

# AGNES SCOTT



*Agnes Scott College  
Keeping the Promise*

Catalog  
1988 - 1989



# AGNES SCOTT

## Catalog 1988-1989

Agnes Scott College does not discriminate on the basis of race, color, creed, national or ethnic origin, or handicap in the recruitment and admission of students. This nondiscriminatory 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, student employment, and other college-administered programs.

The greatest care and attention to detail is given to the preparation of the program of the College and every effort is made to insure the accuracy of its presentation in this catalog, but the College reserves the right in its discretion to make at any time changes affecting the policies, fees, curricula, or other matters required to carry out the objectives and purposes of the College.



In 1889 Agnes Scott was founded with an uncompromising commitment to a "high standard of scholarship" in a setting conducive to the Christian faith. This year, Agnes Scott celebrates a hundred years of educating women.

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*C. Haggard - L. Orr - F. Aldrich - O. York - N. Camden - ...  
 E. M. Anderson - Miss Shepard - J. Whitfield - M. M. ...  
 J. Fleming - ... & male - B. B. ...  
 W. L. ... Club*

## AGNES SCOTT'S ROLE

**T**his world is rapidly changing economically, politically, sociologically, and technologically. Leaders of the future will need knowledge, flexibility and competence in order to adapt to these changes. While adapting to change, our leaders will also need to be faithful to human values that have developed over centuries. Tomorrow's leaders will have to know where they are going – and where they have come from. Through its liberal arts education, Agnes Scott College fulfills a responsibility to each student as well as to the future of our society and world.



### IN YOUR LIFE

Our special commitment is to women, like yourself. Because you are considering a women's college, you have already distinguished yourself as someone who appreciates her potential. At Agnes Scott, you will stretch your unique talents in a community that wants you to excel. You will be encouraged to lead; and you will be challenged by women role models who have a sense of self as strong as the one you are developing. Through Agnes Scott College, you will explore the world and the life of the mind and you will discover yourself – a woman with character; a unique person, fully prepared to live her life with competence and a sense of adventure.

*"There is no one image of the Agnes Scott woman. Perhaps the one thing that distinguishes her is that she is intellectually alive all her life."*

President Ruth Schmidt

**O**ur purpose is a statement of who we are. It has remained constant over the years as we change and grow to meet the changing needs of each new generation of Agnes Scott women.

How do we meet those needs? Why is an Agnes Scott education in demand in the most competitive graduate schools in the country; and why do our graduates excel as professionals and as home and community builders?

Look to the purpose. Then come here and live that purpose with us.



*We exist for that process in which women come to self-possession. We are a place where women come into their own, where each becomes her own person. Richard Parry, Fuller E. Callaway Professor of Philosophy at Agnes Scott*



A Harry S. Truman Scholar from South Carolina, W. Burlette Carter '82 majored in English and political science at Agnes Scott and graduated from Harvard Law School in 1985. She now practices with a firm on Wall Street.

*Anna Y. ...  
Institute.  
1891-1906*



As a liberal arts college for undergraduate women, the College's purpose has been elaborated as: to help the student gain a basic acquaintance with each of three broad areas of knowledge – the humanities, natural sciences and mathematics, and social sciences – and competence in a particular phase of one area; to develop through such study those qualities of mind – analytical, critical, and imaginative – which enable the student to use the treasure of the past and modern contributions to knowledge, to enrich her life and to seek solutions to age-old and new problems; to develop an appreciation for excellence and for creative achievement in all fields; to encourage the student to develop a spiritual commitment and a set of values which give vitality, meaning, and direction to her life; to foster a concern for human worth and needs, physical as well as intellectual and spiritual; and to cultivate a sense of responsibility to her society, both within the college community and beyond.



In 1889, when Agnes Scott was founded, the post-Civil War South was struggling to restructure and redefine itself. In this time of economic and social confusion, a good education was a privilege rather than an expectation. Women were at a particular disadvantage because it was generally assumed that a woman's duties could not be enhanced by scholarship.



HEMSTITCHING CLUB



A handful of Presbyterians saw beyond the upheaval of their world. Convinced that women of the new South needed an education, our founders decided to make a grammar-school education available to girls and young women in the area. Under the direction of Frank Henry Gaines, minister of the Decatur Presbyterian Church, they opened the Decatur Seminary in September 1889. In this rented house, 63 girls studied under four teachers. Our founders' determination to move ahead with a mere \$5,000 in capital attests to their faith. Today's campus of 20 buildings on 100 acres and Agnes Scott's assets of over \$100 million testify to the vision of these early leaders and of those who followed.

In the next four decades, Agnes Scott probably exceeded even the most ambitious dreams of its founders. Within ten years, Agnes Scott earned accreditation as a secondary school. In 1906 it was chartered as Agnes Scott College. A year later, it was accredited by the Southern Association of Colleges and Schools. This made Agnes Scott the first college or university to earn accreditation in Georgia. We were well on our way to becoming a college of distinction. In 1920, the College earned the Association of

In 1890, Colonel George Washington Scott caught the vision and gave \$40,000 to provide a home for the school. This amount was the largest sum donated to education in Georgia up to that time. To commemorate his support and to honor Colonel Scott's mother, the board of trustees changed the school's name to Agnes Scott Institute.





*Agnes Scott  
Institute  
Decatur Ga.  
1893-'94*

Ruth Schmidt is Agnes Scott's fifth president. She follows Frank Henry Gaines (1889-1923), James Ross McCain (1923-1951), Wallace McPherson Alston (1951-1973), Marvin Banks Perry, Jr. (1973-1982)



American Universities' approval; and, in 1926, the United Chapters of Phi Beta Kappa granted a charter. Agnes Scott is also a charter member of the American Association of University Women and of the Southern University Conference.

The special commitments of Agnes Scott, first voiced in 1889, animate our campus today and are confirmed in the lives of our graduates.



Suzanne Feese '84 majored in astronomy and physics as well as economics at Agnes Scott, then went on to earn her law degree from Yale University in 1987. She works in the tax department of a top Atlanta law firm.



## AN AGNES SCOTT EDUCATION

**A**n Agnes Scott education is as enduring as our Victorian Rebekah Scott Hall and as modern as our Robert W. Woodruff Physical Education Building which opened in 1988. You will work hard in the classroom coming to grips with the perspectives and innovations sought by today's leaders in industry, government, and health and human services. In a spacious room in your residence hall, you will read the same timeless literature read by your predecessors (perhaps in the elegant comfort of antique furniture against a backdrop of Victorian print wallpaper). You will learn what is most important about the human condition while living in surroundings that echo values proclaimed by tradition.



AGNES SCOTT COLLEGE FLOAT IN THE ONE-DAY FAIR PARADE AT DECATUR, GA., NOV. 10, 1915.

*"It used to be that to be an educated person in society, you needed to know such things as Latin, Greek, and philosophy. Now you need to know a bit more about technology."* Carolyn Crawford Thorsen '55, Executive Director of the Southeastern Consortium of Minorities in Engineering.



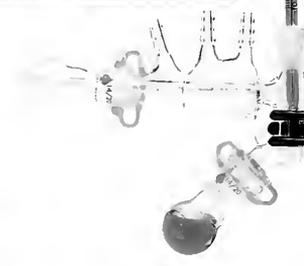
A senior staff fellow at the National Institute of Health Laboratory of Molecular Genetics, Dr. Jasmine Choy Chambers earned a B.A. in biology from Agnes Scott in 1977 and a Ph.D. in molecular biophysics from Florida State University in 1982





At Agnes Scott, you will experience history, both physically and intellectually. At the same time, you will live in today's world with all the advantages of modern architecture and technology. After exploring new possibilities in our fully equipped computer or biology lab, you might want to see the stars at our extraordinary Bradley Observatory.

You will also have rich experiences outside the classroom and off campus. Through our internship program, you can test your education and emerging skills in any of a number of Atlanta area businesses and institutions. Agnes Scott women have extended the classroom to include the Centers for Disease Control, the Cable News Network, the Georgia State Legislature, the Federal Reserve Bank of Atlanta, the Coca-Cola Company, and Grady Memorial Hospital. At Agnes Scott College, your education will have the depth and breadth of the liberal arts and the immediacy of the 1990s.



The campus hosts outstanding scholars, lecturers and artistic performers throughout the year, and students may choose from a constant stream of exciting performances and cultural events in Atlanta as well.

Living with friends and learning to love them as extended family is an essential part of campus life. Some of the friendships you begin in your residence hall will last a lifetime. At Agnes Scott, we know how important residence living is. That's why all of our halls are comfortable and distinctive.



The Art Club of 1897 off for an afternoon of sketching.

### EXTRACURRICULAR ACTIVITIES

In a small community, everyone's talents are needed and appreciated. At Agnes Scott, you will explore old interests, develop new ones, and enjoy the special chemistry of shared enthusiasms.

- Student Government Association
- Honor Court
- Orientation Council
- Interdormitory Council
- Social Council
- The Profile - campus newspaper
- The Silhouette - student yearbook
- The Aurora - literary magazine
- Arts Council
- Students for Black Awareness
- Chimo - club for international students
- Spirit Committee
- Students Working For Awareness
- Student art exhibits - open to the public

- Studio Dance Theater - a contemporary company which performs each spring
- Glee Club - presenting several concerts annually
- Blackfruits - presenting three major drama productions each year
- Spanish, French and German clubs
- Athletic Association
- Dolphin Club - synchronized swimming team
- Intercollegiate tennis
- Intercollegiate cross country
- Soccer
- Volleyball
- Basketball





## RESIDENCE HALLS

Agnes Scott, Rebekah Scott and Inman Halls have all been recently restored to their Victorian elegance while meeting today's demands for efficiency and comfort. These halls have recaptured their former grace with period design and furnishings (some donated by alumnae) and chandeliers in their lobbies and parlors. All three of these halls now qualify for listing in the National Register of Historic Places.

One of these residence halls will probably become your college home...your special place where you will begin to make your own decisions and take real control over your life.



Ila Burdette '81, Georgia's first female Rhodes Scholar, majored in math at Agnes Scott. After earning a B.A. in English language and literature from Oxford, she received a master's of architecture degree from Princeton University. She is now an architect in New York.



# General Information.

## Expenses for Entire Year.

[Forty weeks, or two academic months.]  
 Board, including fuel, lights, furnished room, and Tuition.  
 in Primary or Collegiate Course. \$185.00.  
 Day Pupils—\$9.00, \$12.00, or \$15.00 per Quarter, according  
 to grade.  
 Pupils in Boarding Department will be charged only from the  
 time entered, but they cannot be entered for a shorter time than  
 one quarter, and no deduction will be made for absence except in  
 case of protracted sickness.

Board and tuition fees, payable quarterly in advance, or  
 monthly in advance, if preferred by patron.

### Extras

Instrumental Music, Piano or Organ, per month, \$4.00 to  
 \$5.00, according to advancement.  
 Visual Music, \$5.00 per month.  
 (Above charges include use of instrument for practice.)  
 Drawing and Crayoning, per month, \$2.00.  
 Painting, per month, \$3.00.

### Note

The above are the only extra charges in this Institution. Latin,  
 French, Elocution and Calligraphic, are included in the regular  
 course charges.

### Discount.

When two or more day pupils are entered from the same  
 family, a deduction of fifty cents for each pupil is made from  
 the above rates.  
 Board and tuition for Presbyterian ministers' daughters,  
 \$1.00 per annum.

### Boarding Department Regulations.

Each boarder must furnish two pairs of sheets, two pairs of  
 pillow cases, six table napkins, six towels, napkin ring, goss-  
 amer, umbrella and one pair rubber shoes.  
 Each article must be marked with the name of the owner.  
 Parents will please see to these requirements before their daugh-  
 ter leaves home.  
 Each pupil will pay her own laundry bills by the week or  
 month. The Matron will engage suitable laundresses.  
 Books, stationery, postage and sheet music will be furnished at  
 cost at the Institute, for which cash must be paid by the pupil,  
 or a deposit made with the Principal.  
 Boarders are required to attend services at the Presbyterian  
 Church every Sabbath morning, when the weather is not too  
 inclement, under the charge of the resident teachers.

Pupils are required to be punctual at every meal.  
 No one will be excused for absence from breakfast except in  
 case of sickness. Perfect neatness in dress is required at this, as  
 well as at other meals.  
 No young lady is allowed to appear in a wrapper out of her  
 chamber.

No pupil will be allowed to purchase any article on credit,  
 without written permission from her parents or guardian. The  
 amount authorized by them must also be stated, but the making  
 of bills under any circumstances is discouraged.



## SCHOLARSHIPS AND FINANCIAL AID

We meet 100 percent of the demonstrated financial need of all applicants accepted for admission. In 1987-88, approximately 83 percent of the student body received aid in amounts ranging from \$100 to full room, board, and tuition. We offer a wide range of financial aid opportunities because we seek an economically diversified student population. Today, the College's endowment per student ranks ninth among all colleges and universities in the United States. Many of our programs have been made possible by the generosity of Agnes Scott's friends and alumnae who have provided endowment money that has contributed substantially to the College's finances. The financial aid package most appropriate for your needs should be discussed, personally, with your financial aid counselor. (For more details, see the "Admissions and Financial Aid" section of this catalog.) An Agnes Scott education is too valuable to be denied for economic reasons alone.



Students here value the close relationships they develop with faculty members. Agnes Scott has a student-faculty ratio of seven-to-one.



Julie Gilreath '85 works as a medical reporter and anchor for WHTM-TV in Harrisburg, Pennsylvania.



## LIBRARY

Agnes Scott's impressive McCain Library, built in 1936 and completely renovated in 1975-77, has an outstanding liberal arts collection housed in over seven floors of open stacks. Our Robert Frost Collection is considered one of the nation's leading collections of his works. Library holdings include over 180,000 volumes as well as 20,000 recordings, microforms and tapes. Agnes Scott also subscribes to more than 780 periodicals. In addition to an extensive on-campus collection, Agnes Scott students have full access to 8,800,000 volumes in the Atlanta/Athens area through the University Center consortium.

## COMPUTER FACILITIES

Agnes Scott's Academic Computing Center, on the ground level of the library, is fully-equipped with 25 computers, and a variety of printers including laser printers with color graphic plotters. Instructional software guides students through spreadsheet, word processing and data base functions. To make computers available to students 24 hours a day, a satellite system has been installed in Inman Hall.

## HONOR SYSTEM

Ethics and values are central to the purpose, curricula, and social life of Agnes Scott College. Women here take personal responsibility for their own integrity and behavior. The Honor System, rarely found on campuses today, is governed by students and each student is expected to uphold the high standards of that system. The Honor System offers students the privilege of enjoying unlocked residence hall rooms and unproctored exams.



In 1989 Agnes Scott College will be 100 years old! In preparing for our centennial year, we have revitalized the academic programs and refurbished the campus facilities. We approach our second century with exciting academic options that can help Agnes Scott graduates be effective leaders in tomorrow's world.



Our modern facilities can help you develop physically as well as intellectually. Take the plunge into Agnes Scott's 8-lane, 25-meter pool or run a few laps on our new track. If racquetball or dancing is more your style, you will probably spend a lot of time at the Alston Campus Center which opened in 1988.



Our commitment to innovative hands-on experience is evident in such programs as internship study and the Global Awareness Program. Its also evident in campus facilities such as our Computing Center. Our commitment to scholarship is evident in Agnes Scott's high academic standards. At Agnes Scott, traditions lay the groundwork for the future. Respect for the past and excitement about the future are as apparent in our physical improvements as in the redesigned curricula. Historic buildings have been restored to their original grace and have been authentically furnished. The bell tower of Main has a new brass bell (in part the gift of the class of 1986) which calls us to convocation and other special events. Our gazebo and horse-and-carriage gate, two cherished Agnes Scott symbols that have been part of our campus for most of our history, have both been carefully restored. Our old gymnasium and infirmary buildings have been renovated and are now the Wallace M. Alston Campus Center. This center houses a student activity room, game room, racquetball



courts, lockers, a dance studio, campus offices, a faculty club, a snack bar, TV lounge, counselor's office, chapel and chaplain's office. Agnes Scott's new physical education facility is part of a \$3-million pledge to physical education which has provided for a swimming pool, regulation basketball court, a weight room, training room, and a new track and field designed with state-of-the-art field technology.

Agnes Scott's heritage is one of providing an education that has real meaning in the lives of our graduates. It is a heritage we honor by improvements and innovations that will make 1989, at once, a promise made and a promise kept.

The new physical education facilities would be impressive on any campus. Because Agnes Scott's athletic emphasis is on recreation and personal development, our facilities are available to all students for individual training as well as for intramural and inter-collegiate athletics.



The Agnes Scott experience helps students become at home in the world. Through our Global Awareness Program you will have the opportunity to live and study in such places as:

- |                       |              |
|-----------------------|--------------|
| The Galapagos Islands | Burkina Faso |
| England               | France       |
| Africa                | Spain        |
| Taiwan                | India        |
| Germany               | Ecuador      |
| Greece                | Peru         |
| Mexico                |              |



# ADMISSION & FINANCIAL AID

## ADMISSION

Agnes Scott College admits 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 handicapped students and makes every effort to meet the needs of such students. Agnes Scott College is authorized under federal law to enroll nonimmigrant foreign nationals.

The Admissions Committee, which includes the dean of the College, the director of Admissions, and three faculty members, considers each student's application and examines evidence of sound academic training, ability, motivation, maturity, and integrity. Every completed application receives a thorough review.

Agnes Scott admits well-qualified students without regard to financial need. An applicant's financial situation is considered after an admission decision has been made by the Admissions Committee. Students are admitted on the basis of their academic and personal records and promise, not on family financial circumstances.

The Financial Aid Program at Agnes Scott is designed to make an Agnes Scott education affordable to every student who is admitted. The financial need of a student accepted for admission is evaluated by the Financial Aid Office. A financial aid plan is developed which meets 100 percent of the student's demonstrated need. The plan consists of grant, loan, and work components.

During the academic year 1987-88, grant, loan, and work funds were used by approximately 83 percent of the student body to meet their educational expenses.

The College also offers scholarships based on merit rather than need. Awarded annually, they are renewable and range from \$100 to full tuition. Academic scholarships usually have early application deadlines, and interested applicants should call the Admissions Office for details.

## GENERAL INFORMATION

**The application.** Applications for admission are distributed by the Admissions Office. Students may also use the Common Application, which is a form shared by a national group of selective

private colleges. The Common Application may be obtained in high school guidance offices.

The application for admission should be mailed, together with a \$25 nonrefundable application fee, to: Office of Admissions, Agnes Scott College, Decatur, Georgia 30030. The fee may be submitted in the form of a check or money order to Agnes Scott College. The Admissions Office considers requests for fee waivers on an individual basis.

Agnes Scott subscribes to the May 1 Candidates Reply Date of the College Board. The \$250 enrollment fee is refundable for Scholarship and Regular Decision applicants until May 1.

**Entrance requirements.** A student's record of achievement in secondary school is the most reliable indicator of college success. Successful candidates for admission usually graduate in the top 30 percent of their high school class and present a minimum of four academic units each year. Courses include four years of English, two years of one foreign language, three years of mathematics (algebra I and II, geometry), one or more years of laboratory science (biology, chemistry, physics), and one or more years of social studies. Students may be accepted for admission without the recommended number of courses in a particular field.



**Entrance examinations.** Applicants must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is preferred by the Admissions Committee.

These examinations should be taken in the spring of the junior year or, at the latest, by December of the senior year. The Admissions Committee considers the highest scores presented by an applicant.

The committee recommends that applicants submitting the SAT also present results from three CEEB Achievement Tests, including English composition (with or without essay), and mathematics level I. A student who wishes to be tested in a subject which will not be continued beyond the eleventh grade should take the test in the late spring of the junior year. Achievement test scores will be requested in cases where the Admissions Committee needs additional information. They will also be used for placement and academic counseling.

Information about the SAT, achievement tests, and ACT may be obtained in high school guidance offices. Students may write for information directly to the College Board Admissions Testing Program, Box 592, Princeton, New Jersey 08541, or to the Test Administration Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

**Advanced placement credit.** Credit toward the Agnes Scott degree may be given for scores of four or five on the following Advanced Placement Examinations of the College Entrance Examination Board taken in secondary school. Art (history, studio),



biology, chemistry, English (language and composition, literature and composition), French (language, literature), German (language), history (American, European), Latin (Vergil, Catullus-Horace), mathematics (calculus AB, or a score of 3 on BC), music (theory), physics (B, C mechanics, C electricity-magnetism), Spanish (language, literature).

Credit toward the Agnes Scott degree may be given for scores of five, six, or seven on the higher level examinations of the International Baccalaureate taken in secondary school.

Students who have participated in joint enrollment programs with accredited colleges and universities may receive credit for grades of C or better if the college issues an official transcript and certifies that the course was a regular college course taught at the college by a regular member of the college faculty. Final determination of credit for joint enrollment courses will be made by the dean or associate dean of the College.

All inquiries and materials connected with advanced placement credit should be directed to the associate dean of the College.

**Interviews and overnight visits.** Agnes Scott recommends an on-campus interview for all high school juniors and seniors. The student becomes better acquainted with the College, and a visit is very useful when making the final college choice. An interview is also helpful to the Admissions Committee when evaluating an application. Student-led tours, class visits, and overnight stays in residence halls can be scheduled during the visit. To schedule an interview, write or telephone the Admissions Office at least a week in advance.

Agnes Scott alumnae are available in many areas of the country to talk to prospective students about Agnes Scott. Candidates for admission can find the name and address of the alumnae representative



## ADMISSION & FINANCIAL AID

closest to them by contacting the Agnes Scott Admissions Office.

For information call or write:  
Director of Admissions  
Agnes Scott College  
East College Avenue  
Decatur, GA 30030  
(404) 371-6285  
In GA 1-800-822-4999  
National 1-800-235-6602

**Medical report.** All applicants who accept the College's offer of admission must submit a complete medical history, including a certificate of examination by their physicians, as well as results of immunizations and chest X-ray. Medical Report Forms are mailed to enrolling students and must be received by the dean of students by August 1.

### SECONDARY SCHOOL STUDENTS

**Applying as a senior.** Seniors should apply for admission after September 1 and before March 1 of the senior year. Credentials required are: a completed application form, a high school transcript, essay scores from the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), and guidance counselor's recommendation. Agnes Scott admits students according to the following application plans.

#### *First Choice/Early Decision*

(The applicant agrees to withdraw all other college applications after receiving notice of admission from Agnes Scott).

application deadline: December 1

notification date: December 15

reply date: January 1

#### *Scholarship Decision*

application deadline: January 15

notification date: February 1

reply date: March 15

#### *Regular Decision*

application deadline: March 1

notification date: April 1

reply date: April 15

**Joint enrollment for seniors.** Some high school seniors are ready to take college courses before graduation. Under the Joint Enrollment Program, high school seniors (male or female) may take some courses at Agnes Scott. At the end of the year, the student receives both a high school diploma and college credit. These students must be approved for admission by the director of admissions and are admitted to specific courses by the dean or associate dean of the College. A candidate must submit a high school transcript, a record of SAT or ACT scores, and a letter from the high school counselor giving a general recommendation and specific course approval. A limited number of nonrenewable merit-based scholarships are available to qualified female Joint Enrollment students.

**Admission after junior year.** A student judged to be ready for college after her junior year of high school may be admitted to Agnes Scott College. The student must be mature, academically prepared, and strongly recommended for this program by her school. Most high schools grant a diploma after a student completes fresh-



man courses at Agnes Scott. A student considering this possibility should consult her high school guidance office. Successful applicants are classified as Agnes Scott freshmen and use the normal application procedures and dates.

**International students.** International students are encouraged to send their completed forms early in order to avoid postal delays. Foreign nationals whose first language is not English should also submit the results of the TOEFL (Test of English as a Foreign Language). Information may be obtained from the local U.S. Office of Information or by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, New Jersey 08541.

### 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 completed application forms, each applicant must submit standardized test score results (SAT or ACT), an official transcript of high school and college work, a copy of her current college catalog, one letter of recommendation from a college professor who taught the applicant an academic subject, and a statement of good standing.

Transfer students are also urged to visit Agnes Scott for an interview in the Admissions Office.

Transfer students must complete the junior and senior years at Agnes Scott and earn a minimum of 60 semester-hours in academic subjects at the College.

Transfer applications are accepted for the fall and spring semesters. Admissions decisions are made and announced as applications are completed and openings remain available.

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. Student wishing to apply a substantial portion of work earned elsewhere toward their major should check with the Office of the Dean of the College.



**SCHOLARSHIPS & FINANCIAL AID**

Agnes Scott makes every effort to meet 100 percent of the demonstrated financial need of all applicants accepted for admission. In 1987-88 approximately 83 percent of the student body received aid in amounts ranging from \$100 to full room, board, and tuition. Demonstrated need is determined on the basis of the College Scholarship Service Financial Aid Form.

Students interested in financial assistance at Agnes Scott must apply for all federal and state grants which 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.

For more information on financing an Agnes Scott education, see *On Financing a College Education*, which is mailed to all prospective students, and is available from the Admissions Office. Prospective students may also contact their high school counselors, local libraries, or the Agnes Scott director of financial aid for further information.

**GOVERNMENT SOURCES**

**Federal programs.** Two grant programs provide federal grant funds. The Pell Grant Program makes need-based awards based on information provided on the Financial Aid Form (FAF). These grants are for a maximum of \$2,100 for 1987-88. Supplemental Educational Opportunity Grants range from \$200 to \$2,000. Completing the FAF is all that is necessary to apply for both of these programs.

Federal College Work Study funds provide a portion of salaries paid to students who are awarded campus jobs as part of their financial aid package.

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from banks, credit unions, savings and loan associations, and other participating lenders. The low-interest loans are guaranteed by a state agency or insured by the federal government. Repayment of Guaranteed Student Loans begins six months after students graduate, withdraw, or enroll on less than a half-time basis. Amounts vary from \$2,625 to \$4,000 depending on the student's class year. Any student who has difficulty in locating a Guaranteed Student Loan lender should contact Agnes Scott College Financial Aid Office for assistance. Information on other loan programs may be obtained from the Agnes Scott Financial Aid Office.

**Georgia Tuition Equalization Grants.** Georgia residents who were legal residents of Georgia for the 12 months immediately preceding enrollment and who are enrolled for at least 12 semester-hours qualify for tuition grants through the Georgia Grant Program for Private Colleges. The Georgia Tuition Equalization Grants (\$875 per student for the 1987-88 session) are not based on financial need. Georgia residents who are full-time students and who demonstrate substantial financial need also qualify for Student Incentive Grants, which range from \$150 to \$450 per year. The common application form for the Georgia programs must be filed yearly and is available in high school guidance offices or the Agnes Scott Financial Aid Office. Contact the Financial Aid Office for application details.

**COLLEGE SOURCES**

**Need-based scholarships.** An Agnes Scott financial aid award usually combines a grant, Guaranteed Student Loan, and the offer of campus employment. Students may choose to decline the loan or the employment portions of their package. Grants and loans are applied toward students' accounts. Students pay no interest while attending Agnes Scott, and repayment begins after withdrawal or graduation. Students are paid for campus employment by a biweekly payroll check.

Financial aid awards are made for one year, but they are renew-



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



able on evidence of continued financial need as indicated by the completion of an FAF each year. All students must make satisfactory academic progress toward the completion of their degrees to continue to receive financial assistance. Usually assistance is available only for the equivalent of eight semesters of full-time study.

Students receiving financial aid who withdraw from the College during the refund period will not receive refunds personally. Instead, the refund will go back into the various accounts of the programs from which they received funds. In cases where students withdraw from the College and have received cash for nondirect educational expenses, repayment of unused funds may be necessary.

**Academic scholarships.** In addition to need-based grants, loans, and campus jobs, Agnes Scott offers scholarships based on academic performance and promise. Honor scholarships award from \$5,000 to full tuition annually to outstanding students. Centennial Scholarships award from \$2,000 to full tuition annually to students who show academic and leadership potential. Students must submit all application materials to Agnes Scott by a specified deadline (usually in mid-January) and they must indicate interest in competing for the Agnes Scott Honor or Centennial Awards on the application for admission. The Admissions Office can provide further information about either of these programs.

Other academic scholarships include the Charles A. Dana Scholarships which recognize leadership potential and academic promise. The Nannette Hopkins Scholarships in music are awarded annually to students planning to major in music on the basis of musical talent and promise. These renewable scholarships for \$2,000 each year recognize musical talent and promise. See the Admissions Office for applications and information about audition. Agnes Scott offers several four-year scholarships annually through the National Merit Scholarship Corporation. Recipients are selected from finalists who have designated Agnes Scott as their college choice and receive from \$500 to \$2,000 a year. The Huguenot Society of America awards the Marie L. Rose Scholarship of \$1,000 to a rising sophomore, junior, or senior who presents proof of eligibility as a Huguenot descendant. The Financial Aid Office has these applications, which must be submitted to the Financial Aid Office no later than June 1.

**Parent Loan Plan.** The Agnes Scott Parent Loan Plan is funded and operated by the College for families in the \$30,000 to \$80,000 income range. Loans range from \$1,000 to \$7,500 at a low interest rate. Repayment is made monthly over an extended period. Contact the Agnes Scott College Financial Aid Office for further information.

**Student responsibilities in receiving financial assistance.** Students are responsible for knowing and complying with all instructions and regulations of the various student assistance programs. All financial aid programs must be applied for yearly.

Students who are readmitted after an absence from the College must complete appropriate forms necessary for applying for institutional, state, and federal funds. To receive funds from these sources, students must be in good standing and be making satisfactory progress in their course of study. A copy of the College's statement of Financial Aid Satisfactory Progress is available from the Financial Aid Office.

**Application procedure.** Freshman applicants seeking financial assistance must file a Financial Aid Form (FAF) with the College Scholarship Service (CSS) in Princeton, New Jersey. High school guidance offices have these forms, which should be filed between January 1 and February 15 for priority consideration. Prospective students should indicate their interest in financial assistance on the Agnes Scott application for admission. There is no Agnes Scott financial aid form.

Enrolled students seeking aid for the next session should obtain a FAF from the Financial Aid Office. Instructions for applying are posted on the official bulletin board at the beginning of the fall semester. Transfer applicants may obtain a copy of the FAF from the Admissions Office. They also should arrange to have a financial aid transcript from all institutions previously attended sent to the Agnes Scott director of financial aid.

**Determination of College awards.** The amount of financial aid granted to a student is based on need, which is defined as the difference between the cost of attending Agnes Scott and the family's financial resources. The Financial Aid Office determines from the CSS Financial Aid Form the amount of family resources which should be available to the student for college expenses. Among the factors used in the analysis are: family and student income and assets (including the student's summer earnings), taxes, medical expenses, extraordinary debts and expenses, current living expenses and retirement allowances, number of dependents, and number of children in college. The Financial Aid Office requires signed copies of the federal income tax return for both the student and her parents for the calendar year before each academic year for which the student requests aid. These should be submitted to the Financial Aid Office when requested. Students must also inform the Financial Aid Office of any significant changes in the financial situation of their families which might require an increase or decrease in aid.

**Notification.** New students receive notice of their financial aid awards shortly after they have been accepted for admission, if their financial aid applications are complete.

**Confidentiality of awards.** Since the amount of an award reflects a family's financial circumstances, College personnel consider the award a private matter among the student, her parents, and the Financial Aid Office. In accordance with the legislation titled "The Family Educational Rights and Privacy Act of 1974", Agnes Scott will not release this information to others without the student's written consent.

**International students.** A limited amount of financial aid based on need is available for international students. International students may obtain both the CSS Declaration and Certification of Finances and the Financial Aid Application for Students in Foreign Countries from the Admissions Office. International students must be able to provide their own transportation, vacation and summer expenses, and health insurance. March 1 is the deadline for receipt of all admissions and financial aid documents from international students interested in aid.



# OUTSIDE THE CLASSROOM

## Orientation

At Agnes Scott College, the entire community works together to help incoming students successfully begin their College careers. The orientation process begins before a new student arrives on campus and continues throughout her first year. Structured programs include faculty advising, course selection, and placement tests, as well as formal introductions to on-campus student organizations.

New students also get to know Agnes Scott through personal, less formal programs. For example, each incoming student is assigned an upper class student as a "big sister." This big sister contacts the new student during the summer before her first semester and continues the special relationship through that student's first year at Agnes Scott. We also encourage social involvement through activities such as weekend events in the Atlanta area, on-campus parties with men from other colleges, and Agnes Scott student participation in events on other Atlanta campuses.

International students, minority students, transfer students, and Return to College students are offered additional orientation programs tailored to their needs. All students are welcomed and encouraged to become vital members of the campus community.

## Living Arrangements

Our residence halls are almost entirely self-governing. A senior resident or resident assistant is assigned to each hall as needed. These residential staff members are supervised by the Dean of Students. The Student Handbook, given to each student on arrival, explains all campus regulations.

All of our rooms cost the same. Except for Return to College students, all full-time students must live in a College residence hall or with parents or other relatives. Any student who wishes to change her residency status must have the permission of the Dean of Students.

## Student Government

Agnes Scott is a community of ideal size that values open communication among faculty, students, and administrators. The Student Government Association acts as a formal liaison between the students and the administration. Through this association, students are, to a large extent, self-governing as they assume responsibility for many policies and regulations. The Student Handbook includes more information about student government.

## Health Services

Student Health Services are provided on campus under the direction of a nationally certified nurse practitioner working with physician consultants in internal medicine, gynecology and

psychiatry. Services include evaluation and treatment of minor health problems, health education, and counseling. Staff members can refer students with specific health problems to the medical director or to other specialists for evaluation and treatment. The student health program stresses prevention of illness, promotes self-care, and encourages positive health practices. Off-campus psychiatric counseling services are available on an appointment basis.



## OUTSIDE THE CLASSROOM

Special health education and screening programs are offered throughout the year. Reference materials on health topics are located in the Student Health Center. Resident students are eligible for all services provided by the Student Health Center. The residence fee entitles the boarding student to an initial evaluation and treatment of selected health problems by the nurse practitioner or referral to the appropriate medical resource. Students with serious illness or accident victims will be referred to local hospitals. 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.

### Personal Counseling

A trained counselor is available on campus for students to have individual appointments to discuss any concerns they may have. In addition the counselor organizes group sessions on a variety of topics, such as divorced parents or children of alcoholics.

### College Chaplain

The College chaplain provides regular opportunities for worship on campus and serves as consultant for the student Christian Association which develops campus-wide activities for spiritual development. In addition, the chaplain is available for pastoral care and counseling services. The chaplain seeks to make the insights of the Christian faith available to students while respecting each student's personality and religious traditions.

### Career Planning and Placement

Our Career Planning and Placement Office helps students make well-informed decisions about career and lifestyle options. Our counselors encourage students to appreciate career development as a lifelong process that only begins at Agnes Scott.

The office provides individual counseling; self-assessment aids (including SIGI Plus, a computerized career development program, and the Strong Campbell Interest Inventory); an extensive career library; seminars about specific careers and career-related issues; and job search workshops on topics such as skills assessment, resume writing, and interviewing techniques.

The Shadow, Extern, and Intern Programs provide students with access to advisors and role models in different career fields. Through the Shadow Program, students spend an afternoon or an entire day talking with and observing local sponsors in careers of interest to the students. The Extern Program enables students to perform some on-the-job activities during an entire work week spent with sponsors and their colleagues. The Intern Program provides summer and semester placement which gives students on-the-job experience in many fields such as business, social service, journalism, and the arts. Some students earn

wages during internships and some earn academic credit. (For more information about credit internships, see "The Academic Program" section of this catalog.)

The office assists students in locating permanent, summer, and part-time work. The career library contains books and magazines related to career choices, company information as well as part-time and full-time job listings. Mock interviews are conducted to help students develop interview skills. A career forum with representatives from a variety of companies and institutions is held fall semester. Employers also visit the campus and conduct interviews during spring semester.



# RETURN TO COLLEGE

Agnes Scott College is committed to assisting women beyond traditional college age to pursue their educational objectives in a program suited to their individual needs. Students in the Return to College Program enroll in regular college courses and meet the same degree requirements as the other undergraduates.

Most women who enroll in Agnes Scott through the Return to College Program plan to earn the bachelor of arts 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 planned and reviewed on an individual basis.

Students in the Return to College Program vary greatly in age, background, marital circumstances, socioeconomic status, and in the degree to which they participate 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.



## RETURN TO COLLEGE

### ADMISSION

The College accepts applications for fall or spring semester. Applicants should submit 1) the Return to College application, including a personal essay and the \$25 application fee, 2) two letters of recommendation, and 3) official transcripts of previous high school and college work, sent directly from the institutions attended. As soon as all of the application materials are received, the Return to College director will contact the applicant to arrange a campus interview. The Scholastic Aptitude Test (SAT) is not required for admission; however, students who have taken this test are encouraged to submit their scores.

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 in the admission process.

Applications should be filed with the Admissions Office 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

Agnes Scott admits well-qualified students without regard to financial need. Financial aid decisions are made after the student has been admitted to the College and has chosen her courses for the term.

Financial aid is available for full- or part-time study to women who demonstrate financial need and have no bachelor's degree. All financial aid awards for Return to College students consist of grant and loan funds provided chiefly through the Irene K. Woodruff Financial Aid Fund. Financial aid recipients must enroll each semester for a minimum of 6 semester-hours of credit.

### To apply for financial aid

- 1) Complete the Financial Aid Form (FAF) and mail it to the College Scholarship Service for processing. Processing may take four to six weeks. Do this as soon as the application for admission is filed.
- 2) Send to the Agnes Scott Financial Aid Office a completed Return to College Supplemental Information Form as well as a copy of your most recent federal income tax return. The FAF and Supplemental Information Form are available from the Financial Aid Office.

### Health Record

To protect the student in emergencies, the College requires a completed Entrance Health Record to be on file at the Student Health Service before a student attends classes. Health record forms are sent to students after they have accepted the College's offer of admission.

### Classification

All students in the program enter as unclassified (nondegree) students. Those planning to earn a degree may apply for classification after establishing a successful academic record at Agnes Scott. They must begin the classification process before completing 24 semester-hours of credit. Students who do not intend to earn a degree may earn a maximum of 24 semester-hours of credit. Requests for exceptions to this policy should be directed to the Committee on Academic Standards.

To begin classification, a student notifies the Return to College director of her intent to become classified, takes recommendation forms to two professors under whom she has taken course work, and asks each professor to write a recommendation on her behalf. The recommendations are then sent directly to the Return to College director, who forwards them, along with a copy of the stu-



dent's file and academic record, to the Admissions Committee for review. The Committee bases its decision to grant classification on the recommendations and on the strength of the student's performance at Agnes Scott. A student whose request for classification is denied may petition the Committee on Academic Standards for a review of the classification decision. Once a student has been granted classified status, she may not return to unclassified status.

Students in the program are not subject to the usual minimum course load requirements nor are they expected to complete work for the degree in four years. Time limits for completion of the degree are: a) eight years after classification as a freshman, b) six years after classification as a sophomore, c) four years after classification as a junior, and d) two years after classification as a senior. Academic credit earned at other institutions, which meets College standards, is applied toward the Agnes Scott degree upon classification. No more than 64 semester-hours (60 plus 4 for physical education) of transfer credit will be counted toward the 124 semester-hours required for the Agnes Scott degree.

### Interviews and Visits

Women considering the Return to College Program are encouraged to visit the campus. Arrangements to attend classes may be made through the Admissions Office.

The director of the Return to College Program welcomes the opportunity to meet with prospective students to answer questions about the program or to discuss transcripts of previous college work.

# THE ACADEMIC PROGRAM

## THE ACADEMIC COMMUNITY

Intellectual independence, academic excellence, and informed choice form the basis of the academic program at Agnes Scott.

The College holds each student responsible for her course of study within the parameters of academic excellence set by the College's Specific, Distributional, and Depth Standards.

