strongly recommended.
- Offered in alternate years
- 320f LATIN AMERICAN POLITICS 4
- Politics in contemporary Latin America with special emphasis on political participation, economic development, military rule, liberal democracy, revolution and human rights. Topics are discussed from a comparative politics perspective in several countries/regions such as Chile, Peru, Venezuela and Central America.
- Prerequisite: one 100-level course. 201 strongly recommended.
- Offered in alternate years
- 322f THEORIES OF DEVELOPMENT AND ANTI-DEVELOPMENT 4
- Overview of development theory, including the modernization paradigm. Also examines criticisms of development theory and practice in the south (Latin America, Asia and Africa), which call into question many of the tenets of modernization and work consciously to define antidevelopment strategies. Includes examination of postcolonial social theory as well as environmental, feminist and other social movements in the south.
- Prerequisite: one 100-level course. 201 strongly recommended.
- Offered 2010-2011 and alternate years
- 325f GLOBALIZATION AND SOCIETY IN LATIN AMERICA 4
- Examines globalization and its political, economic and social impact on Latin America. Special attention is given to understanding its effects on social groups, and on how these groups adapt or resist. Topics are discussed from a political economy perspective in several countries/regions, such as Brazil, Mexico and the Caribbean.
- Prerequisite: one 100-level course. 201 strongly recommended.

Offered 2010-2011 and alternate years

- 326f APPROACHES TO INTERNATIONAL RELATIONS 4  
Examines the development of international relations as an academic field, the major theories used to understand international relations and the ways research is carried out.  
Prerequisite: one 100-level course. 201 strongly recommended.
- 328s (History 340)  
UNITED STATES-LATIN AMERICAN RELATIONS 4  
Analyzes the United States' guiding rationales since the Monroe Doctrine for interaction and intervention in the region and Latin American responses to United States hegemony. Discusses current issues such as the war on drugs, immigration, military aid and economic integration.  
Prerequisite: one 100-level course. 201 strongly recommended.
- 337 POLITICS OF THE EUROPEAN UNION 4  
Explores the evolution of the European experiment from the aftermath of World War II to the present. The course examines the functioning of the major EU institutions, as well as some of the major issues facing the EU today, which may include EU enlargement, EU reform, EU immigration and asylum policy, and the development of EU foreign policy.  
Prerequisite: on 100-level course. 201 strongly recommended.  
Offered 2010-2011 and alternate years
- 351f DEMOCRACY AND ITS CRITICS 4  
Exploration of various meanings of democracy through the examination of selected contemporary issues arising in democratic societies. Critical questions include the nature and potential of deliberation, the role of the mass media, alternative conceptions of freedom, the role of voluntary associations and health of civil society, the shrinking public sphere, the efficacy of participation and the future of democracy in the global order.  
Prerequisite: one 100-level course. 201 strongly recommended.  
Offered 2010-2011 and alternate years
- 355s SOUTH AFRICAN POLITICS 4  
Analysis of the history, dynamics and dismantling of apartheid of South Africa. Examines the major actors and movements involved in the politics of the transition to a new order, with particular focus on efforts to address apartheid legacies.

Prerequisite: one 100-level course. 201 strongly recommended.

Offered 2010-2011 and alternate years

360s RIGHTS AT WORK 4

Examination of workplace issues and laws that govern the employment relationship. Special attention is given to race and sex discrimination, harassment and the legal processes for protecting employee rights.

Prerequisite: one 100-level course. 201 strongly recommended.

Offered 2009-2010 and alternate years

380f TERRORISM AND COUNTER-TERRORISM IN THE POST 9/11 WORLD 4

Examination of international terrorism and the challenges it poses for liberal-democratic states. Topics include the nature and causes of terrorism; strategies for reducing current and future terrorist threats; and the difficulties of reconciling such strategies with civil liberties and human rights.

Prerequisite: One 100-level course. 201 strongly recommended

410f,s SPECIAL STUDY 2-4

Supervised study in a selected field of political science.

427s GENDER AND THE EUROPEAN UNION4

This course will introduce students to major gender policies in the European Union, which may include: work and family policy, maternity and parental leaves, childcare, domestic violence, prostitution and trafficking in women, sexual harassment, immigration and asylum policy, enlargement policy, foreign, security, and development policy, gender mainstreaming, as well as women's leadership in the EU setting.

Prerequisite: One 300-level course, and 201 or 326.

Offered 2009-2010 and alternate years

429s ISSUES ON GLOBAL MIGRATION 4

Provides a theoretical framework and empirical information needed to examine critically the structures conditioning migration and people's lived experiences of migration. Includes analysis of labor migration and development, borders and national identities, forced migration, and gender and migration.

Prerequisite: One 300-level course, and 201 or 326.

Offered in alternate years

442f (Religious Studies 350)  
RELIGION AND POLITICS IN THE AMERICAS 4

Surveys the role religion plays in politics and civil society. Focuses on Roman

Catholicism and Pentecostalism and also covers other religions. Special attention is given to Bible interpretation, liberation theologies, popular church movements, immigration, and church-state relations.

Prerequisite: One 300-level course, and 201 or 326.

Offered 2009-2010 and alternate years

- 444f WARFARE AND HUMAN RIGHTS 4  
Analyzes human rights violations of individuals and groups when deadly conflict engulfs political systems. Discusses the evolution of the concept of human rights and how domestic and international politics interact to strengthen or undermine them. Assesses the prospects for international protection of human rights, including humanitarian intervention, war tribunals and efforts to end impunity. Several case studies are examined.  
Prerequisite: One 300-level course, and 201 or 326.  
Offered 2010-2011 and alternate years
- 455s REFORM, REVOLUTION, AND RESISTANCE: FROM THE COMMUNIST MANIFESTO TO THE WORLD SOCIAL FORUM 4  
Examination of roots of resistance to globalization: debates among Marx and other radicals, incorporation of labor, construction of welfare states, and neoliberal reaction. Cases may include reform and revolution in Sweden and Nicaragua, anti-globalization, populism, and national and transnational unionism.  
Prerequisite: One 300-level course, and 201 or 326.  
Offered 2010-2011 and alternate years
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under the supervision of a program member.
- 492s MANIFEST DESTINY IN A GLOBAL WORLD 4  
Examines the changing meaning of deeply resonant categories in U.S. foreign policy such as captivity and rescue, race war, masculinity and patriotism. Case studies focus on the post-Vietnam War era (for example, Iran, Somalia, Bosnia and Iraq).  
Prerequisite: One 300-level course, and 201 or 326.  
Offered 2009-2010 and alternate years

## **PSYCHOLOGY**

### Faculty

Barbara J. Blatchley, *associate professor*

Lerita Coleman Brown, *Ayşe I. Carden distinguished professor*

Eileen L. Cooley, *professor*

William D. Hopkins, *associate professor*

Jennifer L. Hughes, *associate professor and chair*

Kimberly Kinsey, *visiting assistant professor*

Psychology is the scientific study of behavior and mental processes. The courses offered reflect the diversity of areas within the field. The program for majors provides a strong background in academic psychology, including opportunities for both first-hand laboratory experiences and field experiences.

Students who are planning to major or minor in psychology should consult with a department faculty member as early in their college careers as possible.

Psychology majors are strongly encouraged to obtain additional experience outside of the classroom through internships, conducting research or studying abroad.

### **Requirements for the Psychology Major:**

The minimum number of credits required is 40.

Required core courses: 100, 206, 207 and 405; one course from 400, 406, 410, 450 and 490

Additional requirements:

at least two of the following: 251, 311, 315, and 323

at least two of the following: 300, 305, and 312

at least one of the following: 201, 202, 204, 205, 211, 214, 230, 240, 250, 324

Students must complete 100, 206 and 207 with a grade of C- or higher.

All majors must take the Psychology Area Concentration Achievement Test in their senior year as part of the assessment plan.

### **Requirements for the Psychology Minor:**

The minimum number of credits required is 24.

Required courses: 100, 206 and 207

Additional requirements:

at least one of the following: 251, 311, 315, and 323

at least one of the following: 300, 305 and 312

at least one of the following: 201, 202, 204, 205, 211, 214, 230, 240, 250, 324

100f,s	INTRODUCTORY PSYCHOLOGY	4
	An introduction to the broad field of psychology. Emphasis is on the primary methods, theoretical points of view and research findings in the various subfields within psychology.	
	Psychology 100 is the prerequisite for all other psychology courses.	
201	(Psychology 201) TOPICS IN NEUROSCIENCE	4
	See Biology 201 for description.	
202s	(Women's Studies 202) PSYCHOLOGY OF SEXUAL BEHAVIOR	4
	Study of psychological determinants and consequences of human sexual behavior. Attitudinal and emotional factors will be emphasized.	
	Prerequisite: 100	
204f	HISTORY OF THEORY AND RESEARCH IN PSYCHOLOGY	4
	Historical background for current theories and research issues in psychology.	
	Prerequisite: 100	
205f	(Economics 205) INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	4
	Explores how people think and behave at work from industrial/organizational perspectives. The industrial perspective examines the theory and practice of selection, training and evaluation of workers. The organizational perspective investigates employee satisfaction, motivation, leadership and cooperative processes.	
	Prerequisite: 100	
206f,s	(Sociology 206) RESEARCH STATISTICS	4
	Basic theory, principles and applications of statistics in behavioral science research.	

Prerequisite: Any one course from Psychology 100, Sociology 100, Anthropology 101, Anthropology 202, or any 100-level Political Science course.

- 207f,s RESEARCH DESIGN AND METHODS 4  
Fundamentals of research methodology in psychology. Topics include experimental, quasi-experimental and descriptive research designs, internal and external validity and research ethics.  
Prerequisite: 206, Priority given to psychology majors and minors.
- 211s PSYCHOLOGICAL ASSESSMENT 4  
Principles and issues of psychological assessment with an emphasis on tests of personality and cognitive abilities.  
Prerequisite: 100, 206
- 214s INTRODUCTION TO COUNSELING 4  
This course will provide an introduction to counseling principles, research and skills. Role-play practice sessions will be included.  
Prerequisite: 100
- 230f (Women's Studies 230)  
PSYCHOLOGY OF GENDER 4  
Critical review of psychological theory and research toward an understanding of the cognitive, social and emotional behavior of women.  
Prerequisite: 100
- 240f (Women's Studies 240)  
PSYCHOLOGY OF CROSS-CULTURAL CONTACT 4  
Theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors that promote cross-cultural effectiveness among women.  
Prerequisite: 100
- 250f (Biology 250)  
FOUNDATIONS OF NEUROSCIENCE I:  
EXCITABLE CELLS AND SYNAPSES 4  
See Biology 250 for description.
- 251s (Biology 251)  
FOUNDATIONS OF NEUROSCIENCE II 4  
This course focuses on the function and properties of neural circuits and systems. This includes the development of the CNS, brain anatomy, sensory systems, perceptual processes and cognition. Laboratories provide an

	introduction to neuroanatomy, sensory system structure and function, CNS regulatory and behavioral/cognitive function using microscopy, computer software systems and EEG recordings.	3 LEC, 1 LAB
	Prerequisite: 100, Biology 191	
300s	DEVELOPMENTAL PSYCHOLOGY	4
	Development of the individual throughout the lifespan.	
	Prerequisite: 100, 206 and 207 or Biology 210	
305f	SOCIAL PSYCHOLOGY	4
	Behavior of the individual as influenced by the behavior and characteristics of other individuals.	
	Prerequisite: 100, 206 and 207 or Biology 210	
311s	LEARNING AND MEMORY	4
	Principles of learning, behavioral change and motivation in humans and other animals. Emphasis on current research in the field as it relates to the acquisition and formation of different memory processes and their neurobiological correlations.	
	Prerequisite: 100, 206 and 207 or Biology 210	
312f	ABNORMAL PSYCHOLOGY	4
	Coverage of the diagnostic characteristics, theoretical perspectives and treatments of the major psychological disorders.	
	Prerequisite: 100, 206 and 207 or Biology 210	
315f	COGNITIVE NEUROSCIENCE	4
	Human cognition and perception and their neurophysiological correlates as revealed by functional imaging techniques and clinical populations. Selected topics include basic neuroanatomy and brain imaging techniques and their application to the study of attention, memory imagery, concept formation, language, problem solving, creative thinking and intelligence	
	Prerequisite: 100, 206 and 207 or Biology 210	
323s	SENSATION AND PERCEPTION	4
	The study of how our sensory systems detect the physical world around us and how we understand what these sensations mean. Emphasis on current research.	
	Prerequisite: 100, 206 and 207 or Biology 210	
324f,s	SPECIAL TOPICS IN PSYCHOLOGY	4
	A seminar focusing on a topic of contemporary interest in psychology. Each	

year the department will announce the topic(s) to be offered during the next academic year.