To help students make informed choices, the College offers academic advising at many levels. Faculty advisors assist new students, and all faculty members encourage students to seek advice at any point in academic careers. Both the dean and the associate dean of the College can offer academic advice. The dean of students and her staff, as well as the College chaplain, counsel students on personal and academic matters.

Agnes Scott College is a community of individuals. Faculty members are teacher-scholars devoted to the well-being of their students. Senior counselors, residence hall assistants, and big sisters represent a student body which cares for each of its members. Students should not hesitate to seek advice from any of the members of the Agnes Scott community.



## REQUIREMENTS FOR THE DEGREE

Agnes Scott College confers the degree of Bachelor of Arts. To qualify for the degree, each student must complete successfully 124 semester-hours of credit, including no more than four semester-hours of physical education, with a cumulative quality-point ratio of 2.00 (C average); satisfy the Specific, Distributional, and Depth Standards; and satisfy the Residence Requirement.

### Specific and Distributional Standards

The academic program at Agnes Scott encourages informed choice within the parameters of academic excellence. The Specific Standards insure a student's competence in specific skills. The Distributional Standards introduce a student to the ways of thinking and subject matter of broad areas of human inquiry. A student satisfies these standards by completing courses designated to the respective areas.

**Specific Standards.** Unless exempted, a student must satisfy these standards:

- (1) Two semester courses in English composition and reading taken while a student is classified as a freshman
- (2) The intermediate level of a foreign language
- (3) Four semester courses in physical education, two of which must be taken while a student is classified as a freshman

**Distributional Standards.** Unless exempted, a student must satisfy these standards:

- (1) Humanities and fine arts
  - (a) Literature: one semester course in the language of its composition
  - (b) Religious and philosophical thought: one semester course
  - (c) Historical studies and classical civilization: one semester course
  - (d) Fine arts: one semester course
- (2) Natural science and mathematics
  - (a) Mathematics: one semester course
  - (b) Natural science: one semester course which includes a laboratory section
- (3) Social Sciences: one semester course

### Restrictions

There are several restrictions which apply to the Specific and/or Distributional Standards.

- The term one semester course means a course of at least 3 semester-hours.
- Credit received in satisfying Specific Standards cannot apply to Distributional Standards.
- Credit received in satisfying Distributional Standards cannot apply to Specific Standards.

Courses taken to satisfy the Specific and Distributional Standards cannot be taken on a pass/fail basis.

No more than one Specific or Distributional Standard may be satisfied by transfer credit after a student has been admitted (see transfer credit).

No course may be used by a student to satisfy more than one distributional standard.

No more than one Distributional Standard can be satisfied in one department (except for courses in Creative Writing); cross-listed courses count in the distributional area of the department in which the course is taught.

Courses in Physical Education beyond the four required represent credit beyond the 124 semester-hours required for the degree.

## Satisfying the Specific and Distributional Standards by courses

The following Agnes Scott courses (or their equivalents) satisfy the Specific Standards. Exceptions are considered individually.

- (1) Two semester courses in English composition and reading, taken while a student is classified as a freshman  
English 101 and 102, or 103 and 104
- (2) The intermediate level of a foreign language  
French 201 or 203; German 201; Greek or Latin, two semesters at the 200-level; Spanish 201 or 211
- (3) Four semester courses in physical education, two of which must be taken while a student is classified as a freshman.  
Any course in the Department of Physical Education, one of which must be in fitness. The fitness courses are: 101, 102, 103, 104, 105, 106, 107.

The following Agnes Scott courses (or their equivalents) satisfy the Distributional Standards. Exceptions are considered individually.

- (1) *Humanities and fine arts*
  - (a) Literature: one semester course in the language of its composition  
English: any course under the "Literature" heading of the Department of English  
French: any course above 235 except 305, 306, and 375  
German: 222 or any more advanced literature course  
Greek: any 200- or 300-level course except 360  
Latin: 204 or any course above this level except 360 (204 does not satisfy this Distributional Standard if it has been used to satisfy the Specific Standard of the intermediate level of a foreign language)  
Spanish: 220 or any more advanced literature course
  - (b) Religious and philosophical thought: one semester course  
Bible and religion: any course in the department  
Philosophy: any course in the department
  - (c) Historical studies and classical civilization: one semester course  
History: any course in the department  
Classical Languages and Literature: any course under the "Classical Courses in English" heading of the department
  - (d) Fine arts: one semester course  
Art: 102, 103, 161, 201, 202, 203, 204, 205, 206, 207, 208, 301, 302, 304, 306, 307, 308, 309, 320  
Creative Writing: English 201, 202, 203 (Theatre 203), 341, 342, 345 (Theatre 345)  
Music: 106, 107, 108, 111, 204, 205  
Theatre: any course in the department except 117
- (2) *Natural science and mathematics*
  - (a) Mathematics: one semester course  
Mathematics: any course in the department except 115 and 150

- (b) Natural science: one semester course which includes a laboratory section  
Astronomy: 120 or any course (with a laboratory section) for which the student qualifies  
Biology: 100 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: 110 or any course (with a laboratory section) for which the student qualifies
- (3) *Social sciences: one semester course*  
Anthropology: 101 or any course for which the student qualifies  
Economics: 104, 105 or any course for which the student qualifies  
Political Science: any course in the department  
Psychology: 121 or any course for which the student qualifies  
Sociology: 101 or any course for which the student qualifies

Courses taken under The University Center Cross Registration Program may be used to satisfy one Specific or Distributional Standard (see transfer credit). The student must have the approval of the Agnes Scott department concerned and the dean or associate dean of the College.

## Satisfying the Specific and Distributional Standards by Exemption

A student exempted from a Standard does not always receive credit toward her degree. However, the basis for the exemption may also be the basis for credit. (See "Advanced Placement Credit" under the ADMISSION AND FINANCIAL AID section of this catalog.) Inquiries about exemption should be made to the dean or associate dean of the College.

## Transitional Policies

Students in the class of 1989 took some courses on the quarter system. In order that those students will not be penalized by the transition to the semester system, the faculty has approved the following policies for members of that class only:

- (1) Four quarter-hours in a Distributional Standard will satisfy the "one semester course" requirement of that Standard.
- (2) Two quarter courses from different departments within a Distributional Standard may be combined to satisfy that Distributional Standard.

## Depth Standards

The Depth Standards develop a student's command of a particular subject matter by her completion of a major. Besides departmental majors, Agnes Scott offers interdisciplinary majors and student-designed majors. A major is:

- (a) a **minimum** of 30 semester-hours within one



discipline, exclusive of required courses outside the discipline and exclusive of internships. In interdisciplinary programs, the minimum hours are specified in the programs' descriptions.

(b) a **maximum** of 48 semester-hours within one discipline, exclusive of required courses outside the discipline but inclusive of internships. In interdisciplinary programs, the maximum hours are specified in the programs' descriptions. Any hours beyond the maximum must represent work beyond the 124 semester-hours required for the degree.

Credit received in satisfying Specific and Distributional Standards may apply to Depth Standards. A student should consult the chair of her major department or program on this matter.

A student usually selects a major during the second semester of her sophomore year. Information on majors is provided under the departmental and program listings of the COURSES OF STUDY section of this catalog. Freshmen and sophomores should review the requirements of majors they are considering in order to determine if any courses must be taken during freshman and sophomore years.

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

**The Residence 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 60 semester hours in Agnes Scott College academic courses toward the 124 hours required for the degree. 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 dean of the College by the beginning of the spring semester of the preceding session. Permission may then be grant

ed by the Committee on Academic Standards on recommendation of the chair of the major department and the dean of the College.

**COURSES, GRADES, EXAMINATIONS, AND HONORS**  
**Courses**

The College operates on a variable credit-hour early semester calendar. The unit of credit is the semester-hour. Courses carry from 1 to 5 semester-hours credit. Usually 1 credit hour is granted for each contact hour. Laboratories are usually 3 contact hours and carry 1 credit hour. Semester courses in physical education are often 2 half-semester credits (each carrying .5 semester-hours credit).

All courses are semester courses, i.e. courses which begin and end within a semester, with final grades at the end of the semester. Credit is given upon successful completion of each semester course.

**Course Numbering**

Courses are numbered according to level of difficulty. Courses numbered in the 100's introduce a discipline. Courses numbered in the 200's are intermediate, though they may introduce students to an area or aspect of a discipline. Courses numbered in the 300's and 400's are advanced. Students should consult their instructors or faculty advisors to determine the appropriate course levels.

**Course Loads**

The usual course load is 15 semester-hours. The minimum course load is 12 semester-hours; the maximum is 18 semester-hours. Courses taken under cross-registration are included in a student's course load. Exceptions are made by the Committee on Academic Standards. Students seeking exceptions should consult the dean or associate dean of the College.

Unclassified students and students in the Return to College Program are not subject to the minimum course load limitation.



## THE ACADEMIC PROGRAM

### Grades

Grades are officially recorded as follows: A, excellent; B, good; C, average; D, passing; E, conditional failure with the privilege of re-examination; F, failure; I, incomplete; WP, withdrew passing; WF, withdrew failing; MED, medical withdrawal. Grades for courses taken on a pass/fail basis are recorded as P or F.

Except for courses taken on a pass/fail basis, grades are assigned the following quality-points: A = 4 quality-points per semester hour, B = 3, C = 2, D = 1, F = 0. Grades of I, P, E, WP, and WF are excluded from the calculation of quality-point ratios. Only grades for courses taken at Agnes Scott are factored into a student's quality-point ratio.

Grade reports are sent to students at the end of each semester.

### The Pass/Fail option

Juniors and seniors may choose a total of 8 semester-hours of course work on a pass/fail basis. Forms for this request are in the Registrar's Office. They must be completed by one week after the day mid-semester grades are due in the Registrar's Office. A student may not elect a course on a regular credit basis if she first elected it on a pass/fail basis.

The pass/fail option is not available for

- courses taken to satisfy Specific and Distributional Standards;

- courses taken to satisfy Depth Standards, including required courses outside the discipline;

- certain courses in the teacher education program.

All grades for internships are recorded on a pass/fail basis. These hours are in addition to the 8 semester-hours allowed for pass/fail. Internships are an exception to the policy prohibiting courses taken to satisfy Depth Standards from being pass/fail.

### Registering for courses

All students must register for classes on the dates announced in the College Calendar. There is a \$10 fee for late registration.

No student is allowed to register after the 10th calendar day of the semester.

If a student is not properly registered for a course, she will not receive credit for the course.

### Adding courses

No new course may be added after the 10th calendar day of the semester. Physical Education courses are covered by a different set of add regulations. See the course listings under the Department of Physical Education for procedures.



### Withdrawing from courses

The last day to withdraw from a course without a grade of WP or WF is one week after mid-semester grades are due in the Registrar's Office. In this case, the course will not be on her record. Students who withdraw from classes after that date will receive a WP or WF grade on their records. No course may be dropped after the last day of classes.

Physical Education courses are covered by a different set of withdrawal regulations. See the course listings under the Department of Physical Education for procedures.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on her record. Medical withdrawals are authorized by the dean or associate dean of the College only when a medical emergency is described and certified in writing by a licensed physician or psychologist.

Students in Independent Study (490) are covered by the withdrawal procedures of the program.

**Auditing courses**

Students may audit courses with written permission from the dean or associate dean of the College and the approval of the instructor. Students are subject to any restrictions or requirements the instructor may wish to impose. Audited courses do not appear on a student's record. 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 day of classes. A student may not take for credit a course she has audited earlier.

**Class Attendance**

The effectiveness of instruction at Agnes Scott is directly related to regular class attendance. While attendance at academic sessions is not mandatory, with the exceptions noted in the following paragraph, the responsibility for work missed is entirely that of the individual student.

Attendance at all academic appointments is required of students on Academic Probation and of freshmen during their first semester. These students are permitted one unexcused absence in each class during the semester.

**Absence Committee**

Students who are sick, have a death in the family, or have other extenuating circumstances may apply to the Absence Committee to have assignments such as tests, papers or presentations accepted later or earlier than was originally assigned. A penalty may be given by the Committee for late work. Students without voluntary class attendance should ask the Committee for excuses from classes they miss. These request forms are in the dean of students' office. Students should consult The Student Handbook for additional information.

**Tests**

Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided she notifies the instructor at the time the 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 Committee on Absences or, in the case of illness, by the dean of students.

**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 first reading day of the semester. Instructors may require work other than final examinations to be completed earlier.

In certain cases, the dean or associate dean of the College may authorize a grade of Incomplete (I) in consultation with the instructor. A date will be set for completion of the work. Unless the work is completed by that date, the instructor will turn in a grade based upon the completed work and the course requirements.

**Written Work**

The grade on any unexcused late written work is automatically reduced by one-third of a letter for each day the paper is late, including Saturday and Sunday. When papers are late because of a prolonged illness, an excuse may be provided by the dean of students.

**Final examinations**

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

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

**Re-examinations**

Re-examinations given in cases of conditional failure (grades of E) must be taken during the first week of the semester after failure. In this case, the final grade can be no higher than D.

**Graduation honors**

Requirements for graduation With Honor and With High Honor are available in the Registrar's Office.

**Academic honors**

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.

The College recognizes superior academic work in several ways. At the Honors Convocation held each fall, the dean of the College presents the Honor Lists and announces the Stukes Scholars, three students who rank first academically in the rising sophomore, junior, and senior classes for the preceding session.

Other honors include the Dana Scholarship Program, begun in 1970 with a grant from the Charles A. Dana Foundation. Academic promise, leadership potential, and financial need are criteria for this honor.

The Alpha Delta chapter of Eta Sigma Phi, a national honorary fraternity of Greek and Latin students, was organized at Agnes Scott in 1928. The society encourages classical scholarship and appreciation of ancient learning, both in the Agnes Scott student body and in the local high school. Membership is based on scholarship.

Founded at Muhlenberg College in 1930, Phi Sigma Tau is a member of the Association of College Honor Societies. The Agnes Scott chapter was organized in 1979. The society links phi-



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losophy departments in accredited institutions and students interested in philosophy. Membership is open to qualified students who have taken at least three courses in philosophy.

### Honor List, Dean's Honor List

A student is eligible for the Honor List at the end of a semester if she has completed 12 semester-hours in academic courses that semester with a semester quality-point ratio of at least 3.3 and no grade below C in an academic course, including courses taken under Cross Registration. Cross registration courses are not calculated in the quality point ratio.

A student is eligible for the Dean's Honor List at the end of a semester if she has completed 12 semester-hours in academic courses that semester with a semester quality-point ratio of at least 3.7 and no grade below C in an academic course, including courses taken under Cross Registration. Cross registration courses are not calculated in the quality point ratio.

### Confidentiality of student records

The Family Rights and Privacy Act of 1974 or the Buckley Amendment protects the privacy of educational records, establishes students' rights to inspect and review their records, and provides ways to correct inaccurate and misleading data. Agnes Scott College makes every effort to comply fully with this legislation.

Certain information is considered public and the College releases this information at its discretion. Unless a student files written notification to withhold disclosure, the College will release announcements of graduation honors and awards, and will verify dates of attendance and conferral of degrees. Names, addresses, and other directory information will be released for internal use and in the College directory.

The College releases transcripts of academic records and statements of academic status to third parties only with the student's written authorization. Parents who have filed a written request with the registrar certifying that their daughters are dependents (according to section 152 of the Internal Revenue Code of 1952) also receive this information.

A student or her parent has the right to challenge any content of the student's educational record considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such a challenge may be directed to the registrar of the College and, finally, to the United States Department of Education.

## ACADEMIC STANDARDS

### Classification

A classified student is one who has been admitted as a candidate for the Agnes Scott degree.

Students are classified as follows:

Freshmen: students who have earned fewer than 24 semester-hours of credit.

Sophomores: students who have earned at least 24 semester-hours of credit and a cumulative quality-point ratio of at least 1.50.

Juniors: students who have earned at least 56 semester-hours of credit and a cumulative quality-point ratio of at least 1.75.

Seniors: students who have earned at least 88 semester-hours of credit and a cumulative quality-point ratio of at least 1.91.

Classified students are advised to complete 25 percent of the semester-hours required in academic courses for the degree during each academic year. The recommended semester-hours for class standing are sophomore, 30; junior, 60; senior, 90. (These numbers do not include credit for courses in physical education.)

The minimum semester-hours for class standing are: sophomore, 24; junior, 56; senior, 88. A student with less than these minimums is usually placed on academic probation. (These numbers do not include credit for courses in physical education.)

Unclassified students are not candidates for the degree. An unclassified student may be working toward a degree but has not been admitted as a candidate, may be not working toward a degree (special student), may be a transient student earning a degree at another institution, or a secondary school student in a joint-enrollment program.

Unclassified students may earn a maximum of 24 semester-hours credit in academic courses at Agnes Scott. Requests for exception should be directed to the Committee on Academic Standards. Unclassified students who wish to become degree candidates must notify the director of the Return To College Program of their intent. This must be done before completing 24 semester-hours of credit in academic courses. Once classified, a student may not return to unclassified status.

### Academic probation and academic warning

Academic probation is imposed by the Committee on Academic Standards at any time as a result of unsatisfactory academic performance. This probation notifies a student that unless her academic performance becomes satisfactory, she may be dismissed.

A student on academic probation is permitted only one unexcused absence in each academic course. Further absences may result in academic dismissal during the semester. Additional restrictions may also be imposed for students on academic probation.

(National Association for Intercollegiate Athletics regulations state that students on academic probation may not participate in intercollegiate sports.)

A full-time, classified student usually is placed on academic probation at the end of a semester if she:

- has grades of E or F in two academic courses; or
- has achieved fewer than 9 semester-hours credit in academic courses; or
- has a semester quality-point ratio less than the minimum for her classification: freshman - 1.50; sophomore - 1.75; junior - 1.91; senior - 2.00

A full-time, classified student usually is placed on academic probation at the end of a session if she has a cumulative quality-point ratio less than the minimum for her classification or if she has not achieved the minimum semester-hours for her classification in the next session: sophomore - 24; junior - 56; senior - 88 (These numbers do not include credit for courses in physical education.)

A part-time, classified student usually is placed on academic probation at the end of a semester if she:

- has grades of E or F in two academic courses; or
- passes fewer than two-thirds of the academic work for which she registered; or
- has a semester quality-point ratio less than the minimum for her classification: freshman - 1.50; sophomore - 1.75; junior - 1.91; senior - 2.00





An unclassified student usually is placed on academic probation at the end of a semester if she has received grades of E or F in two academic courses. Unclassified students whose academic performance is considered unsatisfactory in other ways may also be placed on academic probation.

The Committee on Academic Standards may waive the guidelines for academic probation if a student has been forced to reduce her academic load because of extenuating circumstances.

A student who usually would be placed on academic probation may instead be placed on academic warning by the Committee on Academic Standards. This is done when the committee decides that mitigating circumstances do not justify academic probation. Academic warning may carry some restrictions. A student on academic warning may be placed on academic probation at any time during a semester. If her academic performance is unsatisfactory, she will be placed on academic probation for the next semester.

**Good Standing**

A student is in good standing if she is not on academic or disciplinary probation.

**Academic Dismissal**

Academic dismissal requires the student to separate from the College for academic reasons. The Judicial Review Committee of the College imposes academic dismissal for a specific period on recommendation of the Committee on Academic Standards.

Students given academic dismissal usually are eligible for readmission after one year.

Full-time, classified students are subject to academic dismissal

- for failure to earn 18 semester-hours of credit in academic courses in any academic session, or
- for failure to achieve appropriate class standing for two consecutive years, or
- for extremely poor academic performance during the first semester on Academic Probation, or
- after being on Academic Probation for two consecutive semesters.

Students may be given academic dismissal at any time if the Committee on Academic Standards judges their academic performance to be unsatisfactory.

Part-time, classified students are subject to academic dismissal after two consecutive semesters of academic probation.

Unclassified students may continue their work at the College as determined by the dean or associate dean of the College, subject to confirmation by the Committee on Academic Standards.

The Committee on Academic Standards may waive the guidelines for academic dismissal if a student has been forced to reduce her load because of extenuating circumstances.

**Disciplinary Probation, Suspension and Dismissal**

For a violation(s) of social regulations or policies, Honor Court may recommend to the Judicial Review Committee that a student be placed on disciplinary probation or be suspended or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated in good standing if she so desires. A student who is dismissed must apply for readmission. The Judicial Review Committee may specify a length of time that a student must wait before she may apply for readmission.

**Administrative Dismissal**

A student whose conduct indicates that she is not in sympathy with the ideals and standards of the College or who is not mature enough for its programs may be asked to withdraw. In such cases the judgment of the President, Dean of the College and Dean of Students is sufficient, and it is not necessary that specific reasons be given.

The College maintains the right to enter a student's room for the purpose of maintenance, fire, safety, and upholding College regulations and policies.

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The Judicial Review Committee of the College is given the responsibility of:

1. Reviewing and acting on recommendations of Representative Council which affect the powers and philosophy of student government, or which pertain to major regulations concerning student welfare;
2. Acting upon recommendations of Academic Standards Committee that a student who has not met the academic standards of the College be dismissed.
3. Acting upon the recommendation of Honor Court that a student be placed on disciplinary probation or be suspended or dismissed.
4. Requiring the withdrawal of any student whose presence is thought to be injurious to the interests of the College community; or imposing the penalty of administrative probation in situations involving a student's failure to meet the standards or expectations of the College community.
5. Assuming original jurisdiction in a student-initiated disciplinary action in which the committee feels that justice has not been served.

### Members

The President of the College (Chair)

The Dean of the College

The Registrar

President of the SGA

President of the Interdepartmental Council

The Dean of Students

Four members of the faculty

President of the Honor Court

### Transfer Credit

Transfer credit is given for grades of C or better in courses taken at accredited colleges and universities if approved by the dean or associate dean of the College, in consultation with the appropriate academic departments. No credit is given for courses with pass/fail or satisfactory/unsatisfactory grades.

Once a student has been admitted to Agnes Scott College, she 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, students in the program of cross-registration, and students attending summer school.

A student may also transfer after admission, a maximum of 20 semester hours of credit to Agnes Scott from another institution, including work taken in summer school, while on leave of absence, or after the student has withdrawn and before readmission to the College. Only 10 of these 20 hours may be taken while on leave or leaves of absence. These hourly restrictions do not apply to students on approved Junior Year Abroad, Washington Semester, cross registration, or exchange programs. Grades for credit earned at another institution are not factored into a student's quality point ratio.

A student must earn a minimum of 60 hours in Agnes Scott College academic courses toward the 124 hours required for the Agnes Scott degree. Academic courses do not include courses in physical education. Grades for transfer credit are not factored



into a student's quality point ratio.

Exceptions to the above policies may be made by the Committee on Academic Standards.

### Summer School

Credit for approved summer courses at accredited colleges and universities may be applicable to the requirements for the Agnes Scott degree. No credit is given for a summer school course if the grade is less than C. Credit for summer school courses is not factored into a student's quality-point ratio.

Students planning to take summer school courses should consult the dean or associate dean of the College before enrolling in summer school. All courses require approval by the dean or associate dean of the College, in consultation with the appropriate academic department. Only one Specific or Distributional Standard may be satisfied by work in summer school. Courses to satisfy Depth Standards must also be approved by the chair of the student's major department. Usually no more than two semester courses of summer school work may apply to the requirements for a major.

A maximum of 12 semester-hours will be approved per summer, and no more than 20 semester-hours of summer school work will be credited toward the 124 semester-hours required for the Agnes Scott degree (see TRANSFER CREDIT). The Committee on Academic Standards 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 request for a leave of absence should be submitted to the associate dean of the College for approval by the Committee on Academic Standards by the end of the course selection period prior to the semester or semesters requested. Except under the most unusual of circumstances, no requests for a leave of absence during that 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 her college career. A student may request the associate dean of the college to extend her leave of absence from one semester to two semesters. The Committee on Academic Standards must approve the extension.

A student granted a leave of absence need not apply for readmission. Within a reasonable time, she should notify the associate dean of the College of her intent to return as a student. A student who does not return within the time specified for her leave will be considered to have withdrawn. She must apply for readmission before she can return.

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 some coursework at another college or university, she should first consult with the associate dean of the College who will serve as her academic advisor for the duration of the leave. Except under very special circumstances strict limitations apply as to the amount of academic credit that may be earned during a leave of absence: six hours during a one-semester leave and ten hours during a one-year leave. If academic credit is attempted, a student must submit an official transcript to the College prior to her return. If a student is not in good standing at another institution, it will be necessary for her to apply for readmission before she can return to Agnes Scott College.

Exceptions to the above policies may be made by the Committee on Academic Standards.

A student whose leave of absence is approved must pay a non-refundable \$275 continuation fee for the leave period. When she returns to Agnes Scott College, the \$275 will be applied toward her expenses.

### Withdrawing from the College

A student who wishes to withdraw from the College must obtain a withdrawal card from the dean or associate dean of the College, or the dean of students. Withdrawal is not official until a withdrawal card has been signed by one of the deans. Withdrawal cards 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 whose withdrawal cards are signed will be determined on the bases described in sections "Grades" and "Completion of Semester Courses" in this catalog.

For the financial aspects of withdrawal from the College, see COSTS AND FEES in this catalog.

### Readmission

Students who have withdrawn or been dismissed from Agnes Scott and wish to return must submit an application form with the \$25 nonrefundable application fee. The application is available from the Admissions Office. Students must also send transcripts of college work taken since leaving Agnes Scott, and the recommendation of a professor under whom she did this recent work. The Admissions Committee reviews these applications as part of its normal admission decisions.

Students who have not pursued additional study may complete a short application form, also available from the Admissions Office, which is reviewed by the dean of the College and the dean of students. In such cases, the College reserves the right to require an official application for admission.

## SPECIAL CURRICULAR OPPORTUNITIES

### Acceleration

A student may complete the requirements for the degree in fewer than eight semesters. She may accelerate her progress by:

- entering with credit from Advanced Placement examinations of the College Entrance Examination Board, Higher Level examinations of the International Baccalaureate, or joint-enrollment programs;

- carrying a heavier course load;
- attending summer sessions at other institutions or an Agnes Scott summer program.

A student planning to accelerate should consult the chair of her major department. Permission to accelerate must be obtained from the dean or associate dean of the College.

### Cross Registration

Cross registration at member institutions of The University Center in Georgia allows students to take courses not available at Agnes Scott. Students from member institutions may also take courses at Agnes Scott.

Grades for courses taken through cross registration are not factored into a student's quality point ratio, but grades of A, B, C, or D are accepted for credit hours. Only one specific or distributional standard may be fulfilled by courses taken under cross registration (see TRANSFER CREDIT). Courses taken to satisfy Depth Standards must be approved by the chair of the major department. All courses must be approved by the dean or associate dean of the College.

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 dean or associate dean of the College prior to the end of course selection for the semester prior to which they plan to enroll in cross registration.

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The member institutions of The University Center in Georgia are:

Agnes Scott College  
Atlanta College of Art  
Atlanta University Center  
Atlanta University  
Clark College  
Interdenominational  
Theological Center  
Morehouse College  
Morehouse School of  
Medicine  
Morris Brown College  
Spelman College  
Columbia Theological  
Seminary  
Emory University  
Georgia Institute of  
Technology  
Georgia State University  
Kennesaw College  
Mercer University in  
Atlanta  
Oglethorpe University  
Southern Technical Institute  
University of Georgia

Students considering cross registration should first read the cross registration guidelines (available in the Office of the Dean of the College) and then consult the associate dean of the College.

### Agnes Scott summer programs

Agnes Scott offers several summer study programs, both abroad and in the United States. These programs are usually offered alternate years. Descriptions of these programs are included among departmental offerings and the Global Awareness section.

### Dual Degree Programs with Georgia Institute of Technology

A student may combine three years of liberal arts studies at Agnes Scott with two years of specialized work at the Georgia Institute of Technology. On completion of this five-year liberal arts/professional program, the student will receive the Bachelor of Arts degree from Agnes Scott and a bachelor's degree from The Georgia Institute of Technology. With advanced planning, a few outstanding students will be able to complete a master's degree at The Georgia Institute of Technology with a minimum of additional time.

Students interested in the 3-2 programs should consult the Agnes Scott dual-degree coordinator as early as possible, preferably in the freshman year. The student must select a major and plan a program which will satisfy all Specific and Distributional Standards for the Agnes Scott degree by the end of the junior year; and, if the student should elect to remain at Agnes Scott for the senior year, all requirements for an Agnes Scott departmental major.

Admission to the program at The Georgia Institute of Technology is based on completion of the above requirements and on the recommendation of the dual-degree coordinator at Agnes Scott. The degree at The Georgia Institute of Technology may be in a variety of engineering fields, information and computer science, industrial management, management science, or biotechnology.

### 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 (St. Louis). On completion of the three years at Agnes Scott and the first year of architecture the student receives the bachelor of arts degree from Agnes Scott. She then continues her studies in the graduate program in architecture at Washington University for three years to receive a master's degree in architecture.

The "3 + 4" program is designed for students who wish to obtain their undergraduate education at Agnes Scott and to have an early start on their graduate professional education in architecture. By taking advantage of this cooperative program, the student can complete both degrees in seven years.

Students interested in the "3 + 4" program should consult the chair of the Department of Art as early as possible, preferably in the freshman year.

Admission to the program at Washington University is based on completion of certain requirements and on the recommendation of the dual-degree coordinator for the program.

### Exchange program with Mills College

Agnes Scott College and Mills College, in the San Francisco Bay area (Oakland, California), have an exchange agreement enabling students enrolled at each college to spend a semester or year at the other college.

Participants remain enrolled in their home college and pay all fees to their home college. A student who participates in the exchange may not transfer to the other college. Permission to participate in this program is given by the Committee on Academic Standards.

Students interested in attending Mills College for a semester or a year should consult the dean or associate dean of the College.

### German Exchange Program

Agnes Scott College and Johannes Gutenberg Universitat Mainz at Gernersheim have entered into an exchange program whereby students enrolled at each college can spend a semester or a year at the other college.

Participants remain enrolled in their home college and pay all



fees (exclusive of travel) to their home college. Permission to participate in this program is given by the Committee on Academic Standards.

Students interested in attending Johannes Gutenberg Universität Mainz at Gernersheim should consult the dean or associate dean of the College.

### INDEPENDENT STUDY (490)

Independent study gives superior students the opportunity to explore some field of intellectual or artistic interest and to produce a related piece of work. Every student with junior standing and a cumulative quality-point ratio of B (3.0) or better is eligible to apply to the program. Her application must be approved by the appropriate department. The program may begin as early as the spring semester of the student's junior year.

The program may carry 3 or 4 hours credit per semester, with a minimum of 4 and a maximum of 8 hours in total. Independent study completed in one semester must have a minimum of 4 hours. To graduate with high honor, a student must have completed Independent Study (490) for at least 4 semester-hours credit.

Interested students should apply in writing to the appropriate department chair. Students wishing to begin independent study during the fall semester of their senior year must apply two weeks before Course Selection Week in 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 no later than November 15 of that academic year.

The chair of the student's major department works with the student to determine whether she has adequate preparation to do independent study and whether it is in her best academic interest. Approval is granted by the entire department. No department is obligated to provide direction for independent study except in the case of students who are proceeding at the rate (3.70) to graduate with high honor. A department should make every possible effort to allow the instructor of the student's choice to direct the independent study. By the beginning of the third week of the student's study, the chair of her major department must report the number of hours and topic of her work to the chair of the Committee on Independent Study.

The program is administered by the Independent Study Committee in consultation with those directing independent study. By the end of the semester (the time of last examination period; in the spring semester it is the last senior examination period) during which her work is completed, the student must file with the chair of the committee a paper or, in the case of certain creative projects, a written report which explains problems of research and procedure. This will be kept in the College library. Final written work must be typed according to directions distributed by the Independent Study Committee and bound in the regulation folder obtainable at the Campus Shop Bookstore.

Only in cases of extreme hardship or extraordinary circumstances should a student request an extension of time to write or

type her paper. Such requests, endorsed by the student's director, should be made in writing to the chair of the Independent Study Committee. A student will receive written acknowledgement that her request has been granted or denied when the committee has acted on the matter. In the unusual event that the committee is not available, the dean of the College may act on the request on behalf of the committee.

Since the program is open to students with differing abilities, a wide range of quality of work is expected. The final grade is based on the sustained quality of work throughout the study period and on the merit of the work. Independent Study should be the climax of the student's own intellectual or artistic development.

### Non-Completion of the Program

Independent Study requires a serious commitment by both the student and her instructor. Withdrawal from the Independent Study program is therefore an unusual step, and the usual procedures for withdrawal from courses do not apply. They are replaced by the following.

In a one-semester program a student may withdraw from the program during the first ten calendar days of the semester; in this case, independent study will not appear on her record. At no time may the student withdraw from the program by exercising the WP/WF option.

In a two-semester program a student may withdraw from the program during her first semester of the program up to one week after mid-semester grades are due in the Registrar's office for that semester; in this case, independent study will not appear on her record. At no time may the student withdraw from the program by exercising the WP/WF option.

In special circumstances, independent study may be converted to Special Study (410). This is permitted only when, on the basis of the quality of nature of the student's work, the director determines that it is in the student's best academic interest to terminate the independent study project. The director must initiate the request for conversion and the department must approve it. It must then be approved by the Independent Study Committee.

In a one-semester program, the request must be made prior to one week after mid-semester grades are due in the Registrar's Office for that semester. If the conversion is approved, the student will not be permitted to withdraw from the special study.

In a two-semester program, the independent study may be converted to Special Study (410) for the first semester only. The request must be made during her first semester or no later than the tenth calendar day of her second semester of independent study. If the conversion is approved, the student will not be permitted to withdraw from the special study. If a student receives a failing grade at the end of a two-semester independent study, the work of the first semester will automatically convert to special study, and the student will receive a grade commensurate with the quality of her work during the first semester.

### Internships (450)

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

Internships worthy of academic credit are those which bear a close relationship to the student's principal academic interests. Primarily, they give the student a better understanding of the materials, methods, and skills of her principal academic interests. These internships should give the student access to material and information not readily available in the classroom and offer her the chance to apply appropriate research methods and analysis to these materials.

Internships for which academic credit is inappropriate are those which have little relationship to the College curriculum. These

## THE ACADEMIC PROGRAM

may provide secondary benefits such as personal development, professional experience, service to the community, or acquisition of purely practical information. The College facilitates participation in these internships through the Office of Career Planning.

A student interested in an internship for credit should obtain an application form at the Registrar's Office. She should then consult with the chair of her major department. The completed application should be submitted for review to the associate dean of the College. The deadline for applications is two weeks before the last class day of the semester.

No more than 10 semester-hours of credit for internships may be applied to the 124 semester-hours required for the degree. No credit from internships may be used to satisfy the minimum 30 semester-hours required for a major.

Grades for internships are either "pass" or "fail" and are an exception to the policy that courses satisfying Depth Standards not be pass/fail. A student who has 8 semester-hours of pass/fail work outside her major may also have a maximum of 10 semester-hours of pass-fail work in an internship. (A student may have more than 10 semester-hours of internship credit only if those hours are in excess of the 124 required for the degree.)

During the regular academic session, the deadlines for dropping courses apply to dropping internships as well. During the summer, a student may drop an internship without academic penalty within its first month.

Tuition for credit internships during the academic session is included in the regular fees. When the College is not in session the charge for Agnes Scott credit earned under the supervision of an Agnes Scott faculty member is \$300 per semester-hour.

### Junior Year Abroad

A qualified student may substitute a year of study abroad in an approved program for the work of her junior year at Agnes Scott. In some cases, one semester of study abroad may be approved. Students should distinguish carefully between a program administered through an accredited American college or university and an independent program. In both sorts of program, students pay fees directly to the host institution.

To qualify for the junior year abroad, a student must have high academic standing during her first two years at Agnes Scott. She must be recommended both by her major department and the appropriate language department concerned.

### Junior year abroad in an established program

A student interested in applying for established programs administered through accredited American colleges or universities should consult the associate dean of the College and the chair of her major department early in her sophomore year. Written requests to take such programs must be filed with the associate dean of the College by March 1 of the sophomore year. Requests must be approved by the Committee on Academic Standards. Credit for grades of C or better is awarded on the basis of a transcript from the host American college or university. Grades are not entered into the student's quality-point ratio.

### Junior Year Abroad in an Independent Program

Differences among independent academic programs available to American students abroad require careful planning of the course of study. Students interested in these programs are strongly advised to consult the chair(s) of the department(s) concerned early in the sophomore year. Information can be obtained from the student's major department, the foreign language departments, and the associate dean of the College. No later than February 1 of her sophomore year, the student should submit to the associate dean of the College a letter of initial application for Junior Year Abroad with an attached letter of recommendation from the chair of her prospective major department. Other letters of recommendation



may be required. The letter of initial application should contain a general outline of proposed course of study.

The associate dean will send the letter of initial application to the Curriculum Committee. If the Curriculum Committee gives preliminary approval, the student will then be asked to obtain, directly from the foreign university, as much detailed information as possible about her specific course of study (such as course titles and credits, tutorials, seminars, etc.). When the student has assembled this information, she should submit it and her final application to the Curriculum Committee. The committee may invite her and the department chair(s) concerned to discuss her final application.

Once abroad, the student must inform the chair of her major department of her actual course of study. This should be done by telephone or letter within the first week of her term at the foreign university. If the student's course of study is different from what has been approved by the Curriculum Committee, the department chair will advise the student as to the acceptability of her revised program. The department chair should confirm in writing, with a copy to the Curriculum Committee, any instructions or advice given to the student.

When the student returns, credit is awarded by the Curriculum Committee upon the recommendation of the department(s) concerned. Students in independent programs will be expected to bring back tangible evidence of the work done during the year (papers, tests, course notes, etc.) since credit will be assessed on the basis of these materials.

**ROTC**

Agnes Scott students may participate in the Air Force or Navy Reserve Officers Training Corps at The Georgia Institute of Technology. A student who completes one of these programs qualifies as a commissioned officer and will be ordered to active duty in the United States Air Force, the United States Navy, or the United States Marine Corps.

Courses in ROTC programs are taken under the cross registration program of the University Center in Georgia.

**Seminars for Freshmen and Sophomores (190)**

Several academic departments offer courses (numbered 190) exclusively for freshmen and sophomores. The courses are limited in enrollment to allow seminar experience. A student may take only one seminar per semester. Topics vary annually and are announced each spring. The seminars meet one hour a week and carry 1 semester-hour credit. These courses may not be used to satisfy Specific or Distributional Standards.

**Special Study (410)**

Special study courses (numbered 410) are offered by all academic departments and are open to senior majors (and qualified juniors) to pursue work in areas outside a department'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 Registrar's Office and must be returned there no later than two weeks before the last class day of the semester before the desired 410 course. They will then be taken to the Curriculum Committee for approval. A 410 course carries from 2 to 4 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 and 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 and so must the chair of the department 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 department, her application must describe her preparation in the department offering the 410, as well as the information described above.

**Student-designed majors**

A student may design her own major to combine disciplines differently from the listed interdisciplinary majors. She should consult first the associate dean of the College, who will assign her an advisor and oversee the development of her proposal.

Proposals for student-designed majors usually are submitted to the Curriculum Committee during the spring semester of a student's sophomore year.

**Washington Semester**

Agnes Scott is a member of the Washington Semester Program. Students spend either the fall or spring semester at American University in Washington. There are five offerings in the program: American government, foreign policy, economic policy, justice, and journalism. Each of these programs consists of a seminar, an internship, and a research project. Students may attend during either their junior or senior year. Deadlines for fall and spring semester attendance are early April and early November.

A student who participates in the Washington Semester program at American University pays American University tuition to Agnes Scott College during her semester in the program. (Conversely, when in residence at Agnes Scott College a student pays the Agnes Scott College tuition and fees.) She is responsible for her own room and board while in Washington. Limited scholarship money is available from American University; students are urged to apply early for consideration. Interested students should obtain information and applications from the faculty representative or the Office of the Dean of the College.