Credits and prerequisites beyond 100 vary according to topic. The nature of the topic determines the inclusion of a laboratory component.

Prerequisite: 100, 206 and 207 or Biology 210

400f,s RESEARCH IN PSYCHOLOGY

4

Seminars focusing on research in area of psychology. The specific research topic in each section of the class will be determined by the individual class instructor. Students will conduct collaborative research projects in the designated research area.

A) RESEARCH IN COGNITIVE NEUROSCIENCE

Original psychological research carried out in an area or areas selected from basic neuroanatomy and brain imaging techniques and their application to the study of attention imagery, concept formation and language.

Prerequisite: 207 or BIO 210 and the instructor's permission

B) RESEARCH IN CLINICAL PSYCHOLOGY AND PSYCHOLOGICAL ADJUSTMENT

Individual and small-group research project(s) in clinical psychology and/or psychological adjustment will be conducted. Students may register for one or two semesters.

Prerequisite: 207 or BIO 210 and the instructor's permission

C) RESEARCH IN NEUROSCIENCE

An examination of the effects of the characteristics of the early rearing environment on central nervous-system structure and function. Students will conduct an original collaborative experiment from design through data collection and analysis.

Prerequisite: 207 or BIO 210 and the instructor's permission

D) RESEARCH IN SOCIAL PSYCHOLOGY

Students will examine selected research and issues in the areas of social and intercultural psychology and will conduct a collaborative research project involving data collection and analysis.

Prerequisite: 207 or BIO 210 and the instructor's permission

E) RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Students will conduct collaborative research project(s) in industrial/organizational psychology from research design through data collection and analysis.

- Prerequisite: 207 or BIO 210 and the instructor's permission
- 405f SENIOR SEMINAR IN PSYCHOLOGY 4  
 This course considers controversial and important topics across broad areas in contemporary psychology. The format is a seminar, based on student-led discussions and presentations.  
 Prerequisite: 100, 206 and 207; senior standing
- 406s PRACTICUM 4  
 Supervised field placement focusing on psychopathology, counseling, industrial/organizational psychology or related areas. Placement activities are supplemented by a weekly seminar and research literature reviews. Depending on availability, and with a different practicum placement, this course may be repeated once for credit.  
 Prerequisite: 100, 206 and 207; instructor's permission. Priority given to seniors.
- 410f,s SPECIAL STUDY 2-4  
 Supervised intensive study in fields or problems of psychology. Interested students should see the department chair for a departmental application. Applications are due mid-semester the semester prior to the independent study.  
 Prerequisite: permission of the department
- 490f,s INDEPENDENT STUDY 4-8  
 Independent research is arranged under the supervision of a department member. Interested students should see the department chair for a departmental application. Applications are due mid-semester the semester prior to the independent study.  
 Prerequisite: 207 and permission of the department

## **PUBLIC HEALTH**

### Faculty

Martha Woodson Rees, *co-director and professor of anthropology*

Harry Wistrand, *co-director and professor of biology*

Public Health is an interdisciplinary field concerned with recognizing, evaluating, understanding and responding to factors that may affect the health of individuals, communities and populations. The curriculum includes courses from the humanities, social sciences, natural sciences and mathematics to educate students about various approaches to public health. A student who minors in public health will obtain an understanding of the process of scientific inquiry, statistics, and the behavioral, economic, historical, political and social approaches to health.

Many in the public health and medical communities refer to Atlanta as the public health capital of the world. Students are encouraged to utilize the local public health resources through experiential learning connected to a course; internships at the Centers for Disease Control and Prevention, CARE, the American Cancer Society, the Carter Center and within the community; and through community service not connected to a course.

Students majoring in the humanities, social and natural sciences and mathematics are encouraged to use the public health minor as a way to explore their interest in a career in public health. Public health careers can be found in local, state and federal government; nonprofit organizations with a local, regional or global focus; corporations; hospitals and health departments; or universities. Many public health careers require a graduate degree (typically the M.P.H.), but a minor in public health is not required for admission to an M.P.H. program.

Students wishing to minor in the program should consult early in their college careers with one of the co-directors to plan a course of study.

### **Requirements for the Minor:**

Minimum of six courses including three core courses and three electives. Two electives must focus on health, medicine or disease (Group B). At least two courses must be at the 300-level or above.

#### Group A: Required core courses

PH 101 Survey of Public Health

PH 102 Introduction to Epidemiology

MAT 115 Elementary Statistics or (PSY 206/SOC 206) Research Statistics  
Group B: Courses with a focus on health, medicine, or disease (choose two)

ANT 345 Anthropology of Public Health

ANT 371 Women, Health and Society

BIO 317 Immunology

CHE 484 Topics in Organic Chemistry (Organic Chemistry of Major Drugs)

PHI 106 Medical Ethics

WS 225 Topics in Women's Health

Four-credit internship (450) selected in consultation with the program director

Cross-registration courses through ARCHE, approved by program director

Group C: Electives

(choose one outside of the major, in consultation with the program director)

AS 170 African American Culture and Social Institutions

ANT 219 Transatlantic Voodoo

ANT 340 Worlds of Culture: Global Ethnography

BIO 260 Bioinformatics

BIO 301 Microbiology

CHE 210 Bioinorganic Chemistry

ESS 101 Introduction to Environmental and Sustainability Studies

HIS 336 Topics in the History of Race, Ethnicity, and Immigration in the US

MA 325 Mathematical Models and Applications

POL 125 Introduction to Human Rights

POL 313 Gender Politics

POL 429 Issues on Global Migration

SOC 230 Race, Class, and Gender

SOC 325 Urban Lives

One additional course from Group B

Cross-registration courses through ARCHE, approved by program director

101f SURVEY OF PUBLIC HEALTH

4

Survey course that introduces the subdisciplines of public health. Introduces epidemiological, environmental, occupational, cultural, behavioral, and policy issues relevant to the health of populations around the world. Includes a historical context for current health issues and global practices.

102s INTRODUCTION TO EPIDEMIOLOGY

4

Introduction to the study of diseases in populations, the causes of disease, and the ways that diseases can be prevented and controlled. Includes quantitative analysis of the biological, social, economic, and environmental conditions that affect health.

(Not offered 2009-2010)

## **RELIGIOUS STUDIES**

### Faculty

Dennis McCann, *Wallace M. Alston Professor of Bible and Religion*

Tina Pippin, *professor and chair*

Abraham Zablocki, *assistant professor*

Religious studies concerns the distinctive beliefs and practices, sacred literatures and cultural expressions of the religious traditions of the world. Students explore some of the most creative expressions of the human spirit in its responses to personal and cultural concepts of the divine. Special emphasis is placed on contemporary expressions of religious thought in cultures.

Religious Studies majors are strongly encouraged to engage their studies in and beyond the classroom. We promote experiences in local and global partnership organizations and shared leadership in the community of the Religious Studies Department.

### **Requirements for the Religious Studies Major:**

A minimum of eight courses total

REL 115

Two Religious Tradition courses devoted to specific religious traditions

(REL 132, 133, 201, 207, 217, 219, 221, 223, 231, 232, 233, 234, 241, 330, 334 345 or 390)

465, Senior Research Seminar In Religion

Three electives from within the major courses (two should be at the 300 level or above)

### **Requirements for the Religion and Social Justice Major:**

The Religion and Social Justice major uses a human rights framework and experiential learning models. Students engage theory and practice in interdisciplinary study, both at the local and global levels.

A minimum of nine courses total

One Interpreting Sacred Texts and Traditions course

One course devoted to a specific religious tradition

Religion 320 Religion, Human Rights, and Activism

Religion 363 Religious Social Ethics

Atlanta Semester Seminar 301 and Internship 350 or WS 301 and corequisite internship

465, Senior Research Seminar in Religion

Two electives from within the major courses, one at the 300 level or above

**Requirements for the Minor in Religious Studies:**

A minimum five-course minor (20 credits), with at least one of those courses at the 100 level and one at the 300 or 400 level within the department. One cross-listed course may be applied to the minor.

115fs INTERPRETING SACRED TEXTS AND TRADITIONS 4

This interdisciplinary course explores major religious traditions through their sacred texts, with particular attention to historical, social, cultural, ethnographic, and ethical contexts. Topics will draw from a range of classical and contemporary readings of primary and secondary texts and might include issues such as textual authority, canons, postcolonial interpretation, cultural criticism, and lived interpretations. May be repeated when topic varies.

Fall 2009: Asian Religions

Spring 2010: The Bible and Liberation

125f (Political Science 125)

INTRODUCTION TO HUMAN RIGHTS 4

See Political Science 125 for description.

201f CHRISTIANITY 4

The course will introduce students to the basic logic of Christian faith and practice, through a critical examination of the history of Christianity and will provide an opportunity to explore and evaluate various forms of Christian theology in the current period of globalization.

202f (Art 202) THE MIDDLE AGES: IMAGES AND IDEAS 4

See Art 202 for description.

207s RELIGIONS IN THE UNITED STATES 4

This course will introduce students to the major historical and cultural factors that have shaped the religious history of the USA, with some specific attention

to regional phenomena. It will provide an opportunity to survey current trends and issues facing religious groups in the USA. Religions other than Christianity will be examined and special attention will be given to marginalized groups and women writers/thinkers in American religious culture.

- 208s (Music 208) HISTORY OF SACRED MUSIC 4  
See Music 208 for description.
- 210f (Women's Studies 210)  
SCIENCE, RELIGION AND WOMEN 4  
A consideration of various topics of mutual interest to science and religion, such as creation, origins of life, medical ethics and environmental concerns. Special emphasis will be given to the roles of women in the sciences and to the feminist science debate.
- 217s (Africana Studies 140)  
RELIGIONS OF AFRICA 4  
Basic elements of African religious beliefs and practices. It aims to treat in a coherent, though summary way, the principal themes and topics of African religious teaching and to examine how the various themes and topics cohere with one another and influence African life. The course will survey African traditional religions, along with the impact of Islam and Christianity in Africa.
- 219s (Africana Studies 219 (Anthropology 219)  
TRANSATLANTIC VOODOO 4  
See Anthropology 219 for description.
- 221s Judaism 4  
Basic beliefs and practices of Judaism, from the exodus from Egypt to the present. Special attention given to Judaism as a dynamic civilization, women's roles, Jewish Feast Days, institutions, life cycle practices, values and major branches of the religion.
- 223s RELIGIONS OF NATIVE AMERICANS 4  
A survey of a wide variety indigenous religions, histories and cultures of North America, with focus on the traditions of the Southeast, Plains and Southwest and the issues past and present.
- 224s (Women's Studies 224)  
FEMINISMS AND RELIGION 4

The roles of women in shaping religious history from the ancient to the modern period, accompanied by the development of feminist theories in various world religions. Primary historical writings and theological statements, as well as contemporary cultural expressions.

225f,s TOPICS IN RELIGION AND LITERATURE 4

This course is an interdisciplinary exploration of the significance of religious writings as literature and literary works as avenues for the exploration of religious perspectives and practices. Each time the course is offered it will focus on a specific author or related group of authors whose works are distinguished for both their religious content and their literary merits.

231f ISLAM 4

The course will focus upon Islam. It will survey Islamic history, its distinctive forms of faith and practice, its roles in society and its worldwide involvement in a host of issues related to social, economic and political developments. The course will explore sympathetic, critical and creative perspectives on Islam, particularly as related to the struggles of today's Muslim women. The course will include opportunities for experiential learning, primarily in the form of field trips to one or more Islamic communities in the Atlanta metropolitan area.

232s BUDDHISM 4

This course examines the life and teachings of the Buddha, the religious institutions that he founded to carry on his doctrine and the ways that Buddhism later developed in India and spread through Asia and to the West.

233s TIBET THROUGH FILM AND LITERATURE 4

This course examines the construction of Tibet as a mythic object of fantasy in the Western imagination. Close attention will be given to the way Tibet has been portrayed in a variety of literary and film genres.

234s RELIGIONS OF CHINA 4

This course will provide an introductory survey of Chinese religious traditions, in both their ancient origins and modern development in China today. It will explore both indigenous Chinese traditions (Confucianism, Daoism) as well as the impact of "foreign" religions that have become Chinese (Buddhism, Christianity, Islam).

241s ROMAN CATHOLICISM 4

The course will focus upon Roman Catholicism, its history, distinctive

institutional structures and beliefs; the distinctive lifestyles of Catholic clergy, including monks and nuns; the seven sacraments and Catholic family life; and the church's worldwide involvement in a host of issues related to social and economic justice. The course will encourage students to develop sympathetic yet critical perspectives on these diverse practices and the structure of theological beliefs that support them, particularly as these are manifest in the experiences of contemporary Catholic women.