**CAREER PLANNING AND PLACEMENT**  
**Graduate Degrees in Arts and Sciences**

A student interested in graduate study in arts or sciences should consult first with the chair of her major department. Information on the Graduate Record Examination (GRE) may be obtained in the Office of the Dean of the College.

**Medicine**

The College encourages students interested in a career in medicine, dentistry, or veterinary medicine to pursue the major of their choice. Medical schools are very much interested in liberal arts graduates who know more about life than just the chemistry and biology that go into it. Agnes Scott students have gone to medical school having majored in classics and art and other subjects.



## THE ACADEMIC PROGRAM

The Natural Sciences and Health Professions Coordinating Group, advisory to the dean of the College, counsels students on academic programs, preparation for professional school, and ways to enhance acceptability into medical programs. It also offers advice about alternative careers in the health sciences. The group writes letters of evaluation to each school to which a student applies. Students have the opportunity to meet with faculty and deans of medical colleges as well as medical students who are Agnes Scott alumnae.

The most critical step toward admission, other than grades (quality-point ratio and grades in required science courses) is the Medical College Admission Test (MCAT) or its equivalent (DCAT for dentistry, VCAT for veterinary medicine). This test should be taken during the spring of the junior year (except for the VCAT) and may be repeated during the fall of senior year to improve performance.

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 slightly less, some more (e.g., calculus). These courses should be in progress or completed by the spring of the junior year. It is nearly impossible to do well on the MCAT if a student has not taken these courses. Other courses may assist a student's performance on the test but are not required for admission. Information about these will be provided during the freshman year.

A student can make many different course choices. If she is not majoring in chemistry or physics, she will most likely defer physics until the junior year. (The physics course at Agnes Scott has calculus as a prerequisite.) A student who majors in chemistry or biology should take introductory courses in that department during the freshman year.

One possible program is:  
freshman year: Biology 100, 105  
sophomore year: Chemistry 101, 101L, 102, 102L  
junior year: Chemistry 201, 202, 202L; Physics 110, 111

Another possible program is:  
freshman year: Chemistry 101, 101L, 102, 102L  
sophomore year: Chemistry 201, 202, 202L; Biology 100, 105  
junior year: Physics 110, 111

Those possibilities apply to any major. Some students may take both biology and chemistry during the freshman year if they have good backgrounds in both.

Students are responsible for knowing the admission requirements of the professional schools to which they apply. This information is in Medical School Admission Requirements, on reserve in the Resource Center in Buttrick Hall. 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 many out-of-state students. States with no dental or veterinary colleges have agreements with other states which have such facilities.

Students interested in medical careers should register with the Office of the dean of the College when they enter the College.

### Law

American law schools require no specific courses or major, but students interested in the legal profession must develop strong analytical and communication skills. Students should take maximum advantage of the richness and variety of a liberal arts curriculum. Those interested in law school should take the Law School Admissions Test (LSAT) in June of their junior year. The Legal Professions Coordinating Group, advisory to the dean of the College, helps students consider law as a career, prepare for the Law School Admissions Test, and select appropriate law schools. Students planning to go to law school should register with the Legal Professions Coordinating Group. In addition, programs offered by the Career Planning and Placement Office introduce students to the many facets of legal careers.

### Teaching

Agnes Scott has a state-approved program at the elementary and middle school levels and in several secondary fields. A student may also be certified in elementary/general music and/or choral music. A student who completes any of these programs satisfactorily is eligible for initial Georgia certification, generally accepted throughout the United States. In a few cases, certain specific courses are required, and arrangements can usually be made to meet these requirements as a part of the Agnes Scott degree program.

A student in the professional teacher education program can observe and work in a variety of school settings. Students at all levels may tutor in local schools.

Students interested in teaching should consult the chair of the Department of Education during the freshman year and no later than the spring semester of the sophomore year.

### Business

The College has selected from its curriculum a group of courses designed to familiarize students interested in business careers with skills and knowledge to facilitate their entrance into business.

The program does not alter requirements for graduation nor constitute a major. It is designed to bridge an undergraduate liberal arts curriculum and a career in business.



Since the turn of the century, Agnes Scott students have left their mark on the inside wall of Main's bell tower.

# GLOBAL AWARENESS

In a world that is increasingly interdependent, "global awareness" is no longer a luxury – it should be a fundamental component of any liberal arts education. As a result of the Global Awareness emphasis at Agnes Scott College, students develop a better understanding of their own cultural values, as well as an appreciation for the physical and cultural diversity of our world.

The Program for Global Awareness has as its goal enabling every Agnes Scott student, regardless of her academic interests, to live and study in another culture as part of her college education. This is accomplished by providing a variety of study abroad courses which are offered in January or the summer.

The courses carry full academic credit, and generous financial aid is available for students with demonstrated need.

Agnes Scott has a long tradition of excellence in foreign language instruction, and Global Awareness courses provide students the opportunity to put their language skills to use.

Global Awareness experiences cover a wide range of academic disciplines and take students to all regions of the world: Africa, Asia, Europe, and Latin America. And for students who are interested in specializing in in-



*Global Awareness courses teach students through academic coursework and personal experience with a country's people and culture.*

ternational or language studies, semester and year-long opportunities are available in France and Germany, and plans are underway for developing similar programs in other parts of the world. As a result of these programs, students increase their understanding of other cultures and people.

In addition to providing study abroad opportunities,

## GLOBAL AWARENESS

the Program for Global Awareness seeks to expand the students' knowledge of our global community through:

- on-campus global issues programs
- activities involving Agnes Scott's international students who come from all regions of the world
- interaction with Atlanta's growing international sector
- internships with an international flair – both in Atlanta and outside the United States – which provide valuable preparation for business or social service careers.

A long-term plan is being designed that will enable

Agnes Scott students to plan ahead for future Global Awareness experiences. During the 1989-1991 period courses are being planned to: Burkina Faso, China, England, France, Germany, Greece, India, Italy, Malaysia, Peru and the Galapagos Islands, and the Soviet Union. Some of these will be offered as regular courses in the fall semester (3-5 hours credit), with travel experiences scheduled for three weeks in January. Professors will provide thorough classroom preparation on campus, using the January portion as an extended field experience.

For information on current Global Awareness programs, contact Dr. George T. Brown, Jr., Director, Program for Global Awareness (404) 371-6228 or 371-6384



ANTHROPOLOGY 270 - Cultural Anthropology of Sub-Saharan Africa/Burkina Faso [Burkina Faso]

ANTHROPOLOGY 275 - Peruvian Cultures, Past and Present [Peru]

ART 219 - The Art and Archaeology of Greece [Greece]

BIBLE AND RELIGION 300 - Medieval Christendom [Italy, France, and England]

BIOLOGY 216 - The Galapagos Islands: Natural History, Evolution, and Charles Darwin [Ecuador]

BIOLOGY 215 - Marine Biology [U.S., Jamaica]

ECONOMICS 334 - Economic Development [Taiwan]

ECONOMICS 370 - Economic Study of the Republic of China [Taiwan]

ENGLISH 317 - Literature of the Renaissance [England]

GERMAN 200/201 - Intermediate German [Germany]

GERMAN 210/212 - Composition/Conversation [Germany]

GERMAN 213 - German Civilization [Germany]

GERMAN 216 - German Civilization and Music II [Germany, Austria, and Czechoslovakia]

GERMAN 222 - Introduction to Literature [Germany]

GERMAN 224 - German Language and Culture [Germany]

HISTORY 375 - Social History of Renaissance England [England]

MUSIC 216 - German Civilization and Music II [Germany, Austria, and Czechoslovakia]

MUSIC 301 - Medieval and Renaissance Music [Italy, France, and England]

PHILOSOPHY 201 - The Greek Setting of the Socratic Dialogues [Greece]

POLITICAL SCIENCE 290 - Topics in Latin American Studies [Argentina and Uruguay]

POLITICAL SCIENCE 375 - Politics in Sub-Saharan Africa [Burkina Faso]

SOCIOLOGY 375 - Indian Culture and Society [India]

SPANISH 209 - Culture of Spain [Spain]

SPANISH 216 - Culture of Mexico [Mexico]

SPANISH 228 - Mexican Prose of the Twentieth Century [Mexico]

SPANISH 230 - Readings in Twentieth-Century Literature [Spain]

SPANISH 240/340 - Spanish Conversation [Argentina and Uruguay]



*"One of the most valuable things we can learn is that many human beings with the same God-given talents have structured their worlds in different ways. By understanding another culture, we have greater insight into our own. Perhaps because of my own experience of Hispanic culture, one of my dreams for Agnes Scott is that every graduate will have had significant exposure to another way of life, another language, another way of viewing the world. (Agnes Scott President Ruth Schmidt)*



*Student quote: "You just can't go to Burkina Faso and your life not change from it. Whatever I do in my life, wherever I go, I can't escape that trip ... and I don't want to."*

## WOMEN'S STUDIES

The study of women can be through disciplinary and interdisciplinary approaches. In exploring women through the methods of a discipline, women students have the chance to learn about their history as women and to understand better their own developing identities. There is now in most of the disciplines a large body of theoretical formulation and scholarly research about women.

The interdisciplinary approach provides students with a women-centered viewpoint that they may bring to any course in the curriculum, enriching their whole undergraduate learning experience.

### 100s. INTRODUCTION TO WOMEN'S STUDIES (2)

An introduction to the issues and methods of women's studies.

This interdisciplinary course examines changing experiences and perceptions of women both in the United States and in other cultures. Topics include women and work, sexuality, medicine, maturing, and creativity.

Other appropriate courses in the curriculum on women (see departmental listings for description).

Art 309

THE WOMAN ARTIST IN THE 20TH CENTURY

Bible and Religion 224

WOMEN AND RELIGION  
SOUTHERN WOMEN AND  
SOCIAL CHANGE

Sociology 231

SOCIOLOGY OF GENDER  
WOMEN IN MODERN  
EUROPEAN HISTORY

Sociology 336

WOMEN IN LATIN AMERICA

History 322

WOMEN AND POLITICS

Political Science 211

PSYCHOLOGY OF WOMEN

Political Science 313

Psychology 130



## INTERDISCIPLINARY STUDIES

### INTD 100f. INFORMATION SCIENCE (3)

A conceptual framework for using microcomputers as significant information machines for the realization of ideas.

### INTD 401s. ISSUES IN SCIENCE AND TECHNOLOGY (3)

An integrative examination of motivation and impact related to scientific and technological advances.

**Topic for 1988-89:** Frontiers of Modern Science and Technology. Discussion of the intellectual history of twentieth-century science and technology with emphasis on the emerging areas of scientific inquiry and the interfaces between traditional scientific disciplines.

**Topic for 1989-90:** The Human Dimension of Science and Technology. An investigation of personal, social, and institutional perspectives of benefits and dilemmas related to scientific and technological advances.

Prerequisite: Permission of the moderator is necessary for students who have not completed the distributional requirements.

# ART

Associate professors:  
Terry McGehee, Chair  
Leland Staven  
Assistant professors:  
Percy North (part-time)  
Donna Sadler  
Instructors:  
Maria Artemis (part-time)  
Stephen Forbes-de Soule  
(part-time)

**T**he Department of Art consists of a faculty of experienced teachers and practicing artists who strive to enlighten and enrich liberal education through the study of the visual arts.

The department offers an art major which is a balanced program of study in theory, practice, and history. In addition to the art major, interdisciplinary majors are offered in Art History-English Literature and Art History-History. A dual degree program in Art and Architecture is offered with Washington University. Nonmajors are encouraged to participate in the history and studio courses.

The Dana Fine Arts building, designed by internationally acclaimed architect John Portman, incorporates studio spaces, lecture halls, and a multiroom gallery.

The Agnes Scott permanent collection of art and works by national and regional artists are regularly exhibited. The exhibition program brings to the classroom and to the Agnes Scott community an exciting opportunity to view and critique current and historical trends in art. This program includes two student exhibitions a year.

The comprehensive art program takes advantage of the rich cultural offerings in Atlanta by incorporating visits to galleries, museums, and artists' studios.

Through its commitment to a challenging academic and studio program, the department offers a meaningful experience in the visual arts in preparation for a productive professional or academic career.

## REQUIREMENTS FOR THE MAJOR THEORY, HISTORY, AND CRITICISM

102, 103, 480

Two of the following: 201, 202, 203, 204, 205, 206, 207, 208

Two of the following: 301, 302, 304, 306, 307, 308, 309

## ART STRUCTURE AND STUDIO

161, 162

One of the following: 240, 241, 242

One of the following: 171, 272, 273

Minimum of 6 semester-hours in other 200-, 300-, or 400-level studio courses.

Art 232 recommended for the major

## HISTORY AND CRITICISM OF ART

### 101f. ART AND IDEAS (3)

An introduction to the principles of art history and the techniques utilized by artists; a nonchronological consideration of different media and movements in art intended to engender a knowledgeable appreciation of art.

Does not fulfill Distributional Standard in Fine Arts.

### 102f. HISTORY OF ART I (3)

A survey of art and architecture from the Prehistoric period through the Medieval period. Works of architecture, sculpture and painting from the Prehistoric, Near Eastern, Egyptian, Greek, Roman and Medieval cultures will be studied for their technical, formal, and expressive characteristics.

### 103s. HISTORY OF ART II (3)

A survey of art and architecture from the Renaissance to the

present. Works of architecture, sculpture, and painting from the Renaissance, Baroque, Rococo, 19th, and 20th centuries will be studied for their technical, formal, and expressive characteristics.

### 201f. GREEK AND ROMAN ART (CLASSICS 242) (3)

A survey of the art and architecture from the Bronze Age through the fall of Rome. The evolution of styles will be analyzed through works of architecture, sculpture, painting, pottery, and metalwork.

Offered 1988-89 to alternate every third year with 301

### 202s. ART OF THE MIDDLE AGES (3)

A survey of Medieval art and architecture from its Early Christian beginnings c. 250 to the end of the Gothic period c. 1400. Emphasis will be placed on the evolution of Christian imagery and the use of the church as a vehicle for meaning.

Offered 1988-89 and 1989-90 to alternate every third year with 302

### 203f. EARLY RENAISSANCE ART (3)

A survey of painting from the late 13th, 14th, and 15th centuries in Italy. Emphasis will be placed on the development of local schools and the virtual conquest of visual space in the wake of Alberti's treatises and artistic experimentation.

Offered 1989-90 and every third year

### 204f. HIGH AND LATE RENAISSANCE ART (3)

A survey of painting, sculpture, and architecture in the late 15th and 16th centuries in Italy. Emphasis will be placed on the artistic careers of Leonardo da Vinci, Raphael and Michelangelo. The course will culminate in a consideration of Mannerism in all media as a reaction to the perfection of the High Renaissance.

Offered 1990-91 and every third year

### 205s. NORTHERN RENAISSANCE ART (3)

A survey of art and architecture from 1350-1575 in the Netherlands, Germany and France. Emphasis will be placed on the genesis of art in the International style, the impact of the Graphic Arts throughout Europe and will culminate in the French Court Style at Fontainebleau.

Offered 1990-91 and every third year

### 206s. BAROQUE AND ROCOCO ART (3)

A survey of the art and architecture of the 17th and 18th centuries in Italy, Spain, France, England, and the Netherlands. Emphasis will be placed on the artistic careers of Caravaggio, Bernini, Rembrandt, Rubens, Vermeer and Poussin.

Offered 1989-90 and every third year

### 207f. NINETEENTH-CENTURY ART (3)

A survey of European painting created between the mid-1760s to the mid-1880s. The primary emphasis will be placed on the trends of Classicism, Romanticism, Realism, Impressionism and Post-Impressionism.

Offered 1988-89 and 1989-90 to alternate every third year with 307

**208s. TWENTIETH-CENTURY ART (3)**

A survey of the art and architecture created between 1886 and the present. The primary emphasis will be placed on the art produced in France and America, although consideration will be given to the unique disposition of "Modern" art which deliberately rejected traditional conventions in the pursuit of the avant-garde.

Offered 1988-89 and every third year

**219SG. THE ART AND ARCHAEOLOGY OF GREECE (3)**

A survey of the major developments in Greek architecture, sculpture and painting from the Bronze Age through the Hellenistic period. Lectures will be supplemented by visits to museums and sites.

Not offered 1988-89

**232f. AESTHETICS (PHILOSOPHY 232)(3)**

See Philosophy 232 for description.

**301f. ADVANCED STUDIES IN GREEK AND ROMAN ART (CLASSICS 340) (3)**

Offered 1989-90 and alternate years

**302s. ADVANCED STUDIES IN MEDIEVAL ART (3)****304f. ADVANCED STUDIES IN RENAISSANCE ART (3)**

Offered 1988-89 and every third year

**306s. ADVANCED STUDIES IN NORTHERN RENAISSANCE AND BAROQUE ART (3)**

Offered 1988-89 and every third year

**307f. ADVANCED STUDIES IN NINETEENTH-CENTURY ART (3)**

Offered 1989-90 and alternate years

**308s. ADVANCED STUDIES IN MODERN ART (3)**

Offered 1989-90 and every third year

**309f. THE WOMAN ARTIST IN THE TWENTIETH-CENTURY (3)**

A study of selected American women artists from the

turn of the century to present day. A critical analysis of their work and discussion of their contributions to art.

Offered 1989-90 and alternate years

**320f,s. THE KIRK STUDIES IN ART HISTORY (3)**

A specialized area of art history with a visiting scholar.

**410f,s. SPECIAL STUDY IN ART HISTORY AND CRITICISM (2-4)**

Special problems adjusted to the needs and interests of the individual student. An introduction to scholarly research. Open to art majors only

**480s. ISSUES IN ART (3)**

A lecture/discussion course to look at historical, social, and aesthetic perspectives related to current developments in the



## DEPARTMENT OF ART

visual arts. Visits to galleries, museums, and artists' studios provide a context for discussion. With focus on group critiques of student work, the seminar will explore the individual's work, processes, methodology, and other areas of individual or group interest.

Open to senior art majors only

- 490f,s. INDEPENDENT STUDY (4-8)**  
Independent research in art history and criticism or in applied art. Open to senior art majors only

### STUDIO ART

All studio courses meet 6 hours per week for 3 semester-hours credit unless otherwise indicated. Students are expected to provide most of their supplies.

- 161f. ART STRUCTURE I (3)**  
An introductory drawing course to develop visual skills as well as individual expression. Experiments in a variety of drawing media with subject matter that includes a still-life, landscape, and the figure. Regular class critiques supplement individual criticism.  
Not open to students who have had 191
- 162s. ART STRUCTURE II (3)**  
The study of the design elements of form, line, color, and texture in relation to problems in composition, color theory, and subject matter.  
Prerequisite: 161  
Not open to students who have had 192
- 171f,s. CERAMICS (3)**  
A basic course in the construction of hand-built and wheel-thrown pottery forms, with an introduction to glazing and firing techniques.  
Not open to students who have had 271
- 240f. DRAWING AND COMPOSITION (3)**  
The principles of pictorial organization with a focus on the study of the figure. Experiments in various media.  
Prerequisite: 162
- 241s. BEGINNING PAINTING (3)**  
An introductory course in painting. Basic painting techniques and experiments in various media with discussion of conceptual approaches to painting.  
Prerequisite: 162
- 242s. PRINTMAKING (3)**  
A study of the serigraph process including hand-cut stencils, block-out, and photo-screen techniques.  
Prerequisite: 162
- 272s. INTERMEDIATE POTTERY (3)**  
An intermediate course with concentration on the design and craftsmanship of wheel-thrown pottery forms. Special attention given to the individual expression of the artist and an understanding of the technical aspects of clay and glaze materials.  
Prerequisite: 171 or permission of the department chair
- 273s. THREE-DIMENSIONAL DESIGN (3)**  
A series of related experiments in plastic design including relief, collage, construction, sculpture in the round, and the mobile in such media as clay, wire, wood, tissue, plastic materials. Discussion of relevant works.  
Prerequisite: 161 or 171
- 340f. ADVANCED PAINTING (3)**  
Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works.  
Prerequisite: 241
- 341s. ADVANCED PAINTING (3)**  
Focus on individual expression. An exploration of pictorial content and painting techniques. Discussion of relevant works.  
Prerequisite: 241
- 370f. PLASTIC DESIGN (3)**  
Individual problems in ceramics or sculpture.  
Prerequisite: 272 (for work in ceramics)  
273 (for work in sculpture)
- 371s. PLASTIC DESIGN (3)**  
Individual problems in ceramics or sculpture.  
Prerequisite: 272 (for work in ceramics)  
273 (for work in sculpture)
- 380f. ADVANCED DRAWING (3)**  
Emphasis on personal expression by exploring the "mark." Drawing as process and product. Experiments in various media: charcoal, ink, pastel, color-pencil and graphite on a variety of supports.  
Prerequisite: 240  
Offered 1988-89 and alternate years
- 440f. ADVANCED GRAPHIC DESIGN (3)**  
Special problems of two-dimensional design with work in various media.  
Prerequisite: 340 or 341 and permission of the department chair  
Open to art majors only
- 441s. ADVANCED GRAPHIC DESIGN (3)**  
Special problems of two dimensional design with work in various media.  
Prerequisite: 340 or 341 and permission of the department chair  
Open to art majors only
- 470f. ADVANCED THREE-DIMENSIONAL DESIGN (3)**  
Special problems of three dimensional design with work in various media.  
Prerequisite: 370 or 371 and permission of the department chair  
Open to art majors only
- 471s. ADVANCED THREE-DIMENSIONAL DESIGN (3)**  
Special problems of three dimensional design with work in various media.  
Prerequisite: 370 or 371 and permission of the department chair  
Open to art majors only



Associate Professor Lee Staven leads a critique of class work in the Dalton Gallery

# BIBLE & RELIGION

Professor:  
Malcolm L. Peel, Chair  
Assistant professor:  
Myra Beth Mackie  
Additional appointments:  
Alice Hickcox (part-time)  
Philip N. Kranz (part-time)

**T**he academic study of religion offers students opportunity to explore some of the most creative expressions of the human spirit in its responses to Ultimate Truth, Unity, and Worth – what western religions have commonly called ‘God.’ Courses are designed to give acquaintance with the distinctive beliefs and practices, sacred literatures, and cultural expressions of the great religious traditions of the world. Special emphasis in the curriculum is placed on Biblical literature, as well as upon contemporary expressions of religious thought.

## REQUIREMENTS FOR THE MAJOR

### Courses required in the discipline:

A minimum 30-hour major, with at least 12 hours on the 300 or 400 level in the department; 6 hours must be taken in Area II (Biblical Studies), Area III (Religious Thought and Social Context), and Area IV (World Religions).

### Courses recommended for the major:

Bible and Religion 410.

## INTRODUCTORY STUDIES

### 110f.s. APPROACH TO BIBLICAL LITERATURE (3)

A survey of the history, major literary types, and key theological concepts of the Bible. Special attention is given to the nature of Biblical authority and methods of interpretation and analysis.

Not open to students who have had 100, 101, or 120

### 120f.s. THE RELIGIOUS QUEST (3)

An introduction to religion – its origins, place in human life, cultural expressions. Consideration of encounters with the “Holy,” sacred action, mysticism. Examination of the impact of religion on cultural action, rational thought, creativity, views of nature.

Not open to students who have had 110.

Offered each fall semester and biennially in spring semester (1990)

## BIBLICAL STUDIES

### 100f. HEBREW SCRIPTURES/OLD TESTAMENT (3)

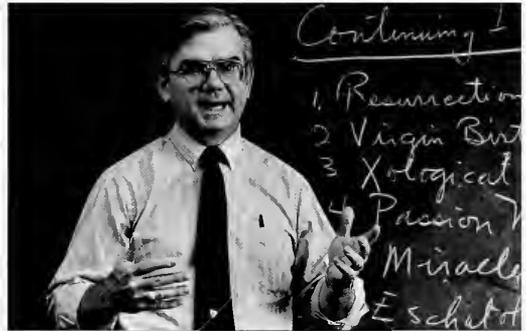
The study of the historical development and central theological concepts of the people of Israel as contained in their sacred Scriptures. Special attention is given such ideas as creation, covenant, miracle, salvation history, apocalyptic hope.

Offered 1988-89 and alternate years

### 101s. NEW TESTAMENT (3)

Investigation of the origins, development, and religious thought of earliest Christianity as found in the New Testament. Particular attention is given the issues of the historical Jesus and the Christ of faith, biblical miracle, law and gospel, early Catholicism and heresy.

Offered 1988-89 and alternate years



Professor Malcolm Peel holds the Wallace M. Alston Chair of Bible and Religion

### 203f. WORLD OF ANCIENT ISRAEL (4)

Broad study of the cultural and religious milieu from which sprang the faith of Israel and its Scriptures. Close examination of the histories, political systems, religious ideas, art and architecture, literature of Ancient Mesopotamia (Sumerians, Babylonians, Assyrians, Persians) and ancient Egypt.

Offered 1989-90 and alternate years

### 204f. WORLD OF EARLIEST CHRISTIANITY (4)

Consideration of the contribution of late Jewish, Hellenistic, and Roman civilizations to the cultural matrix in which Christianity was born. Special studies of Jewish parties, mystery religions, Roman political and provincial life. Inquiry into possible influences from these spheres on New Testament writers.

Offered 1988-89 and alternate years

### 300SE. MEDIEVAL CHRISTENDOM (3)

A study of the quests for order and Christian society in Western Europe from the age of Charlemagne (8th century) through the “Babylonian captivity of the Papacy” (14th century). Especially emphasized will be the Great Christian Schism between East and West, the Crusades, Scholasticism, and such institutions as the monastery and the Gothic cathedral. On-site visits to selected centers of Medieval Christendom.

Offered Summer 1988

### 323s. PROPHECY IN ISRAEL (3)

Encounter with the pivotal prophetic figures of Ancient Israel from the 9th to the 6th centuries B.C. Special studies are devoted to the nature and origins of prophecy, the prophetic “call,” literary forms of their messages, major theological themes (e.g., covenant, justice, loving-kindness).

Offered 1988-89 and alternate years

### 327s. LIFE AND LETTERS OF PAUL (3)

A study of the Apostle Paul – the man, the mission, and the message. Special attention is given the Apostle’s letters in the New Testament and the social context of churches he founded.

Special studies of major themes, such as faith, justification, resurrection.  
Offered 1989-90 and alternate years

**335f. JESUS OF NAZARETH IN HISTORY AND FAITH (3)**

A quest for the historical Jesus, utilizing Roman, Jewish, Early Christian sources (notably, the four Gospels). All major aspects of Jesus' career and teaching are examined, as well as faith views of his miracles, passion, resurrection.  
Prerequisite: 101 or 110  
Offered 1989-90 and alternate years

**RELIGIOUS THOUGHT AND SOCIAL CONTEXT**

**207f. AMERICAN RELIGIOUS THOUGHT (3)**

Religious developments in America. The roles of specific groups, such as Protestants, Catholics, Jews, blacks, women. Discussion of selected issues, such as church and state relations, social responsibility, ecumenism, revivalism, fundamentalism.  
Offered 1989-90 and alternate years

**224f. WOMEN AND RELIGION (3)**

An investigation of the position of women in religious traditions, the lives and thoughts of prominent women in Christian history, and the central issues in theology for women.  
Offered 1989-90 and alternate years

**315s. (SOCIOLOGY 315) SOCIOLOGY OF RELIGION (4)**

See Sociology 315 for description.  
Prerequisite: Sociology 101

**345s. (PHILOSOPHY 315) PHILOSOPHY OF RELIGION (3)**

An examination, from a Western philosophical perspective, of such questions as the following: How can finite humans talk to an infinite God? How does a good, powerful God allow suffering? What arguments/evidence supports or discredits belief in God? What is the nature of religious belief and experience? How can so many religions all claim to be true?  
Prerequisite: 101 or 110 or one course in Philosophy  
Offered 1988-89 and alternate years

**350f. (POLITICAL SCIENCE 342) THE CHURCH IN LATIN AMERICA (3)**

See Political Science 342 for description.

**360s. CONTEMPORARY THEOLOGY (3)**

The nature and issues of theology, focusing on selected writers from the 20th century, such as Barth, Tillich, Bonhoeffer, Niebuhr, Rahner, Küng, Reuther.  
Prerequisite: Any course in Bible and Religion  
Offered 1989-90 and alternate years

**365f. CHRISTIAN ETHICS (3)**

The nature, methods and basic issues of Christian ethics, with special attention to the relation between theology and conduct.  
Prerequisite: Any course in Bible and Religion  
Offered 1988-89 and alternate years

**WORLD RELIGIONS**

**210f. EASTERN RELIGIOUS TRADITIONS (4)**

An introduction to the literature, beliefs, and practices of Hinduism, Buddhism, Chinese religions, and Japanese religions.  
Offered 1988-89 and alternate years

**216s. THE ISLAMIC TRADITION (3)**

A survey of Islamic religious history and tradition, including the life of the Prophet Muhammad, the teaching of the Quran, the mysticism of Sufis, art and architecture, and the faith's development through cultures from Spain to India.  
Offered 1989-90 and alternate years

**221s. JEWISH FAITH AND PRACTICE (3)**

An examination of the basic beliefs and practices of Judaism, from the Exodus from Egypt to the present. Special attention is given the Jewish Feast Days, institutions, life cycle practices, and major branches of the religion.  
Offered 1989-90 and alternate years

**322s. TOPICS IN JUDAISM (3)**

A seminar focused on Jewish life, thought, teaching. The content will change biennially, so that the course may be taken for credit more than once.  
Topic for 1988-89: Major Intellectual Movements in Judaism: Messianism, Hasidism, and Zionism:  
An examination, from a theological perspective, of transcendent movements that have arisen out of periods of crisis and tragedy in Jewish history. Consideration of the new life and vitality such developments have breathed into Jewish faith and practice.  
Prerequisite: Any course in Bible and Religion  
Offered 1988-89 and alternate years

**SPECIAL STUDIES IN RELIGION**

**363f.s. SEMINAR IN RELIGION (3)**

The examination of a variety of topics of timely and vital interest in the study of religion. Since the topic changes each time the course is offered, it may be taken for credit more than once.  
Topic for Fall 1988 - "Gods, Pharaohs, and Mummies - A study of Ancient Egyptian Religion"  
An introduction to the world of Egyptian religious beliefs and practices from the Old Kingdom through Hellenistic times. Special studies of the animal-human deity concept, the god king (Pharaoh), and rites designed to defeat death and insure immortality. Field trips to the Ramses II Exhibition in Charlotte, North Carolina and Emory's Carlos Museum.  
Prerequisite: 110, 120, 100 or 101

**410f.s. SPECIAL STUDY (2-4)**

A directed reading course supervised by a member of the department. Prerequisite: Permission of the instructor

**450f.s. RELIGION INTERNSHIPS AND FIELD EXPERIENCES (3-8)**

An opportunity to learn while gaining practical work experience in such programs as institutional chaplaincy, parish pastorate, social work assistant, etc. A maximum of 4 hours of internship may be applied to the maximum (48-hour) but not the minimum (30-hour) Bible and Religion major.  
Prerequisite: Permission of instructor and internship or field work supervisor.

**490f.s. INDEPENDENT STUDY (4-8)**

Independent research is arranged under supervision of a member of the department. Results are presented in written form.

# BIOLOGY

**Professor:**  
Sandra T. Bowden  
**Associate professors:**  
John F. Pilger, Chair  
(on leave 1988-89)  
Harry Wistrand

**Assistant professors:**  
Edward L. Hover  
Patricia M. White (part-  
time)  
**Instructor:**  
Kathryn Malody

**A**s a multidisciplinary, experimental science, modern biology offers the liberally educated woman an integrated view of the living world. Our program is designed to give the student a sound background in the major disciplines of biology and to teach her to use the skills of scientific inquiry: observation, generalization, experimentation, analysis, and interpretation.

For entering students, secondary school preparation in mathematics and the sciences is desirable. Students who plan to major in biology should consult with a member of the department early in their college careers. For normal progression in the major, students are advised to take Biology 100 in the fall semester of the freshman year and 102, 105, and 206 by the end of the sophomore year. They should take introductory chemistry in the freshman or sophomore year. Major programs include studies in functional morphology of cells and tissues, microbial organisms, lower and higher plants and animals, patterns and mechanisms of heredity and evolution, physiology of cells and organisms, development, taxonomy, and ecology.

Electives include special study, internships, and independent study. These opportunities support students' special interests through readings, work experiences, and directed research.

Dual-degree programs with The Georgia Institute of Technology are available in biotechnology and other areas of engineering. Students should consult department faculty for information on summer study and research opportunities.

## REQUIREMENTS FOR THE MAJOR

### Courses required in the discipline:

100, 102, 105, 206, 300, 306 or 312, 310, 480

### Courses required outside of the discipline:

Chemistry 101, 101L, 102, 102L

Chemistry 201

### Courses recommended for the major:

Chemistry 202, 202L, 300

Physics 110, 111

Mathematics 115, 118, 119, 150

French or German

## 100s. INTRODUCTION TO BIOLOGY (4)

The major concepts of modern biology; structure and function of biological molecules, cell structure and functions, energy transactions in living systems, control systems, inheritance in eukaryotes and in prokaryotes, development of organisms, evolution, ecology, the scientific method, procedures of scientific investigation.

3 LEC, 1 LAB

Biology 100 is prerequisite to all other courses in biology.

## 202f. BOTANY (4)

Functional morphology of vascular plants, growth regulation, ecology, and evolution. A survey of major divisions of plants and fungi.

3 LEC, 1 LAB

Prerequisite: 100

## 105s. ZOOLOGY (4)

A study of the morphology and physiology of animals with a brief survey of the major animal phyla.

3 LEC, 1 LAB

Prerequisite: 100

## 200s. ANIMAL BEHAVIOR (3)

The development, causation, and function of behavior in non-human animals. Emphasis is on placing observed behaviors in an appropriate ecological context.

2 LEC, 1 LAB

Prerequisite: 105

Offered 1989-90 and alternate years

## 201s. ECOLOGY AND FIELD BIOLOGY (3)

The interrelationship between organisms and their environments at the population, community, and ecosystem levels.

Laboratory includes field investigations of natural systems and ecological research techniques.

Prerequisite: 102 and 105

Offered 1989-90 and alternate years





Assistant Professor Edward Hover shows student a pipeting technique.

- 202s. PLANT TAXONOMY (3)**  
Principles of plant identification, classification and nomenclature, with special emphasis on vascular plants native to this region. Laboratory includes observing plants in their natural environments and techniques for collecting, identifying, and preserving specimens.  
2 LEC, 1 LAB  
Prerequisite: 102  
Offered 1988-89 and alternate years
- 204s. VERTEBRATE BIOLOGY (4)**  
The biology of vertebrates, including gross anatomy of selected animals, and the evolution, classification, and life histories of major vertebrate groups. Includes some field study of local vertebrates.  
Open to students who have had Biology 304 with permission of the department  
3 LEC, 1 LAB  
Prerequisite: 105
- 206s. CELL BIOLOGY (4)**  
An introduction to cellular and subcellular structure and function.  
3 LEC, 1 LAB  
Prerequisite: 2 semesters of 100-level biology courses with laboratories
- 207s. INVERTEBRATE ZOOLOGY (4)**  
A comprehensive study of the major and minor invertebrate phyla with emphasis on comparative anatomy, systematics, and evolution. Laboratory emphasis is on functional morphology and includes some fieldwork.  
3 LEC, 1 LAB  
Prerequisite: 105  
Not offered 1988-89
- 208f. HISTOLOGY (4)**  
The microscopic anatomy of animal tissues. In laboratory each student will complete a project using basic histological techniques.  
3 LEC, 1 LAB  
Prerequisite: 105  
Offered 1989-90 and alternate years
- 214SUS. DESERT BIOLOGY (4)**  
Adaptations of plants and animals to hot, arid environments of the western United States. A three-week field trip to the desert; dates to be determined.  
Limited to eight students  
Prerequisite: 100 and permission of the instructor  
Offered summer 1990 and alternate years
- 215SUS. MARINE BIOLOGY (4)**  
An ecological approach to the study of marine organisms as exemplified in temperate, semi-tropical, and tropical environments. Three weeks; dates to be determined.  
Limited to eight students  
Prerequisite: 105 and permission of the instructor  
Offered summer 1989 and alternate years
- 216WG. THE GALAPAGOS ISLANDS: NATURAL HISTORY, EVOLUTION, AND CHARLES DARWIN (3)**  
The flora and fauna of the Galapagos Islands and the influences of these on Charles Darwin's ideas on evolution. A 10-day field trip to the islands. Ten hours of classroom instruction during the fall semester preceding the course.  
Prerequisite: 100 and/or permission of the instructor.  
Enrollment limited  
Offered during the 1989-90 winter break and alternate years
- 300f. GENETICS (4)**  
The structure, function, regulation, and transmission of hereditary materials in viruses, prokaryotes, and eukaryotes.  
3 LEC, 1 LAB

**301s. MICROBIOLOGY (4)**

Biology of prokaryotic and eukaryotic microorganisms and viruses with emphasis on bacteria and viruses. Morphology, physiology, biochemistry, genetics, taxonomy, and immunology.

3 LEC, 1 LAB

Prerequisite: 102, 206, Chemistry 201

**302s. EVOLUTION AND POPULATION BIOLOGY (3)**

Processes and patterns of adaptation and formation of species with emphasis on genetic mechanisms. Introduction to population genetics and population ecology as they relate to evolutionary biology.

3 LEC

Prerequisite: 300 or two courses at the 200 level or above

**305f. ANIMAL PHYSIOLOGY (4)**

A comparative study of nutrition, energy metabolism, temperature regulation, movement, gas exchange, internal transport, water-solute metabolism, information processing and sensory physiology, and hormonal control in animals. Major emphasis on vertebrates with some invertebrate examples.

3 LEC, 1 LAB

Prerequisite: 105, 206

Offered 1988-89 and alternate years

**306f. DEVELOPMENTAL BIOLOGY (4)**

A study of the morphological patterns and the developmental processes that occur in the life history of animals.

3 LEC, 1 LAB

Prerequisite: 105, 206

**310s. CELLULAR PHYSIOLOGY AND BIOCHEMISTRY (4)**

Biochemistry, intermediary metabolism, photosynthesis, membranes and transport phenomena, macromolecular synthesis, metabolic regulation, and environmental influences.

3 LEC, 1 LAB

Prerequisite: 102, 105, 206, Chemistry 201

**312f. ADVANCED PLANT BIOLOGY (4)**

Major groups of plants and fungi with emphasis on plant development, physiology, and evolutionary relationships.

3 LEC, 1 LAB

Prerequisite: 102, 206

**316s. MOLECULAR GENETICS (4)**

Gene structure, function, and regulation at the molecular level in viruses, prokaryotes, and eukaryotes; introduction to genetic engineering and recombinant DNA techniques. Emphasis on recently published literature.

Not open to students who have had 309.

3 LEC 1 LAB

Prerequisite: 300, Chemistry 201

**317s. MOLECULAR GENETICS LABORATORY (1)**

Molecular genetics and recombinant DNA techniques

for students who have not had Biology 316.

Not open to students who have had 316

Prerequisites: Chemistry 300 or permission of the department

**410f,s. SPECIAL STUDY (2-4)**

Intensive study of an area of biology by a senior major under the supervision of a faculty member. Designed to support the individual's major interests. A paper or oral presentation required.

Prerequisite: permission of the department

**480f. SENIOR SEMINAR (1)**

Specialized subject areas of biology not normally in the curriculum. Topics are chosen by the biology faculty. Each student reviews current literature, prepares, and orally presents a seminar on an aspect of the selected topic.

Open to senior biology majors only

**481s. (PSYCHOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)**

Open to students taking the interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

**490f,s. INDEPENDENT STUDY (4-8)**

Independent laboratory and/or field research with supervision by a member of the department. Thesis is required and a seminar presentation is recommended.

Admission to the program is granted by the Committee on Independent Study. Recommendation by the department for admission to the course is necessary. Departmental recommendation is based on the student's choice of a suitable research project, potential for biological research, course work background, and evidence of motivation for undertaking the laboratory and non-laboratory aspects of the research.



Biology Professor John Pilger

# CHEMISTRY

**Professor:**  
Alice J. Cunningham, Chair  
**Assistant professors:**  
Elizabeth Leigh Bottomley  
Candice J. McCloskey  
T. Leon Venable

**T**he academic program of the Department of Chemistry, approved by the American Chemical Society, is designed to give students a thorough grounding in the principles and applications of modern chemistry, as well as extensive practical experience with research-quality instruments. The curriculum is structured to serve chemistry majors, majors in chemistry-related disciplines, and nonscience majors. Students may design individual major programs to prepare for a variety of career goals, such as advanced study in chemistry, biochemistry, medical sciences, molecular biology, materials science, chemical physics; technical and nontechnical areas of the chemical industry; scientific writing or editing; chemical education; and computer applications in chemistry.

After completing a chemistry major, the student should have the basic background required to be part of an industrial or academic scientific team devoted to research or applied chemistry. The courses should provide fundamental knowledge of:

- theories that describe matter and chemical reactions ranging from elemental to biological systems;
- techniques and instruments that are 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 early on with a member of the department, even if their lower division advisors are not in chemistry. While there is considerable flexibility in course selection, particularly at the upper level, the sequence of courses and prerequisites requires careful planning of both lower level and upper level courses.

The department recommends that all majors elect additional courses in mathematics, advanced biology, or advanced physics. A reading knowledge of a modern foreign language, preferably German, is also recommended.

## REQUIREMENTS FOR THE MAJOR

### Courses required in the discipline:

101-101L, 102-102L, or equivalent;  
201, 202-202L; 301, 302, 312, 342

(see above for additional requirements)

### Courses required outside of the discipline:

Mathematics 118, 119;  
Physics 110, 111, 242, 243

*The major approved by the American Chemical Society requires an additional 13 hours beyond the core listed above. The non-ACS approved major requires an additional 9 hours beyond the core. In both cases these hours may be in advanced chemistry, biology, mathematics, and/or physics, as approved by the department. Course selections at the advanced level should reflect the student's particular interests, abilities, and career goals.*

## 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 (1)

Experimental methods in basic scientific measurement, elementary synthesis, and analysis.

Corequisite: 101

## 102S. PERIODICITY AND CHEMICAL REACTIONS (3)

Survey of the 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

## 200. TUTORIAL (1-3)

Individualized study designed primarily to accommodate transfer, advanced placement students, or students from nontraditional programs. Topics and credit are determined by a student's needs. Combination of lecture and laboratory hours varies with area of study.

## 201S. ORGANIC CHEMISTRY I (4)

A systematic study of the chemistry of aliphatic and aromatic hydrocarbon compounds, including their derivatives such as alkyl halides and alcohols. Topics such as stereochemistry, electronic effects, resonance theory, acid-base properties, carbocation ion theory, and reaction mechanisms are emphasized.

The laboratory introduces students to fundamental experimental techniques of organic chemistry. Aspects of chromatography and spectroscopy are explored.

3 LEC, 1 LAB

Prerequisite: 101, 102, or the equivalent background as determined by results of the departmental placement/exemption examination and faculty-student conference.

## 202S. ORGANIC CHEMISTRY II (3)

A 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 organic synthesis are studied.

Prerequisite: 201

## 202Ls. ORGANIC CHEMISTRY II LABORATORY (2)

Qualitative organic analysis and multistep organic synthesis.

Corequisite: 202



- 300f. BIOCHEMISTRY I** (3)  
Fundamentals of bacterial and vertebrate biochemistry. Includes the study of biomolecules, catabolic and biosynthetic pathways; and storage, transmission and expression of genetic information.  
Prerequisite: 202
- 300lf. BIOCHEMISTRY LABORATORY I** (1)  
An introduction to fundamental biochemical laboratory methods including the study of acid-base properties of amino acids and proteins, spectrophotometric characterization, chromatographic separation techniques and electrophoresis.  
Prerequisite: 202, 202L
- 301f. PHYSICAL CHEMISTRY I** (3)  
A study of quantum theory, as applied in chemistry, including structure and spectral relationships. General principles of statistical mechanics.  
Prerequisites: 202, 202L, Mathematics 118, 119; Physics 110, 111;  
Mathematics 205 recommended
- 302s. PHYSICAL CHEMISTRY II** (3)  
General principles of thermodynamics and equilibria. A study of gas phase kinetics, solution dynamics, and catalysis.  
Prerequisite: 301
- 312s. CHEMICAL ANALYSIS** (3)  
An advanced study of the instrumental and theoretical approaches for complete analysis.  
Prerequisite: 301, Physics 242  
Corequisite: 302  
Prerequisite or corequisite: Physics 243
- 342s. PHYSICOCHEMICAL METHODS OF EXPERIMENTATION** (4)  
Physical/analytical methods for data acquisition and interpretation. Includes statistical and computational approaches to data analysis and prediction.  
Combination of lecture and laboratory.  
Prerequisite: Physics 242  
Prerequisite or corequisite: 302, 312, Physics 243
- 400s. BIOCHEMISTRY II** (3)  
Fundamentals of biophysical and bioanalytical chemistry. Advanced experimental techniques for characterization of macromolecules, separation methods, enzyme kinetics, radiochemical techniques. Combination of lecture and laboratory.  
Prerequisite: 300, 300L, 302, 312, 342
- 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. Each spring the department lists topics available for study the following year.  
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 bio-inorganic chemistry.  
Prerequisite: 302
- 441f. SYNTHETIC METHODS AND CHARACTERIZATION** (4)  
Synthesis of inorganic and organometallic compounds. Inert atmosphere and vacuum-line techniques. Nonaqueous chemistry. Spectroscopic characterization of compounds. Combination of lecture and laboratory.  
Prerequisite: 342  
Prerequisite or corequisite: 431
- 490f,s. INDEPENDENT STUDY** (4-8)  
Independent research conducted under the supervision of a member of the department. Thesis and seminar presentation of results are required. Admission to the program is granted by the Committee on Independent Study. 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 non-laboratory aspects of the project.  
Prerequisite: 302, 312, 342  
Corequisite: appropriate advanced courses, as approved by the department.



Professor Alice Cunningham

# CLASSICAL LANGUAGES & LITERATURES

Associate professor:  
Gail Cabisius, Chair  
Assistant professors:  
Sally Anne MacEwen  
Sally A. Rackley (part-time)



**T**he student of Classics analyzes the literary and artistic works of ancient Greece and Rome, reconstructs the values and histories of those distant societies, and examines their philosophical thought. In addition, she comes to understand the intellectual roots of our culture and many of our traditions and institutions. The multidisciplinary approach of classical study helps the student develop skills in language, in analysis of social and historical problems, and in the appreciation of art and literature. These skills can be applied to many careers and professions after graduation.

The Department of Classical Languages and Literatures offers courses in Greek and Latin languages and in classical civilization from texts in English. The department offers a choice of majors in Greek, Latin, Classical Languages and Literatures or Classical Studies. Majors in Greek, Latin, and Classical Languages and Literatures specialize in the study of the ancient languages and literatures. Majors in Classical Studies combine the study of an ancient language with courses in classical civilization. Students who plan to do graduate study in Classics should choose the major in Classical Languages and Literatures, and every student considering a major in Classics is urged to take Greek or Latin in her freshman year.

Students who fulfill the Specific Standard of the intermediate level of a foreign language with Latin do not satisfy the Distributional Standard in literature with Latin 204.

## REQUIREMENTS FOR THE MAJOR GREEK

At least 24 hours in Greek, including Greek 360  
Classics 351

At least 3 additional hours in Greek or Classics

## LATIN

At least 24 hours in Latin, including Latin 360  
Classics 352

At least 3 additional hours in Latin or Classics

## CLASSICAL LANGUAGES AND LITERATURES

At least 12 hours in Greek and 12 hours in Latin, of which at least 12 hours must be at the 300 level

Classics 151 and 154

## CLASSICAL STUDIES

At least 15 hours in Greek or 15 hours in Latin  
Classics 151 and 154

Any other courses in Greek, Latin, or Classics may count towards the 30 hours required in the major

## GREEK

### 103f. ELEMENTARY (4)

The essentials of grammar.

Not open to students who have had 101

### 104s. ELEMENTARY (4)

Readings from Greek authors, especially New Testament writers.

Not open to students who have had 101

Prerequisite: 103 or 2 entrance credits

Literature courses in Greek are offered at the 200 and 300 level. Students in both levels will meet at the same time, but advanced students will be required to do more work. Exceptions to the prerequisites to these courses may be granted by the department.

### 211/311f. PLATO (3)

Exemplary pieces of Plato's writing reflecting the teachings of Socrates and the philosophy of Plato.

Prerequisite: for 211, Greek 101, 104 or 3 entrance credits;

for 311, 6 hours of 200-level Greek

Offered 1989-90 and every third year

### 212/312s. DRAMA (3)

One or two plays, including discussion of myth, metrics, and production.

Prerequisite: for 212, Greek 101, 104, or 3 entrance credits;

for 312, 6 hours of 200-level Greek

Offered 1989-90 and every third year

### 215/315f. HOMER (3)

*Iliad* or *Odyssey*. The first heroes of Western literature in the first pieces of ancient writing.

Prerequisite: for 215, Greek 101, 104 or 3 entrance credits;

for 315, 6 hours of 200-level Greek

Offered 1990-91 and every third year

### 216/316s. HERODOTUS (3)

"The Father of History," his methods, style, and favorite themes.

Prerequisite: for 216, Greek 101, 104, or 3 entrance credits;

for 316, 6 hours of 200-level Greek

Offered 1990-91 and every third year

### 217/317f. HESIOD AND THE LYRIC POETS (3)

Selected poetry representing the vigor and creativity of the Archaic Age of Greece.

Prerequisite: for 217, Greek 101, 104, or 3 entrance credits;

for 317, 6 hours of 200-level Greek

Offered 1988-89 and every third year

### 218/318s. COMEDY (3)

One or two plays of Aristophanes with consideration of the

political climate of his time.  
 Prerequisite: for 218, Greek 101, 104, or 3 entrance credits; for 318, 6 hours of 200-level Greek  
 Offered 1988-89 and every third year

350f.s. **ADVANCED READING COURSE** (3 or 5)  
 Selections from Greek prose and poetry, not covered in other courses, chosen to meet the needs of individual students.  
 Prerequisite: 6 hours of 200-level Greek and permission of the department

360f.s. **GREEK PROSE COMPOSITION** (2)  
 Prerequisite: 6 hours of 200-level Greek and permission of the department

490f.s. **INDEPENDENT STUDY** (4-8)

**LATIN**

103f. **ELEMENTARY** (4)  
 Fundamentals of Latin grammar.

104s. **ELEMENTARY** (4)  
 Readings from Latin authors, with emphasis on the love poetry of Catullus.  
 Prerequisite: 103 or 2 entrance credits

203f. **INTERMEDIATE** (3)  
 Review of Latin grammar with readings from Cicero and other Latin authors.  
 Not open to students who have had 201  
 Prerequisite: 101, 104 or 3 entrance credits

204s. **VERGIL'S Aeneid I-VI** (3)  
 Not open to students who have had 201  
 Prerequisite: 203

Courses in Latin literature at the 300 level may be repeated for credit if the readings are different. Exceptions to the prerequisites may be granted by the department.

301f. **EPIC** (3)  
 Vergil's *Aeneid VII-XII* or sections from *Metamorphoses* of Ovid will be used as examples of Roman adaptations of Greek epic.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1989-90 and every third year

302s. **COMEDY** (3)  
 Selected plays of Plautus and Terence, two of the earliest Latin writers and the best representatives of New Comedy.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1989-90 and every third year



Students studied classics in the settings of ancient Greece during the summer of 1987 through the Global Awareness Program



Assistant Professor Sally McEwen

cultures of Crete and Mycenae through the height of Athenian greatness in art, philosophy, and politics, to the career of Alexander the Great; using the evidence of literature, history, art, and archaeology.

**154s. ROMAN CIVILIZATION (3)**  
 The development of Roman institutions from the Etruscans through the Christian emperors, analyzing how each stage reflects aspects of the Roman character in government, art, literature, and daily life.  
 Not open to students who have had 153

**223f. (PHILOSOPHY 206) HISTORY OF ANCIENT PHILOSOPHY (3)**  
 See Philosophy 206 for description

**311f. DIDACTIC POETRY (3)**  
 Selections from Lucretius' *De Rerum Natura* or Vergil's *Georgics*, poems that teach people how to live in harmony with nature.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1990-91 and every third year

**312s. HISTORICAL WRITING (3)**  
 Examinations of the assumptions of Latin historiography with readings from Caesar, Sallust, Livy, or Tacitus.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1990-91 and every third year

**321f. SATIRE (3)**  
 Study of the genre of satire, Rome's own creation, through readings in the Latin satirists, principally Horace, Martial, Juvenal, or Petronius.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1988-89 and every third year

**322s. LYRIC POETRY (3)**  
 The personal and intimate poetry of Horace in the Odes and the elegiac poets.  
 Prerequisite: 201, 204, or 4 entrance credits  
 Offered 1988-89 and every third year

**350f,s. ADVANCED READING COURSE (3 or 5)**  
 Selections from Latin prose and poetry, not covered in other courses, chosen to meet the needs of individual students.  
 Prerequisite: 201 or 204 and permission of the department

**360f,s. LATIN PROSE COMPOSITION (2)**  
 Prerequisite: 201 or 204 and permission of the department

**490f,s. INDEPENDENT STUDY (4-8)**

**CLASSICAL COURSES IN ENGLISH**  
**151f. GREEK CIVILIZATION (3)**  
 The many stages of Greek civilization from the Bronze Age

**242s. (ART 201) GREEK AND ROMAN ART (3)**  
 See Art 201 for description  
 Offered 1988-89 and every third year

**331f. CLASSICAL MYTHOLOGY (3)**  
 Study of mythical configurations: creation myths, divine archetypes, the trickster, the hero cycle. Modern psychological and literary approaches to the science of mythology.  
 Offered 1989-90 and alternate years

**332s. CLASSICAL DRAMA (3)**  
 The origins and development of classical drama. Various techniques of criticism from Aristotle to the present. Plays of Aeschylus, Sophocles, or Euripides will cover various topics.  
 Offered 1988-89 and alternate years

**351s. (HISTORY 301) STUDIES IN GREEK HISTORY (3)**  
 Selected themes or periods in Greek history, with emphasis on the appropriate historical evidence and methodology.  
 May be repeated for credit if the subject matter varies.  
 Offered 1989-90 and alternate years

**352f. (HISTORY 303) STUDIES IN ROMAN HISTORY (3)**  
 Selected themes or periods in Roman history, with emphasis on the appropriate historical evidence and methodology.  
 May be repeated for credit if the subject matter varies.  
 Offered 1988-89 and alternate years

**410f,s. SPECIAL STUDY (2-4)**  
 Directed study to meet the individual needs of students whose major is Classical Languages and Literatures or Classical Studies.

**490f,s. INDEPENDENT STUDY (4-8)**

# ECONOMICS

**Professors:**  
Albert V. Badre (part-time)  
Edmund J. Sheehey  
**Associate professor:**  
Edward C. Johnson, Chair  
**Assistant professor:**  
Rosemary T. Cunningham  
**Instructor:**  
Lucy A. Newton (part-time)

**E**conomics once was called Political Economy, a notation which may convey better the substance, breadth and heritage of the discipline.

Economics is an excellent tool for studying human behavior, individuals and groups, in a variety of institutional settings; governments, firms, banks, unions, stock exchanges, and such.

Economics pioneered in developing the methodologies of the modern social sciences. Statistics and mathematics, including calculus, are widely applied in modelling and verification of hypotheses. Models are used extensively to identify and dramatize basic laws, or tendencies in behavior. The discipline is highly theoretical, rigorous and analytical, yet offering insights about ordinary, universal events.

Students looking to careers in banking, management, stocks and bonds, financial analysis, retailing, law and government service, are well served by Economics. The discipline also forms very productive ties to Political Science, International Relations, History, Sociology, Psychology, Philosophy, Mathematics, and Business.

## REQUIREMENTS FOR THE MAJOR

**Courses required in the discipline:**

104, 105, 203, 206, 207

150 and 311 not applied toward the minimum 30-hour major

**Courses required outside the discipline:**

Mathematics 118, 119 and one course in statistics

(Mathematics 115 or Psychology 306)

### 104f.s. INTRODUCTORY MACROECONOMICS (3)

Causes of unemployment, inflation, and economic growth, including the role of government fiscal and monetary policy.

### 105f.s. INTRODUCTORY MICRO-ECONOMICS (3)

A course emphasizing the operation of a market economy.

### 203f. LABOR ECONOMICS (3)

Labor-management relations, the labor movement, the laws and public policies governing labor, and their economic impact in terms of wages, prices, and national income.

Prerequisite: 104 or permission of the instructor

### 206s. MICRO-ECONOMICS (3)

An 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: 104, 105

### 207f. MACROECONOMICS (3)

A general model is developed to analyze theories of inflation and unemployment. Evaluation of theoretical bases for different monetary and fiscal policies.

Prerequisite: 104, 105

### 309s. MONEY AND BANKING (3)

Evolution of the banking system and related issues of public policy. Analysis of monetary factors and their impact on economic activity.

Prerequisite: 104

Prerequisite or corequisite: 105

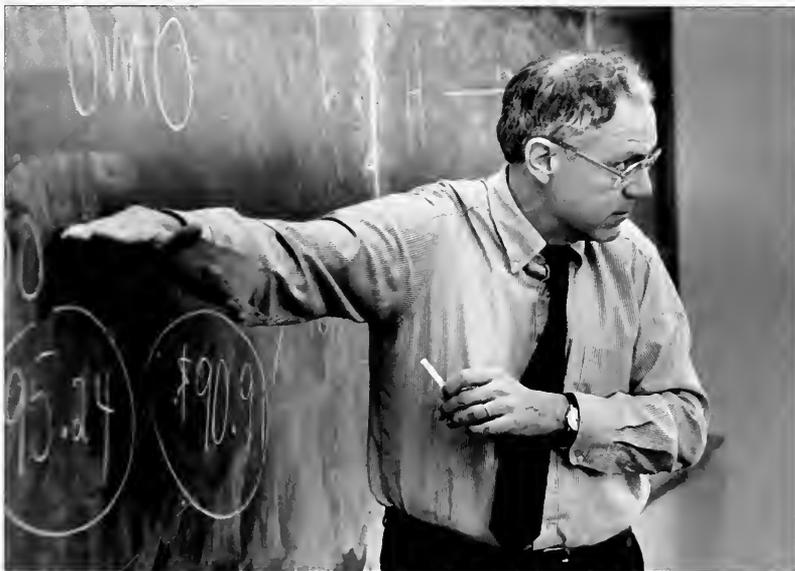
### 310f. FINANCIAL THEORY (3)

A survey of the theories and policies of corporate finance and the institutional framework within which financial decisions are made. Capital markets, financial valuation, capital budgeting and the theory of the capital structure are discussed.

Prerequisite: 104, 105

### 311f. ACCOUNTING I (3)

Introduction to the principles of accounting theory and the application of these principles in business and government. The



Edmund Sheehey came to Agnes Scott last year as the Hal & Julia T. Smith Professor of Free Enterprise

## DEPARTMENT OF ECONOMICS

- design of accounting systems is stressed.  
Not applied toward minimum 30-hour major  
Prerequisite: 104
- 312s. ACCOUNTING II (5)  
A continuation of 311.  
Prerequisite: 311
- 313s. MARKETING (3)  
Planning, organizing, and controlling the marketing function in a corporate setting.  
Prerequisite: 104, 105; 206 recommended
- 314f. HISTORY OF ECONOMIC THOUGHT (3)  
A survey of the evolution of economic theories and doctrines as seen through the works of the leaders of the various schools of thought.  
Prerequisite: 104, 105
- 315s. (POLITICAL SCIENCE 315) COMPARATIVE ECONOMIC SYSTEMS (3)  
From Marxism to market economics. Comparative study of economic planning and stability, labor movements, income policy, agriculture, economic growth, and trade. Contrasts drawn among Soviet, Yugoslav, Swedish, and U.S. systems.  
Prerequisite: 104, 105
- 316f. AMERICAN ECONOMIC GROWTH AND DEVELOPMENT (3)  
The development of the U.S. economy from colonial times to 1929. Emphasis on economic analysis applied to major historical issues and institutions such as mercantilism, trade policies, monetary institutions, slavery, and major industries such as canals, railroads, steel, oil, and agriculture.  
Prerequisite: 104, 105
- 317f. THEORIES OF MANAGEMENT AND ORGANIZATION (3)  
Change and development in and the management of complex organizations.  
Prerequisite: 104, 105
- 330s. MATHEMATICAL ECONOMICS (3)  
The application of topics in matrix algebra and calculus to model building in economics.  
Prerequisite: 104, 105; a year of calculus  
Offered 1989-90 and alternate years
- 334s. (POLITICAL SCIENCE 334) ECONOMIC DEVELOPMENT (3)  
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: 104, 105  
Offered 1988-89 and alternate years
- 336s. (POLITICAL SCIENCE 336) PUBLIC FINANCE(3)  
The political aspects of the operation of the economy and the economic aspects of the operation of the government.  
Prerequisite: 104, 105  
Offered 1989-90 and alternate years
- 338f. ECONOMIC FORECASTING (3)  
The study of sampling, statistical significance, correlation and regression analysis with emphasis placed on their application to economic problems.
- Prerequisite: 104, 105; a course in statistics; or permission of the instructor  
Offered 1988-89 and alternate years
- 340f. (POLITICAL SCIENCE 335) TOPICS IN LATIN AMERICAN ECONOMICS (3)  
See Political Science 335 for description.
- 350f. INTERNATIONAL TRADE (3)  
The gains from trade and the theory and policy of trade protection. The economics of the multinational corporation.  
Prerequisite: 104, 105  
Not open to students who have had 331.
- 351s. INTERNATIONAL FINANCE (3)  
An analysis of foreign exchange markets and the balance of payments. Discussion of various mechanisms and policies by which nations achieve equilibrium in the balance of payments.  
Prerequisite: 104, 105  
Not open to students who have had 331
- 360s. ECONOMIC DEVELOPMENT OF LATIN AMERICA (3)  
Problems of economic development in Latin America emphasizing their historical roots and theories that attempt to explain them. Selected policy issues are discussed in relation to a particular country.  
Prerequisite: 104 or 105
- 370ST. ECONOMIC STUDY OF THE REPUBLIC OF CHINA (3)  
A study of the economy of the Republic of China (ROC) on Taiwan. Topics to be discussed include the recent economic history of the ROC, an investigation of the policies leading to the rapid growth and economic development of Taiwan in the post-1949 period, an analysis of the improvement in the income distribution of the ROC, the role of industrialization in the ROC through import substitution and export orientation, the role of multinational firms and technology transfers in the ROC, and the outlook for the future for the economy of the ROC.  
Prerequisite: 104, 105  
Corequisite: 334  
Not offered 1988-89
- 380f. TOPICS IN ECONOMIC ANALYSIS (3)  
The application of economic analysis to a set of contemporary policy questions. This course is designed for students nearing the completion of their program who are majors or who have had a strong concentration in economics.  
Prerequisite: 206, 207
- 410f,s. SPECIAL STUDY (2-4)  
Supervised intensive study in a special field of economics.
- 450f,s. INTERNSHIP
- 482s. (POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)  
A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.  
Open only to senior majors in social science departments  
Prerequisite: Permission of the instructors  
Not offered 1988-89
- 490f,s. INDEPENDENT STUDY (4-8)

# EDUCATION

**Professor:**  
Margaret P. Ammons, Chair  
**Lecturers:**  
Revonia R. Bryant  
(part-time)  
Lynn C. Hart (part-time)  
Robert B. Hild (part-time)  
Gué P. Hudson  
Ann McKee Parker  
(part-time)

**T**he curriculum of the Department of Education is designed to prepare students to teach on the elementary, middle, or secondary level. Teacher education at Agnes Scott is a college-wide enterprise; students major in a discipline other than education.

A student interested in teaching should contact the chair of the Department of Education no later than the end of her sophomore year to plan her academic program. Students will be assisted in planning necessary courses to fulfill certification requirements.

## STATE-APPROVED REQUIREMENTS FOR CERTIFICATION

Students who satisfactorily complete a planned, state-approved program are automatically eligible for an initial certificate to teach in Georgia elementary, middle, or secondary schools or to teach elementary/general music and/or choral music. Candidates for the elementary certificate must choose the K-4 or 4-8 certificate.

Out-of-state students may meet certification requirements in their respective states. They are urged to study their state requirements at the time they project their programs. Copies of the requirements of all states are on file in the Department of Education.

The professional semester involves an integrated program which includes the study of procedures and materials of instruction, extensive classroom observation and teaching, and advanced study of pupils and school organization. Rising seniors who have been admitted to the professional semester are required to participate in a September practicum. Students will be contacted by a member of the Department of Education to make individual arrangements.

Summer experience in such programs as Head Start, day care centers, summer schools, and camps is encouraged.

Students in the teacher education program are advised to take the National Teacher Examination. Examination dates are announced by the Educational Testing Service and are available in the Department of Education. For Georgia certification, students must pass the Teacher Certification Test. Applications for the test may be found in the office of the Department of Education.

## ELEMENTARY K-4

Psychology 121, preferably prior to the junior year  
Completion of any major offered by the College  
Education 201, 304, 306, 307, 308, 370, 380, 420, 421, 440EM  
Completion of courses designated as special fields for the elementary teacher:

1. One course each in methods of teaching art, music, and physical education (Education 401, 402, 403)
2. Two courses in sciences and mathematics: one course in laboratory science (biology recommended) and one course in mathematics (101 or 117 or 118)
3. Two courses in social sciences: one course in history (American recommended) and an additional course in political science, economics, or sociology
4. A program of noncredit directed reading in children's literature (with subsequent evaluation) approved by the Department of Education for the summer before the senior year, or a summer-session course in children's literature

A September practicum

## ELEMENTARY 4-8

Psychology 121, preferably prior to the junior year  
Completion of any major offered by the College  
Education 202, 304, 370, 380, 440EM, 460, 461  
Methods courses (Education 306, 307, 308) in areas of concentration

Completion of a primary and a secondary area of concentration  
The primary area must contain a minimum of 17 semester-hours  
The primary areas are:

1. Language Arts. Concentration must include English 101 and 102 or 103 and 104, and a program of noncredit directed reading in adolescent literature approved by the Department of Education for the summer before the senior year, or a summer-session course in adolescent literature.
2. Science. Concentration must include coverage in at least three of the following areas: physics, biology, chemistry, earth science, physical science. (Education 308 will satisfy one of the areas.)
3. Social Studies. Concentration must include History 208 or 209 and a program of noncredit directed reading in geography approved by the Department of Education, or a summer-session course in geography.
4. Mathematics. Concentration must include Mathematics 118, 150, 314.

The secondary area of concentration must contain a minimum of 13 semester-hours. The secondary areas include language arts, science, social studies, mathematics, art, and music.

A September practicum

## SECONDARY

Psychology 121, preferably prior to the junior year  
Completion of a major in one of the five fields approved for certification:

English, foreign language, mathematics, science, social studies  
Education 202 (or 201 with permission of the department), 311, 312, 380, 430, 431, 440S.

A September practicum

English majors: Education 304; a program of noncredit directed reading in adolescent literature

Mathematics majors: Mathematics 150, 314

Modern foreign language majors: a course in the culture and civilization of the country whose language is being studied

## ELEMENTARY/GENERAL MUSIC

Courses required for the major in music  
Music 205 and 311  
Education 201 or 202; 341, 342, 380; 425 or 435; 426 or 436; 440EM or 440S

## CHORAL MUSIC

Courses required for the major in music  
Music 205 and 311  
Education 202, 341, 342, 343, 380, 435, 436, 440S  
Participation in approved mixed choir ensembles

Additional requirements for Elementary/General Music and/or Choral Music certification:

1. Four years participation in an ensemble most appropriate to

the student's major instrument

2. A minimum of two years participation in a vocal ensemble
3. At least one ensemble experience in an area which makes use of a secondary performance medium
4. A September practicum

**201f. (PSYCHOLOGY 209) CHILD PSYCHOLOGY (3)**  
See Psychology 209 for description.  
Prerequisite: Psychology 121

**202s. (PSYCHOLOGY 210) ADOLESCENT PSYCHOLOGY (3)**  
See Psychology 210 for description.  
Prerequisite: Psychology 121

**203f. (SOCIOLOGY 217) SOCIOLOGY OF EDUCATION (3)**  
See Sociology 217 for description.  
Not offered 1988-89

**304f. TEACHING OF COMMUNICATION ARTS - ELEMENTARY (3)**

Designed to develop special techniques in the teaching of reading, writing, speaking, and listening; and to study materials (including media) used in instruction.  
4 lectures, 1-1/2 hours in an elementary classroom per week  
Not to be taken concurrently with 306

**306f. TEACHING OF SOCIAL STUDIES-ELEMENTARY (2)**  
Designed to acquaint the student with methods, materials (including media), and content of the social studies program in the elementary school.  
2 lectures, 1 hour in an elementary classroom per week  
Not to be taken concurrently with 304

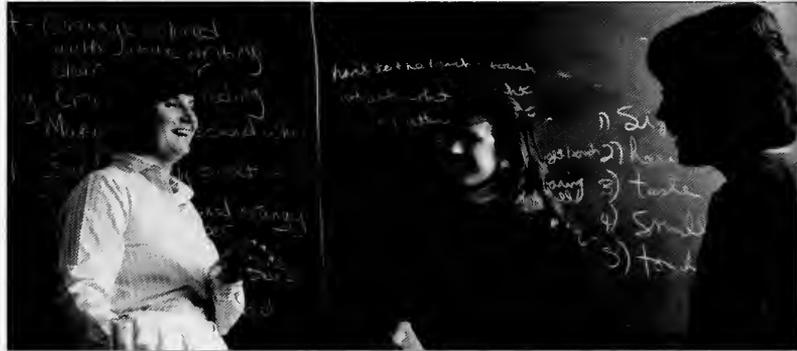
**307s. TEACHING OF MATHEMATICS ELEMENTARY (3)**  
Techniques, media, and materials used in teaching mathematics in the elementary school.  
3 LEC, 1 hour in an elementary classroom per week  
Prerequisite: Mathematics 101 or 117 or 118

**308f. TEACHING OF SCIENCE - ELEMENTARY (2)**  
Techniques, media, and materials used in teaching science in the elementary school.  
2 LEC, 1 hour in an elementary classroom per week  
Prerequisite: Astronomy 120, 121; or Biology 100, 102, or 105; or Chemistry 101, 101L, 102, 102L; or Physics 110, 111

**311s. THE TEACHING PROCESS - SECONDARY (1)**  
Teaching strategies and instructional media with application in secondary schools.  
1 LEC, 1 hour in a secondary classroom per week  
Open to majors in English, foreign languages, social studies, mathematics, and sciences

**312f. SPECIAL METHODS OF TEACHING - SECONDARY (2)**  
Methods, materials, and content of secondary school subject-matter areas.  
Open to majors in English, foreign languages, social studies, mathematics, and sciences

**341f. TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3)**  
Techniques, media, and materials used in teaching music in the elementary school classroom. Instruction on classroom instruments (e.g., guitar, recorder) is provided.  
Prerequisite or corequisite: Music 211, 212  
Not offered 1988-89



*Dean of Students Gué Hudson continues to teach students in the Education Department*

**342s. TEACHING MUSIC IN THE SECONDARY SCHOOL (2)**  
Techniques, media, and materials used in teaching general music, music appreciation, and music theory in the secondary school classroom.  
Prerequisite or corequisite: Music 211, 212  
Not offered 1988-89

**343s. CHORAL METHODS AND MATERIALS (2)**  
Techniques, media, and literature used in teaching singing ensembles.  
Prerequisite or corequisite: 342; Music 182  
Not offered 1988-89

**370f. CURRICULUM DEVELOPMENT: THEORY AND PRACTICE (2)**  
Selected authorities who have investigated two major educational questions: How should a curriculum be determined? What should the curriculum of an educational institution be?  
Prerequisite: 304 or 306 or 307 or 308 or 311-312 or permission of the instructor

**380f. CHILDREN AND YOUTH WITH SPECIAL NEEDS (3)**  
Major areas of exceptionality, including identification and teaching of children and youth with such exceptionalities.  
2 LEC, 1 hour in a special classroom per week

- 401s. TEACHING ART IN THE ELEMENTARY SCHOOL** (2)  
Methods, materials, and techniques used in teaching art in the elementary school.  
Corequisite: 402, 403, 420, 421, 440EM
- 402s. TEACHING MUSIC IN THE ELEMENTARY SCHOOL** (2)  
Methods, materials, and techniques used in teaching music in the elementary school.  
Corequisite: 401, 403, 420, 421, 440EM
- 403s. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL** (2)  
Methods, materials, and techniques used in teaching physical education in the elementary school.  
Corequisite: 401, 402, 420, 421, 440EM
- 406f. TEACHING WITH THE COMMONPLACE** (2)  
Focuses on the use of everyday materials to enrich classroom teaching, K-12.
- 410f,s. SPECIAL STUDY** (2-4)  
Supervised study in a selected field of education.
- THE PROFESSIONAL SEMESTER**  
With the permission of the Teacher Education Committee, the professional semester is open to students who have shown appropriate scholastic aptitude and personality traits.  
Candidates planning for the professional semester must apply for admission to the teacher education program during the spring semester of the junior year. Applications for admission to the teacher education program may be obtained from the chair of the Department of Education. Candidates must fulfill these minimum requirements to be considered for admission to the teacher education program:
1. Cumulative grade-point average of 2.00 or higher
  2. Grade-point average in major of 2.00 or higher
  3. No grade lower than C in a course required for certification (no pass/fail in certification courses)
  4. Appropriate faculty recommendations
  5. Demonstrated interpersonal behavior necessary for effective teaching
- A student who is denied admission to the teacher education program may appeal the decision.
- ELEMENTARY SCHOOL**
- 420s. STUDENT TEACHING, ELEMENTARY CERTIFICATION K-4** (9)  
Application for student teaching must be made in the spring semester of the junior year.  
Prerequisite: Psychology 121; 201, 304, 306, 307, 308, 370, 380; September practicum  
Corequisite: 401, 402, 403, 421, 440EM
- 421s. PROBLEMS SEMINAR FOR ELEMENTARY CERTIFICATION K-4** (2)  
Individual and group study of children and of curriculum based on experiences in 420.  
Corequisite: 420, 440EM
- 425s. STUDENT TEACHING, ELEMENTARY MUSIC CERTIFICATION** (9)  
Professional experience for students interested in teaching music primarily in the elementary school classroom. Application for student teaching must be made in the spring semester of the junior year.
- Prerequisite: 341, 342, 380; September practicum  
Corequisite: 426, 440EM
- 426s. PROBLEMS SEMINAR FOR ELEMENTARY MUSIC CERTIFICATION** (2)  
Individual and group study of children and of curriculum based on experiences in 425.  
Corequisite: 425, 440EM
- 440EMs. AMERICAN EDUCATION** (2)  
Historical background and current issues in education.  
Corequisite: 420-421 or 425-426
- MIDDLE SCHOOL**
- 460s. STUDENT TEACHING, MIDDLE SCHOOL CERTIFICATION 4-8** (9)  
Application for student teaching must be made in the spring semester of the junior year.  
Prerequisite: 304, 370, 380; September practicum; completion of a primary and a secondary area of concentration, and methods courses in areas of concentration  
Corequisite: 461, 440EM
- 461s. PROBLEMS SEMINAR FOR MIDDLE SCHOOL CERTIFICATION 4-8** (2)  
Individual and group study of children and curriculum based on experiences in 460.  
Corequisite: 460, 440EM
- 440EMs. AMERICAN EDUCATION** (2)  
Historical background and current issues in education.  
Corequisite: 460, 461
- SECONDARY SCHOOL**
- 430s. STUDENT TEACHING, SECONDARY SCHOOL CERTIFICATION** (9)  
Application for student teaching must be made in the spring semester of the junior year.  
Prerequisite: Psychology 121; 202, 311, 312, 380; September practicum  
Additional prerequisite for English majors: 304  
Corequisite: 431, 440S
- 431s. PROBLEMS SEMINAR** (2)  
Individual and group study of youth and curriculum based on experiences in 430.  
Corequisite: 430, 440S
- 435s. STUDENT TEACHING, SECONDARY SCHOOL MUSIC CERTIFICATION** (9)  
Professional experience for students interested in teaching music primarily in the secondary school classroom. Application for student teaching must be made in the spring semester of the junior year.  
Prerequisite: 341, 342, 380; September practicum  
Additional prerequisites for choral music students: 343  
Corequisite: 436, 440S
- 436s. PROBLEMS SEMINAR FOR SECONDARY SCHOOL MUSIC CERTIFICATION** (2)  
Individual and group study of children and curriculum based on experiences in 435.  
Corequisite: 435, 440S
- 440Ss. AMERICAN EDUCATION** (2)  
Historical background and current issues in education.  
Corequisite: 430-431 or 435-436

# ENGLISH

**Professors:**  
 Bona W. Ball  
 Linda L. Hubert, Chair  
 Jack L. Nelson  
 Patricia G. Pinka

**Assistant professors:**  
 Christopher Ames  
 Steven Guthrie  
 Peggy Thompson  
**Coordinator of the Writing Laboratory:**  
 Christine Cozzens

**T**he curriculum of the Department of English is constructed to give the student a breadth of knowledge and a depth of understanding of English and American literature. It also provides her with the opportunity to learn to read literature with perception and delight, to write about it critically and imaginatively and to develop her abilities as a creative writer. Freshman English is a service course for the College in which a student sharpens her writing skills and improves her critical and analytical reading.

A student majoring in English is required to take work in each of six areas: medieval literature and linguistic studies, sixteenth-century English literature, seventeenth- or eighteenth-century English literature, nineteenth-century English literature, twentieth-century literature, and American literature. She has a choice of courses within each area.

In addition to the basic English major, the department offers an interdisciplinary major in English Literature-Creative Writing. Interdisciplinary majors are offered also in Art History-English Literature and in History-English Literature.

With the approval of the department and the Curriculum Committee, a student may design a program of concentrated study in which she emphasizes her major interests in literature and chooses complementary courses from other disciplines. For example, she may plan a program in medieval studies, Renaissance studies, or American studies. The department provides the opportunity for its majors to study at British universities in the junior year and to participate in internships in the senior year.

The College's Specific Standard in English composition and reading, required of every candidate for the degree unless exempted, is fulfilled by English 101 and 102 or 103 and 104. English 101 and 102 are the basic courses for all other work in the department, except for students admitted to English 103 and 104. A student is admitted to English 103 and 104 by the chair of the department on the basis of the CEEB verbal score, English Achievement Test score, and secondary school record.

English 211, 212, 213, or 214 is a prerequisite to the other courses in literature unless a student has received advanced placement credit in literature or unless she has been exempted from taking 200-level courses upon recommendation of her instructor in English 101-102 or 103-104.



Linda Hubert, professor of English, graduated from Agnes Scott in 1962.

## REQUIREMENTS FOR THE MAJOR

One of the following (or equivalent): 211, 212, 213, 214. The department urges students considering a major in English to elect a yearlong survey of British or American literature in the sophomore year.