- 242s RELIGIONS OF EAST ASIA 4  
 This course examines the religious traditions of East Asia, including Taoism, Confucianism, Buddhism, and Shinto.
- 243f RELIGIONS OF SOUTH ASIA 4  
 This course examines the religious traditions of the South Asian subcontinent, including Hinduism, Jainism, Buddhism, Sikhism, and Islam.
- 271f RELIGION AND THE ENVIRONMENT 4  
 This course will investigate the intersections of religions with ideas of nature, ecology, and environmental ethics and justice.
- 276s RELIGIOUS ETHICS AND CONTEMPORARY MORAL ISSUES 4  
 This course will explore contemporary moral issues and the controversies surrounding them, with a particular focus on the ways in which these are debated in and among various religious communities, Christian as well as nonChristian. It will also allow opportunity to make comparisons between religious approaches to these moral issues and nonreligious approaches, for example, the ways these issues are addressed in the field of "applied ethics" in philosophy.
- 280s RELIGIOUS AND MORAL VALUES IN BUSINESS  
 AND THE PROFESSIONS 4  
 An exploration of the ethical dimensions of business and professional practice, designed specifically for women who are either planning careers in business and the professions or seeking to understand the religious and ethical basis of society's increased expectations for moral leadership in these areas. The course will be practical as well as theoretical and thus, in addition to introducing students to the major theories of business and professional ethics, it will focus on various case studies of actual conduct in business and the professions. Cases will be selected with careful attention to the needs and interests of women.

308s	(Music 308) SACRED MUSIC OF WORLD RELIGIONS See Music 308 for description.	4
309s	(History 308) RENAISSANCE AND REFORMATION EUROPE See History 308 for description.	4
312f	(Art 312) THE AGE OF THE CATHEDRALS See Art 312 for description.	4
316f	THE POLITICS OF THE APOCALYPSE An interdisciplinary course that includes biblical studies, politics, ethics, literary criticism, philosophical and critical theory, social movements, history, art, music, dance, and film studies. We will consider the apocalyptic imagination and representations in religion, politics, and culture. Prerequisite: one course in religious studies	4
320s	RELIGION, HUMAN RIGHTS, AND ACTIVISM In this course we will look at both international and domestic issues of oppression and injustice, and consider the roles of governments, NGOs, religious organizations, the Social Forum process, transnational activism, and grassroots movements for social change. Students will engage and gain competence in the practice of human rights education through a variety of models of liberatory educational practices, including popular education, community-based learning, participatory action research, and movement building. Students will connect with a local human rights or social justice organization for a 40-hour community-based learning experience in which the focus will be a critical reflection on the organization's use of a human rights framework and their uses of human rights theories and activism for social change.	4
325s	ETHNOGRAPHY OF RELIGION This course will guide students as they pursue a semester-long independent ethnographic study of a religious community in the Atlanta area. Students will conduct participant observation fieldwork in a religious setting of their choosing. Prerequisite: One course in religious studies.	4
330f	TOPICS IN WORLD RELIGIONS Seminar focusing on a special problem within one of the world's historic	4

religions or on new developments in the field of comparative literature. May be taken more than once if topic varies.

Prerequisite: one religious studies course

331s (Women's Studies 331)

FEMINIST AND WOMANIST ETHICS 4

Exploration into the ethical and theological bases of women's ways of knowing and the broader religious conversation of white feminists and women of color.

Prerequisite: one religious studies or Women's Studies course

334s (Women's Studies 334)

SEX, GENDER AND EMBODIMENT IN BUDDHISM 4

This course examines the ways that different Buddhist societies have addressed the challenges of human sexuality, gender, and physical embodiment. Attention will be given to Buddhism in India, Tibet, and America.

Prerequisite: One course in Asian Religions

335f JESUS IN HISTORY AND CULTURE 4

An examination of the quest for the historical Jesus, with an analysis of literary and cultural sources (especially from film, music and art), and also the ethical implications of Jesus' life and message, from the 19th century to contemporary times.

Prerequisite: one course in religious studies

340f (History 335) (Africana Studies 335)

BLACK PROTEST THOUGHT IN AMERICA  
FROM SLAVERY TO THE PRESENT 4

See History 335 for description.

345f PHILOSOPHY OF RELIGION 4

This course is an introduction to the discipline known as philosophy of religion, that is, the philosophical analysis of the logic of religious language as expressed in religious faith and practice, primarily, though not exclusively, in the Western philosophical and religious traditions. This course will also feature the works of contemporary women who are making important contributions in the philosophy of religion today.

Prerequisite: one religious studies course

350f (Political Science 442)

RELIGION AND POLITICS IN LATIN AMERICA 4

See Political Science 442 for description.

- 363f RELIGIOUS SOCIAL ETHICS 4  
Investigates how religious ethics, both Christian and non-Christian, address the social question(s): the nature of the social order and its religious significance, if any; the definition(s) and moral justifications of social justice and other central social virtues and imperatives; and the resources for social change offered by particular religious systems, i.e., each tradition's distinctive approach to politics.  
Prerequisite: one religious studies course
- 390s THEORIES OF RELIGION 4  
This course will survey the major theoretical perspectives that help to define the field of religious studies, particularly in relationship to philosophy and the social sciences. The course will also help students to develop criteria for making useful assessments of the relative strengths and weaknesses of the various theories, and their continued relevance to both the descriptive and the normative tasks of religious.  
Prerequisite: one 100-level religious studies course
- 410f,s SPECIAL STUDY 2-4  
Directed reading course supervised by a department member  
Prerequisite: the instructor's permission
- 465f SENIOR RESEARCH SEMINAR IN RELIGION 4  
The focus of the seminar is on research, writing and peer editing in the field of religion. Students will focus on a specific research project and work with the instructor of the seminar, with consultation with a second faculty member when warranted by the research topic.  
Prerequisite: Restricted to senior Religious Studies majors and minors.
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under supervision of a department faculty member

## **SOCIOLOGY AND ANTHROPOLOGY**

### Faculty

Douglas J. Falen, *assistant professor*

Brenda A. Hoke, *associate professor and chair*

Yvonne D. Newsome, *associate professor*

*Martha Woodson Rees, professor*

Rosemary Lévy Zumwalt, *professor, vice president for academic affairs and dean of the college*

Sociology focuses on the study of human society, including social action and social organizations. Sociologists use theories and scientific research methods to examine social life in its multitude of settings. They investigate the interconnections of race, class and gender in the lives of members of our society.

Anthropologists compare societies and cultures, both the unity of humankind and the diverse and unique ways different peoples meet basic human needs. Much of the information anthropologists have gathered comes from small-scale, non-Western societies. This represents an opportunity to step outside familiar experience and broaden our understanding of what it means to be a human being.

Students are encouraged to organize an internship of crosscultural research or living experience and pursue fluency in a foreign language.

Sociology and anthropology majors are strongly encouraged to study abroad through a faculty-led Global Awareness or Global Connections program or any other college-approved study-abroad program.

### **Requirements for the Major in Sociology and Anthropology:**

Required discipline courses:

Anthropology: 101

Sociology: 101, 251

Anthropology or Sociology: 390, 391

Three electives: two 300 level (one in each discipline), and one 200 level

Recommended course for the major:

Sociology 206 (Psychology 206)

**Requirements for the Minor in Sociology and Anthropology:**

Anthropology: 101

Sociology: 101 and 251

Anthropology or Sociology: 390

Four additional credits in anthropology or sociology

Sociology

101f,s	INTRODUCTION TO SOCIOLOGY	4
	Current sociological theory and research as they relate to primary units of social life, social processes and social institutions. Emphasis on relating concepts to contemporary American society.	
206f,s	(Psychology 206) RESEARCH STATISTICS	4
	See Psychology 206 for description.	
211s	(Women's Studies 212) MARRIAGE AND THE FAMILY	4
	The family as a basic social institution. The range of alternative behaviors in contemporary family life. Role relationships within the family and changes in family patterns. Family organization in different social classes, ethnic groups and utopian communities.	
	Offered 2010-2011 and alternate years	
	Prerequisite: Sociology 101 or Anthropology 101	
214s	(Political Science 211) (Women's Studies 211) WOMEN IN LATIN AMERICA	4
	See Political Science 211 for description.	
214Ls	(Political Science 211L) (Spanish 301L) (Women's Studies 211L) WOMEN IN LATIN AMERICA, SPANISH COMPONENT	1
	See Spanish 301L for description.	
217f	(Education 217) SCHOOLS AND SOCIETY	4
	Education in cross-cultural perspective. The role of education in the transmission of values and culture. The conflict between family and school. The inequality of educational opportunity.	
	Prerequisite: Sociology 101 or Anthropology 101	
221f	SOCIAL PROBLEMS IN GLOBAL CONTEXTS	4
	Examines competing definitions of and solutions to social problems. Topics vary, but may include issues related to wealth and poverty, racism, gender,	

- work, family, education, and globalization.  
Prerequisite: Sociology 101 or Anthropology 101
- 230s (Women's Studies 231) (Africana Studies 230)  
RACE, CLASS AND GENDER 4  
Survey of the history, basic theories and recent research integrating these key concepts for modern society. Systematic examination of the effects of these variables on different groups in society.  
Prerequisite: Sociology 101 or Anthropology 101  
Offered 2010-2011 and alternate years
- 251f HISTORY OF SOCIAL THEORY 4  
Introduction to theory in social science, review of the major theoretical constructs of the 19th century and application in modern social science.  
Prerequisite: Sociology 101 or Anthropology 101
- 301s COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS 4  
Examination of organized efforts at social change through discussion of traditional and contemporary perspective relative to collective action and American social movements, such as, but not limited to, civil rights and feminist movements.  
Prerequisite: Sociology 101 or Anthropology 101  
Offered 2011-2012 and alternate years
- 319f PRACTICUM IN THE SOCIAL SCIENCES 4  
Bridges theory and practice by placing students in agencies or organizations with preparation and supervision. The objective is to expose the students to interactions with career professionals and connect practical experience with social theories.  
Prerequisite: Sociology 101 or Anthropology 101  
Offered 2009-2010 and alternate years
- 325f URBAN LIVES 4  
An exploration of social change, particularly the ways societal processes and social structures influence human behavior in urban settings. Issues such as deindustrialization, urban poverty, environmental pollution and gentrification will be discussed.  
Prerequisite: Sociology 101 or Anthropology 101  
Offered 2010-2011 and alternate years

- 341s (Classics 341) (Women's Studies 341) TOPICS IN CLASSICAL STUDIES 4  
See Classics 341 for description.
- 350f CONTEMPORARY THEORY IN SOCIOLOGY 4  
Survey of current theories with a rotating concentration on particular theories and issues.  
Prerequisite: 251
- 356s (Africana Studies 356) (Women's Studies 356)  
COMPARATIVE BLACK FEMINISMS 4  
Interdisciplinary analysis and critique of the history of ideas which make up African and African Diasporic feminist thought and practice.  
Prerequisite: Sociology 101 or Anthropology 101  
Offered 2009-2010 and alternate years
- 370s (Africana Studies 370) AFRICAN-AMERICAN IMAGES IN POPULAR CULTURE 4  
Emphasis given to the influence of race on U.S. culture and the interplay of race and culture with politics.  
Prerequisite: Sociology 101 or Anthropology 101
- 390f (Anthropology 390) FOUNDATIONS OF SOCIAL RESEARCH 4  
Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys. Topic varies by semester.  
Prerequisite: Sociology 101, Anthropology 101 and junior standing
- 391s (Anthropology 391)  
SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4  
Topics vary by semester, according to professor teaching the course. Each student will design and carry out a research project.  
Prerequisite: Sociology 390 or Anthropology 390
- 410f,s SPECIAL STUDY 2-4  
Supervised intensive study in a special field of sociology.
- 482f SOCIOLOGY SEMINAR 4  
An exploration of important sociological research topics. Topics include issues related to the intersection of race, class and gender. Open only to junior and senior sociology-anthropology majors.
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under the supervision of a program member.

## Anthropology

- 101f,s CULTURAL ANTHROPOLOGY 4  
Overview of cultural universals and cultural diversity, using comparative analysis of African, American, Asian and other cultures. Examination of the impact of contact between cultures and the contemporary condition of indigenous peoples, using case studies (ethnographies), ethnographic film and class activities.
- 202 HUMAN ORIGINS 4  
Overview of evidence of the biological, social and ecological bases of human behavior, from East African fossils to the present; modern biological variation and its effect on society. Examination of fossil material, artifacts and contemporary skeletal material. Theoretical explanations for physical and cultural development of humans and other primates, including evolution and ecology, with specific attention to the origins of race and gender and implications for contemporary society.
- 214 (Religious Studies 214) ANTHROPOLOGY OF RELIGION 4  
(See Religious Studies 214 for description)
- 219s (Africana Studies 219) (Religious Studies 219)  
TRANSATLANTIC VOODOO 4  
Traces Voodoo/Vodun religious traditions from West Africa to the Caribbean and North America, including the history of European contact and the slave trade, European views of African religions, and the cultural and symbolic meanings of Voodoo spirits and dancing.  
Offered 2010-2011 and alternate years
- 231s ENVIRONMENTS, GENDER AND CULTURES 4  
Relations between cultures and environments in the past and the present, with a focus on gendered perspectives. Includes sustainability, "development" and indigenous knowledge. Case studies on such topics as environmental health and Latinos (Atlanta) and Organic Coffee (Mexico).  
Prerequisite: Anthropology 101 or Sociology 101  
Offered 2009-2010 and alternate years
- 245f (Women's Studies 245)  
MARRIAGE, SEXUALITY AND POWER IN  
CROSS-CULTURAL PERSPECTIVE 4

This course reviews marriage around the world, such as polygyny, monogamy, polyandry, and homosexual and heterosexual unions, and discusses the consequences for emotional bonds, power, sexuality, children, and financial arrangements.

Offered 2009-2010 and alternate years

- 371f (Women's Studies 371) WOMEN, HEALTH AND SOCIETY 4  
Crosscultural concepts of women's bodies and health, including reproduction and child care, health practitioners and disease. Focus on gender, ethnic and class differences in health, health concepts and health practices.
- 304 PEOPLES OF MESOAMERICA 4  
History and contemporary relations between indigenous, European and African-origin populations, including ethnicity, culture, identity and contemporary movements.  
Offered 2010-2011 and alternate years  
Prerequisite: Junior standing
- 307s (Women's Studies 307) HOUSEHOLDS AND GLOBALIZATION 4  
Contemporary and classic readings on theories of households, women and their relation to the larger world. Topics include migration and globalization. Theoretical focus is political economy. Methodological training includes a research project on the effects of globalization on households and individuals, including life history, kinship and household analysis.  
Prerequisite: SOC 101 or ANT 101
- 308f FOLKLORE: CREATIVE EXPRESSIONS OF SELF AND OF GROUP IDENTITY 4  
An examination of the forms and analysis of folklore. The focus will be on the way in which folklore forms the core of social identity; encourages creative interpretation; and allows the individual to perform her identity in social context.  
Prerequisite: Sociology 101 or Anthropology 101
- 330s LINGUISTIC ANTHROPOLOGY 4  
Introduces students to the anthropological study of language in human social life. In addition to examining the definition and origins of human language, students will learn phonetics and the social functions of language in the U.S. and elsewhere.  
Offered 2010-2011 and alternate years

- Prerequisite: Sociology 101 or Anthropology 101
- 340s WORLDS OF CULTURE: GLOBAL ETHNOGRAPHY 4  
 A sample of ethnographies offering detailed anthropological studies of a range of geographic regions and cultural themes. The course probes other cultures' ways of knowing and how they deal with religion, ecology, economics, kinship, gender, health, language, and globalization.  
 Prerequisite: Anthropology 101  
 Offered 2010-2011 and alternate years
- 345s ANTHROPOLOGY OF PUBLIC HEALTH 4  
 This course examines anthropological perspectives and practices for understanding public health and medicine. It considers a variety of health issues, discourses, knowledge, and practices among different societies and social strata within various societies. It likewise explores globalization's effects on health.  
 Prerequisite: Sociology 101 or Anthropology 101
- 354s HUMAN CULTURE IN ANTHROPOLOGICAL PERSPECTIVE 4  
 Advanced course on anthropological understandings of culture and humanity. Students read ethnographies and theoretical works to examine different ways of understanding behavior.  
 Prerequisite: Sociology 101 or Anthropology 101  
 Offered 2009-2010 and alternate years
- 380s (Africana Studies 380) (Religious Studies 380)  
 CULTURE AND ETHNOGRAPHY OF AFRICA 4  
 This course offers an examination and appreciation of African cultures in the present context, and in historical perspective. Course topics include kinship, gender, politics, religion, economics, and colonialism. Students read several ethnographies for an in-depth understanding of specific cultures.  
 Prerequisite: Ant 101 or Soc 101 or AS/HIS 257 or AS/HIS 250 or AS/HIS 251 or Rel/AS 140  
 Offered 2009-2010 and alternate years
- 390f (Sociology 390)  
 FOUNDATIONS OF SOCIAL RESEARCH 4  
 Introduction to social research, including developing research questions, reviewing literature, carrying out field research and data analysis. Involves teamwork. Basic skills include kinship, ethnography, interviews and surveys.

Topic varies by semester.

Prerequisite: Sociology 101, Anthropology 101 and junior standing

391s (Sociology 391)

SPECIAL AREAS IN SOCIAL SCIENCE INQUIRY 4

Topic varies by semester, according to the professor teaching the course. Each student will design and carry out a research project.

Prerequisite: Sociology 390 or Anthropology 390

410f,s SPECIAL STUDY 2-4

Supervised intensive study in a special field of anthropology.

482 ANTHROPOLOGY SEMINAR 4

An exploration of important anthropological research topics. Topics will vary from year to year. May be repeated if the topic varies. Topic for 2009-2010 is migration.

Prerequisite: junior standing

490f,s INDEPENDENT STUDY 4-8

Independent research arranged under the supervision of a program member.

## **SPANISH**

### Faculty

Patricia Andino, *visiting instructor*

Gisela Norat, *professor*

Rafael Ocasio, *Charles A. Dana professor of Spanish and chair*

Stacy Schmitt Rusnak, *visiting instructor*

Michael Schlig, *associate professor* and resident director, ASC Summer in Spain

Students who major or minor in Spanish study the Spanish language and explore the literatures and other cultural expressions of the Hispanic world. The course of study emphasizes written and oral communication that prepares students to function in a Spanish-speaking community.

The language courses (101-202) fulfill the college's specific standard requirement of proficiency in a foreign language at the intermediate level and promote the appreciation of the cultural diversity that characterizes the Spanish-speaking world and Latino communities in the United States.

To be better prepared for language courses, students should have taken a few years of Spanish, including a course during their senior year in high school. Incoming students with more than one year of Spanish must take a placement test before enrolling in courses. No student with more than one year of high school Spanish may register for SPA 101.

The Spanish department encourages students to explore the lively Hispanic cultural life of metropolitan Atlanta and to volunteer with local organizations that support the growing Latino population.

The department also recommends that students spend time abroad either through Agnes Scott's summer program in Oviedo, Spain, or through any of the approved programs in Spanish-speaking countries sponsored by the International Student Exchange Program, or other affiliated programs in Latin America and Spain.

Recently, our students have completed semester or yearlong programs in Argentina, Chile, Mexico and Spain.

Students are strongly encouraged to take part in the Global Awareness and Global Connections programs, especially when trips are arranged to destinations in Spanish-speaking countries.

**Requirements for the Spanish Major:**

480 and 28 additional credits beyond 202.

Credits from the Spanish program-sponsored summer classes in Oviedo, Spain satisfy requirements toward the major. Spanish majors are required to complete four courses from those offered by department faculty. Students who study in a Spanish-speaking country for one year may be granted an exception to this policy. The student must petition the Chair of the Spanish Department in writing before initiating study abroad.

**Requirements for the Spanish Minor:**

A minor requires completion of 20 credits beyond Spanish 202, excluding Spanish 370. At least 12 credits must be from courses taught by department faculty. Credits from the Spanish program-sponsored summer classes in Oviedo, Spain satisfy requirements toward the minor.

101	ELEMENTARY SPANISH I	4
	Fundamentals of Spanish for speaking, listening, writing and reading. Emphasis on proficiency achievement and cultural awareness of the Hispanic world. Not open to students with one or more years of Spanish in high school. All students with more than one year of Spanish are required to take the placement test.	
102f,s	ELEMENTARY SPANISH II	4
	Continuation of 101. All students with more than one year of Spanish are required to take the placement test. Prerequisite: 101	
201f,s	INTERMEDIATE SPANISH I	4
	Grammar review, conversation, listening, comprehension, composition and reading. All students with more than one year of Spanish are required to take the placement test. Prerequisite: 102	
202f,s	INTERMEDIATE SPANISH II	4
	Continuation of 201. All students with more than one year of Spanish are required to take the placement test. Prerequisite: 201	
205	READING AND WRITING ABOUT THE HISPANIC WORLD	4
	Continued study of Hispanic cultures with special emphasis on the development	

of conversational, written and listening expression in Spanish.

Prerequisite: 202 with a minimum grade of C-

- 206su SPANISH CULTURE IN SPAIN 2  
Intermediate and advanced students will complement their studies at the University of Oviedo by completing weekly activities and projects while they visit sites, live with families and study in Spain.  
Prerequisite: 102.
- 307 SPANISH CIVILIZATION AND CULTURE 4  
Important historical events, trends and ideas of Spain from earliest times to the present.  
Prerequisite: 202 with a minimum grade of C-
- 308 LATIN AMERICAN AND CARIBBEAN CIVILIZATIONS AND CULTURES 4  
The study of historical, political, social and cultural aspects that unify Latin America as a region from the prequest to the present and an exploration of the diversity within countries and across borders.  
Prerequisite: 202 with a minimum grade of C-
- 323 APPROACHES TO LITERATURE 4  
Presentation of representative Latin-American and Spanish texts to foster reading, writing and analytical skills.  
Prerequisite: 205 with a minimum grade of C-
- 325 INTRODUCTION TO LATIN AMERICAN LITERATURE 4  
The study of representative works of literature and literary movements from classic to contemporary writing in Latin America.  
Prerequisite: 205 with a minimum grade of C-
- 327 INTRODUCTION TO THE LITERATURE OF SPAIN 4  
A historic and thematic introduction to representative works of significant literary movements from the Middle Ages to present-day Spain.  
Prerequisite: 205 with a minimum grade of C-
- 344 CONTEMPORARY SHORT STORIES 4  
Traces the history and development of the genre with emphasis on examining the elements specific to the short story and the literary devices contemporary writers employ in their craft.  
Prerequisite: 323

- 361 20th-CENTURY SPAIN 4  
Examines how societal changes throughout the century are reflected in representative works of literature and other forms of artistic expression such as film and painting. Topics include the avant-garde, the dictatorship of Francisco Franco and the transition to democracy.  
Prerequisite: 323
- 365 BLACK LITERATURE IN CUBA AND IN PUERTO RICO 4  
This course provides an examination of the Caribbean literary movement of "negrismo." Literary texts and interdisciplinary readings examine the impact of ethnicity on Cuban and Puerto Rican national identities. More contemporary media illustrate the present role of Afro-Caribbean religious traditions, such as Santería.  
Prerequisite: 323
- 370 (English 370) (Women's Studies 370, when the topic pertains to Women's Studies)  
TOPICS IN LATINO LITERATURE 4  
A critical analysis of a specific topic, genre, or period in Latino literature and other English-language media produced in the United States. May be repeated for credit when topic varies.  
Prerequisite: English 110
- 380 INTERDISCIPLINARY APPROACHES TO HISPANIC LITERATURES AND CULTURES 4  
Examination of selected aspects of the cultures of Spain and/or Latin America through the study of literature, film, mass media, social institutions and movements. May be repeated for credit when the instructor changes.  
Prerequisite: 323
- 410 SPECIAL STUDY 2-4
- 480 (Women's Studies 481, when the topic pertains to Women's Studies) TOPICS IN HISPANIC THEMES 4  
A detailed critical analysis of a specific topic, genre or period in Spanish or Latin American literatures and other media. May be repeated for credit when topic varies.  
Prerequisite: 323
- 490f,s INDEPENDENT STUDY 4-8  
Independent research arranged under the supervision of a program member

## **THEATRE AND DANCE**

### Faculty

David Lawrence, *visiting associate professor of communication and rhetoric and director of the Speaking Center*

Bridget Roosa, *assistant professor and director of dance studies*

Dudley Sanders, *professor and chair*

David S. Thompson, *professor*

### **Theatre**

Theatre is perhaps the quintessential liberal art, taking for its subject matter what it means to be human. It promotes self-examination and self-discipline, fosters the development of artistic, analytical, critical and organizational capabilities and stimulates the student to realize her full creative potential. Now, as in Shakespeare's day, theatre holds a mirror up to nature, allowing us to see ourselves and our place in the universe in a manner that is at once both immediate and timeless.

The curriculum integrates theory, history and practice, including foundational training in acting, directing, dramatic writing and design, and culminates in a senior capstone project. In addition, the department works closely with Blackfriars, a volunteer student theatre organization, to create a student-centered production program that encourages individual leadership and responsibility.