### One course from five of the six areas:

305, 306, 308  
 313, 314, 316  
 327, 328, 329, 361, 362  
 321, 322, 338  
 331, 332, 333, 334  
 320, 323, 336

## ENGLISH LITERATURE-CREATIVE WRITING:

One of the following (or equivalent): 211, 212, 213, 214

### Literature courses required:

One of the following: 305, 306, 307  
 One of the following: 313, 314, 316  
 One of the following: 327, 328, 329, 361, 362  
 Two of the following: 320, 321, 322, 323, 338 or  
 Two of the following: 331, 332, 333, 334, 336

### Creative Writing courses required:

One of the following: 201, 202, 203  
 One of the following: 341, 342, 345  
 One of the following: 415, 490

## 101f,*s.* LITERATURE AND COMPOSITION (3)

Writing of critical and expository papers and the critical reading of literary works by genre. Individual conferences on problems of writing.

## 102f,*s.* LITERATURE AND COMPOSITION (3)

Continuation of 101  
 Prerequisite: 101

## 103f. HONORS LITERATURE AND COMPOSITION (3)

Writing of critical papers and an intensive study of selected literary works. Individual conferences.

## 104s. HONORS LITERATURE AND COMPOSITION (3)

Continuation of 103.  
 Prerequisite: 103

## 210f. ADVANCED COMPOSITION (3)

Expository writing for the student who wishes to develop and refine her use of language.  
 Offered in 1989-90 and alternate years

## LITERATURE

### 211f. MAJOR BRITISH WRITERS, c. 1350 to 1674 (3)

A study of major literary texts in historical context and sequence. Writers include Chaucer, Spenser, Shakespeare, Donne, and Milton.

### 212s. MAJOR BRITISH WRITERS, 1674 TO THE PRESENT (3)

A continuation of English 211. Writers will be chosen from a

group including Swift, Pope, Austen, Wordsworth, Keats, Tennyson, Browning, Yeats, and Eliot.



Assistant Professor Peggy Thompson

- 213/331f. MAJOR AMERICAN WRITERS, I** (3)  
A study of selected writers in context, from the colonial period to the American Renaissance. Writers include Bradstreet, Poe, Irving, Emerson, Thoreau, Hawthorne, and Melville. Students may take this course on either the 200 level or the 300 level – not both. Students in both levels will meet at the same time, but advanced students will be required to do work of greater sophistication and difficulty.
- 214s. MAJOR AMERICAN WRITERS, II** (3)  
A study of selected writers of the second half of the nineteenth century and the first half of the twentieth. Special emphasis on Dickinson, Twain, James, Wharton, Frost, Hemingway, and Faulkner.
- 301f. PROSODY** (1)  
A close study of metrics and other aspects of form in poems. Offered in 1989-90 and alternate years
- 305f. EARLY CHAUCER** (3)  
The pre-*Canterbury* works, from *The Book of the Duchess* to *Troilus and Criseyde*  
Offered 1988-89 and alternate years
- 306f. LATER CHAUCER** (3)  
*The Canterbury Tales*  
Offered 1989-90 and alternate years
- 308s. HISTORY OF THE ENGLISH LANGUAGE** (3)  
The origins and development of the language, from Anglo-Saxon to modern English. Traditional linguistic approach, with some attention to current transformational-generative theory and with illustrative readings from literature.  
Offered 1989-90 and alternate years
- 309s. DANTE** (3)  
*The Divine Comedy* in translation.  
Offered 1988-89 and alternate years.
- 313f. SHAKESPEARE** (3)  
The comedies and histories
- 314s. SHAKESPEARE** (3)  
The tragedies
- 316f. SPENSER AND THE SIXTEENTH CENTURY** (3)  
Spenser's major poetry augmented with selections from Sidney and other sixteenth-century poets.  
Offered 1989-90 and alternate years
- 317SE. LITERATURE OF THE RENAISSANCE** (3)  
A study of the culture of the Renaissance as reflected in its literature. Writers include Shakespeare, Spenser, Sidney, Bacon, Wyatt, Jonson, Donne, Herbert, Jeremy Taylor, Launcelot Andrewes, and the sonneteers.  
Not offered 1988-89
- 320f. MODERN POETRY** (3)  
Selected British and American poets of the twentieth century. Writers include Eliot, Yeats, and Pound.
- 321f. POETRY OF THE ROMANTIC PERIOD** (3)  
Primary emphasis upon the poetry of Wordsworth, Coleridge, and Keats, along with selected poems of Shelley and Byron.
- 322s. POETRY OF THE VICTORIAN PERIOD** (3)  
Tennyson, Browning, Arnold, and Hopkins.  
Offered 1989-90 and alternate years
- 323s. MODERN AND CONTEMPORARY DRAMA** (3)  
A selection of plays by playwrights from Ibsen to the present, with concern for the relationship between text and performance.  
Offered 1989-90 and alternate years
- 327f. DRYDEN, SWIFT, AND POPE** (3)  
The major works of these writers in historical context, augmented by selections from other writers including Addison, Defoe, and Finch.  
Offered 1989-90 and alternate years
- 328s. THE AGE OF JOHNSON** (3)  
Emphasis on the development of the novel and achievements in nonfiction prose. Writers include Fielding, Richardson, Boswell, and Johnson.  
Offered 1988-89 and alternate years

**329s. SEVENTEENTH- AND EIGHTEENTH-CENTURY DRAMA (3)**

A survey of the works of significant dramatists including Webster, Jonson, Middleton, Dryden, Congreve, and Sheridan. Offered 1989-90 and alternate years

**332f. REALISM AND NATURALISM IN AMERICAN LITERATURE (3)**

Emphasis on figures writing from 1880 to 1920, who express the dominant literary modes of the time, with attention to their influence on later writers. Authors include Twain, James, Wharton, O'Neill, Crane, and others. Offered 1988-89 and alternate years

**333s. TWENTIETH-CENTURY AMERICAN FICTION (3)**

Focus on fiction from 1920 to the present, including the work of such writers as Hemingway, Fitzgerald, Ellison, Malamud, Oates, and others. Offered 1988-89 and alternate years

**334f. SOUTHERN LITERATURE (3)**

Readings in the literature of the American South of the twentieth century with emphasis on such figures as Ransom, Faulkner, Warren, O'Connor, Welty, and Walker. Offered 1989-90 and alternate years

**336s. THE MODERN BRITISH NOVEL (3)**

Selected modern novels with emphasis on Joyce, Lawrence, and Woolf.

**338s. THE ENGLISH NOVEL FROM THE BRÖNTES TO HARDY (3)**

Emphasis on the novels of the 1840s and 1850s along with those that look toward the twentieth century. Offered 1988-89 and alternate years

**361f. POETRY AND PROSE OF THE SEVENTEENTH CENTURY (3)**

Emphasis on the writings of Donne, Jonson, Herbert, Herrick, Marvell, Bacon, and Browne. Offered 1988-89 and alternate years

**362s. MILTON (3)**

Most of the English poetry and selections from the prose.

**405s. SEMINAR (3)**

Topic for 1988-89: Literary Criticism. Key theoretical texts ranging from Plato to Poststructuralism.

**410f,s. SPECIAL STUDY (2-4)**

Selected texts to meet the interests of individual students.

**490f,s. INDEPENDENT STUDY IN ENGLISH OR AMERICAN LITERATURE (4-8)**

**CREATIVE WRITING**

**201s. NARRATIVE WRITING (3)**

Principles and forms of narrative writing. Illustrative readings and frequent writing. Prerequisite: permission of the instructor

**202f. POETRY WRITING (3)**

Principles of the poet's craft, through illustrative readings and frequent writing in both fixed and open forms. Prerequisite: permission of the instructor



*Professor Pat Pinka specializes in 17th-century English literature including the works of John Donne and John Milton.*

**203f. (THEATRE 203) PLAYWRITING (3)**

See Theatre 203 for description. Prerequisite: permission of the instructor

**341f. WRITING WORKSHOP: FICTION (3)**

Guidance in revising and preparing material. Individual conferences and group workshop sessions. Prerequisite: 201

**342s. POETRY WORKSHOP (3)**

Presentation and discussion of student work, with additional resources (readings, poetic exercises) as needed. Prerequisite: 202 or permission of the instructor

**345s. (THEATRE 345) PLAYWRITING WORKSHOP (3)**

See Theatre 345 for description. Prerequisite: 203 or permission of the instructor

**415f,s. ADVANCED CREATIVE WRITING (3)**

Individual conferences with emphasis on sustained creative writing projects in poetry, fiction, or drama. Prerequisite: 341, 342, 345 or permission of the instructor

**490f,s. INDEPENDENT STUDY IN CREATIVE WRITING (4-8)**

# FRENCH

**Professor:**  
Regine P. A. Reynolds-  
Cornell  
**Associate professors:**  
Christabel P. Braunrot  
Huguette D. Chatagnier,  
Chair  
Ellen Wood Hall

**Assistant professor:**  
Rosemary Eberiel  
**Instructor:**  
Marie-Jeanne Schulman

**T**he Department of French has as its goals accuracy and fluency in the written and spoken language as well as knowledge and appreciation of the literature and culture of France.

New students electing French will, with very few exceptions, be asked to take a placement test. Students placing at the level of French 235 will have satisfied the Specific Standard of the intermediate level of a foreign language. Either of the two intermediate courses, French 201 or 203, also satisfies that Specific Standard.

A French literature course on the 300 level satisfies the Distributional Standard of literature in the language of its composition. French 235 is the prerequisite for all French literature courses but does not satisfy the Distributional Standard of literature in the language of its composition.

Students, if qualified, may spend the junior year in France on an approved program. Interested students should consult the department chair early in the sophomore year.

An assistant comes from France each year to live on the French Hall with students interested in perfecting their French and in knowing more about France today. She joins students in the dining hall around a "table française," with students at all levels of French proficiency.

The department recommends for the French major the following electives in other departments: History 100, 309; Classics 309, 310; English 211; Art 103, 308; Philosophy 206, 209, 210; another foreign language.

## REQUIREMENTS FOR THE MAJOR

235, 305, 306, 336, 357 or 372, and a minimum of 8 additional hours on the 300-level. These elective courses should be representative of various centuries and genres.

### 101f. ELEMENTARY FRENCH (4)

For students who begin French in college. Introduction to the French language and culture. Four class periods followed by a session of oral practice.

Not open to students who have had 01

### 102s. ELEMENTARY FRENCH (4)

Continuation of 101. 101 and 102 are the equivalent of two years of secondary school preparation.

Not open to students who have had 01

**105s. INTRODUCTION TO FRENCH PHONETICS (1)**  
Prerequisite: 101 or permission of instructor

**201f,s. INTERMEDIATE (5)**  
Practice in the aural, oral, and written use of the language. Training in the essentials of grammar. Study of some representative types of French literature.  
Not open to students who have had 101 under the quarter system

**203f,s. ADVANCED INTERMEDIATE (5)**  
Selected literary works and a grammar review.  
Prerequisite: 201

**207f,s. INTERMEDIATE FRENCH CONVERSATION (2)**  
Prerequisite: 201 or 203 with a grade of B- or above

**235f,s. READING IN FRENCH LITERATURE (4)**  
This course includes a thorough grammar review and an introduction to literary genres from the Middle Ages to the present. **This course does not satisfy the Distributional Standard of literature in the language of its composition.**  
Prerequisite: 203



*Associate Professor Christabel Braunrot*

**305f. ADVANCED FRENCH LANGUAGE STUDY (3)**

Composition, stylistics, translation.  
Prerequisite: 235

**306s. ADVANCED FRENCH LANGUAGE STUDY (3)**

Phonetics, conversation.  
Prerequisite: 235

**336s. SEVENTEENTH-CENTURY FRENCH LITERATURE (3)**

"L'Age d'or" (Classicism).  
Selected works of Descartes, Corneille, Pascal, Molière, Racine, and others.

**340s. MEDIEVAL FRENCH LITERATURE (3)**

A study in modern French of La Chanson de Roland, Tristan, Marie de France, Chrétien de Troyes, the Fabliaux, Le Roman de Renard, Le Roman de la Rose, and selected dramatic works.  
Offered 1988-89 and alternate years

**356s. THE NINETEENTH-CENTURY FRENCH NOVEL (3)**

Offered 1989-90 and alternate years

**357f. THE TWENTIETH-CENTURY FRENCH NOVEL (3)**

Selections from major fiction spanning the twentieth century.  
Offered 1988-89 and alternate years

**360s. EIGHTEENTH-CENTURY FRENCH LITERATURE (3)**

Selected works from the fiction, theatre, and philosophical writings of the "Siècle des Lumières."  
Offered 1988-89 and alternate years

**371s. A SURVEY OF FRENCH POETRY FROM THE MID-NINETEENTH CENTURY TO THE PRESENT (3)**

Offered 1989-90 and alternate years

**372f. CONTEMPORARY FRENCH DRAMA (3)**

Offered 1989-90 and alternate years

**375f. THE STUDY OF A MAJOR WRITER (2)**

The author studied will vary from year to year.  
Offered 1989-90 and alternate years



*Associate Professor Huguette Chatagnier*

**380f. POETRY AND PROSE OF THE FRENCH RENAISSANCE (3)**

With particular attention to Du Bellay and Ronsard, Rabelais, and Montaigne.  
Offered 1989-90 and alternate years

**383f. FRENCH ROMANTICISM (3)**

The Romantic movement in the novel, theatre, and poetry of the nineteenth century.  
Offered 1988-89 and alternate years

**410f.s. SPECIAL STUDY (2-4)**

Supervised to meet the needs of individual students.

**490f.s. INDEPENDENT STUDY (4-8)**

Qualified students may elect to participate in an Independent Study Program during their senior year. Approval by the French Department and the Committee on Independent Study is necessary.

# GERMAN

Professor:  
Gunter Bicknese, Chair  
Associate professor:  
Ingrid E. Wieshofer

**E**ach course offered by the department emphasizes the communication skills of speaking, understanding, and writing. Linguistic and cultural aspects of the German-speaking world are presented at all levels. In the intermediate and advanced courses, a wide selection of classical and contemporary works of German literature are read.

All teachers in the department are native speakers of German, which is the language of instruction in all literature and culture courses. Majors and nonmajors alike are encouraged to live on the German Hall, a German-speaking campus community. Qualified students may participate in an intensive six-week Summer Study Program at the University of Marburg in Germany. This program is offered in alternate years.

Students with previous work in German will be placed in accordance with their proficiency. Even without such background, a student may elect German as her major if she enrolls in elementary German as a freshman.

If a student begins the study of German in the sophomore year, she will be able to fulfill the requirements for the major provided she participates in the Summer Study Program in Germany.

Students considering a double major should consult with the department chair as early as possible.

## REQUIREMENTS FOR THE MAJOR

Courses required in the discipline:

100, 101, 200, 201, 210, 212, 214, 222, 401

12 hours of the following:

301, 305, 306, 309, 310, 313, 350

Courses recommended for the major: Basic courses in European history.

## 100f. ELEMENTARY GERMAN (4)

Emphasis on speaking and on understanding spoken German, with a sound basis of grammar. Reading and discussion of simple texts. Not open to students who have had 01

## 101s. ELEMENTARY GERMAN (4)

Continuation of 100

Not open to students who have had 01

## 200f. INTERMEDIATE GERMAN (3)

Practice in spoken German, accompanied by grammar review. Reading and discussion of literary texts.

Prerequisite: 101 or equivalent



Professor Gunther Bicknese

Not open to students who have had 101 under the quarter system

**201s. INTERMEDIATE GERMAN (3)**  
Continuation of 200  
Not open to students who have had 101 under the quarter system

**210f. COMPOSITION (3)**  
A practical course designed to develop fluency in writing German.  
Prerequisite: 201

**212f. CONVERSATION (2)**  
A practical course designed to develop fluency in oral communication.  
Prerequisite: 201 or equivalent  
Not open to students who have had 207 or 211 except by permission of the department

**213SG. GERMAN CIVILIZATION (3)**  
Prerequisite: 201 or equivalent  
Marburg, Germany; summer 1988

**214s. PHONETICS (1 or 2)**  
Theoretical and practical aspects of German pronunciation

**222s. SG. INTRODUCTION TO LITERATURE (4)**  
Emphasis is on lyric poetry in the nineteenth and twentieth centuries, a nineteenth-century Novelle, and a contemporary novel.  
Prerequisite to all 300-level literature courses  
Prerequisite: 201 or equivalent  
Not open to students who have had 221 or 223 except by permission of the department

**224s. SG. GERMAN LANGUAGE AND CULTURE (2 or 3)**  
A course designed for the development of a greater skill in use of contemporary German.  
Prerequisite: 210, 212 or permission of the department  
German 222 is prerequisite to all 300-level literature courses.

**301f. GOETHE'S FAUST (3)**  
An intensive study of Part I and highlights from Part II.

**305f. CONTEMPORARY DRAMA (2 or 3)**  
Emphasis on Brecht's epic theatre and contemporary Swiss playwrights.  
Offered 1989-90 and alternate years

**306s. FRANZ KAFKA (2 or 3)**  
Discussion of major short stories and selections from the novels.  
Offered 1988-89 and alternate years

**309f. HISTORY OF GERMAN CIVILIZATION (2 or 3)**  
Major trends from the Middle Ages to World War II.  
Offered 1989-90 and alternate years

**310s. GERMAN LIFE AND THOUGHT (2 or 3)**  
Society and culture in the contemporary German-speaking world.  
Prerequisite: 309  
Offered 1989-90 and alternate years

**313s. DRAMA AND NOVELLE OF THE NINETEENTH CENTURY (4)**  
Reading of representative

Novellen and dramas from Kleist to Hauptmann.  
Offered 1989-90 and alternate years

**350f,s. SG. ADVANCED READING (2 or 3)**  
Subject matter chosen in accordance to student interest and needs.

**401s. HISTORY OF GERMAN LITERATURE (4)**  
Literary trends from the Middle Ages to the present as exemplified by representative works of the various periods.  
Offered 1988-89 and alternate years

**490f,s. INDEPENDENT STUDY (4-8)**  
Independent research is arranged under the supervision of a member of the department. Results are presented both orally and in writing.



with intensive drills.  
Prerequisite: 101 or permission of the department  
Not open to students who have had 202

**215f. (MUSIC 215) GERMAN CIVILIZATION AND MUSIC I (4)**  
Reading and lectures on German culture with emphasis on music.  
Offered 1988-89

**216WG. (MUSIC 216) GERMAN CIVILIZATION AND MUSIC II (2)**  
Lectures on German culture and civilization with travel to Berlin, Leipzig, Dresden, Prague, Vienna, and Munich.  
Prerequisite: 215 (Music 215)  
Offered during the 1988-89 winter break

# HISTORY

**Professors:**  
Michael J. Brown, Chair  
Penelope Campbell  
**Associate professor:**  
John L. Gignilliat  
**Assistant professor:**  
Katharine D. Kennedy  
(on leave 1988-89)

**N**o single course is considered to be introductory to the history curriculum. Members of the department believe that their courses should be accessible to all students in the College; accordingly, there are no prerequisites for any course in history. While some work at an introductory level is always desirable, there is no reason why any junior or senior with good verbal aptitude should experience difficulty in any history course.

The history major, with its distribution requirements, is designed to ensure breadth of knowledge rather than concentration. Nevertheless, when selecting introductory courses, a potential history major should consider whether her interest lies chiefly in U.S., European or non-Western history, and choose accordingly. Since either History 101 and 102 or History 110 and 111 are required for the major, it is highly desirable that, at a minimum, one of these sequences be completed before the beginning of the junior year. Students who are considering a double major or participation in the teacher education program should plan their major with special care and are advised to consult at an early date with the chair of the department.

The ideal posture for the history major entering the junior year would be to have completed one of the required 100-level sequences during the freshman year, to have taken one or more additional introductory courses, and perhaps to have experienced one 300-level course during the second semester of the sophomore year. However, there is no rigid, prescribed sequence in which courses should be taken. The history curriculum can accommodate a wide variety of approaches.

## REQUIREMENTS FOR THE MAJOR

101 and 102 or 110 and 111;

A minimum of eight courses beyond the 100 level, only one of which may be at the 200 level; At least one course from each of the following groups:

Early European History: 301, 303, 305, 306, 307, 371, 373;

Modern European History: 309, 311, 313, 314, 316, 322;

United States History: 325, 327, 329, 334, 337, 338, 339;

Non-Western History: 352, 353, 354, 358, 359;

An appropriate course below the 300 level may be substituted to satisfy one of the groups. Cross-listed courses taught outside the department may not be used to satisfy the minimum requirements for the major.

### 101f. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)

A survey of the history of Europe from the Middle Ages to the end of the French Revolution.

Not open to students who have had 141

### 102s. THE EMERGENCE OF MODERN EUROPEAN CIVILIZATION (3)

A survey of the history of Europe from the early nineteenth century to the present.

Not open to students who have had 142

### 110f. INTRODUCTION TO THE ASIAN WORLD (3)

The major civilizations on the Asian continent from the Mediterranean to Japan before the twentieth century.

Not open to students who have had 210



*Assistant Professor Katharine Kennedy*

### 111s. THE ASIAN WORLD IN MODERN TIMES (3)

The history and politics of Asian societies and their interaction with the West in the twentieth century.

Not open to students who have had 211

### 208f. THE UNITED STATES TO 1876 (3)

A general survey of the history of the United States from the colonial origins through Reconstruction.

Not open to students who have had 105

### 209s. THE UNITED STATES SINCE 1876 (3)

A general survey of the history of the United States since Reconstruction.

Not open to students who have had 106

**DEPARTMENT OF HISTORY**

- 212f. **THE HISTORY OF ENGLAND** (3)  
The social and political development of the English people from the Anglo-Saxon centuries through the civil wars of the seventeenth century.  
Not open to students who have had 201
- 213s. **THE HISTORY OF ENGLAND** (3)  
The experiences of the English people from the reign of King Charles II to the reign of Queen Elizabeth II.  
Not open to students who have had 202
- 301s. **(CLASSICS 351) STUDIES IN GREEK HISTORY** (3)  
See Classics 351 for description.  
Offered 1989-90 and alternate years
- 303f. **(CLASSICS 352) STUDIES IN ROMAN HISTORY** (3)  
See Classics 352 for description.  
Offered 1989-89 and alternate years
- 305f. **MEDIEVAL CIVILIZATION** (3)  
The 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.
- 306s. **THE RENAISSANCE** (3)  
The civilization of Italy and of northern Europe from the time of Dante to the time of Shakespeare.  
Offered 1989-90 and alternate years
- 307s. **THE REFORMATION** (3)  
Changes in church, state, and society from the time of Luther to the end of the wars of religion.  
Offered 1988-89 and alternate years
- 309f. **THE FRENCH REVOLUTION AND NAPOLEON** (3)  
The causes and events of the French Revolution and its impact upon Europe; the career of Napoleon Bonaparte.
- 311s. **NINETEENTH-CENTURY EUROPE** (3)  
Europe from the Congress of Vienna to the eve of World War I with emphasis on industrialization, liberalism, nationalism, and imperialism.
- 313f. **EUROPE FROM 1914 TO 1945** (3)  
World War I, the Russian Revolution, Nazism, the interwar years, and World War II with emphasis on ideology, politics, and diplomacy.  
Not open to students who have had 332
- 314s. **(POLITICAL SCIENCE 314) EUROPE SINCE 1945** (3)  
Social, economic, and cultural change and foreign affairs in Western Europe, Eastern Europe, and the Soviet Union.  
Not open to students who have had 333
- 316f. **EUROPEAN INTELLECTUAL HISTORY SINCE THE ENLIGHTENMENT** (3)  
Rational and Romantic responses to the Enlightenment by major thinkers of the nineteenth and twentieth centuries.  
Offered 1989-90 and alternate years
- 322f. **WOMEN IN MODERN EUROPEAN HISTORY** (3)  
The changing roles of European women at home, at work, in public life, and in the arts from the Renaissance to the present.  
Not open to students who have had 312
- 325s. **THE AMERICAN REVOLUTION AND EARLY NATIONAL PERIOD, 1763-1815** (3)  
The severance of the political, social, and economic ties with England and the development of a national identity.  
Offered 1988-89 and alternate years  
Not open to students who have had 321
- 327f. **CIVIL WAR AND RECONSTRUCTION** (3)  
The outbreak of the Civil War; the war years; the political, economic, and social consequences to 1876.  
Offered 1988-89 and alternate years  
Not open to students who have had 324
- 329f. **THE NEW SOUTH** (3)  
Political, economic, and cultural changes in the South since the Civil War.  
Not open to students who have had 317
- 334s. **(POLITICAL SCIENCE 332) THE UNITED STATES FROM 1914 TO 1945** (3)  
World War I, the New Era of the 1920s, the New Deal, and World War II.  
Offered 1989-90 and alternate years  
Not open to students who have had 331
- 337f. **INTELLECTUAL HISTORY OF THE UNITED STATES** (3)  
The course of American thought from the ratification of the Constitution to the present.  
Offered 1989-90 and alternate years
- 338s. **(POLITICAL SCIENCE 340) THE UNITED STATES SINCE 1945** (3)  
Domestic change and international involvements since World War II.  
Offered 1988-89 and alternate years
- 339s. **TOPICS IN AMERICAN POLITICAL BIOGRAPHY** (3)  
Offered 1989-90 and alternate years
- 340s. **(POLITICAL SCIENCE 328) U.S.-LATIN AMERICAN RELATIONS** (3)  
See Political Science 328 for description.
- 352s. **(POLITICAL SCIENCE 352) SOUTHEAST ASIA** (3)  
Political and cultural development of the region between the Indian subcontinent and China, including western colonial control and the independence struggle; emphasis on the twentieth century.  
Offered 1988-89 and alternate years
- 353s. **SOUTH ASIA** (3)  
History of the Indian subcontinent from ancient times to the present, with particular attention to British rule, the independence movement, and contemporary public issues in Pakistan, India, and Bangladesh.  
Offered 1989-90 and alternate years
- 354f. **TOPICS IN AFRICAN AND ASIAN HISTORY** (3)  
1988-89: A study of commercial, diplomatic, explorational, and missionary enterprises on the African continent south of the Sahara that led to the establishment of great colonial empires.



**358f. SUB-SAHARAN AFRICA TO WORLD WAR I (3)**

Pre-colonial civilization, western penetration, and European conquest.

**359s. (POLITICAL SCIENCE 359) SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3)**

Colonial rule, independence, and the tasks confronting developing nations.

**371f. ENGLAND UNDER THE TUDORS (3)**

The history of England from 1485 to 1603 with emphasis upon the break from Rome under Henry VIII and the beginning of England's imperial role under Queen Elizabeth I.

Offered 1989-90 and alternate years

**373s. ENGLAND UNDER THE STUARTS (3)**

The history of England in the seventeenth century emphasizing the religious, social, and political concepts carried to America by the early colonists.

Offered 1988-89 and alternate years

Not open to students who have had 336

**357SE. SOCIAL HISTORY OF RENAISSANCE ENGLAND (3)**

The art, architecture, religion, education, amusements, thought, and mode of life of the Elizabethans.

Not offered 1988-89

**410f.s. SPECIAL STUDY (2-4)**

Supervised study in some field or period of history.

**490f.s. INDEPENDENT STUDY (4-8)**

Independent research under the supervision of a member of the department.

# MATHEMATICS

**Professor:**  
Sara L. Ripy  
**Associate professors:**  
Robert A. Leslie, Chair  
Myrtle H. Lewin  
**Assistant professor:**  
Daniel F. Waggoner  
**Instructor:**  
William A. Washburn  
(part-time)



**T**he curriculum in the Department of Mathematics is designed to help students think clearly and logically; to analyze problems; to understand and be able to use the language, theory, and techniques of mathematics; and to develop skills and acquire mathematical tools needed in the application of mathematics.

The courses offered give mathematics majors a solid background for graduate study, teaching at the secondary school level, and professional employment. A student interested in both mathematics and physics is invited to consider a mathematics-physics major. Students who are planning to major in mathematics should take calculus at the appropriate level in the freshman year.

## REQUIREMENTS FOR THE MAJOR

204 or 205; 206 or 307; 305; 321; 480. A minimum of five courses at the 300 level or above, excluding 480 and, including one course from each of the following groups:  
315, 331, 352 or 309, 312, 328

115 is not counted toward the minimum 30-hour major if taken after completion of 328.

150 is not counted toward the minimum 30-hour major.

### 101f,s. FINITE MATHEMATICS (3)

Topics appropriate to the social and management sciences. The topics are selected from set theory, logic, matrix algebra, linear programming, mathematical models, and financial mathematics.

### 115f,s. ELEMENTARY STATISTICS (3)

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,s. PRECALCULUS (4)

Topics to include algebra, trigonometry, functions, and analytic geometry.  
Not open to students who have had 109

### 118f,s. CALCULUS I (4)

An introduction to limits, differentiation and integration with applications.  
Not open to students who have had 109 or 120

### 119f,s. CALCULUS II (4)

Continuation of 118 to include the integral and its applications, logarithmic and exponential functions, trigonometric

and hyperbolic functions, and techniques of integration.

Not open to students who have had 110 or 121

Prerequisite: 118

### 150f,s. INTRODUCTION TO COMPUTER PROGRAMMING (2)

An introduction to computers, principles of problem solving in a structured programming environment, programming techniques, and applications.

### 205f,s. CALCULUS III (4)

Continuation of 119 to include indeterminate forms, Taylor's formula, improper integrals, sequences and series, parametric curves, vectors, lines and planes.

Not open to students who have had 202 or 207

Prerequisite: 119

### 206f,s. LINEAR ALGEBRA (4)

Vector spaces, linear transformations, matrices, and determinants, with applications to systems of linear equations, geometry, and other selected topics.

Prerequisite or corequisite: 204 or 205 or 208 or permission of the instructor

### 210s. DISCRETE STRUCTURES (3)

An introduction to the basic concepts and techniques of the mathematics of discrete structures. Topics selected from sets, equivalence relations, elementary algebraic structures, enumeration, recurrence relations, generating functions, graphs, trees, Euler circuits and the inclusion-exclusion principle. This course includes mathematical topics of particular value to students interested in computer science.

Prerequisite: 118 or permission of the instructor

### 250s. INTERMEDIATE COMPUTER PROGRAMMING (3)

A study of the design of well-structured algorithms and their implementation in Pascal, modular programming techniques, the effective use of the fundamental data structures including records and files, and an introduction to dynamic data structures.

Prerequisite: 118, 150 or permission of the instructor

### 305s. CALCULUS IV (4)

Continuation of 205 to include vectors, curves, surfaces, partial differentiation, multiple integrals, and introduction to vector analysis.

Prerequisite: 205, 206 or permission of the department chair

- 309f. DIFFERENTIAL EQUATIONS (4)**  
 First and second order differential equations, higher order, linear, ordinary differential equations, existence and uniqueness theorems and applications.  
 Prerequisite: 205  
 Offered 1989-90 and alternate years
- 312s. NUMERICAL ANALYSIS (4)**  
 A study of numerical methods in mathematics to include numerical solutions of equations, linear and nonlinear systems of equations, numerical differentiation and integration, and curve fitting.  
 Prerequisite: 205; 250 or permission of the instructor  
 Offered 1989-90 and alternate years
- 314f. INTRODUCTION TO MODERN GEOMETRY (4)**  
 Affine, projective, and Euclidean geometries and their postulational development.  
 Prerequisite: 204 or 205 or 208  
 Offered 1988-89 and alternate years
- 315s. TOPOLOGY (4)**  
 An introduction to topological and metric spaces, continuity, compactness, and connectedness, with special emphasis on the topology of  $\mathbb{R}^n$ .  
 Prerequisite: 204 or 205 or 208  
 Offered 1988-89 and alternate years
- 321f. INTRODUCTION TO MODERN ABSTRACT ALGEBRA (4)**  
 Important algebraic structures, including groups, rings, integral domains, and fields.  
 Prerequisite: 204 or 205 or 208
- 325f. MATHEMATICAL MODELS AND APPLICATIONS (4)**  
 Mathematics which emphasize the development of techniques of model building. Applications to illustrate the techniques are drawn principally from the natural and social sciences.  
 Prerequisite: 204 or 205 or 208  
 Offered 1988-89 and alternate years
- 328s. MATHEMATICAL STATISTICS AND PROBABILITY (4)**  
 An introduction to some of the basic statistical methods in the classical theory of inferential statistics, probability theory, estimation, hypothesis testing, and applications.  
 Prerequisite: 204 or 205 or 208  
 Offered 1988-89 and alternate years
- 331f. FUNDAMENTALS OF 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 or 205 or 208  
 Offered 1988-89 and alternate years
- 345. TOPICS IN MATHEMATICS (3 or 4)**  
 A specialized topic in mathematics. The subject to be examined will be chosen according to the interests of students and faculty.  
 Prerequisite: permission of the department chair  
 Not offered 1988-89
- 352s. INTRODUCTION TO COMPLEX ANALYSIS (4)**  
 The algebra of complex numbers, analytic functions, elementary functions, linear fractional transformations, mappings, integrals, power series, Laurent series, and residue calculus.  
 Prerequisite: 205  
 Offered 1989-90 and alternate years

**360. TOPICS FROM THE HISTORY OF MATHEMATICS (2)**

A general outline of the history of mathematics, with a more intensive focus on the development of selected mathematical ideas through the reading of historical and biographical material, including expository papers by noted mathematicians and articles from mathematical journals.

Prerequisite: 8 hours of mathematics at the 300 level or permission of the instructor  
 Not offered 1988-89

**410f,s. SPECIAL STUDY (2-4)**  
 Open to majors only

**480f. MATHEMATICS SEMINAR (1)**

**490f,s. INDEPENDENT STUDY (4-8)**



Associate Professor Bob Leslie

# MUSIC

Professor:  
Ronald L. Byrnside  
Associate professors:  
Jay Fuller  
Calvert Johnson  
Theodore K. Mathews, Chair  
Instructor:  
Rowena S. Renn (part-time)

**T**he Department of Music provides a curriculum designed to prepare its majors for graduate study and the professional music world. It also seeks to meet the needs of nonmajors through a variety of courses in music appreciation and applied music. The guiding philosophy in all instruction is that music is a humanistic, not a mechanistic discipline, and is a central part of a true liberal education.

## REQUIREMENTS FOR THE MAJOR

### Courses

A minimum of 12 hours in music theory consisting of 111, 112, 211, and 212 or 211-212 and two 300-level theory courses 213, 214, 305, 480

A minimum of 10 semester-hours in one instrument or voice

### Performance

Adequate performing skill, to be evaluated at the end of the sophomore year

Students concentrating in voice will be asked to demonstrate some proficiency on the piano by the end of their sophomore or junior year

### Ensemble Experience

A minimum of two years in the College glee club or the equivalent time in approved accompanying or other College ensemble

## MUSIC APPRECIATION

### 106f. INTRODUCTION TO THE ART OF MUSIC I (3)

Basic concepts and terminology appropriate to various kinds of music. A study of the relationship of music to society and the other arts.

Intended for nonmajors

### 107s. INTRODUCTION TO THE ART OF MUSIC II (3)

A continuation of 106 with special emphasis on the concept of style.

Prerequisite: 106 or permission of the instructor

### 204s. HISTORY OF JAZZ (3)

Trends, developments, and personalities in American jazz.

### 205f. AMERICAN POPULAR MUSIC (3)

American popular music is examined in terms of its musical and textural content and in the light of its sociological context. Included in the study are eighteenth- and nineteenth-century ballads, songs in the genteel tradition of Stephen Foster, songs of protest, songs from the Tin Pan Alley Era (1890-1920s), music from the Swing Era, and American popular music since the 1950s. Special attention is given to the influence of other kinds of music (classical, jazz, non-Western) on American popular music and to the effects of technology on American popular music.

## THEORY AND HISTORY OF MUSIC

### 108f. MUSIC THEORY FOR NONMAJORS (3)

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 compose song forms.

### 111f. BASIC THEORY AND MUSICIANSHIP I (4)

A study of key signatures, scales, and part-writing with the laboratory devoted to sight singing and ear training.  
3 LEC, 1 LAB

### 112s. BASIC THEORY AND MUSICIANSHIP II (4)

A continuation of 111 with emphasis on chord formations and organizations.

3 LEC, 1 LAB

Prerequisite: 111

### 207f. VOCAL MUSIC (3)

A study of vocal solo literature.

### 209f. HYMNOLOGY (3)

A study of the development of Christian hymnody from its Jewish roots to the present day and of its relationship to the history of the Christian Church.

Offered 1989-90 and alternate years

### 211f. ADVANCED MUSIC THEORY I (4)

Continuation and application of materials presented in 111 and 112 with emphasis on the principles of functional harmony in written exercises and analysis of selected works in music.

3 LEC, 1 LAB

Prerequisite: 112

### 212s. ADVANCED MUSIC THEORY II (4)

A continuation of 211 with emphasis on chromatic harmony and other forms of harmonic organization.

3 LEC, 1 LAB

Prerequisite: 211

### 213f. MUSIC HISTORY SURVEY I (3)

A chronological study of Western art music from the Greek civilization through the Baroque era.

Prerequisite: 112

### 214s. MUSIC HISTORY SURVEY II (3)

A chronological study of Western art music from the late eighteenth, nineteenth, and early twentieth centuries.

Prerequisite: 213

### 215f. (GERMAN 215) GERMAN CIVILIZATION AND MUSIC I (4)

Reading and lectures on German culture with emphasis on music.

Offered 1988-89

### 216WG. (GERMAN 216) GERMAN CIVILIZATION AND MUSIC II (2)

Lectures on German culture and civilization with travel to Berlin, Leipzig, Dresden, Prague, Vienna, and Munich.

Prerequisite: 215 (German 215)

Offered during the 1988-89 winter break

### 301SE. MEDIEVAL AND RENAISSANCE MUSIC (3)

The history of music from the early Christian era through the sixteenth century. (NOTE: Due to the emphasis of the Global

Awareness Program in 1988, the topic of this course will be primarily Medieval music, i.e., to ca. 1450, although the next 150 years will be included).

Prerequisite: Music 213 or (for non-majors) 106 or permission of the instructor

Offered summer 1988

### 302s. BAROQUE AND CLASSICAL MUSIC (3)

The history, literature, and stylistic characteristics of music from 1600 to 1800.

Prerequisite: 213 or (for nonmajors) 106 and permission of the instructor

### 304f. NINETEENTH-CENTURY MUSIC (3)

Music of the nineteenth century and its relation to the artistic life of that time. A study of literature, stylistic characteristics,

and composers.

Prerequisite: 214 or (for nonmajors) 106 and permission of the instructor

### 305s. TWENTIETH-CENTURY MUSIC (3)

The characteristics and tendencies of music since 1900. Outstanding composers and significant works will be studied.

Prerequisite: 214 or (for nonmajors) 106 and permission of the instructor

### 311f. ORCHESTRATION (3)

A course to develop skills in reading and analyzing orchestral scores and in arranging music for instruments. Problems in arranging musical scores for ensembles with voices are also considered. Prerequisite: 212



## DEPARTMENT OF MUSIC

### 312s. FORM AND ANALYSIS (3)

A detailed examination of formal controls as revealed in selected contrapuntal and homophonic works of music.

Prerequisite: 212

### 313s. TECHNIQUES OF COMPOSITION (3)

### 410f,s. SENIOR STUDY IN MUSIC THEORY OR HISTORY (2-4)

Specialized study for majors to meet the needs of the individual students.

### 480s. SENIOR SEMINAR (3)

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)

## CHURCH MUSIC

### 208f. HISTORY OF CHURCH MUSIC (3)

A study of the development of liturgy and worship practices, and especially of the role of music in Jewish and Christian worship.

Offered 1988-89 and alternate years

## APPLIED MUSIC

Credit: Credit is awarded for applied music offered by the College as follows:

One credit-hour for each semester at the 100 level; two credit-hours for each semester above the 100 level. No students are permitted organ or harpsichord instruction without a background on keyboard. Beginning level instruction is offered in piano (Music 150A, 150B), strings (Music 170A, 170B), voice (Music 180A, 180B) and winds (Music 190A, 190B). Beginners may be given group instruction rather than private lessons. The music major may register for two additional credit hours for her senior recital. One hour of instruction and six hours of practice weekly are required of all students who take applied music for credit. A performance exam will be conducted at the end of each semester.