With the Winter Theatre, an intimate 310-seat auditorium with a modified-thrust stage, serving as laboratory and home, the department and Blackfriars mount one major production, a play for young audiences, and a number of student-generated projects annually.

### **Requirements for the Theatre Major:**

Required courses: 100, 131, 203, 250, 326

Three of the following: 313, 322, 323, 324, 325

Two of the following: 235, 303, 327, 350

One of the following: 400, 410 or 490, with department permission and approval

Major requires a minimum of 11 courses (44 credits) in the discipline.

### Other requirements:

A student electing a theatre major must play an active participatory role in the Agnes Scott theatre production program as determined by the faculty.

### **Requirements for the Theatre Minor:**

100 and four additional courses, not including 108 or 117

The student may design her program with the department guidance and approval to reflect a particular interest or emphasis, including performance, design, dramatic writing, history and criticism or some combination of the above. A student electing a minor in theatre must play an active participatory role in the Agnes Scott theatre production program as determined by the department.

100s	INTRODUCTION TO THE THEATRE	4
	The study of drama and the practice of theatre as a performing art. Explorations of dramatic theory, dramatic literature, performance and design.	
108f	VOICE AND DICTION	4
	Practices of effective voice and speech production, with an emphasis on articulation, pronunciation, flexibility and effectiveness of the speaking voice leading to good usage in standard American English. Does not satisfy the fine arts distributional standard.	
117f,s	INTRODUCTION TO PUBLIC SPEAKING	4
	Techniques of effective oral communication including rhetorical theory and criticism, methods of organization, means of presentation and delivery, practiced in the context of group process and oral presentation. Does not satisfy the fine arts distributional standard.	
131f,s	ACTING I	4
	As a foundation in acting technique, exercises and presentations contribute to the process of freeing the student's imagination and creativity for application to scene study and class performance.	
203f	(English 203) DRAMATIC WRITING I	4
	Principles of the craft of the playwright with an emphasis on dramatic structure and the resources of the theatre through the reading of play scripts and the writing of a one-act play.	
205	(English 205 when the topic relates to dramatic writing) TOPICS IN CREATIVE WRITING	4
	See English 205 for description.	
235s	ACTING II	4
	Text analysis, scene study and acting theory with major emphasis on character and approach. Concentration on practice in the preparation and presentation of	

performance assignments.

Prerequisite: 131

- 250f DESIGN FOR THE STAGE I 4  
Principles of costume and scenic design for the theatre. Emphasis on basic composition, script analysis, period research, rendering techniques and execution of designs in a color medium.
- 303s (English 303) DRAMATIC WRITING II 4  
Principles of the craft of the screenwriter with an emphasis on film structure and format through reading of screenplays and writing of a feature-length scenario.  
Prerequisite: 203 or 205 (if in dramatic writing)  
Offered 2010-2011 and alternate years
- 313s SPECIAL TOPICS IN THEATRE 4  
Study in selected areas of theatre history, dramatic literature, dramatic theory or performance theory. May be repeated if subject matter varies.  
Offered 2009-2010 and alternate years
- 322f THEATRICAL ORIGINS AND TRADITIONS 4  
A consideration of the origin of theatre and the establishment of significant theatrical traditions in selected countries. Emphases include comparisons of European and Asian forms and theatre in social, civic and religious contexts.  
Offered 2011-2012 and alternate years.
- 323s MEDIEVAL AND RENAISSANCE THEATRE 4  
An examination of the role of theatre in Western society from the fall of Rome through the 17th century. Emphases include the mutual influences among theatre companies, individual performers, religious institutions and governmental structures.  
Offered 2011-2012 and alternate years.
- 324f ROMANTICISM TO REALISM 4  
A study of the development and influence of realism in theatrical presentation. Emphases include dramatic movements of the 18th through early 20th centuries, the shift from essentialism to observed reality, and reactions to realism and naturalism.  
Offered 2009-2010 and alternate years.

- 325s CONTEMPORARY THEATRE 4  
 A study of current theatrical practice including background from significant movements in the twentieth century. In addition to important American commercial productions, topics may include fringe and alternative theatre, international artists and considerations of selected locales.  
 Offered 2010-2011 and alternate years.
- 326f DIRECTING I 4  
 Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook and the presentation of directed scenes.  
 Prerequisite: 100 and 131; 235 recommended
- 327s DIRECTING II 4  
 Practical and creative application of directing theories and techniques through the analysis, audition, rehearsal and public performance of a one-act play.  
 Prerequisite: 326
- 350s DESIGN FOR THE STAGE II 4  
 Advanced principles of scenic and lighting design. Emphasis on proscenium design practice, theatrical drafting, mechanical perspective methods and lighting equipment and design.  
 Required co-requisite laboratory  
 Prerequisite: 250  
 Offered 2009-2010 and alternate years
- 400f,s SENIOR PROJECT 4  
 Culminating project in acting, directing, design, dramatic writing, research or other approved theatre-related endeavor. Open only to senior theatre majors with the instructor's permission.  
 Prerequisite: 131 and 235 for acting; 326 and 327 for directing; 250 or 350 for design; 203 or 303 for dramatic writing; appropriate courses from among 313, 322, 323, 324 and 325 as determined by the department for research.
- 410f,s SPECIAL STUDY 2-4  
 Supervised intensive study of selected topics in theatre history or dramatic literature or supervised advanced projects in the areas of acting, design or directing.
- 415s ADVANCED CREATIVE WRITING 4  
 Individual conferences with emphasis on sustained dramatic writing projects in theatre, film or television. May be repeated if the subject matters varies.

Prerequisite: 203

490f,s INDEPENDENT STUDY

4-8

Exploration of an area of intellectual or artistic interest that results in the creation of a major work of theatre arts or a significant research project.

## **Dance**

The dance major or minor experiences dance as a cultural endeavor in the liberal arts tradition. This program prepares the student to dance and perform in a variety of settings and combines the discipline of dance with other areas of study.

One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312 and 313) may be counted toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

### **Requirements for the Dance Major:**

1. Dance Technique: 14 hours drawn from the studio courses below. Students are required to achieve advanced-level proficiency in two techniques (ballet, modern or jazz). Dance technique courses may be repeated for credit. Courses used for Physical Education credit may not count toward the Dance Major. (Note that dance students typically enroll in one-two credits of technique courses per semester.)

Dance 111, 112, 113, 211, 212, 213, 311, 312, 313

2. Each of the following courses:

Theatre 131

Dance 240, 308, 314 (taken twice) 315, 317, 340

3. One of the following: Dance 400 or 410

### **Requirements for the Dance Minor:**

The dance minor requires a minimum of 20 credits in the discipline.

Course requirements are as follows:

A minimum of four credits in dance technique (studio coursework):

The dance minor must reach standing in the advanced level (300 level) in one dance technique (ballet, modern or jazz), typically two to three credits.

The dance minor must reach standing in the intermediate level (200 level) in one other dance technique, typically one to two credits.

Dance 308, 315 and 317

Theatre 131 or Music 108

A dance minor is encouraged to pursue active participation in the Agnes Scott student dance company.

All dance majors and minors must audition for Dance Program faculty to determine proper placement in studio coursework.

111f,s	INTRODUCTION TO BALLET	1
	Introduction to ballet technique, terminology and history	
112f,s	INTRODUCTION TO MODERN DANCE	1
	Introduction to modern-dance technique and improvisation	
113f,s	INTRODUCTION TO JAZZ DANCE	1
	Introduction to jazz dance elements along with jazz technique, terminology and history	
211f,s	INTERMEDIATE BALLET	1
	Intermediate ballet technique, terminology and history	
212f,s	INTERMEDIATE MODERN DANCE	1
	Intermediate modern dance technique, improvisation and elements of contemporary are emphasized.	
213f,s	INTERMEDIATE JAZZ DANCE	1
	Intermediate elements of jazz dance are explored along with jazz technique, terminology and history	
240f	DANCE KINESIOLOGY	4
	A study the basic anatomy of bodies in motion by comparing normal and deviated skeletal and muscular systems. Primary emphases include the understanding of physical systems and the detection and prevention of injuries.	
308f	HISTORY OF DANCE	4
	Explorations from origins of dance to the present with concentration on court dance and beginnings of ballet through modern and contemporary forms	
311f,s	ADVANCED BALLET	1
	Advanced ballet technique and terminology.	
312f,s	ADVANCED MODERN DANCE	1
	Advanced modern dance technique, improvisation and contemporary forms	
313f,s	ADVANCED JAZZ DANCE	1
	Advanced elements of jazz dance and jazz technique	

314f,s	DANCE PERFORMANCE	1
	Supervised rehearsal and performance resulting in a public presentation. May be repeated once for credit.	
315s	CHOREOGRAPHY I	4
	Exploration of skills and techniques necessary for students to develop dance compositions	
317f	CHOREOGRAPHY II	4
	Exploration of all ranges of dance composition using the elements of levels, space, time, rhythm, dynamics, textures and styles	
340s	LABANOTATION	4
	Labanotation is one form of documenting dance using abstract symbols to describe what the body does to perform movement. Students learn basic symbols and concepts to allow them to read and document movement phrases.	
400f,s	SENIOR PROJECT	4
	Culminating project in dance performance, choreography, dance research or other dance-related endeavor. Open only to senior dance majors with the instructor's permission.	
410f,s	SPECIAL STUDY	2 – 4
	Supervised intensive study in dance technique or choreography. May be repeated if the subject matter varies.	

## **WOMEN'S STUDIES**

### Faculty

Elizabeth Hackett, associate professor

Elizabeth Kiss, president of the college; professor

Isa Williams, associate professor and director

Women's Studies critically examines women's lives and employs gender as a primary category of analysis, both in itself and in relationship to other factors such as ability, age, class, ethnicity, nationality, race, religion and sexuality. Women's Studies courses expose students to feminist scholarship from around the world and across the disciplines, and more than one-third of the Agnes Scott faculty members teach in the program. Over the years, two types of cross-listed courses have evolved. The first contributes to the curriculum by exposing students to the experiences of women. The second analyzes gender, sexuality, the experiences of women or the implications of sexism from an explicitly feminist perspective. The program welcomes both types of courses.

Women's Studies courses address, for example, the roles of women in Latin America, how notions of masculinity influence global politics and the work of black women writers. In Women's Studies classrooms, controversial issues are approached from various viewpoints, inspiring lively debate and critical thinking. Program goals include increased knowledge about women and gender, a commitment to social justice, honed critical-thinking skills, effective oral and written expression and heightened self-awareness.

The Atlanta Semester affords Women's Studies students a unique opportunity to explore the connections between feminist theory and practice by combining an internship experience with a seminar focused on issues of women, leadership and social change. (Credits earned in the Atlanta Semester may be counted toward the Women's Studies major or minor.) Majors and minors also are encouraged to enhance their knowledge of women and gender globally by studying abroad.

The liberal education provided by Agnes Scott and in Women's Studies focuses on intellectual inquiry and developing habits of mind that will enrich students' lives well beyond their college years. Much of the knowledge and many skills honed here also have straightforward applications in employment contexts. Upon graduation, Women's Studies majors commonly work in organizations dedicated to social justice,

pursue graduate study or law school, work in social service or nonprofit organizations, or work with agencies and businesses that focus on women or teach.

#### The Women's Studies Program Mission

The Women's Studies program is committed to providing a curriculum, co-curricular programming, community activities and program governance that are feminist. We understand feminist efforts to be those that critically analyze the conditions of women's lives and that intentionally and consistently promote the flourishing of girls and women of all abilities, ages, classes, ethnicities, nationalities, races, religions and sexualities.

#### **Requirements for the Major:**

I. Core Courses: 100, 340, 499, and the Atlanta Semester (WLSC 301 & 350)\*

II. Elective Courses (six)

A. Topical: Three courses that share a common theme (at least one of which must be a Women's Studies course that serves to link the non-Women's Studies courses to Women's Studies), plus three Women's Studies courses of the student's choosing. At least three of the six must be at the 300-level or higher. (Must be approved by the Women's Studies advisory group.)

OR

B. Divisional: Six Women's Studies courses, at least two from the humanities/arts list and two from the social sciences/natural sciences list. At least three of the six must be at the 300 level or higher.

III. Global Diversity: One course with a non-U.S. focus.

The minimum number of credits required for the major is 40; the maximum allowed is 56.

\* In exceptional circumstances, WS 450 may be used to meet this requirement, with permission of the Women's Studies adviser.

#### Requirements for the Minor:

Required courses: 100, 340

Three additional courses chosen in consultation with the director; 499 is highly recommended.