Music majors must earn a minimum of ten credit-hours in one instrument or voice and may earn a maximum of eighteen credit hours in applied music. All majors must either perform a senior recital or prepare a project in lieu of a recital. If a student elects to pursue a project in lieu of a recital, she must do so as a Directed Study (i.e. Music 410) or as an Independent Study (i.e. Music 490).

Nonmajors may earn a maximum of fourteen credit hours. After four semesters, non-majors who wish to continue applied music must take a course in Music Theory, or some other approved course in the Music Department.

Noncredit: Students who wish to take applied music without credit will be required to pay a fee.

Courses in applied music are numbered as follows:

**Harpsichord:** 141, 142; 241, 242; 341, 342; 441, 442; 449 (Senior Recital)

**Piano:** 150A, 150B (for beginners) 151, 152; 251, 252; 351, 352; 451, 452; 459 (Senior Recital)

**Organ:** 161, 162; 261, 262; 361, 362; 461, 462; 469 (Senior Recital)

**Strings:** 170A, 170B (for beginners) 171, 172; 271, 272; 371, 372; 471, 472; 479 (Senior Recital)

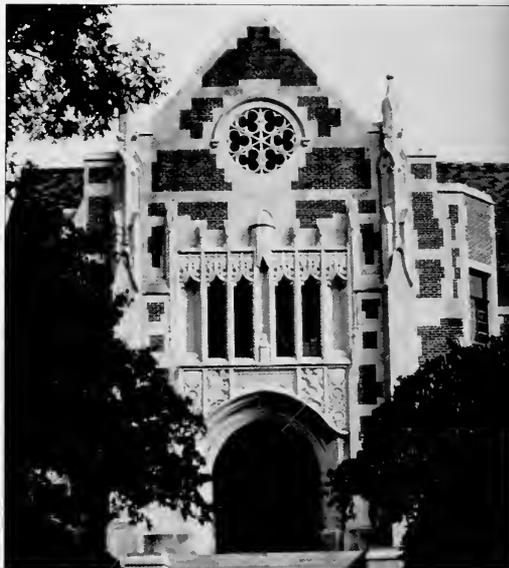
**Voice:** 180A, 180B (for beginners) 181, 182; 281, 282; 381, 382; 481, 482; 489 (Senior Recital)

**Winds:** 190A, 190B (for beginners) 191, 192; 291, 292; 391, 392; 491, 492; 499 (Senior Recital)

**Prerequisite:** written permission of the department chair

## ENSEMBLES

The Agnes Scott College Glee Club studies sacred and secular choral music, and it performs several times during the year. It is open to students without fee and membership is by audition. Other ensembles open to qualified students include London Fog, a jazz vocal group; Joyful Noise, a gospel vocal group; The Agnes Scott College Community Orchestra; and The Agnes Scott College Opera Workshop.



Presser Hall



# PHILOSOPHY

**Professors:**  
David P. Behan, Chair  
Richard D. Parry  
**Assistant professor:**  
Gerard Elfstrom (part-time)  
**Instructor:**  
Lee Horvitz

**T**here are two different but complementary approaches to courses in philosophy. The systematic approach is through courses

which deal with specific problems (e.g. 104, 130, 232). The historical approach is through courses in the history of philosophy (e.g., 206, 209, 210).

Students considering courses in philosophy should seek the advice of the 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 reasoning. In fulfilling the requirements, the student majoring in philosophy acquires a thorough grounding in the major areas of the discipline and also develops her own critical and creative philosophical skills.

Students considering a major in philosophy should try to complete 103, 206, and 209 before the end of the sophomore year.

## REQUIREMENTS FOR THE MAJOR

Logic: 103 or 220

History of Philosophy: 206 and 209

Value Theory: 104 or 130

Philosophy of Science: 303

Metaphysics and Epistemology: three courses from the following: 320, 323, 324, 339, 340, 341

### 103s. INTRODUCTION TO LOGIC (3)

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.

### 104f. ETHICS (3)

A consideration of some contemporary moral issues, such as euthanasia, abortion, war, and world hunger, and their relation to traditional ethical theories from Plato to Kant.  
Not open to students who have had 230

### 130f. (POLITICAL SCIENCE 130) POLITICAL AND LEGAL PHILOSOPHY (3)

The major figures in political and legal philosophy from Plato to Marx.  
Not open to students who have had 107 or 214



*Richard Parry, Callaway Professor of Philosophy*

### 201SG. THE GREEK SETTING OF THE SOCRATIC DIALOGUES (3)

An intensive study of some early dialogues of Plato with special reference to the political and historical context in which they were written.  
Not offered 1988-89

### 206f. (CLASSICS 223) HISTORY OF ANCIENT PHILOSOPHY (3)

The thought of major figures in western philosophy from the pre-Socratic era to the Middle Ages.

### 209s. SEVENTEENTH- AND EIGHTEENTH-CENTURY PHILOSOPHY(3)

The historical development of philosophic thought in the seventeenth and eighteenth centuries. Readings in Descartes, Spinoza, Locke, Berkeley, Hume, and Kant.

### 210f. PHENOMENOLOGY AND EXISTENTIALISM (3)

Phenomenology and existentialism through readings in Husserl, Heidegger, and Sartre.

### 220. SYMBOLIC LOGIC (3)

The language of and rules of derivation for sentential and predicate logic.  
Prerequisite: permission of the instructor  
Offered by arrangement with instructor

## DEPARTMENT OF PHILOSOPHY

- 232f. (ART 232) AESTHETICS (3)**  
A consideration of such issues as the nature of the experience in the various arts, the status of the artistic object, and the objectivity of judgment in art.
- 303s. PHILOSOPHY OF SCIENCE (3)**  
An investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs.  
Not open to students who have had 250
- 305s. (POLITICAL SCIENCE 354) MARX AND VARIETIES OF SOCIALISM (3)**  
The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered.  
Offered 1988-89 and alternate years
- 308. THE CLASSIC PERIOD OF AMERICAN PHILOSOPHY (3)**  
Pragmatism in the works of Peirce, James, Royce, and Dewey.  
Prerequisite: 206 or permission of the instructor  
Offered by arrangement with instructor
- 310. MEDIEVAL PHILOSOPHY (3)**  
Beginning with neo-Platonism, the course concentrates on the writings of St. Augustine, Abailard, St. Anselm, St. Thomas Aquinas, John Duns Scotus, and William of Ockham.  
Prerequisite: 206  
Offered by arrangement with instructor  
Not open to students who have had 302
- 312s. (POLITICAL SCIENCE 312) PHILOSOPHY OF LAW (3)**  
Critical examination of natural law theory, legal positivism, legal realism, and critical legal studies. Particular emphasis on Hart and Dworkin.  
Prerequisite: 130 or 214 or permission of the instructor  
Not open to students who have had 215
- 315s.(BIBLE AND RELIGION 345) PHILOSOPHY OF RELIGION (3)**  
See Bible and Religion 345 for description.  
Prerequisite: one course in philosophy; or Bible and Religion 101 or 110.
- 317s.(POLITICAL SCIENCE 357) NEO-MARXISM (3)**  
Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.  
Prerequisite: 305 or permission of the instructors  
Offered 1989-90 and alternate years
- 320s. PLATO (3)**  
An intensive study of selected dialogues.  
Prerequisite: 206 or 104  
Offered 1989-90 and alternate years
- 323s. KANT'S CRITICAL PHILOSOPHY (3)**  
An intensive study of Kant's *Critique of Pure Reason*.  
Prerequisite: 209  
Offered 1989-90 and alternate years



*Professor David Behan and other Agnes Scott faculty encourage students to think independently and creatively.*

- 324s. ARISTOTLE (3)**  
An intensive study of topics selected from the logical, epistemological, and metaphysical works.  
Prerequisite: 206  
Offered 1988-89 and alternate years
- 330s. POSTMODERNISM AND THE MORAL SELF (3)**  
An investigation of concepts of morality and of the self which could be rationally constructed from contemporary non-foundational thinking.  
Prerequisite: permission of the instructor  
Not offered 1988-89
- 339f. THEORY OF KNOWLEDGE (3)**  
A critical study of major issues in contemporary epistemology.  
Prerequisite: 209  
Offered 1988-89 and alternate years
- 340f. THE METAPHYSICAL PROBLEM OF THE SELF (3)**  
Contemporary metaphysical theories of the self assessed in comparison with those of Descartes, Locke, and Hume. Particular emphasis upon the concept of person and the philosophic problem of personal identity.  
Prerequisite: permission of the instructor
- 341s. CURRENT PROBLEMS IN ANALYTIC PHILOSOPHY (3)**  
A consideration of some problems in ordinary language philosophy.  
Prerequisite: 209  
Offered 1989-90 and alternate years.
- 410f.s. SPECIAL STUDY (2-4)**  
Supervised intensive study in fields or periods of philosophy.
- 490f.s. INDEPENDENT STUDY (4-8)**

# PHYSICAL EDUCATION

Professors:  
Kathryn A. Manuel, Chair  
Kate McKemie  
Associate professor:  
Marylin B. Darling  
Instructor:  
Cynthia Peterson



**F**our semesters of physical education are required for graduation. No more than four semester-hours will count toward the 124 hours necessary for graduation. Letter grades are given but do not count in the quality-point ratio. Students with no prior physical education on the college Other courses taken to fulfill the four semesters requirement may be from any area; however, it is strongly recommended that students take at least one course from the Lifetime Activity area.

Most physical education courses are scheduled for one-half a semester for .5 semester-hours credit. Those courses scheduled for an entire semester are given one semester-hour credit. Any 100-level course which meets for one-half a semester may be repeated once.

One-half semester courses may not be added after the fifth calendar day of the course. A student may not withdraw after the fourth week of a one-half semester course without the course appearing on her record. A grade of WP or WF will be entered on a student's record if a student withdraws after that date. No one-half semester Physical Education course may be dropped after the last class day for that course.

Full semester courses may not be added after the 10th calendar day of the semester, and may be dropped one week after mid-semester grades are due in the Registrar's Office without the course appearing on the student's record. A grade of WP or WF will be entered on a student's record if a student withdraws after that date. No semester Physical Education course may be dropped after the last class day for that course.

## FITNESS AND HEALTH ASSESSMENT

101. **AEROBIC DANCE** (5)  
Fitness through continuous movement.
102. **BODY FITNESS** (5)  
Fitness through use of weight training. (Fee required)
103. **FITNESS SWIMMING** (5)  
Fitness through lap swimming and interval workouts.  
Prerequisite: Intermediate level swimming strokes
104. **FUNDAMENTALS OF EXERCISE** (5)  
Fitness through exercises, circuit training, aerobic exercise, and individually designed programs.
105. **HYDROBICS** (5)  
Fitness through vigorous water exercises.

106. **JOGGING FOR FITNESS** (5)  
Fitness through individualized running programs.

107. **THREE-WAY FITNESS** (5)  
Fitness through a combination of skills: one day of aerobic dance, one day of fundamentals of exercise, and one day of hydrobics.

## LIFETIME ACTIVITIES

110. **ARCHERY** (5)  
Basic skills are covered. Care of equipment, scoring, shooting techniques, and types of rounds are included.
111. **BADMINTON** (5)  
Basic skills are covered. Rules, singles and doubles play are included.
112. **FENCING** (5)  
Foil fencing for the individual with little or no experience. Skills, techniques, and bouting are covered.
114. **FOLK, SQUARE, AND SOCIAL DANCE** (5)  
International folk dances, American square dances, and social dance from 1930 to the present are taught.
115. **GOLF** (5)  
Basic skills are covered. Rules and golf etiquette are included. Several trips are made to the driving range. (Fee required)
116. **JAZZ** (5)  
Basic elements of jazz dance are included. One dance required per session.
117. **RIDING I** (1)  
Beginning riding; dressage seat geared toward combined training. Taught at Vogt Riding Academy. (Fee required)
118. **RIDING II** (1)  
Intermediate riding. Continuation of Riding I. Taught at Vogt Riding Academy. (Fee required)  
Prerequisite: Riding I or permission of the instructor
119. **RIDING III** (1)  
Advanced Riding. Students perform basic dressage on difficult horses. Includes possibilities for jumping. Taught at Vogt Riding Academy. (Fee required)  
Prerequisite: Riding II or permission of the instructor

**120. SWIMMING (.5)**  
Swimming for the beginner and intermediate. Five basic strokes are covered.

**122. TAP AND CLOG (.5)**  
Basic elements of tap and clog. A dance in each area is taught each session.

**123. TENNIS (.5)**  
Tennis for the individual with little or no prior experience. Forehand, backhand drives, and the serve with game procedures and rules are covered.

**125. TRACK AND FIELD (.5)**  
Introduction of track and field events.

**TEAM SPORTS**

**130. BASKETBALL (.5)**  
Basic skills are covered. Strategies, team play, and rules are included.

**131. SOCCER (1)**  
Basic skills are covered. Team play and rules are included. Offensive and defensive strategies are emphasized during the last half of the semester.

**132. SOFTBALL (.5)**  
Basic skills are covered. Team play and rules are incorporated.

**133. VOLLEYBALL (.5)**  
Basic skills with team play and knowledge of rules are included.

**SPECIALIZED ACTIVITIES**

**140. BALLET (1)**  
Basic ballet technique including the Cecchetti positions.

**142. LIFESAVING (1)**  
Red Cross advanced lifesaving course.  
Prerequisite: Advanced level swimming, ability to swim 500 yards  
Screening test is given. (Fee required)

**143. GYMNASTICS (.5)**  
Basic skills for tumbling, balance beam, vaulting and trampoline are included.  
Not offered 1988-89

**144. MODERN DANCE (.5)**  
The elements of contemporary dance are introduced and explored. Technique, improvisation, and choreography are emphasized.

**146. SYNCHRONIZED SWIMMING (1)**  
Basic synchronized swimming strokes and figures are covered. Students perform a routine at the end of the semester.  
Prerequisite: Advanced level swimming strokes

**147. WATER SAFETY INSTRUCTORS (1)**  
Red Cross water safety instructor course. Students perfect



*The new track and field offer students a place to run even in soggy weather*

swimming skills, learn techniques of teaching all levels of swimming.  
Prerequisites: Introduction to Health Services Education course taught at Red Cross service centers (4 hours)  
Advanced lifesaving  
Permission of the instructor. Screening test is given. (Fee required)

**CLUB ACTIVITIES AND INTERCOLLEGIATE SPORTS**

Students wishing to complete part or all of their second year of physical education by participation in club activities or intercollegiate sports may do so if they meet the prerequisites.

**200. BASKETBALL TEAM I (.5)**  
Prerequisite: permission of the instructor

**201. BASKETBALL TEAM II (.5)**  
Prerequisite: permission of the instructor

**202. CROSS COUNTRY (1)**  
Prerequisite: permission of the instructor

**203. DOLPHIN CLUB I (.5)**  
Prerequisite: selection by tryout and permission of the instructor

**204. DOLPHIN CLUB II (.5)**  
Prerequisite: Dolphin Club I and permission of the instructor

**205. SOCCER TEAM (1)**  
Prerequisite: permission of the instructor

**206. STUDIO DANCE THEATRE (1)**  
Prerequisite: selection by audition and permission of the instructor

**207. TENNIS TEAM I (.5)**  
Prerequisite: team selection by tryout and permission of the instructor

**208. TENNIS TEAM II (.5)**  
Prerequisite: Team selection by tryout and permission of the instructor

**209. VOLLEYBALL TEAM (1)**  
Prerequisite: permission of the instructor

# PHYSICS & ASTRONOMY

Associate professor:  
Arthur L. Bowling, Jr., Chair  
Assistant professor:  
Alberto C. Sadun

**T**he disciplines of physics and astronomy are attempts to understand and to predict as many phenomena as possible, using a few conceptual models tested by experiment and observation.

The preparation acquired through concentration in physics or physics-astronomy provides a general, flexible foundation for graduate study or for immediate professional work in physics, astronomy, or engineering. Students who wish to major in physics are strongly encouraged to take Physics 110-111 during the freshman year.

Students considering the physics-astronomy major should elect the introductory astronomy sequence (Astronomy 120-121) and calculus during the freshman year. Physics 110-111 could be taken during the sophomore year, but the well-prepared student is encouraged to enroll in this course in the freshman year. A student interested in both physics and mathematics is invited to consider a mathematics-physics major.

Introductory physics and astronomy courses are open both to science majors and to nonscience majors. Astronomy courses incorporate the use of the Bradley Observatory and the College's 30-inch Beck telescope. Most astronomy courses require some observational activities in the Bradley Observatory.

## REQUIREMENTS FOR THE MAJOR PHYSICS

### Courses required in the discipline:

Physics 110, 111, 26 additional hours as approved by the department

### Courses required outside the discipline:

Mathematics 150, 205

## PHYSICS-ASTRONOMY

### Courses required in the discipline:

Physics 110, 111, 8 additional physics hours as approved by the department

Astronomy 120, 121, 12 additional astronomy hours as approved by the department

### Courses required outside the discipline:

Mathematics 150, 205

## PHYSICS

### 110f. INTRODUCTION TO MECHANICS AND ELECTRICITY (4)

Study of motion, gravitation, and electrical phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite: Mathematics 119 or permission of the instructor.

Not open to students who have had 210-211

### 111s. INTRODUCTION TO MAGNETISM, HEAT, SOUND, AND LIGHT (4)

Elements of magnetism, thermodynamics, and the physics of wave phenomena.

Calculus is used.

3 LEC, 1 LAB

Prerequisite: 110

Not open to students who have had 210-211

### 242f. ANALOG ELECTRONICS (1)

DC and AC circuits. Semiconductor devices and applications. Operational amplifiers. Power supplies.

1 LAB

Prerequisite: 110

Not open to students who have had 343

### 243s. DIGITAL ELECTRONICS (1)

Number systems. Boolean algebra. Logic gates. Memories. Introduction to microprocessors.

1 LAB

Prerequisite: 242

Not open to students who have had 343

### 320f. CLASSICAL MECHANICS (3)

Newton's system for describing motion. Special relativity. Oscillations. Motion under the influence of central forces.

Prerequisite: 111

Offered 1988-89 and alternate years

### 321s. CLASSICAL MECHANICS II (3)

The formulations of Lagrange and Hamilton. Accelerated reference frames. Rigid body motion. Coupled oscillations and waves.

Prerequisite: 320

Offered 1988-89 and alternate years

### 330f. THERMAL PHYSICS (3)

Equilibrium thermodynamics, presented from phenomenological and from statistical points of view.

Prerequisite: 111

Offered 1988-89 and alternate years

### 331s. STATISTICAL MECHANICS (3)

Calculation of thermal phenomena using the methods of Boltzmann and Gibbs. Elements of quantum statistical mechanics.

Prerequisite: 330

Offered 1988-89 and alternate years

- 340f. **ELECTROMAGNETISM** (3)  
 Static electric and magnetic fields. Introduction to boundary value problems. Maxwell's equations.  
 Prerequisite: 111  
 Offered 1989-90 and alternate years
- 341s. **ELECTRODYNAMICS AND RADIATION** (3)  
 Time-dependent electromagnetic fields. Classical electron theory. Emission and behavior of electromagnetic waves. Relativistic invariance of the theory.  
 Prerequisite: 340  
 Offered 1989-90 and alternate years
- 360f. **QUANTUM PHYSICS I** (3)  
 Quantum phenomena and the failure of classical physics. Wave mechanics of quantum particles. Illustrative one-dimensional problems. Spin. Multiparticle systems.  
 Prerequisite: 111  
 Offered 1989-90 and alternate years
- 361s. **QUANTUM PHYSICS II** (3)  
 Approximation methods for static and for time-dependent situations. Three-dimensional problems. Angular momentum. Scattering theory. Elementary particles.  
 Prerequisite: 360  
 Offered 1989-90 and alternate years
- 410f,s. **SPECIAL STUDY** (2-4)  
 Supervised study in specific areas of physics.
- 490f,s. **INDEPENDENT STUDY** (4-8)

**ASTRONOMY**

- 120f,s. **INTRODUCTORY ASTRONOMY** (4)  
 Motions of the earth, moon, planets, and stars. The nature and evolution of the stars and of other objects within the galaxy. Familiarity with algebra is strongly recommended.  
 3 LEC, 1 LAB evening session at Bradley Observatory  
 Not open to students who have had 121
- 121s. **INTRODUCTORY ASTRONOMY** (4)  
 The nature of galaxies. The history and large scale structure of the universe, as presently understood. The evolution and properties of the solar system.  
 3 LEC, 1 LAB evening session at Bradley Observatory  
 Prerequisite: 120  
 Not open to students who have had 122
- 200f. **ASTROPHYSICS I** (3)  
 Topics in stellar evolution and cosmology. Pulsars and black holes. Quasars and active galaxies.  
 Prerequisite: 121  
 Prerequisite or corequisite: Physics 110
- 211s. **OBSERVATIONAL ASTRONOMY** (3)  
 Optical systems, astrophotography, photometry, spectroscopy. Requires one evening per week at Bradley Observatory.  
 Prerequisite: 121  
 Not open to students who have had 210
- 300f. **ASTROPHYSICS II** (3)  
 Dynamics of gravitationally bound systems. Interstellar medium. Stellar and planetary atmospheres. High energy phenomena.  
 Prerequisite: 200, Physics 111



*Students take photographs and make detailed observations in the College's Bradley Observatory*

- 320f. **GALACTIC ASTRONOMY** (3)  
 Physical structure and evolution of stars. Exotic objects within the galaxy. Properties of interstellar gas, dust, and plasmas.  
 Prerequisite: 200, Physics 111
- 361s. **GENERAL RELATIVITY AND COSMOLOGY** (3)  
 Tensor analysis is developed and applied to Einstein's theory of gravitation. Black holes, gravitational radiation, and the structure and evolution of the universe are discussed within the framework of the theory.  
 Prerequisite: 200, Physics 111
- 410f,s. **SPECIAL STUDY** (2-4)  
 Supervised study in various specific areas of astronomy.
- 490f,s. **INDEPENDENT STUDY** (4-8)

# POLITICAL SCIENCE

Associate professors:  
Augustus B. Cochran III  
Tommie Sue Montgomery  
Assistant professors:  
Janette B. Pratt (part-time)  
Catherine V. Scott  
Lecturer:  
Michael Mears (part-time)



**P**olitics is, in the words of Brian Fay, our "deliberate efforts to order, direct, and control [our] collective affairs and activities, to establish ends for our society, and to implement and evaluate these ends." There are few contemporary issues, ranging from artistic freedom to unemployment, from abortion to nuclear winter, that do not involve a significant political dimension. The discipline of political science offers a student the opportunity to think systematically about and to evaluate critically our political life.

The department offers several introductory courses, from which a student may choose one or several depending on her particular interests. Some advanced courses are open without prerequisites; others require prerequisite courses or permission of the instructor. Topics courses are designed to offer advanced students opportunities to delve into selected issues in depth and to engage in independent research.

In her freshman or sophomore year, a student should take 102 and one of the following: 103, 105, or 106. A major must then complete advanced course work with at least one course from each of the subfields of political theory, world politics, and comparative politics (including American politics). Majors are advised to take the required methodology course (399) in the junior year.

Because political knowledge is so closely related to other disciplines, the department encourages majors to choose electives from many areas, but especially from history, philosophy, and other social sciences (economics, sociology, anthropology, and psychology). Courses in those departments which are crosslisted below can be applied toward the major in political science.

The department encourages majors to participate in internships, such as the Governor's Internship or the Georgia Legislative Internship, and in off-campus study programs, such as Washington Semester or study abroad.

## REQUIREMENTS FOR THE MAJOR

102 and one of the following: 103, 105, 106

Methodology: either 399 or 490

A minimum of 24 hours on the 300 or 400 level

A minimum of one course from each of the following groups:

Comparative politics: 301, 302, 307, 310, 313, 316, 319, 342, 374, 377

Political theory: 303, 351, 354, 357, 379

World politics: 322, 326, 328, 329, 335, 378, 380

A maximum of two from the following cross-listed courses

may be applied toward the major:

Economics 315, 334, 336

History 314, 334, 338, 352, 359

Philosophy 130, 312

Sociology 333

## 102f. INTRODUCTION TO AMERICAN GOVERNMENT (3)

A survey of American political institutions and issues: the Supreme Court, Congress, the Presidency, parties, interest groups, and public opinion.

## 103f. INTRODUCTION TO WORLD POLITICS (3)

Major problems and trends in world politics, especially since World War II: great power rivalry, revolution in weapons technology, emergence of the Third World, resource scarcity, and the role of international organizations.

## 104s. THE CONTEMPORARY POLITICAL CRISIS (2)

Exploration of a broad range of contemporary books and articles that attempt to understand and explain the crises of power, ideology, and social change in the United States and the world.

## 105s. COMPARATIVE POLITICS (3)

A survey of developed and underdeveloped countries with emphasis on problems of political development, institutionalization, and economic growth.

Not open to students who have had 201

## 106s. MODERN POLITICAL THOUGHT (3)

An examination of the major theorists whose ideas have shaped the politics and ideologies of the modern world.

Not open to students who have had 202

## 107f. (SPANISH 102) INTRODUCTION TO LATIN AMERICA I (3)

An interdisciplinary introduction to the history, politics, and culture of Latin America. The course will cover the pre-Columbian to independence period.

## 108s. (SPANISH 103) INTRODUCTION TO LATIN AMERICA II (3)

An interdisciplinary introduction to the history, politics, and culture of Latin America. The course will cover the national period (early 19th century to present).

## 126f. THE TRANSITION TO DEMOCRACY (1)

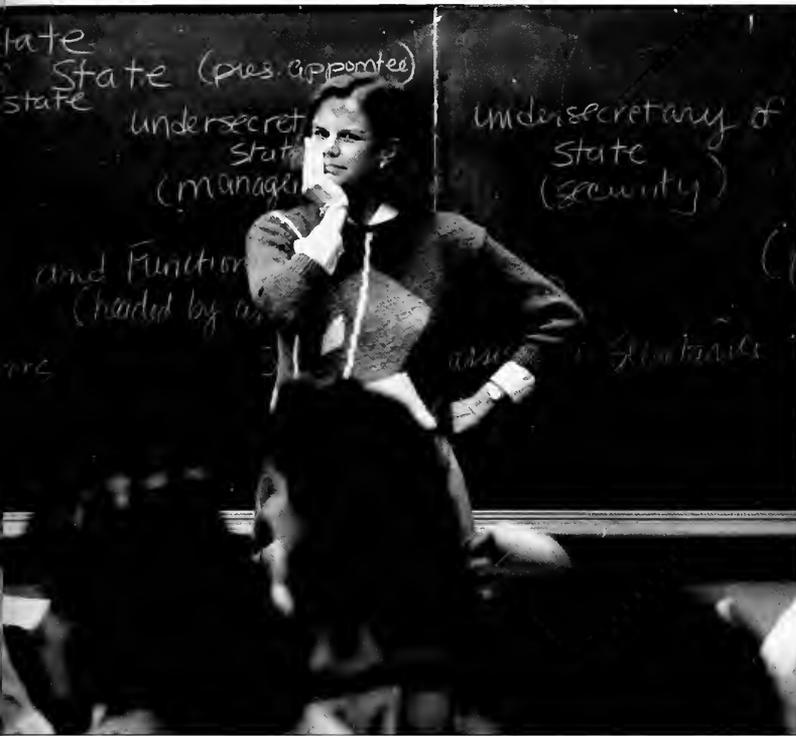
An examination of the transition to democracy in Southern Europe with a focus on the Spanish case: theories of the transition to democracy, the changing character of political institutions, and the applicability of transition politics in Europe to Latin America.

Not offered 1988-89

## DEPARTMENT OF POLITICAL SCIENCE

- 130f. (PHILOSOPHY 130) POLITICAL AND LEGAL PHILOSOPHY (3)**  
See Philosophy 130 for description  
Prerequisite: 102 or 105 or permission of the instructor  
Offered 1988-89 and alternate years
- 211f. (SOCIOLOGY 214)(SPANISH 206) WOMEN IN LATIN AMERICA (3)**  
Women in Latin American history and at present. Two foci: women's social, political and economic role across time, and the contributions of women to Latin American culture.  
Offered 1988-89 and alternate years
- 228s. (SPANISH 228) ARGENTINA: CULTURE AND CIVILIZATION (3)**  
See Spanish 228 for description.
- 290s,SA. (SPANISH 290) TOPICS IN LATIN AMERICAN STUDIES (3)**  
Focus on the history, politics, culture, and literature of one country or region.  
1988-89: Mexico.  
The history, politics, culture and literature of Mexico, from pre-Columbian times to the present.  
Summer 1988: Argentina and the Southern Cone  
A survey of the history, contemporary politics, economics, geography, anthropology, and culture of the Southern Cone (Argentina, Chile, and Uruguay), with emphasis on Argentina. In-class lectures will be supplemented with field trips. Four weeks in Buenos Aires will be followed by trips to Uruguay and the northwestern provinces of Cordoba and Salta.  
Prerequisite: one course in Latin American Studies or 103 or 105.  
Corequisite: Spanish 240S or Spanish 340S. For students whose fluency in Spanish as determined by the Spanish Department, is such that Spanish 340S would be redundant, Political Science 295S will be the corequisite course.
- 295SA. TUTORIAL IN POLITICAL SCIENCE (1-3)**  
Individualized study available only to students exempted from intensive language course, designed to allow focused study, in Spanish, of a clearly defined topic related to the Southern Cone. Topics and credit are determined by a student's interests and needs.  
Offered summer 1988.
- 301f. UNITED STATES LEGAL SYSTEM (3)**  
Institutions, processes, basic concepts, and personnel of the United States judicial system.
- 302s. CONFLICT RESOLUTION (3)**  
Introduction to the theory and practice of conflict resolution. Includes practicum at the Neighborhood Justice Center of Atlanta.
- 303s. CONTEMPORARY CONSTITUTIONAL ISSUES (3)**  
Exploration and analysis of the legal aspects of contemporary social issues with an emphasis on the constitutionally-based development of societal changes in the areas of women's rights, minority and racially-based issues, rights of the impoverished, and rights of the criminally accused.
- 307f. POLITICAL PARTY SYSTEMS (3)**  
Comparison of the ideology and organization of political parties in a variety of political systems. Special emphasis on electoral laws and the social bases of party support in Western Europe and the United States, the role of parties in Communist systems, and forms of party rule in Third World countries.
- 310f. POLITICAL PARTICIPATION (3)**  
The extent, forms, and significance of the political activities of individuals, groups, and movements.  
Prerequisite: 102 or 105 or permission of the instructor  
Offered 1988-89 and alternate years
- 312s. (PHILOSOPHY 312). PHILOSOPHY OF LAW (3)**  
See Philosophy 312 for description.
- 313f. WOMEN AND POLITICS (3)**  
Analysis of the interaction of stratification based on sex and the political system, with emphasis on participation, leadership, policy, and feminist theory.  
Not offered 1988-89
- 314s. (HISTORY 314) EUROPE SINCE 1945 (3)**  
See History 314 for description
- 315s. (ECONOMICS 315) COMPARATIVE ECONOMIC SYSTEMS (3)**  
See Economics 315 for description
- 316f. POWER IN CONTEMPORARY SOCIETIES (3)**  
Who governs in advanced societies? An examination of power and the powerful and of several competing theories that claim to describe the current distribution of power.  
Prerequisite: 102 or 105 or permission of the instructor  
Offered 1989-90 and alternate years
- 319s. PUBLIC POLICY (3)**  
Analysis of selected issues of public policy representative of the crisis of the contemporary welfare state.  
Prerequisite: 102 or 105 or permission of the instructor  
Not open to students who have had 390  
Offered 1988-89 and alternate years
- 322f. POLITICS OF DEVELOPMENT (3)**  
An examination of economic, political, and cultural explanations of underdevelopment and development, through the perspective of traditional modernization theory and dependency analysis.  
Prerequisites: 103 or 105 or permission of the instructor  
Offered 1989-90 and alternate years
- 326s. STUDIES IN WORLD ORDER (3)**  
Global problems including war, environment, and poverty and alternative systems of world order.





Assistant Professor Catherine Scott

Prerequisite: 103 or permission of the instructor  
Not open to students who have had 395  
Offered 1988-89 and alternate years

- 328s. (HISTORY 340) U.S. -LATIN AMERICAN RELATIONS** (3)  
U.S.-Latin American relations from the Monroe Doctrine to the present, with equal attention to history and contemporary events.  
Offered 1989-90 and alternate years
- 329s. INTER-AMERICAN FOREIGN POLICIES** (3)  
Examination of the foreign policies and international relations of the nations of the western hemisphere, with particular attention to Latin America.  
Offered 1988-89 and alternate years
- 330f. THE POLITICS OF THE EUROPEAN COMMUNITY** (3)  
The history of the European Economic Community, theories of regional integration, and policy-making within the EEC. Analysis of the implications of Greek, Portuguese, and Spanish membership.  
Not offered 1988-89
- 332s. (HISTORY 334) THE UNITED STATES FROM 1914 TO 1945** (3)  
See History 334 for description.

**333f. (SOCIOLOGY 333) RACIAL AND OTHER MINORITY GROUPS** (3)  
See Sociology 333 for description

**334s. (ECONOMICS 334) ECONOMIC DEVELOPMENT** (3)  
See Economics 334 for description.

**335f. (ECONOMICS 340) TOPICS IN LATIN AMERICAN ECONOMICS** (3)  
These courses will deal with such topics as the debt crisis and problems of Latin American development.  
Prerequisite: One course in economics, international politics, or Introduction to Latin America II  
Offered 1989-90 and alternate years

**336s. (ECONOMICS 336) PUBLIC FINANCE** (3)  
See Economics 336 for description.

**340s. (HISTORY 338) THE UNITED STATES SINCE 1945** (3)  
See History 338 for description.

**342f. (BIBLE AND RELIGION 350) THE CHURCH IN LATIN AMERICA** (3)  
The colonial church to the present with focus on the twentieth century: liberation theology; emergence of Christian Base Communities; the church and social change; conflicts within the church as a result of movements for social change; and relations between church and state.  
Offered 1989-90 and alternate years

**351f. DEMOCRATIC THEORY** (3)  
The evolution of meanings and justifications of democracy and problems of democratic institutions and practices in the modern nation-state.  
Prerequisite: 106 or permission of the instructor  
Offered 1989-90 and alternate years

**352s. (HISTORY 352) SOUTHEAST ASIA** (3)  
See History 352 for description.

**354s. (PHILOSOPHY 305) MARX AND VARIETIES OF SOCIALISM** (3)  
The thought of Karl Marx and its development in subsequent socialist theory and practice. Topics such as Bernstein's revisionism, Leninism, Chinese Communism, and Yugoslav self-management will be considered.  
Not open to students who have had 305  
Offered 1988-89 and alternate years

## DEPARTMENT OF POLITICAL SCIENCE

### 357s. (PHILOSOPHY 317) NEO-MARXISM (3)

Examination of major Marxist theorists of the twentieth century and of the problems and conditions that have shaped their thought.

Prerequisite: 354 or permission of the instructors

Offered 1989-90 and alternate years

### 359s. (HISTORY 359) SUB-SAHARAN AFRICA IN THE TWENTIETH CENTURY (3)

See History 359 for description

### 374f. TOPICS IN LATIN AMERICAN SOCIAL CHANGE (3)

These courses will deal with such themes as revolutionary movements in Latin America from independence to the present, and peasant movements.

1988-89: Revolution

Focus is on revolutionary movements in Latin America, from independence to the present. Particular attention will be paid to the Mexican, Guatemalan, Cuban, Nicaraguan, and Salvadorean revolutionary movements, with emphasis on comparison and contrast among these movements.

### 375SBF. POLITICS IN SUB-SAHARAN AFRICA (3)

Study of political issues and problems characteristic of African nations; examination particularly of the impact of colonial history and contemporary global economics on African political systems. The course will look at the variety of African approaches to national development and accompanying ideologies and compare their successes and failures. While the course represents a general overview of African politics, three nations will be singled out as case studies—Burkina Faso, Ivory Coast and one other to be decided—in order to provide some depth of empirical analysis.

Prerequisites: One course in political science or economic development or consent of instructor; one course in introductory French or equivalent recommended  
Not offered 1988-89

### 377f. TOPICS IN POLITICAL INSTITUTIONS AND BEHAVIOR (3)

1988-89: Politics of the Mass Media

Examination of the role of mass media in political life, including the structure and decision-making processes of the media, the interaction of the media and government, and the impact of mass media on public opinion.

### 378s. TOPICS IN WORLD POLITICS (3)

Offered 1989-90 and alternate years

### 379s. TOPICS IN POLITICAL THEORY (3)

Offered 1989-90 and alternate years

### 380s. REFORM AND REVOLUTION (3)

Examination of the causes, forms, and limits of political change, through the study of selected cases.

Prerequisite: permission of the instructors

### 399f. (SOCIOLOGY 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)

The philosophy of social science and the principal methods of social research. Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructors

### 410f,s. SPECIAL STUDY (2-4)

Supervised study in a selected field of political science.



Professor Tommie Sue Montgomery's specialty is Latin American studies.

### 482s. (ECONOMICS, PSYCHOLOGY, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)

A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.

Open only to senior majors in these departments

Prerequisite: permission of the instructors

Not offered 1988-89

### 490f,s. INDEPENDENT STUDY (4-8)

Independent research under the supervision of a member of the department.

# PSYCHOLOGY

**Professors:**  
Lee B. Copple  
Miriam K. Drucker  
**Associate professors:**  
Ayse Ilgaz Carden, Chair  
Thomas W. Hogan  
**Additional appointments:**  
James G. Herndon  
(part-time)  
Ann Kruger (part-time)

**P**ychology is the scientific study of human and animal behavior. The departmental offerings 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 begin work in the department with a study of general psychology. Psychology 121 is prerequisite to all other courses.

Students who are planning to major in psychology should consult with a member of the department as early in their college careers as possible. (Majors should try to elect Biology 100 and a mathematics course, excluding Math 150, in either the freshman or sophomore year.)

## REQUIREMENTS FOR THE MAJOR

### Courses required in the discipline:

121, 306, 307, 404, 405

### Courses required outside of the discipline:

Biology 100

One course in mathematics excluding Mathematics 150  
(Introduction to Computer Programming)

### Courses recommended for the major:

At least one course in each of the following areas of psychology:

Social: 130, 240, 305

Personality and Abnormal: 310, 312, 316, 406

Developmental: 209, 210, 324

Cognitive and Physiological: 215, 220

## 121f.s. GENERAL PSYCHOLOGY (4)

A scientific description of facts and principles of psychology. Emphasis on methods and results of experimental investigation of human and animal behavior.

Psychology 121 is the prerequisite for all other courses in psychology.

## 130s. PSYCHOLOGY OF WOMEN (3)

A critical review of psychological theory and research toward an understanding of the cognitive, social, and emotional behavior of women.

## 209f. (EDUCATION 201) CHILD PSYCHOLOGY (3)

Development of the individual from conception to adolescence.

## 210s. (EDUCATION 202) ADOLESCENT PSYCHOLOGY (3)

Development of the individual from the end of childhood to the beginning of young adulthood.

## 215f. COGNITIVE PSYCHOLOGY (3)

A study of human cognition and perception with selected topics from attention, states of consciousness, human learning, memory, imagery, concept formation, language, problem solving, creative thinking, and intelligence.

Offered 1988-89 and alternate years

## 220f. PHYSIOLOGICAL PSYCHOLOGY (3)

The neurophysiological basis of various mental and behavioral

processes such as sensory-motor mechanisms, perception, emotion, motivation, thinking, memory, language, sleep, and consciousness.

Offered 1989-90 and alternate years

## 240f. PSYCHOLOGY OF CROSS-CULTURAL CONTACT (3)

A study of the theories and research on how individuals confront and interact with members of other cultures, with special emphasis on factors which promote cross-cultural effectiveness.

Offered 1988-89 and alternate years

## 305f. SOCIAL PSYCHOLOGY (3)

The behavior of the individual as influenced by the behavior and characteristics of other individuals.

Offered 1989-90 and alternate years

## 306f. (SOCIOLOGY 360) EXPERIMENTAL DESIGN AND STATISTICS (4)

Basic principles of experimental design and the use of statistical analysis in social science research.

Prerequisite: one course in mathematics excluding Math 150  
(Introduction to Computer Programming)  
3 LEC 1 LAB

## 307s. EXPERIMENTAL PSYCHOLOGY (4)

Fundamentals of the experimental method in psychology with an emphasis on problems, theories, and experiments in learn-



Professor Miriam Drucker



Professor Thomas Hogan has worked to develop corporate support for the Center for Academic Computing.

psycho-pathology.  
Offered 1988-89 and alternate years  
Grief and Death. A study of the current literature and research on dying, death, and grief.  
Offered 1989-90 and alternate years

**404f. HISTORY OF PSYCHOLOGY (3)**  
The historical background of current systems and problems in psychology.

**405s. CONTEMPORARY THEORIES AND RESEARCH IN PSYCHOLOGY (3)**  
Contemporary theories, research, and problems in psychology.

**406s. PRACTICUM (3)**  
Supervised field placement in an agency or institution dealing with psychopathology supplemented by an extensive reading program, a tutorial, and a weekly seminar.  
Open to senior psychology majors and to other students with permission of the instructor.

**410f,s. SPECIAL STUDY (2-4)**  
Supervised intensive study in fields or problems of psychology.

**481s. (BIOLOGY 481) INTERDISCIPLINARY SEMINAR IN ANIMAL/HUMAN BEHAVIOR (1)**  
Open to students taking the

interdisciplinary major in biology-psychology or to senior majors in biology or in psychology with adequate preparation in both disciplines, as determined by consultation with both department chairs.

**482s. (ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)**  
A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.  
Open only to senior majors in these departments  
Prerequisite: permission of the instructors  
Not offered 1988-89

**490f,s INDEPENDENT STUDY (4-8)**  
Independent research is arranged under the supervision of a member of the department.

ing. Individual experiments are designed and carried out.  
Prerequisite: 306  
3 LEC 1 LAB

**310s. PSYCHOLOGICAL ASSESSMENT (3)**  
Fundamentals and principles of psychological tests; administering, evaluating, and using results obtained.

**312s. ABNORMAL PSYCHOLOGY (3)**  
The more common behavior disorders, with attention paid to their causes and therapy.

**316f. PERSONALITY (3)**  
Theory and research in the field of personality.

**324f. SPECIAL AREAS OF PSYCHOLOGY (2)**  
Quality of Life. A study of the current literature and research on life enhancement and the primary prevention of

# SOCIOLOGY & ANTHROPOLOGY

Professor:  
John A. Tumblin, Jr., Chair  
Associate professor:  
Constance A. Jones  
Instructors:  
Laurel Kearns (part-time)  
Kent A. Leslie (part-time)

**T**he Department of Sociology and Anthropology offers a major in sociology and an interdisciplinary major in sociology-anthropology.

Sociology is a disciplined analysis of social organization and social interaction with primary emphasis on societies of the industrial West. Courses beyond the introductory address four areas of inquiry: institutional ways of dealing with fundamental human needs, problems related to changes and disruptions in social organization, the interplay between individual and group expectations, and the interdependence of the accumulated knowledge and continuing research in the discipline.

As an objective approach to human social behavior, sociology addresses critical issues of liberal education by examining the interaction among culture, society, and personality. Sociology is humanistic in its concern for the development of individuals and groups and in its emphasis on the ways in which individuals and groups search for meaning in their lives.

Although students in their first two years may enroll in 300-level courses by permission of the instructor, the traditional sequence is 100- and 200-level courses immediately following Sociology 101.

Requirements for the major include an introduction to sociology (101), a review of historical and contemporary theoretical contributions to the discipline (351, 352), an overview of the methods used in social science research (399), statistical analysis (360), and an introduction to the analysis of culture (Anthropology 101). The department recommends that students complete these requirements during their first three years in order that these courses can serve as preparation for major independent research work during the senior year.

Most sociology courses embrace facets of other social science disciplines and are taught, in varying degrees, within a multidisciplinary context. In addition to offering these perspectives in sociology courses, the department also cooperates with other social science departments in offering several courses jointly (statistics, cross-listed with psychology; methodology, cross-listed with political science) as well as with other disciplines outside the social sciences (sociology of religion and sociology of education). As seniors, students may enroll in the multidisciplinary social science seminar.

The department encourages double majors. Students often combine a major in sociology with a major in another discipline in the natural sciences, the social sciences, or the humanities. The department also encourages student-designed majors in which a student draws on the perspectives of various disciplines in study of a topic she has selected.

Anthropology is the comparative study of culture, emphasizing both the unity of humankind and the diversity of specific peoples.

Much of the information anthropologists use is gathered during participant observation of small-scale, non-Western societies. As a student learns about cultures very different from her own, she is liberated from the limited and limiting perspectives of her familiar world. The fundamental question "What is it to be human?" is crucial to both anthropology and other forms of liberal learning.

A student majoring in sociology-anthropology should take Anthropology 101 and Sociology 101 during her freshman and/or sophomore years, for these are prerequisites to all other courses in the two disciplines. While still a sophomore, she is encouraged to take required courses at the 200 level, such as Anthropology 202 and required courses in related disciplines. During her junior year she will typically add to electives the required courses in theory and methodology (Sociology 399 and 351), freeing the senior year for completing her major with courses that are not required. Students with special interests should keep in mind the option of self-designed double majors, such as anthropology and art history, anthropology and biology.

## REQUIREMENTS FOR THE MAJOR

### SOCIOLOGY

#### Courses required in the discipline:

Sociology 101, 351, 352, 360, 399  
13 additional hours in sociology  
Anthropology 101

#### Course required outside the discipline:

One course in mathematics (excluding Mathematics 150 - Introduction to Computer Programming)

### SOCIOLOGY-ANTHROPOLOGY

#### Courses required in the discipline:

Sociology 101, 315, 351, 399  
Anthropology 101, 202, 305  
7 additional hours in either sociology or anthropology

#### Courses required outside the discipline:

One of the following: Biology 200, 204; Psychology 220  
One of the following: Bible 310 or 311; Economics 315; History 110 or 111; Political Science 105

### SOCIOLOGY

#### 101f,s. INTRODUCTION TO SOCIOLOGY (3)

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.

Sociology 101 is the prerequisite for all other courses in Sociology except 333 and 375SI.

**121s. ANALYSIS OF SOCIAL PROBLEMS (3)**  
 Examination of alternative ways of defining, measuring, and intervening in social problems.  
 Not offered 1988-89

**131s. HUMAN SEXUALITY IN SOCIAL CONTEXT (2)**  
 Patterns of human sexual behavior by social group membership. An examination of social and cultural aspects of human sexuality with an emphasis on the sociology of sex.  
 Not offered 1988-89

**211s. THE FAMILY (3)**  
 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.

**214f. (POLITICAL SCIENCE 211) (SPANISH 206) WOMEN IN LATIN AMERICA (3)**  
 See Political Science 211 for description.

**217f. (EDUCATION 203) SOCIOLOGY OF EDUCATION (3)**  
 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.  
 Not offered 1988-89

**219s. INTRODUCTION TO SOCIAL WELFARE INSTITUTIONS (4)**  
 Social welfare as a social institution and social work as a profession. Consideration of social welfare agencies.  
 Offered 1988-89 and alternate years

**224f. URBAN AND RURAL SOCIOLOGY (3)**  
 Comparative study of rural and urban environments, populations, and socialization processes.  
 Not offered 1988-89

**231s. SOUTHERN WOMEN AND SOCIAL CHANGE (3)**  
 Analysis of Southern women as initiators and recipients of social change. Particular emphasis on the differences in heritage and experience of Southern black women and white women in traditional and contemporary contexts.

**265s. CLINICAL SOCIOLOGY (4)**  
 Application of sociological concepts, methods, and knowledge in the treatment of institutional problems in public and private organizations.  
 Practicum included  
 Not offered 1988-89

**315s. (BIBLE AND RELIGION 315) SOCIOLOGY OF RELIGION (4)**  
 Analysis of religion as a social institution with emphasis on the relationships between belief systems and social organization. Overview of historical and contemporary religious movements, with field work in new religious movements.

**330s. SOCIETY AND SELF (3)**  
 Theory and research in microsociology which analyzes self as

a product of social process.

**333f. (POLITICAL SCIENCE 333) RACIAL AND OTHER MINORITY GROUPS (3)**  
 A study of race, ethnicity and class contacts which result in differences in access to privilege, prestige, property, and power.  
 Prerequisite: 101 or Anthropology 101

**336f. SOCIOLOGY OF GENDER ROLES (3)**  
 Analysis of historical and contemporary social roles of women and men with particular attention to socialization, stratification, social change, and attitude formation.

**351f. HISTORY OF SOCIOLOGICAL THOUGHT (3)**  
 Analysis of the content, historical background, and ideological settings of major nineteenth- and twentieth-century social theories.

**352s. CONTEMPORARY SOCIOLOGICAL THOUGHT (3)**  
 Analysis of the development of sociological thought and research during the twentieth century, focusing mainly on the work of representative sociologists in the United States and Europe.  
 Prerequisite: 351

**360f. (PSYCHOLOGY 306) EXPERIMENTAL DESIGN AND STATISTICS (4)**  
 See Psychology 306 for description.  
 Prerequisite: One course in Mathematics, excluding Mathematics 150 (Introduction to Computer Programming)

**375SI. INDIAN CULTURE AND SOCIETY (4)**  
 Analysis of Indian social structure and way of life. Guest lectures by Indian social scientists and visits to cultural centers in North and South India.  
 Not offered 1988-89

**399f. (POLITICAL SCIENCE 399) METHODOLOGY OF SOCIAL SCIENCE RESEARCH (4)**  
 The philosophy of social science and the principal methods of social research.  
 Open to political science, sociology, and sociology-anthropology majors only or by permission of the instructors

**410f.s. SPECIAL STUDY (2-4)**  
 Supervised intensive study in a special field of sociology.

**482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR ANTHROPOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)**  
 A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.  
 Open only to senior majors in these departments  
 Prerequisite: permission of the instructors  
 Not offered 1988-89

**490f.s. INDEPENDENT STUDY (4-8)**

**ANTHROPOLOGY**

**101f. CULTURAL ANTHROPOLOGY (3)**  
 Humans viewed both as culture-making and culture-made animals. Contributions of the cultural perspective to the understanding of variations and similarities in human bodies, languages, personality types, social organization, belief systems, and adaptations to ecosystems.

- 201s. NATIVE PEOPLES OF THE AMERICAS (3)**  
Cultural evolution and cultural ecology approaches in anthropology used in a comparative study of bands, tribes, and chiefdoms found in North and South America. Attention given to problems of acculturation, assimilation, and culture change after European contact.  
Offered 1988-89 and alternate years.  
Prerequisite: 101
- 202s. ECOLOGICAL ANTHROPOLOGY (3)**  
Beliefs and behaviors viewed as adaptive mechanisms for environments. Human responses to the need to secure nutrients and other sources of energy, ensure their continuing availability, and make possible the survival of populations.  
Offered 1989-90 and alternate years  
Prerequisite: 101
- 270SBF. CULTURAL ANTHROPOLOGY OF SUB-SAHARAN AFRICA/BURKINA FASO (3)**  
Overview of the diversity of cultures of Sub-Saharan Africa with concentration on the ethnic cultures of Burkina Faso. Comparisons of types of economy, kinship, political organization and religions. Study of recent transformations of these cultures. To be taught in Burkina Faso, principally at the University of Ouagadougou.  
Prerequisite: One course in cultural anthropology or sociology; one course in introductory French or equivalent recommended.  
Not offered 1988-89
- 275WP. PERUVIAN CULTURES, PAST AND PRESENT (3)**  
On-site study of archaeological remains and current settlements spanning Peru. Ten hours of classroom instruction during the fall semester preceding the course.  
Offered during the winter break 1989-90 and alternate years
- 303s. PRE-COLUMBIAN CIVILIZATIONS (3)**  
Alternative answers to the question "Who is civilized?" examined through a comparative study of the high cultures of Middle and South America. Special attention given to Maya, Teotihuacan, Aztec, pre-Inca and Inca sociocultural systems.  
Prerequisite: 101
- 305f. COMMUNICATION IN CULTURE AND SOCIETY (3)**  
Language investigated within and across cultural and social boundaries. Ways in which verbal and non-verbal patterns of communication signal and create identities, relationships, and meanings; how communicative behavior shapes and is shaped by the contexts in which it is used.  
Prerequisite: 101 or Sociology 101
- 410f,s. SPECIAL STUDY (2-4)**  
Supervised intensive study in a special field of anthropology.
- 482s. (ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, OR SOCIOLOGY 482) SOCIAL SCIENCE SENIOR SEMINAR (3)**  
A multidisciplinary inquiry into topics selected annually by the faculty of the departments of economics, political science, psychology, and sociology and anthropology.  
Open only to senior majors in these departments  
Prerequisite: permission of the instructors  
Not offered 1988-89



*In India, students learned first-hand about cultural differences.*

# SPANISH

**Professor:**  
Constance Shaw, Chair  
**Associate professor:**  
M. Eloise Herbert  
**Assistant Professor:**  
Diana Glad (part-time)  
**Instructor:**  
Ada Aleman (part-time)

**T**he major in the Department of Spanish is designed to develop proficiency in the four language skills and to present the cultural and literary traditions of the Hispanic countries.

The Specific Standard of the intermediate level of a foreign language is fulfilled by 200-201 or 205-211. The literature Distributional Standard is fulfilled by one semester of 220 or a more advanced literature course. Entering students are placed by the department after tests and conferences.

All students of Spanish have the opportunity to live on the Spanish Hall and to improve fluency at the Spanish Dining Table, at the weekly tertulias, in the language laboratory, and in daily association with our Hispanic students. Students are encouraged to live and study in a Spanish-speaking country.

## REQUIREMENTS FOR THE MAJOR:

221 or equivalent; 301, 302, 305, 306, 311, 312, 395; 320 or 352 or 353; 354

Cross-listed courses do not satisfy minimum requirements for the major.

### 100f. ELEMENTARY (4)

Fundamentals of Spanish for conversation, writing, and reading. An introduction to Spanish literature. One hour of required practice.

Not open to students who have had 01

### 101s. ELEMENTARY (4)

Continuation of 100. Students with a grade of A or B may proceed into 205.

Not open to students who have had 01

Prerequisite: 100

### 102f. (POLITICAL SCIENCE 107) INTRODUCTION TO LATIN AMERICA I (3)

See Political Science 107 for description.

### 103s. (POLITICAL SCIENCE 108) INTRODUCTION TO LATIN AMERICA II (3)

See Political Science 108 for description.

### 200f. INTERMEDIATE (3)

Training in the use of the Spanish language in conversation and writing.

Reading from Hispanic literature.

Prerequisite: 2 entrance credits or a grade of C in 101

Not open to students who have had 101 under the quarter system

### 201s. INTERMEDIATE (3)

Continuation of 200.

Not open to students who have had 101 under the quarter system

Prerequisite: 200

### 204s. ORAL SPANISH (3)

Designed to develop fluency in the practical use of Spanish in everyday situations.

Prerequisite: 101 or permission of the department

### 205f. HONORS INTERMEDIATE (3)

Grammar review. Practice in oral and written expression.

Prerequisite: 3 entrance credits or 201, or 101 with a grade of A or B, or permission of the department

Not open to students who have had 105

### 206f. (POLITICAL SCIENCE 211) (SOCIOLOGY 214) WOMEN IN LATIN AMERICA (3)

See Political Science 211 for description.

### 209SM. CULTURE OF SPAIN (3)

A study of the history of Spain and of Spain's situation today.

Visits to the Prado and other museums and to places of historical interest.

Prerequisite: 201 or permission of the director

Not offered 1988-89

### 211s. HONORS INTERMEDIATE (3)

Language study. Introduction to Hispanic art, history, and literature. Prerequisite: 205

### 215f. HISPANIC CIVILIZATION (3)

This course, to be given in Spanish, proposes to present the most significant developments in the civilization of Spain.

Prerequisite: 201 or permission of the department

Offered 1988-89 and alternate years

### 216SM. CULTURE OF MEXICO (3)

A study of the history of Mexico and Mexico today.

Prerequisite: Approval by the director

Not offered 1988-89

### 220f. READINGS IN HISPANIC LITERATURE (3)

Reading and discussion of major Spanish and Spanish-





American works of various periods and genres. It is suggested that the student take the 211 language course as she takes this 200-level literature course if her writing skills are weak. Prerequisite: 4 entrance credits, or 201 with grade of A or B, or 205-211, or permission of the department

220 and 221 are prerequisite to all 300- and 400-level literature courses, except by permission of the department.

- 221s. READINGS IN HISPANIC LITERATURE (3)  
Continuation of 220  
Prerequisite: 220 or permission of the department
- 226SM. MEXICAN PROSE OF THE TWENTIETH CENTURY (3)  
An introduction to Mexican prose fiction of the twentieth century.  
Prerequisite: 201 and permission of the director  
Not offered 1988-89
- 228s. (POLITICAL SCIENCE 228) ARGENTINA: CULTURE AND CIVILIZATION (3)  
An examination of Argentina's cultural history through literature and intellectual thought. Accompanying lectures on music and film.  
Offered periodically
- 230SM. READINGS IN TWENTIETH-CENTURY LITERATURE (3)  
Prerequisite: 201 or permission of the director  
Not offered 1988-89
- 240SA. SPANISH CONVERSATION (3)  
An intensive language course, taught by a native speaker, at the intermediate level. Emphasis will be on conversation, idiomatic expressions, reading newspapers, and some literature from Argentina, Chile and Uruguay.  
Prerequisite: 101 or equivalent  
Offered summer 1988
- 290s,SA. (POLITICAL SCIENCE 290) TOPICS IN LATIN AMERICAN STUDIES (3)  
See Political Science 290 for description and prerequisite.
- 301f. SPANISH LITERATURE TO THE GOLDEN AGE  
Offered 1988-89 and alternate years.
- 302f. PHONETICS (1)  
Offered 1989-90 and alternate years
- 305f. ADVANCED GRAMMAR AND COMPOSITION (2)  
Offered 1989-90 and alternate years
- 306s. ADVANCED GRAMMAR AND COMPOSITION (2)  
Continuation of 305  
Offered 1989-90 and alternate years
- 311f. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)  
The Moorish, picaresque, and exemplary novels. Mystic poetry. The theatre of Lope de Vega, Calderon, and Tirso de Molina.  
Offered 1989-90 and alternate years
- 312f. THE GOLDEN AGE: CONFORMITY AND DISSENT (3)  
The Quijote.  
Offered 1988-89 and alternate years
- 320s. TWENTIETH-CENTURY PROSE IN SPAIN (3)  
Includes writers from Unamuno and Ortega to Arrabal and Goytisoló.  
Offered 1988-89 and alternate years
- 340SA. SPANISH CONVERSATION (3)  
An intensive language course, taught by a native speaker, at the advanced level. While emphasis will be on conversation and idiomatic expressions, students will read more literature at a more advanced level than in the 200-level course.  
Prerequisite: 201 or equivalent
- 344f. THE SPANISH-AMERICAN SHORT STORY FROM BORGES TO CORTAZAR (3)  
Offered 1989-90 and alternate years
- 352s. THE NOVEL OF THE NINETEENTH CENTURY IN SPAIN (3)  
Offered 1989-90 and alternate years
- 353s. MODERN POETRY OF SPAIN (3)  
Offered 1988-89 and alternate years
- 354f. TWENTIETH-CENTURY SPANISH-AMERICAN LITERATURE (3)  
Offered 1988-89 and alternate years
- 394s. ADVANCED CONVERSATION (2)  
Offered 1988-89 and alternate years
- 395s. TRANSLATION (2)  
Offered 1989-90 and alternate years
- 410f,s. SPECIAL STUDY (2-4)
- 490f,s. INDEPENDENT STUDY (4-8)

# THEATRE

Assistant professors:  
Paul Lifton  
Becky B. Prophet  
Dudley W. Sanders, Chair

**T**he goal of the Department of Theatre is to establish high standards of creativity and critical awareness in order to deepen the student's appreciation of the theatre and its place in the liberal arts tradition. This aim is accomplished through a program which integrates theory, history, and practice. With the Winter Theatre as the laboratory, classroom acquaintance with all aspects of theatre can be expanded and supplemented through contact with the creative process leading to the produced play.

Students who are planning to major in Theatre should consult with a member of the Theatre department early in their college careers. It would be advantageous for prospective majors to complete Theatre 105 and 110 as soon as possible, since they form the working basis for the more specialized upper-level courses.

## REQUIREMENTS FOR THE MAJOR

### Courses required in the discipline:

105, 110, 231, 308, 310, 312, 314, 326

Two of the following: 200, 201, or 202

One of the following resulting in a public performance: 327, 345, 410, or 490

### Courses required outside the discipline:

Two of the following:

Art: 161 or 162; any courses listed under the History and Criticism of Art

Classics: 332

English: 313, 314, 323, or 329

Music: 106 or 107

Philosophy: 232

Dramatic literature courses in the Departments of Classical Languages and Literatures, French, German, and Spanish

History: certain courses with the approval of the Department of Theatre

## 105f. INTRODUCTION TO THE THEATRE: TEXT AND CHARACTER (4)

Study and practical application of various aspects of theatre as a performing art. Emphasis on dramatic literature, acting, and costume and make-up design.

Open to students who have had 100 only with permission of the department  
3 LEC, 1 LAB

## 110s. INTRODUCTION TO THE THEATRE: TEXT AND ENVIRONMENT (4)

Study and practical application of various aspects of theatre as a performing art. Emphasis on dramatic literature, directing, and scene and lighting design.

Open to students who have had 100 only with permission of the department.  
3 LEC, 1 LAB

## 117f. INTRODUCTION TO PUBLIC SPEAKING (3)

Techniques of effective oral communication including methods of organization, means of presentation, and voice and diction, practiced in the context of group discussion and public speaking.

Not open to students who have had 107

## 200f. TECHNICAL THEATRE (3)

Principles of stagecraft and lighting. Basic working knowledge of theatrical drafting, construction techniques for two- and three-dimensional scenery, painting, stage rigging and machinery, and lighting equipment and design. Practical application of techniques through participation in production.

2 LEC, 1 LAB

## 201s. SCENE DESIGN (3)

Principles of scenic design for the proscenium stage. Emphasis on script analysis, basic composition and research skills, theatrical drafting, and execution of designs in a color medium. Practical application of techniques through participation in production.

2 LEC, 1 LAB

## 202s. COSTUME DESIGN (3)

Principles of costume design for the stage. Emphasis on script analysis, period research, rendering techniques, and execution of designs in a color medium. Practical application of techniques through participation in production.

2 LEC, 1 LAB

## 203f. (ENGLISH 203) PLAYWRITING (3)

Principles of the craft of the playwright and the resources of the theatre, through reading of play-scripts and the writing of a one act play.

Prerequisite: permission of the instructor

## 206s. DANCE HISTORY (3)

A course designed to give the student a broad understanding of the historical background of the dance from its origins in primitive society to the present, with emphasis on its relation to the other arts and to the society of each period. Offered 1989-90 and alternate years



**211s. ORAL INTERPRETATION (3)**

Approaches to the oral performance of literature, with emphasis on text analysis, rehearsal techniques, and performance skills. Literary forms for interpretation include prose, poetry and drama.

Not open to students who have had 209

**212s. THEATRE MANAGEMENT (3)**

An exploration of the history, theory, and practice of theatrical producing. A survey of the economic, sociological, and administrative aspects of producing throughout the history of Western theatre with primary focus on theatre in the United States today. Practical application of material to producing experience.

2 LEC, 1 LAB

Offered 1989-90 and alternate years

**213f. COSTUME HISTORY (3)**

A survey of costume and fashion design from classical Greece to the present. Emphasis on individual period styles and trends in development from period to period.

**231f. ACTING I: IMPROVISATION AND CHARACTER DEVELOPMENT (3)**

Exercises and presentations which tap creative energy and free the student's imagination for application to scene study and

class performance. Equal emphasis on improvisation and character development in preparation for performance assignments.

**235s. ACTING II: CHARACTER DEVELOPMENT AND TEXT ANALYSIS (3)**

Text analysis, scene study and presentation with major emphasis on the external factors of character, environment, and ensemble. Emphasis on practice with some study of theory in the preparation and presentation of performance assignments. Prerequisite: 231 or permission of the instructor

Not open to students who have had 232

**236s. MAKE-UP (1)**

Methods and materials of make-up for the theatre, with emphasis on external creation of character in a wide range of styles.

Not open to students who have had 232L

**239f. ACTING III: TEXT ANALYSIS AND PERIOD STYLES (3)**

Study and practice in the presentation of scenes in various theatrical styles, from Ancient Greek to Brechtian. Preparation and presentation of a monologue and three scenes.

Prerequisite: 235 or permission of the instructor

Not open to students who have had 233

**308f. THEATRE HISTORY I (3)**

Theatrical works from classical Greece through the Renaissance analyzed in historical context. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.

**310s. THEATRE HISTORY II (3)**

Theatrical works from the Renaissance through the mid-nineteenth century analyzed in historical context. Emphasis on the theatre architecture, staging and production practices, and acting styles of the times.

Prerequisite: 308 or permission of the instructor

**312f. THEATRE HISTORY III (3)**

Theatrical works from the mid-nineteenth century to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.

Prerequisite: 310 or permission of the instructor



## DEPARTMENT OF THEATRE

- 314s. AMERICAN THEATRE HISTORY (3)**  
Theatrical works from the Colonial period to the present analyzed in historical context. Emphasis on dramatic theories, theatre architecture, staging and production practices, and acting styles of the times.
- 318s. EAST ASIAN THEATRE HISTORY (3)**  
A survey of the principal forms of theatre and the major plays of China from 1238 to 1948, and Japan from 1350 to 1939. A study of the basic techniques of presentation of theatre for the two cultures.  
Offered 1988-89 and alternate years
- 326f. DIRECTING I (3)**  
Study in approaches to realizing a script in performance. Focus on text analysis, creation of a promptbook, and the presentation of a directed scene.  
Prerequisite: 105 or 110 or permission of the instructor
- 327s. DIRECTING II (3)**  
Practical application of directing theories and skills through staging a one-act play for public performance, beginning with casting and ending with closing night.  
Prerequisite: 326
- 345s. (ENGLISH 345) PLAYWRITING WORKSHOP (3)**  
Advanced study of the full-length playscript, with individual conferences and group workshop sessions culminating in the completion of a full-length play.  
Prerequisite: 203 or permission of the instructor
- 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, directing, or playwriting.
- 490f,s. INDEPENDENT STUDY (4-8)**  
Exploration of an area of intellectual or artistic interest which results in the creation of a major piece of art or research.



Theatre students such as Anna Jaffer work with Assistant Professor Dudley Sanders to construct sets and learn production in the Dana Fine Arts Building.

# INTERDISCIPLINARY STUDIES

The College offers ten established interdisciplinary major programs: Art History-English Literature, Art History-History, Biology-Psychology, English Literature-Creative Writing, History-English Literature, International Relations, Latin American Studies, Mathematics-Physics, Physics-Astronomy, and Sociology-Anthropology. A student interested in other interdisciplinary work may design her own major in consultation with the dean of the College and the chairs of the appropriate departments.

## ART HISTORY-ENGLISH LITERATURE

### Advisors:

Professor McGehee, *Chair, Department of Art*  
Professor Hubert, *Chair, Department of English*

This major provides an integrated study of art history and literature with concentration in specific historical periods. Students will offer a minimum of 15 semester-hours in art history, 6 semester-hours in studio art, and 15 semester-hours in English and American literature above the 200 level. Other courses may be elected in art history, studio art, and English and American literature not to exceed a combined total of 60 semester-hours.

### BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104  
Art History 102, 103  
Studio Art 161, 162

### REQUIRED COURSES IN HISTORICAL PERIODS

#### ANCIENT

One of the following courses in art history: Art 201, 301, or a related 320 topic with permission of the department chair

#### MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history: Art 202, 203, 204, 205, 206, 302, 304, 306, or a related 320 topic with permission of the department chair  
One course in medieval literature: English 305, 306  
One course in Renaissance literature: English 313, 314, 316  
One course in seventeenth and eighteenth century literature: English 327, 328, 329, 361, 362

#### AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history: Art 207, 208, 307, 308, 309 or a related 320 topic with permission of the department chair  
Two of the following courses in literature: English 320 or 323 or 336, 321 or 322 or 338, 332 or 333 or 334.

## ART HISTORY-HISTORY

### Advisors:

Professor McGehee, *Chair, Department of Art*  
Professor Brown, *Chair, Department of History*

The purpose of this major is to provide the student with a general knowledge of Western history, art history, and the fundamentals of studio art; and with the opportunity for a more detailed study of

these subjects in specific historical periods. Prescribed courses in the Departments of Art and History total 42 hours, including 21 hours in art and 21 hours in history. The student will offer in addition at least another 3 hours of history at the 300 level in order to present a minimum of 18 hours in advanced history courses. Other courses may be elected in art history and studio art, not to exceed a combined total of 60 semester-hours.

### BASIC COURSES REQUIRED

History 101 and 102  
Art 102 and 103  
Art 161 and 162

### REQUIRED COURSES IN HISTORICAL PERIODS

#### ANCIENT

One of the following courses in art history: Art 201, 301, or a related 320 topic with permission of the department chair  
One of the following courses in history:  
History 301, 303

#### MEDIEVAL AND EARLY MODERN EUROPEAN

One of the following courses in art history: Art 203, 204, 205, 206, 302, 304, 306 or a related 320 topic with permission of the department chair  
Two of the following courses in history:  
History 305, 306, 307

#### AMERICAN AND MODERN EUROPEAN

Two of the following courses in art history:  
Art 207, 208, 307, 308, 309 or a related 320 topic with permission of the department chair  
One of the following courses in history: History 311, 313, 314, 316  
One of the following courses in history:  
History 325, 334, 337, 338

## BIOLOGY-PSYCHOLOGY

### Advisors:

Professor Pilger, *Chair, Department of Biology*  
Professor Carden, *Chair, Department of Psychology*

This major is offered to provide an integrated study of the behavior of humans and other animals. Students will offer a minimum of 24 semester-hours in biology and 18 in psychology, as well as the one-hour interdisciplinary seminar. Other courses may be elected in the two fields, not to exceed a combined total of 60 semester-hours.

### BASIC COURSES REQUIRED

Biology 100, 105  
Psychology 121  
Biology 200, 204, 206, 300, 305, 481 (Psychology 481)  
Psychology 220, 306, 307, 405, 481 (Biology 481)  
Chemistry 101, 101L, 102, 102L

### SUGGESTED COURSES:

Biology: 208, 302, 306

## INTERDISCIPLINARY STUDIES

Psychology: at least one course in each of the following areas of psychology:  
Social 130, 305  
Personality and Abnormal 310, 312, 316, 406  
Developmental 209, 210, 324

It is strongly recommended that students who plan to pursue graduate work combining these two fields take Chemistry 202 with laboratory.

## ENGLISH LITERATURE-CREATIVE WRITING

Advisor:  
Professor Hubert, *Chair, Department of English*

This major offers an opportunity for students to work extensively in both literature and creative writing.

Students will offer a minimum of 30 hours in courses in English and American literature inclusive of English 101 and 102 or 103 and 104 and English 211 or 212 or 213 or 214 or equivalent and 12 hours in courses in creative writing, with electives in these disciplines not to exceed a combined total of 60 semester-hours.

## HISTORY-ENGLISH LITERATURE

Advisors:  
Professor Brown, *Chair, Department of History*  
Professor Hubert, *Chair, Department of English*

This major is offered to provide an integrated study of history and literature. Students will offer a minimum of 15 semester-hours in European, English, and American history above the 100 level and 15 semester-hours in English and American literature above the 200 level. Other courses may be elected in history and literature, not to exceed a combined total of 60 semester-hours, and in appropriate correlative studies.

### BASIC COURSES REQUIRED

English 101 and 102 or 103 and 104  
History 101 and 102 or 208 and 209 or 212 and 213

### REQUIRED COURSES IN HISTORICAL PERIODS

#### MEDIEVAL AND EARLY MODERN EUROPEAN

Two of the following:  
History 305, 306, 371, 373  
One of the following:  
English 305, 306,  
One of the following:  
English 313, 314, 316

One of the following:  
English 327, 328, 329, 361, 362  
Appropriate correlative studies: Art 308, Art 309, Bible 352, Music 302, Philosophy 206, Philosophy 209, Philosophy 310, Theatre 308

#### AMERICAN AND MODERN EUROPEAN

One of the following: History 311, 313, 314, 316  
Two of the following: History 325, 329, 334, 337, 338  
Two of the following: English 320 or 323 or 336; 321 or 322 or 338; 331 or 332 or 333 or 334  
Appropriate correlative studies: Art 304, Art 305, Bible 110, Bible 307, Music 205, Music 304, Music 305, Philosophy 305, Philosophy 308, Theatre 310, Theatre 312, Theatre 314

## INTERNATIONAL RELATIONS

Advisor:  
Assistant Professor Scott  
*Department of Political Science*

International Relations is the study of the relations among both nations and nongovernmental parties. The comprehension of these relationships relies upon the perspectives, theories, insights, and methods of a number of different disciplines. This major draws primarily from the disciplines of economics, history, and political science.



The major consists of a minimum of 36 semester-hours distributed as follows: four required courses in economics and political science, three theory courses which focus upon either economics or political science in greater depth, and four courses that focus on various regions of the world. Students who want to focus on Asia should take History 110 and 111; students who want to focus on Europe should take History 101 and 102; students who want to focus on Latin America should take Political Science 107 and 108. In addition, students may take a variety of upper-level courses in the major (not to exceed a combined total of 60 semester-hours). Students should complete the introductory courses during the freshman and sophomore years.

A prospective major should consult the advisor of the program in order to develop a course of study with an appropriate balance among the disciplines of economics, history, and political science. She should acquire proficiency in a foreign language, especially if she plans to study abroad. It is also recommended that a student complete the intermediate level of a second foreign language.

International Relations majors are encouraged to participate in the various intercultural courses offered through the Global Awareness Program and to take advantage of other opportunities to study abroad.

**REQUIREMENTS FOR THE MAJOR**

**INTRODUCTORY COURSES**

Political Science 103 and 105  
Economics 104 and 105

**THEORY COURSES**

Four courses, at least three of which must be in one discipline:  
Political Science 322, 326, 354, 378, 399  
Economics 315, 316, 334, 350, 351

**GEOGRAPHIC AREAS**

Four courses from among three of the following groups:  
Europe: History 311, 313, 314  
Asia: History 352, 353, 355, Sociology 375  
Africa: History 358, 359  
Latin America: Political Science 328, 329, 335, 342, 374,  
Economics 360

**LANGUAGE**

One course beyond the intermediate level in a modern foreign language (does not count toward the major).

**ADDITIONAL COURSES WHICH COUNT TOWARD THE MAJOR**

Students may take up to eight courses from the following:  
Economics: 315, 316, 334  
History: 311, 313, 352, 353, 354, 358, 359  
Political Science: 304, 307, 322, 326, 354, 376, 378, 380, 399  
Sociology: 375

With the director's approval, other courses may be counted toward the major.

**LATIN AMERICAN STUDIES**

**Advisor:**  
Associate Professor Montgomery, *Department of Political Science*

All majors must complete a minimum of 24 hours in addition to the basic courses, not to exceed a total of 60 semester-hours. A minimum of 12 hours must be completed at Agnes Scott College. All students must take two courses in Spanish beyond the intermediate level or demonstrate proficiency in Spanish as determined by the Department of Spanish.

A major research paper must be defended orally during the second semester of the senior year before two members of the faculty. The paper may be written in connection with one of the 300-level courses listed below, prior to the last semester, or by taking Political Science 490 or its equivalent in another department, with the permission of that department and the advisor of Latin American Studies.

**BASIC COURSES REQUIRED**

Political Science 107, 108 (Spanish 102, 103)

**REQUIREMENTS FOR THE MAJOR**

At least one course must be taken from each of the following groups:  
Anthropology: 201, 303  
Economics: 334, 340 (Political Science 335), 360  
International Politics: Political Science 328 (History 340), 329  
Latin American Literature: Spanish 344, 354  
Other Courses in Latin American Studies: Political Science 211 (Sociology 214, Spanish 206), 290 (Spanish 290), 342 (Bible and Religion 350), 374

**ADDITIONAL COURSES WHICH COUNT TOWARD THE MAJOR**

Students may take up to three courses from the following:  
Political Science 322, 354 (Philosophy 305)  
Economics 315 (Political Science 315), 350, 351  
Spanish 215, 311

**MATHEMATICS-PHYSICS**

**Advisors:**  
Associate Professor Leslie, *Chair, Department of Mathematics*  
Associate Professor Bowling, *Chair, Department of Physics and Astronomy*

A student interested in both mathematics and physics is invited to consider the interdisciplinary major in Mathematics-Physics. This major is offered to provide an integrated study of mathematics and of its application in theoretical physics. Students will offer at least 27 semester-hours in mathematics and 23 semester-hours in physics. Other courses may be elected in mathematics and physics, not to exceed a combined total of 60 semester-hours.

**BASIC COURSES REQUIRED**

Mathematics 204 or 205 or 208; 206 or 307; 309 (the additional hours must be approved by the Department of Mathematics)  
Physics 110, 111, and 15 additional hours as approved by the Department of Physics and Astronomy.

**PHYSICS-ASTRONOMY**

**Advisor:**  
Associate Professor Bowling, *Chair, Department of Physics and Astronomy*

This major is described under the Department of Physics and Astronomy.

**SOCIOLOGY-ANTHROPOLOGY**

**Advisor:**  
Professor Tumblin, *Chair, Department of Sociology and Anthropology*

This major is described under the Department of Sociology and Anthropology.

# TUITION & FEES

Student fees at Agnes Scott meet less than half of the annual operating costs. The difference between student payments and College operating expenses comes from general endowment income and gifts and grants to the College. Fees for full-time students for the 1988-89 academic year are:

Tuition	\$8,930
Room and board fee	3,555
Student activity fee	105
College events fee	20
<b>TOTAL</b>	<b>\$12,610</b>

Students may pay on three payment plans for 1988-89. In selecting the payment plan, please note the \$100 service fee for Plan II and the \$10 fee for Plan III. Students will be billed by monthly statement for plans I and II. Coupon booklets will be issued for Plan III. A \$50 late fee will be assessed on all payments received after the due date. A student's financial aid package will be considered when determining the amounts due on all three payment schedules.

All new students pay a nonrefundable \$25 application fee and a \$250 enrollment fee by May 1. This enrollment fee is nonrefundable after May 1. New students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning full-time students pay a nonrefundable \$275 deposit by April 15. This deposit entitles the student to re-register and to select a residence hall room for the next year.

New Return to College students pay a nonrefundable \$25 application fee and a \$75 enrollment fee by May 1. This fee is nonrefundable after May 1. New Return to College students who receive financial assistance from the College are expected to pay the full amount of the deposit by May 1, unless otherwise instructed by the Director of Financial Aid.

Returning Return to College students pay a nonrefundable \$100 deposit by April 15. This deposit entitles the student to re-register for the next academic year.

Unclassified and Return to College students who take less than a full academic load (12 semester hours) pay tuition at the rate of \$375 per semester hour. The \$105 Student Activity Fee and the \$20 college Events Fee are not included in these charges. These fees are due at the beginning of the first semester in which the student is enrolled for at least 6 semester hours.