100f,s INTRODUCTION TO WOMEN'S STUDIES	4
An introduction to Women's Studies. Using feminist perspectives and scholarship, this interdisciplinary course examines the experiences of women in the United States, analyzes institutions and practices that affect women and develops connections to women in other cultures.	
202 (Psychology 202)	
PSYCHOLOGY OF SEXUAL BEHAVIOR	4
See Psychology 202 for description.	
210 (Religious Studies 210)	
SCIENCE, RELIGION AND WOMEN	4
See Religious Studies 210 for description.	
211 (Political Science 211) (Sociology 214)	
WOMEN IN LATIN AMERICA	4
See Political Science 211 for description.	
212 (Sociology 211)	
MARRIAGE AND THE FAMILY	4
See Sociology 211 for description.	
216 (English 216, when the topic pertains to Women's Studies)	
TOPICS IN BLACK WRITING	4
See English 216 for description.	
217 (English 217, when the topic pertains to Women's Studies)	
TOPICS IN LITERATURE AND EMPIRE	4
See English 217 for description	
219 (Music 219)	
WOMEN IN WORLD MUSIC	4
See Music 219 for description.	
220 (Music 220)	
WOMEN IN MUSIC: THE WESTERN MUSICAL TRADITIONS	4
See Music 220 for description.	
221 (English 220)	
TOPICS IN WOMEN AND LITERATURE	4
See English 220 for description.	

222	(History 220)	
	EUROPEAN WOMEN SINCE THE MIDDLE AGES	4
	See History 220 for description.	
224	(Religious Studies 224) FEMINISMS AND RELIGION	4
	See Religious Studies 224 for description.	
225	TOPICS IN WOMEN'S HEALTH	4
	This course will examine women's health issues from scientific and sociopolitical perspectives. This course meets the second science requirement.	
230	(Psychology 230) PSYCHOLOGY OF GENDER	4
	See Psychology 230 for description	
231	(Africana Studies 230) (Sociology 230)	
	RACE, CLASS AND GENDER	4
	See Sociology 230 for description.	
235	WOMEN AND THE LAW	4
	Selected aspects of American constitutional and statutory law that have a particular impact on women. Likely topics include: legal guarantees of race and gender equality, employment discrimination (including sexual harassment), affirmative action, marriage, rape, domestic violence, reproductive rights, pornography and prostitution.	
240	(Psychology 240)	
	PSYCHOLOGY OF CROSS-CULTURAL CONTACT	4
	See Psychology 240 for description.	
245	(Anthropology 245)	4
	MARRIAGE, SEXUALITY AND POWER IN CROSS-CULTURAL PERSPECTIVE	
	See Anthropology 245 for description.	
263	TOPICS IN WOMEN'S STUDIES	4
	A detailed, critical analysis of a specific topic in Women's Studies. Previous topics have included: Theorizing the Female Body, Women in Families, Marginalized Women Redefining Feminism, and Audre Lorde: Challenging and Transforming Feminist Thought. Course may be repeated for credit when subject matter warrants.	
	Prerequisite: 100	
270	(Anthropology 270)	
	WOMEN, HEALTH AND SOCIETY	4
	See Anthropology 270 for description.	

301s SOCIAL DEVELOPMENT, LEADERSHIP & REFUGEE RIGHTS IN ACTION:  
DISCOVERING NEW MODELS OF LEADERSHIP 4

This course challenges students to think globally while acting locally to address challenges facing refugee women. Students will explore policies, programs, human rights standards and international models of women's leadership. Internships will focus on refugee women's leadership for community organizing.

Prerequisite: Women's Studies 100 or Political Science 125 or FYS 190 The Bible and Human Rights in Atlanta

Co-Requisite: Human Right 450, Religious Studies 450 or Women's Studies 450

304 (Art 304)  
WOMEN AS ARTISTS AND PATRONS FROM  
THE 12TH TO THE 17TH CENTURIES 4

See Art 304 for description.

306 (English 306, when the topic pertains to  
Women's Studies)  
AUTHORIAL STUDIES 4

See English 306 for description.

307 (Anthropology 307)  
HOUSEHOLDS AND GLOBALIZATION 4

See Anthropology 307 for description.

310 FEMINISM AND SEXUALITY 4

Feminism is understood by many to have implications for understanding not only gender, but sexuality as well. This course explores these implications by investigating such issues as the social construction of sex, gender and sexuality; heterosexuality as a site of women's oppression; lesbianism as feminist practice; and queer theory.

Prerequisite: one course in women's studies

311 (Political Science 311)  
BORDERS, RIGHTS, AND IDENTITIES: LATINA/O  
POLITICAL STRUGGLES IN THE U.S. 4

See Political Science 311 for description.

313 (Political Science 313)  
GENDER POLITICS 4

See Political Science 313 for description.

322	(English 322, when the topic pertains to Women's Studies)	
	STUDIES IN 19th-CENTURY LITERATURE	4
	See English 322 for description.	
325	(English 325) (Africana Studies 325)	4
	THE NOVELS OF TONI MORRISSON	
	See English 325 for description	
330	(History 330)	
	HISTORY OF WOMEN IN AMERICA	4
	See History 330 for description.	
331	(Religious Studies 331)	
	FEMINIST AND WOMANIST ETHICS	4
	See Religious Studies 331 for description.	
334	(Religious Studies 334)	
	SEX, GENDER AND EMBODIMENT IN BUDDHISM	4
	See Religious Studies 334 for description.	
340f	(Philosophy 315)	
	CONTEMPORARY FEMINIST THEORY	4
	A cross-disciplinary study of feminist theorists representing a variety of approaches	
	Prerequisite: 100 or any philosophy course	
341	(Classics 341) (Sociology 341)	
	TOPICS IN CLASSICAL STUDIES: (when topic pertains to Women's Studies)	4
	See Classics 341 for description.	
343	(History 343)	
	FAMILY, LOVE AND MARRIAGE IN PREMODERN EUROPE	4
	See History 343 for description.	
345	(English 340)	
	STUDIES IN GENDER AND SEXUALITY	4
	See English 340 for description.	
350	(English 350, when the topic pertains to Women's Studies)	
	STUDIES IN MODERNISM	4
	See English 350 for description.	
354	(History 354)	
	Chinese Women on Film	4
	History 354 for description	

355	(English 355, when the topic pertains to Women's Studies)	
	STUDIES IN 20TH-CENTURY AND CONTEMPORARY LITERATURE	4
	See English 355 for description	
356s	(Sociology 356) (Africana Studies 356)	4
	COMPARATIVE BLACK FEMINISMS	
	(See Sociology 356 for description)	
363	ADVANCED TOPICS ON WOMEN'S STUDIES	4
	A detailed, critical analysis of a specific topic in Women's Studies designed for students with significant background in Women's Studies and/or advanced undergraduates.	
365	(French 365)	
	WOMEN AND FRENCH CULTURE	4
	See French 365 for description.	
370	(Spanish 370, when the topic pertains to Women's Studies)	
	TOPICS IN LATINO LITERATURE	4
	See Spanish 370 for description.	
410	SPECIAL STUDY	2-4
	Supervised intensive study of selected texts or a particular field within Women's Studies.	
427	(Political Science 427)	
	GENDER AND THE EUROPEAN UNION	4
	See Political Science 427 for description.	
450	INTERNSHIP	1-10
481	(Spanish 480, when the topic pertains to Women's Studies)	
	TOPICS IN HISPANIC THEMES	4
	See Spanish 480 for description.	
490	INDEPENDENT STUDY	4-8
	Independent research arranged under the supervision of a faculty member.	
499f	THEORIES OF LIBERATION: FEMINISM IN CONVERSATION	4
	Examines feminist theory's relationship to other liberatory theoretical work (e.g., human rights discourse, queer theory, anti-racist theory, post-colonial theory, disability studies, etc.)	
	Restricted to senior majors or minors	

## PHYSICAL EDUCATION AND ATHLETICS

Joeleen Akin, *director of athletics*

Agnes Scott recognizes that physical activity is an essential component of the total growth and education of women. Physical education is required of all students in the academic program, not only for physical well-being, but to develop lifetime activities for health fitness and recreation.

Two semester courses of physical education are required for graduation. These are in addition to the 128 academic credits required. One-credit dance-technique courses (111, 112, 113, 211, 212, 213, 311, 312 and 313) may count toward the physical education requirement. If the student elects this option, the course will carry no credit and will be graded on a pass/fail basis. Courses taken to fulfill the physical education requirement cannot apply to the dance minor.

Although courses taken to fulfill the two-semester requirement may be selected from any area, it is strongly recommended that students take at least one course from the area of lifetime activities.

The Robert W. Woodruff Physical Activities Building provides quality facilities for classes, NCAA intercollegiate sports, club sports, intramurals and recreation activities. Facilities include a basketball court and volleyball courts; an eight-lane, 25-meter competition swimming pool; a sports-medicine center; a cardiovascular/strength training room; an all-weather six-lane track and soccer field; and six tennis courts.

### Fitness & Health Assessment

#### 101f,s WOMEN'S HEALTH AND FITNESS

Students will examine an array of health, exercises and wellness issues related to women and then apply these issues to their personal lifestyles to develop a personal exercise program that they will implement and carry out.

#### 102f,s STRENGTH TRAINING

Fitness through use of weight training.

#### 103f FITNESS SWIMMING

Fitness through lap swimming and interval workouts; participants will receive instruction on four basic strokes. Swimmers will work toward becoming both independent and "team" lap swimmers.

Prerequisite: Must be able to swim length of the pool with over-arm freestyle and rhythmic side breathing.

129f,s BOOT CAMP

Boot Camp is an intensive outdoor, group workout consisting of field games, calisthenics, strength training, running and cardiovascular endurance events. (Fee required)

Lifetime Activities

112f,s FENCING

Foil fencing for the individual with little or no experience. Skills, techniques and bouting covered.

115s GOLF

Basic skills covered. Rules and golf etiquette are included. Several trips made to the driving range and golf course. (Fee required)

117f,s RIDING I

Beginning riding; dressage seat geared toward combined training. Taught off campus. (Fee required)

118f,s RIDING II

Intermediate riding. Continuation of Riding I. Taught off campus. (Fee required)

Prerequisite: 117

119f,s RIDING III

Advanced riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught off campus. (Fee required)

Prerequisite: 118

120f BEGINNING SWIMMING

For novice swimmers or nonswimmers only. Focus on principles of breathing, floatation, propulsion. Instruction in four strokes.

121f,s YOGA

The first two weeks will be dedicated to teaching students yoga postures and proper breathing techniques. Students will participate in a yoga exercise routine progressing from basic to complex yoga postures for remainder of the semester.

123f,s TENNIS

Tennis for the individual with little or no prior experience. Forehands, backhands and serves with game procedures and rules covered.

128f,s CARDIO COMBO

A cardio-aerobic combination exercise class to include low-impact aerobics, power walking, introduction to step aerobics and floor work for toning the major muscle groups.

135 BEGINNING BOWLING

This course will provide students with an understanding of the game of bowling from the terminology, technique, etiquette and scoring. Students will also receive knowledge of basic lane play and adjusting to lane conditions, spare shooting techniques and systems.

Specialized Activities

142s LIFEGUARD TRAINING

Red Cross Lifeguard certification which includes Lifeguard Training (3 year certification), First Aid (3 year) and CPR for the Professional Rescuer (1 year). (Fee required)

Prerequisite: See department chair

143 RESPONDING TO EMERGENCIES

Will enable students to recognize when an emergency has occurred, follow an emergency action plan for any emergency and provide care for injuries or sudden illness until professional medical help arrives.

145f,s SELF DEFENSE

Emphasis on awareness or warning signs that may prevent an assault from taking place. Basic attacks and counter attacks will be addressed.

Varsity Intercollegiate and Club Sports

Varsity student-athletes and approved club-sport participants fulfill their two semester physical education requirement by participating on two or more varsity athletic teams or approved club sports. For club-sport activities, the chair of physical education department must approve participation for credit prior to initial engagement in the activity. Team selections for competitive play are made each pre-season by the head coach and her/his assistants.