## Resident Students

Plan I	Plan II (\$100 fee)	Plan III (\$10 fee)
By April 15	\$275.	By April 15 \$ 275.
By August 1	6,230.	By June 1 1,653.
By January 1	6,105.	By July 1 1,528.
	\$12,610.	By August 1 1,528.
		By September 1 1,528.
		By October 1 1,527.
		By November 1 1,527.
		By December 1 1,527.
		By January 1 1,527.
		<b>\$12,610.</b>

## Non-Resident Students

Plan I	Plan II (\$100 fee)	Plan III (\$10.00 fee)
By April 15	\$ 275.	By April 15 \$ 275.
By August 1	4,453.	By June 1 1,209.
By January 1	4,327.	By July 1 1,086.
	\$9,055.	By August 1 1,084.
		By September 1 1,084.
		By October 1 1,082.
		By November 1 1,082.
		By December 1 1,082.
		By January 1 1,081.
		<b>\$9,065.</b>

## Special Fees & Programs

**Graduation Fee.** A nonrefundable graduation fee of \$50 to cover rental of cap, gown, and hood, and the purchase of the diploma is required of all students who expect to graduate. This payment is due by August 1, prior to graduation.

**Music fees.** The fee for noncredit private lessons in applied music (including practice) is \$375. This fee covers two 30-minute lessons per week for the academic year. The charge for one 30-minute lesson weekly is half the regular fee.

In 1988-89, group instruction in harpsichord and voice will be offered for a fee of \$30 per semester.

**Washington Semester.** Students who participate in the Washington Semester program at American University pay American University tuition to Agnes Scott College for the duration of the program. They are responsible for their own room and board while in Washington.

**Junior Year Abroad.** Students participating in a junior year abroad program pay fees directly to the host institution.

**Global Awareness.** For all Global Awareness Programs conducted by the College, there is a charge to include tuition and expenses. These charges are different for each program and are stated in the program announcements.

**Terms**

A student may not register or attend classes until accounts have been satisfactorily paid in the Accounting Office. All financial obligations to the College must be met before a student can receive a diploma or a transcript of record.

Students who withdraw from the College prior to the first class day will receive a full refund of any tuition, room and board, student activity, and college events fees for that semester. No refund of the \$25 application fee or the \$250 enrollment deposit will be made to students after May 1, or to returning students for the advance deposit after April 15, or for Return to College students for the advance deposit after April 15.

Students who withdraw during the first 21 calendar days of the semester beginning with the first day of classes, receive a refund of 25 percent of the tuition and room and board charges for that semester reduced by 1) any Agnes Scott aid, 2) federal aid from Title IV programs, exclusive of the College Work Study Program, and 3) any other fees or charges due the College. The date of withdrawal is the date the Registrar receives the official withdrawal card. Student activity fees, college events fees and graduation fees will not be refunded.

Students who withdraw after the 21st day of the semester, students who are suspended or dismissed for academic or disciplinary reasons, and students who do not officially withdraw receive no refund.

Refunds are processed during the fourth week of the semester and are made payable to the student. Tuition, room and board refunds will be reduced by any outstanding financial obligations to the College.

Monthly Statements of Account. Each student will receive a monthly statement of account from the College. Statements include but are not limited to, tuition, room and board charges, health center charges, telephone charges, parking fines and library fines. Statements are due and payable upon receipt, unless

otherwise stated for tuition, room and board fees.

Delinquent accounts. It is the College's stated policy to turn over accounts 90 days past due to an outside collection agency and to use the full extent of the law to collect delinquent accounts.

**Health insurance**

There is no charge to resident students for routine treatment in the Student Health Center. To help meet additional medical expenses, a 12-month Student Accident and Sickness Insurance Plan is recommended. International students must carry this coverage before they arrive in the United States.

**Telephone system**

Agnes Scott College owns and maintains its telephone system to provide direct communication with students, faculty, and staff. Each student will be assigned a special access code for directly-dialed long distance calls. The College will issue a monthly bill for each student's long distance charges. This bill will be sent wherever the student specifies during registration.

To allow for placement and payment of operator-assisted calls, the College has arranged with National Telephone Service to issue each resident student an NTS card Calling Card, valid only during the academic year. To provide this service, the College must guarantee payment by all Agnes Scott students to NTS. If a student fails to pay credit card charges, her card will be canceled, and the expense will be charged to the student's College account. Other collection remedies as outlined elsewhere in this catalog may also be used.



# ORGANIZATION

## OF THE COLLEGE

### BOARD OF TRUSTEES

#### Officers of the Board:

L.L. Gellerstedt, Jr.      Chairperson  
Susan Phillips          Vice-Chairperson  
Mary Alverta Bond      Secretary

#### Members of the Board:

Joanna Adams  
Pastor  
North Decatur Presbyterian Church  
Decatur, Georgia  
Dorothy Holloran Addison  
Alumna  
Atlanta, Georgia  
Wallace M. Alston, Jr.  
Minister  
Nassau Presbyterian Church  
Princeton, New Jersey  
Louise Isaacson Bernard  
Alumna  
President, Isaacson's  
Atlanta, Georgia  
Elizabeth Jefferson Boyd  
Alumna  
Devers, Texas  
Bennett A. Brown  
Chairman and Chief Executive Officer  
The Citizens and Southern Corporation  
Atlanta, Georgia  
Elizabeth Henderson Cameron  
Alumna  
Wilmington, North Carolina  
G. Scott Candler, Jr.  
Attorney, McCurdy and Candler  
Decatur, Georgia  
Evelyn Baty Christman  
Alumna  
Chair and Chief Executive Officer  
Landis Construction Company  
New Orleans, Louisiana  
JoAnn Sawyer Delafield  
Alumna  
New York, New York  
Katherine A. Geffcken  
Alumna  
Professor of Greek and Latin  
Wellesley College  
Wellesley, Massachusetts  
L.L. Gellerstedt, Jr.  
President, Beers Construction Company  
Atlanta, Georgia  
Edward P. Gould  
Vice Chairman, Trust Company of Georgia  
Atlanta, Georgia  
Nancy Thomas Hill  
Alumna  
Richmond, Virginia  
G. Conley Ingram  
Attorney, Alston and Bird  
Atlanta, Georgia

Anne Register Jones  
Alumna  
Atlanta, Georgia  
Donald R. Keough  
President and Chief Operating Officer  
The Coca-Cola Company  
Atlanta, Georgia  
Martha Wilson Kessler  
Alumna  
Atlanta, Georgia  
Harriet M. King  
Alumna  
Associate Professor of Law  
Emory University  
Atlanta, Georgia  
Suzella Burns Newsome  
Alumna  
Atlanta, Georgia  
Betty Scott Noble  
Alumna  
Decatur, Georgia  
M. Lamar Oglesby  
Vice President, Kidder, Peabody and Company  
Atlanta, Georgia  
Douglas W. Oldenburg  
President  
Columbia Theological Seminary  
Decatur, Georgia  
Susan M. Phillips  
Alumna  
Vice President for Finance and University Services  
University of Iowa  
Iowa City, Iowa  
Jean Salter Reeves  
Alumna  
Atlanta, Georgia  
Ruth Schmidt  
President, Agnes Scott College  
Decatur, Georgia  
Horace H. Sibley  
Attorney, King and Spalding  
Atlanta, Georgia  
Nancy Holland Sibley  
Alumna  
Greenville, South Carolina  
B. Franklin Skinner  
President and Chief Executive Officer  
Southern Bell  
Atlanta, Georgia  
John E. Smith, II  
President, John Smith Company  
Smyrna, Georgia  
Samuel R. Spencer, Jr.  
President, Virginia Foundation for Independent Colleges  
Richmond, Virginia  
John H. Weitnauer, Jr.  
Chairman and Chief Executive Officer  
Richway (Retired)  
Atlanta, Georgia

**Trustees Emeriti and Emeritae**

Neil O. Davis	Auburn, Alabama
Harry A. Fifield	Atlanta, Georgia
Alex P. Gaines	Atlanta, Georgia
Ben S. Gilmer	Atlanta, Georgia
J.A. Minter, Jr.	Tyler, Alabama
J. Davison Philips	Decatur, Georgia
Mary Warren Read	Danville, Kentucky
Hansford Sams, Jr.	Decatur, Georgia
Hal L. Smith	Atlanta, Georgia
Diana Dyer Wilson	Winston-Salem, North Carolina

Christabel P. Brauntot (1976)  
B.A. McGill University, Ph.D. Yale University  
*Associate Professor of French*

Michael J. Brown (1960-62; 1965)  
B.A. LaGrange College; M.A., Ph.D. Emory University  
*Charles A. Dana Professor of History*  
On leave Spring Term, 1988

Revonia R. Bryant (1986)  
B.A. Knoxville College; M.A. New York University  
*Lecturer in Education (part-time, Spring)*

Ronald L. Byrnside (1975)  
B.A. Cincinnati Conservatory of Music; M.A. Yale University;  
Ph.D. University of Illinois  
*Charles A. Dana Professor of Music*

Gail Cabisus (1974)  
B.A. Smith College; M.P.A. Georgia State University; M.A.,  
Ph.D. Bryn Mawr College  
*Associate Professor of Classical Languages and Literatures*

Penelope Campbell (1965)  
B.A. Baylor University; M.A., Ph.D. Ohio State University  
*Charles A. Dana Professor of History*

Ayse Ilgaz Carden (1978)  
B.A. Agnes Scott College; M.A., Ph.D. Emory University  
*Associate Professor of Psychology*

Huguette D. Chatagnier (1969)  
B.A. St. Mary's College; M.A. University of Notre Dame; Ph.D.  
Emory University  
*Associate Professor of French*

Augustus B. Cochran, III (1973)  
B.A. Davidson College; M.A. Indiana University; Ph.D.  
University of North Carolina at Chapel Hill  
*Associate Professor of Political Science*

Lee Biggerstaff Copple (1961)  
B.A. University of North Carolina at Chapel Hill; M.A., Ph.D.  
University of Michigan; Ph.D. Vanderbilt University  
*Professor of Psychology*

Alice J. Cunningham (1966-67; 1968)  
B.A. University of Arkansas; Ph.D. Emory University  
*William Rand Kenan, Jr. Professor of Chemistry*

Rosemary T. Cunningham (1985)  
B.A., M.A., Ph.D. Fordham University  
*Assistant Professor of Economics*

Marylin Barfield Darling (1971)  
B.S., M.M. Florida State University  
*Associate Professor of Physical Education*

Cesar Diaz (1987)  
M.A. University of Washington; Ph.D. University of Madrid  
*Fulbright Scholar-in-Residence*

Miriam Koontz Drucker (1955)  
B.A. Dickinson College; M.A. Emory University; Ph.D. George  
Peabody College for Teachers  
*Charles A. Dana Professor of Psychology*

**AGNES SCOTT COLLEGE****FACULTY 1987-88**

(Date after name indicates year of appointment)

Ada Aleman (1986)  
B.A., M.A. Georgia State University  
*Instructor in Spanish (part-time)*

Christopher Ames (1986)  
B.A. University of Texas at Austin; Ph.D. Stanford University  
*Assistant Professor of English*

Margaret Perry Ammons (1969)  
B.S. University of Georgia; M.A. Emory University; Ph.D.  
University of Chicago  
*Professor of Education*

Maria Artemis (1986)  
B.A. Agnes Scott College; M.F.A. University of Georgia  
*Instructor in Art (part-time)*

Albert Y. Badre (1984)  
B.B.A. American University of Beirut; M.A. University of  
Iowa; Ph.D. University of Iowa  
*Professor of Economics (part-time)*

Bona W. Ball (1967)  
B.A. University of Virginia; M.A.T. Duke University; Ph.D.  
University of Kentucky  
*Ellen Douglas Leyburn Professor of English*

David P. Behan (1974)  
B.A. Yale University; Ph.D. Vanderbilt University  
*Professor of Philosophy*

Gunther Bicknese (1966)  
Dr. Phil. Philipps University, Marburg, West Germany  
*Professor of German*

Elizabeth Leigh Bottomley (1986)  
B.S., Anthropology; B.S., Chemistry; Ph.D. Florida State  
University  
*Assistant Professor of Chemistry*

Sandra T. Bowden (1968)  
B.S. Georgia Southern College; M.A., Ph.D. University of  
North Carolina at Chapel Hill  
*Professor of Biology*

Arthur L. Bowling, Jr. (1977)  
B.S. College of William and Mary; M.S., Ph.D. University of  
Illinois  
*Associate Professor of Physics and Astronomy*

## FACULTY

- Rosemary Eberiel (1985)  
B.A. University of Wisconsin; Facult'e des Lettres, University of Aix-Marseille; Ph.D. Harvard University  
*Assistant Professor of French*
- Gerard Elfstrom, (1985)  
B.A. Cornell College; M.A., Ph.D. Emory University  
*Assistant Professor of Philosophy (part-time)*
- Diane L. Folkes (1987)  
B.A. Rhodes College; M.A. Georgia State University; Ph.D. Emory University  
*Associate Professor of Political Science (part-time)*
- Steven Forbes-deSoule (1986)  
M. Visual Arts Georgia State University  
*Instructor in Art (part-time)*
- Jay Fuller (1954)  
B.S. Johns Hopkins University, Peabody Conservatory of Music  
*Associate Professor of Music*
- John Lewis Gignilliat (1969)  
B.A. University of North Carolina at Chapel Hill; M.A. Emory University; Ph.D. University of Wisconsin  
*Associate Professor of History*
- Diana J. Glad (1987)  
B.A. Indiana University; M.A., Ph.D. Emory University  
*Assistant Professor of Spanish (part-time)*
- Steven R. Guthrie (1985)  
B.A. Antioch College; Ph.D. Brown University  
*Assistant Professor of English*
- Ellen Wood Hall (1984)  
B.A. Agnes Scott College; M.A., Ph.D. Bryn Mawr College  
*Associate Professor of French; Dean of the College*
- Lynn C. Hart (1987)  
B.S., M.Ed., Ph.D. Georgia State University  
*Lecturer in Education (part-time)*
- Mary Eloise Herbert (1954)  
B.A. Winthrop College; M.A. Duke University  
*Associate Professor of Spanish*
- James G. Herndon (1987)  
B.A. LaSalle College; M.A., Ph.D. Emory University  
*Department of Psychology (part-time)*
- Alice Hickcox (1987)  
B.A., M.A. Rice University; M. Div. Columbia Theological Seminary  
*Department of Bible and Religion (part-time)*
- Robert B. Hild (1986)  
B.S. Indiana University; M.Ed. University of Pittsburgh; Doctorate of Arts, Carnegie Mellon University  
*Instructor in Education (part-time, Spring)*
- Thomas W. Hogan (1965)  
B.A. University of Florida; M.A., Ph.D. University of Arkansas  
*Associate Professor of Psychology;*
- Lee Horvitz (1987)  
B.A. Sonoma State University; M.A. San Francisco State University; M.A. Northwestern University  
*Instructor in Philosophy*
- Edward Lee Hover (1984)  
B.A. Hiram College; M.S. Virginia Polytechnic Institute; Ph.D. University of Michigan  
*Assistant Professor of Biology*
- Linda L. Hubert (1968)  
B.A. Agnes Scott College; M.A., Ph.D. Emory University  
*Professor of English*
- Gué Pardue Hudson (1974)  
B.A. Agnes Scott College; M.A.T. Emory University  
*Dean of Students; Lecturer in Education*
- Mary Kathryn Owen Jarboe (1974)  
B.A. Agnes Scott College  
*Registrar*
- Judith Bourgeois Jensen (1977)  
B.A. Chestnut Hill College; M.L.S. University of California at Berkeley  
*Librarian*
- Calvert Johnson (1986)  
B.A. Kalamazoo College; M.M., D.M. Northwestern University  
*Associate Professor of Music; College Organist*
- Edward C. Johnson (1965)  
B.A. Kentucky Wesleyan College; M.A. University of Missouri; Ph.D. Georgia State University  
*Associate Professor of Economics*
- Constance A. Jones (1973)  
B.A., M.A.T. Vanderbilt University; Ph.D. Emory University  
*Associate Professor of Sociology*  
on leave 1987-88
- Laurel Diane Kearns (1987)  
B.A. Florida State University; M.A. Emory University  
*Instructor in Sociology (part-time)*
- Katharine D. Kennedy (1981)  
B.A. Duke University; M.A., Ph.D. Stanford University  
*Assistant Professor of History*  
On leave , 1988-89
- Philip N. Kranz (1987)  
B.A. Ohio State University; M.A. Hebrew Union College  
*Department of Bible and Religion (part-time)*
- Ann Cale Kruger (1987)  
B.A. Florida State University; M.A. Emory University  
*Department of Psychology (part-time)*
- Kent A. Leslie (1987)  
B.A. Queens College; M.S.A.T. Emory University  
*Department of Sociology and Anthropology (part-time)*
- Robert A. Leslie (1970)  
B.S. Davidson College; M.A., Ph.D. University of Georgia  
*Associate Professor of Mathematics*

- Myrtle H. Lewin (1983)  
B.Sc. Witwatersrand University, Johannesburg, South Africa;  
M.A., Ph.D. University of Wisconsin  
*Associate Professor of Mathematics; Director of Academic Computer Services*
- Paul Lifton (1985)  
B.A. Pomona College; M.A. San Francisco State University;  
Ph.D. University of California at Berkeley  
*Assistant Professor of Theatre*
- Sally Anne MacEwen (1982)  
B.A. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania  
*Assistant Professor of Classical Languages and Literatures*
- Myra Beth Mackie (1986)  
B.A. Agnes Scott College; M.A., Ph.D. Duke University  
*Assistant Professor of Bible and Religion*
- Kathryn Malody (1985)  
B.A. Macalester College; M.S. University of Minnesota  
*Instructor in Biology; Coordinator of the Laboratories*
- Kathryn A. Manuel (1958)  
B.S. Purdue University; M.A. New York University; P.E.D. Indiana University  
*Professor of Physical Education*
- Theodore K. Mathews (1967)  
B.A. Brown University; M.A.T. Harvard University; Ph.D. University of Michigan  
*Associate Professor of Music*
- Candice J. McCloskey (1987)  
B.S. Georgia State University; Ph.D. Georgia Institute of Technology  
*Assistant Professor of Chemistry*
- Terry S. McGehee (1976)  
B.A. Queens College; M.F.A. Washington University  
*Associate Professor of Art*
- Kate McKemie (1956)  
B.S. Georgia College at Milledgeville; M.A. New York University; Ed.D. University of Tennessee  
*Professor of Physical Education*
- Michael Mears (1987)  
B.S., M.S. Mississippi State University; J.D. University of Georgia  
*Lecturer in Political Science (part-time)*
- Mollie Merrick (1959)  
B.A. Agnes Scott College; M.A. Teachers' College of Columbia University  
*Associate Dean of Students*
- Tommie Sue Montgomery (1986)  
A.B. Wesleyan College; M.A. Vanderbilt University; Ph.D. New York University  
*Associate Professor of Latin American Studies*
- Jack L. Nelson (1962)  
B.A. University of Kentucky; M.A., Ph.D. Harvard University  
*Professor of English*
- Lillian Newman (1948)  
B.A. Lincoln Memorial University; B.S.L.S. George Peabody College for Teachers; M.Ln. Emory University  
*Associate Librarian; Readers' Services Librarian*
- Lucy A. Newton (1986)  
B.S., M.B.A. Georgia State University  
*Instructor in Economics (part-time)*
- Percy North (1987)  
B.A. Radford College; M.A. Pennsylvania State University; Ph.D. University of Delaware  
*Assistant Professor of Art (part-time)*
- Ann McKee Parker (1986)  
B.A. Marywood College; M.Ed. Georgia State University  
*Lecturer in Education (part-time)*
- Richard D. Parry (1967)  
B.A. Georgetown University; M.A. Yale University; Ph.D. University of North Carolina at Chapel Hill  
*Fuller E. Callaway Professor of Philosophy*  
On leave, 1987-88
- Malcolm L. Peel (1986)  
B.A. Indiana University; M.Div. Louisville Presbyterian Theological Seminary; M.A., Ph.D. Yale University  
*Wallace M. Alston Professor of Bible and Religion*
- Cynthia L. Peterson (1983)  
B.S. James Madison University; M.Ed. Auburn University  
*Instructor in Physical Education*
- John F. Pilger (1979)  
B.S., Ph.D. University of Southern California  
*Associate Professor of Biology*  
(on leave 1988-89)
- Patricia G. Pinka (1969)  
B.A. University of Pittsburgh; M.A. San Francisco State College; Ph.D. University of Pittsburgh  
*Professor of English*
- Janette B. Pratt (1986)  
L.L.B. University of London; L.L.M. New York University Law School  
*Assistant Professor of Political Science (part-time)*
- Becky B. Prophet (1982)  
B.A. Alfred University; M.A., Ph.D. University of Michigan  
*Assistant Professor of Theatre*
- Sally A. Rackley (1985)  
B.A. Colby College; M.A. University of Wisconsin; Ph.D. Duke University  
*Assistant Professor of Classical Languages and Literature (part-time)*
- Rowena Renn (1984)  
B.A. Mary Washington College of the University of Virginia; M.A. Georgia State University  
*Lecturer in Music*
- Régine P. Reynolds-Cornell (1986)  
B.A., M.A., Ph.D. University of Texas at Austin  
*Adeline Arnold Loridans Professor of French*

## FACULTY

- Sara L. Ripy (1958)  
B.A. Randolph-Macon Woman's College; M.A., Ph.D.  
University of Kentucky  
*Professor of Mathematics*
- Donna Sadler (1986)  
B.A. Boston University; M.A., Ph.D. Indiana University  
*Assistant Professor of Art*
- Alberto C. Sadun (1984)  
S.B., Ph.D. Massachusetts Institute of Technology  
*Assistant Professor of Astronomy; Director of the Bradley  
Observatory*
- Dudley W. Sanders (1979)  
B.A. Kenyon College; M.F.A. Northwestern University  
*Assistant Professor of Theatre*
- Ruth A. Schmidt (1982)  
B.A. Augsburg College; M.A. University of Missouri; Ph.D.  
University of Illinois  
*President of the College*
- Marie-Jeanne Schulman (1987)  
M.A. Université des Lettres et Sciences Humaines de Nice  
*Instructor in French (part-time)*
- Catherine V. Scott (1984)  
B.A. University of Florida; M.A., Ph.D. Emory University  
*Assistant Professor of Political Science*
- Constance Shaw (1966)  
B.A. Smith College; Ph.D. Columbia University  
*Professor of Spanish*
- Edmund J. Sheehey (1987)  
B.A. Fordham University; Ph.L. Woodstock College; M.A.  
Fordham University; M.Div. Woodstock College; Ph.D.  
Michigan State University  
*Hal and Julia T. Smith Chair of Free Enterprise*
- Leland Staven (1969)  
B.F.A. University of Wisconsin at Milwaukee; M.F.A.  
California College of Arts and Crafts  
*Associate Professor of Art*
- Peggy Thompson (1985)  
B.A., M.A. Arizona State University; M.A. Emory University;  
M.A., Ph.D. Indiana University  
*Assistant Professor of English*
- John A. Tumblin, Jr. (1961)  
B.A. Wake Forest College; M.A., Ph.D. Duke University  
*Professor of Sociology and Anthropology*
- Ruth Vedvik (1984)  
B.A. Augsburg College; M.S. North Dakota State University  
*Director of Admissions*
- T. Leon Venable (1983)  
B.S. Davidson College; Ph.D. University of Virginia  
*Assistant Professor of Chemistry*
- Daniel F. Waggoner (1987)  
B.A., M.A., Ph.D. University of Kentucky  
*Assistant Professor of Mathematics*
- William A. Washburn (1987)  
B.S. Rhodes College; M.S. Georgia Institute of Technology  
*Technical Specialist and Instructor in Academic Computing/  
Mathematics*
- Patricia McGuire White (1987)  
B.A. Agnes Scott College; M.S. University of Georgia; Ph.D.  
Georgia Institute of Technology  
*Assistant Professor of Biology*
- Ingrid E. Wieshofer (1970)  
Teacher's Diploma, Ph.D. University of Vienna  
*Associate Professor of German*
- Harry Wistrand (1974)  
B.A. Austin College; M.A. North Texas State University; Ph.D.  
Arizona State University  
*Associate Professor of Biology; Associate Dean of the College*

## EMERITUS FACULTY

Dates in parentheses indicate the beginning and ending of service at Agnes Scott College.

Marvin Banks Perry, Jr., Ph.D., LL.D., LL.D., Litt.D.,  
(1973-1982)  
*President of the College*

Julia T. Gary, Ph.D. (1957-1984)  
*Dean of the College, Professor of Chemistry*

Margaret Taylor Phythian, Docteur de l'Université de  
Grenoble, (1916-1919; 1923-1964)  
*Professor of French*

Pierre Thomas, Ingenieur-docteur (1951-1967)  
*Assistant Professor of French*

Llewellyn Wilburn, M.A. (1920-1922; 1926-1967)  
*Associate Professor of Physical Education*

Leslie Janet Gaylord, M.S. (1921-1968)  
*Assistant Professor of Mathematics*

Walter B. Posey, Ph.D., L.H.D. (1943-1970)  
*Professor of History and Political Science*

William A. Calder, Ph.D. (1947-1971)  
*Professor of Physics and Astronomy*

Katharine Tait Omwake, Ph.D. (1928-1929; 1930-1972)  
*Associate Professor of Psychology*

Erika Meyer Shiver, Ph.D. (1962-1972)  
*Professor of German*

Anna Josephine Bridgman, Ph.D. (1949-1974)  
*Professor of Biology*

Florence J. Dunstan, Ph.D. (1941-1974)  
*Professor of Spanish*

Roberta Winter, Ed.D. (1939-1974)  
*Professor of Speech and Drama*

William Joe Frierson, Ph.D. (1946-1975)  
*Professor of Chemistry*

Roberta Winter, Ed.D. (1939-1974)  
Professor of Speech and Drama

William Joe Frierson, Ph.D. (1946-1975)  
Professor of Chemistry

Michael McDowell, M.A. (1950-1975)  
Professor of Music

Paul Leslie Garber, Ph.D. (1943-1976)  
Professor of Bible and Religion

Chloe Steel, Ph.D. (1955-1976)  
Professor of French

Ronald B. Wilde, M.A.T. (1965-1978)  
Assistant Professor of Mathematics

Mary Virginia Allen, Ph.D. (1948-1951; 1954-1979)  
Professor of French

Mary Walker Fox, B.A. (1937-1944; 1952-1979)  
Instructor in Chemistry

Nancy Pence Groseclose, Ph.D. (1947-1979)  
Professor of Biology

Myrna Goode Young, Ph.D. (1955-1956; 1957-1979)  
Professor of Classical Languages and Literatures

Geraldine M. Meroney, Ph.D. (1966-1983)  
Professor of History

Mary Boney Sheats, Ph.D., L.H.D., LL.D. (1949-1983)  
Professor of Bible and Religion

Jack T. Brooking, M.F.A., Ph.D. (1974-1985)  
Professor of Theatre

Margaret W. Pepperdene, Ph.D. (1956-1985)  
Professor of English

Frances Clark Calder, Ph.D. (1953-1969; 1974-1986)  
Professor of French

Kwai Sing Chang, Th.M., Ph.D. (1956-1986)  
Professor of Bible and Religion

Raymond Jones Martin, M.S.M., S.M.D. (1950-1986)  
Professor of Music; College Organist

Marie Sophie Huper Pepe, Ph.D. (1951-1986)  
Professor of Art

Associate Dean of the College  
Marilynn Heyda Mallory, B.A., M.Ed.  
Director of the Return to College Program; Faculty Grants  
Coordinator

**Office Of The Registrar**  
Mary K. Owen Jarboe, B.A.  
Registrar

**The Library**  
Judith B. Jensen, B.A., M.L.S.  
Librarian  
Lillian Newman, B.A., B.S.L.S., M.Ln.  
Associate Librarian

**Office Of The Dean Of Students**  
Gué P. Hudson, B.A., M.A.T.  
Dean of Students  
Mollie Merrick, B.A., M.A.  
Associate Dean of Students and Director of Campus  
Events and Conferences  
Karen Green, B.A.  
Director of Student Activities and Housing  
Miriam Dunson, B.S., M.A., D.Min.  
Chaplain

**Financial Aid**  
Susan D. Little, B.A.  
Director of Financial Aid

**Career Planning And Placement**  
Amy Schmidt, B.A., M.S.  
Director of Career Planning and Placement

**The Health Center**  
Pat Murray, B.S.N., M.N., C.R.N.P.  
Director of Student Health Services

**Office Of The Vice President For Business And Finance**  
Gerald O. Whittington, B.A., M.S.M.  
Vice President for Business and Finance  
Kate B. Goodson  
Comptroller

**Office Of The Vice President For Development And Public  
Affairs**  
Rickard B. Scott, B.A., M.A., Ph.D.  
Vice President for Development and Public Affairs

**Office Of Admissions**  
Ruth A. Vedvik, B.A., M.S.  
Director of Admissions

## ADMINISTRATION AND STAFF

### Office Of The President

Ruth A. Schmidt, B.A., M.A., Ph.D.  
President

Mary Alverta Bond, B.A.  
Administrative Assistant to the President  
Secretary of the Board of Trustees

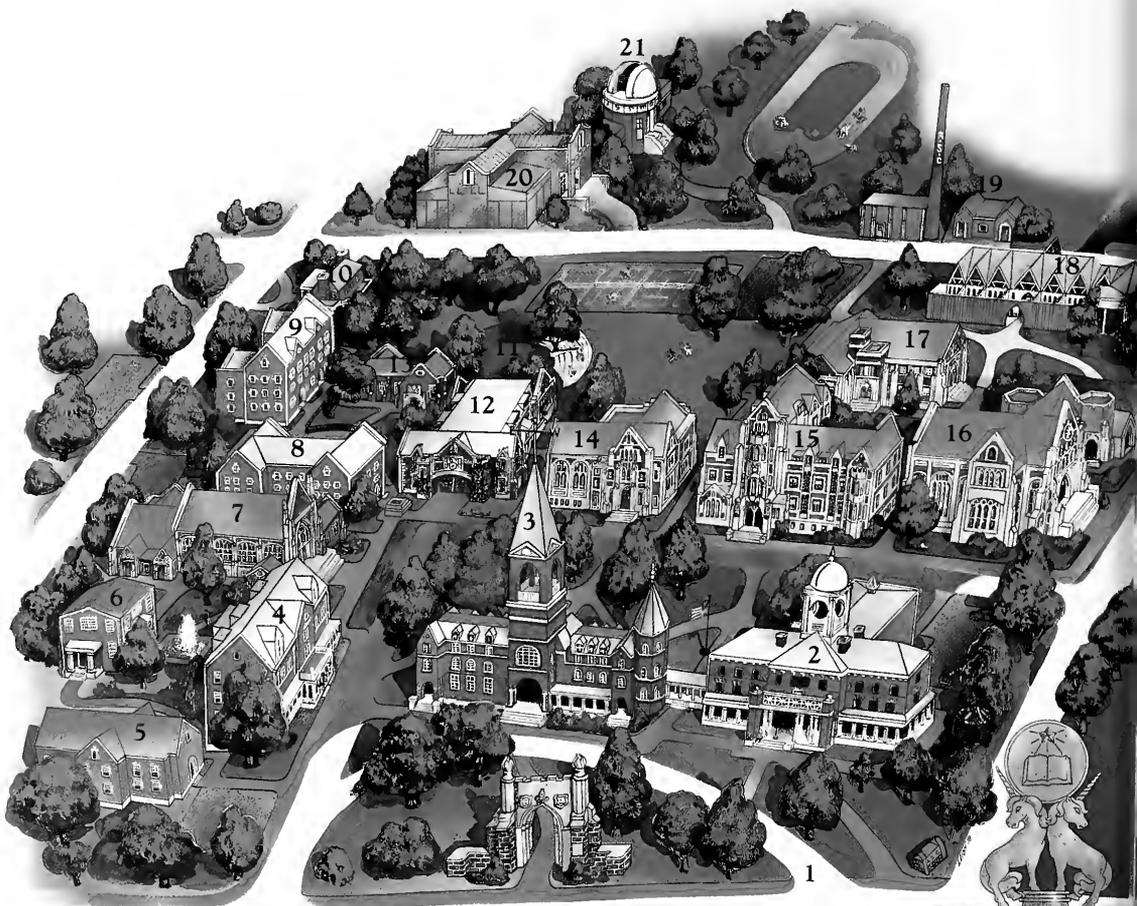
### Office Of The Dean Of The College

Ellen Wood Hall, B.A., M.A., Ph.D.  
Dean of the College  
Harry Wistrand, B.A., M.A., Ph.D.

## CAMPUS MAP

### Legend

1. Main Entrance
2. Rebekah Scott Hall (residence hall, upper floors; Admissions Office, first floor)
3. Agnes Scott Hall (residence hall, upper floors; Dean of Students, Financial Aid, Career Planning, President, first floor)
4. Inman Hall (residence hall)
5. Hopkins Hall (residence hall)
6. Anna Young Alumnae House
7. Letitia Pate Evans Dining Hall
8. Walters Hall (residence hall)
9. Winship Hall (residence hall)
10. The President's Home
11. Amphitheatre
- 12 & 13. Wallace M. Alston Campus Center (comprised of the Frances Winship Walters Infirmary and the former Bucher Scott Gymnasium)
14. McCain Library
15. Buttrick Hall (classroom, faculty and administrative offices)
16. Presser Hall (music)
17. Campbell Science Building
18. Dana Fine Arts Building
19. Physical Plant Building
20. Robert W. Woodruff Physical Activities Building
21. Bradley Observatory



Agnes Scott College

**DIRECTIONS TO THE AGNES SCOTT COLLEGE CAMPUS**

From the **NORTH** on I-75: Take I-75 south, past I-285 to -85 north; take I-85 north to Clairmont Road exit; turn right (signs will point to Decatur); after several miles, Clairmont will end at the square in Decatur; turn right onto Ponce de Leon; at first light (Commerce), turn left; at second light (Trinity), turn left; at first light, turn right

onto McDonough; cross train tracks and turn immediately to your left onto East College Avenue; Agnes Scott will be on your right; enter first driveway on your right.

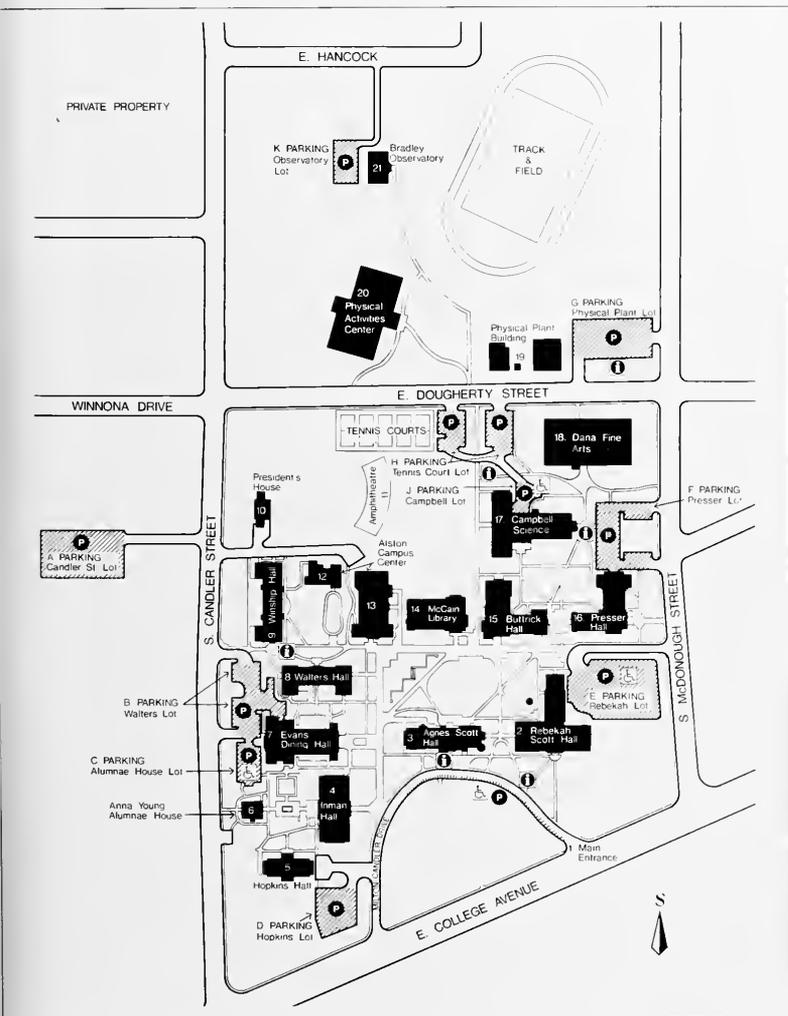
From the **NORTH** on I-85: Take I-85 south, past I-285, to Clairmont Road exit; turn left (signs will point to Decatur); after several miles, Clairmont will end at the square in Decatur; turn right onto Ponce de Leon; at first

light (Commerce), turn left; at second light (Trinity), turn left; at first light, turn right onto McDonough; cross train tracks and turn immediately to your left onto East College Avenue; Agnes Scott will be on your right; enter first driveway on your right.

From **EAST/WEST** on I-20: Take I-20 to I-285 north; take I-285 north to Memorial Drive (exit 32); turn left; turn right at third light (Hwy. 10,

Mountain Drive); stay on Highway 10 for approximately three miles (the street name will change several times, finally becoming East College Avenue); Agnes Scott will be on your left; enter second driveway past Candler Street.

From **SOUTH** on I-75/I-85: Take I-75 or I-85 north to I-285 east; take I-285 east to Memorial Drive (exit 32); turn right at second light (Hwy. 10, Mountain Drive); stay on Highway 10 for approximately three miles (the street name will change several times, finally becoming East College Avenue); Agnes Scott will be on your left; enter second driveway past Candler Street.



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# AGNES SCOTT

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Year of high school graduation \_\_\_\_\_ Area(s) of academic interest \_\_\_\_\_

Special interests, activities \_\_\_\_\_

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Name of parent or guardian \_\_\_\_\_

Address, if different from above \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**ALL SEMESTER**

Classes Begin ..... Friday, August 26  
 Labor Day (holiday observed) ..... Monday, September 5  
 October Break ..... Saturday, October 15 – Monday, October 17  
 Thanksgiving Break ..... Wednesday, November 23 – Sunday, November 27  
 Last Day of Classes ..... Friday, December 10  
 Reading Day ..... Saturday, December 10  
 Exams Begin ..... Monday, December 12  
 Exams End ..... Saturday, December 17, 12 noon

**SPRING SEMESTER**

Classes Begin ..... Tuesday, January 24  
 Spring Break ..... Saturday, March 18 – Monday, March 27  
 Last Day of Classes ..... Thursday, May 11  
 Reading Day ..... Friday, May 12  
 Exams Begin ..... Saturday, May 13  
 Senior Exams End ..... Wednesday, May 17  
 Exams End ..... Friday, May 19  
 Accalaureate ..... Friday, May 19  
 Commencement ..... Saturday, May 20

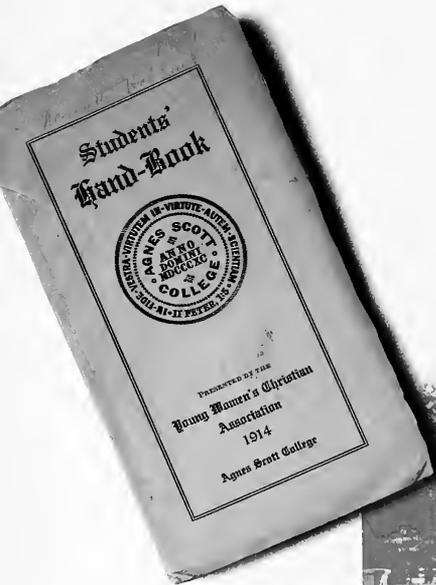


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