- 200s VARSITY BASKETBALL TEAM  
Prerequisite: the instructor's permission
- 205f VARSITY SOCCER TEAM  
Prerequisite: the instructor's permission
- 206S VARSITY LACROSSE  
Prerequisite: the instructor's permission
- 207s VARSITY TENNIS TEAM  
Prerequisite: team tryouts and the instructor's permission
- 209f VARSITY VOLLEYBALL TEAM  
Prerequisite: the instructor's permission
- 212s VARSITY SOFTBALL TEAM  
Prerequisite: the instructor's permission

## **AGNES SCOTT COLLEGE FACULTY**

### **Juan A. Allende (1993)**

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*B.A., Federal University of Pernambuco, Recife, Brazil*  
*M.S., Federal University of Pernambuco, Recife, Brazil*  
*M.A., University of California, Santa Cruz*  
*Ph.D., University of California, Santa Cruz*

**Catherine V. Scott (1984)**

Professor of Political Science  
*B.A., University of Florida*  
*M.A., Emory University*  
*Ph.D., Emory University*

**Katherine A. Smith (2003)**

Assistant Professor of Art  
*B.A., The University of Georgia*  
*M.A., New York University*  
*Ph.D., New York University*

**Qiao Chen Solomon (2008)**

Visiting Assistant Professor of Music  
*B.A., Capital Normal University, Beijing, China*  
*M.A., University of Limerick, Ireland*  
*D.M.A., The University of Georgia*

**Amy Catharine Sullivan** (2008)

Clare Booth Luce Assistant Professor of Physics

*B.A., Bates College*

*M.S., University of Colorado, Boulder*

*Ph.D., University of Colorado, Boulder*

**David S. Thompson** (1998)

Professor of Theatre

*B.A., University of Tennessee*

*M.F.A., University of Tennessee*

*Ph.D., University of Texas at Austin*

**Karen Thompson** (1992)

Associate Professor of Biology

*B.A., Occidental College*

*Ph.D., University of Oregon*

**Peggy Thompson** (1985)

Ellen Douglass Leyburn Professor of English

*B.A., Arizona State University*

*M.A., (Philosophy) Emory University*

*M.A., (Humanities) Arizona State University*

*M.A., (English) Indiana University*

*Ph.D., Indiana University*

**Harald Thorsrud** (2006)

Assistant Professor of Philosophy

*B.A., University of Nevada, Reno*

*M.A., University of Nevada, Reno*

*Ph.D., University of Texas at Austin*

**Willie Tolliver Jr.** (1996)

Associate Professor of English;

Director of Africana Studies Program;

Director of M.A.T. in Secondary English

Co-Director of Film and Media Studies Program

*B.A., Williams College*

*M.A., University of Chicago*

*Ph.D., University of Chicago*

**Rachel Trousdale** (2002)

Associate Professor of English

*B.A., Yale University*

*M.A., Yale University*

*M. Phil., Yale University*

*Ph.D., Yale University*

**T. Leon Venable** (1983)

Associate Professor of Chemistry

*B.S., Davidson College*

*Ph.D., University of Virginia*

**Thomas E. Will** (2006)

Assistant Professor of Economics and Organizational Management  
*B.A., Duke University*  
*M.A., Clemson University*  
*Ph.D., The University of Georgia*

**Isa D. Williams** (1995)

Director of Experiential Learning and The Atlanta Semester;  
Associate Professor of Women's Studies  
*B.A., Spelman College*  
*M.A., Georgia State University*  
*Ph.D., Emory University*

**Sarah H. Winget** (2005)

Assistant Professor of Chemistry  
*B.S., University of New Castle upon Tyne*  
*D. Phil., The University of Oxford*

**James S. Wiseman** (2005)

Associate Professor of Mathematics  
*S.B., Massachusetts Institute of Technology*  
*M.S., Northwestern University*  
*Ph.D., Northwestern University*

**Harry Wistrand** (1974)

Professor of Biology  
*B.A., Austin College*  
*M.A., University of North Texas*  
*Ph.D., Arizona State University*

**Shu-chin Wu** (2005)

Assistant Professor of History;  
Co-Director of Asian Studies Program for consistency?  
*B.A., Fu Jen Catholic University*  
*M.A., University of Wisconsin-Madison*  
*Ph.D., University of Wisconsin-Madison*

**Abraham Zablocki** (2007)

Assistant Professor of Religious Studies;  
Co-Director of Asian Studies Program????  
*B.A., Amherst College*  
*M.A., Cornell University*  
*Ph.D., Cornell University*

**Madeline Zavodny** (2004)

Professor of Economics  
*B.A., Claremont McKenna College*  
*Ph.D., Massachusetts Institute of Technology*

**Rosemary Lévy Zumwalt (2001)**

Vice President for Academic Affairs and Dean of the College;  
Professor of Anthropology  
*B.A., University of California, Santa Cruz*  
*M.A., University of California, Berkeley*  
*Ph.D., University of California, Berkeley*

**Part-time Faculty**

**James C. Abbot, Jr.**

Assistant Professor of Classics  
*B.A., Princeton University*  
*M.Ed., Harvard University*  
*Ph.D., University of North Carolina-Chapel Hill*

**Edward F. Albin**

Assistant Professor of Astronomy  
*B.S., Columbus State University*  
*M.S., Arizona State University*  
*Ph.D., The University of Georgia*

**Blake E. Beckham**

Instructor in Dance  
*B.A., Emory University*  
*M.F.A., The Ohio State University*

**Joanne C. Chu**

Research Scholar; Assistant Professor of Biology  
*B.A., University of Rochester*  
*Ph.D., The University of Texas at Austin*

**Carol L. Cox**

Instructor in Mathematics  
*B.A., University of Tennessee*  
*M.S., North Carolina State University*

**Christopher Deweese**

Assistant Professor of English  
*B.A., Oberlin College*  
*M.F.A., University of Massachusetts at Amherst*

**Barbara Drescher**

Assistant Professor of German  
*B.A., Universität des Saarlandes*  
*M.A., Universität des Saarlandes*  
*Ph.D., University of Minnesota*

**Kelly K. Erby**

Mellon Graduate Teaching Fellow - History  
*B.A., The Ohio State University*

**Sarah Friedman**

Mellon Graduate Teaching Fellow - Sociology  
*B.A., Brandeis University*

**Jeff Holzgrefe**

Instructor in Political Science  
*B.A., Monash University*  
*M.A., Oxford University*

**Yajuan Huang**

Instructor in Chinese  
*B.A., Henan University*  
*M.A., Henan University*

**Elizabeth Lide**

Assistant Professor of Art  
*B.F.A., The University of Georgia*  
*M.F.A., Georgia State University*

**Laura E. Lundy**

Instructor in Mathematics  
*B.A., Antioch College*  
*M.S., University of Wyoming*

**Kathryn Negrelli**

Assistant Professor of Japanese  
*B.A., Miami University*  
*M.A., International Christian University*  
*Ph.D., The University of Georgia*

**Betty Scott Noble**

Assistant Professor of Education  
*B.A., Agnes Scott College*  
*M.S., University of Tennessee*  
*Ed.S., University of Tennessee*  
*Ph.D., University of Tennessee*

**Keri L. Norris**

Associate Professor of Education  
*B.A., Agnes Scott College*  
*M.P.H., Morehouse School of Medicine*

**Marianne Scharbo-DeHaan**

Assistant Professor of Women's Studies  
*B.S., Duquesne University*  
*M.S., Emory University*  
*Ph.D., Georgia State University*

**Sidney Schuster**

Assistant Professor of Physics  
*B.A., Temple University*  
*M.A., Temple University*  
*Ph.D., Temple University*

**Elise Eskew Sparks**

Director of Choral Activities  
*B.A., University of North Carolina – Chapel Hill*  
*M.A., Emory University*

**Katsumi Suzuki**

Assistant Professor of Japanese  
*B.A., Shorter College*  
*M.A., The University of Georgia*  
*Ph.D., The University of Georgia*

**Katherine Taylor**

Assistant Professor of Art  
*B.F.A., Atlanta College of Art*  
*M.F.A., Georgia State University*

**Sara Shockley Thompson**

Assistant Professor of Theatre  
*B.A., Trinity University*  
*M.F.A., University of Tennessee*

**Sue Q. Thrasher**

Assistant Professor of Education  
*B.A., The University of Georgia*  
*M.Ed., Georgia State University*  
*Ed.D., University of North Carolina – Chapel Hill*

**Emily Yewell Volin**

Instructor in Dance  
*B.S., Loyola University*  
*M.F.A., University of Arizona*

**Tory S. Vornholt**

Assistant Professor of Economics  
*B.S., University of Virginia*  
*M.S., University of Virginia*  
*M.T.S., Candler School of Theology*

**Douglas A. Wagner**

Assistant Professor of Education  
*B.S., Georgia Institute of Technology*  
*M.Ed., Georgia State University*  
*Ed.S., Georgia State University*  
*Ph.D., Georgia State University*

**Michael G. Wasserman**

Assistant Professor of Mathematics  
*B.A., Williams College*  
*Ph.D., Massachusetts Institute of Technology*  
*J.D., Harvard University*

**David Williams**

Coordinator of Internships;  
Visiting Instructor in Economics  
*B.S., Auburn University*  
*M.Ed., Georgia State University*

**Jerremey Willis**

Assistant Professor of Chemistry  
*B.S., Tougaloo College*  
*Ph.D., University of Florida*

**Karla Zisook**

Instructor in Education

*B.A., Barnard College*

*M.S.Ed., Hunter College, City University of New York*

## **Emeritae/i Faculty and Staff**

*(Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.)*

### **FACULTY**

Mary Virginia Allen '35, Ph.D.  
(1948-1951; 1954-1979)  
Professor of French

Sarah Blanshei, Ph.D.  
(1990-1997)  
Dean of the College;  
Professor of History

Sandra T. Bowden, Ph.D.  
(1968-2006)  
Professor of Biology

Christabel P. Braunrot, Ph.D.  
(1976-1995)  
Associate Professor of French

Jack T. Brooking, Ph.D.  
(1974-1985)  
Professor of Theatre

Michael J. Brown, Ph.D.  
(1960-1962; 1965-1998)  
Professor of History

Mary Brown Bullock '66, Ph.D.  
(1995-2006)  
President of the College

Ronald L. Byrnside, Ph.D.  
(1975-2000)  
Professor of Music

Gail Cabisius, Ph.D.  
(1974-2004)  
Associate Professor of Classical Languages and Literatures

Frances Clark Calder '51, Ph.D.  
(1953-1969; 1974-1986)  
Professor of French

Penelope Campbell, Ph.D.  
(1965-2004)  
Professor of History

John J. Carey, Ph.D.  
(1989-1998)  
Professor of Religious Studies

Alice J. Cunningham, Ph.D.  
(1966-1967; 1968-1992)  
Professor of Chemistry

Marylin B. Darling, Ph.D.  
(1971-2004)  
Professor of Dance

Miriam Koontz Drucker, Ph.D.  
(1955-1990)  
Professor of Psychology

Julia T. Gary, Ph.D.  
(1957-1984)  
Dean of the College;  
Professor of Chemistry

Mary Eloise Herbert, M.A.  
(1954-1991)  
Associate Professor of Spanish

Linda L. Hubert '62, Ph.D.  
(1968-2004)  
Professor of English

Gué Pardue Hudson '68, B.A., M.A.T.  
(1974-2008)  
Dean of Students

Mary K. Jarboe '68, B.A.  
(1974-2002)  
Registrar

Judith B. Jensen, M.L.S.  
(1977-1993)  
Librarian

Edward C. Johnson, Ph.D.  
(1965-1995)  
Associate Professor of Economics

C. Benton Kline Jr., Ph.D.  
(1951-1969)  
Dean of the Faculty

Robert A. Leslie, Ph.D.  
(1970-2005)  
Professor of Mathematics

Raymond Jones Martin, S.M.D.  
(1950-1986)  
Professor of Music;  
College Organist

Theodore K. Mathews, Ph.D.  
(1967-2004)  
Professor of Music

Terry S. McGehee, M.F.A.  
(1976-2006)  
Professor of Art

Kate McKemie, Ed.D.  
(1956-1988)  
Professor of Physical Education

Jack L. Nelson, Ph.D.  
(1962-1995)  
Professor of English

Lillian Newman, M.Ln.  
(1948-1991)  
Associate Librarian

Richard D. Parry, Ph.D.  
(1967-2006)  
Professor of Philosophy

Patricia G. Pinka, Ph.D.  
(1969-2003)  
Professor of English

Marie Sophie Huper Pepe, Ph.D.  
(1951-1986)  
Professor of Art

Margaret W. Pepperdene, Ph.D.  
(1956-1985)  
Professor of English

Régine P. Reynolds-Cornell, Ph.D.  
(1986-1997)  
Professor of French

Sara L. Ripy, Ph.D.  
(1958-1989)  
Professor of Mathematics

Ruth Schmidt, Ph.D.  
(1982-1994)  
President of the College

Edmund J. Sheehey, Ph.D.  
(1987-2004)  
Professor of Economics

John A. Tumblin Jr., Ph.D.  
(1961-1990)  
Professor of Sociology and Anthropology

Ingrid Wieshofer, Ph.D.  
(1970-2004)  
Professor of German

**STAFF**

Mary Alverta Bond '53, B.A.  
(1960-1994)  
Administrative Assistant to the President

## ADMINISTRATION AND STAFF

### OFFICE OF THE PRESIDENT

**Elizabeth Kiss**, B.A., B.Phil., D.Phil.

President of the College;  
Professor of Philosophy and Women's Studies

**Lea Ann Grimes Hudson '76**, B.A.

Director of the Office of the President;  
Secretary of the Board of Trustees

**Lee Ann M. Afton**, B.S., M.Ed.

Associate Vice President for Enrollment and Dean of Admission

**Susan A. Kidd '78**, B.A., M.A.T. '07, M.S.E.L.

Director of Sustainability

### ACADEMIC AFFAIRS

**Rosemary Lévy Zumwalt**, B.A., M.A., Ph.D.

Vice President for Academic Affairs and Dean of the College;  
Professor of Anthropology

**James K. Diedrick**, B.A., M.A., Ph.D.

Associate Dean of the College;  
Professor of English

**Jennifer W. Cannady**, B.A., M.A.

Assistant Dean of the College;  
Director of Academic Advising

**Angela B. Dewberry**, B.A., M.A.

Registrar

**LaNeta M. Counts**, B.S., M.E.

Associate Vice President for Technology

**Jennifer A. Lund**, B.A., M.A., Ph.D.

Director of International Education  
Assistant Professor of Education

**Nancy L. Devino**, B.A., Ph.D.

Director of the Science Center for Women;  
Assistant Professor of Chemistry

**Amy J. Lovell '90**, B.A., Ph.D.

Director of the Center for Teaching and Learning  
Associate Professor of Astronomy

**Isa D. Williams**, B.A., M.A., Ph.D.  
Director of Experiential Learning;  
Director of The Atlanta Semester;  
Associate Professor of Women's Studies

#### STUDENT LIFE

**Donna A. Lee**, B.A., Ed.M.,  
Vice President for Student Life and Dean of Students

**Michelle T. Hall**, B.A., M.S.  
Associate Vice President for Student Life and Community Relations;  
Associate Dean of Students

**Kijua Sanders-McMurtry**, B.A., M.A., Ph.D.  
Associate Dean of Students;  
Special Assistant to the President on Diversity

**Joeleen Akin**, B.S., M.A.  
Director of Athletics

**Kate K. Colussy-Estes**, B.A., M.Div.  
Julia Thompson Smith Chaplain

#### BUSINESS AND FINANCE

**John P. Hegman**, B.S., M.B.A.  
Vice President for Business and Finance

**Timothy B. Blankenship**, B.S.  
Director of Facilities

**Lai Chan**, B.S., M.B.A.  
Controller

**Karen Gilbert**, B.S.  
Director of Human Resources

**Henry Hope**, B.S.  
Director of Public Safety

#### INSTITUTIONAL ADVANCEMENT

**Robert J. Parker**, B.A., M.A., Ph.D.  
Vice President for College Advancement

**Jennifer Bryon Owen**, B.A.  
Interim Director of Communications

**Kimberly A. Vickers '87**, B.A.  
Director of Alumnae Relations

## **BOARD OF TRUSTEES 2009-2010**

### **OFFICERS**

Clyde C. Tuggle  
*Chairperson of the Board*

Suzanne C. Feese '84  
*Vice Chairperson of the Board*

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*President of the College*  
*Ex officio*

Lea Ann Hudson '76  
*Secretary of the Board*

### **MEMBERS OF THE BOARD**

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*Executive Vice President*  
*SunTrust Banks, Inc.*  
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Mary G. Bankston '74  
*Management Consultant*  
*Studio City, California*

Pamela J. Bevier '61  
*San Antonio, Texas, and New York, New York*

Robert L. Brown Jr.  
*President*  
*R L Brown & Associates, Inc.*  
*Decatur, Georgia*

Mary Tina Carr '89  
*Senior Consultant*  
*Electronic Data Systems Corporation*  
*Herndon, Virginia*

John Walter Drake  
*Attorney*  
*McCurdy & Candler*  
*Decatur, Georgia*

Suzanne C. Feese '84  
*Vice Chairperson of the Board*  
*Attorney*  
*Atlanta, Georgia*

Barbara Byrd Gaines '77  
*Stone Mountain, Georgia*

Larry L. Gellerstedt, III *President and Chief Executive Officer*  
*Cousins Properties Incorporated*  
*Atlanta, Georgia*

Audrey L. Grant '77  
*Regional Medical Director*  
*Team Health, Inc.*  
*Fairfax, Virginia*

Elizabeth D. Holder '82  
*Atlanta, Georgia*

Sandra Thome Johnson '82  
*Atlanta, Georgia*

Elizabeth Rhett Jones '73  
*Attorney*  
*Atlanta, Georgia*

Melody Justice  
*Executive Vice President, Business Transformation*  
*Coca-Cola North America*  
*The Coca-Cola Company*  
*Atlanta, Georgia*

Phyllis E. Kozarsky  
*Professor of Medicine and Infectious Diseases*  
*Medical Co-director, TravelWell*  
*Emory University*  
*Atlanta, Georgia*

Nancy Moore Kuykendall '61  
*Davidson, North Carolina*

Dennis P. Lockhart  
*President and Chief Executive Officer*  
*Federal Reserve Bank of Atlanta*  
*Atlanta, Georgia*

James E. Love III  
*Vice President, International Business*  
*Printpack Inc.*  
*Atlanta, Georgia*

Jeanne Kaufmann Manning '72  
*Sea Island, Georgia, and Santa Fe, New Mexico*

Linda Kay McGowan '65  
*Vice President for Programs (retired)*  
*CDC Foundation*  
*Atlanta, Georgia*

Marsha Norman '69x, H '05  
*Playwright*  
*New York, New York*

Richard A. Oglesby Jr.  
*Executive Vice President and Chief Risk Officer*  
*Atlantic Capital Bank*  
*Atlanta, Georgia*

B. Clayton Rolader  
*President and Chief Operating Officer*  
*Fuqua Capital*  
*Atlanta, Georgia*

Bolling P. Spalding  
*Principal*  
*Jackson Spalding Communications*  
*Atlanta, Georgia*

O. Benjamin Sparks  
*Interim Pastor*  
*Westminster Presbyterian Church*  
*Nashville, Tennessee*

Bernard Taylor, Sr.  
*Attorney, Alston + Bird LLC*  
*Atlanta, Georgia*

Clyde C. Tuggle  
*Chairperson of the Board*  
*Senior Vice President for Global Public Relations and Communications*  
*The Coca-Cola Company*  
*Atlanta, Georgia*

David L. Warren  
*President*  
*National Association of Independent Colleges and Universities*  
*Washington, D.C.*

David D. Weitnauer  
*President*  
*R. Howard Dobbs Jr. Foundation Inc.*  
*Atlanta, Georgia*

Robert C. Williams  
*Vale Professor of History Emeritus, Davidson College*  
*Center Lovell, Maine*

## TRUSTEES EMERITAE AND EMERITI

Dorothy H. Addison '43  
*Atlanta, Georgia*

Ann S. Alperin '58  
*Atlanta, Georgia*

Elizabeth H. Cameron '43  
*Wilmington, North Carolina*

Evelyn B. Christman '40  
*New Orleans, Louisiana*

JoAnn S. Delafield '58  
*New York, New York*

Katherine A. Geffcken '49  
*Atlanta, Georgia*

Nancy T. Hill '56  
*Richmond, Virginia*

Suzella B. Newsome '57  
*Atlanta, Georgia*

Betty S. Noble '44  
*Decatur, Georgia*

M. Lamar Oglesby  
*Atlanta, Georgia*

Douglas W. Oldenburg  
*Davidson, North Carolina*

J. Davison Philips  
*Decatur, Georgia*

Louise H. Reaves '54  
*Decatur, Georgia*

B. Franklin Skinner  
*Atlanta, Georgia*

John E. Smith II  
*Smyrna, Georgia*

Samuel R. Spencer, Jr. Ditto  
*Davidson, North Carolina*

W.G. Tittle, Jr. Ditto  
*Nashville, Georgia*

John H. Weitnauer  
*Atlanta, Georgia*

Mary Alverta Bond '53  
*Secretary Emerita*  
*Decatur, Georgia*

## 2009-2010 ACADEMIC CALENDAR

### FALL SEMESTER 2009

International students arrive .....	Tuesday, Aug. 18
New student orientation.....	Friday-Monday, Aug. 21-24
Registration for new students .....	Tuesday, Aug. 25
First day of classes.....	Wednesday, Aug. 26
Labor Day .....	Monday, Sept. 7
Fall break.....	Thursday-Sunday, Oct. 15-18
Thanksgiving break .....	Wednesday-Sunday, Nov. 25-29
Last day of classes .....	Monday, Dec. 7
Reading days.....	Tuesday-Wednesday, Dec. 8-9
Exams .....	Thursday-Tuesday, Dec. 10-15

### SPRING SEMESTER 2010

Students arrive .....	Monday, Jan. 11
First day of classes .....	Tuesday, Jan. 12
Martin Luther King Jr. Day.....	Monday, Jan. 18
Spring break.....	Monday-Friday, March 8-12
Easter break .....	Friday-Sunday, April 2-4
Last day of classes .....	Tuesday, April 27
Reading days.....	Wednesday-Thursday, April 28-29
Senior final exams.....	Thursday-Tuesday, April 29-May 4
Final exams.....	Friday-Wednesday, April 30-May 5
Baccalaureate .....	Friday, May 7
Commencement .....	Saturday, May 8

SUMMER 2010

*Session I*

First day of classes ..... Tuesday, June 1  
Last day of Classes ..... Tuesday, June 29  
Reading day..... Wednesday, June 30  
Final exams ..... Thursday, July 1

*Session II*

First Day of Classes..... Tuesday, July 6  
Last Day of Classes..... Tuesday, Aug. 3  
Reading day..... Wednesday, Aug. 4  
Final Exams ..... Thursday, Aug. 5

## **DIRECTIONS TO CAMPUS**

### **BY AIR**

Hartsfield-Jackson Atlanta International Airport is serviced by 30 airlines. For 80 percent of the U.S. population, the flight is two hours or less. For international passengers, non-stop and one-stop single plane service is offered from 58 cities around the world. Taxi fare from the airport is approximately \$30.

### **BY SUBWAY**

Agnes Scott's campus is a short three-block walk from Atlanta's subway system, known as MARTA. Take the East-West line to Decatur Station. Exit the terminal on the Church Street side and head south (toward the corner of Trinity and Church). Use the pedestrian tunnel to pass beneath the railroad tracks; you will emerge at the College Avenue entrance to campus.

### **BY CAR**

#### **From I-75** (mileage approximate)

- \* Take I-75/85 to the Freedom Parkway exit.
- \* Continue on Freedom Parkway (at the fork, bear to the left) until it ends at Ponce de Leon Avenue. (1.9 miles)
- \* Turn right and follow W. Ponce de Leon toward Decatur.
- \* At the traffic light immediately following arched railroad trestle, bear to the right as W. Ponce de Leon forks to the right. (2.8 miles)
- \* Turn right onto W. Trinity Place. (0.5 miles)
- \* Turn right onto N. McDonough Street. (0.6 miles)
- \* Follow N. McDonough cross over the railroad to Agnes Scott College. (0.3 miles)

#### **From the North on I-85** (mileage approximate)

- \* Take I-85 to the Clairmont Road exit.
- \* Turn left onto Clairmont Road.
- \* Turn right onto Commerce Drive. (4.9miles) (Disregard directional sign pointing left; continue right)
- \* Turn left onto W. Trinity Place. (0.4 miles)
- \* Turn right onto N. McDonough Street. (0.1 miles)
- \* Follow N. McDonough Street over the railroad to Agnes Scott College. (0.3 miles)

**From the East** on I-285 or I-20 (mileage approximate)

- \* Take I-285 to Stone Mountain Freeway, Highway 78 exit.
- \* Go west on Highway 78. (Street name changes to Scott Boulevard)
- \* Turn left onto Clairmont Road (4.1 miles)
- \* Turn right onto Commerce Drive.(0.7 miles) (Disregard directional sign pointing left; continue right.)
- \* Turn left onto W. Trinity Place (0.4 miles)
- \* Turn right onto N. McDonough Street (0.1 miles)
- \* Follow N. McDonough Street over the railroad to Agnes Scott College. (0.3 miles)

#### VISITOR PARKING

Visitor parking at Agnes Scott is on the "Main Loop" in front of the campus on East College Avenue and in the West Parking facility on South McDonough Street.

## **CAMPUS MAP**

Please visit our Web site ([www.agnesscott.edu](http://www.agnesscott.edu)) to download a map of the campus.